How to Create a Teaching Portfolio

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Director, The Program for Instructional Excellence
Florida State University

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PIE Teaching Associate
Department of Physics
Session Objectives

As a result of this workshop, you will be able to...

1. describe what a teaching portfolio is, and what purpose it plays

2. identify items to include in a teaching portfolio that will help evaluators determine your teaching effectiveness

3. write an effective & descriptive Teaching Philosophy

4. assemble a teaching portfolio that successfully illustrates who you are as a TA/instructor, and who you want to become!
WHAT IS A TEACHING PORTFOLIO?

- Purpose
- Contents
  - CV
  - Teaching Philosophy Statement
  - Diversity Statement
  - Description of Teaching Responsibilities
  - Evidence of Innovative Teaching Practices
  - Teaching/Learning/Course Outcomes
  - Reflective Statement/Plan for Growth
Your Teaching Philosophy is the theme

• How you think learning occurs
• What goals you have for students & why
• Methods used to achieve goals – what teaching styles, strategies, techniques do you use & why
• How your teaching results in student learning
• Use specific examples to illustrate your points
• Shows who **YOU** are as a teacher/TA!
## Outstanding Teaching Assistant Award Rubric

<table>
<thead>
<tr>
<th>Suggested Review Criteria</th>
<th>Points</th>
<th>Additional Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. CONTRIBUTIONS TO STUDENT LEARNING (30):</strong> communicates the significance of student learning; provides evidence of teaching methods that contribute to lifelong learning in the discipline; provides evidence of active, engaged student learning methods; incorporates meaningful assessment that measure student learning; teaching philosophy is linked to teaching practice</td>
<td>Points =</td>
<td></td>
</tr>
<tr>
<td><strong>Strengths for Criteria 1:</strong></td>
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<tr>
<td><strong>Weaknesses for Criteria 1:</strong></td>
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<tr>
<td><strong>2. REFLECTIVE TEACHING PRACTICES (10):</strong> provides evidence of how feedback (self, student, peer, faculty) is used for improving teaching practice; demonstrates improvement over time; evidence of intended changes and actions</td>
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<td></td>
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<tr>
<td><strong>Strengths for Criteria 2:</strong></td>
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</table>
### Outstanding Teaching Assistant Award Rubric

<table>
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<tr>
<th>3. <strong>PROFESSIONAL GROWTH AND LEADERSHIP (5):</strong> provides evidence of activity in professional organization(s); stays well-informed on the literature on teaching and learning in their discipline; attends conferences and workshops, seminars and/or self-directed learning on enhancing teaching</th>
<th><strong>Points =</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengths for Criteria 3:</strong></td>
<td><strong>Weaknesses for Criteria 3:</strong></td>
</tr>
<tr>
<td>4. <strong>UNIQUE CONTRIBUTIONS (5):</strong> involved in teaching-related activities; serves on committees that support teaching; active in the community; demonstrates scholarship in teaching with publications, presentations, grants; evidence of innovative teaching methods developed or applied; does more than required (goes the extra mile); stands out among peers</td>
<td><strong>Points =</strong></td>
</tr>
<tr>
<td><strong>Strengths for Criteria 4:</strong></td>
<td><strong>Weaknesses for Criteria 4:</strong></td>
</tr>
<tr>
<td><strong>Total Points =</strong></td>
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</table>
Activity:

1. Spend a few minutes reading through the 2 sample teaching philosophy statements (see link in chat)
2. Fill out #1 & #2 on the “portfolio evaluation rubric” (see link in chat)
3. Enter total scores fr statement 1, and statement 2 in Zoom poll
4. In breakout rooms, do all of the following:
   • introduce yourselves
   • Discuss & compare your scores—
     – what you think worked well (and why)
     – discuss what could be improved (and why/how)
Scoring Debrief: Teaching Philosophy Statement #1

**Outstanding Teaching Assistant Award Rubric**

**Directions:** Use this template to guide your scoring and feedback writing. Be sure to point out specific strengths and areas for improvement in the portfolios. If you deduct any points at all, you must state why you deducted those points in the feedback.

Please score Sample Teaching Philosophy Statement #1 On the first rubric below:

**Suggested Review Criteria**

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1. **CONTRIBUTIONS TO STUDENT LEARNING (30):** communicates the significance of student learning; provides evidence of teaching methods that contribute to lifelong learning in the discipline; provides evidence of active, engaged student learning methods; incorporates meaningful assessment that measure student learning; teaching philosophy is linked to teaching practice

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2. **REFLECTIVE TEACHING PRACTICES (10):** provides evidence of how feedback (self, student, peer, faculty) is used for improving teaching practice; demonstrates improvement over time; evidence of intended changes and actions

<table>
<thead>
<tr>
<th>Strengths for Criteria 2:</th>
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Points =

Points =
## Scoring Debrief: Teaching Philosophy Statement #2

### Outstanding Teaching Assistant Award Rubric

Please score Sample Teaching Philosophy Statement #2 On the rubric below:

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<tr>
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What Should I include in my Teaching Portfolio?

*If applying for the OTAA, be sure to follow the application guidelines/requirements online at pie.fsu.edu

- Cover Page
- Table of Contents
- CV
- Diversity Statement (PIE workshop on Monday, 1pm)
- Teaching Philosophy
- Choose 2 courses for which you have been a TA (or instructor) -Include a statement for each course regarding:
  - Teaching responsibilities (200-500 words)
  - Approach to teaching & learning (200-500 words)
    - Describes methods used to facilitate student learning. Include specific, concrete examples & may include references to appendices.
• **Innovative teaching practices** (200-500 words)
  – Artifacts, supplemental items, and/or narrative that you wish to include as part of your overall course narrative. Include a brief statement for each item of why you included the item and why this item is an accurate representation of you as a teacher. Include 1-2 items per course that best reflect the argument you wish to make about why your teaching stands out.

• **Outcomes** (200-500 words)
  – **Part I.** Provide evidence of faculty/peer/student feedback on your teaching
    -- If you have SPCI student evaluations then include & reflect on the meaning of this type of evaluation.
    -- If you do not, then include any kind of student/peer/faculty evaluation you have (mid-semester evaluations, peer evaluation, faculty evaluations) and reflect on the meaning of this type of evaluation.
  – **Part II.** Describe what your students are able to do as a result of your teaching, what strategies you used for assessment, and how you know your students are learning.

• **Reflective statement/plan for growth** (200-500 words)
  – Describe the effectiveness of your teaching approach, what you learned about your teaching approach, what surprised you, and what you would do differently in the future.
Activity:

1. Spend a few minutes reading through the sample course narrative (see link in chat)
2. Fill out #1 & #2 on the “portfolio evaluation rubric” for the course narrative (see link in chat)
3. In Zoom chat enter total score from rubric
3. In breakout room, do all of the following:
   • introduce yourselves
   • Discuss & compare your scores—
     – what you think worked well (and why)
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# Scoring Debrief: Course Narrative

*Outstanding Teaching Assistant Award Rubric – Use scoring rubric for providing feedback on sample course narrative*

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**2. Reflective Teaching Practices (10):** provides evidence of how feedback (self, student, peer, faculty) is used for improving teaching practice; demonstrates improvement over time; evidence of intended changes and actions | Points = | |
| Strengths for Criteria 2: | Weakernesses for Criteria 2: | |
PIE (Virtual) Peer Teaching Observations

If you would like constructive feedback from other teaching assistants on methods to use in the classroom, please reach out to the Program for Instructional Excellence. Peer observations are a fantastic way to:

- Receive constructive feedback from experienced TAs
- Discuss your teaching strengths and areas for improvement in a no-stakes setting
- Add professional development experience to your CV

If you are interested in requesting a peer teaching observation from one of our PIE Associates, please complete this survey: http://bit.ly/PEER-TEACHING-OBSERVE
Questions?
GOOD LUCK! 😊

Questions? Contact PIE:
pie-info@fsu.edu
And/Or: Lisa Liseno:
lliseno@admin.fsu.edu

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