



How to Create a Teaching Portfolio



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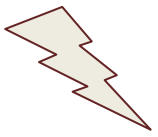
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Session Objectives



At the end of this workshop, learners will be able to:

- Define the components and purpose of a teaching portfolio.
- Identify all major items to include in a teaching portfolio that illustrate your teaching effectiveness.
- Write a teaching philosophy that conveys your skills and perspectives on teaching.
- Create course narratives that illustrate your strengths in the classroom as well as areas for reflection & growth.
- Assemble a teaching portfolio that illustrates who you are as a TA and who you want to become.
- Prepare for OTAA portfolio submission, if applicable.



WHAT IS A TEACHING PORTFOLIO?



- Purpose
- Contents
 - CV
 - Teaching Philosophy that shapes your approach
 - DEI ideals/techniques
 - Description of Teaching Responsibilities
 - Evidence of Innovative Teaching Practices
 - Teaching/Learning/Course Outcomes
 - Reflective Statement/Plan for Growth
 - (Optional) Artifacts from your teaching



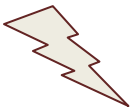


What Should I include in my Teaching Portfolio?



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

- **Cover Page**
- **Table of Contents**
- **CV**
- **Teaching Philosophy**
- **2 Course Narratives** - Choose 2 courses for which you have been a TA (or instructor)
- **Optional appendices**

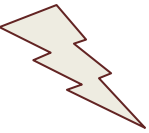


Teaching Philosophy As Your Foundation

- 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
- Don't focus too much on what “others” have said
- Shows who **YOU** are as a teacher/TA!



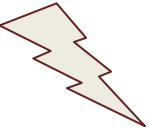
Portfolio Evaluation Rubric (for OTAA)



Suggested Review Criteria		Points	Additional Comments
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		Points =	
Strengths for Criteria 1:	Weaknesses for Criteria 1:		
2. REFLECTIVE TEACHING PRACTICES (15): 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 =	



Portfolio Evaluation Rubric (for OTAA)



3. PROFESSIONAL GROWTH AND LEADERSHIP (5): provides evidence of activity in professional organization/s; stays well-informed on the literature on teaching and learning in their discipline; involved in teaching/overall professional development opportunities such as but not limited to:

- Attending conferences or workshops
- Engaging in seminars and/or self-directed learning on enhancing teaching
- Being active in the overall community in their field
- Serving on formal OR informal committees that support teaching
- Demonstrating scholarship in teaching with publications, presentations, and/or grants
- Providing evidence of innovative teaching methods developed or applied
- Going above and beyond/standing out among their peers

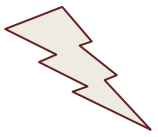


Activity:

1. Spend a few minutes reading through the 2 sample teaching philosophy statements
2. Based on the rubric criteria, share your thoughts on strengths and areas for improvement in the teaching philosophy statements.
3. In the Padlet space, discuss how you scored the teaching philosophy statements. You may specifically focus on:
 - What worked well in the statements?
 - What could be improved?
 - Padlet Link: <https://padlet.com/cnkelly1/xvbbtpoazcfnlr31>

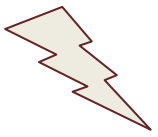


Scoring Debrief: Teaching Philosophy Statements



How did you assess Teaching Philosophy
Statement 1?

How did you assess Teaching Philosophy
Statement 2?



PIE Service - Teaching Philosophy Consultations

Program for
Instructional excellence

*Teaching
Philosophy
Statement Consultations*

IN TODAY'S ACADEMIC JOB MARKET, TEACHING PHILOSOPHY STATEMENTS ARE A COMMON REQUIREMENT WITHIN AN APPLICANT'S PORTFOLIO. INTERESTED IN GETTING STARTED ON A TEACHING PHILOSOPHY STATEMENT OR RECEIVING DETAILED FEEDBACK ON YOUR CURRENT DRAFT? SCHEDULE A ONE-ON-ONE CONSULTATION VIA OUR PIE TEACHING PHILOSOPHY STATEMENT CONSULTATION SERVICE!

Access this service via [Bit.ly](https://bit.ly/TACANVAS) or this QR Code to our TA Community Canvas Site:



<https://bit.ly/TACANVAS>

Questions? E-mail us at PIE-INFO@FSU.EDU



Course Narratives:



- 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



Course Narrative



- **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 narratives.
2. Based on the rubric criteria, share your thoughts on strengths and areas for improvement in the course narratives.
3. In the Padlet space, discuss how you scored the course narratives. You may specifically focus on:
 - What worked well in the course narrative?
 - What could be improved?
 - Padlet Link:
<https://padlet.com/cnkelly1/course-narratives-discussion-9lvfi1sxmlw4k9l2h>



Scoring Debrief: Course Narrative



How did you assess the course narratives?



Questions?



GOOD LUCK! 😊

Questions? Contact PIE:
pie-info@fsu.edu

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