



# How to Create a Teaching Portfolio



**Dr. Lisa Lisen**

**Assistant Dean of the graduate School**

**Director, The Program for Instructional Excellence**

**Chair, OTAA Committee**

**Florida State University**



# 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?





# 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!



# Portfolio Evaluation Rubric (for OTTA)

Nominee's Name (Last, First): \_\_\_\_\_ Reviewers' Last Name: \_\_\_\_\_

Suggested Review Criteria	Points	Comments
<b>1. CONTRIBUTIONS TO STUDENT LEARNING (30):</b> 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		
<b>2. REFLECTIVE TEACHING PRACTICES (10):</b> 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		
<b>3. PROFESSIONAL GROWTH AND LEADERSHIP (5):</b> 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		
<b>4. UNIQUE CONTRIBUTIONS (5):</b> 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		
<b>Total Points</b>		



## Activity:

1. Spend a few minutes reading through the 2 sample teaching philosophy statements on the handout at your table
2. Fill out #1 & #2 on the “portfolio evaluation rubric” for each teaching philosophy statement
3. In pairs or groups of 3, 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)



## **PIE & Coffee Break!**

**Take the opportunity to speak with  
someone from a different  
department!!**

# 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](http://pie.fsu.edu)

- **Cover Page**
- **Table of Contents**
- **CV**
- **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 SPOT/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 on the handout at your table
2. Fill out #1 & #2 on the “portfolio evaluation rubric” for the course narrative
3. In pairs or groups of 3, 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)



# Questions?



**GOOD LUCK! 😊**

**Questions? Contact PIE:**

**[pie-info@fsu.edu](mailto:pie-info@fsu.edu)**

**And/Or: Lisa Liseno:**

**[lliseno@admin.fsu.edu](mailto:lliseno@admin.fsu.edu)**

**LIKE PIE on Facebook:**

**[www.facebook.com/fsupie/](http://www.facebook.com/fsupie/)**