

TEACHING AND LEARNING PORTFOLIOS: THOUGHTFULLY PRESENTING YOURSELF FOR A SUCCESSFUL FACULTY CAREER

A GUIDEBOOK



A teaching and learning portfolio serves in partial fulfillment of the requirements for a Delta Certificate in Research, Teaching, and Learning.



The Delta Program is a project of the Center of the Integration of Research, Teaching, and Learning (CIRTL). CIRTL is an NSF-sponsored initiative committed to developing and supporting a learning community of STEM faculty, post-docs, graduate students, and staff who are dedicated to implementing and advancing effective teaching practices for diverse student audiences. For more information, please call us at 261-1180 or visit <http://www.delta.wisc.edu>.

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Copies of this guidebook are available on the Delta website (<http://www.delta.wisc.edu/>).

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What is a teaching portfolio?

Your teaching portfolio is a means to document, reflect upon, and improve your teaching and your students' learning. Much like a laboratory journal, a portfolio is a space for you to record and think about your teaching of students both in and outside of the classroom. You can use it to examine what you have learned through both personal experience and professional development activities, and thereby to develop and analyze more effective approaches to your teaching. In short, your teaching portfolio can serve as a vital component of your teaching-as-research¹ process.

Your teaching portfolio will also be among your most valuable resources for demonstrating your teaching abilities and accomplishments to other people (potential employers, for example). Materials from your portfolio will allow others to see beneath the surface of your teaching performance to observe and understand the thinking that directs your practice. The process of developing your portfolio will help you to develop and articulate your core values of teaching and learning and support the practice of these values with evidence. Presentation of your portfolio will allow you to practice discussing your teaching in a thoughtful and convincing manner. Ultimately your portfolio establishes your commitment to your personal development in teaching and to enhanced student learning.

Effective teaching portfolios are guided by four basic ideas. Portfolios are:

1. Designed and compiled with a specific purpose in mind;
2. Developed for a specific audience;
3. Contain written reflective statements, for example about student learning, teacher practice, teaching-as-research, diversity, and learning community¹; and,
4. Contain evidence like lesson plans, data about student learning, instructional materials, and other documents that support the ideas in your reflective statements.

A typical teaching portfolio might include:

1. Philosophy of education—basic ideas about how learning takes place;
2. Statement of teaching responsibilities;
3. Outline of learning goals;
4. Discussion of relation between goals, teaching strategies, assessments, and more broadly your philosophy of teaching and learning;
5. Documentation and analysis of student learning outcomes; and
6. A development plan, based on information gained during the process of compiling the portfolio.

¹ See Appendix A for explanation of these concepts.



Why should I invest time in a portfolio?

Your teaching portfolio will allow you to:

- Document teaching accomplishments within your discipline;
- Take ownership of your development in teaching and learning;
- Track how you integrate what you learn in professional development activities into your teaching;
- Demonstrate your successes in promoting learning by all students;
- Present your contributions to improved student learning through teaching-as-research; and
- Help generate meaningful change through collaboration with your colleagues.

Through a record of ongoing experimentation, analysis, reflection, and improvement in teaching and learning, your portfolio will help you become a more effective teacher and thereby enhance your students' learning.

At the same time, your portfolio will capture the complexity, depth, and richness of your teaching and your students' learning, so that others will appreciate more fully what you have accomplished.



How do I identify my portfolio's purpose?

To be more than a chaotic “teaching scrapbook,” your teaching portfolio must be both purposeful and selective. Your portfolio should fulfill a specific purpose. Questions that you might ask yourself in order to identify your purpose for your teaching portfolio include:

- Why am I developing this portfolio?
- What do I hope to learn from my portfolio?
- Who is the audience for my portfolio?
- Which areas of teaching and learning do I plan to examine?
- How will I gather, analyze, and present portfolio information?
- Should I document my development process, or only present my best work?

Perhaps the most fundamental question is whether you wish to use your portfolio as a *formative* (ongoing) measurement of development (as a record of experiments, analysis, and improvement strategies), as a *summative* (one-time) measurement of merit or achievement (as when portfolios are used by others to evaluate performance), or both. Those with experience working with portfolio programs indicate that often individuals who create a portfolio strictly for job application purposes often fail to engage in the reflection required to adequately discuss their teaching with review or hiring committees. Therefore, you really need to develop a portfolio that can be used for both personal

development and showcasing your teaching abilities. Please consider developing a larger, formative portfolio for your personal teaching development, then using that to prepare a more discriminating, concise portfolio for search or review committees highlighting your teaching growth and accomplishments. Your work on the formative, comprehensive portfolio will more adequately prepare you to engage in intelligent, insightful discussions about your teaching and learning with search or review committees.



Who is my "audience"?

Portfolios should be developed with their specific *audience* in mind. Various portfolio audiences might include:

1. You;
2. Mentors;
3. Potential employers/search committees;
4. Review/tenure committees; and
5. Colleagues with whom you may be discussing your development as a teacher.



How do I get started?

A reflective statement about your personal philosophy of teaching and learning provides the foundation for all other elements of your portfolio. It is an essential part of the teaching portfolio, and will serve as the common theme connecting all other components. Articulating a teaching philosophy also allows colleagues and reviewers to better understand your practices when teaching. There are several things you may want your teaching philosophy statement to do, depending upon the audience for whom your portfolio is intended:

Clarify what good teaching is:

- What is the function of teaching? What should its objectives be?
- Which student learning goals are fundamental to good teaching?
- What T&L theories inform your beliefs about good teaching?
- What personal goals do you have for teaching development?

Provide your rationale for teaching approaches:

- Why do you conduct classes the way you do?
- Why do you model certain behaviors?
- Why do you try to establish a particular kind of classroom climate?

Guide your teaching behaviors:

- Your philosophy statement can provide a clear sense of purpose during times of instability or ambiguity.

- Your philosophy statement can strengthen your ability to express opposition to institutional decisions related to teaching & learning.

Organize evaluation of your teaching:

- Your philosophy statement can help identify the products of good teaching on which you might be evaluated.
- Your philosophy statement can increase the reliability and validity of your teaching evaluations because you can be evaluated based upon objectives drawn from your unique philosophy.

Promote personal and professional development:

- Your philosophy statement can be revised and refined to record and track changes in teaching over time.
- Work on your philosophy statement encourages reflection and growth.

Encourage the dissemination of effective teaching:

- Your philosophy statement can be shared with students so they better understand the priorities and rationale of instructor.
- Your philosophy statement can be shared with colleagues to promote dialogue and teaching development.

In order to accomplish one or more of these functions, your philosophy statement should incorporate several of the following components:

- Your definition of teaching
- Your definition of learning, which should be grounded in literature and include a brief discussion about its relationship to your definition of teaching.
- Your view of learners, including their roles and expectations.
- Your goals and expectations of the student-teacher relationship. Address critical elements of the relationship such as trust, communication, formality, respect, etc. Use examples.
- A discussion of your teaching methods, including various ways of teaching in the content area, evidence of consideration of teaching to diverse audiences, and evidence of interest in student learning
- A discussion about evaluation, including various methods of student assessment and evidence of interest in assessing student learning.

Your teaching philosophy should address student learning and teaching to diverse student audiences. You might also incorporate ideas about teaching-as-research and learning communities. Additional questions a teaching philosophy might address include:

- What is the function of higher education in our society? To train? To educate?
- What is the importance of my particular discipline? How is it significant to my students' futures?
- How do people learn? What is the best way to teach to diverse audiences? Should teaching styles be adjusted to accommodate different learning styles?
- How important is successful learning for all students?

- What is my responsibility and role in enhancing student learning? What is the role of the student?

Once you outline your ideas about teaching and learning, everything else in your portfolio should lend support to those ideas. This will likely require continuous re-assessment and development of both reflective statements and supporting artifacts.



What do you mean by "reflection"?

As with any research document, *reflection* is what distinguishes your portfolio from a pedagogical scrapbook. Reflection provides the analysis and insight that fuel your process of discovery and teaching improvement. Information about this process, in the form of reflective statements, is the core of your portfolio.

Your reflective statements are also what guide your readers through your portfolio. Without the analysis and evaluation inherent in the reflective process, your teaching practices and students' achievements are isolated events from which there is very little chance for understanding or improvement.

Reflective statements are by nature personal accounts and can have as much variety in content and style as there are varieties in teachers. Often they tend to include one or more of these features:

- Self evaluation with respect to a teaching and learning experience;
- The relation of teaching practice to student learning;
- Connections between ideas and practice; and
- Ideas for future changes in practice.

Here are several examples of topics for reflective statements:

- How do you work with students who are academically struggling?
- Describe a successful teaching experiment. How do you know it was a success? Why did it work?
- Describe a teaching flop. How do you know it failed? Why did it not work?
- What do your syllabi say about your teaching style?
- How do you teach about a topic like the carbon cycle when they don't know what carbon is?
- How has your teaching changed in the last five years? Are these changes for the better? How can you tell?
- How do you know your students are learning?

A possible organizational structure for reflective statements includes three components: (1) context description, (2) analysis and reflection, and (3) conclusions and planning. For a given topic (e.g., a significant teaching experience), description presents your teaching and learning goals, activities, and/or outcome evidence, thus providing the basis for reflection. Analysis breaks apart the evidence in order to search for successes,

failures, and insights for improvement. Conclusions and Planning involve discussion of your findings, including how they impact on both you and your students, and their implications for your future teaching. In a bit more detail:

Description

The first step of the reflective process is describing current or recent teaching responsibilities, goals, activities, and acquisition of outcome evidence. It answers basic questions such as who, what, when, where, and how and provides the basis for the other two segments of the reflection. Clearly describing the teaching and learning context from which reflections and evidence are drawn makes analysis and planning easier for you to write, and the portfolio easier for others to read. For example:

“[Course name] is an introductory course comprised of approximately 400 undergraduate students, primarily freshmen and sophomores. Students also attend optional lab sessions of 18-20 students supervised by a teaching assistant. A grade of B or higher in this course is required for any student wishing to declare a major in the department. My goals for students in the course are [Content mastery? Critical thinking? etc.], which we seek to accomplish through [active learning activities? Group work? Lecture]. We assess whether or not students have achieved these goals through [Multiple choice exams? Essay tests? Etc.].”

Analysis

After describing the teaching and learning situation that is the subject of your reflection, you should next analyze the evidence that will be the basis for your conclusions and future teaching plans. You should identify both positive and negative findings from your data; reporting both successes and failures is essential if your portfolio is intended to serve as a teaching improvement tool. Equally important is accurate assessment of the quality and significance of the evidence. As with any research, if you are not honest with yourself regarding the validity and security of your conclusions, you will likely find yourself heading down false paths.

Conclusions and Planning

Conclusions and Planning are what makes teaching a dynamic, progressive endeavor. This step involves a reflective synthesis of your findings, including how they impact on both you and your students. Reflective pieces about artifacts selected for the portfolio requires a justification for why a certain artifact provides evidence of a claim you have made about your teaching, a personal value you bring to the classroom, or a specific teaching accomplishment. Equally important are the implications of your findings or achievements for your future teaching practice and the next step in your teaching-as-research process.

Additional Considerations for Reflective Writing

1. Write in a clear and professional manner;
2. Consistently use the first person voice; and
3. Be wary of biased, insensitive, or offensive language.



On what skills should I focus?

A goal of a teaching portfolio is to advance and demonstrate your teaching skills. The skills of a successful teacher are many and complex, but here for simplicity we organize them in three domains: intellectual, motivational, and interpersonal. You can select from these skills or identify some of your own when deciding on which skills you want to focus in your portfolio:

Intellectual Skills

- *Teaching approaches*: How have you identified your learning goals? How do you integrate a variety of well-organized teaching strategies to achieve those goals? How do you assess student needs and flexibly respond to those needs? How do you intend for your strategies to promote learning for all students?
- *Innovation*: Do you try to find new information on teaching approaches and try them? Do you integrate new ideas in a planned, deliberate way? Do you willingly take risks to find successful innovations? How do your innovations promote student learning, and for which students?
- *Experimental Design*: Do you perform meaningful and significant measures of student learning? Can you identify the impact of your teaching strategies and innovations? Can you distinguish their impact on individuals with different learning styles, different interests and different motivations?
- *Knowledge*: Do you stay current in your field and share new knowledge with students in your classes? How do you make new knowledge seem more interesting and relevant to your students?

Motivational Skills

- *Commitment to teaching*: Do you make yourself available to your students? Do you establish an effective learning community for you and your students? How does this influence your students' learning?
- *Goals orientation*: Do you explicitly outline your goals and expectations for students? How does this impact student learning?
- *Integrated perception*: Do you help students link classroom experiences to the broader context of their lives? How do students benefit from making these connections?
- *Positive action*: Do you help students achieve by motivating them with a desire to succeed? How do you determine when your students are motivated and learning?
- *Reward orientation*: What rewards do you receive from teaching? How do you reward successful student performance? How do students respond to your reward structure?

Interpersonal Skills

- *Objectivity*: Can you handle tough situations calmly and objectively, concentrating on the solution rather than the blame? Have your students indicated how your objectivity benefits them?

- *Active listening*: Do you paraphrase student questions and concerns for clarification? Are you able to attend to non-verbal cues and demonstrate that what your students have to say is valued? Have your students indicated how your active listening skills benefit them?
- *Rapport*: Do you achieve and maintain a favorable relationship with students? How does this impact their learning experiences in your courses?
- *Empathy*: Can you reach out to students in need and recognize student feelings? Can you express care while asserting high expectations? How do your students benefit from these traits? How can you tell?

Incorporating all of these issues in your portfolio would be overwhelming. You want to consider a selection of these skills that are most appropriate for the purposes and goals of your portfolio. As always, the audience of your portfolio should be taken into consideration when you select which of your skills to feature.



What do you mean by “evidence”?

As you develop your reflective statements, you need to select those documents, materials, and data that best represent your teaching responsibilities, support your instructional approaches, and demonstrate your effectiveness in terms of student learning. These documents, materials, and data are called *evidence*.

There are two approaches to evidence selection. Many recommend a mastery approach: Reflection first, evidence selection next. In other words, start by identifying your basic teaching and learning values and reflecting on your teaching practices, then select evidence that best represents these values, skills, and accomplishments. However, you may also use an inquiry approach, in which evidence selection precedes and initiates the development of many of your reflective statements. Using an inquiry approach, you examine the artifacts from your teaching first, then extract the basic values and philosophies you believe emerge from those artifacts. Regardless of which approach you use to begin your portfolio, you will likely find that reflection and evidence selection become more entwined and at different points of portfolio development you will be utilizing both of these approaches.

Student achievement of your learning goals is the ultimate basis for the validity and reliability of your portfolio. Whenever possible, select and connect your evidence directly to student learning. In addition, all evidence used in your teaching portfolio should support one or more of your reflective statements. Do not include evidence that is not referenced in any section of your portfolio. This prevents your readers from becoming confused or misinterpreting the changes and impacts that your evidence is intended to illustrate.

Maintaining a formative portfolio will not only help you reflect upon your teaching and learning and improve it, it will provide you with a large sample of reflections and evidence from which you will be able to more easily select both statements and evidence for a summative portfolio at any time. Ensuring that you have on hand the evidence that you will need for your reflective statements requires some attention and

foresight. You will want to have a broad range of materials from which to choose so you can put together the strongest portfolio possible. Thus, just as in any research, you will need to thoughtfully and deliberately collect evidence, and be discriminating about what documents you discard once you commit to maintaining a portfolio. Among the things you might want to collect are:¹

Evidence regarding students' learning:

- Collect copies of student work that document their learning. Student essays, projects, reports, tests, presentations, performances, and other activities that demonstrate learning can and should be used as evidence. (Be sure to ask permission first, and present the work anonymously); and
- Maintain at least syntheses of learning outcomes data (“reduced data”) from your assessment tools, perhaps annotated with relevance and implications. Of course, this presumes you have designed your assessments to demonstrate student learning and progress;
- Take notes on what you did when you see significant improvement in a student's work. This will help you explain how you facilitate students' learning.

Documentation of your professional development activities:

- Keep notes/records of what you do to improve your teaching, like attending workshops, asking peers to observe and consult about your teaching, working on course development, requesting students' comments during the semester;
- Collect written observations from peer observers. Record the names and positions of all peer observers, the course(s) observed, and dates; and
- Keep a record of disciplinary conferences on teaching and learning that you attend, what you learned, and how you applied it.

Student evaluations³:

- Keep copies of your student evaluations;
- Write summaries of the main findings from evaluation data; and
- Identify student comments that relate to teaching strategies or methods you will discuss in your narrative. Include with selected comments course numbers and titles, the number of students enrolled and number responding, core questions and answers, and a summary or average of numerical ratings.

When you select items as evidence for your portfolio, you want to prepare a brief statement about each item. Item selection provides yet another opportunity for reflection, as rationales must be considered when selecting the items that best represent your abilities. Several considerations could be used to guide your item selection, including:

¹ Taken from the University of Virginia Teaching Resource Center web site, <http://trc.virginia.edu/tc/2003/PortfolioWorkshop.htm>

³ Student evaluations have a checkered history in terms of their reflection on the effectiveness of teaching. We encourage you to consider use of the Student Assessment of Learning Gains tool at <http://www.wcer.wisc.edu/salgains/instructor/>, including the writings by Elaine Seymour presented there.

- Why does this particular evidence appeal to you?
- What qualities does this evidence reflect about your teaching and your students' learning?
- Have you covered this type of artifact enough that you don't really need to include it anymore?
- What do you want those evaluating you to learn from this evidence?
- What will you state about this evidence when discussing it with whomever is evaluating you?

In situations where the portfolio's primary purpose is to facilitate individual professional development, it is advantageous to include examples of teaching endeavors that did not go well. You should, however, provide evidence that reflection and innovation resulted from your unsuccessful teaching endeavors, and if possible how those innovations led to improvements in student learning.



Which items should I choose?

There are primarily three sources of documentation that can provide evidence for teaching portfolios. They are listed in Appendix B on page 15 and include:

- 1) Products of good teaching;
- 2) Materials developed by the individual, including descriptive material on current and recent teaching responsibilities and practices and descriptions of steps taken to evaluate and improve teaching; and
- 3) Material or assessments from others.

These items should correspond with your reflective statements about personal teaching philosophy, methods, strategies, and objectives. It is important to note that your portfolio is not expected to contain all of these items. Rather, you are expected to choose thoughtfully those items that most aptly provide an accurate representation of your teaching philosophies and abilities.



How do I organize all of this?

There are several approaches to organizing your portfolio, but all portfolios should include a title page, date, and table of contents, as well as a brief introduction about the organization of the portfolio. If your teaching portfolio is separate from your curriculum vitae, a copy of your vitae can be included in the introduction. Your table of contents will also vary depending upon the purpose of your portfolio.

The organization of your portfolio is tied to its purpose, as well as whether the portfolio construction and evaluation is going to be used as part of an ongoing, developmental process (the formative approach) or as a one-time assessment of qualifications (the summative approach). Portfolios used for formative, ongoing purposes can typically be organized more flexibly than those used for summative, one-time purposes. Summative portfolios might be constrained by a standardized scheme for organization and content depending upon the institution and purpose for which it is created.

Three Approaches to Portfolio Organization

The Theme/Topic Approach: Many agree that portfolios should be organized around a theme derived from your philosophy of education and your fundamental beliefs about teaching and learning. Your portfolio materials can then be sorted and separated into sections by topic, depending upon the purpose of the portfolio. However, you should take care that all parts contribute to a cohesive portrait of the entire teaching profile. Articulating a theme that does not dictate the selection of portfolio components but rather reflects the patterns that have emerged from within them can help solidify this cohesive portrait. Framing statements that relate this theme to your philosophy of education and other portfolio contents can then be used to fill out the introduction of your portfolio.

The Reflection/Evidence Approach: Another way in which to retain a cohesive portfolio is to feature reflective statements in a narrative section of the portfolio, then place materials that serve as evidence to reflective statements in an appendix. This approach integrates your portfolio materials in such a way that one piece of evidence can be used to support multiple narratives, and one reflective statement or narrative essay can reference several pieces of evidence for support. Try not to select your evidence materials prior to writing the reflective portion of your portfolio. This can cause your portfolio to be focused upon the “what” instead of the “why.” Although some have argued the reverse, most portfolio experts agree it is preferable to reflect upon and create the narrative portion of your portfolio, then carefully select evidence that supports your narrative claims of teaching innovation and effectiveness.

The Interview Outline Approach: If your portfolio is to be distributed to potential employers, it can also be organized as an interview supplement. Contents can be selected and streamlined based upon anticipated interview questions so that each response has a corresponding item in the portfolio that you can reference during the interview. In addition, you can design a brochure that summarizes the portfolio to include with application materials.



Do I have to do all this by myself?!

Certainly not! Creating a portfolio through conversation with a mentor (such as your academic advisor) is considered a key component to the portfolio process. We

encourage you to select one or more faculty or academic staff members with whom you have worked to provide guidance, feedback, and support to you as you develop your portfolio. Delta participants are encouraged to select a mentor from their Delta learning community. Collaborating with a mentor on a portfolio allows more objective input to help bring balance to your subjective reflections, contributes to the clarity and cohesion of the portfolio by offering a fresh perspective, and reduces the solitude you may encounter while completing your portfolio.



How do I make my portfolio presentable?

If you plan on packaging your portfolio for others to see, pay attention to the attractiveness of your portfolio's appearance, including layout, color scheme, and font selection. You want to be sure that the captions that accompany pictures, photographs, or scanned artifacts such as certificates are attractive and consistent. You should also take care that the layout of your portfolio is not too busy or cluttered, the fonts and font sizes you select are clear and easy to read, and that your colors are muted and easy on readers' eyes.

You can store your teaching portfolios on paper, computer disk, or server space. For larger paper portfolios, three-ring binders and page protectors are often used to package the contents. Page protectors keep contents neat, straight, and free of punch-holes; however, they also increase the physical weight and volume of the portfolio. If you get a binder with a plastic sleeve outside the cover, you can design a cover page that serves as an attractive introduction to the portfolio. Binder kits with tabbed pages are also helpful for organization: tab dividers and colored pages are two ways to clearly differentiate between different sections of your portfolio.

Electronic portfolios offer several advantages over paper ones. Video clips can be used to show teaching techniques it may take several pages to explain on paper. They also tend to be less linear, so that individuals who are looking at them may navigate through them according to their own personal interests. It is important to note, however, that ePortfolios are NOT web sites. They are electronic documents with design principles specific to portfolio development and should be created with scrutiny and care.

You also want to pay attention to the nature of your portfolio's information. Read through your portfolio often to check the cohesion and continuity of the information contained in its pages. Do you provide brief explanations for evidence that is not self-explanatory? Do you provide highlights for lengthy or detailed pieces of evidence? Have you divided your portfolio into sections that will seem logical to a reviewer or colleague? Do the style and organization of your portfolio emphasize qualities that appropriately address its purpose? Most importantly, what is the message that your portfolio sends about you as an instructor?

Sharing your portfolios with peers and mentors is a good way to get feedback on its style and readability. Giving an actual presentation of the portfolio to peer mentors or an assessment committee is another way you can get feedback on your portfolio. Creating situations where you can engage in a dialogue with a group of colleagues about your portfolio may increase the likelihood that you and your colleagues walk away with new insights, information, and ideas about teaching.



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Appendix A: Core principles of the Delta Program

Teaching-as-Research

Teaching-as-research involves the deliberate, systematic, and reflective use of research methods to develop and implement teaching practices that advance the learning experiences and learning outcomes of students and teachers. Conceptual steps in the teaching-as-research process are:

1. Learning foundational knowledge (What is known about the teaching practice?)
2. Creating goals for better student learning (What do we want students to learn?)
3. Defining measures of success (What evidence will we need in order to determine whether students have achieved learning goals?)
4. Developing and implementing teaching practices (What will we do in and out of the classroom to enable students to achieve learning goals?)
5. Collecting and analyzing "data" (How will we collect and analyze information to determine what students have learned?)
6. Reflecting, evaluating, and iterating (How will we use what we have learned to improve our teaching?)

Learning Community

Learning Communities bring together groups of people for shared learning, discovery, and the generation of knowledge. Within a learning community, all participants feel responsible for achieving the learning goals. The learning community describes the process that's instrumental to achieving our primary learning goal, rather than being a goal in and of itself. A learning community should be based on the idea of shared discovery and learning -- activities and programs should be collaborative, with participants sharing responsibility for the learning that takes place. People from diverse backgrounds and with diverse experiences should be included, and should help people reach out and connect with others from backgrounds different from their own. A learning community should also contain opportunities for meaningful connections among students and instructors.

For example, in the *Delta Program for Research, Teaching, and Learning*, the initial goal is to help instructors by creating an inclusive environment that sustains their professional development. Rather than relying on traditional expert centered lecture formats, Delta uses collaborative learning techniques so participants can see their contribution to the program's learning goals. Each Delta activity connects explicitly and implicitly to other Delta programs and activities -- implicitly by using a common Teaching-as-Research language and framework, and explicitly by making assignments activities hinge on participation in other Delta programs. You can discover more about learning community by participating in Delta's core programs, graduate courses, and internships.

Diversity

The concept of diversity is based on a single proposition: Excellence and diversity are intertwined. This proposition rests on known principles: learning and success of students is enhanced when classes, laboratories, and discussion sections foster interaction and engagement of students irrespective of race, gender, or sociodemographic background. In this context, successful models of teaching and learning address multiple audiences at multiple levels to the benefit of all students, faculty, and future faculty.

Diversity encompasses groups distinguished by gender, race, ethnicity, social class, age, physical or mental ability, and national origin. The very essence of diversity is active inclusion of students, faculty and future faculty in environments that foster learning. Faculty and students bring a variety of experiences, backgrounds, skills, and experiences to the teaching and learning process. Effective teaching capitalizes on this variety to the benefit of all. No single model is applicable for all learning situations. Instead, three key principles guide our efforts to create more equitable teaching and learning environments.

Principle 1: Promote community of scholars

Illustration: An inclusive learning environment provides opportunities for students to interact with their peers and with the instructor. Strategies include connecting research to current issues and integrating contributions of women and underrepresented minorities to science in course content.

Principle 2: Develop inclusive climate

Illustration: Instructor draws on experiences of students from a variety of backgrounds. He/she clearly articulates and models high expectations for all students.

Principle 3: Create equitable teaching environments through deliberate effort

Illustration: An inclusive environment will not occur without deliberate efforts on the part of administrators and instructors. Instructors must monitor examples, language, and student interactions to ensure climate of inclusion. Delta participants will have opportunities to expand their repertoire of teaching practices and explore strategies for practicing the three principles.

Considering these principles can provide opportunities for you to develop reflective statements for your portfolio. Here are some general questions that can assist you as you write reflective statements about diversity:

- What is your definition of diversity?
- Who benefits from diversity?
- How do you plan to deal with diversity in your classroom?
 - How do you plan to address the diverse learning styles in your classroom?
 - How will your approach the diverse body of students in your classroom?



Appendix B: Some teaching/ learning development activities

Delta activities

The Delta Program, UW-Madison's chapter of the Center for the Integration of Research, Teaching, and Learning, is a teaching and learning community for graduate students, post-docs, academic staff, and faculty that will help current and future faculty succeed in the changing landscape of science, engineering, and math higher education. Through the ideas of Teaching-as-Research, Learning Community, and with an integrated care for diverse audiences, the Delta Program supports current and future science, technology, engineering and math (STEM) faculty in their ongoing improvement of student learning.

You are invited to learn more about Delta and get involved in the many exciting opportunities at Science House, in graduate courses or in our internship program. Visit Delta's web site at <http://www.delta.wisc.edu/index.html> for more information.

Graduate courses are an integral component of the Delta Learning Community. Class projects will make use of the resources and programs throughout Delta. Additionally, graduate students can fulfill requirements for a STEM teaching and learning certificate or minor through their participation in Delta graduate courses. The suite of courses offered through the Delta Program will include:

- * Learning in the College Classroom
- * Creating Instructional Materials that Work
- * Bringing Your Research to the World
- * Effective Teaching with Technology

Programs:

Integrating Learning in STEM Education (ILSE). If you're a graduate student or post-doc, you might also want to plug into ILSE. ILSE was founded in January, 1996 by 3 UW-Madison life sciences graduate students who were interested in opening a dialog about education issues and preparing themselves and others to become great teachers. At its peak, ILSE had over 200 members from over 25 departments that met monthly, received a weekly ILSE news bulletin via email, and were involved in countless programs and projects across campus and in the southern Wisconsin community. By networking at UW-Madison and nationally, by discussing education and teaching issues regularly, and by practicing to become better teachers, ILSE fostered improvement of life science education.

Creating a Collaborative Learning Environment (CCLE). CCLE is an adaptation and combination of two programs that originated with the office Creating a Collaborative Academic Environment (CCAE). The roots of CCLE are not in education theory, but rather from Dr. Katherine Sanders Industrial Engineering dissertation in 1993. Over the years, CCLE evolved from a program in the College of Engineering to be more inclusive for anybody interested in creating a

learning community interested in personally and professionally developing each other as teachers. Starting in the fall of 2004, CCLE will meet regularly to help those who wish to participate learn about learning, reflect on their teaching, and explore the campus.

Expeditionary Learning. The Expeditionary Learning program is designed to help bring more people into the discussions, experiences, and diverse learning activities on our campus to broaden our collective understandings about each other. The program is designed to foster a community of peers that will work together in groups of 7-9 in weekly meetings for one semester. Every other week, participants will head out on campus on an “expedition” to experience a learning activity or environment that will help to stretch their understanding of diverse approaches to learning and teaching. In the weeks between the expeditions, the small groups will come together to engage in a facilitated discussion of what they experienced the previous week, what they learned, and the implications it may have on their teaching. Occasionally, the discussions will be supplemented by a short reading.

Writing Across the Curriculum Program/Writing Center courses

During the academic year and summer, the L&S WAC program offers workshops and classes for faculty and TAs. For current information about WAC program workshops and to register for one, visit the WAC website at <http://mendota.english.wisc.edu/~WAC/>

The Writing Center offers non-credit classes throughout the semester, held in Helen C. White Hall. These classes are free and open to currently registered UW-Madison students. To browse the current semester’s list of courses visit The Writing Center’s web site at <http://www.wisc.edu/writing/Classes/ClassByTopic.html>

Department of Information Technology classes

In addition to a variety of software training classes free to UW students, the Department of Information Technology (DoIT) also offers a workshop on electronic portfolio development each semester.

Visit DoIT’s web site, <http://www.doit.wisc.edu/training/student/classes/>, to check class times and availabilities. The ePortfolio class introduces students to the concept of an e-portfolio as a marketing tool for job search and advancement. Students learn to use Web design skills as a medium to create an ePortfolio and then explore ideas about organizing their educational experiences into a multimedia representation. This class is primarily discussion-based with few exercises to reinforce key concepts.



Appendix C: Evidence for teaching portfolios

Products of good teaching and/or student learning:

- Students' scores on teacher-made or standardized tests, possibly before and after a course has been taken, as evidence of learning;
- Student laboratory workbooks or logs; essays, creative work, and project or fieldwork reports;
- Examples of graded student essays along with the instructor's comments on why they were so graded;
- Successive drafts of student papers along with instructor's comments on how each draft could be improved;
- Student publications or conference presentations on course-related work;
- A record of students who select and succeed in advanced courses of study in the field;
- A record of students who elect another course with the same professor;
- Evidence of effective supervision of Honors, Master's or Ph.D. theses;
- Setting up or running a successful internship program;
- Documentary evidence of the effect of courses on student career choice;
- Information about the effect of the instructor and his or her courses on student career choices or documentary evidence of help given by the professor to students in securing employment or graduate school admission; or
- Evidence of help given to colleagues on teaching improvement.

Material developed by you:

Descriptive Material on Current and Recent Teaching Responsibilities and Practices:

- Statement of teaching responsibilities, including course titles, numbers, enrollments, and a brief statement about whether the course is required or elective, graduate or undergraduate;
- A reflective statement by the instructor, describing his or her personal teaching philosophy, strategies and objectives, methodologies;
- Representative course syllabi detailing course content and objectives, teaching methods, readings, homework assignments;
- List of course materials prepared for students;
- Description of curricular revisions, including new course projects, materials, and class assignments;
- Instructional innovations and assessment of their effectiveness;
- A personal statement by the instructor, describing teaching goals for the next five years;
- Information on professor's availability to students;

- Report on identification of student difficulties and encouragement of student participation in courses or programs;
- Description of how films, computers or other non-print materials were used in teaching; or
- Steps taken to emphasize the interrelatedness and relevance of different kinds of learning.

Description of Steps Taken to Evaluate and Improve Your Teaching:

- Maintenance of a record of the changes resulting from self-evaluation;
- Evidence of having read journals on improving teaching and implement acquired ideas;
- Review of new teaching materials for possible application;
- Exchange of course materials with a colleague;
- Research on one's own teaching of a course;
- Involvement in an association or society concerned with the improvement of teaching and learning;
- Attempts to use instructional innovations and evaluate their effectiveness;
- Use of general support services, such as Educational Resources Information Center, in improving one's teaching;
- Participation in seminars, workshops, and professional meetings intended to improve teaching;
- Participation in course or curriculum development;
- Pursuit of a line of research that contributes directly to teaching;
- Preparation of a textbook or other instructional materials; or
- Editing or contributing to a professional journal on teaching one's subject.

Material developed by others:

From Students:

- Written comments from a student committee to evaluate courses and provide feedback;
- Unstructured (and perhaps unsolicited) written evaluations by students, including written comments on exams and letters received after a course has been completed;
- Student course or teaching evaluation data which produce an overall rating of effectiveness or suggest improvements;
- Documented reports of satisfaction with out-of-class contacts;
- Interview data collected from students after completion of a course; or
- Honors received from students, such as "Teacher of the Year".

From Colleagues:

- Statements from colleagues who have observed teaching either as members of a teaching team or as independent observers of a particular course, or who teach other sections of the same course;
- Statements from colleagues who have reviewed the instructor's teaching materials, such as course syllabi, assignments, testing and grading practices;

- Written comments from those who teach courses for which a particular course is a prerequisite;
- Evaluation of contributions to course development and improvement;
- Statements from colleagues from other institutions on such matters as how well students have been prepared for graduate studies;
- Honors or recognition such as a distinguished teacher award or election to a committee on teaching;
- Requests for advice or acknowledgment of advice received by a committee on teaching or similar body; or
- A statement by the department chair assessing the instructor's contribution to teaching in the department.

From Others:

- Documentation of teaching development activity through the campus center for teaching and learning;
- Statements about teaching achievements from administrators at one's own institution or from other institutions;
- Alumni ratings or other graduate feedback;
- Comments from parents of students;
- Reports from employers of students (e.g., in a work-study or "cooperative" program);
- Invitations to teach for outside agencies;
- Invitations to contribute to the teaching literature; or
- Other kinds of invitations based on one's reputation as a teacher (for example, a media interview on a successful teaching innovation).