

Developing an Education Development (Teaching) Portfolio

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Objectives:

- Explain the purpose and value of an Education Development (Teaching) Portfolio and how it can demonstrate your personal teaching philosophy;
- Discuss the main elements of a teaching portfolio and brainstorm evidence types to be collected to ensure relevance;
- Compare and contrast example teaching portfolios to discover how approaches may differ across disciplines.

Portfolios are not a haphazard collection of artifacts but rather a reflective tool that demonstrates growth over time, helping one see teaching as an ongoing process of inquiry, experimentation, and reflection.

Barrett, H. (2000). Create your own electronic portfolio. *Learning & Leading with Technology*, 27(7), 14–21 <http://electronicportfolios.org/portfolios/LLwTApr00.pdf>

What is a Teaching Portfolio?

- Portfolios provide documented evidence of teaching from a variety of sources—not just student ratings—and provide context for that evidence.
- The process itself of selecting and organizing material for a portfolio can help one reflect on and improve one's teaching.
- Portfolios are a step toward a more public, professional view of teaching as a scholarly activity (SOTL).

What is a Teaching Portfolio?

- Portfolios can offer a look at development over time, helping one see teaching as an ongoing process of inquiry, experimentation, and reflection. It can become the roadmap for planning and advancement.
- Teaching portfolios capture evidence of one's entire teaching career, in contrast to what are called course portfolios that capture evidence related to a single course.
- <https://cft.vanderbilt.edu/guides-sub-pages/teaching-portfolios/#what>

Why Assemble a Portfolio?

- Faculty can use teaching portfolios to document their teaching effectiveness. This is especially valuable for faculty seeking promotion or tenure.
- Faculty members and teaching assistants can use teaching portfolios to reflect on and refine their teaching skills and philosophies.
- Faculty members and teaching assistants can use teaching portfolios, particularly ones shared online, to “go public” with their teaching to invite comments from their peers and to share teaching successes so that their peers can build on them.

General Guidelines

- **Start now!** Many of the possible components of a teaching portfolio (see list below) are difficult, if not impossible, to obtain after you have finished teaching a course. Collecting these components as you go will make assembling your final portfolio much easier.
- **Give a fair and accurate presentation of yourself.** Don't try to present yourself as the absolutely perfect teacher. Highlight the positive, of course, but don't completely omit the negative.
- **Be selective in which materials you choose to include,** though be sure to represent a cross-section of your teaching and not just one aspect of it. A relatively small set of well-chosen documents is more effective than a large, unfiltered collection of all your teaching documents.
- **Make your organization explicit to the reader.** Use a table of contents at the beginning and tabs to separate the various components of your portfolio.
- **Make sure every piece of evidence in your portfolio is accompanied by some sort of context and explanation.** For instance, if you include a sample lesson plan, make sure to describe the course, the students, and, if you have actually used the lesson plan, a reflection on how well it worked.

Teaching and Learning Philosophy

WHY I TEACH

- Improve care for patients
- Serve as a mentor and role model
- Share my love for learning
- To be a life-long learner

WHAT I TEACH

- Student responsibility
- Value of diversity
- Critical thinking
- Evidence-based Practice
- Know your patients beyond their disease

HOW I TEACH

- Diverse instructional strategies
- New technology
- Actively engage learners
- Promote accountability
- Set high standards

HOW I ASSESS MY TEACHING

- Solicit feedback from learners
- Disseminate material for peer review
- High fidelity assessments
- Reflective practice

<http://edo.med.miami.edu/the-educators-portfolio/subsect-portfolio-guidelines/guidelines-for-construction-of-an-educators-portfolio/>

Documentation of Teaching

- List of courses taught, with enrollment and description of responsibilities
- Number of advisees and level
- Example Syllabi
- Course descriptions with details of content, objectives, methods, and procedures for evaluating student learning
- Reading lists
- Assignments
- Exams and quizzes, graded and ungraded
- Handouts, problem sets, lecture outlines
- Descriptions and examples of visual materials used
- Descriptions of technology integration in teaching
- Video evidence of your teaching (accessibility)
- **Alignment**- does your evidence match your philosophy?

Teaching Effectiveness

- Summarized student evaluations of teaching, including response rate and relationship to departmental average (if available)
- Written comments from students on class evaluations
- Comments from a peer observer/colleague teaching the same course (or in a similar discipline)
- Comments from a peer observer/colleague NOT familiar with your specific content (this can be revealing)
- Statements from colleagues in the department or elsewhere, regarding the preparation of students for advanced work
- Letters from students, preferably unsolicited
- Letters from course coordinator, division head or chairperson
- Statements from alumni

Materials Demonstrating Student Learning

- Scores on standardized or other tests, before and after instruction
- Students' lab books or other workbooks
- Students' papers, essays, or creative works
- Graded work from a range of students, with teacher's feedback to students
- Instructor's feedback on student work (written, audio, etc.)- is it both relevant and constructive?

Mastery of Subject Area(s) and Personal/Professional Development

Name of Program	Sponsoring Organization / Institution	Type and Description of Program	Dates
Instructional Design Workshop	Academy of Medical Educators at UMMSM	A 2.5 hour workshop on the basic principles of curriculum development and instructional design	Apr 14, 2016
Minority Faculty Career Development Seminar	AAMC	A 3-day professional development seminar for junior faculty aspiring to leadership positions in academic medicine. Received instruction on competencies in academic and organizational leadership and participated in small group career consultations	Sep 5-8, 2014

Be sure to answer the “so what” question in a reflective piece, revised syllabus, etc.

Mentoring and Advising

Mentee	Time period	Position (student, fellow, faculty)	Mentoring Topic	Achievements (publications, awards, career advancement)	Number of hours per year
Becky G	2011-2013	Assistant Professor	Primary faculty mentor for her Academic Career Development Grant	3 peer-reviewed publications, 4 national presentations Promoted to Associate Professor in 2015	45
John H	2014-2015	Family Medicine Fellow	Career guidance, CV and educator portfolio review	Obtained an instructor position at Weill Cornell Medical College	6
Maria R	2015	Post-Doc	Provided guidance on R21 grant submission on managing diabetes in older adults	The submission was scored (15 th percentile) but not funded	7

Educational Research and Scholarship

- Although you should strive to document scholarship throughout your portfolio, this section allows you to highlight evidence of scholarship.
- Describe educational grants received and key educational research projects you have initiated or contributed to. Show the major outcomes and impact of your work.
- Document key educational publications and presentations (don't repeat your CV)
- Citations of your work by others
- News articles about your work
- Data demonstrating adoption/adaptation of your work by others

Portfolio Resource Sites:

- **The Development of an Electronic Educational Portfolio: An Outline for Medical Education Professionals**
<https://www.tandfonline.com/doi/full/10.1080/10401330701332219>
- **Examples from University of Miami Miller School of Medicine:**
<http://edo.med.miami.edu/the-educators-portfolio/subsect-sample-portfolios>
- **Creating a Teaching Portfolio (note various example types)**
<https://ctl.uga.edu/grad-student/resources-and-ta-handbook/teaching-portfolios/>
- **Curate a Teaching Portfolio (University of Texas at Austin)**
<https://facultyinnovate.utexas.edu/teaching-portfolio>
- **Using a Portfolio to Document Remote Teaching Experience (K-12)**
<https://www.edutopia.org/article/using-portfolio-document-remote-teaching-experience>
- **Top 5 Items Every Teacher Should Have in Their Professional Portfolio**
<https://www.teachhub.com/professional-development/2013/03/top-5-items-every-teacher-should-have-in-their-professional-portfolio/>



Genie Stowers

Public Administration Program / School of Public Affairs and Civic Engagement / San Francisco State

<https://portfolium.com/GenieStowers>

+ CONNECT



PROFILE **PORTFOLIO** CONNECTIONS

Overview

Education

Doctor of Philosophy - Political Science:
Public Policy, Public Administration,
American Government, Statistics (1987) at
[Florida State University](#)

Work Experience

Faculty member at San Francisco State
University

Lives In

Richmond, CA

11 Projects 17 Skills 104 Connections

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EQUITY IN URBAN SERVICE DELIVERY: 311 SERVICES

Equity In Urban Service Delivery: 311 Service Delivery In American Cities. Sabbatical project, Fall...

Public Administration

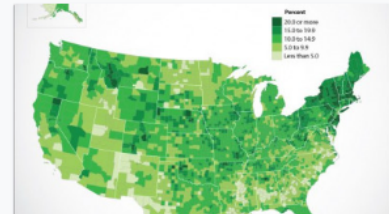


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MANAGING THE SUSTAINABLE CITY

A city management textbook coming out in Fall 2017. With chapters by Ermita Joaquin and Al Hyde.

Public Administration



TEACH PA 756 BASICS OF DATA VISUALIZATION

This one unit course is designed to provide an accessible introduction to data visualization and the...

Public Administration

Review Questions: True or False?

- Portfolios provide documented evidence of teaching from a variety of sources—not just student ratings—and provide context for that evidence.
- Portfolios should be considered a reflective tool to demonstrate growth over time.
- Portfolios evidence of teaching success should be limited to quantitative data that can be readily verified.

Review Questions: True or False?

- Teaching portfolios should be considered internal documentation for the exclusive goal of promotion.
- Mentoring and advising activities are not typically considered teaching-related evidence and therefore should not be included in a teaching portfolio.
- A teaching and learning philosophy statement is valuable to providing context around the selection of artifacts included in a teaching portfolio.
- If including peer observations within a teaching portfolio, it's important to select only colleagues within your discipline to ensure relevancy.

My Answers:

- 1) True
- 2) True
- 3) False
- 4) False
- 5) False
- 6) True
- 7) False

Point to Ponder

“ Testing gives you a snapshot.
Portfolios give you a movie.

~ Dr. Helen Barrett



CAMPUSPRESS

<https://campuspress.com/student-digital-portfolios-guide/>