The Teaching Portfolio
What do they mean by Teaching Portfolio?

Some make it clear:
https://chroniclevitae.com/jobs/0000308561-01

Candidates should apply online at http://facultysearches.provost.upenn.edu/postings/812 Please submit a cover letter, curriculum vitae, statement of teaching philosophy, and contact information for a minimum of three individuals who have agreed to provide a letter of recommendation. We also encourage applicants to upload evidence of excellence in teaching such as a teaching portfolio including if available: 1) teaching evaluations, 2) sample syllabi, assignments and assessments, etc., and 3) statement of professional development. The University will contact the referees with instructions
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Some do not:

https://chroniclevitae.com/jobs/0000921299-01

The Department of Modern Languages and Literatures has a strong commitment to diversity and actively encourages applications from groups underrepresented in higher education. Salary is competitive. Review of applications will begin March 1, 2016, and continue until a suitable candidate is found. Once a preliminary review of applications has been completed, candidates may be asked to submit a teaching portfolio. Initial interviews will be conducted by Skype. The University of Nebraska is an equal opportunity employer.
Teaching Portfolios
Teaching Statements
Think-Pair-Share

What is teaching excellence?
How will future colleagues approach your portfolio?


They will:
- read data in the order it is presented.
- make comparisons to mental model of “normal” or “ideal”
- make comparisons with own practices
- make allowances for context and practical constraints
- prefer brevity and concision
Think-Pair-Share

What evidence would capture what aspects of teaching excellence?
Evidence

- http://podnetwork.org/content/uploads/V3-N2-Annis.pdf
- The CFTs teaching guides on various topics related to assessing teaching and learning and peer assessment

For each archive, include brief, concise reflective narrative that answers the questions:

Why did I include this?
What does it demonstrate about my work as a teacher?
How does it compare/contrast with expected practice?
What context or constraints should influence the interpretation of this artifact?
Examples

- https://www.chelseanswagner.com/
- https://sjwnomura.weebly.com/index.html
- http://jieunleeportfolio.weebly.com/
- https://lenniemangayameportfolio.weebly.com/
- https://kaanswebsite.weebly.com/presentations.html
- https://my.vanderbilt.edu/meghanmcginley/

- https://cndls.georgetown.edu/media/documents/teachingportfolio.pdf
Group Discussion

What resources on campus can help?
What steps can I take to:

1) Implement effective teaching practices and collect products of those practices?

2) Collect evidence of teaching effectiveness through reflective practices and products?

3) Engage peers and mentors to produce documentation of teaching effectiveness?

4) Leverage technology to collect, organize, and share my teaching effectiveness?
Prepare for next session!

Next up: Oct 26th workshop on preparing a Teaching Statement!

Bring a draft of your own teaching statement that concisely clarifies:

- Your core beliefs about language teaching and learning

- Your goals for your language students and how you help them reach those goals

- The rationale for the choices you make in the language classroom
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