

Teaching Portfolio for Distinguished Teaching Award

A teaching portfolio is a collection of thoughtfully chosen materials that documents teaching performance. Since portfolios are highly personal products no two are exactly alike. Teaching portfolios usually contain items from 4 broad areas: teaching materials, the products of teaching (student learning), evaluation materials (surveys and reviews from outside observers), and a guided reflection on all portfolio materials. Your reflection should explain why you make the choices you do about content priorities, pedagogical methods, student learning strategies and how you evaluate the success of your own courses. In order to help us compare portfolios we have standardized some of the evaluation materials to be used in the portfolio.

Articles and guides to teaching portfolios can be found at <http://tinyurl.com/dta-ssu>.
Please feel free to reach out to the CTI for assistance in formulating your portfolio.

As you assemble your portfolio for the Distinguished Teaching Award, stay within the suggested page limits. The committee will not consider additional materials. If your teaching philosophy and activities vary widely among your courses, please focus on those courses that our committee will be surveying and observing in the spring semester.

Materials may be submitted in hard copy, but electronic submissions are preferred. Physical items should be delivered to the CTI. The committee needs to be able to share materials, so online, electronic materials must be accessible by more than one electronic account. Please submit large files to Marc.BootsEbenfield@gmail.com (please do not send to my SSU account, or it could crash).

- I. Consent Form (submitted separately)
 - A. list 2 courses you are teaching this fall that we can survey
 - B. list a spring class that we can send 2 members to observe
(Note: if selected as a finalist we may ask to observe a second class)
 - C. list 5 students no longer taking courses from you from whom we can solicit a letter of recommendation (2 will be solicited)
- II. Teaching Philosophy (2 single-spaced pages maximum)
Example reflection questions: What is your personal definition of a great teacher and what experience formed that definition? Why do you teach the way you do? What are your beliefs about learning and Salem State Students? What beliefs, values, skills and knowledge do you want students to demonstrate when they successfully complete your course?
- III. Summarize your Teaching Responsibilities (1 page maximum)
Example reflection questions: What courses do you typically teach? Are they part of the major, minor, GenEd? Are they in a concentration that you created?
- IV. Reflection on 1 Course

- A. Syllabus
 - B. Reflection on syllabus (1 page maximum)
Example reflection items: context for course, innovations you have tried, challenges you have faced, grading structure, major assignments, assessment method
 - C. 2 example assignments
 - D. 2 examples of student work for each assignment (note that student work can be in any form: written, audio, video, graphic, sculpture, theater production, etc.)
 - E. Reflection on the assignments and student work (2 pages per assignment maximum)
Example reflection items: achieving assignment objectives, innovations you have tried, challenges you discovered, changes over time as a response to student work, analysis of student learning
- III. Curriculum Vita
- IV. Outside Sources
- A. 2 letters from faculty colleagues who can write meaningfully about your teaching

Appendix A

What follows are examples and suggestions for each section of the teaching portfolio. The list is by no means exhaustive, nor should you feel compelled to include all elements listed below. The list has been provided to help your brainstorm potential information that will help you document your work and help us understand the full scope of your teaching.

I. Teaching Philosophy (approach to teaching)

- What are your beliefs about teaching?
- What are your aims for students, and why are these aims important for you?
- What evidence will show that your actions reflect your beliefs?
- How do you apply your knowledge of pedagogy to your subject area specialization?
- How have your teaching methods changed in response to changes in students, course materials, and curriculum changes?
- How do you make decisions about content, resources, and methods?
- What instructional materials have you developed?
- What innovative activities have you designed?
- What you want others to know about teaching at SSU?

II. Teaching Responsibilities

- List of courses taught and enrollments
- Numbers of advisees
- Theses advised
- Clinical supervisions
- Curricular engagement activities

- Research supervised
- Creative work with students (plays, public art displays, dance, etc.)

III. Example Assignments & Student Work

- Papers, lab books, assignments with feedback
- Videos of student performances
- Photos of student art work
- Feedback on drafts of assignments
- Reflections on curricular engagement activities

Resources

Braskamp, L. & Ory, J. (1994). *Assessing Faculty Work*. San Francisco: Jossey-Bass.

Cerbin, W. (1994). The course portfolio as a tool for continuous improvement of teaching and learning. *Journal on Excellence in College Teaching*, 5(1), 95-105.

Seldin, P. (2004). *The Teaching Portfolio*. Bolton, MA: Anker Pub.

Sorcinelli, M. D. (2006). *Dimensions associated with effective teaching*. Amherst: University of Massachusetts, Center for Teaching.