

Creating a Teaching Portfolio: Documenting Evidence of Effective Teaching

Montclair State University is committed to excellence in teaching. The *Faculty Handbook* section on [Roles and Expectations](#) outlines specific areas to consider when assessing teaching effectiveness: clear goals, adequate preparation, appropriate methods, significant results, reflective critique, effective mentoring, and enhancement of teaching. Although directed at tenure-stream faculty, the handbook's description provides a useful framework for faculty of all ranks as they consider their teaching and/or compile a teaching portfolio, whether formally or informally.

The checklist below provides ideas for collecting evidence of effective teaching from the perspectives of the instructor, colleagues, prospective employers, and students. Not every category will be applicable to every instructor's experience. Consider the list as a guide to the range of possible things to include in a teaching portfolio. Most teaching awards, annual evaluations, and promotion and tenure guidelines specify what you must include but often also allow for supplementary information.

Tips:

- **Start early.** Collect anything relevant. You can select the best later.
- **Be organized.** Follow any guidelines provided for specific areas to consider.
- **Tell your story.** Explain why and how you teach. Help readers imagine your classroom and teaching from your perspective and that of your students.
- **You do not have to be perfect.** Show consideration, thought, and effort at improvement.

Suggested Materials for your Teaching Portfolio

From You (the Instructor):

- ____ 1. Description of your teaching practice. Highlight strategies you have found to be effective as well as best practices drawn from the literature on teaching.
- ____ 2. Teaching materials and forms of assessment. These can include sample syllabi, presentations, problem sets, quizzes, reading lists, assignments, student work, and other materials that demonstrate the application of the Montclair teaching principles.
- ____ 3. Evidence of course and curriculum development.
- ____ 4. Surveys and assignments that reveal strategies used to gain knowledge of student perspectives and their needs
- ____ 5. Innovation, including the incorporation of new technology, approaches to learning, and assessment.
- ____ 6. Evidence of professional development attended, certificates, and courses taken.
- ____ 7. Evidence of advising and mentoring undergraduate and graduate students.
- ____ 8. Evidence of reflection on your teaching, including examples and your responses.

From Colleagues:

- ___ 1. Peer evaluations of teaching based on classroom observations and review of teaching materials.
- ___ 2. Teaching awards from department, college, university, professional associations.
- ___ 3. Invitations to participate in teaching presentations, publications, workshops, seminars.
- ___ 4. Use and/or reviews of your textbooks or teaching materials.
- ___ 5. Citations of your Scholarship of Teaching and Learning (SoTL).

From Students:

- ___ 1. Student surveys (course evaluations and also surveys you develop to assess student learning)..
- ___ 2. Evidence of student learning. This might include course-related student artifacts – papers, exams, lab manuals, reflection journals, performance on tests before and after instruction (including feedback).
- ___ 3. Mid-course student evaluations (plus delta results), including representative themes from classroom assessments. This step will often include a description of an instructional improvement cycle: you see a problem, reflect on it (through the literature, talk with colleagues and/or OFE, etc.), try something, and assess how it worked.
- ___ 4. Unsolicited feedback from current and former students (letters, notes, emails).
- ___ 5. Student-generated teaching awards, honors, and recognitions.
- ___ 6. Evidence of student achievement, such as awards, graduate school admission, career progression.
- ___ 7. Job and career placement of former students.



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v. 6.25