

Creating a Teaching Portfolio: Documenting Evidence of Effective Teaching for Teaching Faculty

The checklist below provides ideas for collecting evidence of effective teaching from the perspectives of the instructor, colleagues, 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. Official reappointment guidelines will 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.
- **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. Statement on teaching. Highlight strategies you have found to be effective as well as rationale and impact. The reappointment process at Montclair will ask for a statement on teaching that extends to practice and impact, not just teaching philosophy.
- ___ 2. Teaching materials and forms of assessment. These can include sample syllabi, presentations, problem sets, quizzes, reading lists, assignments, student work (names and identifying data stripped if distributed further).
- ___ 3. Innovation, including the incorporation of new technology, approaches to learning, and assessment.

From Colleagues:

- ___ 1. Peer evaluations of teaching based on classroom observations and review of teaching materials.
- ___ 2. OFE or CTAI observations of teaching.
- ___ 3. Teaching awards from department, college, university, professional associations.

From Students:

- ___ 1. Student surveys.
- ___ 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
- ___ 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.

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