

# TEACHING PORTFOLIO GUIDELINES

## *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 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.
- Portfolios can offer a look at development over time, helping one see teaching as an ongoing process of inquiry, experimentation, and reflection.
- 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.

## *Some Basic Tips:*

- 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.

## *Components of a Teaching Portfolio\**

[\***Please Note:** There is no single “right” way to construct a teaching portfolio. The following components should be thought of as *guidelines*, not prescriptions. That said, you are strongly encouraged to make sure your portfolio includes numbers 1, 2, and 3 of the guidelines below.]

### **1. Teaching Statement (can also be called a “Teaching Philosophy”)**

This might include:

- A reflective “teaching statement” describing your personal teaching philosophy, strategies, and objectives (**NOTE:** See “Writing Teaching Statements” section below).
- A personal statement describing your teaching goals for the next few years

## **2. Documentation of Your Teaching**

This might include:

- A list of courses taught and, with enrollments and a description of your responsibilities
- Number of advisees, graduate and undergraduate
- Syllabi
- Course descriptions with details of content, objectives, methods, and procedures for evaluating student learning

## **3. Demonstration of Teaching Effectiveness**

This might include:

- Results of course evaluation.
- Summarized student evaluations of teaching, including response rate and relationship to departmental average
- Written comments from students on class evaluations
- Comments from a peer observer or a colleague teaching the same course
- Letters from students, preferably unsolicited
- Letters from course head, division head or chairperson

## **4. Activities to Improve Instruction**

This might include:

- Participation in seminars or professional meetings on teaching
- Design of new courses
- Design of interdisciplinary or collaborative courses or teaching projects
- Use of new methods of teaching, assessing learning, grading
- Preparation of a textbook, lab manual, courseware, etc.
- Description of instructional improvement projects developed or carried out

## **5. Contributions to the Teaching Profession and/or Your Institution**

This might include:

- Publications in teaching journals
- Papers delivered on teaching
- Presentations at professional meetings
- Reviews of forthcoming textbooks
- Service on teaching committees
- Assistance to colleagues on teaching matters
- Work on curriculum revision or development

## **6. Honors, Awards, or Recognitions**

This might include:

- Teaching awards from department, college, or university
- Teaching awards from profession
- Invitations based on teaching reputation to consult, give workshops, write articles, etc.
- Requests for advice on teaching by committees or other organized groups

## **7. Future Teaching Goals**

This might include:

- An idea for an education-related project you would like to undertake
- Plans to improve your teaching performance

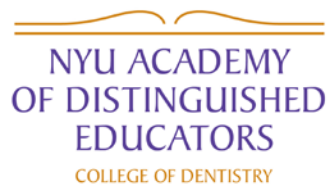
Please note:

What follows is an example teaching portfolio using the Academy template. Note that not all sections may apply when you create your actual portfolio. Thus, in your actual portfolio, you should delete any sections that you do not use and make sure your Table of Contents reflects those changes.

The blank template can be downloaded here:

[http://dental.nyu.edu/content/dam/nyudental/documents/ADE\\_Portfolio\\_Template.doc](http://dental.nyu.edu/content/dam/nyudental/documents/ADE_Portfolio_Template.doc)

EXAMPLE



NYUCD ACADEMY of DISTINGUISHED EDUCATORS  
TEACHING PORTFOLIO

**Name and Contact Information**

FULL NAME, DEGREE	Jane Doe, DDS
RANK/TITLE	Clinical Assistant Professor
DEPARTMENT	Cariology
NYU Net ID	jd123
PHONE	212-998-9698

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## Teaching Statement

### 1) My goals and philosophy as a teacher, mentor, and/or advisor (500 words max):

My goal as an instructor is to help to prepare my students for clinical practice. I believe that this goal is more readily achieved in a learning environment that is interactive and engaging and in which problem-solving and critical thinking skills are emphasized. I strive to create this environment in all of my courses by utilizing a variety of teaching methods and new technologies to engage my learners.

I want my students to have as much exposure as possible to real-life examples of interactions they might encounter when they enter the clinical setting. To this end, I have spent countless hours reviewing clinical cases in effort to provide learners with the best examples. In the past year, I have implemented case-based evaluations as well. During the course they take several short case-based quizzes. The mini-case is discussed once the students have completed the quiz. At the end, they take a case-based exam. With each case the level of complexity increases.

I have also been actively using the Audience Response System (ARS), a system that allows students to engage in the learning via keypads. The keypads allow students to answer questions embedded in PPT presentations. The use of ARS in my pre-clinical courses has helped me to not only engage my learners but also gauge their comprehension of key concepts. If a majority of students are incorrectly answering questions on a specific concept, I can immediately review the concept. This ability to step back and review concepts has been particularly helpful in a class of 80 students.

As a mentor, I have followed my own mentor's lead and have taken the time to really get to know each of the students I am mentoring and to support them in their desire to become better teachers. I strive to develop relationships that encourage them to approach me in any situation regardless of whether it is related to their coursework or not. I also try to role model a good mentoring relationship with my own mentor. My hope, as a role model and mentor, is that they will mentor students in the next class.

**2) Activities undertaken to improve my teaching, mentoring, and/or advising (500 words max):**

When I began teaching at the College of Dentistry, I had no prior experience teaching and there was nothing in place to orient new faculty to the basics of teaching and mentoring. This led me to seek out a mentor who could provide the support I needed as a new teacher – someone who would be willing to provide me with feedback on my teaching, advise me in challenging situations and encourage me to try new approaches. Dr. Doe has been my mentor since I began teaching in Y1. Our relationship is one that I try to model for my current mentees.

For the past four years, I have been participating in education-focused workshops at the American Dental Education Association's annual meeting. Examples of workshops I have attended include:

- Best Practices for Teaching Online: Imaginative Pathways to Learning
- Team Learning in Dental Education
- Peer Review Strategies for Enhancing Learning

Although I have made every opportunity to participate in national and local workshops, I feel that these one-time doses are not nearly enough to greatly enhance my teaching abilities. I want to gain a better understanding of education as a whole including educational theory, curriculum development, and teaching strategies specifically for the sciences. In Y2, with strong encouragement from my mentor, I enrolled in the Master of Arts Science Education Program at NYU Steinhart.

## Summary of Teaching, Evaluating, Mentoring and/or Advising

TABLE #	TITLE	ACADEMIC YEAR(S) (EX: 2009 or 2007-2010)	CONTACT WITH LEARNERS IN HOURS OR YEARS	MENTORING ADVISING HOURS OR YEARS	MEAN NUMBER OF LEARNERS
1	Teaching two seminars for 3rd year students at the College	2004, 2006	30 Hours		80
2	Pre-clinical teaching for 1st and 2nd year students at the College of Dentistry	2009-2011	125 Hours		80
3	Cased-Based Evaluations Workshop at American Dental Education Association's Annual Meeting.	2007	2 Hours		15
4	Developing and implementing Case-Based Evaluations for 3rd year dental students	2005	4 Hours		50
5	Mentoring NYUCD students enrolled in the.....	2006		100 Hours	4

**Detailed Evidence Related to Teaching, Mentoring, and/or Advising**  
*(Please delete any tables you do not use)*

**Table 1: Teaching**

Activity	Teaching two seminars for 3rd year students at the College
Role	Course Director and instructor. Develop content including lectures and evaluation tools.
Goals	Primary goals: to prepare students for clinical practice, to treat patients effectively, to provide opportunities to document and present patient cases, and to develop competencies and skills necessary to engage in patient care. Students should be able to think critically and solve problems in their professional training and future practice.
Methods to accomplish goals	<p>Methods to accomplish goals include:</p> <ul style="list-style-type: none"> <li>• Use of the Audience Response System to gauge understanding of concepts and to adapt my teaching strategies based on learner responses</li> <li>• Use of case-based instruction with relevant cases that are experienced by the students</li> <li>• Use small group learning to engage all learners</li> </ul> <p>Students take case-based quizzes throughout the year and finish the course by taking a comprehensive case-based exam. This case-based exam is similar to the national board format. Worked with the Office of Professional Development to develop a case presentation template and taught students how to document and present patient cases.</p>
Notes on quantity	<p>Seminar 1, 2 years, 30 hours/year, 80 students per year</p> <p>Seminar 2, 5 years, 96 hours/year, 80 students per year</p>
Evidence of quality	<ul style="list-style-type: none"> <li>• Student evaluations reveal very positive student regard. Numerical average last year was 6.3 on 7-point scale. (See summary of seminar evaluations for Y3-Y5 provided in Appendix A.)</li> <li>• Written comments (See Appendix A for more complete list) include:          "She is the best dental teacher we've had. She's the type of person we want to keep around."          "This was the best course I've taken in the Dental School so far. She was completely devoted to engaging the students in the learning process."</li> <li>• I also elicit informal feedback from students every two weeks or so by asking, "How are things going? What would you like to learn? I got a lot of positive feedback on small group presentation during the first year of the seminar. I also received feedback on what students wanted to learn more about and then I developed cases and lectures to address their learning needs.</li> <li>• I have been invited to present workshops on small group facilitation and the Audience Response System (ARS) with new NYU faculty. In addition, I have met with department faculty to teach them how to use the Audience Response System (ARS) to engage their learners. (See Table 1.)</li> <li>• A solicited letter from a colleague who has observed my teaching includes positive statements about my ability to create a comfortable learning environment, engage learners, and provide well-organized lectures (See Appendix B).</li> </ul>
Evidence of engagement	As indicated in Table 4, I have shared the successes of small group facilitation and engaging learners via the Audience Response System with dental faculty as well as new teaching faculty at NYU CD. Some NYU faculty are now using ARS to teach post-grads and in continuing education.



**Table 2: Teaching**

Activity	Pre-clinical teaching for 1st and 2nd year students at the College of Dentistry
Role	One of several small group leaders for these courses.
Goals	Prepare students to enter the clinic, to learn the fundamentals of dentistry and patient care and to prepare them to be responsible and organized practitioners.
Methods to accomplish goals	Most of my teaching is done on a one-to-one basis with each student. Through one-on-one teaching I am able to quickly evaluate the students work and provide immediate and direct feedback. I also use Objective Structured Clinical Exam (OSCE) to evaluate my students.
Notes on quantity	5 years, 125 hours/course X 2 courses =250 hours/year, 80 students/course x 2 courses =160 learners.
Evidence of quality	<ul style="list-style-type: none"> <li>I have received indirect positive feedback through the Objective Structured Clinical Exams. I have also have received unsolicited appreciation from the students in the form of Thank you cards signed by many of the students, one of the few teachers in the Dental School to receive this type of appreciation. (See Appendix B.)</li> <li>My Letter of Recommendation includes specific reference to the strength of my teaching in the pre-clinical years.</li> </ul>
Evidence of engagement	NA

**Table 3: Teaching (Faculty Development)**

Activity	Cased-Based Evaluations Workshop at American Dental Education Association's Annual Meeting.
Role	Presenter
Goals	The goal of this workshop was to share methods for developing and implementing case-based evaluations for dental students.
Methods to accomplish goals	NA
Notes on quantity	Thirty participants, representing dental faculty from around the United States, attended this two-hour workshop.
Evidence of quality	Participant evaluations averaged 4 on a 5-point scale. Based on my perceptions, the audience seemed engaged. See Appendix A for a summary of evaluations.
Evidence of engagement	This presentation is itself evidence of engagement with my peers at a national level. The workshop content builds directly on my experience and my careful review of the literature.

**Table 4: Evaluation of Learners**

Activity	Developing and implementing Case-Based Evaluations for 3 <sup>rd</sup> year dental students
Role	I have developed a case-based comprehensive exam as well as multiple case-based quizzes for third-year dental students.
Goals	Enhance students' ability to think like a practitioner by exposing them to authentic examples.

Methods to accomplish goals	<ul style="list-style-type: none"> <li>Throughout the year, students take case-based quizzes. Each quiz contains a short case (vignette) on a relevant topic. Each quiz also serves as a catalyst for discussion around different ways in which to approach the case and the possible outcomes.</li> <li>At the end of the year, students take a comprehensive case-based exam with cases which reflect the continuum from novice to competent practitioner.</li> </ul>
Notes on quantity	I have been using this form of evaluation for one year. Total in-class testing time for the year totaled approximately 4 hours, although and have spent well over 100 hours reading through and selecting the most relevant cases. 80 students have taken these exams.
Evidence of quality	<p>Although there is no formal assessment of effectiveness of the evaluation tools, student comments have been quite positive.</p> <ul style="list-style-type: none"> <li>"The questions were excellent. I really learned something from taking the quizzes."</li> <li>"Great course and I thought her test was well-designed and useful to the practice of dentistry."</li> </ul>
Evidence of engagement	I have shared my case-based rubric with the [ ] Accreditation Committee and I often seek feedback from my colleagues on my selection of cases for the evaluation tools.

**Table 5: Mentoring/Advising**

Activity	Mentoring NYUCD students enrolled in the.....
Role	I mentor students on their research project and advise them on their masters essays. I also meet with them individually to discuss their career development within academia and advise them on academics within dentistry.
Goals	Support dental students who are interested in.....
Methods to accomplish goals	NA
Notes on quantity	For the past two years I've mentored two students each year. My time mentoring varies each week and can include up to 10 hours. I estimate it averages 5 hours/week for 40 weeks = total of 200 hours /year.
Evidence of quality	<p>I have been asked for recommendation letters by the students I mentor.</p> <ul style="list-style-type: none"> <li>One student received her Master's last year. The other students are on track to finish as well.</li> <li>As a result of my ongoing mentoring, I was invited to teach a course at TC in this Master's program. (See Table 6)</li> <li>A solicited letter from one mentee confirms the positive impact of my mentoring: e.g., "Dr. [ ] kept me going and helped me focus on the things that mattered most so that I could complete my program on time." (See Appendix B.)</li> </ul>
Evidence of engagement	I continue to connect with my mentor I had when I was a student in the program to get information and advice. In effect, I am modeling behavior and hope that I am encouraging my current mentees to mentor the next group of dental students who also want to pursue a.....

**Contributions to the Teaching Profession and/or NYUCD:**

<b>Name of Activity:</b>
Published article: (Facilitating Preceptor and Student Communication in a Dental School Teaching Clinic, J Dent Educ 2010 74:36-42)
Served on NYUCD Faculty Curriculum Committee from 2011-12
Presented poster in 2011 NYUCD Clinical and Educational Showcase: J. Calamia,, A. Shalman, R Poling., AESTHETIC DENTISTRY: A CLINICALLY STRUCTURED APPROACH TO INTERDISCIPLINARY TREATMENT PLANNING (2011)

**Future Teaching Goals (300 words max):**

My future teaching goals include a plan to bring Evidence Based Decision Making (EBDM) to the general clinical faculty in a form that they will find useful and user friendly. While the principles and theoretical basis of EBDM are simple and easy to understand, the actual practice of EBDM requires a functional understanding and requires guided practice of all the necessary techniques and ingredients involved in its application. While each dental student has multiple projects and requirements where EBDM is required, faculty are left to their own (frequently inadequate) devices to keep up with the latest research and advances in the profession. Except for the expectation that faculty be evidence based in their teaching, little is done to assist them in accomplishing this expectation. While there is room for improvement in the way students are taught to be evidenced base, getting their clinical faculty much more comfortable with the details of the process would go a long way towards making these improvements. The program I envision will be presented through the Office of Professional Development and will provide many opportunities for faculty to participate in applied skills performing EBDM exercises that will be clinically relevant to everyday teaching and practice.

Table of Appendices, Tables, and/or Supporting Documents

TITLE (e.g.: Appendix A)	SUMMARY or TABLE TITLE
APPENDIX A	<ul style="list-style-type: none"> <li>•Summary of seminar evaluations from Y3-Y5</li> <li>•Additional student comments from seminars</li> <li>•Summary of evaluations from TC Masters course</li> </ul>
APPENDIX B	<ul style="list-style-type: none"> <li>•A solicited letter from a colleague who has observed my teaching</li> <li>•An unsolicited "Thank You" letter from a student</li> <li>•Unsolicited email from TC Department Chair</li> </ul>
TABLE 1	ARS Usage Results

Appendices & Tables  
(Please limit each appendix to 15 pages)

[In your actual portfolio your appendices and tables would be attached here]

EXAMPLE

# ***WRITING TEACHING STATEMENTS***

## ***1. What is a Teaching Statement?***

A Teaching Statement is a purposeful and reflective essay about the author's teaching beliefs and practices. It is an individual narrative that includes not only one's beliefs about the teaching and learning process, but also concrete examples of the ways in which he or she enacts these beliefs in the classroom. At its best, a Teaching Statement gives a clear and unique portrait of the author as a teacher, avoiding generic or empty philosophical statements about teaching.

## ***2. What Purposes does the Teaching Statement Serve?***

The Teaching Statement can be used for personal, professional, or pedagogical purposes. While Teaching Statements are becoming an increasingly important part of the hiring and tenure processes, they are also effective exercises in helping one clearly and coherently conceptualize his or her approaches to and experiences of teaching and learning. As Nancy Van Note Chism, Professor of Education at IUPUI observes, "The act of taking time to consider one's goals, actions, and vision provides an opportunity for development that can be personally and professionally enriching. Reviewing and revising former statements of teaching philosophy can help teachers to reflect on their growth and renew their dedication to the goals and values that they hold."

## ***3. What does a Teaching Statement Include?***

A Teaching Statement can address any or all of the following:

- *Your* conception of how learning occurs
- A description of how *your* teaching facilitates student learning
- A reflection of why *you* teach the way you do
- The goals *you* have for yourself and for your students
- How *your* teaching enacts your beliefs and goals
- What, for *you*, constitutes evidence of student learning
- The ways in which *you* create an inclusive learning environment
- *Your* interests in new techniques, activities, and types of learning

"If at all possible, your statement should enable the reader to imagine you [while] teaching. You want to include sufficient information for picturing not only you in the process of teaching, but also your [students] in the process of learning." – Helen G. Grundman, *Writing a Teaching Philosophy Statement*

## ***General Guidelines***

- Make your Teaching Statement **brief** and **well written**. While they can be longer, effective Teaching Statements are typically **1-2 pages** in length.
- Use **narrative, first-person** approach. This allows the Teaching Statement to be both personal and reflective.
- Be **sincere** and unique. Avoid clichés, especially ones about how much passion you have for teaching.
- Make it **specific** rather than abstract. Ground your ideas in **1-2 concrete examples**, whether experienced or anticipated. This will help the reader to better visualize you in the classroom or clinic.
- Be **discipline specific**. Do not ignore your field. Explain how you advance dental education through teaching.
- **Avoid jargon** and technical terms, as they can be off-putting to some readers. Try not to simply repeat what is in your CV. Teaching Statements are not exhaustive documents and should be used to complement other materials for the promotion processes.
- Be **humble**. Mention students in an enthusiastic, not condescending way, and illustrate your willingness to learn from your students and colleagues.
- **Revise**. Teaching is an evolving, reflective process, and Teaching Statements can be adapted and changed as necessary.

## ***Reflection Questions To Help You Get You Started:\****

- Why do you teach the way you do?
- What should students expect of you as a teacher?
- What is a method of teaching you rely on frequently? Why don't you use a different method?
- What do you want students to learn? How do you know your goals for students are being met?
- What should your students be able to know or do as a result of taking your class?
- How can your teaching facilitate student learning?
- How do you as a teacher create an engaging or enriching learning environment?
- What specific activities or exercises do you use to engage your students? What do you want your students to learn from these activities?
- How has your thinking about teaching changed over time? Why?

\*These questions and exercises are meant to be tools to help you begin reflecting on your beliefs and ideas as a teacher. No single Teaching Statement can contain the answers to all or most of these inquiries and activities.

***Exercises to Help You Get You Started:\****

- Teaching Goals Inventory. *This “quiz” helps you to identify or create your teaching and learning goals.*  
Web Address: <http://bit.ly/3FuPP6>
- Teaching Perspectives Inventory. *This survey can help you collect your thoughts and summarize your ideas about teaching and learning.*  
Web Address: <http://teachingperspectives.com/>
- Articulating your Philosophy of Teaching Statement, from the Center for Effective Teaching and Learning at the University of Texas at El Paso. *Various exercises to guide someone in thinking about, articulating, and writing a statement of teaching philosophy.*  
Web Address: <http://cetalweb.utep.edu/sun/cetal/resources/portfolios/writetps.htm>

\*These questions and exercises are meant to be tools to help you begin reflecting on your beliefs and ideas as a teacher. No single Teaching Statement can contain the answers to all or most of these inquiries and activities.