

APPENDIX 2

Teaching Portfolio Reflection Process Guide

The teaching portfolio is made up of two components: 1) a narrative description of teaching, eight to ten pages in length, double spaced, and 2) a set of appendices containing information (artifacts of teaching) that support the claims made in the narrative. The following table provides an overview of the topics to be addressed in the teaching portfolio, a list of reflection cues to assist you in thinking about each topic, and suggestions for supporting documentation. This information is not intended as a template for portfolio production, but rather as a catalyst for your reflection and a framework for the process.

Reflection Topics	Reflection Cues	Process Documentation
Philosophy of learning and teaching that drives your classroom performance.	Why am I a teacher?	A description of materials that have helped to form your beliefs about teaching and learning. Materials that demonstrate growth and change in your thinking about teaching and learning.
	Why do I teach the way I do?	
	What motivated me to select a career path that includes teaching?	
	What is my personal definition of a great teacher and what experience formed that definition?	
	What do I believe about learning and teaching?	
	How do I approach learning?	
	What does learning look like when it happens?	
	When learning does not happen, what has gone wrong?	
	What do I want my students to know and be able to do when they leave my course?	
	How do I hope that students are changed by experiencing my course?	
What do I want students to wonder about as a result of taking my course?		

Reflection Topics	Reflection Cues	Process Documentation
Context and description of your courses.	Why do I choose the teaching strategies/methods that I use?	List of course titles, numbers, credit hours, and enrollments. Record of supervision of honors or graduate courses. Course goals and objectives. Course curriculum. Articulation with other courses.
	Why do I select particular assignments/experiences for my students?	
	What synonyms for "teacher" would accurately describe what I believe myself to be, or what I would like to be, for my students?	
	What do I teach?	
	How long have I been teaching?	
	What are the learning objectives of the courses I teach?	
	What level(s) are the students (undergraduate/graduate)?	
	How many students?	
	Required/elective?	
	Majors/nonmajors?	
Your choices of methodologies/strategies for learning and teaching.	Do I supervise teaching assistants?	Course planning and teaching materials. Course materials prepared for students. Examples of student assignments, projects, etc. Examples of exams. Examples of feedback to students.
	Do I chair or serve on graduate committees?	
	How do I teach?	
	What do I do in the classroom/outside the classroom?	
	What do I ask students to do in the classroom/outside the classroom?	
	What guidance do I give my students?	
	What kind of feedback do I give my students?	
	How do I assess my students' learning?	
	What do I ask my students to read?	
	What do I ask my students to do with what they read?	

Reflection Topics	Reflection Cues	Process Documentation
	<p>What do I ask my students to write?</p> <p>What do I ask them to do with what they write?</p> <p>What kind of course materials do I prepare?</p> <p>What kind(s) of exams do I give?</p>	
Other activities that support/inform learning and teaching.	<p>Outside of my actual classroom teaching, what do I do that is related to teaching?</p> <p>Advising?</p> <p>Textbook editing/consulting?</p> <p>Serving on curriculum committees?</p> <p>Presenter/facilitator for teaching workshops?</p> <p>Mentoring?</p> <p>Continuing education activities?</p>	<p>Evidence of effectiveness working with students outside the classroom.</p> <p>Evidence of other teaching-related activities.</p>
Efforts to assess and improve learning and teaching effectiveness.	<p>What do I know about my teaching effectiveness and how do I know it?</p> <p>What do I know about how well my students are learning and how do I know it?</p> <p>Am I reaching all of my students or just the ones who learn the way I do?</p> <p>Am I sensitive to differences (ability, culture, ethnicity, gender, learning styles, race, etc.) that may have an impact on learning in my classroom?</p> <p>Do I need to update my course to reflect current research on learning?</p> <p>If I overheard my students talking about my class, what would I want them to be saying?</p> <p>What would they be saying?</p>	<p>Student evaluation results.</p> <p>Peer observation/evaluation reports.</p> <p>Midsemester evaluation results.</p> <p>Periodic one-minute evaluation results.</p> <p>Course goals/objectives and student performance.</p> <p>Response to evaluation results.</p> <p>Participation in teaching improvement activities.</p>

Reflection Topics	Reflection Cues	Process Documentation
	<p>What, specifically, do I want to improve about my teaching?</p> <p>What are my short-term and long-term goals with regard to improvement of my teaching?</p> <p>What steps am I taking (or have I taken) to improve my teaching?</p> <p>Where do I go from here?</p>	<p>Evidence of use of multiple teaching methods and strategies.</p> <p>Evidence of growth and change in teaching.</p> <p>Pre-post tests/attitude surveys.</p> <p>Unsolicited letters regarding your teaching.</p> <p>Election/appointment to teaching committee.</p> <p>Honors or awards received for teaching.</p> <p>Exit interviews/alumni testimonials regarding teaching.</p>

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