

**The Teaching Portfolio**  
**Pedagogy in Pastoral Care and Counseling**  
**Spring 2011**

**General Goals of Teaching Portfolios**

*“The portfolio is not an exhaustive compilation of all of the documents and materials that bear on teaching performance. Instead, it presents selected information on teaching activities and solid evidence of their effectiveness.” (Seldin, 2)*

- Teaching portfolio provides opportunity for disciplined reflection on teaching and learning
- Collection of statements on philosophy of teaching, best practices, evidence of ongoing education related to teaching and learning
- Documentation of effectiveness as a teacher, along with a professor’s practices in the classroom and in areas related to teaching and learning
- To increase awareness of teaching by providing opportunities for thinking about teaching, priorities, strategies, and plans for the future
- Teaching portfolios *may* be used in tenure processes; Tenure portfolios are more specific and provide a visual assessment of specific goals and objectives related to tenure, one of which might be teaching

**Usually included in teaching portfolios (Seldin, 4-8)**

- Normally includes narrative (statement on philosophy, strengths and weaknesses, best practices, etc.) and appendix (supporting documentation)
- “. . . reflect about one’s underlying philosophy of teaching, then describe the teaching strategies and methodologies that flow from that philosophy (*why* you do *what* you do in the classroom), and only then to select documents and materials which provide the hard evidence of one’s teaching activities and their effectiveness.” (Seldin, 8)
  1. **Material from oneself:** statement of teaching responsibilities, course titles, enrollments, etc.; reflective statement describing teaching philosophy, strategies, methodologies; representative syllabi; skill development; description of curricular revisions; teaching goals for next five years; description of steps taken to evaluate and improve one’s teaching, including changes resulting from self-evaluation
  2. **Material from others:** statements from colleagues who have observed teaching; reviews of syllabi by others; teaching evaluation data; honors and recognitions for teaching; documentation of teaching development; statements from alumni on the quality of instruction
  3. **Products of teaching/student learning:** pre- and post-course examinations; examples of essays and along with professor’s comments; record of students who did advanced study in the field; student publications; successive drafts of student papers
  4. **Other:** videotape; self-evaluation of teaching-related activities; participation in off-campus activities relating to teaching; contributions to a journal on teaching; performance reviews

**Portfolios** can demonstrate **course effectiveness** and improvement: (from *Seldin, 15*)

- A summary of instructional methods used
- Specific course objectives and degree of student achievement of those objectives
- Innovative teaching practices
- Student ratings of course and instructor
- Classroom observation reports

Portfolios can also be used in individual classes or as ways of demonstrating integration and learning across a curriculum (i.e., use of portfolios for assessment and evaluation of students; use of portfolios in educational processes to demonstrate integration of a curriculum; etc.)

### **Goals for Pedagogy Portfolio Spring 11**

*Your Portfolio for this class will collect information about the processes and practices related to teaching and learning that will be engaged during the class, including self-reflection and self-assessment*

- To track development and cultivate deeper self-awareness related to the goals of the course
- To provide a place for sustained disciplined reflection on teaching and learning
- To assess the goals of the workshop and whether the activities of the workshop accomplished the intended goals
- To develop, evaluate, and re-develop strategies for strengthening teaching and learning (e.g., to note specifically what skills and/or practices have changed; “I once did, or thought this and now I do this”)
- *NOT* aimed at proving oneself as a teacher, but at assisting in the process of integration and reflection

Documents that will fit into these goals (*illustrative, not all-inclusive*):

1. Critical reflection notes on the readings for class
2. Development of a 75 minute lesson plan and classroom presentation for Ministry of Care Class. Students will negotiate with the instructor as to the topic and format. The presentation should be developed in consultation with the instructor well in advance of the presentation date. The presentation should be in keeping with the course intentions as expressed in the syllabus. After the class presentation, the student will reflect with the course instructor on the experience.
3. Interview of one other Brite faculty person from whom you have had a class, or are currently taking a class (in any field) regarding teaching philosophy and pedagogical commitments. Students will write a 5 page paper, reflecting on that interview and its implications for their own philosophy of teaching.
4. Research into an issue or topic related to pedagogy, including the in-depth exploration of a text or significant article on that topic, and the presentation of the issue to the class. The presentation should be about

one hour in length, including discussion time. Potential topics for these presentations will be found in *The Skillful Teacher*, *Teaching Theology & Religion*, or another (negotiated) reading or topic.

5. Your teaching portfolio will include:
  - A statement of teaching philosophy – drafts to be shared with class members prior to final form.
  - Syllabus for an “Introduction to Pastoral Care” course
  - Lesson plan (see #2 above) and self-evaluation along with comments from instructor

**Resources:**

Edgerton, Russell; Patricia Hutchings; Kathleen Quinlan. *The Teaching Portfolio: Capturing the Scholarship in Teaching*. Washington, DC: American Association of Higher Education, 1991.

Seldin, Peter. *The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions*. Second Ed. Bolton, MA: Anker Publishing, 1997.