How to create an effective teaching portfolio

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Sinopsis of the course

A teaching portfolio is important to an educator. It is a collection of documents that record the academicians' ideas and objectives that inform their teaching, taught courses or courses that are prepared to teach, the methods used, evidence that show their effectiveness in being a lecturer, and lastly how the learning assessment was done. A good teaching profile has tendencies to improve one's teaching.

A TEACHING PORTFOLIO

Teaching Portfolio

By the end of the course, participants should be able to:

- *Describe the importance of Teaching Portfolios in education (C3, CS7, LL3)*

- *Justify the teaching and learning philosophy in own practice (C6, A3)*

- *Construct the Teaching Portfolios (C5, P7, LL3)*

What is a Portfolio?

- *Show evidence when seeking a new position, for assessing professional growth in an existing position, or to keep a record of your teaching career.*

- *Show evidence of how and why the way you taught that lesson worked best for your class.*

- *Write a reflection that explains how you changed the instruction method or materials used, and how the lesson has evolved since the first time you taught it.*

- *Share student work as part of your portfolio can illustrate how the students responded to the lesson as well.*

- *Serve as a record of your professional development — in addition to keeping a current resume on file, certificates and awards can be added to a portfolio to show how you've continued your education beyond initial certification.*

Types of Portfolio

(i) **Developmental**

(also called learning portfolios, reflection portfolios, formative portfolios, working portfolios)

- Demonstrates a work in progress

- Includes self-assessment and reflection

- Focuses on the portfolio as a process and emphasizes reflection

- The primary purpose is to provide communication between students and faculty.

(ii) Showcase

(also called professional portfolios, formal portfolios, presentation portfolios, representational portfolios, career or employment portfolios)

- Demonstrates exemplary work, skills
- Illustrates experience and achievement
- Focuses on the portfolio as a product

(iii) **Assessment**

> (also called summative portfolios, generally used by instructors and educators)

Final Competency Report

Summative Assessments

Formative Assessments

Informal feedback from adviser

Evidence Database

- Assessment portfolios are generally used by educators where students provide work in the format of a developmental or showcase portfolio.

- It is typically a systematic collection of student work demonstrating competencies and achievement of set criteria, standards, and/or goals (O'Malley & Valdez, 1996).

- These may be end-of-course or program assessments primarily for evaluating student performance.

- The primary purpose is to evaluate student competency as defined by program standards and outcomes.

Platform to build portfolio

- Blog platforms (e.g. Wordpress, Blogger, Edublogs) can be used for portfolio presentation and offer quick set-up with a wide variety of templates or themes to choose from so that your site will have a professional look.

- Website creation tools (e.g. SnapPages, GoogleSites) are becoming more intuitive and allow for some customization and different types of content.

- Digital resume tools (e.g. VisualCV, Pathbrite) are also available and require few technology skills to get started.

- Other tools (e.g.Carbonmade, weebly, wix, dreeble, Behance, deviantART, Coroflot, Bleidu, Viewbook, Squarespace, IMCreator, Yola, webStarts, Prosite, Webs, Jimdo, WebNode, Dunked, Portfolio Box, Shown'd, Subfolio, Crevado, Portfoliopen, Jobrary, design:related, Krop, Cargo collective, Brushd, Sliding Boxes, Portfolio Lounge, Folio24).

THE PLATFORM

Why choose Blogger?

- Host your blog free of charge. No cost involved.
- Static web pages, just like websites do.
- Great template designs. No graphic design knowledge required. Check out at www.templateism.com for free great design.
- Comprehensive widgets: a wide range of free Widgets inventory and plugins
- User friendly interface and free tutorial at MyBloggerLab.
- Integration with Google product suite: Google+, Google Places, Picasa Web, Picasa Creative Kit, Google Drive, Google Docs, FeedBurner, Google Webmaster, Google Analytics, Google Merchant.
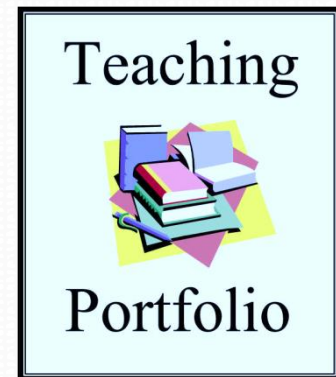
What is an online teaching portfolio?

An online teaching portfolio is a living document that serves as a vehicle for communicating your teaching experience and philosophy to potential employers.

- A record of accomplishments in teaching. It allows you to display yourself as an effective teacher in several ways. With an online portfolio you can:

  ➢ **Document Yourself**

    Who are you as a teacher? What makes you special and worth hiring?

  ➢ **Demonstrate Growth**
    Give descriptions and examples of yourself as an evolving, thoughtful, and knowledgeable individual

  ➢ **Monitor and Evaluate**
    Keep track of your progress and reflect on your development

  ➢ **Plan for the Future**
    What will you do to continue to develop your teaching?

Why do you need a teaching portfolio?

- Develop, clarify, and reflect on your teaching philosophy, methods, and approaches

- Present teaching credentials for hiring and promotion in an academic position

- Document professional development in teaching

- Identify areas for improvement

- Prepare for the interview process (promotion)

The benefits of a Teaching Portfolio

1. **Capturing the complexity of teaching**

- Portfolios contain evidence and reflection in the context of what is being taught to whom under what conditions
- The portfolio can present a view of a teacher's development over time
- Entries in the portfolio can be annotated to explain their significance for the faculty member's teaching

2. **Placing responsibility for evaluation in the hands of faculty**

- Faculty are actively involved in presenting their own teaching accomplishments so that evaluation is not something done 'to' them
- Portfolios extend evaluation beyond student ratings and encourage peer review and collaboration
- The need to evaluate portfolios can lead to discussions on standards for effective teaching.

3. **Encouraging improvement and reflection**
- Assembling a portfolio involves reflection.
- Because they involve reflection, portfolios allow faculty to compare their ideals with their actions, a first step in efforts to improve.
- A faculty member's portfolio reveals both products (evidence) and processes (reflection) of teaching to colleagues who read it.

4. **Fostering a culture of teaching**
- Portfolios can provide a rich and contextualized source of evidence about teaching achievements that can be used for a variety of purposes, including evaluation, improvement, summary of faculty careers, and defining 'good teaching' in a department
- The portfolio can present a view of a teacher's development over time
- Entries in the portfolio can be annotated to explain their significance for the faculty member's teaching

Components of a teaching portfolio

TEACHING AND LEARNING RESOURCES

- About me
- Teaching Philosophy
- Curriculum Vitae

- Teaching & Learning (Syllabus, Assignments, Quizzes, Sample of Students' work, Method, techniques)
- Research (Short grant, FRGS, Science Fund, LRGS, etc)

Publications

- Supervision (PSM, Master, PhD)
- Publication: Journal (ISI, SCOPUS, Local & International Proceedings); Book; Module)
- Conference/Workshop/Seminar Attended: Local & International
- Contact me

About me

Your Welcome/About Me/Home page is a space to introduce yourself to your audience, and can be the first page that a visitor to your site will see.

About me

My teaching experience includes several years instructing Visual Communications [graphic design, illustration, imaging, multimedia, and web design], photography, set design, and numerous software applications. Since 1995, I have embraced technology as both a tool and a medium for art. While proficient in Adobe Photoshop & Illustrator, Corel Draw & Painter, Microsoft Office, Power Point, Front Page, Quark Xpress and Pre-press operations, I find that there is always more to learn! New tricks, tips, and shortcuts are always welcome.

I have over twenty years experience in graphic design and advertising and continue to freelance along with my teaching. As the computer has increasingly become an extension of my hands and mind, my interest in ceramics has grown – providing some 'balance' to my high-tech existence! ~ Marsha

Professional Portfolio Meghan Bishop

Documents and Lessons

Professional

📕 Philosophy of Education & Vision
Type: pdf | Size: 80 kb | 🔒

📕 Resume
Type: pdf | Size: 74 kb | 🔒

Sample Lesson Plans

📕 Zones of Regulation Activity
Type: pdf | Size: 131 kb

📕 Zones of Regulation Check-In
Type: pdf | Size: 908 kb

📕 UbD Unit Plan
Type: pdf | Size: 214 kb

Music

🎵 Mozart - Presto
Type: mp3 | Size: 1042 kb

🎵 "The Entertainer", Scott Joplin
Type: mp3 | Size: 1119 kb

Things I Love

▷ Computer Science
▷ Culinary Arts
▷ Education
▷ Entertainment
▷ Photo & Video
▷ Travel

A Little About Myself

"It is the supreme art of the teacher to awaken joy in creative expression and knowledge."
~Albert Einstein

Welcome to my portfolio!

I am excited to be working with children and really making a difference in their lives. Being a teacher is who I am.

I remember being so upset in class as a child because I did not understand what was being talked about in the classroom. A dedicated teacher helped me by recognizing my learning disability and finding ways to assist me. I owe my success to this amazing teacher who changed my life.

Those experiences made me who I am today and I am now helping others. I assist children making the transition to our school systems here in the United States both academically and culturally. I love my job and am very proud to be in this position making a difference.

Unit Outcomes & Inspirational Quotes

My Certifications

Certified Subjects

▷ Special Education (New Jersey)
▷ Elementary K-8 (New Jersey)

Co-Curriculum Subjects

▷ Soccer
▷ Softball

Websites I Use Actively

🌿 Khan Academy
📊 IXL (Math & Labguage Arts K-12)
📄 Animoto Video Slideshow Creation
📘 Edhelper
🔵 The Common Core Initiative
📗 The Model Curriculum

Resources

✏️ OnCourse Systems SME & Lesson Planning)
📙 Freetech4teachers

I Would Like to Work in

United States

▷ New Jersey
▷ New York

Teaching Portfolio: Kimberly Smith

About Me

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Those experiences made me who I am today and I am now helping others. I assist children making the transition to our school systems here in the United States both academically and culturally. I love my job and am very proud to be in this position making a difference.

I come to this profession with definite beliefs in mind in relation to who I will be as a successful teacher, employee, and member of your community. I am a teacher who most importantly embraces the development of a trusting environment with my students. In my opinion, students only open up to learning beyond the borders of basic requirements when trust is present. One of the skills I will utilize in building the before mentioned environment is found in the ability to communicate efficiently with one's students. I will not only provide educational data from the curriculum, but am a good listener willing to respond in kind to all ideas presented by the classroom community. I will also respond well to change in being open to learning from others in trying new approaches in lesson construction and delivery.

My teaching methodologies main objective is to inspire learning of content as well as developing the skills necessary for students to explore content and draw intelligent conclusions independently. I am committed to inspiring this critical exploration through stimulating teamwork amongst peers, being aware of different learning styles, teaching across subject boundaries, providing individualized accommodations, involving students in goal setting where appropriate, and being able to recognize and seize the moment when teachable moments occur. All of these approaches can be fostered through creative lesson planning.

The MIND IS EVERYTHING. WHAT YOU Think YOU BECOME. - BUDDHA -

Creativity TAKES Courage - HENRI MATISSE -

Christopher L. Greer

My Pages

➡ About Me
  ▷ Cover Letter
  ▷ Resume
▷ Contact Me

My Subjects

Certified Subjects

▷ Guidance Counselor (Arizona)
▷ Elementary K-8 (Arizona)

My Education

▷ University of Arizona
  MA Degree in Sociology

▷ University of Arizona
  MA Degree in Teaching

My Interests

▷ Arts & Humanities
▷ Education
▷ Entertainment
▷ Math & Physics

About Me

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Teaching Philosophy

A teaching philosophy is a statement of who you are as a lecturer. It is rooted in what you believe about teaching and learning. Your goals for students, your understanding of your role as lecturer, and concrete examples of your teaching and assessment methods may be included in your philosophy statement. Essentially, a philosophy statement is the why, what, and how of your teaching.

The characteristics of a teaching philosophy

1) Narrative, engaging and rhetorically effective text, in the first-person
2) Brief and concise, 1-2 pages
3) Clearly explains concrete goals, teaching methods, assignments, and assessments
4) Provides specific supportive evidence, either from personal teaching experience or relevant teaching literature
5) Uses language appropriate to the audience

Teaching Philosophy

WHY I TEACH

- Serving as mentor and coach
- Encouraging lifelong learning
- Sharing my enthusiasm for learning
- Improving science literacy
- Show that creativity and fun are parts of learning

WHAT I TEACH

- Student responsibility and accountability
- Critical, creative, and bold thinking
- Questioning
- Problem solving
- Communication
- Science is for everyone

HOW I TEACH

- Vary instructional strategies
- Consider learning styles and aptitudes
- Actively engage students
- Use technology for instruction
- Student access to real world technologies

HOW I MEASURE MY EFFECTIVENESS

- Reflective practice
- Authentic assessment
- Seed the advice and feedback of colleagues
- Communicate with students and parents

Teaching Philosophy
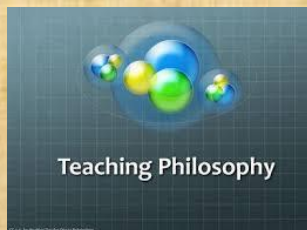
I believe students learn best when they are motivated to learn by seeing the value and importance of the information presented in the classroom. This is because if the students are not interested in the material presented, they will not learn it. An interactive classroom environment is also an essential component to effective learning. This is because by having students actively participate in classroom interactions, they are more likely to pay attention to and learn. I also believe student learning occurs when students are given opportunities to apply information presented in class to real life situations. This is because it allows for the transfer and maintenance of knowledge. The teacher's role in student learning is to motivate students to learn. Another role of the teacher is to facilitate learning. The main goals I have for my students are to develop and apply their reading, writing, speaking, listening, problem-solving, and study skills to their full potential.

I develop my beliefs in the classroom by using a combination of lecture, classroom interactions, applications of concepts to real world situations, and visual and tactile components. I stimulate interest and motivate students to learn by being engaging and by illustrating the value and importance of the material presented. This is accomplished by utilizing a friendly tone when discussing information in class, by encouraging my students' participation in classroom discussions, and by demonstrating the relevance of course topics to students' work experiences.

In my classroom, I promote an interactive learning environment by allowing my students to raise their hand and ask questions at any time and by asking for student input regularly during PowerPoint presentations and classroom discussions. In addition to contributing to an interactive learning environment, case studies and group work are used to improve students problem solving, reading, writing, speaking, and listening skills.

Additionally, I facilitate student learning by allowing the pace of class to be dictated by the students' ability to understand and apply the material uncovered in class. I also do this by administering one-minute papers to my students to obtain anonymous feedback that I will use in adapting my curriculum to better meet the needs of my students. Lastly, I facilitate learning by being available to my students inside and outside of class and by incorporating assignments that meet the needs of students of various learning styles.

To summarize, I feel that in order to achieve the ultimate goal of student learning it is important to use a combination of teaching methods and to make the classroom environment as stimulating and interactive as possible. This will ultimately help students learn and apply the course content to their future careers.

Teaching Philosophy

Statement of teaching Philosophy of Liza Caplan-Carbin, Ph.D.
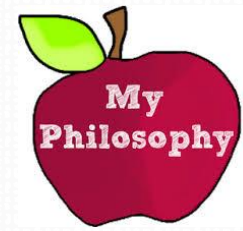
Why I Teach English as a Second Language:

Language is my favourite topic. Since everyone is a user of language, everyone has something to say about it. I love learning languages because each word learned brings a new way of knowing the world. I love teaching English because I can learn so much from my students. Teaching language is my primary interest in my professional life. My studies in second language acquisition and instructional technology are explicitly to support and inform my efforts in language teaching. The study of how language is acquired helps me to understand how language can be learned. Therefore, I endeavor to keep up with current field research concerning cognitive psychology and learning styles as well as instructional technology trends, tolls and methods. Teaching English brings great rewards through the students I meet and through the study of the English Language.

What I want for my students:

For students of ESL, I strive for the highest measure of self-expression. For me, the bottom line is whether a speaker can convey their own true meaning. To this end, I consider myself a guide not only for language form but also for language reception. The way that listeners perceive a speaker also depends on para-lingual aspects such as slang, colloquialisms and shared references. In addition to target structures and precise vocabulary, students also need to learn how their expressions might be perceived within specific social contexts. Students of ESL are seldom socialistic in their efforts to improve their English. Their motivations are strong and the rewards of their achievements often have immediate impact of their lives. This is an important factor in my view of ESL teaching and curriculum planning. For ESL learners, my planning is often aimed at long term goals and distant rewards while for ESL learners. I think about more immediate goals concerning their specific needs for things like legal matters, job demands and social wellbeing. While I would always be glad to tailor course content to appeal to students' interests, professions or other fields of study, for an ESL learner, those interests may be more urgent, more specific or more immediate, compared with the interest of ESL learners.

Steps to create a teaching portfolio

- Log into blogger.com
- Be professional in choosing user names and site names.
- Prepare content.
- Use simple template
- Support content with media.
- Connect content and media with reflections on your teaching.
- Seek critiques from others.
- Share your site.
- Include your portfolio URL in cover letters and resumes.
- Continue reflective practice by updating your portfolio as your career continues.

My Teaching Portfolio

UNIVERSITI TEKNIKAL MALAYSIA MELAKA

About Me

Linda Khoo

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Blog Archive

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     Teaching Portfolio Powerpoint