

Creating an Educator's Profile, Portrait and Portfolio

Valerie N. Williams, Ph.D., June 16, 2006

Worksheet 2: Building a Detailed Educator's Portfolio

First and foremost, an educator's portfolio (profile or portrait) should be a factual representation of your work as an educator. First, consider how you plan to use the completed portfolio. This will serve to focus what you elect to put into it, including the time investment to structure the document and any related materials. Remember, an educator's portfolio can be as simple as an organized folder with tabs for each section, or as detailed as a notebook or electronic document(s) including narrative, graphics, charts and graphs, and examples of syllabi, assessment tools, links to text, video or other electronic media you have created, accolades you have received, and other resources.

This worksheet offers possible section headings and questions to get your planning started. Following are questions you may use as a guide for building a narrative and graphic educator's portfolio. Although the American Association of Higher Education (AAHE) has suggested a teaching portfolio template for college educators there is currently no nationally standardized format for an educator's portfolio specific to faculty at an Academic Health Center. However, there may be excellent examples in the literature of your discipline. References provided below offer a starting point for your use from the general higher education literature on this topic.

References and Resources:

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5. Seldin, P. and Associates (1990). *How Administrators can Improve Teaching*. Jossey-Bass, Inc., San Francisco, CA.
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8. Shore, B.M. (1986, reprinted 1991). *The Teaching Dossier: A Guide to its Preparation and Use*. Canadian Association of University Teachers, Montreal, Canada.
9. Simpson, D.E., Beecher, A.C., Lindeman, J.C., Morzinski, J.A. (1995). *The Educator's Portfolio*. The Center for Ambulatory Teaching Excellence, 3rd Ed.
10. Wolf, K.P. (1991). *Teaching Portfolios: Synthesis of Research and Annotated Bibliography*. Far West Laboratory for Educational Research, San Francisco, CA.
11. Carnegie Academy for the Scholarship of Teaching and Learning (CASTL). Knowledge Media Lab Gallery of Teaching and Learning: Building Knowledge for Teaching and Learning: <http://gallery.carnegiefoundation.org/exhibitions/building-knowledge/index.htm> (Last accessed 06/15/06)
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Educational Philosophy

- Describe your philosophy of education or of teaching and learning. What should the experience of learning entail for students? What should the teaching experience entail for the educator?
- How should the teaching experience evolve for you individually and in your work with discipline colleagues as you share course or content responsibility?
- What is the environment for learning/teaching?
- How do you want to contribute to the teaching/learning experience in its evolution and/or stability?

Curriculum and Coursework

- Products of your work through authorship or co-authorship and development or production of learning materials.
- Types of learners for whom you have developed educational or assessment materials.
- Sample feedback and/or letters that speak to your capabilities or competence as an instructor.
- Graphic representation of how feedback compares you to others in your department or college

Teaching

A. **Content** (areas of content expertise)

B. **Methods and Instructional Strategies** (including small and large group instructional methods, team or problem-based learning, computer aided instruction, use of distance technology, use of simulation or case study, and so forth)

- What are your skills in delivering instruction to various levels and types of learners?
- What steps are you taking to develop data sources as documentation of your teaching abilities?
- Who will help you with peer review?
- What are your plans regarding content and methods assessment of your teaching by peers and conducting self-analysis of these elements?

C. **Assessing Learners** (novice to expert; pre-professional, residents, fellows, continuing education learners and academic peers both disciplinary and interprofessional)

- What methods will you use to assess learner progress?
- What are your skills and competencies in this area? How have you developed your knowledge of assessment methods? What assessment issues/problems are evident and what do you plan to learn next to address these problems?
- Who will help you develop valid assessment tools?
- How will you measure the reliability and validity of assessment tools employed by the educational program over time for relevance, consistency and precision?

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D. Mentoring and Advising Learners

- What are the formal and informal channels you will use to mentor and advise learners?
- What will you use to document your contributions to student mentoring? What are the outcomes of your mentoring? Who are your advisees? What are the products of your work with them? (e.g., Capstone projects, master's theses; dissertations; journal articles; posters/abstracts with students as lead author and you as last author).
- How will you capture the "informal" development of student skills, abilities, and knowledge based on affective goals your college has established (e.g., student commitment to lifelong learning; professionalism; ethical behavior, and so forth)?

Administering Educational Programs

- What contributions are you making toward evolving the educational framework within your college? Within other colleges? Within the Academic Health Center?
- What best exemplifies educational improvements or outcomes achieved with your involvement?
- What are your roles as a team contributor?
- What are your leadership roles in administering educational programs?
- What outcomes are associated with your leadership to date?

Scholarship in the Teaching/Learning Domain

- A. What are your contributions toward **advancing discipline or interdisciplinary** work through:
- Regional,
 - National, or
 - International scholarship?
- B. What questions are you asking about the learning environment, learning methods, learner assessment, learner mastery, the curriculum, teaching tools, techniques or educational leadership?
- C. What are you reading to advance your own professional development and/or mastery in this arena? How are you applying what you have read/discovered to your own teaching improvement?
- D. What support have you received to examine questions you have framed? (Note: Depending on how systematic you are in your approach, external support may move this work from scholarship to research). Note training grants, publications, invited presentations, and leadership roles in this regard.

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Educational Leadership

- What are your goals with regard to advancing the teaching mission and educational leadership within your organization and discipline?
- What have you achieved during the past year?
- What is your greatest accomplishment to date as an educator?
- What are your plans with regard to advancement or promotion to more significant opportunities in the teaching leadership domain?
- What are your plans to mentor or coach more novice educators?

Self-Assessment and Peer Review

- What developmental objectives do you have to continue improvement of your skills, knowledge and competence as a teacher?
- Who are your mentors in this area and what are you striving to learn? What feedback have you invited and received?
- What recognition, honors or awards have you been nominated for and/or received?
- How does your peer and self-assessment relate back to the evolution of your educational philosophy, teaching methods, and learner assessment approached and outcomes?
- How do your student evaluations relate back to the evolution of your educational philosophy, teaching methods, and learner assessment approached and outcomes?

Continuing Professional Development

- What formal and informal continuing professional development tasks have you undertaken during the past year?
- What is your plan for the year ahead?

You are welcome to schedule an appointment to discuss creating a personal educator's profile, portrait or portfolio. Contact the Office of the Associate Vice Provost for Faculty Development and Interdisciplinary Programs
405-271-8001, x-48402 (Laura Fentem).