



The Teaching Portfolio: Evidence about and Reflections on your Teaching

Below, you will find one possible format for the teaching portfolio. This is the format recommended for graduate students and postdocs submitting their portfolio as part of the [CCT College Teaching Certificate](#). However, the format of a teaching portfolio is relatively flexible, and the documents you include may vary depending on the features of the job posting, the position, and different institutional teaching cultures.

Title Page

This should include: Your name, program, university, and date of graduation or date of the portfolio

Table of Contents

The portfolio should be paginated, and the table of contents should clearly reference the page numbers for each section. You want to make it as easy as possible for the reader to navigate through the contents of your portfolio.

NOTE: Pagination may be tricky when including different kinds of documents (e.g. an edited student paper with bubble comments, a PDF of an ITC report, and a word doc containing your teaching statement). It is good practice to learn now how to toggle with pagination, convert files to PDF, and merge multiple PDFs together. You may be asked to do this for academic and non-academic job applications, which often require specific formatting and the merging of multiple documents into a single PDF. Google searches and YouTube video tutorials can help you.

Section 1: Teaching Documents

A. Statement of Teaching Philosophy (1.5-2 pages)

B. Teaching Biography or Teaching Experience

A list of all teaching experiences, organized in reverse chronological order. You might consider including the following pieces of information:

- Course titles and numbers, credits, number of students enrolled, quarters or number of years taught, length (e.g. 10 weeks, 4 weeks, 16 weeks)
- Your role in the course: TA, lecturer, preceptor
- Brief description of responsibilities. (2-3 sentences)

C. Syllabi and Proposed Courses

- **Syllabi:** Generally, 1 course that you have taught and 1 proposed course, or 1 introductory course and 1 advanced course.

- **Proposed Courses:** These should include: a title, audience (intro, undergrad, grad), course description, and course goals.

D. Sample Teaching Materials

Selective sample of assignments, rubrics, lesson plans, graded student work, and other documents related to student learning. These should be titled and have a section of **reflective annotation** at the top conveying to the reader why they have been included in the teaching portfolio (i.e. what message do you intend these documents to convey about your approach to teaching?)

Section 2: Professional Development

A. Evaluation and Feedback

- **Student evaluations:** This should be a tallied summary of your most recent student evaluations. You should judiciously choose which elements from the evaluations to include. Your summary should consist of quantitative data (your ‘ratings’ across various categories, organized by course) and qualitative data (student comments). With regard to the quantitative data, you should make sure to provide relevant information such as: size of course and number of students from that course that submitted evaluations.
- **Other External Feedback:** This includes things like an MCR report, ITC report, a letter of observation from an advisor, faculty member, or peer.

B. Pedagogical Training and Development

List of seminars, workshops, and courses on teaching that you’ve attended at the CCT, in your department, or elsewhere. If you’ve earned or are working toward earning the CCT College Teaching Certificate, include that here as well.

C. Teaching Awards

Prize lectureships, departmental awards, etc.

A Note on Reflective Annotation

The portfolio is an argument, not a container. In order to explain to your audience how the pieces of evidence you’ve included support your claims about your teaching practices, you must include some reflective annotation. For example, why are these particular documents in your teaching portfolio? What should the reader learn about you as a teacher from reading these documents? Aside from sample teaching materials, annotations may also appear on: syllabuses, student evaluations tally, and/or to provide context for other external feedback.

Recommended Reading:

O’Neal, Chris, Deborah Meizlish, and Matthew Kaplan. (2007) “Writing a Statement of Teaching Philosophy for the Academic Job Market Search.” *CRLT Occasional Papers No. 23*. Center for Research on Learning and Teaching, University of Michigan

Seldin, Peter, J. Elizabeth Miller, and Clement A. Seldin. (2010). *The teaching portfolio: A practical guide to improved performance and promotion/tenure decisions*. 4th edition. San Francisco: Jossey-Bass.