



# Developing a Teaching Statement & Teaching Portfolio

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# Today's Learning Goals

After successfully completing this workshop you will be able to:

- Understand the structure and function of a teaching statement.
- begin writing a teaching statement.
- list components that can be included in a teaching portfolio.

# What is a Teaching Statement?

- “A polished, narrative statement similar to that describing one's goals as a researcher.” (Derek Bok Center for Teaching and Learning, Harvard University)
- “Descriptions of how the teachers think learning occurs, how they think they can intervene in this process, what chief goals they have for students, and what actions they take to implement their intentions.” (Nancy Van Note Chism, Ohio State University)

# Purposes of a Teaching Philosophy

- Paint a picture of you as a teacher
  - Support and illustrate claims made in your cover letter
  - Demonstrate depth and breadth as a teacher
- Self-reflection
- To get you an interview!
  - Introduction to a teaching portfolio
- Writing sample

# Characteristics of a good Teaching Statement

- Brief (1-2 pages)
- Well written – vivid and personal
- Evidence based
  - Includes specific examples
- Presents writer as a teacher and colleague
- Highlights your strengths and strategies
- (Include ideas of what classes you could teach)

# Structure of a teaching statement

- Introduction: Teaching goals, values, purpose, principles – Grab attention!
- Body: Strategies, examples – Paint a picture!
  - Goal → challenge → **action** → result
- Conclusion: wrap up; look ahead

# The writing process

- Can be inductive process: start with examples to uncover overall principles.
- Start early; plan for lots of rewrites
- Consider examples, but the voice and message should be your own
- Let others read your statement; get feedback!

# Teaching Portfolios

- Table of Contents
- Teaching Statement
- Courses taught, workshops and training
- Sample syllabi or course plans
- Sample course materials
- Student evaluations, (testimonials)
- *Annotate it!*



# Courses Taught

## Workshops & Training

- Courses, other teaching, mentoring
  - Clarify your role – Instructor? TA?
- Workshops, courses, certifications
- Departmental training

# Sample syllabi & course plans

- What are committees looking for?
  - Can you design courses?
  - Variety, flexibility
- What should you include?
  - Target audience, objectives, key questions, course format, texts, assignments, grading and other policies
- How much detail?
  - Enough to show you know what you're doing

# Sample Course materials

- Documents you created for teaching (handouts, guidelines, exercises, lesson plans, exam questions, feedback on student writing, etc) that helped students learn
- Keep structure clear and consistent
- Does it make a statement about you as a teacher?
- Annotate it!

# Student evaluations

- What should you include?
  - A reasonable sampling: 2-3 **FULL** courses
    - Recent is better; variety if possible
- How should you present them?
  - Provide data about course and sample
  - Can reformat for easier reading
- Testimonials (optional)
  - Solicit now!
    - students,
    - Colleagues & faculty
  - Awards and recognition

# Teaching Portfolio

- Don't include EVERYTHING; include enough to make your case
- Use annotations to guide the reader's experience.
- Can create a large formative portfolio for yourself and pull the highlights for applications
- Can create e-portfolio as well

# A Few Concluding Thoughts...

- You already have a teaching philosophy.
- Ground your philosophy (and portfolio) in your discipline.
- (Gear your philosophy to the institution to which you are applying for a position.)
- Get lots of feedback!
- Utilize on-campus resources.

# Resources

- Kaneb Center for Teaching and Learning [kaneb.nd.edu](http://kaneb.nd.edu)
- University Writing Center [writingcenter.nd.edu](http://writingcenter.nd.edu)
- English for Academic Purposes  
[cslc.nd.edu/programs/eap/](http://cslc.nd.edu/programs/eap/)
- Huston, Therese. “Teaching What You Don’t Know”
- McKeachie, Wilbert J. “Teaching Tips: Strategies, Research, and Theory for College and University Teachers”
- Vick Julia Miller, and Jennifer S. Furlong. “The Academic Job Search Handbook”