Teaching Portfolios: From the Classroom to the Job Market

Vanderbilt University
Center for Teaching
GradSTEP
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Reflection

In a few sentences, characterize your classroom manner and approach to teaching. Who are you in the classroom?
What is a teaching portfolio?

- Presentation portfolio vs. working portfolio
- Documented evidence with context
- Teaching materials that show development and reflection
General goals for teaching portfolios
Accurate
Selective but representative
Clear in message & organization
Role of portfolios in job interviews

- Helps people imagine you in the classroom
- Shows you are a reflective practitioner
- Documents your teaching effectiveness
What should a teaching statement do?
Describe your teaching – in as much detail as possible!
Paint a picture for your reader about who you are in the classroom
Demonstrate that you are a reflective practitioner
Remember: 2 key points

1. *Contextualize* all parts of the portfolio.

2. *Be selective* in what you include.
If you need help . . .

The Vanderbilt Center for Teaching is here for you! We provide **free** consultation services for graduate students, including:

• Reading & commenting on drafts of teaching statements
• Giving feedback on sample syllabi
• Helping you make sense of student evaluations
• Consulting on individual lesson plans or teaching experiences
• To make an appointment, call us at 322-7290, or visit our website: [http://cft.vanderbilt.edu/](http://cft.vanderbilt.edu/)
Questions?
Evaluation Cards

On one side: one thing you learned or that you are taking with you from this workshop.

On the other: a question you still have, or a suggestion for improving the workshop.
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