Becoming a Reflective Teacher: The Teaching Portfolio
Course Numbers: ACAS 603, #6405; RPOS 613, #7629; RPAD 592, # 7628  Fall 2017


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Office Hours: Appointments are recommended. Feel free to drop in, but please understand that we might have other obligations that prevent us from meeting with you at that time. Kimberly & Aviva are in ITLAL every weekday from 9-4:30.

Course Objectives: Through the work of this course, students will
  • evaluate and provide useful feedback on teaching materials (both their own and those of their peers),
  • apply reflective practices as a means of describing and documenting their own teaching practice, and
  • construct a draft teaching portfolio that can be used as part of a job search and as the foundation of a professional portfolio.

Texts:  Peter Seldin, The Teaching Portfolio (optional)
All required and recommended readings will be available electronically through the Blackboard 9 course.

Assignments/Evaluations: This course is graded S/U, and there are five components to your grade in this course, with each one being worth a total of 20% of your final grade. Students must attend seven of the eight class meetings in order to pass the course.

1)  Peer Feedback and Discussion. You will be having important conversations and giving feedback to your peers in this course. In-class contributions include participation in meaningful dialogue, thorough comments, questions, and rebuttals, which are germane to the topic. You will participate in online discussion forums before several class meetings (with the exception of Meeting 1). Online discussion posts are generally due on Thursday evenings before the class meetings on Mondays. Directions and due dates for each discussion post will appear in Blackboard.

2)  Mid-Term Survey: You will be expected to give a mid-term survey in your course if you are currently teaching. You will also write a brief reflection on the results looking for themes and making a plan for responding to the student feedback. If you are not teaching this semester, we will give you a set of data for you to respond to. You should complete your Mid-Term Survey or alternate assignment by Meeting 3 (10/9).

3)  Peer Observation & Reflection: You will be expected to provide a peer observation of a colleague’s teaching. This can be someone in the course, a classmate, or a volunteer. Afterward, you will write and turn in a reflection on this process. You should complete your peer observation and the associated reflection by Meeting 5 (11/6).

4)  Drafts of Portfolio Components, Reflections, and Feedback on Teaching Materials: Throughout the semester, you will be asked to provide (in class and/or on Blackboard) teaching materials along with your reflections on their design, implementation, and effectiveness. You will also be asked to provide feedback on materials and reflections from your class peers. In addition, you will be required to bring reasonable drafts of the portfolio components to class for feedback and
reflection. Due dates for various materials appear within the class meeting schedule and in Blackboard.

5) **Final Portfolio:** You will be expected to complete a full draft of your portfolio by the end of the course. **Final portfolios are due by 5:00pm on 12/19.**

**The Role of Feedback in this Course:** You will be spending a great deal of time in class giving and receiving feedback on materials in preparation for final portfolios. The course is designed around this process not only because it is important for you to have multiple readers of your own materials, but also because the process of giving feedback on others’ materials is essential to reflective practice. Keep in mind that you are learning from reading and responding to the work of your colleagues.

**Class Meetings:** Assignments are due on the dates listed. Reading assignments listed below are subject to change. All readings will be available in Blackboard.

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<tr>
<th>Meeting, Date and Topic</th>
<th>Preparation for class</th>
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<tr>
<td>Meeting 1 (9/11): The Teaching Portfolio and Teaching Statement as Formative and Summative Document</td>
<td>In this first meeting, we will focus on using the teaching portfolio as a tool for our development as teachers, as well as a document that can be used to demonstrate our strengths as teachers.</td>
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**Assignments to complete before class**
- Please take about 10 minutes to write down your answers to these three questions. Bring your answers with you to the first class meeting; this will be the basis of our first in-class project.
  - Describe one of your most rewarding teaching experiences. What happened? What made it so rewarding?
  - Describe one of your most challenging or difficult teaching experiences. What happened? How did you handle it?
  - Describe one of your most memorable learning experiences. What happened?
- Sandra Barnes, “The Teaching Portfolio” (Chapter 5, *On the Market*)
- If possible, complete Recommended Reading.
- Complete any additional work assigned in Blackboard.

**Bring to class**
- A current draft of your teaching statement
- Answers to questions listed above

**Recommended Reading**
- Gabriela Montell, “What’s Your Philosophy on Teaching, and Does it Matter?”
- Peter Seldin, *The Teaching Portfolio*, Part 1 (pp. 1-34)
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<th>Meeting 2 (9/25): Peer Observation as a Reflective Exercise</th>
<th>In this meeting, we will learn the techniques of peer evaluation and discuss their value in the continuing development of teaching skills.</th>
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| **Assignments to complete before class**                  | - Complete Required Reading.  
- Post to this week’s discussion forum (in Blackboard) by **Thursday, September 21 at 8:00pm**.  
- Upload revised teaching philosophy statement to Blackboard by **Monday, September 25 at 12:35pm**.  
- Complete any additional work assigned in Blackboard. |
| **Required Reading**                                      | - ITLAL, *A Field Guide to Peer Observation*, Sections I-III, VI, and Appendices |
| Meeting 3 (10/9): Reflecting on and Documenting Your Course Design | In this meeting, we will spend time reflecting on how our courses are designed and how well we are setting up our students to learn. We will also begin strategizing to incorporate materials reflecting our course design into the portfolio itself. |
| **Assignments to complete before class**                  | - Complete Required Reading.  
- Post to this week’s discussion forum (in Blackboard) by **Thursday, October 5, at 8:00 pm**.  
- Complete mid-term survey of your students by this week.  
- Complete any additional work assigned in Blackboard course. |
| **Bring to class**                                        | - A draft of a syllabus for a course you have taught  
- A current draft of your teaching philosophy statement |
| **Required Reading**                                      | - Robert K. Noyd et al., “A Primer on Writing Effective Learning-Centered Course Goals”  
- Sample syllabi from English, Physics, and Political Science courses |
| **Recommended Reading**                                   | - Ken Bain, “How do They Prepare to Teach” (Chapter 3, *What the Best College Teachers Do*)  
- Dee Fink, IDEA Paper #42: “Integrated Course Design” |
| Meeting 4 (10/23): Reflecting on Assignments and Activities | In this meeting, we will consider how assignments and classroom activities can be used to increase student learning and how to use them in your portfolio to demonstrate your strengths as a teacher. |
| **Assignments to complete before class**                  | - Complete Required Reading.  
- Post to this week’s discussion forum (in Blackboard) by **Thursday, October 19, at 8:00pm**. |
- Upload a copy of the assignment for this week (see Blackboard) by the start of class.

**Bring to class**
- Revised teaching philosophy statement
- A draft of a syllabus that you are considering including in your teaching portfolio, along with
- Copies of two or three interesting, important, or representative assignments from that course

**Required Reading**
- Linda Nilson, *Teaching at Its Best*, Chapters 11, 15, 17
- Review Seldin, *The Teaching Portfolio*, Part 1 (Review)

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<th>Meeting 5 (11/6): Feedback as a Basis for Reflection</th>
<th>In this meeting, we will consider how to use feedback from students and peers (formal or informal) to improve your teaching and how to capture that information in narrative form for use in the portfolio.</th>
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<tr>
<td>Assignments to complete before class</td>
<td>Complete Required Reading. Compile any student feedback/evaluation data you have and begin developing a plan for presenting it. Bring a draft of your data as you plan to present it in your portfolio.</td>
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<td>Write a 2-3 paragraph (app. 1 page) reflection on the evaluation data (see handout called &quot;Reflections on Student Evaluations&quot; in Blackboard) and bring it with you to class.</td>
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<td>Write a brief reflection on your peer observation experience (see Blackboard).</td>
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<td>Upload a copy of the assignment for this week (see Blackboard) by the start of class.</td>
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**Bring to class**
- Copies of teaching evaluations from one of your courses and your peer evaluation
- Reflection on evaluation data (see above)
- Reflection on peer observation of teaching

**Required Reading**
- William E. Cashin, “Student Ratings of Teaching: A Summary of the Research” (IDEA Paper No. 20)
- Michele E. Marincovich, “Using Midterm Evaluations and Others Sources Of Student Feedback On Teaching” (from Tomorrow’s Professor List)
- Wilbert J. McKeachie, “How Can you Get and Use Feedback to Continue to Improve Your Teaching” (from Chapter 27 McKeachie’s Teaching Tips 11th ed.)
- Todd Zakrajsek, “Using Evaluation Data to Improve Teaching Effectiveness” (from Seldin and Associates, *Evaluating Faculty Performance*)
### Meeting 6 (11/13): Considering the Role of Assessment, Grading, and Feedback

In this meeting, we will reflect on and evaluate current practices in designing assignments, communicating expectations, assessing and grading, and responding to student work. We will also practice communicating your assessment practices and philosophy of assessment effectively for the teaching portfolio.

**Assignments to complete before class**
- Complete Required Readings.
- Upload a copy of the assignment for this week (see Blackboard) by the start of class.

**Bring to class**
- An assignment with a rubric for grading it (Feel free to use the assignment you brought to class for our "Activities and Assignments" discussion.)
- Copies of student work with comments (if available)

**Required Reading**
- Thomas A. Angelo and K. Patricia Cross, “What is Classroom Assessment?” (Chapter 1, *Classroom Assessment Techniques*)
- Tom Drummond, “A Brief Summary of the Best Practices in College Teaching”
- Virginia A. Walvoord and Virginia Johnson Anderson, “Communicating with Students About Their Grades” (Chapter 7, *Effective Grading*)

**Recommended Reading**
- Christine Cozzens, “Beyond ‘Good’ and ‘Awk’: Paper Comments that Challenge Students to Think, Rethink, and Revise”
- University of Miami Writing Center, “How to Avoid the Paper Trap: Managing the Paper Load”

### Meeting 7 (11/27): Looking Forward: From Teaching Portfolio to Tenure File

In this meeting, we will consider strategies for creating a document that will serve as the foundation for your eventual dossier, including how to frame information about your research and service.

**Assignments to complete before class**
- Complete Required Readings.
- Email us your questions about tenure and teaching and/or the tenure process by **TUESDAY**, November 21, at 8:00pm (since Thursday is Thanksgiving, this one is off schedule).
- Upload a copy of the assignment for this week (see Blackboard) by the start of class

**Required Reading**
- Robert M. Diamond, “Planning Ahead” (Chapter 1, *Preparing for Promotion and Tenure Review*)
- Clay Schoenfeld and Robert Magnan, "Presenting Your Credentials" (Chapter 12, *Mentor in a Manual*)
- Emily Toth, "Slouching Toward Tenure" (*Ms. Mentor's Impeccable Advice for Women in Academia*)
- Emily Toth, “The Tenure Trek” (*Ms. Mentor’s New and Ever More Impeccable Advice for Women and Men in Academia*)
- Handouts in Blackboard
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<th>Meeting 8 (12/11): Feedback on Full Portfolio Drafts</th>
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<td>In this meeting, you will have the opportunity to read through your peers’ portfolios and get feedback on your own portfolio to help you plan for revisions.</td>
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**Assignments to complete before class**
- Assemble as complete a draft of your teaching portfolio as possible. See the resources in Blackboard for guidance on making decisions about what items to include.
- Read the feedback rubric (in Blackboard) for guidance to help you prepare to give and receive feedback.
- Come up with any questions/concerns to share with your colleagues that may help them frame their feedback to you.
- Upload a copy of the assignment for this week (see Blackboard) by the start of class.

**Bring to class**
- Draft of your teaching portfolio
- Your questions/concerns to share with your peers

*Final Portfolios due by 5:00pm on 12/19.*