

## How are Portfolios Evaluated?

### Outline

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## Introduction

- Whether developing the portfolio is for **self evaluation** or for **peer evaluation**, one of the major goals of a portfolio is to demonstrate, through documentation and reflective narrative, a professor's efforts to improve her/his teaching.
- Preparing a portfolio is like writing a paper. You need to provide convincing evidence for your assertions.

## Problem

- There is evidence that in the absence of explicit developmental criteria and training in portfolio review, peers may tend to compare "the reviewee's practices to their own experiences, their colleagues, and to prototypical or traditional practices."

## What are some characteristics of effective portfolios?

### Structured

A structured portfolio should be organized, complete, and creative in its presentation. Some questions for you to think about might be:

- Is my portfolio neat?
- Are the contents displayed in an organized fashion?
- Are the contents representative for the purpose that it is intended

## What are some characteristics of effective portfolios? (Cont'd)

### Representative

A portfolio should be comprehensive. The documentation should represent the scope of one's work. It should be representative across courses and time. Some questions for you think about might be:

- Does my portfolio portray the types and levels of courses that I have taught?
- Does my portfolio display a cross-section of my work in teaching?

## What are some characteristics of effective portfolios? (Cont'd)

### Selective

The natural tendency for anyone preparing a portfolio is to document everything. However, if a portfolio is being used either for summative or formative purposes, attention should be given to:

- conciseness and selectivity in order to appropriately document one's work.
- Limit the contents of your portfolio to what is required by the reviewer -keeping the purpose in mind.

## What are some characteristics of effective portfolios? (Cont'd)

### Evidence-Based and Consistent

Authorities on teaching portfolios note that evaluators should also judge a portfolio according to its:

- Inclusion of *evidence* that backs up the claims a professor makes -- evidence of teaching accomplishments, of student learning, and of efforts to improve teaching.
- *Consistency* between the professor's teaching philosophy and accompanying evidence of teaching strategies, effectiveness, and efforts to improve as well as assessment.

## Methods of Assessing Portfolios

### 1. Checklists:

- Are scoring tools that list the criteria for a piece of work. They are used to determine if a given criterion is present or not.
- Can be converted into rating scales by assigning number values to the various criteria listed.

### 2. Rating scales: Rating scales record

- the extent to which certain criteria have been achieved
- the extent to which certain characteristics are present in a piece of work (portfolio)
- the quality of teaching as inferred from assessing a portfolio.

## Methods of Assessing Portfolios (cont'd)

### 3. Rubrics

- Rubrics are scoring tools that list the criteria for a piece of work, or “what counts” (for example, purpose, organization, details, voice, and mechanics are often what count in a piece of writing); it also articulates gradations of quality for each criterion, from excellent to poor.

## How effective is your portfolio for formative purposes?

The following questions may help you to reflect on the effectiveness of the content of your portfolio as you document your teaching for improvement purposes.

- Do the materials enable me to assess whether there are clear connections between my goals and values (course goal statements, philosophy statements) and actual practices (teaching, assessment measures, syllabus format)?
- Does my portfolio contain reflective statements that show engagement with the central teaching issues?

## How effective is your portfolio for formative purposes? (Cont'd)

- Do I provide enough context so that the reviewer will be able to give me good information?
- Is my portfolio organized in such a way to show improvement?
- Have I drawn on other sources of opinion and evidence in compiling my portfolio?
- Did the exercise of putting together the portfolio provide me with new realization about my teaching?

## How Effective Is Your Portfolio for summative purposes?

The following questions may help you to reflect on the effectiveness of the content of your portfolio as you document your teaching effectiveness for summative purposes.

- Does my portfolio demonstrate my use of effective design principles to facilitate learning in the courses I have taught, as demonstrated by the teaching philosophy statement and course materials?

## How Effective Is Your Portfolio for summative purposes (Cont'd)

- Does my portfolio demonstrate that I taught effectively, as shown by:
  - summaries of student evaluation ratings, reports by peers, and
  - review of the products of student learning, such as tests, papers, and project reports?
- Does my portfolio demonstrate that I am effective in non-classroom teaching roles, such as student advising and supervision of student research, as demonstrated by:
  - feedback from students, student progress, and
  - the products of student learning?

## How Effective Is Your Portfolio for summative purposes (Cont'd)

- Does my portfolio demonstrate that I invested in teaching development and engaged in the scholarship of teaching, as demonstrated by:
  - the teaching philosophy statement;
  - the record of teaching leadership efforts inside the department and externally; and
  - the record of publication; presentation, and conference participation in the teaching of my discipline?

## How Effective Is Your Portfolio for summative purposes (Cont'd)

- Does my portfolio demonstrate that I have contributed to the teaching mission of my department, as indicated by:
  - the record of teaching responsibilities, both through formal courses, non-classroom teaching and course development?
- Does my portfolio show that there is consistency between my teaching philosophy and accompanying evidence of effective teaching, service, and assessment?

How Effective Is Your Portfolio for summative purposes (Cont'd)

- Overall, what does my portfolio say about the quality of my teaching and what recommendation would I make on this personnel decision?

## Criteria for Evaluating Teaching Portfolio Contents

- *Course Content*
- *Course Materials and their development*
- *Evaluating Student learning and providing effective feedback*
- *Professional Development of Self and others*
- *Working with others*
- *Teaching Portfolio*

## Portfolio websites used to develop this presentation

- [http://www.city.londonmet.ac.uk/deliberations/portfolios/ICED\\_workshop/seldin\\_book.html](http://www.city.londonmet.ac.uk/deliberations/portfolios/ICED_workshop/seldin_book.html)
- <http://www.ncsu.edu/felder-public/Columns/Portfolios.html>
- [http://www.olemiss.edu/depts/vc\\_academic\\_affairs/improve.html](http://www.olemiss.edu/depts/vc_academic_affairs/improve.html)
- <http://ftad.osu.edu/portfolio/>