

Crafting Teaching Statements and Teaching Portfolios

Welcome! We'd love to know who's here. Please share your name, role, and the reason you are attending this workshop in the chat.



THE OHIO STATE UNIVERSITY

DRAKE INSTITUTE FOR
TEACHING AND LEARNING



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Workshop Materials



Handouts, presentation files, and other resources related to this workshop are available.

Scan the QR code or visit

<https://go.osu.edu/teaching-statements>

Learning Outcomes

Following this workshop, participants should be able to:



Describe the format and components of teaching portfolios and teaching statements



Structure a teaching statement around goals, methods, and assessment



Identify general strategies for effectively documenting teaching



Reflect on the story they want to tell about their teaching



Guidelines for Today's Session

- Use video as you feel comfortable
- Participate in activities by writing in the chat or speaking (please use the “raise hand” button)
- Ask questions at any time





Please let us know you're here!

—
Scan the QR code provided to virtually "sign in" to this session. Your information will be automatically recorded upon scanning.

You can also visit

<https://go.osu.edu/fpms23>





The Teaching Statement

- Also called a philosophy of teaching, teaching interest statement
- Many purposes – job market, awards, annual review, promotion and tenure
- Practices may differ between fields
- Evolves with you and your teaching
- Reflective document with concrete examples
- Usually 1-2 pages, present tense, first person





Teaching Statement Tips

- Consider your audience (Terminology, Focus)
- “Own” your statement by turning to your experiences and observations
- Avoid deficit-based or criticizing statements
- Be careful of declarative statements: “Lecturing is an outdated and inefficient way of teaching” vs. “When I lecture, I incorporate short activities, which allow students to...”



Teaching Statement Pitfalls

What feedback or advice would you give to the author of this statement?



Example 1

From the first time I entered a classroom, I have always been drawn to teaching. Since then, I have had the opportunity to teach a variety of courses at OSU: a survey of gender studies topics for students new to gender studies; gendered violence (both online and face-to-face); and a gender and pop culture course for advanced students in gender studies. I am also passionate about advising and mentoring. Before coming to OSU, I mentored instructors at my previous institution as part of a teaching and learning program. I truly care about my students and their learning. I think that students like the way that I treat them with trust and genuine interest. I believe that my approach of valuing students is applicable in any context, including online, face to face teaching, and hybrid courses.



Three Main Components

1. Goal
2. Method
3. Assessment



Three Main Components, Continued

1. What do you want to accomplish?
2. How do you make it happen?
3. How do you know it works?



Three Main Components: Examples

1. “I want my students to be engaged in class and have opportunities to practice what they are learning.”
2. “I involve my students in many activities and discussions. For example...”
3. “As a result, students are more engaged and do better on their exams than before I began this practice.”



How I've reflected on assessment data to improve teaching

Data Everywhere

I am better at consistent post-class reflection (notetaking) and recording observational data while fresh

I invest in learning more about qualitative data methods, just as much as a quantitative methods

SEI's and all the feels



I read the student comments with my semester goals in view, and identify statements that relate to each goal

Start with the end in mind

Intentional design in both my semester teaching goals and SoTL projects, from the start:

What will my classroom look and feel like?

How will I know it's working?

What will I look for to make future decisions?

Reflecting on Your Teaching

Considering your teaching responsibilities, please list 1 – 3 teaching goals.

1. _____

2. _____

3. _____





Method: “Show, don’t tell”



Reflecting on Your Teaching Cont.

Select one of your teaching goals, and list at least one method.

Methods	Assessments	Use of Assessment Information to Improve Teaching

Assessment: Group Brainstorm

What are some ways to show a teaching practice is working?



Assessment Evidence

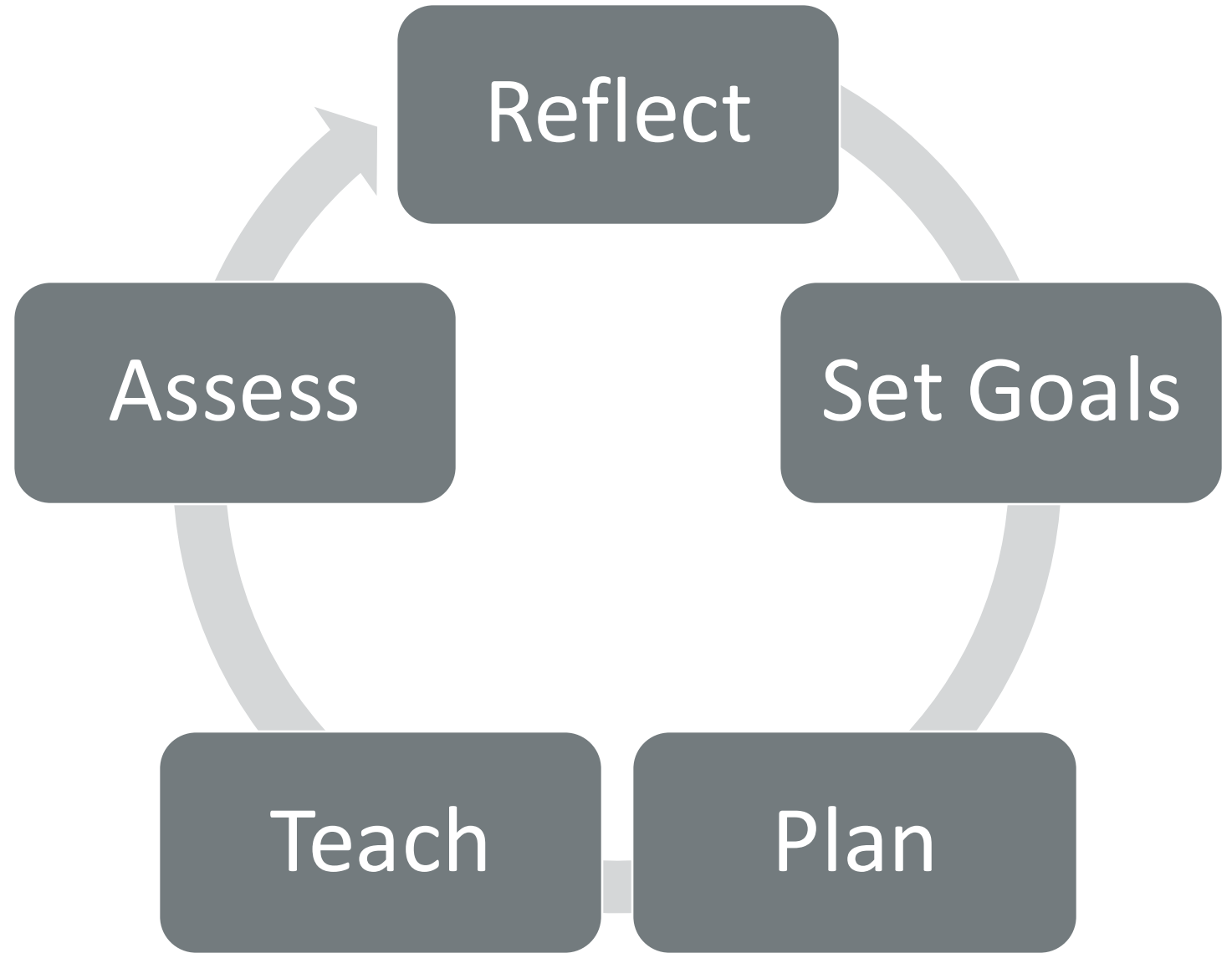
Assessment Evidence can be formal or informal

The standard of evidence required is different than in research

Consider using quotations from students to bring the student voice into your statement



Formative Assessment Cycle



Reflecting on Assessment

Considering your teaching methods, what are your assessments? How do you know they work?

Methods	Assessments	Use of Assessment Information to Improve Teaching



Organizing a Statement

- Introduction
 - Overarching theme or connection
- Body
 - 3-4 Goal/Method/Assessment
 - Each can be its own paragraph
- Closing
 - Relate back to goals or future directions

For Faculty Seeking Promotion & Tenure: Ohio State's Core Dossier

Approach to and Goals in Teaching Narrative

- Approach to and goals in teaching and student mentoring
- Major accomplishments during the time period under review
- Future plans for teaching and student mentoring

Evaluation of Teaching Narrative

- Describe how you have used evaluation information (SEIs, peer evaluations of teaching, other feedback) to improve the quality of your teaching and student mentoring

Core Dossier Outline and Instructions: <https://faculty.osu.edu/sites/default/files/documents/Core-Dossier-Outline-Instruction.pdf>

For Faculty Seeking Promotion & Tenure: Ohio State's Core Dossier Cont.

Curriculum Development

- Specific examples of involvement in curriculum development, development of new teaching methods or materials, or creation of new programs

Professional Development Related to Teaching

- Continuing education programs related to teaching you have completed since date of hire at Ohio State or last promotion, whichever is sooner (e.g., Drake Institute programs and services; Other teaching development programs)

Core Dossier Outline and Instructions: <https://faculty.osu.edu/sites/default/files/documents/Core-Dossier-Outline-Instruction.pdf>



Teaching Statement Pitfalls Exercise

What feedback or advice would you give to the author of this statement?



Example 2

If you were to visit my classroom on any given day, you would probably see me use one or two of the following teaching techniques: i) short written reflections on lecture content, ii) think-pair-share, and iii) structured group work. More recently, I have been teaching online due to the pandemic. Incorporating these teaching techniques in the online context is more difficult, but to make students' online experience more like it would be in person, I often ask students to pause the lecture video to reflect or answer questions in their notes at key moments during the lecture. Whether my course is in person or online, I also attempt to make reading assignments more interactive by using discussion posts to guide students' reading of the text and to help them brainstorm relevant ideas and arguments in advance of class discussions. Although the posts are not graded, I do provide some feedback on them, mostly offering suggestions about how they might continue to develop their ideas for an upcoming paper. These active learning strategies keep students engaged and offer students the practice and feedback they need to learn complex skills like critical thinking and writing. Over time, I have developed a greater range of active learning strategies and greater comfort using them in the classroom, and I believe students in my courses are more engaged and perform better precisely because of this change in my teaching.



Common Teaching Statement Pitfalls

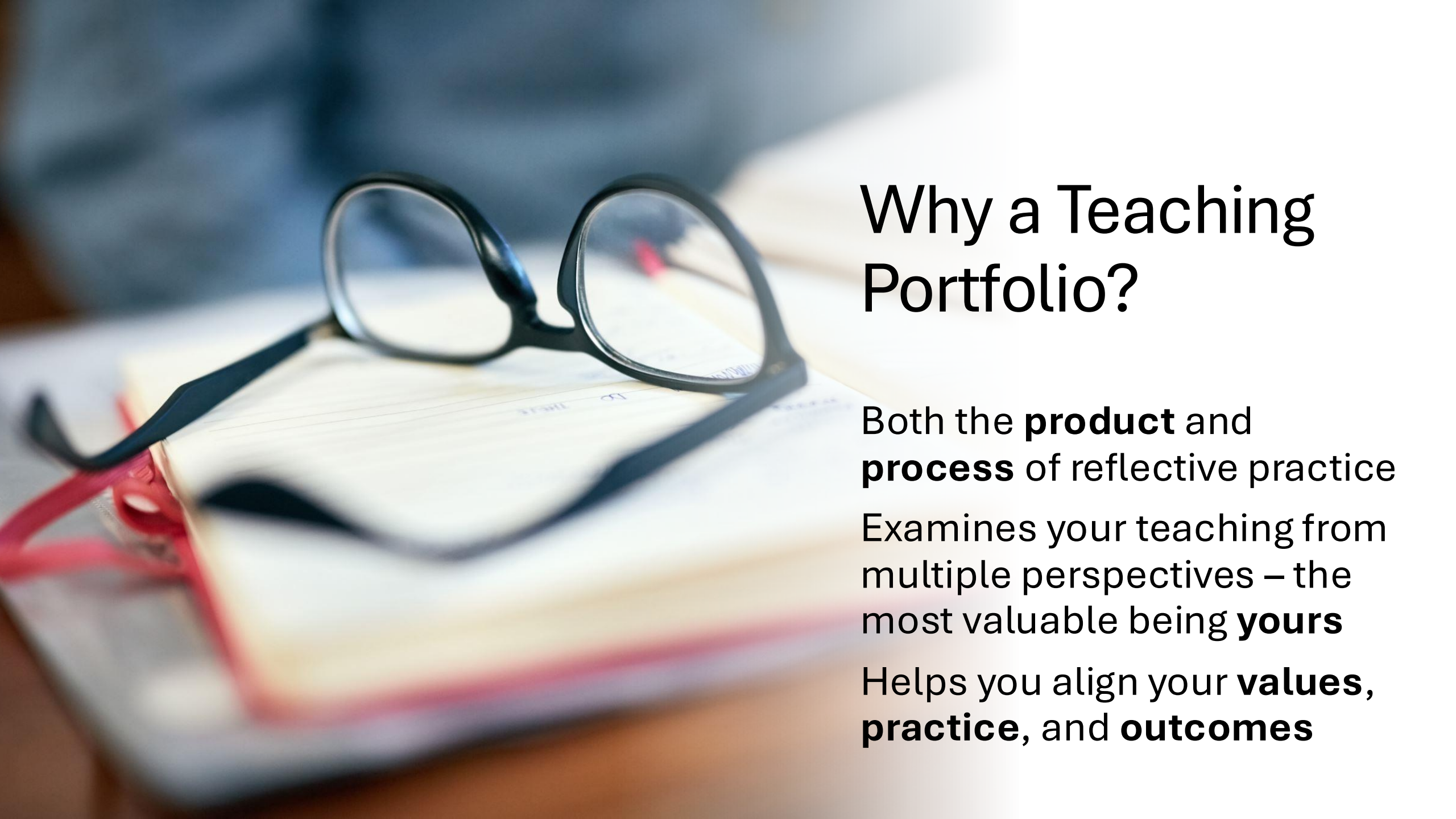
1. Telling instead of showing
2. Hesitant language
3. Burying the lead
4. Overreliance on one type of assessment
5. Not acknowledging shifts in teaching
6. Ignoring requirements



Examples of Requirements

- Job posting
- Graduate Associate Teaching Award guidelines
- Appointment, Promotion, and Tenure documents
- Core Dossier Outline and Instructions document





Why a Teaching Portfolio?

Both the **product** and **process** of reflective practice
Examines your teaching from multiple perspectives – the most valuable being **yours**
Helps you align your **values**, **practice**, and **outcomes**



Getting ahead on your portfolio

- Document
 - Save correspondence and all copies of teaching artifacts
- Reflect
- Ask for feedback from peers, students, and consultants

Portfolio Components

Goal:

- Teaching statement
- Diversity statement

Method:

- Teaching artifacts

Assessment:

- SEIs or other forms of feedback
- Quantitative and qualitative feedback
- Observation reports



**Other than Syllabi,
what artifacts from
your teaching could
you put in your
portfolio?**



Teaching Artifacts

What does your
reader need to see?

course syllabi

course handouts

course packets

course lesson plans

class participation guidelines

midterm feedback instrument

tests/quizzes

assignments

grading rubrics

journal prompts

problem sets

reading lists/reading prompts

slides



Evidence of Teaching Effectiveness

Formal

SEIs

Evaluations not from students

- SGIDs (UCAT)
- Peer evaluations
- Advisor/mentor, etc.

Classroom Assessment
Techniques (CATs)

Instructor-generated discursive
evaluations

Informal

Student comments from your
feedback forms

Student correspondence

Observations of student
behavior/engagement

Changes in student work quality



Evidence of Teaching Effectiveness, continued

Quantitative

Tell your story by providing narrative explanation.

What do the numbers show?

- Improvements
- Explanations behind significant shifts or trends

Qualitative

Selective but representative

Sort into categories to help your reader see trends

Split up or excerpt longer comments

Which comments have led to changes?



Writing about Evidence of Effectiveness

- At Ohio State, you may have the opportunity to write an extended statement about evidence of effectiveness
- Consider:
 - What are some ways you collect student feedback, or otherwise assess your teaching?
 - What themes have emerged from this feedback? Do any align with your teaching statement?
 - Can you give examples of times you've used feedback to make a change in your teaching?
 - How might your teaching move forward from here?





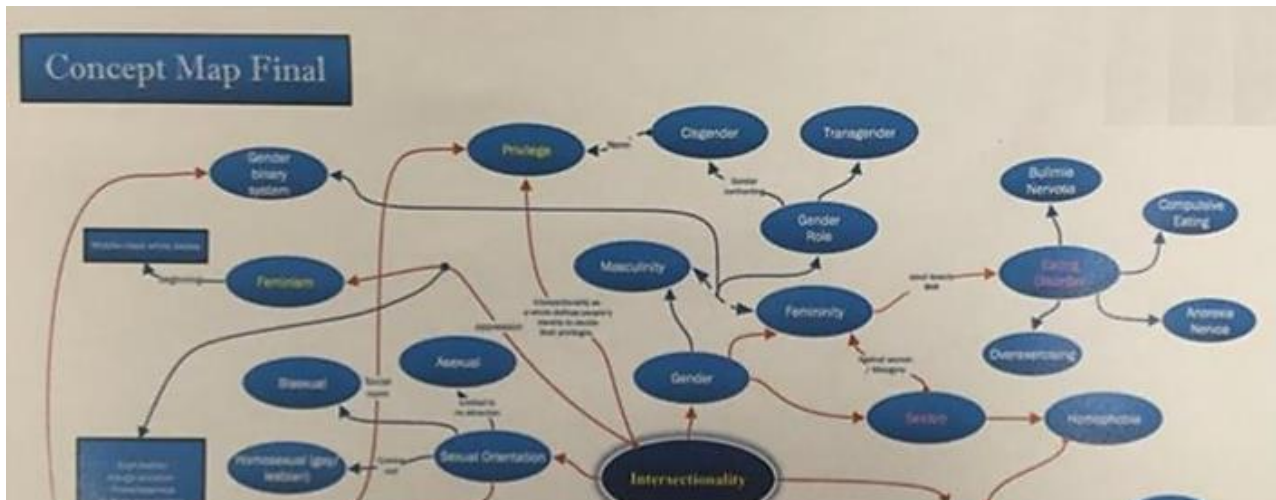
Help your Readers!

- Present a cohesive narrative
- Provide explanations: for context or to guide the reader (example)
- Organize and order based on guidelines (e.g., call for apps or promotions and tenure guidelines)
- Consider visual presentation and formatting

Teaching Artifact Example

Innovative Assessment: Student Concept Maps

Concept mapping, as I have assigned it across several semesters, encourages students to think both critically and creatively to make connections between course themes. In addition to recognizing how various hierarchies and institutions collaborate to produce privilege and oppression, students learn to situate their own identities in relation to these social and cultural mechanisms. Below are two examples.



Gender, Culture, and Society (Summer 2016, Section 4801)

Students were asked to map course concepts of their choice, but had to include feminism, heteronormativity, intersectionality, and hierarchies.





Help your Readers!

- Present a cohesive narrative
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Going back to the statement

The statement is the linchpin of the portfolio, tying together all components:

- What motivates your teaching?
- How does this motivation translate to action?
- What evidence guides you?

Example Statement

My approach to teaching, curricular development, assessment of student learning, mentoring, and leadership are guided by my core values: integrity and authenticity; collaboration; creativity and innovation; compassion and empathy; an appreciation of individual differences and diverse voices; a desire to expand my perspective and the perspectives of others; development and growth; and a deep belief in applying the science of psychology. Together, these values shape everything I do in the classroom, as a mentor, as a leader, as an educational developer, and as a scholar in the study of teaching and learning. **I engage with people to support teaching and learning in ways that ignite and inspire growth.**



Limited Teaching Experience?

Discuss what you will/would do

Make artifacts for a future course

Utilize any teaching experience

- Grading/Recitation Leader
- Mentorship
- Guest lecturing
- Tutoring
- Department Service (assignment or curriculum development)



Resources



The Drake Institute provides consultations on teaching statements and portfolios



Feedback from others in your field is also essential!



Other teaching centers with good online resources: Vanderbilt, Waterloo, Duquesne



Find examples and resources at the workshop website:
<https://go.osu.edu/teaching-statements>



Thank You!

Feedback Survey

go.osu.edu/teaching-statements-survey

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Questions about today's topic?
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