

Portfolio Objectives

- Portfolios provide documented evidence of effectiveness from a variety of sources—not just student ratings—and provide context for that evidence.
- The process of selecting and organizing material for a portfolio can help one reflect on and improve one's teaching and service.
- Portfolios are a step toward a more public, professional view of teaching, counseling, and librarianship as a scholarly and collegiate activity.
- Portfolios offer a look at a range of development over time, helping one to see that teaching and service is an ongoing process of inquiry, experimentation, and reflection.

Portfolio Guidelines

- Give a fair and accurate presentation of yourself. Don't try to present yourself as the perfect teacher, librarian or counselor. Highlight the positive, of course, but don't completely omit the negative.
- Be selective in which materials you choose to include, though be sure to represent a cross-section of your teaching and service and not just one aspect of it. A relatively small set of well-chosen documents is more effective than a large, unfiltered collection of your documents.
- Make the organization of your portfolio explicit to the reader. For example, use a table of contents to organize your paper or web portfolio.
- Make sure each portfolio document is accompanied by an explanation. For instance, if you include a sample lesson plan, make sure to describe the course, the students, and, a reflection on how well it worked or if modifications were made.
- While constructing your portfolio, it is advised that you reflect on JCCC's [*Categories of Engagement*](#) in conjunction with your position description.

Portfolio Components

1. Your **Thoughts** about Teaching and Service to Students
 - A reflective statement describing your personal philosophy, strategies, and objectives.
 - A personal statement describing your professional goals for the next few years and how those goals will be achieved (for example, measurable outcomes.)
2. **Documentation Evidence of Teaching Effectiveness** with Respect to Student Learning (The following represents a list of *examples*.)
 - A list of courses taught and a description of your responsibilities
 - Syllabi
 - Course descriptions with details of content, objectives, methods, and procedures for evaluating student learning
 - Other examples could include: reading lists, assignments, exams and quizzes (graded and ungraded), handouts, problem sets, lecture outlines, descriptions and examples of visual materials used, descriptions of uses of computers and other technology in teaching, video recordings of your teaching, case studies, etc.
 - Reflection on student evaluations of your teaching
 - Written comments from students on class evaluations
 - Other examples could include: comments from a peer observer or a colleague teaching the same course, statements from colleagues in the department or elsewhere, letters from students (preferably unsolicited), letters from chairperson and/or division dean, etc.

- Scores on standardized or other tests, before and after instruction
- Students' lab books or other workbooks
- Other examples could include: students' papers, essays, or creative works, graded work from the best and poorest students (with teacher's feedback to students), etc.

3. **Activities** to Improve Effectiveness (The following represents a list of *examples*.)

- Participation in seminars or professional meetings and conferences
- Innovation
- Examples of incorporating a holistic approach to student learning; how other parts of our organization are important to fulfilling one's job
- Reflection on how to overcome the personal barriers to professional development
- Other examples could include: design of interdisciplinary or collaborative activities or projects, use of innovative methods of delivery (including assessing learning and grading as applicable to teachers), preparation of a textbook, websites, lab manual, courseware, etc., description of instructional improvement projects developed or carried out, etc.

4. **Contributions** to the Profession at Large and/or the Institution (The following represents a list of *examples*.)

- Service or leadership on committees
- Publications in journals
- Presentations at professional conferences
- Other examples could include: reviews of forthcoming textbooks, journal articles, scholarly books and/or chapters, assistance to colleagues on professional matters, work on curriculum/program revision or development, etc.
- Awards and other honors