2020 Teaching Portfolio Workshop

May 2020

UM College Park • UM Eastern Shore

What is a Teaching Portfolio

Philosophy

Reflection

Implementation

Assessment

A cohesive collection of documents that communicates your philosophy of teaching, summarizes your teaching activity, provides evidence of your effectiveness, highlights student mentorship, and demonstrates a commitment to professional development.

UNIVERSITY OF
MARYLAND
EXTENSION
Solutions in your community

UM College Park • UM Eastern Shore

General Information

- Teaching portfolios became a requirement of promotion packets in 2015

- There is no one way to present a teaching portfolio because there is no one way to teach

- Not a static document and it doesn't need to be daunting

- Should be something you start putting together now

UM College Park • UM Eastern Shore

Why a Teaching Portfolio

- Presents your view of teaching
- Summarizes teaching activity
- Document professional development
- Examples and evidence of your effectiveness

UM College Park • UM Eastern Shore

Components of a Teaching Portfolio

Cover Page
Table of Contents
Teaching Philosophy Statement (1-2 pages)
Situation Statement for Programs
Overall Summary (1 page)
Major Program #1 Summary (1-2 Pages)
Major Program #2 Summary (1-2 Pages)
Major Program #3 Summary(1-2 Pages)
Professional Development
Awards and Recognition
Supplemental Documents

UM College Park • UM Eastern Shore

Cover Page

Provide your contact information
- minimum = name, title, address, email
- optional = website, photo, pictures

Teaching Portfolio

Jane Extension

University of Maryland Extension
Family and Consumer Sciences Educator
501 Court Lane, Room 208
Cambridge, MD 21613
jextension@umd.edu

EXTENSION/TEACHING PORTFOLIO

Ben Beale
Extension Educator, Agriculture
University of Maryland Extension
St. Mary's County
https://extension.umd.edu/st-marys-county

COLLEGE OF
AGRICULTURE &
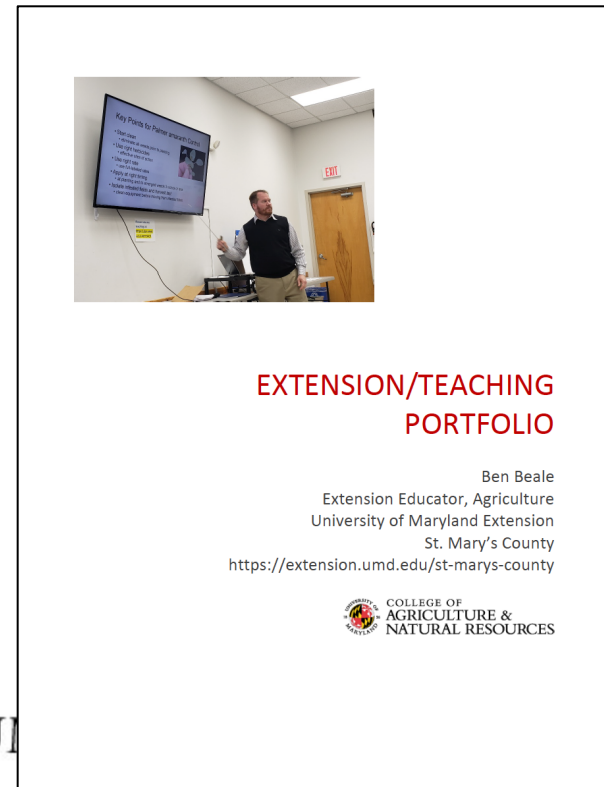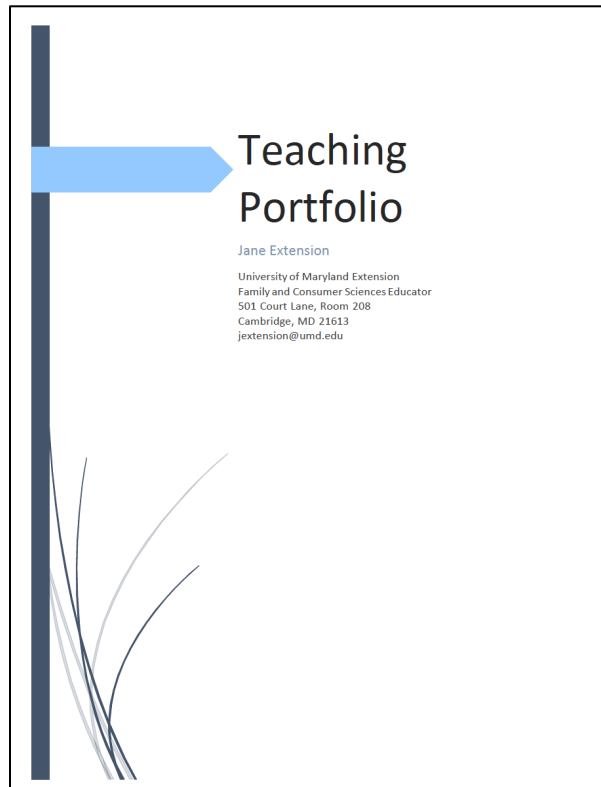NATURAL RESOURCES

e Park • UI

Table of Contents

Things to remember:

- Should contain at least the main headings within the Teaching Portfolio
- Consider including those sections that a reviewer might want to jump to in your document
- Don't list every page in your ToC
- Consider making internal links b/t your ToC and the rest of your Teaching Portfolio

UM College Park • UM Eastern Shore

Teaching Philosophy

1-2 page narrative of your perspective on teaching

- Document articulating your beliefs about teaching and learning with evidence of how you enact those beliefs in your teaching
- Identify your Objectives as a Teacher
- Provide Evidence of How You Achieve Each Objective
- Style and Format
- Consider Your Audience
- A teaching philosophy statement is an evolving document.

UM College Park • UM Eastern Shore 8

Situation Statement for Programs

- Longer (more narrative) situation statement that describes the importance and need for your programming

- Start from a national/regional perspective and drill down to your local programming

- Describe how you develop and deliver your programs.

UM College Park • UM Eastern Shore

Summary

- Overall Summary / Teaching Summary / Program summary
- 1- 2 pages
- Summary of information found in the teaching section of your CV
  - Table format
  - Short program descriptions
- From here out – you have the option to expand on all your programs or select programs

UM College Park • UM Eastern Shore

Summary

Programs	Program #1	Program #2	Program #3	Program #$
Annual Average Hours				
Lectures/presentations				
Workshops, Tours, Demonstrations organized				
One-on-one consultations				
# participants				

- Suggested use:
  - If you have more than 5 years
  - If you have 1-2 major program areas with few subprograms

UM College Park • UM Eastern Shore

Summary

Programs		Program #1	Program #2	Program #3	Program #$
20015-2020	Hours				
	Lectures/presentations				
	Workshops, Tours, Demonstrations organized				
	One-on-one consultations				
	# participants				

- Suggested use:
  - If you have less than 5 years of data
  - If you have 1-2 major program areas with few subprograms

Summary

Summary of Seminars, Classes and Workshops Taught by Major Program Area		
Program #1	**Number of Sessions**	**Number of Participants**
Subprogram 1		
Subprogram 2		
Subprogram 3		
Subtotal		
Program #2	**Number of Sessions**	**Number of Participants**
Subprogram 1		
Subprogram 2		
Subtotal		
Program #3	**Number of Sessions**	**Number of Participants**
Subprogram 1		
Subprogram 2		
Subprogram 3		
Subtotal		

- Suggested use:
  - If you have multiple major program areas with multiple subprograms

UM College Park • UM Eastern Shore

Summary

Teaching Activity Overview

Programs		Grain Production	Nutrient Management	Safe Pesticide Usage	Vegetable Production	Irrigation Usage Improvement	Forage Production
Annual Average	Hours (prep incl)	849	411	166	120	81	76
	Lectures/ Presentations	11	7	8	2	3	3
	Workshops, Tours, Demonstrations organized	9	7	5	2	3	4
	One-on-One Consultations	321	77	59	104	19	33

UM College Park • UM Eastern Shore

Summary

Summary of Teaching Activity   2000-2019

Summary Chart Seminars, Classes and Workshops Taught by Major Program Area		
Enhance Agricultural Production Practices	**Number of Sessions**	**Number of Participants**
Integrated Management of Herbicide Resistant Weeds	44	1757
Vegetable Production	81	4224
Forage and Grain Production	86	4263
Tobacco Production	41	1548
Nutrient Management	61	1399
Safe and Judicious Use of Pesticides	97	2158
Subtotal	410	15,349
Farm Business Management and Marketing	**Number of Sessions**	**Number of Participants**
Beginning Farmer Success	36	543
Business Planning/Financial Management	72	706
Grain Marketing/Risk Management	69	1333
Subtotal	177	2,582
Promoting Alternative Agricultural Development	**Number of Sessions**	**Number of Participants**
Loveville Produce Auction	17	683
Grape Industry and Winery Development	37	2068
Alternative Small Fruit Development	24	712
Cut Flower, Greenhouse and Nursery Enterprises	31	930
Subtotal	109	4,393
Community Prosperity and Development	**Number of Sessions**	**Number of Participants**
Farm to School	337	11783
Educating Policy Makers	18	414
Rural Water Testing Program	6	212
Master Gardener Program	97	3150
Subtotal	458	15,559
TOTAL	**1,154**	**37,883**

Major Program Summaries

Major Program Title
  Situation Statement
  Objectives
  Outputs
  Teaching Effectiveness
  Outcomes
  Impacts

Major Program Title

Situation Statement

- Why are you doing this work?
- Assessments

Major Program Summaries

Major Program Title

Situation Statement

Objectives

- What can be measured as a result of your work?

Major Program Summaries

Major Program Title

    Situation Statement

    Objectives

    Outputs

- What did you do?
- Program description
- Teaching formats
- Teaching materals

Major Program Summaries

Major Program Title
      Situation Statement
      Objectives
      Outputs
      Teaching Effectiveness
- How effective was your teaching?
- Clientele and peer teaching effectiveness
- Evaluations from external partners
- Notes, emails, etc

UM College Park • UM Eastern Shore

Major Program Summaries

Major Program Title

    Situation Statement

    Objectives

    Outputs

    Teaching Effectiveness

    Outcomes

- What did your clientele do as a result of your program?
- Evaluations
- Student/clientele work

Major Program Summaries

Major Program Title
      Situation Statement
      Objectives
      Outputs
      Teaching Effectiveness
      Outcomes
      Impacts

- What are the larger economic, environmental or social results of your programs?
- Evaluations

Professional Development

Document those significant trainings that you attended, as a student, that helped you become a better teacher.

Suggestion: Separate out trainings focused on content or pedagogy.

Awards and Recognition

Document all teaching awards and other recognition of your teaching.

Supplemental Materials

All the back up documentation that you might what to highlight.

- Syllabi
- Agenda
- Assessments and Evaluations
- Curriculum, teaching modules
- Quotes
- Photos

In the End . . .

It's Up to YOU to Tell your Story!

UM College Park • UM Eastern Shore