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Before we start...

These materials will be available after the presentation is over

https://drakeinstitute.osu.edu/  * drakeinstitute@osu.edu

Drake consultants are available to help you with your portfolio!
Learning Outcomes

1. Describe a teaching portfolio and teaching statement

2. Identify scenarios in which you might be asked to produce a teaching portfolio

3. Structure a teaching statement around goals, methods, and assessment
Icebreaker

Your name and year in the program, whether you have started a teaching portfolio, and your favorite thing about teaching
Planning your portfolio

- Document
  - Save comments and correspondence
- Reflect
- Ask for observations
- Store and manage correspondence
GATA Award

The Graduate Associate Teaching Award is Ohio State’s highest recognition of the exceptional teaching provided by graduate students serving as Graduate Teaching Associates.

https://gradsch.osu.edu/graduate-associate-teaching-award-gata
Documenting Teaching

**Formative:** created for the purpose of personal and professional development

**Summative:** created for the purpose of applying for an academic job, award, promotion or tenure
Portfolio Components

• Teaching statement
• Diversity statement
• Summary of teaching experience
• Teaching Artifacts
  • Materials such as assignments, lesson plans, and syllabi
  • Student submissions
• Evidence of Teaching Effectiveness
  • SEIs
  • Mid-semester feedback
  • Observation reports
  • Letters of recommendation
Consider your reader

- Elements should complement each other
- Organize and order based on call for apps
- Consider visual presentation and formatting
- Classroom teaching is not the only experience you can include!
The Teaching Statement

• Also called a statement of teaching, philosophy of teaching, teaching interest statement

• Always a document in progress

• Consider your audience: what do you want them to know?

• Opportunity to point to and tie together other sections of portfolio (the “abstract” of the portfolio)
The Teaching Statement

“Own” your statement by describing your experiences

- Avoid deficit-based or criticizing statements
- Refer to what you’ve witnessed in practice
- Be careful of generalized statements (“that’s how students learn”)
- “Lecturing is an outdated and inefficient way of teaching” vs. “When I lecture, I incorporate short activities which allow students to…”
Format

- Generally 2 pages
- Present tense, first-person
- Use jargon intentionally
- Use specifics to paint a picture of who you are in the classroom
Three Main Components

Communicate your learning goals

Corresponding methods in classroom

Evidence they are effective (assessment)
Three Main Components

What do you want to accomplish?

How do you make it happen?

How do you know it works?
“Show, don’t tell”
Organizing a Statement

- Introduction (a “hook”)
- Discuss goals and values
  - 3-4 points that relate back to major goal
  - Each can be its own paragraph
- Conclusion (Consider future directions)
Examples

I employ active teaching strategies.

I create an accessible classroom.

I value and support DEIJJ.
Example

1. I employ active teaching strategies.
2. I use think-pair share exercises in class
3. Student report…
1. Goals

"I value helping my students understand difficult information. I am an expert, and my role is to model for them complex ways of thinking so that they can develop the same habits of mind as professionals in the medical field."
1. Goals

“My primary goal in both lecture and lab is to help students become confident, independent learners who think critically and communicate clearly.”
What are some of your goals/values?
Encourage critical thinking
Relevant, applicable
DEIJ
Meeting student needs
UDL, accessible
2. Add Methods

“I always try to create the kind of classroom where students know I am excited to teach them and an environment in which students feel encouraged to participate. I am genuinely interested in the lives of my students and I try to express this to them. For instance, I like to arrive to class fifteen minutes early and play music while talking to my students about their week.”
2. Add Methods

“Most importantly, students should have a clear understanding of the scientific principle at hand and the appropriate experimental methods to address it. I have students peer teach as well as present their findings orally and in writing to ensure that they truly understand the rationale of an experiment rather than the steps of a protocol.”
Examples

What are some of your methods?
Think-pair share
Minute papers
Presentations
Assignment
Sharing powerpoints
3. Assessment

“In my evaluations, students consistently comment that I am ‘always smiling,’ ‘very responsive,’ and ‘warm and engaging.’ They also often report that they can ‘tell I care’ and that I am the first instructor with whom they have been comfortable enough to come for extra help. The emotional bridge that I build between my students and myself is fundamental to my success as a teacher.
3. Assessment

Modes:
- SEIs
- Qualitative feedback
- SGIDs
- Departmental surveys
- Assignments
- In class methods (minute papers)
- Email
Examples

What are some of your favorite techniques for assessing your teaching?
Common Teaching Statement Pitfalls

- Telling instead of showing
- Not enough assessment evidence
- Burying the lead/lede (hiding the main point)
- Obsequious/Hesitant language
- Ignoring posting requirements
Activity: Getting Started
<table>
<thead>
<tr>
<th>Three Main Components</th>
<th>Communicate your learning goals</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Corresponding methods in classroom</td>
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<tr>
<td></td>
<td>Evidence they are effective (assessment)</td>
</tr>
</tbody>
</table>
Getting Started

What is a moment in the classroom that impacted you as a teacher (or student)?
Individual Activity

Start answering the question which resonates with you.

• What do you fundamentally believe about how people learn?
• What resonates with your experience as a student?
• How would your students describe your teaching?
• How do you assess student learning? Your teaching effectiveness?
• How have you modified your teaching in response to student feedback?
• What metaphor would best describe your teaching?
Three Main Components

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</table>
Individual Activity

Pull out one goal from what you’ve written and write down ways to operationalize that goal.

- Things you have done
- Things you have experienced
- Things you will do (someday)
Partner Activity

In your trio, pick one person’s written down goal and operationalization of that goal (what they want to accomplish and how they accomplish it).

Brainstorm convincing evidence that this goal would have been met.

• Grades?
• Observations?
• SEIs?
Other Ways to Brainstorm!

Try answering some of these prompts (U of Waterloo CTE):

• If you wrote a book about teaching, what would it be called? What are three points about instruction you would make?
• What is my personal definition of a great teacher and what experienced formed that definition?
• Think of the best teacher you’ve ever had. How do their qualities appear in YOUR instruction?
• Create a list to answer the prompt: “When I teacher I…” Once you’ve created the list, reflect on why you do what you do.
Other Ways to Brainstorm!

• Make a list of the qualities of an effective teacher
• “Free write” on a memorable experience in the classroom that you experienced or observed
  • Consider what went well, what you might do differently, and why
• Begin with concrete details: How would an observer describe your teaching?
Liz Lerman Feedback

- What stood out to you (the responder)?
- What would you like to know (the author)?
- What questions do you have (the responder(s))?
Resources

• The Drake Institute for Teaching and Learning
• Other teaching centers with excellent online resources:
  • Vanderbilt
  • Waterloo
  • Duquesne

Additionally, try talking it out!
• Advisor
• GTA Supervisor/Coordinator
• Recent alum
• Contact the Drake for a consultation: drakeinstitute@osu.edu
Further Resources

- **Writing a research plan** [Science Careers]
  http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/2002_07_26/nodoi.46 11149009600202486

- **Writing a philosophy of teaching statement** [UCAT]
  http://ucat.osu.edu/read/teaching-

- **Writing a statement of teaching philosophy for the academic job search** [University of Michigan CRLT]
Successful examples

GATA applications:
https://drakeinstitute.osu.edu/instructor-support/teaching-portfolio-development

https://drakeinstitute.osu.edu/instructor-support/teaching-portfolio-development/philosophy-teaching-statement

https://prezi.com/zfrth5mhbo1s/teaching-statements-august-15-2013/
Drake Resources

The Drake Institute is committed to supporting graduate student teaching, by offering several programs and services, such as:

- consultations
- GTA Toolkit
- Teach endorsements
- Communities of practice
- GATA
Thank you!

Crafting a Teaching Statement