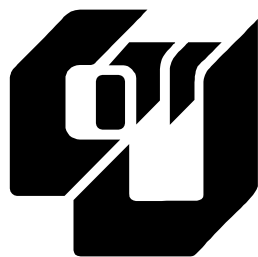




English Language Centre  
Handbook of Performance Management

**Section E:**  
**Teaching Portfolios**



香港城市大學  
City University  
of Hong Kong



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# GUIDELINES ON CREATING A TEACHING PORTFOLIO: FREQUENTLY ASKED QUESTIONS

Q: What is a teaching portfolio?

A: **A teaching portfolio is a collection of materials (information and evidence) which documents your teaching performance and accomplishments.**

Q: Why do I need to produce one?

A: **A teaching portfolio is integral to the annual professional development and appraisal process and therefore to contract renewal (and substantiation or MBRS for academic staff) as it provides an opportunity for you to submit information and evidence that fully reflects your contribution to the centre.**

Q: Do I get to choose what goes in my portfolio?

A: **As owner and editor, the staff member has the responsibility for deciding what to include and what to exclude, while observing requirements that constitute a minimum expectation. Generally, after reading your portfolio, the reader should have a clear idea of your teaching philosophy, your effectiveness as a teacher, the steps you have taken to develop yourself professionally and your contribution to the center and professional community. Table 1, overleaf, sets this out in more detail.**

Q: Can I include material from throughout my career?

A: *No. If this is your first renewal of contract at the English Language Centre, the portfolio may include anything you have done since your appointment. If you have had more than one renewal of contract, the portfolio should focus on what you have done since submission of your last portfolio. Your career will be reflected in your updated Curriculum Vitae.*

Q: How should I organise my portfolio?

A: **Your portfolio will reflect two years' (contract staff) or three years' (academic staff) work - in other words, two or three annual appraisal cycles. As such, you may choose to submit two or three performance appraisal reports together in one binder with a substantial appendix, two or three annual appraisal reports separately, or two or three annual appraisal reports with an appendix relevant only to the most recent cycle. The appendices should include your teaching philosophy and evidence in support of statements made in the report, including all TFQs.**

Q: What goes into the appendices?

A: **As a rule of thumb, any evidence in support of statements made in the report can go into the appendices. Appraiser observation and peer observation forms are included too. However, you might like to highlight collated data by putting it into the relevant section of your report, while uncollated data can form an appendix. For example, a chart listing students' responses to some aspect of your teaching performance can be used as an example of one aspect of teaching effectiveness which may go into your self-report, while all the TFQ reports you have collated the information from can be appended.**

Q: Does that mean I should be keeping all the data I get from CELT?

A: **That's right. Keep this data and anything else that might be included as evidence to support effective teaching, for example printouts you have made of your class results**



using i-CMS. If you have not kept all your Teaching Feedback Questionnaires, contact CELT.

Q: How does my portfolio differ from the documents I submit for my annual appraisal report?

A: **It doesn't – the aim is to avoid the increased workload of creating separate documents. The main difference is that the portfolio submitted to the Staffing Committee covers a longer period of time, includes appraisal reports, over the same period and also includes an updated Curriculum Vitae.**

Q: Who keeps my portfolio?

A: **You do. The only document that remains on your personnel file is the appraisal report itself. Once it has passed before the staffing committee, everything else, including the observation reports, is returned to you.**

Q: Who can I contact if I have any questions about producing a portfolio, or the process of contract renewal?

A: **If you have any questions about creating a teaching portfolio, contact Grahame Lockey, Mrudula Patri or Jean Young.**



## WHAT TO INCLUDE IN YOUR PORTFOLIO

REQUIRED AND OPTIONAL CONTENT FOR TEACHING PORTFOLIOS		
Section	Status	Material for inclusion
<b>Teaching</b>	<i>Required</i>	<i>Your teaching philosophy A list of all classes taught: collated<sup>1</sup> All TFQ results: collated<sup>2</sup> Your observation report<sup>3</sup></i>
	<b>Optional</b>	<i>A sample lesson plan<sup>4</sup> Sample materials Students' work Student diaries Students exam results: collated Student comments/correspondence Video of teaching (with some accompanying notes)</i>
<b>Area of Responsibility</b>	<b>Required</b>	<i>Summary of team objectives<sup>5</sup> Summary of team achievements Summary of your specific contribution</i>
	<b>Optional</b>	<i>Materials produced Anything else you consider relevant</i>
<b>Professional Development</b>	<b>Required</b>	<i>A development plan: your goals A statement of what you've done to achieve these goals A statement of how you have changed as a result of your PD Your peer observation<sup>6</sup></i>
	<b>Optional</b>	<i>Any documentation which supports your professional development<sup>7</sup> Any TEIP results, with your comments<sup>®</sup> Anything else you consider relevant</i>
<b>Campus and Community Citizenship</b>	<b>Required</b>	<i>A statement describing how you have contributed to the ELC, the university and the professional community<sup>®</sup></i>
	<b>Optional</b>	<i>Anything which supports the statements made above</i>
<b>Other</b>	<b>Required</b>	<i>An updated CV</i>
	<b>Optional</b>	<i>References<sup>0</sup> Anything else you think important that is not outlined above</i>

Table 1

*N.B. Anything listed under optional is an example of something extra a teacher might include if he or she thought it relevant. There is no expectation that optional material be included.*



**NOTES ON TABLE 1**

1. Please collate key evaluation data. For example, if you want to demonstrate that your means are consistently above the course means, a table depicting this communicates more effectively than sixty pages of statistics in an appendix. However, do include ALL the statistics in the appendices as well.
2. TFQ results' means the statistical information CELT generate from the student end-of-course questionnaires, which is sent to teachers after each semester or intensive course. This questionnaire asks students to rate your teaching in terms of:
  - how much active participation you encouraged
  - whether instructions were communicated clearly
  - whether lessons appeared well-prepared
  - whether class time has been organized effectively
  - whether feedback has been constructive
  - whether you were responsive to students' needs
  - your overall teaching
3. The observation report(s) from your appraiser.
4. A sample lesson description is not necessarily a document you have used in the classroom. It can be a retrospective description of a lesson which exemplifies your teaching philosophy or methodology. The lesson and materials might be your own; alternatively, the lesson description might demonstrate how you would adapt in-house materials. There is no prescribed format for a lesson description; how you present it is up to you. ELC staff will be happy to watch you teach and write an observation report for you. These reports will cover standard specified areas.
5. This will be your team plan. The team plan will usually be made at the beginning of an academic year. Over a two-year contract, this might involve two team plans. If you are a member of a team, but do not have a copy of your team plan, see the team leader. If you are not a member of a team, then state the objectives you set yourself and ignore the section on 'summary of team's achievements'. The section then becomes: your objectives and your achievements.
6. Everyone is expected to observe at least one peer, and to be observed at least once. The peer observations can be used to supplement both the teaching and professional development sections of your portfolio.
7. What counts as professional development? Any TD sessions you have led or attended, conferences in which you have participated, workshops, talks or computer courses you have attended, reading you have done, self-reflective teaching, trying out new ideas or techniques and anything else that indicates you continue to improve yourself as a professional.
8. TEIP (Teaching Evaluation and Improvement Package) offered through CELT is designed to improve teaching by helping staff to identify their teaching strengths and weaknesses. CELT routinely send out mails asking staff if they want to take advantage of this package.
9. You might have contributed to the centre in many different ways. Have you volunteered for helping out with informal activities or an open day? Have you given a pre-session induction talk or taken on the annual commitment of a mentoring



scheme? Have you developed materials for courses other than your own (if you are a CC)? Do you frequently share materials and experience with other teachers? Do you sit on any committees? Have you run any TD sessions? Are you involved in or have you been involved in any research for or about the ELC? Have you organised social events for teachers? The list is endless.

10. If you have not worked closely with any member of the staffing committee, you might like to consider the inclusion of a reference from your team leader or other senior member of staff.



# SAMPLE PORTFOLIO CONTENTS - TEACHER X

*This is a sample contents page for a portfolio. All documents marked with an asterisk (\*) are optional inclusions.*

## 1. TEACHER X's UPDATED CV

## 2. APPRAISAL REPORTS

### (i) Appraisal Report Year 1

- a. Report on Activities and Accomplishments.
- b. Appraisal Report
- c. Comments and Plans for the Coming Year

### (ii) Appraisal Report Year 2

- a. Report on Activities and Accomplishments.
- b. Appraisal Report
- c. Comments and Plans for the Coming Year

## 3. APPENDICES

### (i) Teaching:

- *Teacher X's Teaching Philosophy*
- *Observation Report*
- *Teacher X's Collected TFOs*
- *Sample Student Work\**

### (ii) Area of Responsibility:

- *Sample material produced\**
- *Sample Administrative documents\**

### (iii) Professional Development:

- *Teacher X's Completed Peer Observation Forms*
- *Certificates of Attendance or Successful Course Completion\**

### (iv) Campus and Community Citizenship:

- *An email volunteering to take part in the Open Day\**
- *A letter of thanks from Teacher X's mentees\**
- *Documentation which supports Teacher X's professional activity outside the Centre\**