

# **EDUCATION RESOURCES:**

**Resume (samples):** Pages 2-10

**Interviewing Information:** Pages 11-14

**Portfolio Ideas:** Pages 14-20

**Links and Resources:** Pages 20

\*In addition, Career Services has books for education majors on resume and cover letter writing, interviewing and job searching.



## **SARA FREMONT**

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215-646-7300 [fremont.sara@yahoo.com](mailto:fremont.sara@yahoo.com)

**OBJECTIVE:** To obtain a teaching position at the preschool or elementary level.

### **QUALIFICATIONS:**

- More than 5 years of experience managing and supervising staff.
- Experience in training and motivating employees.
- Developed interpersonal skills, having dealt with a diversity of professionals.
- Adapt easily to new concepts and responsibilities.

### **EDUCATION:**

Gwynedd-Mercy College  
**Master of Science in Secondary Education** Gwynedd Valley, PA  
2007-Present

University of Delaware  
**Bachelor of Science in Business Administration** Newark, DE  
Graduated: May 2002

### **RELATED EXPERIENCE:**

Ambler Elementary School  
**Student Teacher**—second grade Ambler, PA  
Spring 2007

- Instructed students at different learning levels in all facets of an elementary curriculum.
- Developed lessons for all areas of the curriculum.
- Implemented and enforced classroom management techniques.
- Directed students in a wide range of settings; one on one, guided groups and classrooms.

North Penn Elementary School  
**Field Experience**—50 hours Lansdale, PA  
Sept.-Dec. 2006

- Provided support for Language Arts teachers grades 2 and 3.
- Facilitated, tracked, and documented weekly reading program for five learning disabled children.

### **OTHER EXPERIENCE:**

First Choice Insurance Company  
**Insurance Agent** Norristown, PA  
2002-Present

- Responsible for managing all aspects of the agency.
- Fielded and resolved insurance sales questions.
- Hired, trained and motivated personnel.
- Assessed client needs and relationships.

### **PROFESSIONAL TRAINING:**

Standards Based Education Seminar (2003)  
Technology Integration Education Workshop (2004)

## Amy Smith

123 Main Street Ambler, Pa 19123  
555-555-1234 [Smith.a@gmc.edu](mailto:Smith.a@gmc.edu)

A highly motivated, intuitive, and results focused individual seeking an Elementary School Teacher position at Wayne Elementary.

### Strengths

Communication skills	Coaching, teaching, and training
Building strong, positive relationships	Complex project management
Organization and time management	Problem solving and conflict resolve
Curriculum development/enhancement	

### Education

Gwynedd-Mercy College	Gwynedd Valley, Pa
<b>Bachelor of Arts in Elementary Education</b>	Graduate: 2008
o Dean's List	
o Teacher Parent Advisory Council	2006-Present

### Student Teaching

Germantown Academy	Germantown, Pa
Pennfield Elementary	North Penn, Pa
	2007-2008

### Responsibilities:

- o Created lesson plans based on the school's curriculum
- o Facilitated lessons and activities
- o Graded papers, tests, and homework
- o Performed written evaluations and worked as a team member in developing academic standards and curriculum

### Related Experience

#### Child Care

North Wales, Pa  
2001-Present

- o Extensive experience in infant, toddler, young child and teen child care. Provided four different families with excellent and reliable services regarding their children, pets, and basic household cleaning. Provided children with several different activities and games to keep them engaged and entertained while parents were at work.
  - ✓ Williams Family: three children (ages 5, 3, and 1)
  - ✓ Smith Family: two children (ages 7 and 11)
  - ✓ Connor Family: four children (ages 13, 9, 6 and 4)
  - ✓ O'Donnell Family: three children (ages 4, 2 and 6 months)

## **Sophie Anne Parsons**

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*Current Address:* 384 Vale Drive • Hopewell, NJ 08526 • *Phone:* 609-838-0373 • *Cell:* 609-324-8992 • *E-mail:* sophanne@hotmail.com

### **EDUCATION:**

**Gwynedd-Mercy College**, Gwyendd Valley, PA

Master of Science in Education, Elementary Education Program, degree expected May 2005

Pennsylvania Instructional Certificate: Elementary Education

**Fordham University**, Bronx, NY

Bachelor of Arts, May 2002 Majors: French and English

**Sarah Lawrence College**, Paris, France

Junior Year Study Abroad, Aug. 2000-May 2001

*Honors:* English Alumni Literature Prize; Jameson Baxter Award; Loyola Scholarship; Dean's Scholarship; Scholarship to study in Paris through Sarah Lawrence College

### **TEACHING EXPERIENCE:**

**Penn Alexander School**, Philadelphia, PA (Spring 2005)

*Student Teacher*, Third Grade

- Planned and implemented two-week unit on environmental awareness and respect for the global community, which integrated all parts of the curriculum and addressed state standards
- Prepare and teach math, literacy, social studies, and science lessons
- Lead morning circle, shared reading and supervised transitions
- Organize and lead literature circles, one based on reading *Sarah, Plain and Tall*
- Help manage discipline in classroom with 24 students

**Independence Charter School**, Philadelphia, PA (Fall 2004)

*Student Teacher*, Sixth Grade

- Planned and implemented lessons on density and algebraic equations, as well as a friendship lesson based on Katherine Paterson's *Bridge to Terabithia*
- Supervised literature circles and math centers
- Led small group lessons for students who needed extra help with math and grammar topics
- Helped maintain discipline in classroom with 26 students

### **EMPLOYMENT:**

**Penguin Group (USA) Inc.**, New York, NY (November 2002-June 2004)

*Publicity Assistant*, *Dutton & Gotham Books*

- Phoned media contacts and authors to schedule/coordinate publicity appearances
- Read manuscripts; wrote press releases and pitch letters

**The Hands Store**, Beach Haven, NJ (Summers, 1993-2002)

*Assistant Manager*, Sales

- Supervised and trained cashiers; responsible for transferring money from the registers to the safe
- Created store displays and advertisements to appeal to customers; recorded and organized inventory

**LEADERSHIP:** Ambassador for the Rose Hill Society; Fordham University New Student Orientation Leader

**VOLUNTEER WORK:** Breast Cancer Walk (1998, 1999, 2003); God's Love We Deliver (1998-1999)

**ACTIVITIES & INTERESTS:** Le Cercle Français (1998-2002); College Democrats (1998-2000); Painting and Drawing; Ceramics; Photography; Proficient in French.

**OBJECTIVE**

To utilize my background and skills as a research scientist and college athlete to teach and mentor high school students.

**EDUCATION**

**Gwynedd-Mercy College**, Gwynedd Valley, PA

B.A. Secondary Education: Science, *expected May 2005*

**PROFESSIONAL EXPERIENCE**

**Student Teacher, George Washington High School**, Philadelphia, PA, *September 2004 – Present*

- ◆ Design and teach units on atomic structure, atomic bonding, moles, gases, and other topics, for Rapid-level Chemistry and AP Chemistry courses.
- ◆ Manage classroom and maintain discipline among classes of over 30 students.
- ◆ Tutor individual students during lunch and after school.
- ◆ Chaperone class trips.

**Research Associate, Merck & Co., Inc.**, Rahway, NJ, *July 2000 – July 2004*

- ◆ Analyzed cysteine proteases, with and without the presence of inhibitors, to determine kinetic values.
- ◆ Expressed proteins in insect cell lines, when provided with a construct.
- ◆ Purified cysteine and serine proteases from subunits, cells, and cell media utilizing such skills as affinity chromatography, ion exchange chromatography, and FPLC.
- ◆ Isolated over-expressed receptor membranes through homogenization and high-speed centrifugation.

**INTERSHIPS**

**Howard Hughes Summer Intern, Lehigh University**, Bethlehem, PA, *June 1999 - August 1999*

- ◆ Composed a grant proposal for my senior thesis, resulting in \$1000 award to conduct atherosclerosis research.
- ◆ Using a cell scrape assay, observed migration vs. proliferation of aortic smooth muscle cells under variable conditions.

**WRITING EXPERIENCE**

**Writing Intensive, Lehigh University**, Bethlehem, PA, *Fall 1998*

- ◆ Composed a grant proposal and formulated an experimental procedure for senior research project on atherosclerosis.
- ◆ Created a journal-quality research paper based on senior research project.

**Virology, Lehigh University**, Bethlehem, PA *Fall 1998*

- ◆ Constructed a grant proposal for research concerning a cure for the Human Papillomavirus.
- ◆ Researched the varicella zoster virus in order to create an educational web page.

**TECHNICAL SKILLS**

- ◆ Microsoft word, Microsoft excel, Microsoft power point, HTML, C++, web design.

**LEADERSHIP EXPERIENCE**

**Captain, Division I Swimming and Diving team, Lehigh University**, Bethlehem, PA, *Aug. 1999 - June 2000*

- ◆ Directed 80 teammates. Participated, as well as trained for, a leadership ropes course. Participated in weekly discussion sessions on team-related issues. Served as mentor and tutor for underclassmen teammates.

**VOLUNTEER EXPERIENCE**

**NY Cares Team Leader, Madison Square Boys and Girls Club**, New York, NY, *October 2002 - June 2003*

- ◆ Supervised 15 volunteers who mentored/tutored children on a weekly basis.

**NY Cares Volunteer, St. Michael's**, New York, NY, *October 2001 - June 2002*



SHAYLA MILLER  
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## **OBJECTIVE**

To obtain a teaching position in Elementary Education, K-6.

## **SUMMARY OF QUALIFICATION**

- Initiate programs to foster inclusivity and respect among students.
- Collaborate with other educators to create new learning experiences for students.
- Use creativity and the arts to promote employment of learning.
- Gear teaching style to include students with various abilities and functional levels.

## **PROFESSIONAL EXPERIENCE**

Pine Grove Elementary School, Richmond School District, Richmond, VA

**Teacher, Grade 3, Leave Replacement Position**, 9/2004-Present

- Plan and implement Virginia standards in all subject areas.
- Encourage extra reading by developing extensive classroom library.
- Utilize manipulatives in mathematics and science for hands-on understanding.
- Participate in district's math curriculum writing team.
- Direct third grade Drama Club.
- Team-teach with fourth grade teacher for combined-group reading lessons.
- Initiated and continue weekly inclusion of students from Boces special education class.

Madison Central School District, Madison, VA

**Substitute Teacher, Grades K-6**, 12/2003-6/2004

- Managed classroom as appropriate to each grade level.
- Implemented lesson plans and added personal expertise to classroom activities.

## **STUDENT TEACHING EXPERIENCE**

Centerton Elementary School, Madison, VA

**Student Teacher, Grade 3 and Kindergarten**, 9/2003-12/2003

- Enacted strategic planning procedures to facilitate students' meaningful engagement with curriculum.
- Developed personal teaching approach centered on active engagement and cooperative learning.
- Created instructional materials and strategies consistent with students' learning and behavioral needs.
- Evaluated and analyzed students with special needs; attended instructional support meetings.

## **EDUCATION AND CERTIFICATION**

**Gwynedd-Mercy College**, Gwynedd Valley, PA

- Bachelor of Arts in Elementary Education, 12/2003

GPA: 3.8/4.0

- Certification Program of Reading, in progress

Virginia State Provisional Certification, Grades K-6, 5/2004

Virginia State Provisional Certification, Grades K-12, Music, 5/2004

Family Math Training Workshop, 10/2003

Identification and Reporting of Child Abuse and Maltreatment, 3/2002





# ANNE C. ELLIS

210 Candlewood Court, Lacey, Washington 98509  
[Ellic.a@gmc.edu](mailto:Ellic.a@gmc.edu), 378-245-1256

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## OBJECTIVE

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A position as an Elementary School Teacher that will utilize strong teaching abilities to create a nurturing, motivational, and stimulating learning environment to help children achieve their potential.

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## PROFILE

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- Highly motivated, enthusiastic, and dedicated educator who wants all children to be successful learners.
- “Believe in the impossible”; continually research educational programs and procedures to benefit students.
- Committed to creating a classroom atmosphere that is stimulating and encouraging to students.
- Demonstrated ability to consistently individualize instruction, based on each student’s needs and interests.
- Exceptional ability to establish cooperative, professional relationships with parents, staff, and administration.

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## EDUCATION

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**B.S. in Elementary Education**, Gwyendd-Mercy College, Gwynedd, Valley, PA 2004

- Summa Cum Laude—President’s Honor List—Kappa Delta Phi
- National Collegiate Education Award Winner
- Who’s Who Among Students in American Universities and Colleges
- Participated in the Test for Teaching Knowledge field project, 2004

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## CREDENTIALS

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Elementary Education: 1-6: Pennsylvania License (Pending)—New Jersey License (Pending)

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## STUDENT TEACHING

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**Student Teacher, Harrand Creek Elementary School**, Dothan, Alabama Fall 2004

- Completed 200 hours of hands-on teaching; resulting in a total of 488 hours of experience in a first grade classroom. Utilized children’s literature to teach and reinforce reading, writing, grammar and phonics. Coordinated and taught math lessons and activities. Collaborated with teacher in planning, preparing and organizing thematic units. Observed the use of teaching techniques to meet the needs of learners in all subject areas. Assisted in quarterly grading.

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## RELATED EXPERIENCE

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**Director, Kinder-Care Learning Center**, Lacey, Washington 1997-1999

- Oversaw day-to-day operations of child care center for 65 children. Ensured all local, state and federal rules and regulations were adhered to.

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## AFFILIATIONS

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Member, National Council for Exceptional Children  
Leader, Girl Scouts of America

## **Patricia B. Kline**

435 W. Wellesley Street, Philadelphia, PA 19144  
215-244-8324  
patbkline@dolphin.upenn.edu

### **EDUCATION**

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#### **Gwynedd Mercy College, Gwynedd Valley, PA**

Master of Science in School Counseling, anticipated degree, May 2005

#### **Bates College, Lewiston, ME**

Bachelor of Arts, *Cum Laude*, May 1997

Major: Women's Studies. Minors: Multicultural Studies and Psychology.

### **WORK EXPERIENCE**

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#### **Practicum: School Counselor, Henry C. Lea School, Philadelphia, PA 10/04-Present**

- Provide individual and group counseling services to students in kindergarten through eighth grade. Design and facilitate classroom guidance activities around emotional and behavioral health topics. Perform crisis interventions.
- Coordinate Comprehensive Student Assistance Plans. Interface with school counselor, parents, teachers, and school administrators regarding interventions and supportive services to students.

#### **Program Director, The Center Foundation, Media, PA 7/99- 5/04**

- Director of mentoring programs: WomenCare and Young Parents Support Network. Recruited, interviewed, and supervised program staff, volunteers, and clients. Provided relationship support, conflict management, and volunteer management. Wrote grant proposals.
- Developed relationships with partner organizations. Facilitated mentor training and support groups, organized annual conference and fundraising events, and managed press relations.

#### Accomplishments include:

- Designed mentoring pilot program for high school students who were pregnant and parenting. Wrote proposal and received grant to fund the new initiative, which has evolved into a joint program with the Chester-Upland School District and Delaware County Intermediate Unit serving 35 students per year.
- Over five years, increased participation in WomenCare and Young Parents Support Network tenfold.
- Developed internship and work-study program with local high schools, colleges and universities.
- Completed various seminars on staff and volunteer management, evaluation, fundraising, public relations, and organizational development at LaSalle Non-Profit Development Center.

#### **Program Coordinator, The Center Foundation, Media, PA 1/98- 7/99**

- Coordinated mentoring program including intake of participants, management of volunteers and mentor-partner relationships. Performed community outreach and planned special events.
- Successfully transitioned program from pilot to externally funded initiative with community presence.
- Formed three outside organizational partnerships.
- Promoted to Director within 2 years.

### **VOLUNTEER AND COMMUNITY**

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#### **Fair Housing Council of Suburban Philadelphia, Swarthmore, PA**

1/03- Present: Treasurer

1/02- Present: Member, Board of Directors

#### **Women Organized Against Rape, Philadelphia, PA**

2001-2003: Fundraising activities

1998-2001: Rape Crisis Counselor

**Strath Haven High School, Wallingford, PA**

3/02- 6/03: Head Coach, 9th Grade Girls' Lacrosse

**Delaware County Intermediate Unit: Head Start, Morton, PA**

6/03- 5/04: Member, Advisory Board

**ADDITIONAL TRAINING AND EXPERIENCE**

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- Spanish language proficiency
- Swahili language: intermediate/advanced ACTFL score
- Proficiency with major word processing and database programs and HTML
- Rape crisis and sexual assault counseling training
- Domestic violence counseling training

## Sample Interview Questions for Teachers

2. What/who influenced you the most to become a teacher? Why did you choose education as your career?
3. How have your past experiences prepared you for teaching?
4. Why do you want to teach?
5. What do you enjoy most about working with young people?
6. What do you enjoy least about working with young people?
7. Tell me about your student teaching/internship experience(s). What kind of problems did you have and how did you resolve them?
8. What classroom management techniques did you use? How effective have they been for you?
9. How do you handle discipline problems? What is the most difficult aspect of discipline for you?
10. How would you handle a student who is a consistent behavioral problem?
11. How do you keep students on task?
12. How would you handle a student who refuses to work in your class or do what you ask?
13. A student is consistently late for class. How would you handle this situation?
14. Some students always finish their assignments early. How would you deal with the free time that they have?
15. What do you feel are the most important things students learn in your classroom?
16. Describe an ideal classroom.
17. Describe a teaching strategy you used to maximize the learning potential of all students.
18. Describe how you conduct a lesson. Describe the components of an effective lesson plan.
19. Do you believe in detailed lesson plans? How do you use lesson plans?
20. Define cooperative learning and give an example of how you have used it.
21. What curriculum materials have you developed?
22. How do you individualize your teaching?
23. Would you rather teach the slow learner or the advanced learner? Why?
24. How do you teach to low achievers?
25. How would you work with a mainstreamed learning disabled student?
26. How do you handle the different ability levels of students? How do you help a student who is having difficulty?
27. How do you work with students who perform below grade level?
28. How do you personally feel students learn?
29. How do you motivate students? What are several effective ways to motivate students toward active participation in the learning process?
30. How do you reinforce major ideas or concepts that you want students to learn?
31. How do you provide feedback to students about how they are doing?
32. How will you determine if students are learning? What evaluation techniques do you use?
33. How have/would you use paid/volunteer aides in your classroom?
34. How do you involve parents in the learning process?
35. What is your philosophy of teaching?
36. What attributes are common to good teaching?
37. What are the three most important strengths you possess that will make you a successful teacher?
38. Give me one or two examples of things that you discovered about yourself while student teaching that you would like to improve.
39. What kind of relationship do you have with your students?
40. How do you think your students would describe you?
41. What kind of learning environment do you try to create?

42. How do you reinforce self-esteem in students?
43. Describe your ability to listen and be responsive. Can you give me an example?
44. Are you the kind of person children and adults confide in?
45. How do you make students feel at ease around you, while still respecting you?
46. How do you show your students that you understand them and their frustrations?
47. Through your teaching, do you think students can be changed?
48. Is it appropriate to tell your class that you are angry with them?
49. What do you expect from your supervisor? What qualities would you like to have in your principal?
50. What issues in education are of greatest concern to you? Why?
51. What is the toughest aspect of teaching today? What are some of the greatest challenges of being an educator?
52. What is the most exciting initiative happening in your area of education today?
53. What books/journal articles have you read in the last six months/year?
54. Do you plan to continue your education/seek an advanced degree?
55. What do you want to accomplish in your profession?
56. Why should this district hire you?
57. What things about yourself would you like to bring out that have not been brought out in the interview?
58. What questions do you have that I may be able to answer?

### **Major Strengths and weaknesses.**

From your experience please identify your major strengths.

On the other hand, what would you identify as your weaknesses?

### **Discipline and organisation.**

What is your philosophy of discipline?

Who should be responsible for the discipline in your school?

What are your feelings about out-of-class supervision?

When do you use the principal to help with discipline?

What rules do you have for your classroom?

What do you consider to be the proper classroom atmosphere for learning?

What is your attitude toward individual vs. total class punishment?

### **Motivation.**

What can you do to improve learning opportunities for children in your subject area?

Tell me how you expect to personally motivate children.

If I walked in to observe your classroom, what activities might I see going on?

What "label" might you use to characterise your teaching style?

### **Curriculum.**

How would you individualise the learning process in your classroom?

What goals do you hope to achieve in your subject?

What do you consider to be some of the more worthwhile innovations presently taking place in your subject area?

If you could develop a curriculum for your subject, on what would you place emphasis? Why?

What criteria do you use in evaluating your students?

Did you recommend any curricular changes or suggest innovations in the school in which you last taught?

### **Evaluation.**

What goals might you set for your classes next year?

On what criteria do you believe you should be evaluated?

If you disagree with an evaluation what will you do?

What do you believe is the major purpose of teacher evaluation?

### **Staff relations.**

If you could change your personality in one way to help you get along better with people, what would you change?

What are some personality characteristics you find undesirable in people?

What communication skills do you possess to get along with people?

What thoughts and ideas do you have regarding your role and obligations to other staff members?

You believe that a change in the curriculum would be beneficial. How do you go about making the change?

You overhear one teacher criticising another teacher. What will you do?

### **Community relations.**

Is it important that you live in the school division? Why?

If a parent said you were unfair, what would you do?

How often and when do you think it is important to communicate with a student's parents?

### **Major goals.**

What two or three things did you like least about your last job?

What two or three things did you like most about your last job?

What are your personal five-year goals?

By the end of next school year, what major goal would you like to have accomplished?

## **PORTFOLIOS**

### **What is a portfolio?**

As an academic, there are different types of portfolios that you might prepare. These include the course portfolio, the professional (scholar) portfolio, and the teaching portfolio.

A **course portfolio** includes information specific to a particular course. Such a portfolio would include syllabi, course materials, sample assignments, and an explanation for the rationale behind the assignments, and how your teaching methods and your course materials help students learn.

A **professional portfolio** is a collection of documents that you might submit as you go through the promotion and tenure process. This type of portfolio would include all of your work as a scholar, including your research progress, your teaching experience and accomplishments, as well as your record of academic service.

The **teaching portfolio** describes and documents multiple aspects of your teaching ability. There are two basic types of portfolio.

- A summative portfolio is created for the purpose of applying for an academic job or for promotion and tenure within a department.
- A formative portfolio is created for the purpose of personal and professional development.

Because your teaching experience changes as your career progresses, it is a good idea to periodically update your portfolio(s) in order to keep current with your progress, and to give yourself a regular opportunity to reflect on your teaching. At some point in your career, you may find that you need to keep a summative as well as a formative portfolio, since they serve different purposes; note, though, that those two portfolios may have several materials in common. The materials provided here focus on the teaching portfolio.

Some people describe a teaching portfolio as a place to summarize your teaching accomplishments and provide examples of classroom material. Others describe it as a

mechanism and space for reflecting upon your teaching. And for the rest of us, it can be described as a space to do both.

## **What are some characteristics of effective portfolios?**

The format of a portfolio varies considerably. An effective portfolio should be well documented and organized. The American Association for Higher Education (AAHE) suggests that a teaching portfolio should be structured, representative, and selective.

### **Structured**

A structured portfolio should be organized, complete, and creative in its presentation. Some questions for you to think about might be: Is my portfolio neat? Are the contents displayed in an organized fashion? Are the contents representative for the purpose that it is intended?

### **Representative**

In addition to attending to structure, a portfolio should also be comprehensive. The documentation should represent the scope of one's work. It should be representative across courses and time. Some questions for you think about might be: Does my portfolio portray the types and levels of courses that I have taught? Does my portfolio display a cross-section of my work in teaching?

### **Selective**

The natural tendency for anyone preparing a portfolio is wanting to document everything. However, if a portfolio is being used either for summative or formative purposes, careful attention should be given to conciseness and selectivity in order to appropriately document one's work. Peter Seldin suggests limiting the contents of a portfolio to ten pages. We suggest that you limit the contents of your portfolio to what is required by the reviewer while also keeping the purpose in mind.

## **What are some key functions of a teaching portfolio?**

- It is a way to collect evidence of your teaching ability.
- It provides the reader with a context for your teaching.
- It provides summary data on your teaching in a simple, readable format.
- It is focused on quality, not quantity.
- It is organized and its various sections relate to each other.
- It is an ever-changing, living document.
- It allows for self-reflection.
- It provides an opportunity to be unique and showcase your personal style of teaching.
- The process of creating one is generally much more important and meaningful than the end product.

## **Why create a portfolio?**

The teaching portfolio can serve many purposes, some of which include the following:

- reflecting on your goals as a teacher,
- assessing your teaching strengths and areas which need improvement,

- documenting your progress as a teacher,
- generating ideas for future teaching/course development,
- identifying your personal teaching style,
- using elements of the portfolio to promote dialogue with fellow teachers,
- considering new ways of gathering student feedback,
- gathering detailed data to support your goals,
- collecting multiple sources of evidence that document the implementation of your teaching goals and their success.

One would use a portfolio during the academic job search, promotion and tenure process, and for personal and professional development.

## **How does it get used in the job application process?**

There are several ways that you can use your portfolio in the job application process. For example, you could do one or two of the following:

- make it an appendix to your curriculum vitae,
- provide a table of contents of portfolio materials, listing all as available on request,
- bring it to your job interview and refer to it as needed,
- make it an additional item in your application materials, which is referred to elsewhere (e.g., in a 2-3 page required teaching experience summary).

## **What goes into a portfolio?**

The portfolio describes and documents the abilities of a unique individual, and therefore, no two teaching portfolios look alike. A portfolio can include a number of different types of documents, and which you choose to include will depend on the type of teaching you have done, your academic discipline, the purpose for creating one, and the intended audience. For a list of items that are appropriate for inclusion in the teaching portfolio, go to [Items that might be included in a teaching portfolio at the end of this document](#)

In spite of the variation that exists across portfolios, here is a short list of documents that often are part of one:

- statement of teaching philosophy,
- description of teaching experience (responsibilities),
- course planning artifacts: sample course syllabi, lesson plans, assignments, exams,
- evidence of teaching effectiveness: summary of student feedback, department evaluations,
- teaching awards and recognition,
- professional development efforts.

A table of contents is an important tool in organizing the various sections of your portfolio. For examples of these, go to [Examples of Table of Contents at the end of this document](#).

Some of the sections above, such as the statement on teaching philosophy, are strictly narrative (reflective). Other sections consist of a set of materials as well as a narrative or

rationale that explains what they are. The narrative component should answer the following questions:

- Why did you include it in the portfolio?
- How did you use it in the classroom?
- How do you know that it was effective, i.e. that your students learned as a result?
- How has your teaching changed as a result?
- What have you learned about yourself as a teacher?

The portfolio is not, however, simply a binder with all of the teaching documents inserted with random pages of reflection. "It includes documents and materials which collectively suggest the scope and quality of a professor's teaching performance....The portfolio is not an exhaustive compilation of all of the documents and materials that bear on teaching performance. Instead, it presents selected information on teaching activities and solid evidence of their effectiveness."

## **How should you get started creating it?**

The following is a list of some general strategies on developing a teaching portfolio:

- Start as early as possible.
- Plan well and systematically collect data.
- Develop a good filing system.
- Regularly sort through, organize, and update information.
- Involve others as consultants and contributors.

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## **Items that might be included in a teaching portfolio**

(Adopted from Margaret A. Waterman, University of Pittsburgh)

### **Roles, Responsibilities, and Goals:**

- A statement of teaching roles and responsibilities
- A reflective statement of teaching goals and approaches
- A list of courses taught, with enrollments and comments as to if new, team-taught, etc.
- Number of advisees, grad and undergrad

### **Contributions to Institution or Profession:**

- Service on teaching committees
- Development of student apprentice programs
- Assistance to colleagues on teaching
- Review of texts, etc.
- Publications in teaching journals
- Work on curriculum revision or development
- Obtaining funds/ equipment for teaching labs, programs
- Provision of training in teaching for graduate students

**Activities to Improve Instruction:**

- Participation in seminars or professional meeting on teaching
- Design of new courses
- Design of interdisciplinary or collaborative courses or teaching projects
- Use of new methods of teaching, assessing learning, grading
- Preparation of a textbook, courseware, etc.
- Description of instructional improvement projects developed or carried out

**Honors or Recognitions:**

- Teaching awards from department, school
- Teaching awards from profession
- Invitations based on teaching reputation to consult, give workshops, write articles, etc.
- Requests for advice on teaching by committees or other organized groups

**Representative Course Materials:**

- Syllabi
- Course descriptions with details of content, objectives, methods, and procedures for evaluating student learning
- 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 computer or other technology in teaching

**Materials Showing Extent of Student Learning:**

- Scores on standardized or other tests, before and after instruction
- Students' lab books, or other workbooks
- Students' papers, essays or creative works
- Graded work from the best and poorest students with teacher's feedback to students
- Instructors' written feedback on student work

**Evaluations of Teaching:**

- Summarized student evaluations of teaching, including response rate and students' written comments and overall ratings
- Results of students' exit interviews
- Letters from students, preferably unsolicited
- Comments from a peer observer or colleague teaching the same course
- Letter from division head or chairperson

**Miscellaneous Sources on Teaching Effectiveness:**

- Comments from students' parents or employers
- Statements from colleagues in the department or elsewhere, re: preparation of students for advanced work

## **Examples: Teaching Portfolio Table of Contents**

Your Teaching Portfolio can include any number of possible sections, all depending upon your teaching experience, materials, and goals. Below are five examples that may provide you with some ideas for your own organization.

### **Example 1**

1. Curriculum Vitae
2. Teaching Statement
3. Course Responsibilities
4. Course/Instructor Evaluations
5. Examples of Course Materials
6. Examples of Learning Activities for Course XX

### **Example 2**

1. Teaching Philosophy
2. Statement of Teaching Responsibilities
3. Teaching Strategies and Methods
4. Representative Syllabi
5. Representative Assignments
6. Representative Labs
7. Evidence of Teaching Effectiveness
8. Student Feedback and Evaluations
9. Peer Observations
10. Future Teaching Goals
11. Professional Development
12. Appendices

### **Example 3**

1. Curriculum Vitae
2. Statement of Teaching Responsibilities
3. Statement of Teaching Philosophy
4. Description of Teaching Methods
5. Description of Teaching Revisions and Developments to Improve Teaching
6. Peer Evaluation of Teaching
7. Student Evaluation of Teaching
8. Video Tapes of Teaching
9. Samples of Student Work
10. Samples of Grading and Feedback Provided on Student Work
11. Future Teaching Goals

### **Example 4**

1. Statement of Teaching Strategies and Goals
2. Teaching Responsibilities
3. Syllabi
4. Example Exams
5. Efforts to Improve Teaching
6. Measures of Teaching Effectiveness
7. Teaching Awards
8. Other Teaching Initiatives

### **Example 5**

1. Teaching responsibilities
2. Statement of teaching philosophy
3. Teaching methods, strategies, objectives
4. Student ratings on departmental evaluation forms
5. Colleague evaluations and observations
6. Statement by department chair assessing professor's teaching contribution
7. Representative course syllabi
8. Evidence of student learning
9. Assessment tools used to evaluate course objectives
10. Teaching awards
11. Teaching goals

### **RESOURCES AND LINKS FOR EDUCATION**

National Education Association

[www.nea.org](http://www.nea.org)

American Counsel on Education

[www.acenet.edu/resources/policy-research/](http://www.acenet.edu/resources/policy-research/)

Pennsylvania State Education Assoc.

<http://www.psea.org>

American Federation of Teachers

<http://www.aft.org>

The College Central Network

[www.collegecentral.com/gmc](http://www.collegecentral.com/gmc)

Education Job Page

<http://www.nationjob.com/education>

O\*NET OnLine

<http://online.onetcenter.org>

Career Bank

<http://www.careerbank.com>

Occupational Outlook Handbook

<http://www.bls.gov/oco>

Academic Employer Network

[www.academploy.com](http://www.academploy.com)

US Department of Education

[www.ed.gov](http://www.ed.gov)

ABC Teaching

<http://abcteachingjobs.com>

Teachers Support Network Job

<http://teachersupportnetwork.com>

Profiles for Educators

[www.jobprofiles.org](http://www.jobprofiles.org)

PA School Board Association

[www.pgba.org](http://www.pgba.org)

K-12jobs.com

<http://k12jobs.com>

Education Week

[www.edweek.org](http://www.edweek.org)

TeacherLinkUSA

[www.teacherlinkusa.com](http://www.teacherlinkusa.com)

PA-Educator.net

<http://www.pa-educator.net>

Schools to Jobs

[www.schools-jobs.net](http://www.schools-jobs.net)

National Teacher Rec.

[www.recruitingteachers.org](http://www.recruitingteachers.org)

Clearinghouse School Staff

[www.schoolstaff.com](http://www.schoolstaff.com)

Chronicle of Higher Education

[www.chronicle.com](http://www.chronicle.com)

Higher Education Jobs

[www.higheredjobs.com](http://www.higheredjobs.com)