

Teacher Portfolio Series
XCITE Center for Teaching and Learning

There are no set criteria to evaluate a teacher portfolio. It all depends on your individual needs or your goals or your departmental needs or university needs. It is very important to align your teacher portfolio to your needs and goals. For example: aligning to your job application or merit and promotion files and most importantly aligning to your own purpose. A teacher portfolio cannot just be a scrapbook. The materials presented should align with the statements you provide (as described in your goals, intentions, teaching philosophy, and DEI statement).

The table below is just a sample rubric to evaluate your portfolio on your own.

Improvement Actions	Criteria	Going Further
	Quality of Materials Are your materials current? Does the material appropriately represent traditionally under-represented scholars (people of color, international, women etc.) and alternative perspectives? Are the materials representing the best work in the field? Are they representing enough coverage of course content? Do they align with course goals?	
	Inclusive Excellence Do you integrate teaching strategies that are inclusive to everyone's needs? Do you help your students to achieve their accessibility needs?	
	Intellectual Tasks (level of preparation for students) Did the students learn aligned to the departmental curriculum goals and/or objectives? Did the majority of the students achieve a mastery level of achievement in each of the goals? This defines intellectual performance. Do the assignments represent student performance and are aligned to course objectives?	
	Faculty knowledge in their academic discipline Have you as an instructor kept yourself up to date with the developments in your field? and what do you do to achieve this?	
	Alignment to their faculty position, department, and University mission Have you engaged with departmental or program level teaching committees and initiatives? Are you a good citizen regarding teaching responsibilities in collaborating with department and university support staff? Do you recognize problems that hinder good teaching and are trying to solve them?	
	Extent to achieving excellence in teaching Have you sought feedback about your teaching quality? Have you explored or experimented with alternative teaching methods or tried new teaching ideas and strategies? Have you developed special teaching materials or participated in efforts to upgrade teaching quality?	

References used to create this document:

Center for Research on Learning and Teaching. (2000). *Teaching students to think critically (CRLT Occasional Papers No. 11)*. University of Michigan. https://crlt.umich.edu/sites/default/files/resource_files/CRLT_no11.pdf
 Mues, F., & Sorcinelli, M. D. (2000). *Preparing a Teaching Portfolio*. The Center for Teaching, University of Massachusetts Amherst.