**Interpreting Teaching Portfolios[[1]](#footnote-1)**

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| **CRITERION** | **WHAT RELEVANT EVIDENCE IS CONTAINED IN THE PORTFOLIO?** | **BASED ON THIS EVIDENCE, HOW WELL DOES THE TEACHER MEET THE CRITERION?** |
| **Commitment to teaching**Teacher places a high value on teaching, demonstrates knowledge, interest, and enthusiasm, and provides intellectual challenges for students. |  |  |
| **Course design and teaching methods**Teacher employs appropriate course design and teaching methods (including innovative approaches where appropriate) that reflect recent developments in the field, encourage critical thinking, and use appropriate assessment methods. |  |  |
| **Respect for student diversity**Teacher recognizes the diversity of student experience and intellectual perspectives and encourages respect for differences among students. |  |  |

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| **CRITERION** | **WHAT RELEVANT EVIDENCE IS CONTAINED IN THE PORTFOLIO?** | **BASED ON THIS EVIDENCE, HOW WELL DOES THE TEACHER MEET THE CRITERION?** |
| **Load and responsibilities**Teacher maintains an appropriate teaching load and range of teaching responsibilities in relation to common practice within the department or Faculty/School. |  |  |
| **Curriculum development**Teacher is involved in curriculum development at the departmental, Faculty/School or institutional level. |  |  |
| **Teaching scholarship**Teacher is involved in teaching-related research and development, including writing about teaching, preparing textbooks, etc. |  |  |
| **Educational development and leadership**Teacher works with colleagues (in the department, Faculty/School, university, or beyond) to offer advice on teaching and develop its effectiveness, for example through acting as mentor, offering seminars or workshops, serving on teaching-related committees. |  |  |

1. Christopher Knapper, May 2007. [↑](#footnote-ref-1)