

## *Oregon State Center for Teaching and Learning*

### Portfolio process

- Instructors read a Principle, then translate that principle into his/her own words. This gives the author a chance to think deeply about the principle and how it is addressed in his/her teaching. the translation is written down as an introduction to the short essay (which I describe below)
- Next the author selects two or three artifacts that best support and or illustrate HOW the teacher addresses the principle in his/her teaching. This could include an activity description; an example of student work, etc. Most likely teachers will have many examples that could be used as evidence but the author must select what s/he considers the BEST evidence of meeting the principle. (We encourage instructors to work together and discuss their selection of artifacts)
- Finally the author writes a two page essay explaining why those particular artifacts are the best evidence.

In the end, the instructors have written 6 short essays and selected between 12 and 18 artifacts as evidence of excellence in teaching.