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Resources in Education

Reflective Practice in English Language Teaching

Research-Based Principles and Practices

Routledge **Offering a unique, data-led, evidence-based approach to reflective practice in English language teaching, this book brings together theory, research and practice in an accessible way to demonstrate what reflective practice looks like and how it is undertaken in a range of contexts. Readers learn how to do and to research reflective practice in their own settings. Through the use of data, dialogue and appropriate tools, the authors show how reflective practice can be used as an ongoing teaching tool that supports professional self-development.**

Video Reflection in Literacy Teacher Education and Development

Lessons from Research and Practice

Emerald Group Publishing **Within education there is a growing body of research focused on the use of video as a mediational tool for reflection. The purpose of this volume is to bring together research and research-based practices from a wide array of literacy scholars and practitioners who are using video in educational research and teaching.**

To Improve the Academy

Resources for Faculty, Instructional, and Organizational Development

John Wiley & Sons **An annual publication of the Professional and Organizational Development Network in Higher Education (POD), To Improve the Academy offers a resource for improvement in higher education to faculty and instructional development staff, department chairs, faculty, deans, student services staff, chief academic officers, and educational consultants. Contents include: Graduate student internships as a pathway to the profession of educational development Preparing faculty to develop hybrid courses Writing groups for work-life balance A faculty learning community approach to tenure and promotion Helping faculty integrate citizenship into the curriculum Students' perspectives on enhancing**

communication with faculty Effecting change in limited-control classroom environments A laboratory research group model for the scholarship of teaching and learning Institutional encouragement of the scholarship of teaching and learning Multiple definitions of critical thinking Faculty development and governance collaborating on curriculum revision Academic dishonesty among international students Serving veterans with disabilities Working with psychologically impaired faculty Leadership development for faculty of color Diffusing the impact of tokenism on faculty of color Difficult Dialogues for cross-cultural faculty development Faculty development beyond instructional development Fundraising by teaching centers Evaluation of teaching and learning centers Faculty development career disruptions Emergent shifts in the faculty development portfolio

Elementary Physical Education

Jones & Bartlett Publishers Includes an access code for online materials.

From Study Abroad to Education Abroad

Language Proficiency, Intercultural Competence, and Diversity

Routledge Comprehensive and evidence-based, this book presents the best practices for designing and sustaining study abroad programs to maximize the outcomes and benefits of education abroad for all students. Distilling the history, research, and variations of study abroad programs, Goertler and Schenker provide a clear-eyed analysis of the lessons learned and the common obstacles associated with education abroad. Organized in three parts - the state of education abroad in the US; research on education abroad outcomes; and best practices - Goertler and Schenker demonstrate the benefits of long-term study abroad for the development of advanced language skills and intercultural competence, and the need for diversity in participation. Chapters offer theory-based, practice-proven recommendations to invigorate, innovate, and implement successful study abroad programs that are sustainable and ethically engage with the local community. The authors discuss design features to maximize language proficiency and intercultural competence. Grounded in up-to-date research and theory, the book responds to the challenges associated with long-term education abroad programs and provides recommendations on (re)invigorating long-term programs and diversifying participation in education abroad. *From Study Abroad to Education Abroad* is vital reading for academics, researchers, and students in the fields of language education and education policy, as well as practitioners, such as language program coordinators and education abroad administrators.

The Successful Internship

Cengage Learning **THE SUCCESSFUL INTERNSHIP: PERSONAL, PROFESSIONAL, AND CIVIC DEVELOPMENT, 4th Edition**, offers you more than just a resource for how to find a position or how to interview. It addresses the concerns, emotions, needs, and unique personal challenges that are the essence of an internship or field experience, and focuses on the internship as a vehicle for your development as a civic professional. The authors describe in detail the path of change you'll find yourself embarking on and the challenges you'll face along the way. A four-stage model of the internship process--anticipation, exploration, competence, and culmination--places the material in a meaningful framework that lends structure to your understanding of the work you'll be doing. Available with InfoTrac Student Collections <http://goengage.com/infotrac>. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Pedagogy of the Oppressed

Interpersonal Relationships in Education: From Theory to Practice

Springer This book brings together recent research on interpersonal relationships in education from a variety of perspectives including research from Europe, North America and Australia. The work clearly demonstrates that positive teacher-student relationships can contribute to student learning in classrooms of various types. Productive learning environments are characterized by supportive and warm interactions throughout the class: teacher-student and student-student. Similarly, at the school level, teacher learning

thrives when there are positive and mentoring interrelationships among professional colleagues. Work on this book began with a series of formative presentations at the second International Conference on Interpersonal Relationships in Education (ICIRE 2012) held in Vancouver, Canada, an event that included among others, keynote addresses by David Berliner, Andrew Martin and Mieke Brekelmans. Further collaboration and peer review by the editorial team resulted in the collection of original research that this book comprises. The volume (while eclectic) demonstrates how constructive learning environment relationships can be developed and sustained in a variety of settings. Chapter contributions come from a range of fields including educational and social psychology, teacher and school effectiveness research, communication and language studies, and a variety of related fields. Together, they cover the important influence of the relationships of teachers with individual students, relationships among peers, and the relationships between teachers and their professional colleagues.

Becoming a Critically Reflective Teacher

John Wiley & Sons A practical guide to the essential practice that builds better teachers. **Becoming a Critically Reflective Teacher** is the landmark guide to critical reflection, providing expert insight and practical tools to facilitate a journey of constructive self-critique. Stephen Brookfield shows how you can uncover and assess your assumptions about practice by viewing them through the lens of your students' eyes, your colleagues' perceptions, relevant theory and research, and your own personal experience. Practicing critical reflection will help you... Align your teaching with desired student outcomes See your practice from new perspectives Engage learners via multiple teaching formats Understand and manage classroom power dynamics Model critical thinking for your students Manage the complex rhythms of diverse classrooms This fully revised second edition features a wealth of new material, including new chapters on critical reflection in the context of social media, teaching race and racism, leadership in a critically reflective key, and team teaching as critical reflection. In addition, all chapters have been thoroughly updated and expanded to align with today's classrooms, whether online or face-to-face, in large lecture formats or small groups. In his own personal voice Stephen Brookfield draws from over 45 years of experience to illustrate the clear benefits of critical reflection. Assumptions guide practice and only when we base our actions on accurate assumptions will we achieve the results we want. Educators with the courage to challenge their own assumptions in an effort to improve learning are the invaluable role models our students need. **Becoming a Critically Reflective Teacher** provides the foundational information and practical tools that help teachers reach their true potential.

Reflective Teacher Education

Cases and Critiques

SUNY Press

Using Authentic Assessment in Vocational Education

Teachers, Teacher Education, and Training

Burns & Oates One of a series of four high-level debates on major educational issues, this book concerns the controversies about the role of the teacher and the place and content of teacher preparation.

The Australian Journal of Education

Case Studies of Clinical Preparation in Teacher Education

An Examination of Three Teacher Preparation Partnerships

Rowman & Littlefield This book responds to calls for change in teacher education.

Unfolding Practice

Reflections on Learning and Teaching

Unfolding Practice: Reflections on Learning and Teaching is a conversation between two artist-educators. Flowing across five chapters, the double sided accordion book has been curated from ten years of recorded conversations, field notes, planning, sketches, reflection, and teaching. The front of the book weaves text, illustration, cutouts, and screen prints, journeying through artistic process and educational practice. The back of the book is a guide, expanding on the practice of using accordion books as a tool for capturing, visualizing, and building upon reflective thinking. The brown paper alludes to the craft paper that is ubiquitous in schools and captures process more than the preciousness of a final product.

Success in Professional Experience

Building Relationships in Educational Settings

Cambridge University Press Teaching placements can be a challenging experience for pre-service educators. The second edition of **Success in Professional Experience** facilitates the development of the fundamental knowledge, skills and competencies required to prepare for and strengthen confidence during placements, with a focus on students building relationships within their educational communities. This edition has been fully revised and features two new chapters on assessment and planning for success in learning along with sample planning documents and lesson plan templates. In-chapter activities, reflections, case studies and links to the Australian Professional Standards for Teachers (APST) reinforce student understanding. Additional online resources are available on a comprehensive companion website. **Success in Professional Experience** is an essential resource to support pre-service primary and secondary school teachers throughout the practical course components of their degree.

We, the Students and Teachers

Teaching Democratically in the History and Social Studies Classroom

State University of New York Press Provides practical applications of democratic teaching for classes in history/social studies education, multicultural and social justice education, community service and civic engagement, and education and public policy. **We, the Students and Teachers** shows history and social studies educators how to make school classrooms into democratic spaces for teaching and learning. The book offers practical strategies and lesson ideas for transforming democratic theory into instructional practice. It stresses the importance of students and teachers working together to create community and change. The book serves as an essential text for history and social studies teaching methods courses as well as professional development and inservice programs for history and social studies teachers at all grade levels. Robert W. Maloy is Senior Lecturer in the Department of Teacher Education and Curriculum Studies in the College of Education at the University of Massachusetts Amherst. He is the coauthor of several books, including (with Ruth-Ellen Verock-O'Loughlin, Sharon A. Edwards, and Beverly P. Woolf) **Transforming Learning with New Technologies, Second Edition**. Irene S. LaRoche is a history and social

studies teacher at Amherst Regional Middle School in Amherst, Massachusetts.

ePortfolio as Curriculum

Models and Practices for Developing Students' ePortfolio Literacy

Stylus Publishing, LLC At a moment when the ePortfolio has been recognized as a high impact practice - as a unique site for hosting student integrative learning and as a powerful genre for assessment - this book provides faculty, staff, and administrators with a set of frameworks and models useful for guiding students in designing and creating ePortfolios that clearly communicate their purpose and effectively use the affordances of the medium. In short, this book both illustrates and provides guidance on how to support the development of students' ePortfolio literacy. The ePortfolio curricular models provided in ePortfolio as Curriculum include both those integrated within existing disciplinary courses and those offered through credit-bearing stand-alone courses. In taking up questions focused on what students need to know and do in becoming informed, effective ePortfolio makers, the contributors to this volume - from the standpoint of their course outcomes and institutional contexts - present various approaches to developing an ePortfolio curriculum. Individually and collectively, the chapters explain ways to engage students in understanding the potential purposes, structures, audiences, and designs of ePortfolios; in developing the reflective practices for contextualizing and informing the selection and curation of artifacts; and in creating appropriate focus and coherence. Synthesizing insights from the previous chapters, the concluding chapter identifies six consistent features of an ePortfolio curriculum that support the development of students' ePortfolio literacy. In addition, Kathleen Blake Yancey identifies and defines seven common ePortfolio curricular dimensions that contribute to students' ePortfolio literacy, among them student agency, digital identity, and campus and global citizenship. Not least, she describes new practices emerging from ePortfolio curricula, including new ePortfolio-specific genres; new metaphors used to characterize ePortfolios and their practices; and new issues that the ePortfolio curriculum raises.

How Teachers Learn

An Educational Psychology of Teacher Preparation

Peter Lang "...in this book is assembled the results of over 30 years of research and reflection documenting the positive results from designing a thoughtful and rigorous model of teacher education."---Richard L. Schwab, University of Connecticut --

The First-Year Teacher's Checklist

A Quick Reference for Classroom Success

John Wiley & Sons This easy-to-use reference—with hundreds of helpful, classroom-tested answers, ideas, techniques, and teaching tools—will help you on your way to a successful and productive school year. Designed to be flexible, the book offers a choice of ideas and approaches that best fit your classroom situation. Master teacher Julia Thompson shows you how to: Develop successful relationships with students, colleagues, administrators, and parents Manage professional responsibilities and develop career skills Create an orderly classroom where students are courteous and respectful Motivate students to become independent learners Use proven strategies to prevent misbehavior Design instruction that will appeal to every student Set up a classroom for maximum comfort and learning Thrive in the world of high-stakes testing

Engaging Ideas

The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom

John Wiley & Sons Use your course's big ideas to accelerate students' growth as writers and critical thinkers The newly revised third edition of Engaging Ideas delivers a step-by-step guide for designing writing assignments and critical thinking activities that engage students with important subject-matter questions. This new edition of the celebrated book (now written by the co-author team of Bean and Melzer) uses leading and current research and theory to help you link active learning pedagogy to your courses' subject matter. You'll learn how to: Design formal and informal writing assignments that guide students toward thinking like experts in your discipline Use time-saving strategies for coaching the writing process and handling the paper load including alternatives to traditional grading such as portfolio assessment and contract grading Help students use self-assessment and peer response to improve their work Develop better ways than the traditional research paper to teach undergraduate reading and research Integrate social media, multimodal genres, and digital technology into the classroom to promote active learning This book demonstrates how writing can easily be integrated with other critical thinking activities such as inquiry discussions, simulation games, classroom debates, and interactive lectures. The reward of this book is watching students come to class better prepared, more vested in the questions your course investigates, more apt to study purposefully, and more likely to submit high-quality work. Perfect for higher education faculty and curriculum designers across all disciplines, Engaging Ideas will also earn a place in the libraries of graduate students in higher education.

Practical Knowledge in Teacher Education

Approaches to teacher internship programmes

Routledge In Practical Knowledge in Teacher Education, expert contributors from across Asia and Europe explore and reflect upon the innovation and creativity in teacher education programs. Specific focus is given to the internships that provide students an opportunity for intensive, hands-on experience in schools. Different approaches to internship provide comprehensive information on a diversity of ways of organising and managing internship programmes within teacher education courses, and equip future teachers with real-world knowledge within a global context. This book focuses on approaches to internship in teacher education programmes in Europe and Asia. It explores the idea that a consideration of the rich variation in approaches and experience across Eurasia will foreground critical aspects of successful internship. Each chapter provides a different focus from Asian and European perspectives on aspects of the teacher education practicum or internship, and what can be learned from school placement. This book is an invaluable resource for all those involved in teacher education, educational policy and anyone who has a stake in ensuring effective teacher education for the 21st century. It offers a far reaching overview of the teacher internship phase across a number of countries, and contributes to identifying distinctive features of teacher education in European and Asian universities.

International Handbook of Mathematics Teacher Education: Volume 2

Tools and Processes in Mathematics Teacher Education (Second Edition)

BRILL Tools and Processes in Mathematics Teacher Education describes and analyze various promising tools and processes, from different perspectives, aimed at facilitating mathematics teacher learning/development. It provides insights of how mathematics teacher educators think about and approach their work with teachers.

Cases of Mathematics Professional Development in East Asian Countries Using Video to Support Grounded Analysis

Springer This book shows how video technology can be used to inform teachers' personal practice, and provides new data and real-world case studies not covered by any previous book on the subject. Initial chapters explore how practicing teachers can view their own recorded lessons and take steps to improve their methods, while subsequent chapters examine how pre-service and in-service teachers can use recorded lessons to improve how they teach selected concepts, or to better convey specific learning processes such as mathematical modeling and problem solving.

School Leader Internship

Developing, Monitoring, and Evaluating Your Leadership Experience

Routledge School Leader Internship, 4th Edition challenges school leader interns to build competencies in 52 leadership skill areas. This unique resource provides step-by-step guidance for interns, their supervisors, and their faculty on how to initiate an internship and evaluate interns' work. In this updated fourth edition, the content is organized around the latest National Policy Board for Educational Administration (NPBEA) Professional Standards for Educational Leaders (2015) and includes intern activities to develop skills in cross-content literacy, distributive leadership, equity in practice, professional learning communities, remediation strategies, school improvement planning, and special populations. This is a critical resource for leadership preparation programs nationwide and the thousands of school districts that support leadership candidates. Special Features include: Beyond the Standards provide further independent practice, reflection, and development for students in the areas of action research, ethical and critical reasoning, dispositions and interpersonal skills, new technologies, school partnerships, and social justice. Self, Peer, and Superior Assessments help students to plan according to individual need, experience, and goals. Internship Plans allow students to assess, analyze, and prepare draft internship plans. Interview Suggestions help students develop a network and gain insight into administrative and curricular responsibility. Professional Development Activities encourage students to analyze and evaluate their experiences and plan for the future. Projects allow students to synthesize their skills.

Service-Learning in Higher Education

Concepts and Practices

Jossey-Bass As an added value, the book describes and provides contact information for national organizations that support service-learning and resources that are useful in helping students make postcollege service and career choices. Service-Learning in Higher Education is an invaluable resource for all campus professionals - including faculty members, student affairs practitioners, and senior academic leaders who are interested in advancing the goals of student learning and development while simultaneously making a unique contribution to the community.

Elementary Classroom Management: Lessons from Research and Practice

McGraw-Hill Education Stressing the need to build caring, supportive relationships with and among students, Elementary Classroom Management: Lessons from Research and Practice offers research-based guidance on effective classroom management. It addresses current concerns about student motivation and helps prospective and beginning teachers develop a philosophy of classroom management that focuses on building connections with students and creating safe, caring classrooms. The trusted text profiles five master teachers

(grades K, 1, 3, 4 and 5) in very different school settings as they create classrooms that are orderly and productive, humane and caring. The integration of the thinking and the actual management practices of five real elementary teachers into discussions of research-based management principles prompts readers to connect theories with actual results. Further, the text demonstrates how real teachers can adapt to any circumstances--physical room constraints, curriculum requirements, challenging behaviors--and still be successful.

Handbook of Research on Teacher Education

A Project of the Association of Teacher Educators

Macmillan Library Reference The first edition of this text sought to provide a basis for improving the education of teachers at every level. Committed to the idea that the betterment of teacher education is essential to the improvement of schools, it provided understanding of the research so that professionals could compare, evaluate and create effective programmes.

Chemistry Education in the ICT Age

Springer Science & Business Media The 20 International Conference on Chemical Education (20 ICCE), which had rd th “Chemistry in the ICT Age” as the theme, was held from 3 to 8 August 2008 at Le Méridien Hotel, Pointe aux Piments, in Mauritius. With more than 200 participants from 40 countries, the conference featured 140 oral and 50 poster presentations. th Participants of the 20 ICCE were invited to submit full papers and the latter were subjected to peer review. The selected accepted papers are collected in this book of proceedings. This book of proceedings encloses 39 presentations covering topics ranging from fundamental to applied chemistry, such as Arts and Chemistry Education, Biochemistry and Biotechnology, Chemical Education for Development, Chemistry at Secondary Level, Chemistry at Tertiary Level, Chemistry Teacher Education, Chemistry and Society, Chemistry Olympiad, Context Oriented Chemistry, ICT and Chemistry Education, Green Chemistry, Micro Scale Chemistry, Modern Technologies in Chemistry Education, Network for Chemistry and Chemical Engineering Education, Public Understanding of Chemistry, Research in Chemistry Education and Science Education at Elementary Level. We would like to thank those who submitted the full papers and the reviewers for their timely help in assessing the papers for publication. th We would also like to pay a special tribute to all the sponsors of the 20 ICCE and, in particular, the Tertiary Education Commission (<http://tec.intnet.mu/>) and the Organisation for the Prohibition of Chemical Weapons (<http://www.opcw.org/>) for kindly agreeing to fund the publication of these proceedings.

Developing reflective practice in legal education

Sport Leadership in the 21st Century

Jones & Bartlett Learning The Second Edition of Sport Leadership in the 21st Century provides students with the most current and comprehensive understanding of leadership in sport management. Authored and contributed by leading sport management researchers and practitioners, this text immerses students in the learning process through case studies, interviews with leaders in the sport industry, critical thinking questions, and rich content.

Deconstructing the Education-Industrial Complex in the Digital Age

IGI Global Developments in the education field are affected by numerous, and often conflicting, social, cultural, and economic factors. With the increasing corporatization of education, teaching and learning paradigms are continuously altered. Deconstructing the Education-Industrial Complex in the Digital Age is an authoritative reference source for the latest scholarly research on the shifting structure of school models in response to technological advances and corporate presence in educational contexts. Highlighting a comprehensive range of pertinent topics, such as teacher education, digital literacy, and neoliberalism, this book is ideally designed for educators, professionals, graduate students,

researchers, and academics interested in the implications of the education-industrial complex.

Effective Practices in Online Teacher Preparation for Literacy Educators

""This book examines innovative ideas for translating face to face reading/literacy specialist preparation into effective online instruction for courses in literacy education"--Provided by publisher"--

Understanding by Design

ASCD Presents a multifaceted model of understanding, which is based on the premise that people can demonstrate understanding in a variety of ways.

Business and Management Internships

Improving Employability through Experiential Learning

Routledge Research shows that internships are the dominant form of experiential learning used in business schools worldwide, providing practical insight into a job role for students and enhancing their employability. This book provides practical resources that practitioners and students can use to maximize the overall internship experience by explaining business education, internships, skill development, and employment outcomes. It also includes material to assist in the development or enhancement of internship programs to create a high-quality internship course while providing guidance on reflecting and evaluating the learning gained from the experience. Including quizzes and short activities, this book can be used as a companion text for any student participating in an internship, or as a guide that practitioners in this field can use to help design their own internship program and course content. Business schools are increasing their focus on experiential learning and are encouraging faculty to incorporate internships into their existing curriculum. Linking theory, history, and practice, this book is ideal reading for students participating in an internship for academic credit and as a guidebook for business school practitioners who wish to start or improve their existing academic internship program.

Supporting the Learning and Development of Schoolchildren with an Emphasis on Establishing Helping Relationships

This reflection paper serves to examine my work as a school psychologist intern enrolled in Humboldt State University's School Psychology Program. Four work products were selected to create a portfolio that demonstrates my competence, skills, and knowledge to work as a full-fledged school psychologist. My work throughout this project and internship aligns with the ten domains of school psychology in accordance with accreditation standards developed by the National Association of School Psychologists (NASP, 2010) and the California Commission of Teacher Credentialing (CCTC, 2001). More specifically, this project demonstrates the use of a comprehensive skill set to support the varying needs of students in a rural district in California, documenting efforts that aim to promote successful student outcomes academically, emotionally, socially, and behaviorally. Special emphasis on building and establishing relationships with students, parents, school staff, and other stakeholders is emphasized throughout this work.

Singapore's Approach to Developing Teachers

Hindsight, Insight, and Foresight

Routledge Singapore's education system has come to international attention due to its commendable performance on the Worldwide Educating for the Future Index produced by The Economist Intelligence Unit (EIU), as well as the students' continual sterling performance in internationally benchmarked tests such as Trends in International Math and Science Survey (TIMSS), and Programme for International Student Assessment (PISA). The accomplishments are the result of a long-haul vision of education, and more importantly, a deep commitment towards developing teachers for the 21st century. Singapore has invested steadfastly from the early years in teachers at the front line of the classrooms in schools. This book explicates the 'thinking' behind Singapore's approach to developing teachers and building the teaching profession. It examines how Singapore strives to attract the best and the brightest people to become teachers, develop them into autonomous professionals, and grow them over their career so that they are able to deliver quality education for every child. The author hopes that by sharing the hindsight, insight and foresight of the system, and looking at Singapore's aspirations and challenges, the book can stimulate reflection and generate discussion, and provide ideas for improving teaching and teacher learning worldwide.

Distance Education for Teacher Training

Routledge First published in 2002. Routledge is an imprint of Taylor & Francis, an informa company.

The Teaching Portfolio

A Practical Guide to Improved Performance and Promotion/Tenure Decisions

John Wiley & Sons Praise for The Teaching Portfolio "This new edition of a classic text has added invaluable, immediately useful material. It's a must-read for faculty, department chairs, and academic administrators." —Irene W. D. Hecht, director, Department Leadership Programs, American Council on Education "This book offers a wealth of wisdom and materials. It contains essential knowledge, salient advice, and an immediately useful model for faculty engaged in promotion or tenure." —Raymond L. Calabrese, professor of educational administration, The Ohio State University "The Teaching Portfolio provides the guidelines and models that faculty need to prepare quality portfolios, plus the standards and practices required to evaluate them." —Linda B. Nilson, director, Office of Teaching Effectiveness and Innovation, Clemson University "Focused on reflection, sound assessment, and collaboration, this inspiring and practical book should be read by every graduate student, faculty member, and administrator." —John Zubizarreta, professor of English, Columbia College "All the expanded and new sections of this book add real value, but administrators and review committees will clearly benefit from the new section on how to evaluate portfolios with a validated template." —Barbara Hornum, director, Center for Academic Excellence, Drexel University "This book is practical, insightful, and immediately useful. It's an essential resource for faculty seeking promotion/tenure or who want to improve their teaching." —Michele Stocker-Barkley, faculty, Department of Psychology, Kishwaukee Community College "The Teaching Portfolio has much to say to teachers of all ranks, disciplines, and institutions. It offers a rich compendium of practical guidelines, examples, and resources." —Mary Deane