

Preparing your Teaching Dossier

Cristina D'Amico

Curriculum Developer, TATP

Mike Kasprzak

Assistant Director, TATP/CTSI

March 20th, 2020

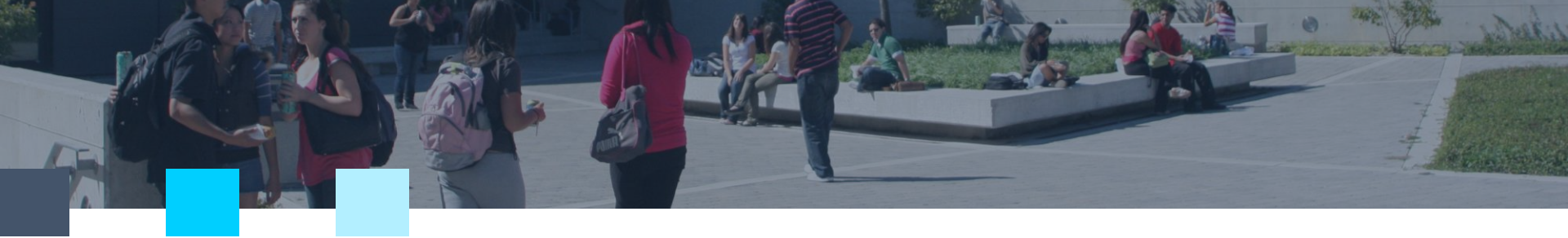


UNIVERSITY OF
TORONTO

CENTRE FOR TEACHING SUPPORT & INNOVATION



Teaching Assistants'
Training Program



Land Acknowledgment

We would like to acknowledge this sacred land on which the University of Toronto operates. It has been a site of human activity for over 15,000 years. This land is the territory of the Huron-Wendat and Petun First Nations, the Seneca, and the Mississaugas of the Credit River. The territory was the subject of the Dish with One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, the meeting place of Toronto is still the home to many Indigenous people from across Turtle Island.

- Revised by the Elders Circle (Council of Aboriginal Initiatives)

Access Check

We understand access to be a shared responsibility between everyone in this space. We will strive to create an accessible space that reduces the need for you to disclose a disability or impairment for the purposes of gaining an accommodation. In doing this together, we strive to welcome disability, and the changes it brings, into our space.

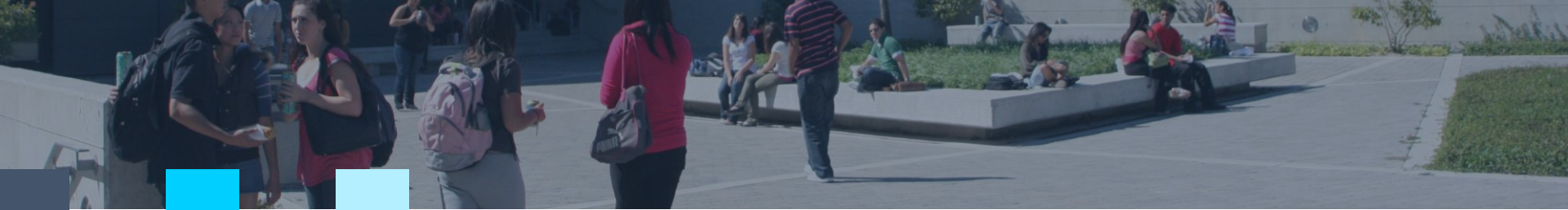
- **Is there anything about the virtual space that we should address now?**
- **Are there any other access needs that might effect your participation in the webinar that we could also address?**

Activity: Initial Reflection

- When are you planning to prepare a teaching dossier?
- Why are you planning to prepare a teaching dossier?

(see pg. 1 of the worksheet and use the chat to type in your responses)





Learning outcomes

By the end of this webinar, you should be able to:

- understand component parts of the dossier;
- begin drafting or revising a statement of teaching philosophy (STP);
- identify possible items to include as supporting materials ('artifacts');
- set goals for teaching and dossier development.

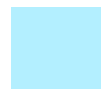
What is a
teaching
dossier?

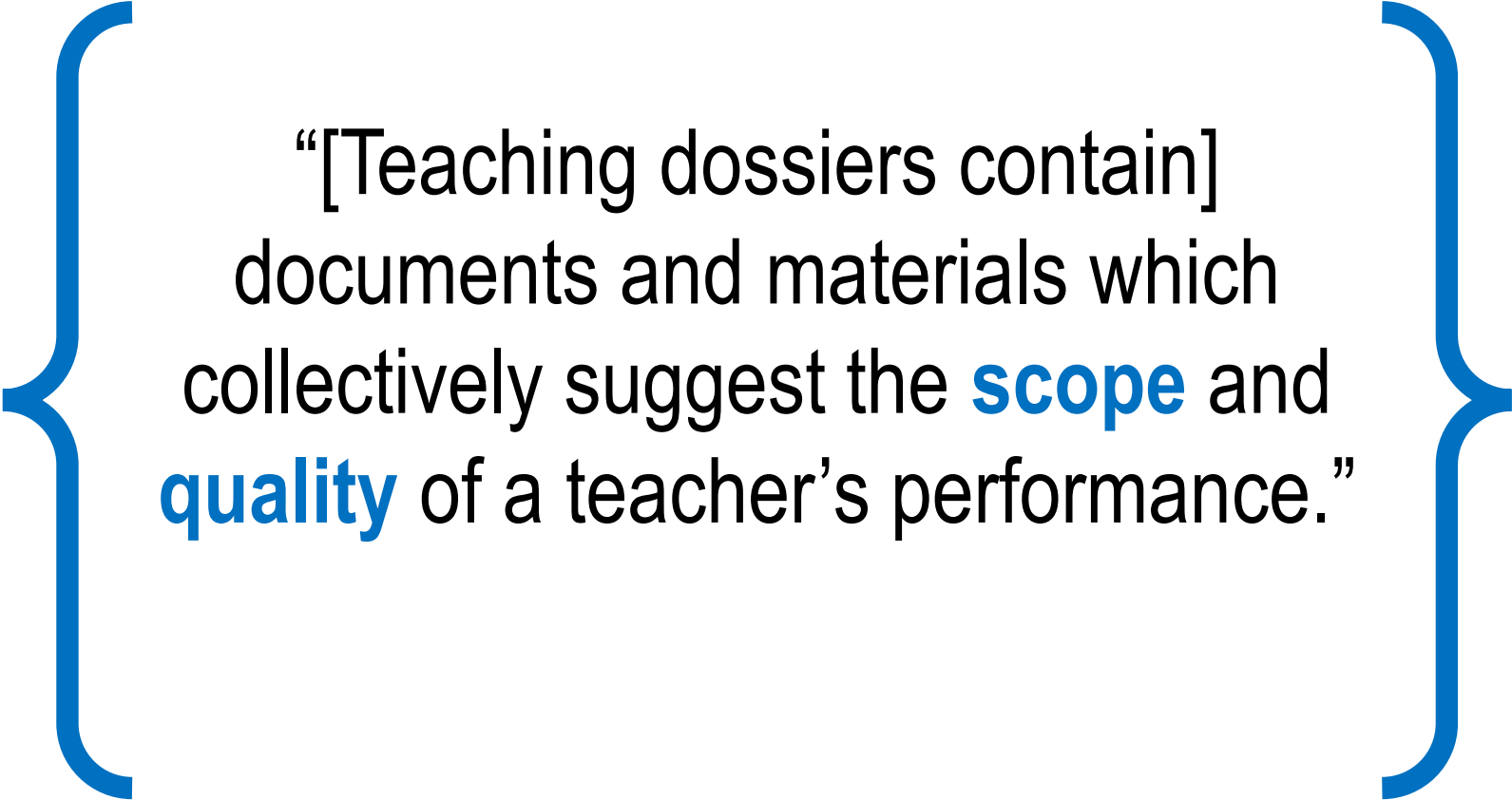


What is a teaching dossier?

- Summarizes your teaching accomplishments and strengths.
- Approximately 10 to 25 pages.
- Evidence-based document.
- Used for applications, awards, promotion and self-reflection.







“[Teaching dossiers contain] documents and materials which collectively suggest the **scope** and **quality** of a teacher’s performance.”

(Seldin, Miller, and Seldin, 2010.)

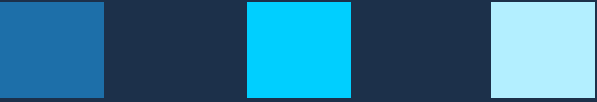
What constitutes a dossier?

Narrative framework

- statement of teaching philosophy/practice
- narrative descriptions of teaching
- experiences and supporting documents
- critical reflection

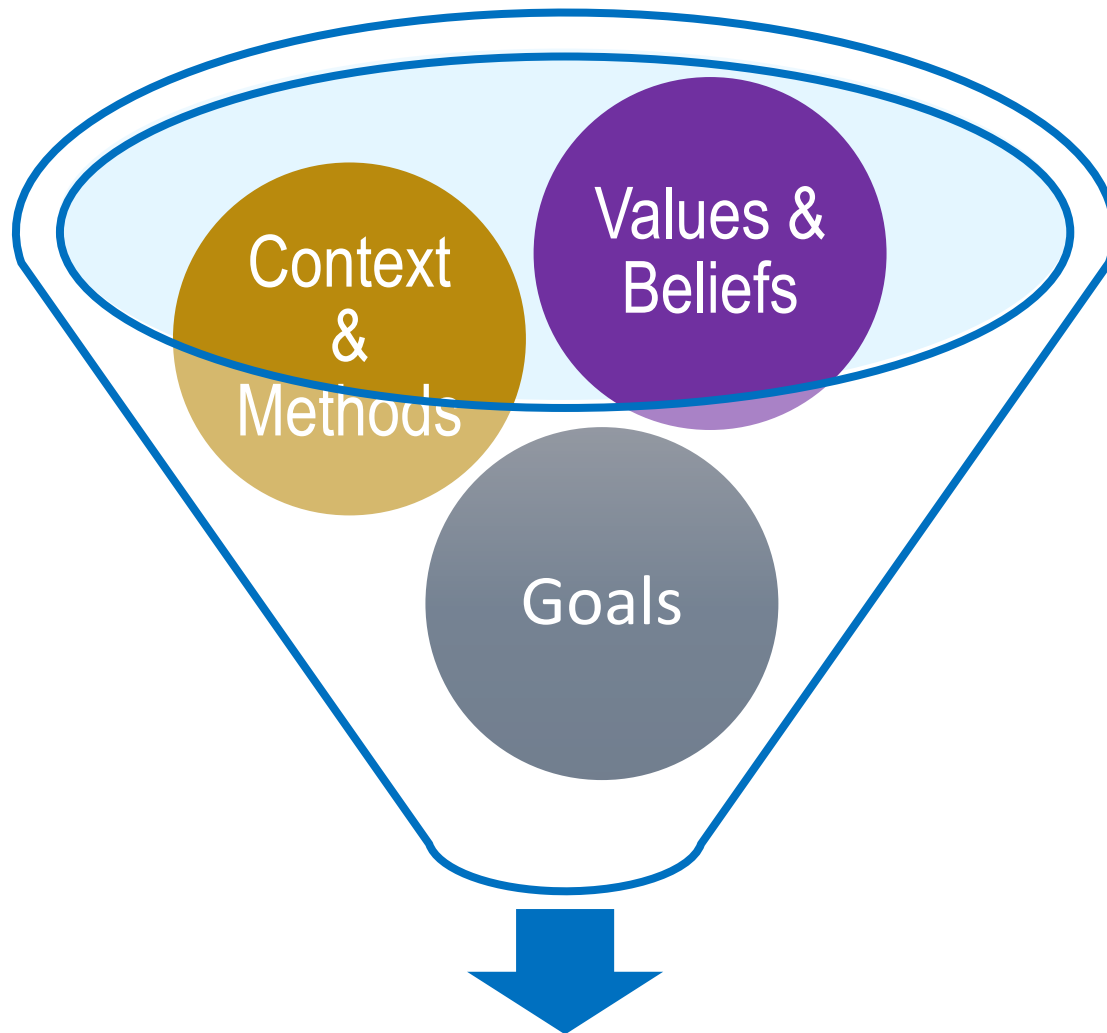
Artifacts

- supporting evidence (accompanied by brief explanatory notes)



Write Your Statement of Teaching Philosophy





Teaching Philosophy



STP: Connecting the dots

BELIEFS (What do you value?)

STRATEGIES (What do you do?)

IMPACT (What is the effect on learners,
self, colleagues?)

FUTURE GOALS (How will you improve?)

STP Norms

- Written in the first person ('I' statements) (e.g., I work with students to....; I believe that it is essential to do In order for students to learn in my field.).
- 1 to 2 pages in length.
- Single spaced.
- Minimal citations (It's not an essay or a research paper on pedagogy).
- Variation rather than uniformity.



Your STP Audience

Creating a readable document for diverse audiences

- avoid unnecessary jargon, technical terms or an abundance of discipline specific language
- avoid buzzwords and clichés
- clear and compelling opening and closing paragraph or statement
- adaptable sections
- direct and specific
- narrative prose that flows (ideas carefully selected, sequenced and connected to one another)

Activity: Drafting your STP

Take 15 minutes to review the worksheet and respond to questions regarding your teaching practice.

These questions are helpful starting points for preparing your teaching dossier and statement of teaching philosophy.

(see pg. 2-4 of the worksheet)

Get Feedback: Revise and Edit

- Trusted colleagues
- Supervisors and referees

Ask questions

- What do you think my core values are as a teacher?
 - What did you think was the most compelling sentence (or two) from my STP?
 - Did my STP reflect what you know about me?
-
- Homework Interview (see pg. 3 of the worksheet)
 - Getting Feedback on your Statement of Teaching Philosophy (see pg. 5 of the worksheet)

Identify your teaching experiences



Activity:

- Identify examples of teaching experiences
- Do you have any teaching experiences that you are unsure if you should include in your dossier?

(see pg. 6 of the worksheet)

A word cloud of educational roles. The words are arranged in a roughly triangular shape, pointing downwards. The colors used are green, brown, blue, and red. The sizes of the words vary, with 'Tutor' and 'Assessor' being the largest. The roles listed are: Tutor, Educator, Assessor, Lecturer, Counselor, Evaluator, Study Group Leader, Role Model, Facilitator, Leader, Teaching Assistant, Monitor, Collaborator, Resource Developer, Teacher, Course Instructor, Manager, Coach, Curriculum Developer, Motivator, Community Builder, Mentor, Coordinator, Guide, and Trainer.

Tutor
Educator Assessor
Lecturer Counselor Evaluator
Study Group Leader Role Model Facilitator Leader
Teaching Assistant Monitor
Collaborator Resource Developer Teacher
Course Instructor Manager Coach
Curriculum Developer Motivator
Community Builder Mentor
Coordinator
Guide Trainer

Putting together
your dossier:
Collecting, selecting
and contextualizing



Possible Organization

<i>Statement of Teaching Philosophy</i>	1-2 pages
<i>Description of Teaching Experiences</i> including course responsibilities and descriptions	Tables & Narrative
<i>Description of Teaching Practices and Strategies</i> including course design, instructional strategies, assessments, etc.	Narrative
<i>Description of Professional Development</i> including workshops, conferences, etc.	Table & Narrative
<i>Evaluations of Teaching</i> including quantitative & qualitative data such as formal evaluations, in-class observation, etc.	Table(s), Comments & Discussion
<i>Supporting Documentation</i> in appendices with narrative introductions.	~25 pages

Narrative Framework + Artifacts

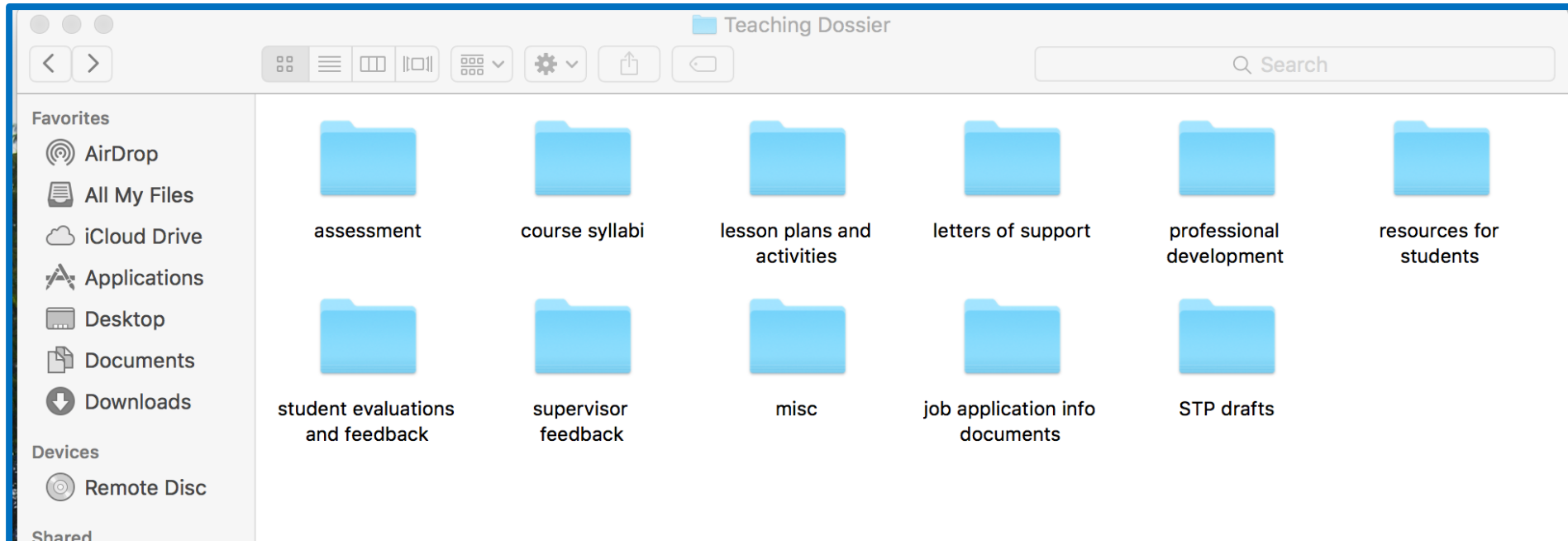
In these portions of your dossier, aim to:

- show your experience
- anchor your claims (from the STP)
- explain the impact of your teaching on students
- present concrete examples of practice



Step 1: Collect your documents

- begin immediately!
- save and file materials for potential inclusion
- create categories and observe gaps
- ask for missing documents (mourn, only briefly, missed chances to collect documents)
- update, collate and organize at the end of every term



Step 2: Organize documents/artifacts

Synthesize and refine your information

Teaching experiences:

- names and dates of PD workshops attended
- names and dates of presentations or other activities you have led (related to teaching)
- names and dates of certifications achieved (related to teaching)
- names and dates of teaching awards nominations (and awards received)

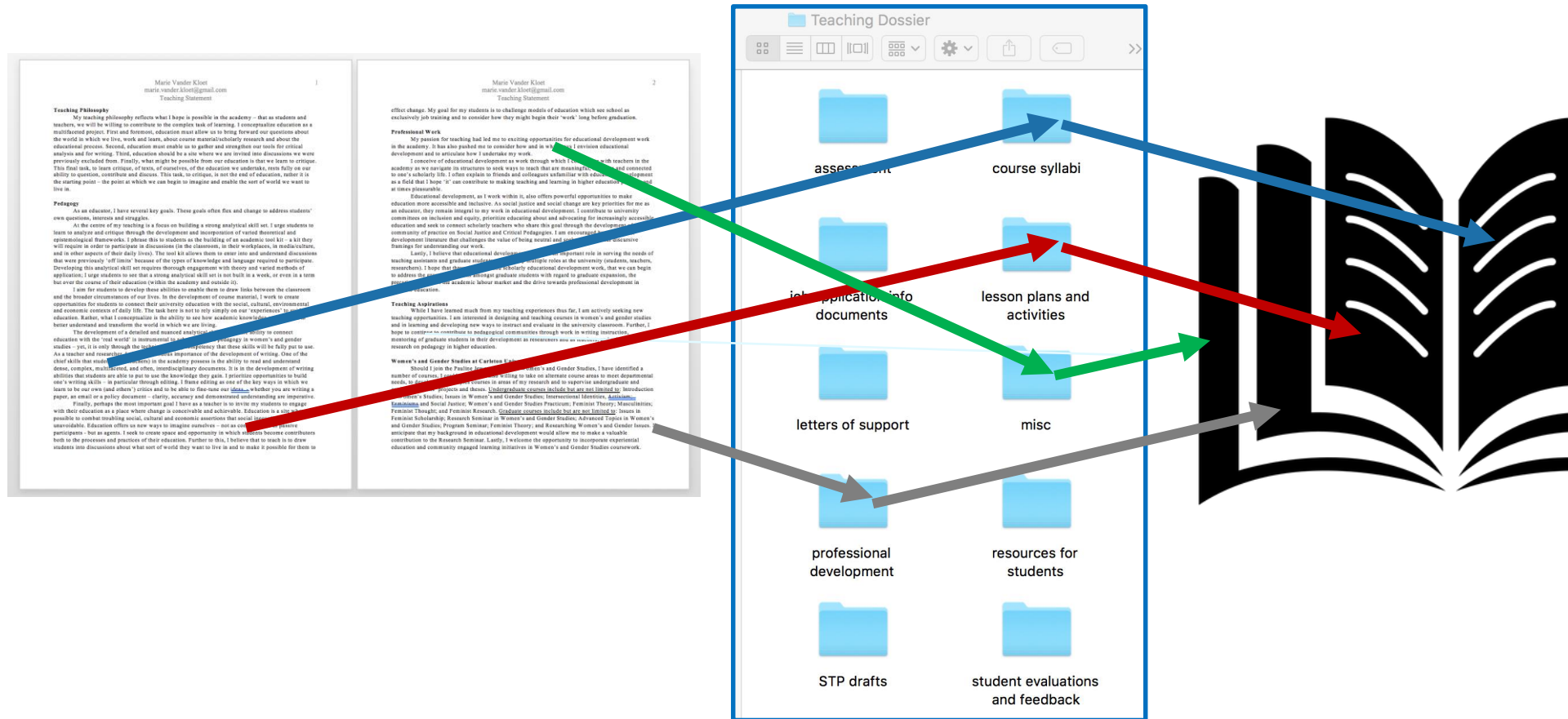
Goal: make all information organized + easy to read

- **use tables:** names, course codes, sizes of classes (as a marker, teaching assistant, an instructor, etc.)

Course Code	Dates Taught	Course Title	Course level	Role	Enrolment	Description
ABC 100	Fall 2007, Spring 2009	Intro to....	First year undergrad	Teaching assistant	350 (2 sections of 20 students)	Use calendar for description. Weekly lecture with weekly tutorial sessions
ABC 320	Summer 2010	Special topics in ...	3 rd year undergrad	Instructor	25	Weekly seminars

Step 3: Build your teaching dossier by connecting the dots!

What documents do you need to include to show your teaching philosophy? What is most convincing?



Let's explore some
key sections of a
dossier



Section:

Evaluations of your teaching

- summative student evaluations including both qualitative and quantitative data
- peer feedback
- supervisor/senior colleague feedback
- teaching mentor feedback
- self-assessment and/or reflection

- **differentiate between formative and summative feedback**
- **feedback is not always offered – you may need to ask**

Activity: Teaching Evaluation Cases

You have been working as a teaching assistant for 3 years. You have never received an evaluation of your work. Occasionally, your students comment or email to say that they love your tutorial. You have just learned you are switching to a new course next year.

- How could you solicit feedback on this course?
- What will you plan for your course next year?
- Use the chat to share your responses.

Activity: Teaching Evaluation Cases

You have teaching evaluations from the last three courses that you have TA-ed and for one course you taught as a course instructor. You are worried because the course evaluation scores for your first independent course are not what you consider 'good'. In contrast, your TA evaluations were all very strong. You are applying for a job and must include a dossier with student evaluations.

- What would you write about your evaluation data?
- What else could you include in your dossier given your concern about the evaluations?
- Use the chat to share your responses.

Exploring a Section: Evaluations of your teaching

Reflect on formal and informal evaluations that you already have or that you may need to acquire:

- What kinds of evaluations do you have of your teaching?
- What additional kinds of evaluation could you seek out or arrange?

(see pg. 7 of the worksheet)

Section: Appendix

Evidence of your teaching beliefs and approaches:

- lesson plans or lab protocols (full plans and/or sample exercises)
- teaching tools (worksheets, study guides, exam preparation materials)
- assessments (which you designed)
- course syllabi (which you designed)
- resources for students

Be selective and intentional with your choices!

Section: Professional development

- Training and development (e.g. TATP, GPS, TA Professional Development Day)
- Course work (e.g. THE 500)
- Departmental involvement (e.g. committee work)
- Professional involvement (e.g. conferences, leadership)



Exploring a Section: Professional development

Identify one professional development activity that you have done in the last year.

Describe it in 2 sentences.

What did you learn?

How have you applied what you learned to your teaching?

(see pg. 7 of the worksheet)

■ ■ ■

Formatting your dossier: Review and edit



Possible Organization

<i>Statement of Teaching Philosophy</i>	1-2 pages
<i>Description of Teaching Experiences</i> including course responsibilities and descriptions	Tables & Narrative
<i>Description of Teaching Practices and Strategies</i> including course design, instructional strategies, assessments, etc.	Narrative
<i>Description of Professional Development</i> including workshops, conferences, etc.	Table & Narrative
<i>Evaluations of Teaching</i> including quantitative & qualitative data such as formal evaluations, in-class observation, etc.	Table(s), Comments & Discussion
<i>Supporting Documentation</i> in appendices with narrative introductions.	~25 pages

[Compiled as a PDF!]

Formatting Your Dossier

- needs a cover page
- table of contents (including appendices)
- section headings
- page numbers
- PDF format
- **“skim-able” / “searchable”**



A good dossier ...

- is critically reflective
- is evidence-based
- has a strong teaching philosophy
- is focused on teaching and learning
- is an integrated whole
- is clear and organized
- is succinct
- demonstrates data literacy
- uses appendices for supporting documentation



Self-Assessment

1. What are the central arguments/claims in your thesis/argument in your teaching philosophy?
2. What are your teaching strengths?
3. Which specific examples best illustrate your claims?
4. What evidence (from a variety of sources) can you use to support your claims?
5. Are the sources of evidence and examples balanced to show breadth and depth?
6. What is the feedback from trusted colleagues?



Building your teaching dossier: Planning your next steps!

What do you need to do to achieve your teaching goals, document your teaching effectively, and to develop your abilities as a teacher?

Set goals for:
3 months, 6 months and 1 year

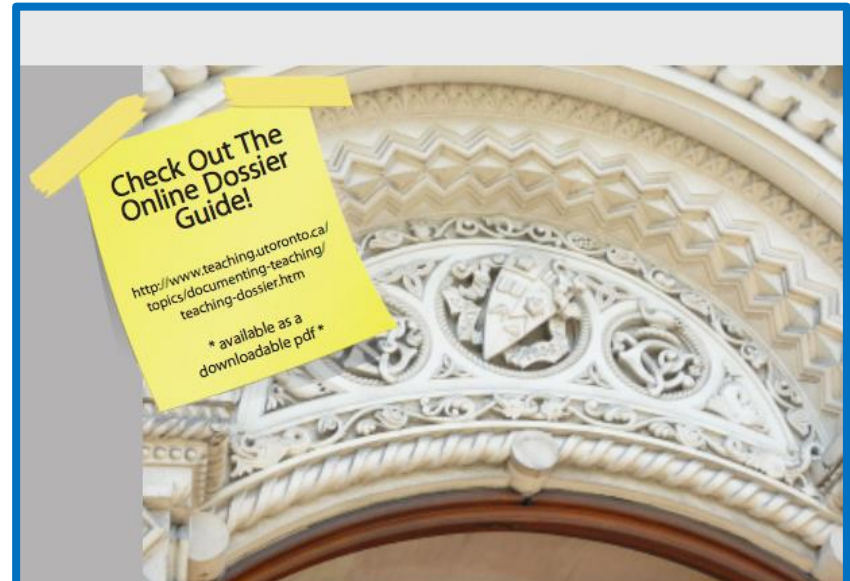
(see pg. 8 of the worksheet)

Resources

Preparing the Teaching Dossier: Guidelines



Megan Burnett
Associate Director
Centre for Teaching Support & Innovation




Check Out The
Online Dossier
Guide!

[http://www.teaching.utoronto.ca/
topics/documenting-teaching/
teaching-dossier.htm](http://www.teaching.utoronto.ca/topics/documenting-teaching/teaching-dossier.htm)

* available as a
downloadable pdf *

Developing & Assessing Teaching Dossiers:

A guide for University of Toronto faculty,
administrators and graduate students

 UNIVERSITY OF
TORONTO

CENTRE FOR TEACHING SUPPORT & INNOVATION

THANK YOU

www.tatp.utoronto.ca

services.ta@utoronto.ca



UNIVERSITY OF
TORONTO

CENTRE FOR TEACHING SUPPORT & INNOVATION