

Preparing the Teaching Dossier Worksheet

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Key Documents

- [Your Divisional Teaching Evaluation Guidelines](#)
- CTSI Resources
 - [Building Your Teaching Dossier](#)
 - [Developing and Assessing Teaching Dossiers: A guide for faculty \(PDF\)](#)
 - [Developing a Statement of Teaching Philosophy](#)
 - Course Evaluation Summary Sheet [Instructions PDF](#) and [Excel Template](#)

ACTIVITY 1: Preparing the Philosophy Statement - Exploring Values and Impact

Think of a moment when you know your teaching was having an impact (with students, or with colleagues, or within your field, etc.). What is it about the teaching and learning in that moment that makes this moment meaningful and memorable? Can you describe below the impact of this moment – on you and on your students?

ACTIVITY 2: Preparing the Philosophy Statement - Write a Teaching Claim

Drawing on the powerful teaching moment you identified above in Activity 1, consider what this moment reveals about you as an educator. Can you identify/name a value or belief that underpins this moment? Can you write a claim about your teaching based on this value/belief?



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ACTIVITY 3: Building Your Teaching Story - Linking Claims to Evidence

For the claim you just drafted, can you think of an artifact or an example (e.g. instructions for a sample assignment, screen shot of welcome page in your Quercus course, excerpted lecture notes or slides, unsolicited communication from a student or colleague, description of a critical incident, etc.) that would further illustrate this claim for the reader of your dossier? Can you do this for other claims?

Link Your Evidence to Your Teaching Claims/Beliefs
Teaching Claim(s)
Supporting Evidence or Artifacts or Examples
How do these claims and supporting examples/artifacts point to effective teaching?

ACTIVITY 4: Course Design and Redesign

Think about a course you designed or significantly redesigned:

- What was your role?
 - Involvement of other instructor(s), supervision of TAs?
- Why this course?
 - Stems from your initiative? Your disciplinary research?
 - Addresses identified gap(s) in the department or discipline?
 - Draws on curriculum committee work or flows from curriculum mapping efforts?

ACTIVITY 5: Collecting Evidence of Effectiveness

Which sources of evidence could you collect moving forward?

- Formative feedback (e.g., ticket out the door)
- Mid-course feedback survey (e.g., Start-Stop-Continue-Change)
- Peer observation of teaching (formative, not summative)
- Unsolicited emails/letters
- Learning analytics
- Examples of student work and outcomes
- Teaching awards
- Other?

ACTIVITY 6: Refining Your Narrative Through the Lens of Student Feedback

Think about a narrative you can use to highlight trends in your student feedback, link multiple sources of evidence to tell a cohesive story and connect results to teaching practice. Consider:

- Providing context
 - Course size or level
 - New course
 - New approach—did you take a risk in your teaching?
- Acknowledging inconsistencies or concerns that you feel might emerge from your evaluations
 - Avoid discounting or downplaying student feedback
- Speaking to the data
 - What you see in the results
 - What you have changed or will change

ACTIVITY 7: Planning Your Next Steps

What are my next steps? Identify three concrete goals for moving your dossier forward and set timelines (3 months, 6 months, 1 year). Consider:

- Consulting with your unit head
- Reviewing your Divisional Guidelines
- Gathering teaching materials
- Gathering evidence of effectiveness
- Reviewing with peers

Step/Goal 1	
Step/Goal 2	
Step/Goal 3	

Reflection Questions to Help Develop Your Teaching Dossier

Values and principles:

- Why do you teach the way you do?
- Who is your model of an effective teacher, and what qualities made them effective?
- How would you describe the relationship between learner and teacher in your classroom?
- What motivates you as a teacher?
- What outcomes do you expect of your teaching? What are the learning outcomes for your students?

Practices and strategies:

- What specific activities or exercises do you use to engage your students? What do you want your students to learn from these activities?
- What conceptions or misconceptions about concepts or inquiry in your field do students bring to your classroom? How do you build on, unsettle, or explore those beliefs?
- How do you explain or otherwise help students examine difficult ideas or concepts?
- What kinds of specific intellectual work (research, reasoning, interpretation) from your discipline do you aim to teach students to be able to do?
- How do you get your students interested in or intellectually engaged with your field? How do you maintain this interest?
- What is challenging about learning and teaching in your discipline? How do you address these challenges?

Impact and effectiveness:

- What do you do well in the classroom? How do you capture and measure this?
- How do you assess or measure what counts as successful teaching?
- How and when do you know that your teaching is making a difference?
- How has your thinking about teaching changed over time? Why?
- How has your teaching practice evolved over time? Why?
- What kinds of professional development have you completed to enhance your teaching? How and when have you applied what you learned?

Educational leadership and scholarship:

- How and where do you share your teaching successes (or analyze teaching challenges)? (E.g., in departmental or faculty meetings, divisional or institutional symposia, formal presentations, etc.)
- How and when do you share teaching resources with colleagues and/or graduate students? How do you facilitate conversations about teaching within your unit/program?

- How and when do you engage in mentoring (of colleagues, graduate students, senior undergraduate students)?
- How do you engage in inquiry into your teaching? How and where do you disseminate information from this inquiry?
- What scholarship informs your teaching?

Future goals:

- What are your goals to enhance your teaching?
- What strategies, pedagogical approaches, new content, or educational technologies would you like to explore in the future?