



ASSEMBLING YOUR TEACHING DOSSIER

GETTING STARTED

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Teaching Support & Innovation (CTSI)

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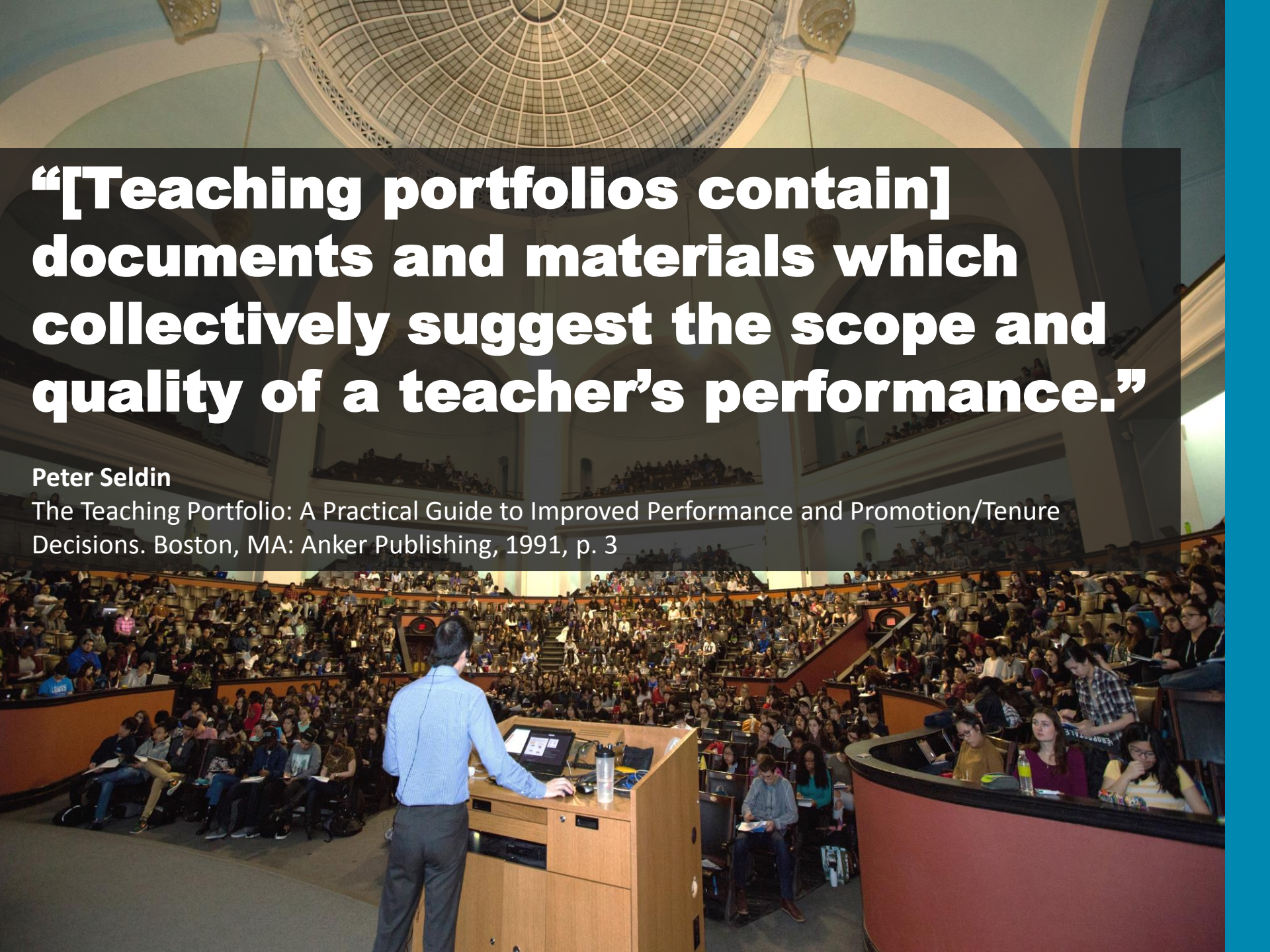
UNIVERSITY OF
TORONTO

CENTRE FOR TEACHING SUPPORT & INNOVATION



WHY CREATE A TEACHING DOSSIER?

- To fulfill requirements around interim review and tenure review in the tenure stream, and probationary review and continuing status review in the teaching stream
- To present my teaching effectiveness to others
- To assess my own teaching goals and accomplishments
- To track how I have addressed teaching challenges
- To identify areas for improvement

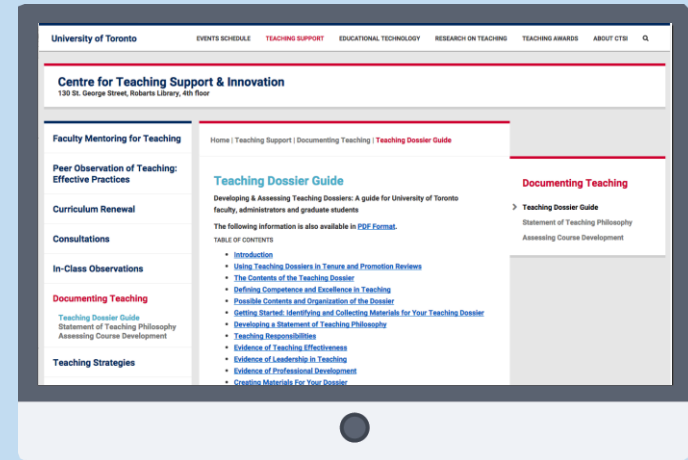
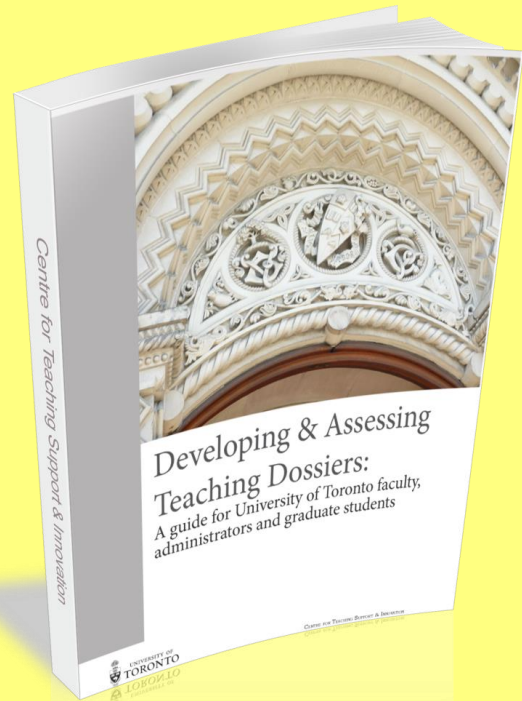


“[Teaching portfolios contain] documents and materials which collectively suggest the scope and quality of a teacher’s performance.”

Peter Seldin

The Teaching Portfolio: A Practical Guide to Improved Performance and Promotion/Tenure Decisions. Boston, MA: Anker Publishing, 1991, p. 3

ACCESSING THE GUIDE



www.teaching.utoronto.ca

CTSI website → Teaching Topics → Documenting Teaching → Teaching Dossier

TODAY'S OUTCOMES



TODAY YOU WILL:

- Identify uses for a Teaching Dossier
- Identify the possible contents and structure of a Dossier, aligning with Divisional and institutional expectations
- Develop a plan for assembling and strengthening your own Teaching Dossier
- Consider the steps in composing a Statement of Teaching Philosophy

KEY QUESTIONS TO CONSIDER



What is distinctive about my approach to teaching?



What have been my major accomplishments as an instructor?

my goals....

What are my goals as an instructor?



How can I effectively present my teaching skills and knowledge to a review committee?

WHAT CONSTITUTES A DOSSIER?



1) Narrative framework

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

2) Artifacts

- supporting evidence (accompanied by **brief explanatory notes**)

SUPPORTING

(E V I D E N C E)



- Dossier provides opportunity to include broader set of materials
- Documentation should develop and support highlights of the narrative
- Documentation should be representative of your classroom teaching, your discipline, and your personal style

ARTIFACTS



A REFLECTIVE PROCESS

The act of **constructing** and **organizing** the dossier is a reflective process.

Collecting and **sorting** through items for a dossier starts with individuals thinking about their experiences, what has worked for them, what has not (self-assessment) and what to try next (goal-setting).



HOW DO I GET STARTED?

✓ **Speak with your unit head – what are department/program norms and expectations?**

✓ **Review your Divisional Guidelines!**

A black and white photograph showing a person's hand holding a pen, poised to write on a notebook. The notebook is open, and the pen is a dark, textured ballpoint pen. The person is wearing a watch on their wrist. The background is dark and out of focus.

<http://www.aapm.utoronto.ca/appendices>



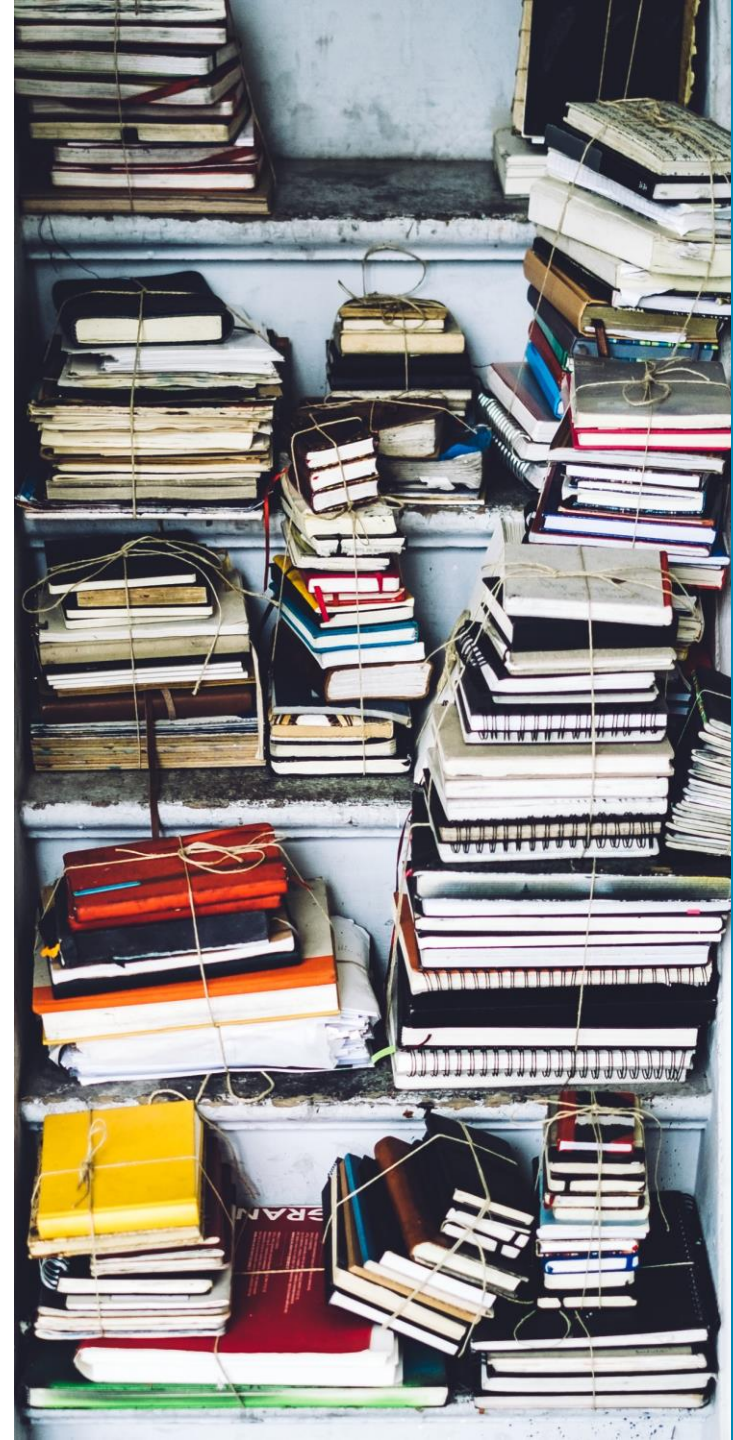
5-STEPS FOR ASSEMBLING YOUR DOSSIER

1. Collect materials and document your teaching.
2. Contextualize your teaching.
3. Identify your teaching beliefs.
4. Identify your teaching claims and link them to your teaching experiences and practice.
5. Draft a teaching philosophy statement.

STEP ONE

COLLECT MATERIALS & DOCUMENT YOUR TEACHING

1. **START WITH YOUR “SHOE BOX”:**
 - collect everything (!)
 - keep up-to-date
2. **DOCUMENT YOUR TEACHING AS YOU TEACH:**
 - write down your observations
 - write about your innovations
 - describe a teaching moment/experience
 - write about student successes



STEP TWO

CONTEXTUALIZE YOUR TEACHING

Content: What do you teach?

Methods: How do you teach?

Learners: Whom do you teach?

Instructor: What is your role?

Context: Where do you teach?

Beliefs: What guides your teaching?

Why do you teach?



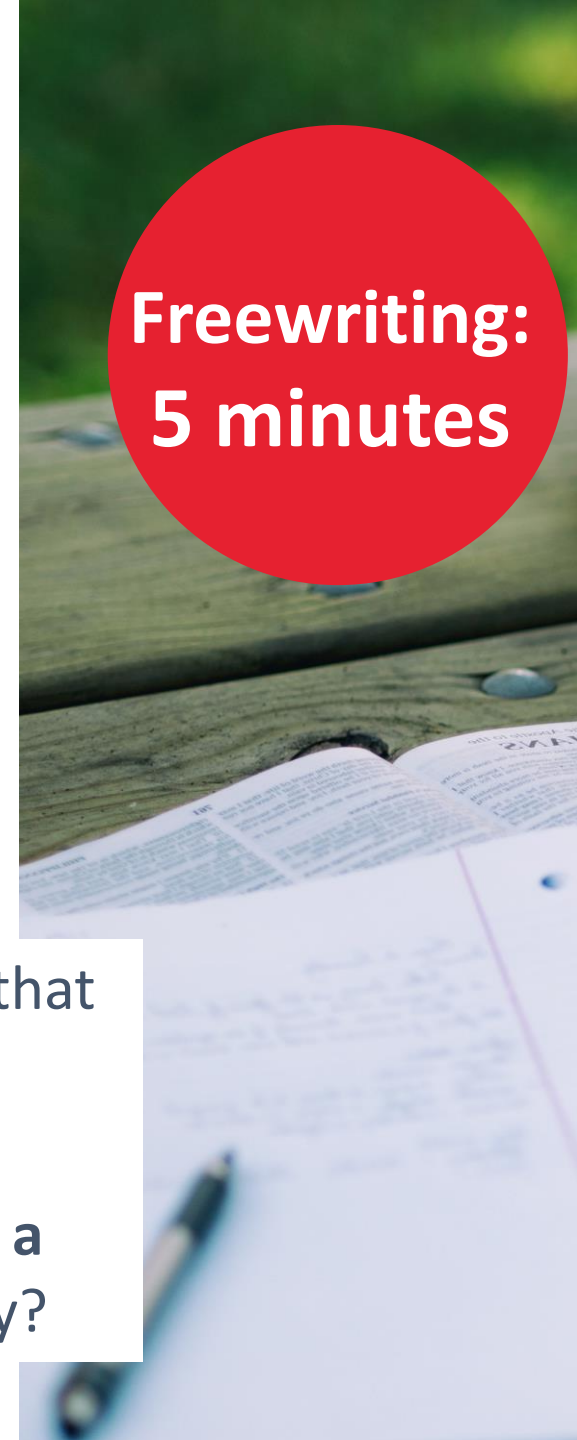
STEP THREE

IDENTIFY YOUR TEACHING BELIEFS

Describe a situation or moment when you knew that your teaching was having an impact on your students.

- What was it about the teaching and learning that was meaningful and memorable?
- What does this story tell you about what is important to you as a teacher? Can you **write a claim about your teaching** based on this story?

Freewriting:
5 minutes



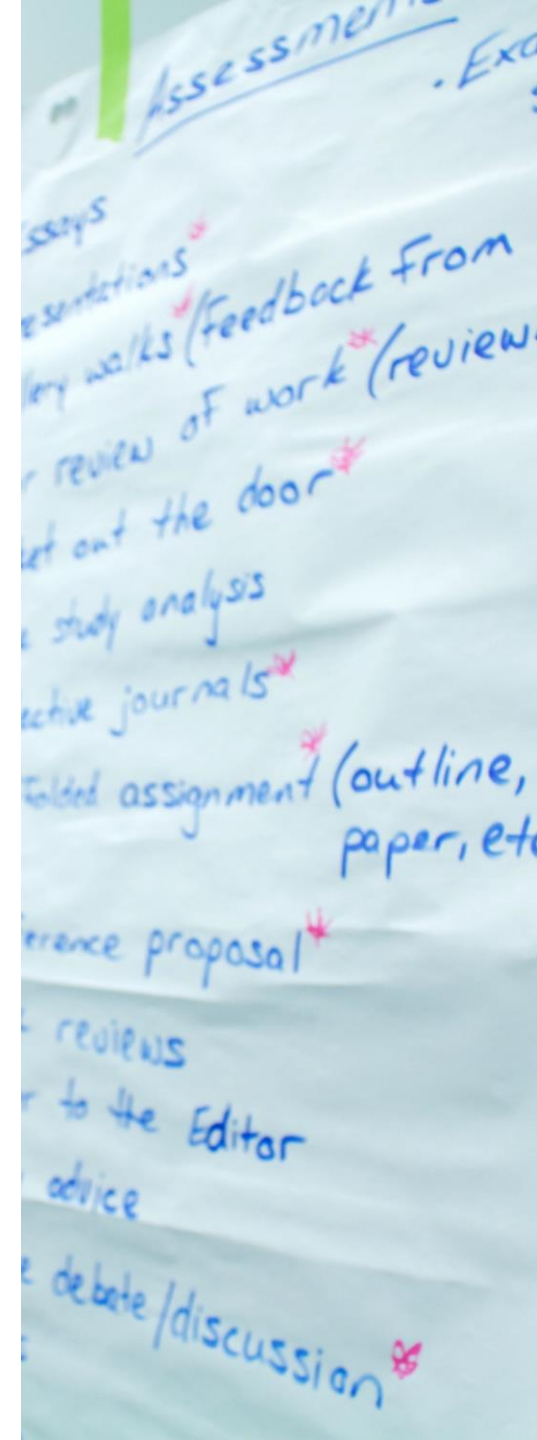
STEP FOUR

IDENTIFY YOUR TEACHING CLAIMS AND LINK THEM TO YOUR TEACHING EXPERIENCES & PRACTICE

- Identify teaching claims (based on your beliefs about teaching).
- What evidence can you produce to prove (or illustrate) these claims?

Examples of evidence:

- course outlines/ instructional guides
- new activity or assignments you designed
- innovative use of instructional aids
- student work/comments
- critical incident (with colleague or student)
- description of a “teaching moment”



STEP FIVE

DRAFT A TEACHING PHILOSOPHY STATEMENT

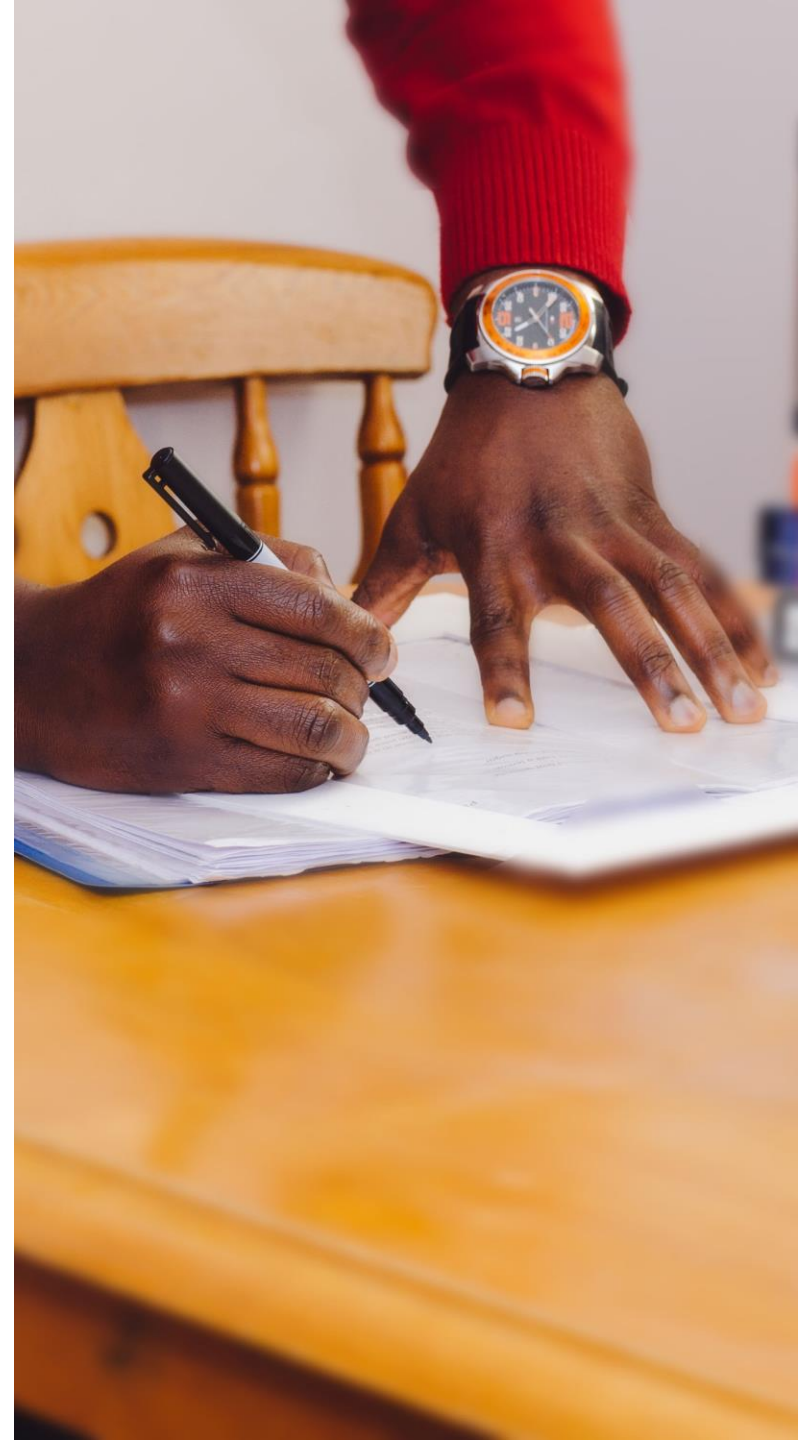
Articulate **claims** about your teaching

Format: **1st person**, typically 2-6 pages

Include **narrative analysis** of your own approach to teaching, teaching goals, teaching challenges (and approaches to addressing said challenges)

STEP 5 | DRAFTING A TEACHING PHILOSOPHY STATEMENT

- Presents a **thesis** about your pedagogy (*“This is an important value I hold because...”* or *“This is an important aspect of my teaching because...”*)
- Presents **evidence** relative to that claim (examples from your own teaching experiences).
- Tells a **personal** and **reasoned story** about you and your pedagogy.

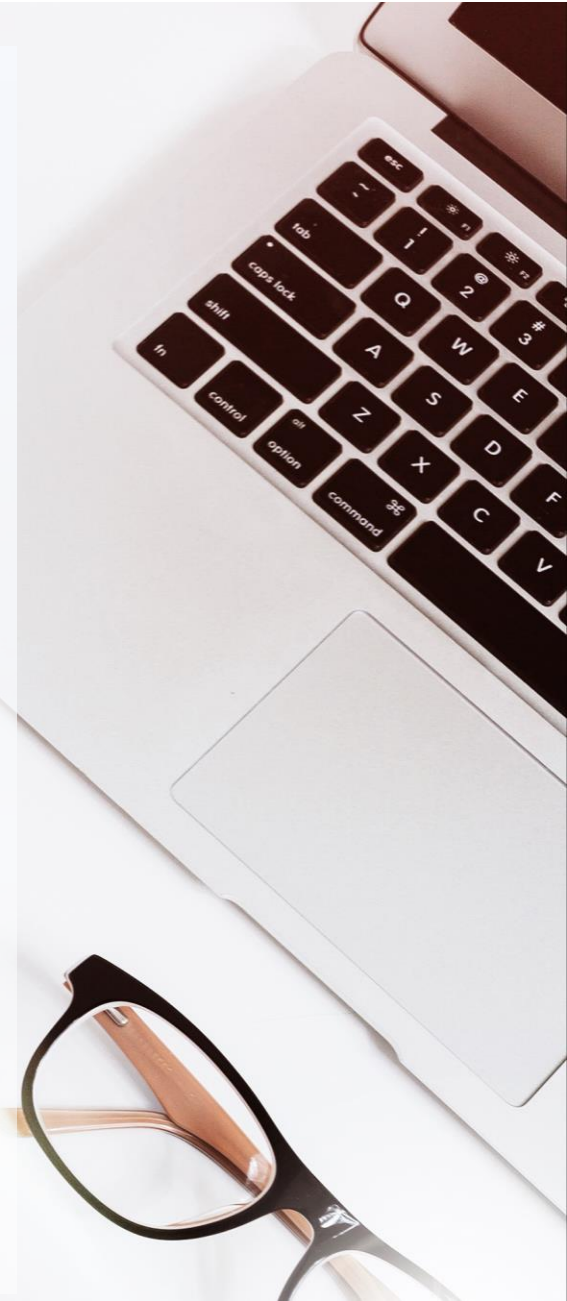


SAMPLE ORGANIZATION OF A TEACHING DOSSIER

1. Table of Contents
2. Statement of Teaching Philosophy and/or Teaching Strategies
3. Teaching Responsibilities (courses taught / students supervised)
4. Course Design & Curriculum Development
5. Narrative Explanation & Summary of Course Evaluation Data
6. Educational Leadership / Professional Contributions to Teaching and Learning / Teaching Awards
7. Research, Publications and/or Presentations on Teaching
8. Professional Development (including what you learned)

Appendices

- A. Representative Course Materials
- B. Sample Student Work (graded with your comments)
- C. Sample Publications
- D. Unsolicited Letters from Colleagues/Emails from Students



ARTIFACTS

- Original work
- *Representative* course syllabi
- Summary of numerical results from course evaluations
- Anecdotal comments from students *
- Emails, letters of support *
- Sample assignments, sample quizzes or tests, sample handouts, sample rubrics

***check with your Chair, Dean or Program Director!**



Summary of the overall evaluation of statements about the instructor

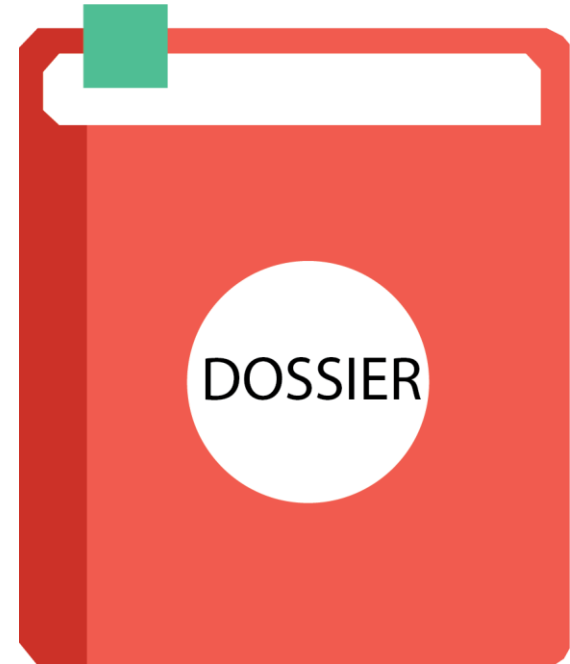
Course	Section	Semester	Total Course Enrolment	Completed Eval Forms	Q3: The instructor created a course atmosphere that was conducive to my learning	Comparative Data - Departmental Mean	Comparative Data - Divisional Mean
					Evaluation Scale (1 to 5): 1=Not At All, 2=Somewhat, 3=Moderately, 4=Mostly, 5=A Great Deal		
[Course code]	L0301	Fall 2013	198	75	4.3	3.3	4.0
	L0301	Fall 2014	222	82	3.9	3.8	4.0
[Course code]	L0101	2012-13	18	14	4.8	3.6	4.1
	L0101	2013-14	13	5	5.0	3.9	3.9
	L0101	2014-15	12	4	5.0	3.5	4.0
Overall average (Scale= 1 to 5):					4.6	3.6	4.0

Summary of the overall evaluation of the course and learning experience

Course	Section	Semester	Total Course Enrolment	Completed Eval Forms	Q1: I found the course intellectually stimulating	Q2: The course provided me with a deeper understanding of subject matter	Q4: Course projects, assignments, tests and/or exams improved my understanding of the course material	Q5: Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material	Q6: Overall, the quality of my learning experience in this course
					Evaluation Scale (1 to 5): 1=Not At All, 2=Somewhat, 3=Moderately, 4=Mostly, 5=A Great Deal				Evaluation Scale (1 to 5): 1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent
[Course code]	L0301	Fall 2013	198	75	3.7	4.0	3.9	3.9	3.5
	L0301	Fall 2014	222	82	3.4	3.7	3.5	3.6	3.1
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	L0101	2014-15	12	4	5.0	4.8	5.0	5.0	5.0
Overall average (Scale= 1 to 5):					4.3	4.4	4.4	4.4	4.2

FORMATTING YOUR DOSSIER

- Needs a cover page
- Table of contents (including Appendices)
- Section headings
- Page numbers
- PDF format





SUGGESTED FORMAT

Compiled
as a PDF!

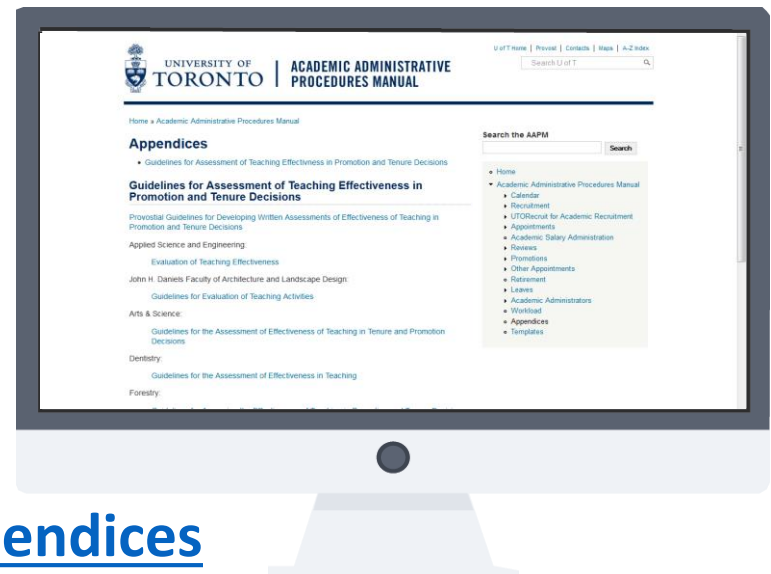
Statement of Teaching Philosophy Explanation of Teaching Goals	2-6 pages – length can vary, but should be concise Single-spaced; first person
Description of Teaching Experience Includes course descriptions and responsibilities, and explanation of specific innovations and/or contributions	1 - 8 pages – length can vary Tables & Narrative
Description of Professional Development	1-2 pages Table & Narrative
Evaluations of Teaching Quantitative & Qualitative Data	1 page of tables (summary chart) Comments from a sampling of representative courses (check with unit head)
Supporting Documentation Appendices with narrative introductions	Up to 20 – 50 pages

PROVOSTIAL & DIVISIONAL GUIDELINES

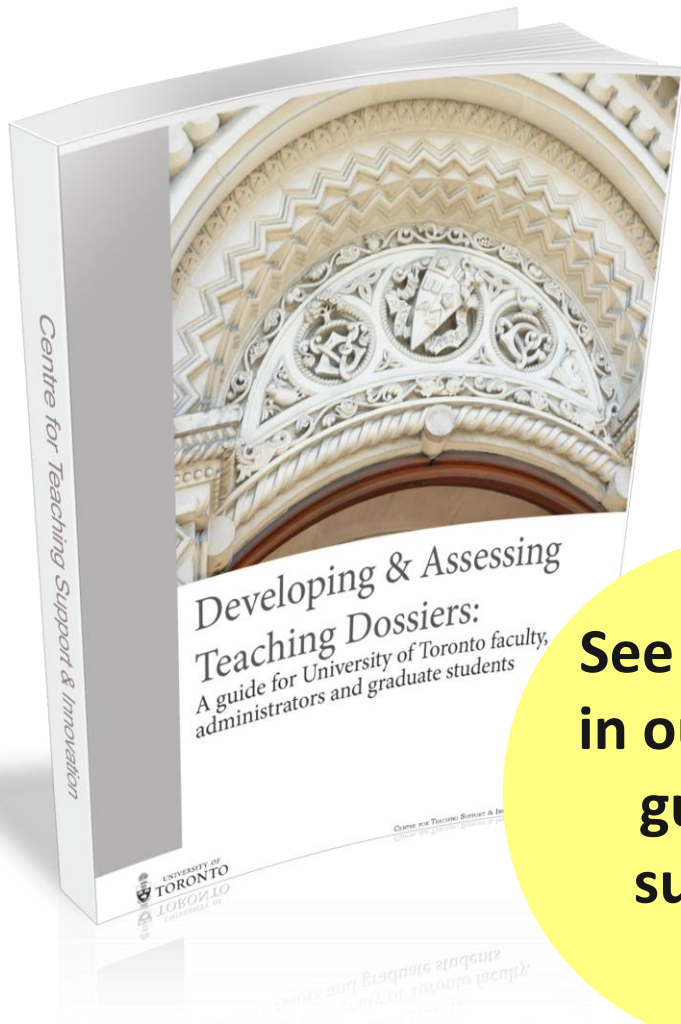
- Divisional Guidelines complement the Provostial Guidelines and must be consulted when preparing documentation for interim or probationary review, and tenure or continuing status review.

**Divisional
Guidelines have the
weight of policy!**

<http://www.aapm.utoronto.ca/appendices>



CRITERIA FOR ASSESSMENT OF TEACHING EFFECTIVENESS



- Competence in Teaching
- Excellence in Teaching

**See pp. 10-11
in our dossier
guide for
summary
table!**

MATERIALS FOR EVALUATION

From the Applicant

- Teaching Dossier
- CV
- Other materials (as specified in Divisional Guidelines)

From the Department

- Letters from current and former students (undergraduate and graduate, if applicable)
- Peer evaluations/observations of teaching
- Data on graduate supervision (if appropriate)
- Course enrolment data
- Teaching report
- Letter from the Chair
- Course evaluation data

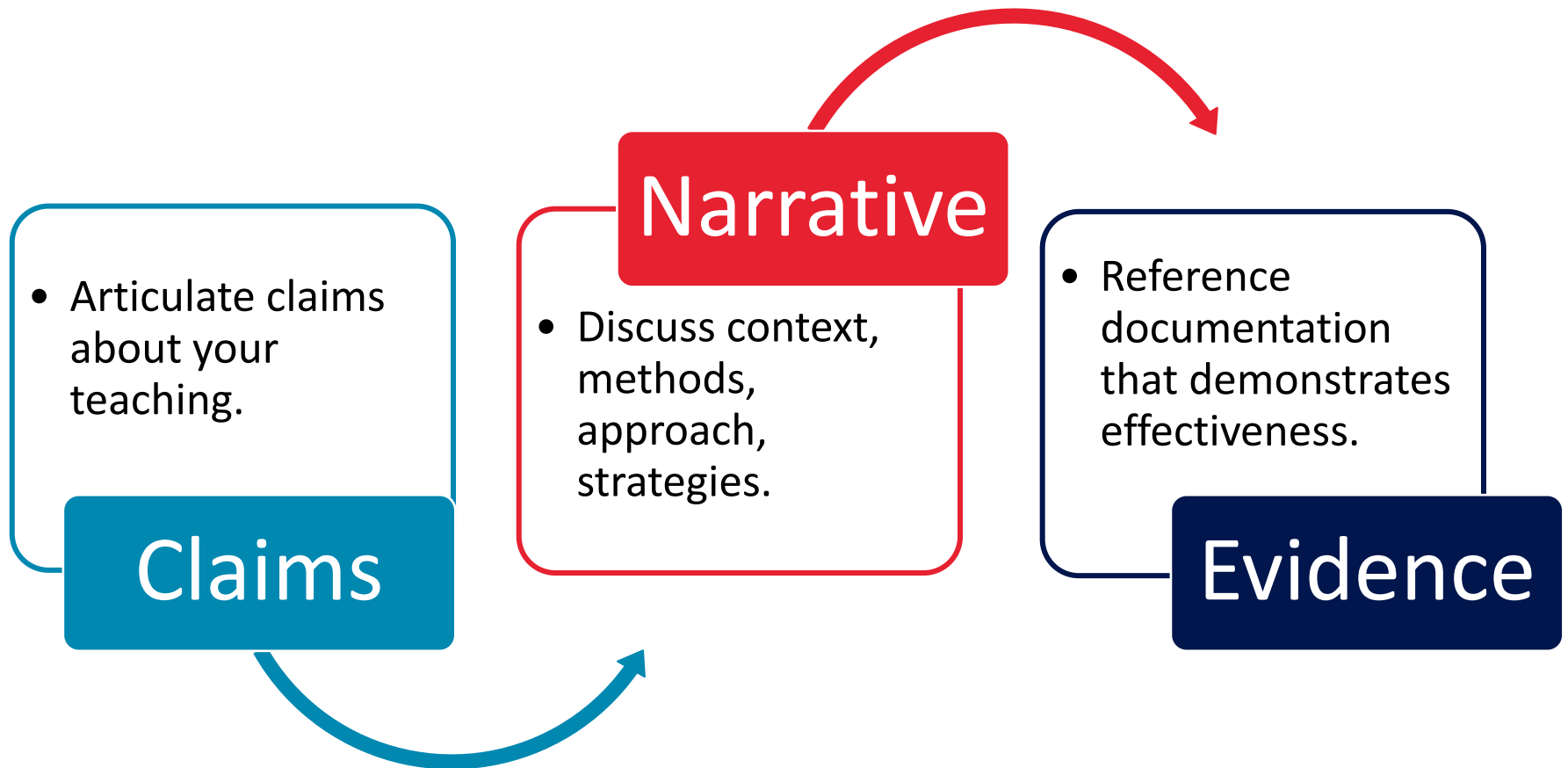
TO SUM UP

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3 S's

YOUR DOSSIER SHOULD MAKE A

Strong, Specific & Strategic Case



FINAL STEP

EVALUATE YOUR DOSSIER AND STP

- Get **FEEDBACK** on your entire dossier from a variety of colleagues
- Make sure dossier is **BALANCED** and **ALIGNED**
- Consider the **READER'S PERSPECTIVE**



DON'T FORGET



- Collect materials related to your teaching.



- Document your teaching as you teach.



- Regularly examine your assumptions about teaching and learning.

CTSI RESOURCES

1. READ OUR GUIDE

<http://www.teaching.utoronto.ca/topics/documenting-teaching/teaching-dossier.htm>

2. BOOK A CONSULTATION FOR A DOSSIER REVIEW

Via CTSI's online form

www.teaching.utoronto.ca

ABOUT CTSI → SERVICES & EXPERTISE →
CTSI CONSULTATIONS

3. EMAIL CTSI

ctsi.teaching@utoronto.ca



PLEASE ALLOW 3 WEEKS FOR DOSSIER REVIEW!



Thank you!

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