

Demystifying the Dossier: Drafting Your Statement of Teaching Philosophy

MS Teams Overview

Before we start



Let us know if you can hear us when we do **Audio checks**



Turn on live captions for closed captioning (see screenshot)

During the session



Please leave your microphones off

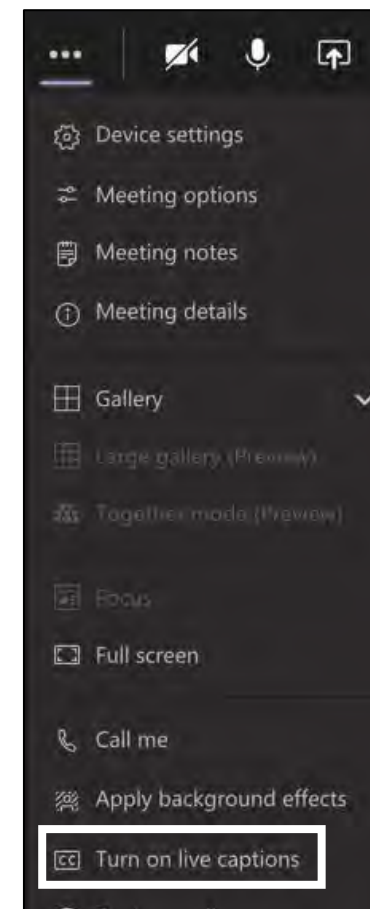


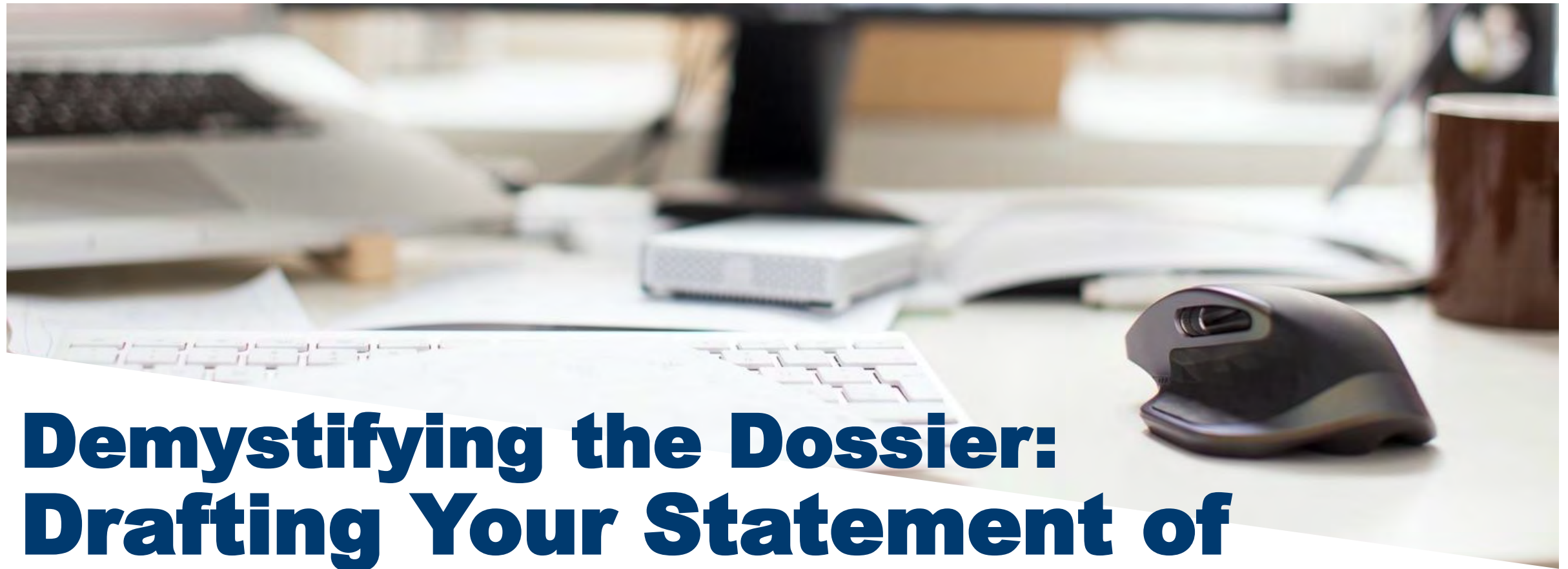
Type questions and comments into the **Chat**

After the session



Complete **Feedback Survey**





Demystifying the Dossier: Drafting Your Statement of Teaching Philosophy

November 24, 2022

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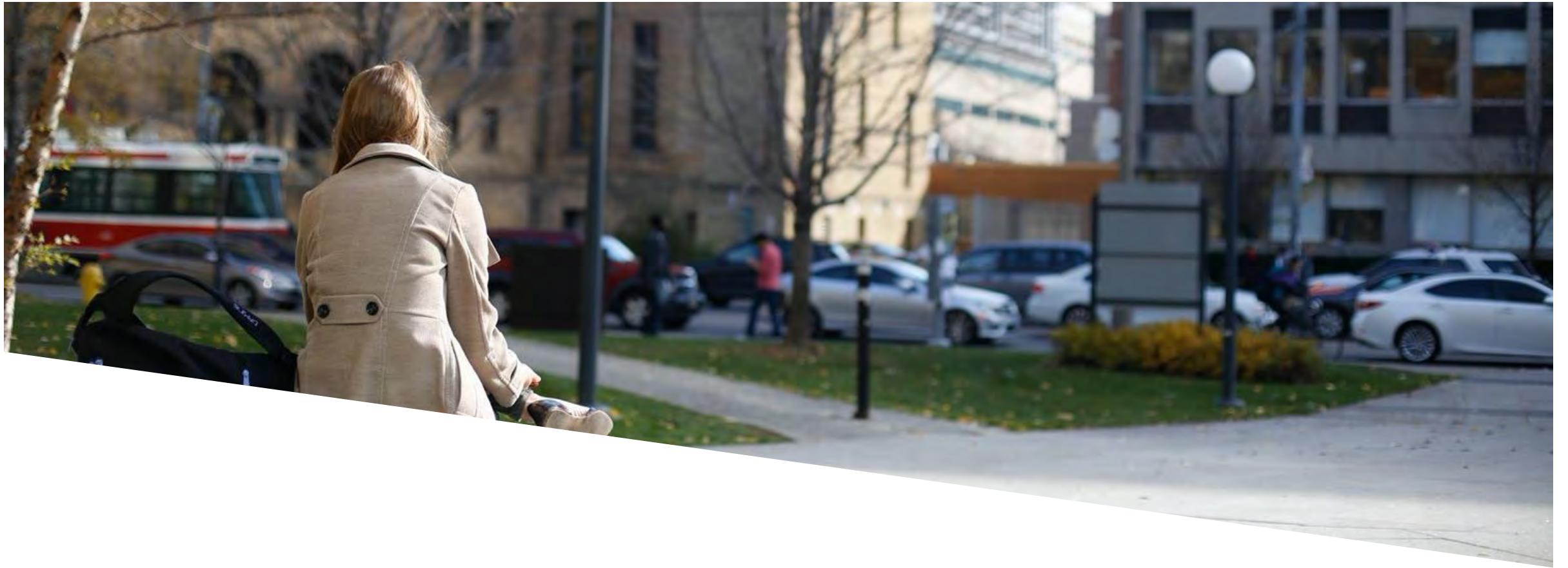


CENTRE FOR TEACHING SUPPORT & INNOVATION

Agenda

- Introduction & Session Goals
- Teaching Claims: Stories, Beliefs, and Examples
- **5-minute Break**
- Selecting Evidence of Effectiveness
- **Breakout Group (15 mins)**
- Starting and Ending Your Statement
- Resources & Closing





Introduction

Webinar Goals

At the end of this interactive session, you will be able to:

Identify

key elements of a STP

Review

steps to follow when preparing to write the STP

Map

sources of evidence of teaching effectiveness

Practice

articulating key aspects of your teaching through short writing activities and discussions

Demystifying the Dossier

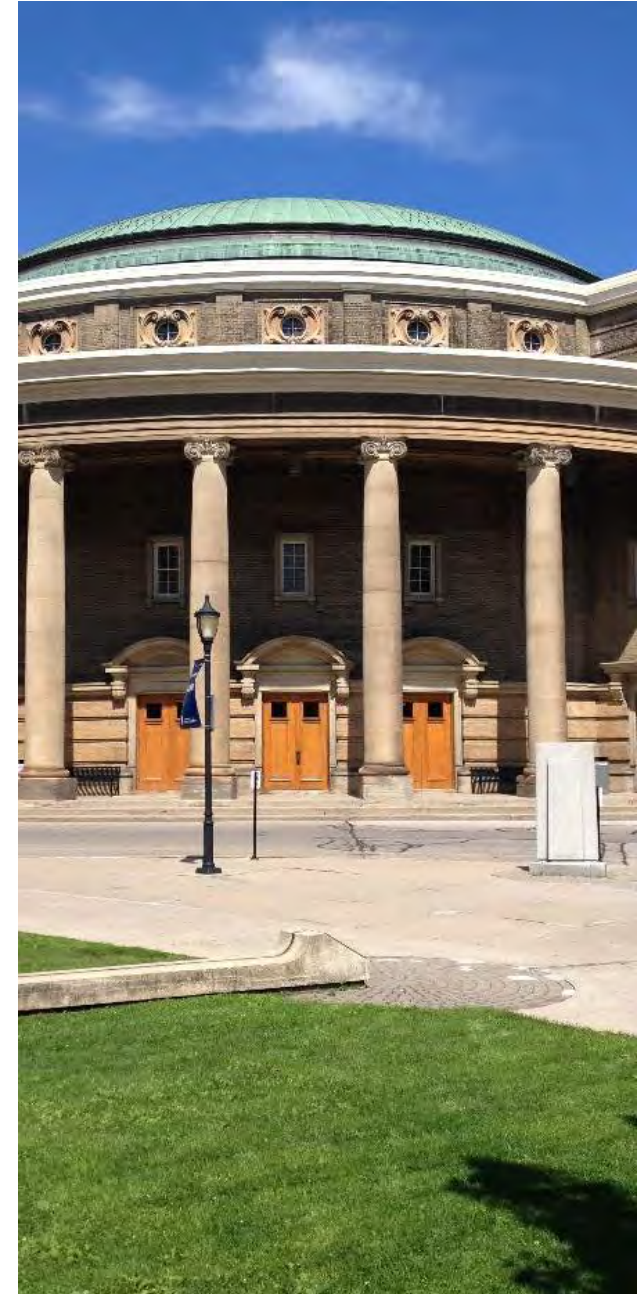
Three-Part Series



Chat Activity

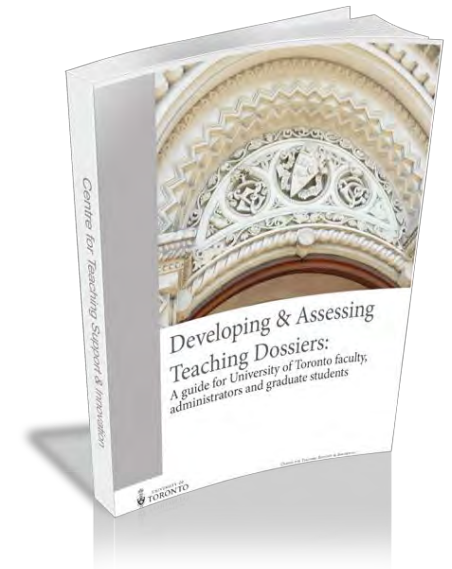
Goals for today

- Type one GOAL you have for today's session.



For today

- **Worksheet** (Word document)
 - download and save to edit it
 - to be completed throughout the webinar
- **CTSI Dossier Guide:** Developing & Assessing Teaching Dossiers
 - specific pages and sections will be highlighted today



Purposes of a Teaching Dossier

Fulfill requirements for:

- **Tenure stream:** Interim Review and Tenure Review
- **Teaching Stream:** Probationary review and Continuing Status review



- Present my teaching effectiveness to others
- Assess my own teaching goals and accomplishments
- Track how I have addressed teaching challenges
- Identify areas for improvement.
- Share future goals for teaching development.

What Constitutes a Dossier?

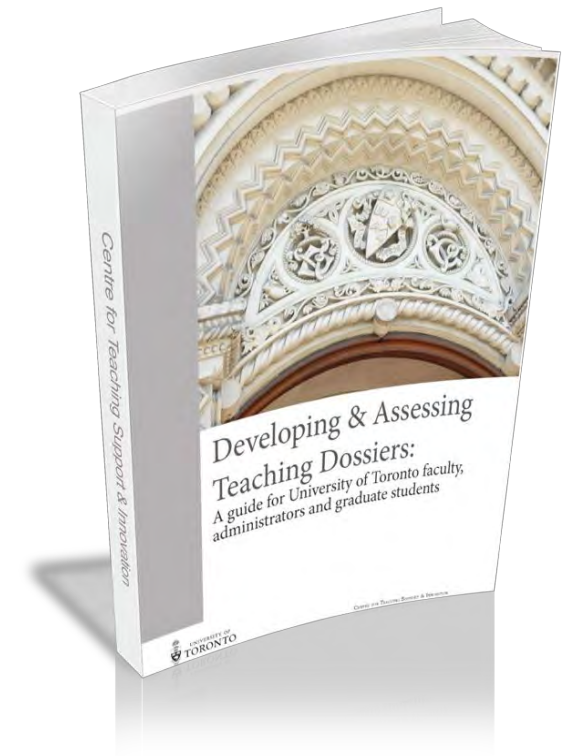
Narrative framework

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

Artifacts

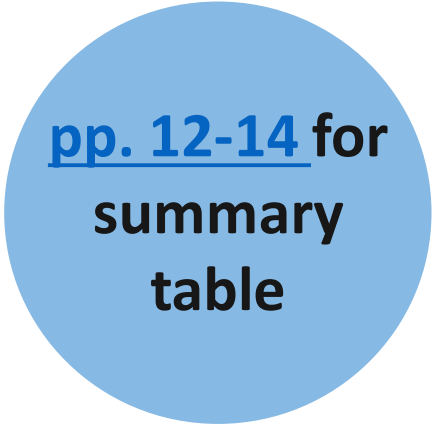
- supporting evidence (accompanied by brief explanatory notes)

[CTSI Dossier Guide](#): Developing & Assessing Teaching Dossiers



Where to Start

- Consult with your unit head – what are your department/program norms, format, deadlines, expectations?
- Review your [Divisional Teaching Evaluation Guidelines](#)
- Review the [Provostial Guidelines](#)
- Consult broad overarching guidelines to guide your narrative:
 - Competence in Teaching
 - Excellence in Teaching



[pp. 12-14](#) for
summary
table

Sample Dossier Structure

1. Table of Contents/Introduction
2. **Statement of Teaching Philosophy and/or Teaching Strategies/Practice**
3. Teaching Responsibilities (courses taught/students supervised)
4. Course Design & Curriculum Development (strategies and key contributions)
5. Narrative Explanation & Summary of Course Evaluation Data and other evidence of effectiveness
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 have learned)

Start with
your divisional
guidelines
first for key
headings and
content

Dossier Guide
[pp. 15-16](#)

Purpose of Statement of Teaching Philosophy (STP)

- Highlights your beliefs about and approaches to teaching
- Supports all other elements of the dossier
- Offers a **conceptual framework** or **roadmap** for the dossier

Dossier Guide
[pp. 19-22](#)

What is a Statement of Teaching Philosophy?

Key elements:

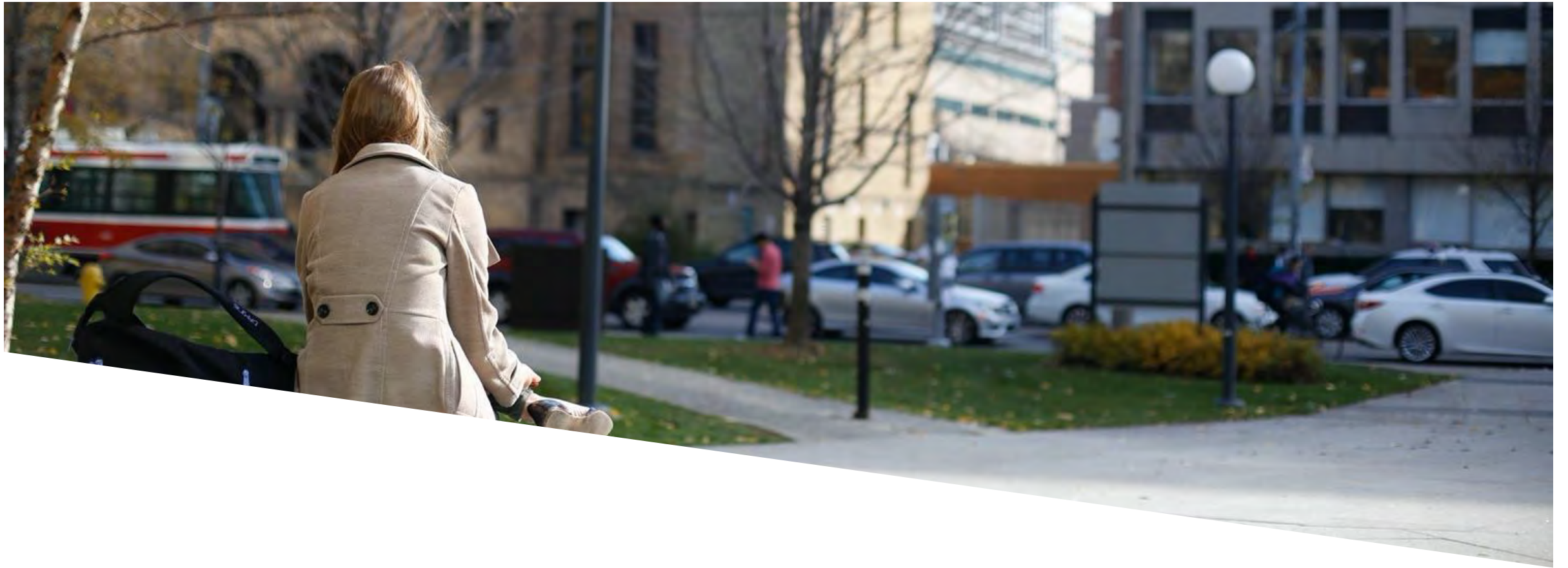
- 1st person (this is a *personal* statement)
- 2 – 4 pages (no formal limit)
- Series of **3-4 claims** about your approach to teaching
 - Key principles/core values
 - What drives your teaching? What is most important?
- Includes some examples of how values/principles are *enacted*
- Provides context
- Includes goals for teaching development (often at the end)

What is a Statement of Teaching Philosophy?

Common pitfalls

- Too general
- No or little evidence of reflection – simply lists teaching activities
- Dwells on negatives
- Too clichéd
- Too oblique
- Too few, or no, examples linking beliefs to practice

BEWARE: buzzwords, jargon, the Interweb



Teaching Claims

Activity #1

What's your teaching story?

- When do you feel successful as a teacher?
- How do you know you've been successful/effective?
- Think about feedback you've received or things you've noticed in your classroom



3 min reflection
Type in Worksheet



Teaching Story

Students take my language course as an elective and have shared in previous course offerings that they feel vulnerable and at times intimidated to speak as every utterance is open to error. And yet they are keen to learn a new language. I want to ensure they are successful and find enjoyment in these early stages of language development.

Teaching Claim(s)

As a language teacher, it is important to me that I create a welcoming and inclusive environment that builds in small group activities for students to build their language skills in a supportive space.

Implementation Exs/Artifact(s)

Evidence of Effectiveness

Dossier Guide
[pp. 19-22](#)

Activity #2

What is your teaching claim?

- Articulate a statement, claim or belief about your teaching.



3 min reflection
Type in Worksheet



Implementation Examples

- new activity or assignments you designed
- which methods of assessment do I employ and why?
- innovative use of instructional aids
- description of a critical incident (with colleague or student)
- description of a “teaching moment”
- use peer-to-peer instruction, or other methodologies?
- how do I target student feedback appropriately?
- what strategies do I use to generate critical thinking?
- do I use a variety of media/technologies/learning tools in my teaching, as appropriate?

Supporting Examples/Artifacts

- Provide opportunity to include **broader sets** of materials
- **Develop** and **support highlights** of the narrative
- Choose artifacts that are **representative** of your:
 - approach to classroom teaching;
 - methods for teaching your discipline;
 - strategies for working with students and colleagues;
 - own pedagogical perspective and educational values.



Activity #3

Examples of implementation

- Note one or more examples that demonstrate how you enact this belief and what it looks like in your classroom



3 min reflection
Type in Worksheet



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Teaching Claim(s)

As a language teacher, it is important to me that I create a welcoming and inclusive environment that builds in small group activities for students to build their language skills in a supportive space.

Implementation Exs/Artifact(s)

Examples of small groups activities & other teaching materials that intentionally and purposefully ensure students mingle and build their language skills in a supported space.

Evidence of Effectiveness

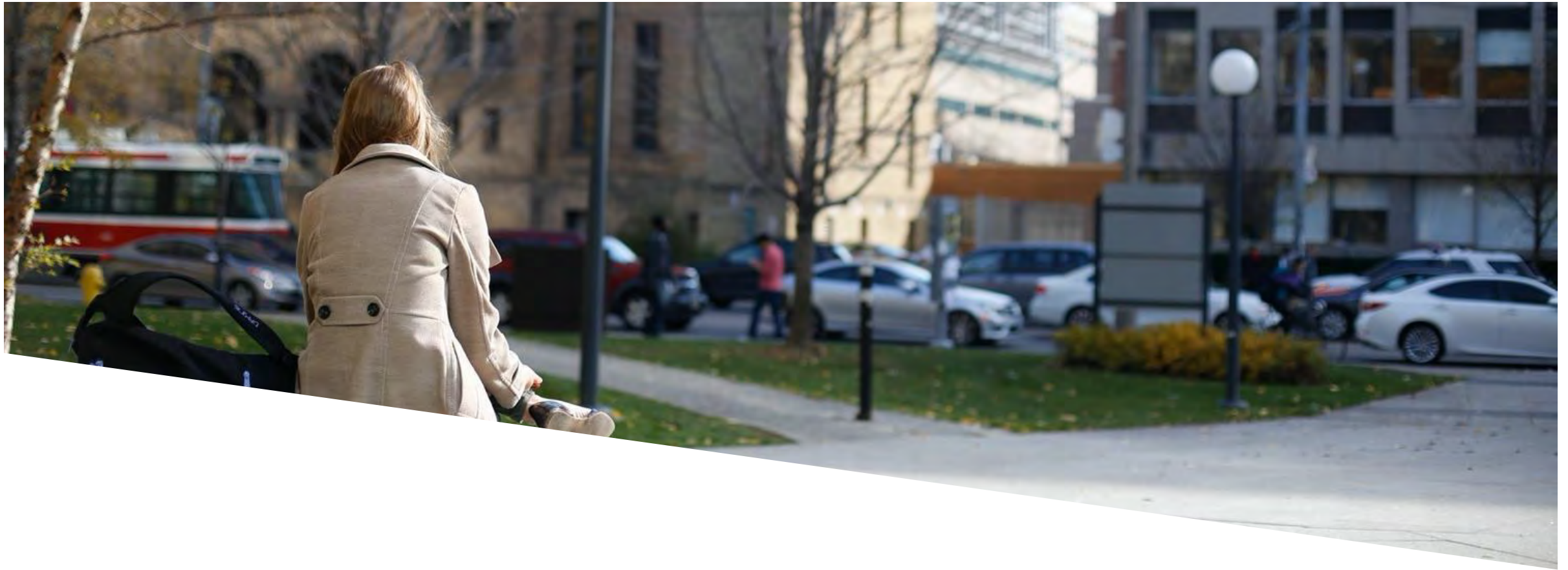
Choose Examples & Evidence

Link your teaching claims/beliefs to your teaching experiences and practice

Once you have identified teaching **claims** (based on your beliefs about teaching), consider the **examples** and **evidence** that you can produce to support or illustrate these claims.



BREAK
(5 MINUTES)



Selecting Evidence

Poll

Sources of evidence you've used

Which of these sources of information have you included in your dossier? (Select all)

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

**Answer
the Poll**



Sources of Evidence

- Formative feedback (e.g., ticket out the door)
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- Examples of student work and outcomes
- Teaching awards
- Course Evaluations

Dossier Guide
[pp. 26-28](#)

In Policy

“Course evaluation data are meaningful only within a broader framework for the evaluation of teaching. **Course evaluation data should not be used as an exclusive measure of teaching effectiveness**, either at an individual or program level. The data collected from the University of Toronto’s Course Evaluation Framework **are intended to support and to inform summative review processes** (PTR/Merit, tenure, and promotion), program and curriculum review processes, and other forms of assessment, as appropriate”

University of Toronto Provostial Guidelines on the Student Evaluation of Teaching in Courses (2017)

What Do Course Evaluations Tell Us?

A key mechanism for students' voices to be heard

- Students are key stakeholders and participants

Evaluations capture self-reported experiences and perceptions of the learning environment, able to relate:

- Teaching actions and strategies associated with effective teaching
- Elements that they can report on
 - Pacing
 - Workload

What Don't Course Evaluations Tell Us?

Elements students cannot objectively/accurately assess...

- Pedagogical ability of instructor
- Students' learning outcomes
- Certain attributes (e.g., instructor knowledge or motivations)

Not a direct or complete evaluation of teaching effectiveness

- Need triangulating evidence (teaching materials, peer observations, teaching dossiers)

Different Sources of Evidence

Students' perspectives and experiences

- Course evaluations
- Other student feedback (e.g. mid-course surveys)
- Unsolicited emails
- Student work

Triangulate and
**highlight common
themes**



Appropriateness of the methods and content

- Formative peer observations
- Sample instructional materials for review

Student Feedback as a Source of Teaching Stories

- Skim your comments for common themes, for example:
 - Lecture organization
 - Alignment between learning goals, content, and assessments
 - Clear instructions and expectations for assessments
 - Approachability
- Focus on specific feedback
 - What facilitates their learning?
 - Pedagogically-relevant (not just “Great course!”)
- Look for connections and alignment
 - with quantitative data
 - with other sources of evidence

Sources of Evidence

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Dossier Guide
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Teaching Claim(s)

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Implementation Exs/Artifact(s)

Examples of small groups activities & other teaching materials that intentionally and purposefully ensure students mingle and build their language skills in a supported space.

Evidence of Effectiveness

Course evaluation data (qual & quant) where students address topics such inclusivity, a welcoming, and supportive class.
Conversations during office hours; participation during full group discussions.

Activity #4

Evidence of effectiveness

- List possible sources of evidence that show that your strategies and techniques facilitate student learning



3 min reflection
Type in Worksheet



Breakout Groups

15 minutes


- Groups of 3 (5 mins each)
- Share your worksheet responses for **Activities 2-4**
- Give feedback on the **alignment** between claims, examples, and evidence
- Collectively, you might prepare one comment or question on this task.



Breakout Groups

Large-Group Debrief

Please share one comment or question from your group regarding this task.



Type in the
chat!





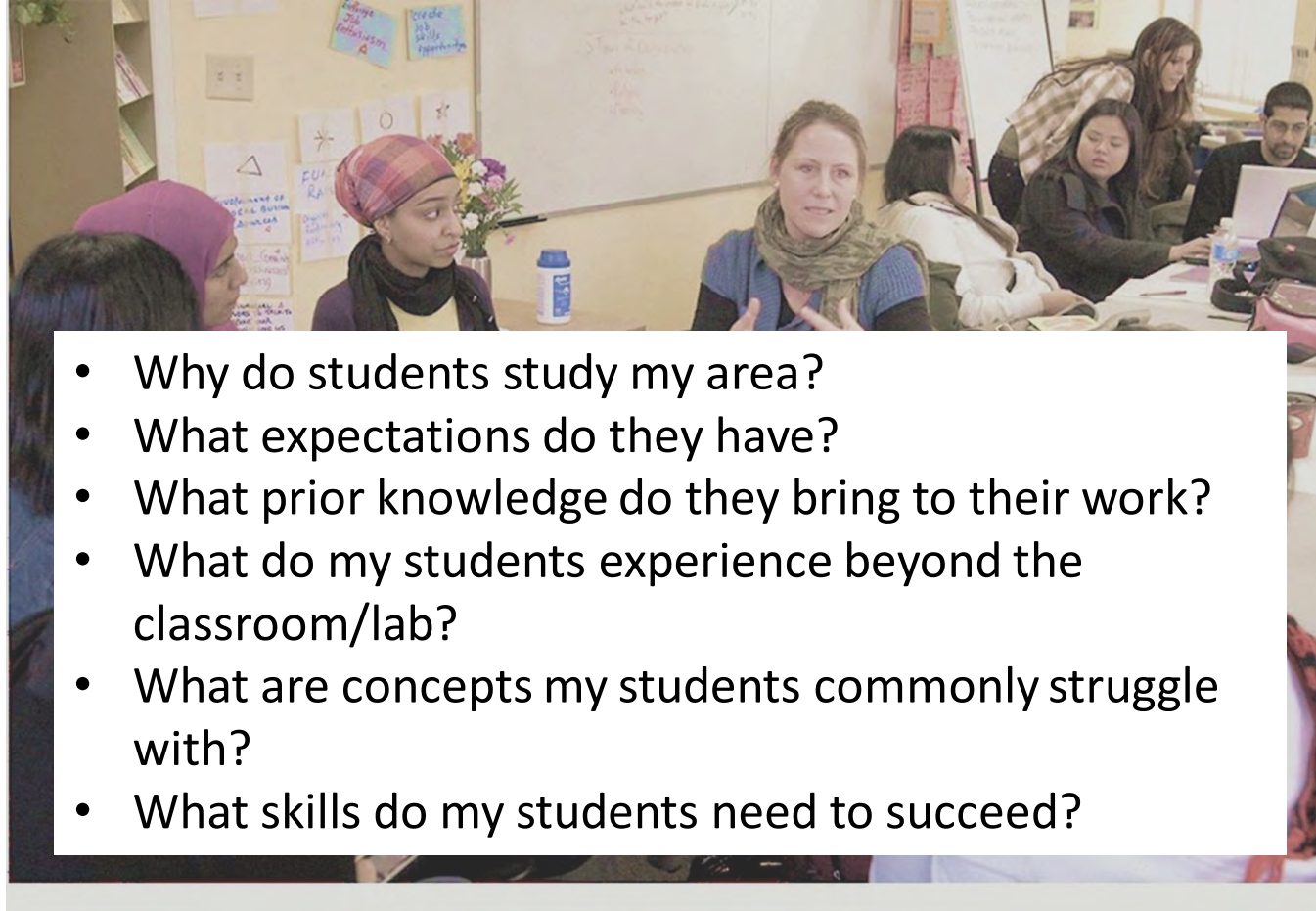
Starting and Ending Your STP

What is my Teaching Context?

- **Delivery format** (lecture; seminar; lab; clinical setting; online; hybrid)
- **Expectations** (what does your department expect? what does the UofT/Division expect?)
- **Course environment** (# of students; level (year); what kind(s) of teaching space?)
- **Your expectations** (push the boundaries or work with existing curriculum? new course ideas?)
- **Subject matter** (convergent or divergent? stable or in flux?)

See “Situational Factors” in Fink, D., *Creating Significant Learning Experiences* (2013)

Who are my Students?



- Why do students study my area?
- What expectations do they have?
- What prior knowledge do they bring to their work?
- What do my students experience beyond the classroom/lab?
- What are concepts my students commonly struggle with?
- What skills do my students need to succeed?

What are my Goals? For Students

Some examples

- Apply learned principles to new situations
- Develop capacity to make informed ethical choices
- Skills development
 - Improve communications skills
 - Develop leadership skills
 - Hone analytical skills
- Learn to better evaluate emerging research and identify appropriate research methods/techniques

What are my Goals? For Myself

Some examples

- Learn how to help students use research tools more effectively
- Present on teaching successes
- Collaborate with a colleague on a teaching initiative or inquiry
- Learn how to develop better assessments
- Examine the latest research and practices related to pedagogy in my field
- Learn to incorporate more opportunities for interaction in the class

Activity #5

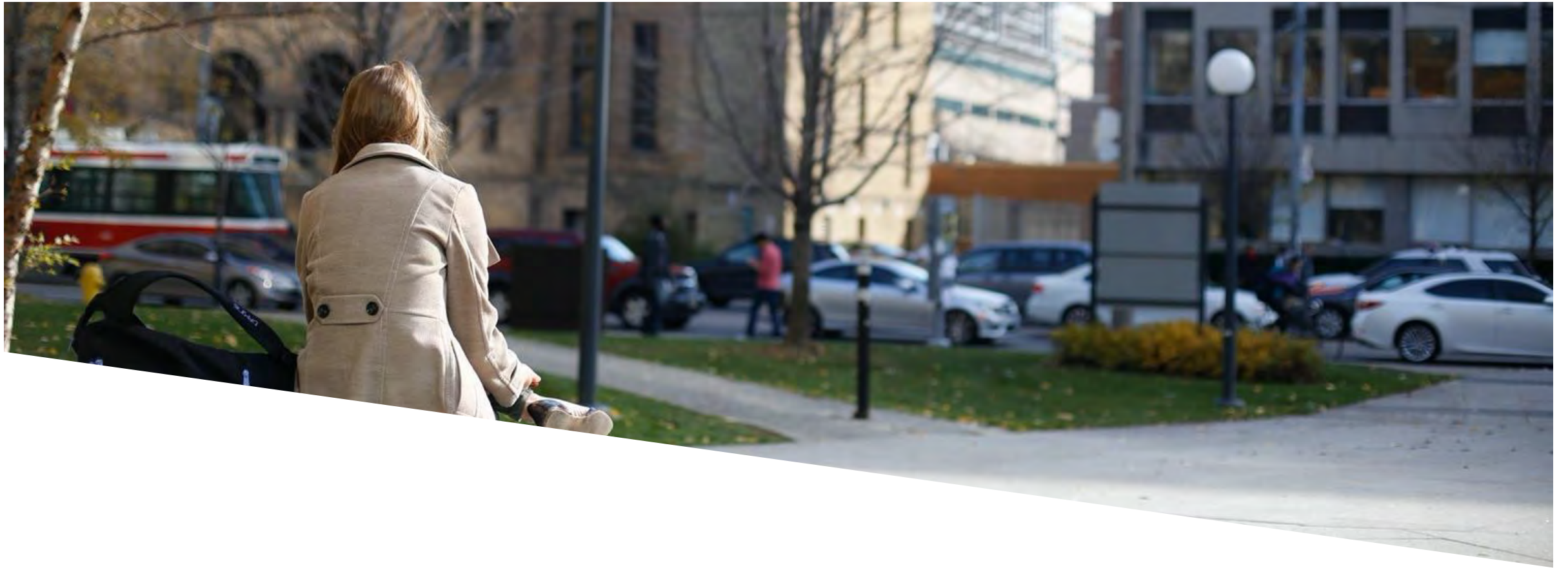
Context and goals

- What are some key points of context in your teaching?
- Identify a teaching goal or a professional development goal:
 - what's next?
 - what else do you need to know?
 - what is something you'd like to try?



3 min reflection
Type in Worksheet

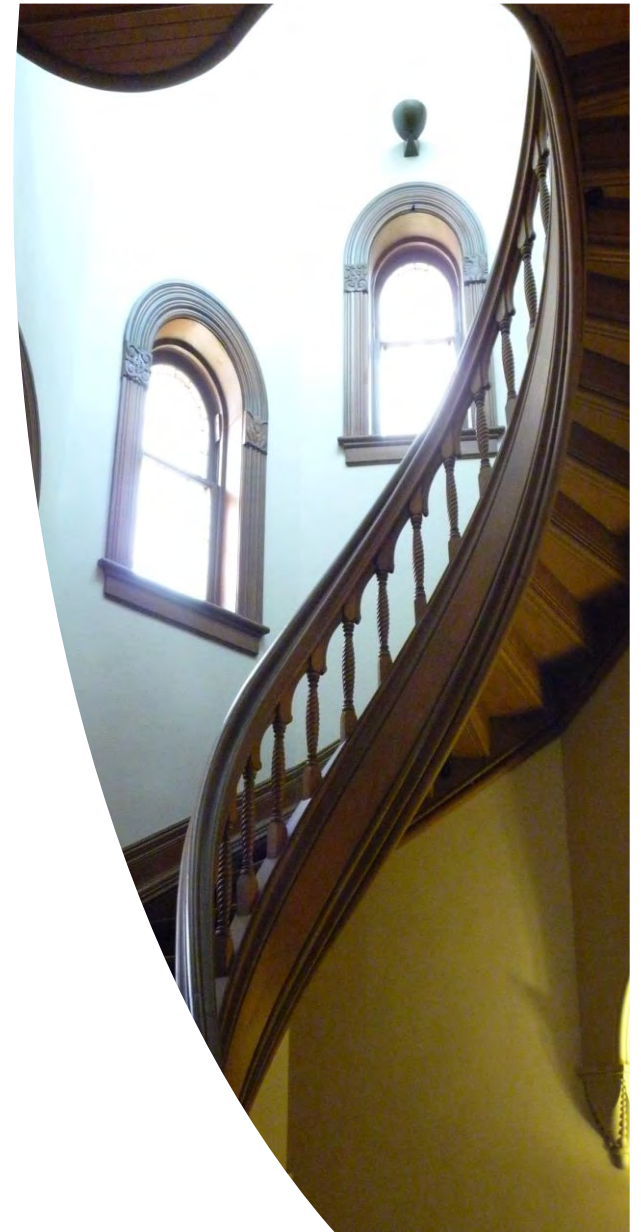




Resources & Closing

Closing Tips

- This is a highly iterative process.
- Seek feedback early and often.
- Document your teaching *as you teach*; note changes; update materials, including your STP, as needed.
- Regularly examine your assumptions about teaching and learning.



Final Steps

Evaluate your Statement of Teaching Philosophy



- Get **FEEDBACK** on your STP from a variety of colleagues
- Ensure your STP is **BALANCED** and **ALIGNED**
- Consider the **READER'S PERSPECTIVE:**
 - they must be able to see that you've engaged in reflective practice
 - make no assumptions about what the reader knows about your Dept/discipline - offer a thoughtful examination of your own teaching experience and values
 - point the reader to evidence that your teaching is effective (and that you are aware of *how and when* your teaching is effective).

Demystifying the Dossier

A Three-Part Series

Workshop #1

Looking Ahead:
Identifying &
Articulating Teaching
Success
Oct. 6, 2022

Workshop #2

Writing Your
Statement of
Teaching Philosophy
Nov. 24, 2022

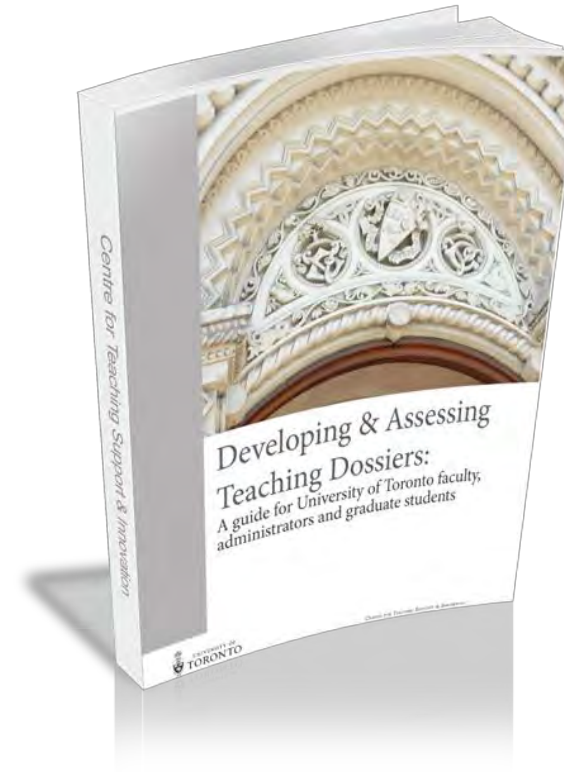
Workshop #3

Preparing the
Teaching Dossier
Feb. 22, 2023



CTSI Resources

1. Read our guide “[Building Your Teaching Dossier](#)”
2. Book a consultation for a dossier review via our [request form](#)
(Service only available to faculty members going through the review process)
3. View [Past CTSI Workshop Recordings](#) for other dossier sessions



Q&A

Final questions/concerns?

- Please note: a summary of responses to key questions will be shared with the webinar slides and recording.

Thank you!



Type
questions
into chat!

