

Reflecting on and Documenting Your Activities as a Developer (adapted from Trevor Holmes, Centre for Teaching Excellence, University of Waterloo)

Your portfolio is more than a listing of accomplishments and activities. Entries included in each sub/section of your portfolio, ideally, should align with philosophy statement claims/values; identify what, how, and why you do what you do; ground your practice in the literature; and provide evidence of impact and effectiveness. Easier said than done! The following table provides a mechanism to record, reflect upon, and make linkages between sections of your portfolio.

Activity	My role (context)	Preparations	In the Moment	Follow-up	How did it go? Impression	Evidence/Impact	Link to Philosophy
One-on-One Consultation	<ul style="list-style-type: none"> - Asked to meet with instructor about crafting a teaching portfolio - Goal: facilitate conversation, identify needs, share resources 	<ul style="list-style-type: none"> - Assessed stage of portfolio dev't and requested materials to review in advance - Identified audience and purpose of portfolio (to help guide conversation) - Confirmed that professor previously attended a dossier workshop - Reviewed existing portfolio materials; consulted literature - Identified strategy to welcome and begin/continue conversation based on previous connections 	<ul style="list-style-type: none"> - Took notes during consultation, noting to the individual that it helped with sharing observations in-the-moment and providing a written summary via email with resources - Observed body language and tone to ensure authenticity of conversation and level of comfort of professor - Smiled, used hand/body gestures, and made eye contact as appropriate 	<ul style="list-style-type: none"> - Sent email summarizing highlights of conversation with additional resources and suggestions for who else to consult with - Added note to calendar to follow-up on progress – timing based on outcomes of conversation - Made note of meeting in consultation log - Reflected on experience - Made notes for potential future consultation 	<ul style="list-style-type: none"> - Positive and authentic tone of conversation - Conversation facilitated documentation of values and instructional practices (emailed to professor) - Instructor sent a follow-up email identifying how much she got out of the conversation and next steps/timing 	<ul style="list-style-type: none"> - Instructor requested feedback on created materials - Instructor attended other centre events (+ve exp.) - Email of thanks from professor - Professor requested consult based on previous interactions with me 	<ul style="list-style-type: none"> - Situate practice in the literature - Respect and support needs of individual – start where they are at - Talk less, listen more - Create a setting that invites conversation
Community of Practice (CoP) meeting (flipped classroom)	<ul style="list-style-type: none"> - Bring together faculty and instructional staff who attended Robert Talbert event and expressed interest in continuing to meet on topic of flipped classroom 	<ul style="list-style-type: none"> - Invited event participants to complete expression of interest (EOI) survey to continue to meet - Created online site with course management tool (MyLS) - Created Doodle Poll to set next meeting date/time - Identified flipped classroom article to share and situate conversation - invited individuals to review article, share experiences, and identify interests/learning needs - identified best available setting to meet - considered facilitation strategy/agenda 	<ul style="list-style-type: none"> - greeted and welcomed participants as arrived - opened by providing context for coming together, a working agenda, clarifying my role as a facilitator of vs. director of conversation and group goals - invited round of introductions - recorded highlights from discussion - facilitated dialogue - with ten minutes left, summarized conversation highlights and asked for priority items for future meetings - introduced MyLS site created for group to share resources etc. 	<ul style="list-style-type: none"> - Sent email with summary of conversation highlights and desired next steps - Identified potential faculty to co-chair future meetings with support of centre - Updated MyLS site - Set-up Doodle for next gathering 	<ul style="list-style-type: none"> - Strong showing (14) from three Faculties - Genuine sharing of needs, interests, experiences – everyone contributed to the conversation - Future topics of exploration identified - Expression of interest by group to continue to meet - One faculty forwarded course materials to share on website w/o specific prompting 	<ul style="list-style-type: none"> - MyLS site created - Continued interest of group to meet - One faculty member expressed interest in co-chairing CoP - Building ongoing connections and community vs. one-off event without follow-up 	<ul style="list-style-type: none"> - Facilitate peer-to-peer based learning - Broker relationships - Provide opportunities for faculty to network, exchange ideas, explore collaborations, create community - Situate practice in the literature

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