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.

<table>
<thead>
<tr>
<th>Activity</th>
<th>My role (context)</th>
<th>Preparations</th>
<th>In the Moment</th>
<th>Follow-up</th>
<th>How did it go? Impression</th>
<th>Evidence/Impact</th>
<th>Link to Philosophy</th>
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| One-on-One Consultation | - Asked to meet with instructor about crafting a teaching portfolio  
- Goal: facilitate conversation, identify needs, share resources | - Assessed stage of portfolio development 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 | - 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 | - 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 | - 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 | - Instructor requested feedback on created materials  
- Instructor attended other centre events (e.g. expert)  
- Email of thanks from professor  
- Professor requested consult based on previous interactions with me | - 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) | - Bring together faculty and instructional staff who attended Robert Talbert event and expressed interest in continuing to meet on topic of flipped classroom | - 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 | - 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. | - 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 | - 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 | - 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 | - 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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