

**Reflecting on and Documenting Your Activities as a Developer** (adapted from Trevor Holmes, Centre for Teaching Excellence, University of Waterloo, 2012)

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. It should also help in creating a narrative for your portfolio.

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

Activity	My role (context)	Preparations (Before)	In the Moment (During)	Follow-up (After)	How did it go? (impressions)	Evidence of Impact	Link to Philosophy