



Reflection Guide for Teaching Statement or Annotated CV

The teaching statement can be a stand-alone document or the first of two components of a teaching portfolio. A teaching portfolio is an evidence-based report made up of a teaching statement and a set of appendices containing teaching related documents supporting the statement. An annotated CV is another format option. The following table provides an overview of topical areas addressed in the teaching statement or portfolio, a list of reflection cues to assist with thinking about and capturing information on each topic, and evidence examples.

NOTE: Consult the guidelines in your department/college regarding length limits or format alternatives – example: annotated CV.

Topics	Reflection Cues	Evidence Examples
Teaching & Learning Statement	What theoretical framework is the foundation for my approach to teaching? What is the relationship between learning and actions/attitudes of student, instructor, institution, and/or society? What experiences and influences relate to my role as an educator? How to the dynamics “student-teacher” and “student-student” relate to teaching, learning, and diversity? In what disciplinary content areas do I teach? What are my goals in the area of teaching? How do my goals connect with real-world applications? How do my goals connect with the student learning priorities in my discipline? How do my goals connect to the student success efforts of my department/college/institution? What do I believe about teaching and learning? What informs my approach to teaching? What does “learning” look like? What do I recognize as impediments to learning? What goals do I have for my students? How do I hope students describe their experience in my course? What interests me most about teaching?	Description of content expertise Teaching experience Reflection on teaching and learning challenges and needs in the discipline Educational mission of department, college, and institution Student learning outcomes for courses taught and connection to program/institutional outcomes and real-world challenges
Teaching Context & Description	What courses do I teach? Which are required versus electives? Which are for majors versus non-majors? What levels of students-undergraduate, graduate, professions-do I teach? Do I teach “C,” “CD,” “Honors,” “ICD,” or “W” courses? Do I teach in a clinical setting? Do I teach in a studio setting? What are the learning outcomes for my course(s)? What size classes do I teach? How is my teaching “evidence-based?” Do I team teach? How long have I been teaching? Do I work with graduate teaching assistants? Do I direct undergraduate research? Do I work with Supplemental Instruction (SI) Leaders? Do I chair or serve on graduate committees?	List of course titles, numbers, credit hours and enrollments. Record of supervision of honors or graduate courses. Course goals and learning outcomes. Course curriculum. Relationship of your courses to other courses. Student success indicators Performance of your students in other courses requiring application of knowledge from you course.
Teaching Related Activities	In addition to my actual classroom teaching, what do I do that is related to teaching? Advising? Textbook editing/reviewing? Serving on curriculum committees? Presenter/Facilitator for teaching workshops? Mentoring? Continuing Education Activities? Consulting? Grants? What have I done to	Evidence of effectiveness working with students outside the classroom. Evidence of contributions to teaching resources. Evidence of contributions to teaching practice



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	develop professionally in the area of teaching? What changes have I made to my teaching as result of professional development?	to peers. Program curriculum updates. Research on teaching. Publications or presentations on teaching.
Approaches, Methods, Strategies, Challenges, & Changes	What is my approach to course design? What do I do in and out of the classroom? What do I have my students do in and out of the classroom? How do I guide my students' activities and progress? How do I provide feedback? How do I target feedback for high, medium, and low performing students to motivate improvement? How to I engage students? How do I balance formative and summative assessment? How do I use technology in teaching? How do I create an inclusive community of learners where diversity of all types is valued? How do I assess student learning? How do I motivate my students to reflect on their learning? What is noteworthy about my course materials? What kinds of activities, assignments and assessment do I give and why? How do I know that the course materials, assignments, and assessments are well aligned? How do I handle challenging content and conversations?	Course planning and teaching materials. Application of backward design and universal design. Examples of student assignments, projects, etc. Examples of assessments – both formative and summative. Examples of feedback to students. Supplemental materials curated or created for students Use of high-impact practices. Use of active learning for student engagement. Use of polling platforms. Use of video or podcasts.
Teaching Impact	What is my process for reflecting on and documenting my achievements in teaching? How do I know I'm accomplishing my teaching goals? What evidence indicates students are learning in my course? Am I reaching all of my students or just the ones who learn the way I do? Am I sensitive to differences (ability, culture, ethnicity, gender, learning styles, race, etc.) that may have an impact on learning in my classroom? How do I keep my course up to date? How do I keep my course aligned with the current research on learning? Am I satisfied with what students say about my class? How do I respond to student feedback? How do I want to enhance my teaching? What steps am I taking (or have I taken) to enhance my teaching? What teaching professional development activities have I participated in, why did I invest time in them, how did I apply what I learned to my teaching, and what were the results of my efforts? Where do I go from here?	Student performance on learning outcomes based on assignment and assessment data. Reflections on student learning and student success. Peer observation or evaluation reports on instructional design and delivery and quality of course materials. Summarized student evaluation results (end of term, mid-semester, and Classroom Assessment Techniques (CATs) data). Reflection on student evaluation feedback. Evidence of student transformational learning experiences. Evidence of growth and change in teaching. Pre-posttests/attitude surveys. Unsolicited email or notes regarding your teaching. Election/appointment to teaching committee. Honors or awards received for teaching. Exit interviews/alumni teaching testimonials. List of teaching professional development activities