Possible Framework for a 2020 Teaching Statement
November 2020

Introduction
Teaching is a complex task. Even in a normal year, there are many parts of teaching that we do but do not necessarily realize that we do. It is important that we are given and that we take the opportunity to bring to light the important pieces of this work.

Additionally, teaching looked different for many of us in 2020, whether because of the very fast switch from on campus to remote teaching in Winter 2020, because of having to assemble or help assemble a new remote course for Spring 2020 or Fall 2020, or because of teaching an on campus course in Fall 2020 in very different-looking circumstances than usual.

Some faculty members may wish to submit a "Teaching Statement" along with their Activity Report for 2020 that will help a Performance Review Committee understand one's work in and contribution to teaching in 2020. A statement that is between 2 and 4 pages long might be long enough to provide good information and short enough to helpful to the Performance Review Committee as it undertakes its careful work of assessing Teaching (as well as Service and Research). The teaching statement is a way for faculty members to take ownership for "making visible" their contributions to teaching.

One possible format for a teaching statement covering teaching of courses is based on the principles of Teaching Effectiveness laid out in the recent work by the University's Complementary Teaching Assessment Project Team (CTAPT). In each of four categories (Course Design, Course Execution, Student Experience, Professional Development), there are suggestions of behaviours and actions that faculty members often (but not always) undertake which could be discussed. It can be helpful to provide specific examples from your work where possible. A Teaching Statement should likely not cover all or even most of these items; rather, these lists are intended to be helpful prompts that might allow you to highlight what you feel is most important from your recent teaching work.

N.B. As announced in August 2020 and detailed in October 2020, faculty members may choose not to be evaluated for teaching (similarly for research and service) in 2020.

COURSE DESIGN

Planning

- Builds course around a design framework from the literature, from the field of study, or created by the course author
- Clearly defines course-level and activity-level learning objectives
- Includes learning material that reflects current scholarship from the field or that is clearly relevant
- Structures material in a logical and coherent order
- Sets pacing, workload and performance standards appropriate for the course level and topic
- Includes experiential components, professional connections, or practical applications, when possible.
- Plans a variety of teaching/learning strategies to promote student engagement and deep approaches to learning
- Incorporates a diversity of experiences, viewpoints, and backgrounds in course materials
- Adheres learning materials, activities, and assessments to University accessibility policies

Alignment

- Aligns course design with program expectations
- Aligns course objectives and learning outcomes with course content and delivery
- Develops fair and equitable assessment methods that align with course objectives and outcomes

COURSE EXECUTION

Communication

- Communicates course-level and activity-level objectives as well as teaching/learning approach and rationale to students
- Describes and explains material clearly using a pace appropriate to the context
- Demonstrates enthusiasm for the subject
- Uses technology, media or other teaching tools effectively

Student Engagement

- Promotes student participation, peer interactions, or other active engagement with course content
- Uses teaching/learning strategies that encourage student engagement and deep approaches to learning

Variety of Elements

- Adapts to evolving classroom contexts
- Adopts a variety of instructional practices, content types, and assessments that recognize diversity of learners

Assessments and Feedback

- Enables students to prepare for assessments through instructional practices
- Communicates clear expectations and instructions for assessments
- Provides performance feedback in a timely manner
- Provides directions for student improvement individually or collectively

STUDENT EXPERIENCE

Rapport
- Fosters a supportive learning environment
- Establishes a climate of intellectual openness
- Shows concern for students' success and wellbeing
- Interacts professionally and respectfully with students

Responsiveness
- Provides sufficient opportunities for student contact inside and outside of class
- Responds to student inquiries and questions in an appropriate timeframe

Diversity
- Promotes the success of all students by addressing the variety of their experiences, viewpoints, and backgrounds

Engagement and Learning
- Generates and maintains student interest
- Fosters students' intrinsic motivation and responsibility for their own learning
- Seeks student input on course learning experience
- Provides evidence of student learning

DEVELOPMENT

Reflection
- Reflects on and assesses teaching and learning practices
- Engages in a scholarly approach to teaching through determining and implementing best practices

Growth and Continuous Improvement
- Participates in professional development activities
- Makes thoughtful and deliberate changes to practices or develops innovations in response to new information about best practices or to other opportunities as they arise
- Regularly revises or updates course content, assignments, format, or teaching strategies in response to feedback and reflection

Collaboration, Mentorship and Leadership
- Demonstrates leadership related to teaching and learning within the University and in the broader educational community
- Interacts and works with colleagues around teaching and learning
- Provides and receives mentorship related to teaching, including with teaching assistants
- Contributes to the Scholarship of Teaching and Learning (SoLT) by disseminating findings from research on instructional practices