

Reflection on Teaching Development

Reflection is essential to one's development as a teacher, and it is integral in the context of Jesuit education. Therefore, as the culminating act of your participation in the Certificate program, you are asked to reflect critically on what you have learned about teaching, what you have learned about yourself as a teacher, how you have developed through the overall experience of participating in the Certificate program, and how your culminating project, the teaching portfolio, demonstrates your growth. In your writing, you will draw connections between, and articulate the significance of the various teaching related activities in which you have engaged throughout the program. Reflecting on your actions and learning activities will provide insight to your strengths, weaknesses, and future directions as a teacher. Many of these activities will be components of the Certificate, but others activities can and should be included in your reflection. Writing a reflection on your teaching development can also be the basis for later documents used in the faculty review process.

Guidelines

The Reflection on Teaching Development is a narrative-type essay (at least 3 pages long) in which you reflect critically on three overarching areas of your teaching development: your thinking about teaching and learning when you began the Certificate Program, how the specific experiearwyour overall development as a teacher during your time

Examples from some of the Praxis Workshops you attended, pointing to lessons or ideas that have shaped the way you think about teaching and/or learning;

Concepts or strategies from at least one reading on the Reading List, explaining how these have shaped your views about teaching and/or learning;

Examples of any teaching experience you may have had during this period, focusing on how you learned lessons learned in the program.

Integration of your philosophy of teaching into your overall development and describes how your philosophy of teaching has been shaped by your experiences and is reflected in your teaching portfolio materials.

Integration of themes in your development throughout the program evidenced by your revised teaching philosophy statement, the evolution of your portfolio materials, and what you have found meaningful to you from Praxis Workshops, the Reading List, online courses, and other program components and teaching experiences.

Personal learning goals for the future based on how you have grown through the program and where you are now in your teaching development.

Concrete examples for support.

Questions for Reflection

To stimulate your thinking, you might consider some or all of the following questions as you reflect on your development (you are not required to respond to these questions; they are simply to help you get started with your reflection):

1. Where were you in your thinking about teaching when you began the Certificate Program?
2. What did you know, believe, or assume about how students learn when you began the program?
3. How does your portfolio demonstrate what you have learned and believe currently about teaching?
4. How has your understanding of teaching and/or learning changed?
5. What lessons will stay with you from the Praxis Workshops you attended? How have they informed your views about teaching/learning? Your choices as a teacher?
6. What readings did you select from the Reading List? Were they more theoretical or practical? How did concepts of from the reading support, challenge, and change your views about teaching and learning?
7. What themes or patterns do you see about your development as you consider what you have learned from the Praxis Workshops, Reading List, writing a philosophy of teaching, and other Certificate requirements?
8. What actions may you take next in light of your learning to continue to develop yourself as a teacher?