

Faculty Self-Assessment Tool

2-7 Years' Teaching

Professor of the 21st Century

Professor of the 21st Century Self-Assessment

As you complete the checklist, you may think of products that you can use to demonstrate the teaching skills addressed in each competency. You can use the Notes sections to jot down your ideas examples you can include.

Modelling professional practice within the discipline of teaching.

1. Identifying your own learning style and how it affects your teaching
2. Locating and using resources that support teaching practice
3. Engaging in ongoing development to remain current in your own subject area and in the discipline of teaching
4. Identifying the impact of your own teaching on student learning
5. Contributing to a learning culture that encourages continuous learning, reflective practice and peer support
6. Working within ethical, legal and College guidelines
7. Encouraging practices which reflect common principles of global citizenship

| | Yes | Partially | Not Yet |
|--|-----|-----------|---------|
| • Actively participate (share concrete ideas) in team meetings or departmental meetings at the College | | | |
| • Adjust your own learning preference/style to suit the different learning styles of your students | | | |
| • Locate and apply appropriate College Policies as they relate to ethical and legal issues (student code of conduct, plagiarism etc.) | | | |
| • Locate and use College resources (information, services and support networks) that contribute to your teaching practice | | | |
| • Use the competencies in <i>The Professor of the 21st Century Framework</i> to document your teaching achievements | | | |
| • Participate in professional development activities at the College to enhance your skills and knowledge in your teaching practice | | | |
| • Participate in Applied Research projects within your area of discipline/program | | | |
| • Provide examples of how the three pillars of sustainability and the concept of global citizenship are being addressed with the students and how they can be supported in your program of study | | | |

Creating engaging learning environments for individuals and groups that support academic and personal growth.

1. Establishing a rapport with a variety of learners
2. Establishing and maintaining learning environments that promote student success
3. Motivating learners
4. Identifying and supporting learners who require specific assistance in engaging in the learning process
5. Fostering personal growth by encouraging learners to be innovative, creative and independent within a framework of social responsibility

| | Yes | Partially | Not Yet |
|---|-----|-----------|---------|
| <ul style="list-style-type: none"> • Use a variety of ice-breaking activities to create class cohesiveness | | | |
| <ul style="list-style-type: none"> • Create a welcoming environment of trust that inspires all learners to share knowledge and ask questions | | | |
| <ul style="list-style-type: none"> • Use classroom-management techniques to maintain an atmosphere within F2F environments that is conducive to learning | | | |
| <ul style="list-style-type: none"> • Involve the students in a variety of in-class and/or online activities that motivate all learners to be engaged in their learning | | | |
| <ul style="list-style-type: none"> • Provide many opportunities for peer based learning in the F2F and/or online learning environments | | | |
| <ul style="list-style-type: none"> • Demonstrate how the assignments are directly related to the chosen field of study | | | |
| <ul style="list-style-type: none"> • Mentor novice faculty by sharing ideas/activities that help build positive learning environments both F2F and online | | | |
| <ul style="list-style-type: none"> • Apply college guidelines to identify and support learners at risk | | | |
| <ul style="list-style-type: none"> • Act as Academic Advisor for students | | | |
| <ul style="list-style-type: none"> • Assume the first line of intervention with learners who are in crisis | | | |
| <ul style="list-style-type: none"> • Apply College resources to support students at risk | | | |
| <ul style="list-style-type: none"> • Apply AODA requirements both F2F and online | | | |
| <ul style="list-style-type: none"> • Adapt both F2F and online materials to meet the requirements of students with special needs | | | |

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|---|--|--|--|
| <ul style="list-style-type: none">Follow College protocols to ensure that the physical environment is conducive to learning | | | |
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Using a variety of teaching/learning strategies.

1. Applying an understanding of how people learn to plan lessons and learning experiences
2. Acquiring and maintaining a repertoire of teaching/learning strategies
3. Assessing selecting and using the teaching/learning strategy appropriate to the learning activity and the learners involved
4. Evaluating the effectiveness of learning activities and strategies

| | Yes | Partially | Not Yet |
|--|-----|-----------|---------|
| <ul style="list-style-type: none">• Use lesson plans to prepare classes that identify: goals, teaching strategies, learning activities, materials and resources for F2F and on-line environments | | | |
| <ul style="list-style-type: none">• Evaluate your teaching strategy and how it supports the range of learning preferences/styles | | | |
| <ul style="list-style-type: none">• Deliver your content in organized short mini lectures that engage your learners | | | |
| <ul style="list-style-type: none">• Use at least one teaching/learning model/strategy beyond the lecture model to facilitate student learning, such as:<ul style="list-style-type: none">◦ Collaborative learning◦ Problem-based/project-based/case-based learning◦ Experiential learning (real or simulated environments)◦ Guided inquiry learning | | | |
| <ul style="list-style-type: none">• Choose the most effective teaching/learning model to suit the learning situation, considering such factors as the learner's needs, your preferred teaching style, the context and the resources available | | | |
| <ul style="list-style-type: none">• Act as a mentor to novice teachers and assist with lesson planning and effective teaching strategies | | | |
| <ul style="list-style-type: none">• Integrate eTextbooks and eResources to engage learners and support their learning | | | |

Evaluating learning using a variety of valid and reliable tools and techniques.

1. Acquiring and maintaining a repertoire of evaluation tools and techniques
2. Assessing, selecting and using appropriate evaluation tools and techniques
3. Establishing and communicating evaluation criteria
4. Ensuring that learners receive specific, constructive and timely feedback regarding their progress

| | Yes | Partially | Not Yet |
|---|-----|-----------|---------|
| <ul style="list-style-type: none"> • Create assessments that are aligned with the course learning requirements and the learning activities | | | |
| <ul style="list-style-type: none"> • Use a few valid assessment tools with confidence | | | |
| <ul style="list-style-type: none"> • Assess the strengths and weaknesses of a variety of evaluation tools, including performance-based evaluation (demonstrations, experiments, role-play, authentic products, problem based scenarios etc.) | | | |
| <ul style="list-style-type: none"> • Evaluate assessment tools for validity and reliability | | | |
| <ul style="list-style-type: none"> • Ensure that your learners know your assessment criteria before they begin the assessment activity | | | |
| <ul style="list-style-type: none"> • Coach/mentor novice faculty in the creation and ethical use of evaluation tools and techniques | | | |
| <ul style="list-style-type: none"> • Provide regular constructive, personalized ongoing feedback to your students on their performance | | | |
| <ul style="list-style-type: none"> • Maintain confidentiality with respect to student progress and grades | | | |
| <ul style="list-style-type: none"> • Participate effectively in E&P meetings | | | |
| <ul style="list-style-type: none"> • Identify and follow College Policies that guide assessment and evaluation practices at the College | | | |
| <ul style="list-style-type: none"> • Offer specific suggestions for PLAR challenges at the program level | | | |
| <ul style="list-style-type: none"> • Apply the College Applied Research Ethics Board guidelines when creating assignments | | | |

Working independently and with others to develop and/or adapt learning materials.

1. Locating learning resources, matches learning materials to the needs, interests and abilities and diversities of learners
2. Assessing and selecting appropriate learning materials
3. Contributing to the work of interdisciplinary instructional design teams
4. Creating learning materials (print, electronic, audio-visual) that help learners achieve learning outcomes
5. Working within legal and ethical guidelines when creating learning materials.
6. Ensuring that the learning materials are inclusive of a varied student body in language and approach
7. Ensuring that learning materials recognize principles of environmental sustainability

| | Yes | Partially | Not Yet |
|---|-----|-----------|---------|
| <ul style="list-style-type: none"> • Apply basic design principles to create a variety of visual aids for both F@F and online | | | |
| <ul style="list-style-type: none"> • Create and use learning materials that promote both lower order and higher order thinking skills associated with the course learning requirements | | | |
| <ul style="list-style-type: none"> • Create learning materials that are matched to your learners' stage of development, as well as to the course learning requirements | | | |
| <ul style="list-style-type: none"> • Adapt learning materials to accommodate learners with a variety of learning styles | | | |
| <ul style="list-style-type: none"> • Design and use course materials that help the learner to: <ul style="list-style-type: none"> ○ Select relevant information ○ Organize information ○ Integrate new knowledge with prior knowledge ○ Retrieve information for problem-solving and critical thinking tasks ○ Monitor and assess student progress | | | |
| <ul style="list-style-type: none"> • Use language that is appropriate for your learners | | | |
| <ul style="list-style-type: none"> • Apply applicable copyright legislation and all College guidelines when creating learning resources | | | |

Using technology to enhance productivity and help students learn.

1. Selects the technological tool most appropriate to the task
2. Using technology to facilitate communication with and among learners
3. Using technology to enhance the presentation of information
4. Using technology to produce learning materials
5. Using technology to access, select, collect, organize and display information
6. Assisting learners to use technology as a tool to support their learning

| | Yes | Partially | Not Yet |
|---|-----|-----------|---------|
| <ul style="list-style-type: none"> • Use Word and specialized computer software to support student learning | | | |
| <ul style="list-style-type: none"> • Use the College's electronic LMS (Blackboard) to | | | |
| <ul style="list-style-type: none"> • Use Word and specialized computer software to support student learning | | | |
| <ul style="list-style-type: none"> • Use the College's electronic Learning Management System (LMS) Blackboard to: <ul style="list-style-type: none"> ○ Facilitate communication with and among learners ○ Post materials in a variety of formats ○ Collect and distribute exercises and assignments ○ Create interactive learning environments ○ Manage learner grades ○ Link learners to the wider world of the internet ○ Use surveys to get feedback from your students | | | |
| <ul style="list-style-type: none"> • Provide learners with support for any technical and computer coaching as needed | | | |
| <ul style="list-style-type: none"> • Help your learners to access, document and assess electronic sources acquired through the library and directly from the web | | | |
| <ul style="list-style-type: none"> • Use online resources such as library or program specific databases to access and retrieve information relevant to the program | | | |
| <ul style="list-style-type: none"> • Use the College Library and data storage options at the college to access, store and retrieve information for courses, programs and professional development | | | |
| <ul style="list-style-type: none"> • Use specialized programs to design interactive learning materials (Camtasia Relay, Adobe, etc,) | | | |

Designing and developing effective curriculum to support student success.

1. Identifying a curriculum planning process
2. Using principles of curriculum design to develop courses
3. Contributing to program planning and review
4. Incorporating into the curriculum design process an awareness of global citizenship and environmental sustainability
5. Developing a curriculum plan that ensures coherence: correlating learning outcomes, needs, interests, abilities and diversities of learners with the learning activities, learning resources and evaluation plan

| | Yes | Partially | Not Yet |
|--|-----|-----------|---------|
| <ul style="list-style-type: none">• Use established course outlines to plan a course and communicate expectations to your learners | | | |
| <ul style="list-style-type: none">• Create a weekly schedule as a planning document for your students | | | |
| <ul style="list-style-type: none">• Use current curriculum planning principles to design lessons, units or modules | | | |
| <ul style="list-style-type: none">• Ensure, at the course level, that there is a match between course learning requirements, the needs, interests and abilities of the learners, learning activities, learning resources, and the evaluation plan | | | |
| <ul style="list-style-type: none">• Contribute to discussions to modify course descriptions, course learning requirements, and other components of a course outline to meet program requirements and the needs, interests and abilities of your learners | | | |
| <ul style="list-style-type: none">• Take a leadership role in the PQR process | | | |
| <ul style="list-style-type: none">• Represent your program on internal work groups dealing with curriculum issues | | | |