Faculty Self-Assessment Tool

7+ Years’ Teaching

**Professor of the 21st Century**

**Algonquin College Logo**

# 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.

## Competency #1: Modelling professional practice within the discipline of teaching

* 1. Identifying your own learning style and preference and how it affects your teaching
  2. Locating and using resources that support teaching practice

1.3 Engaging in ongoing development to remain current in your own subject area and in the discipline of teaching

* 1. Identifying the impact of your own teaching on student learning

1.5 Contributing to a learning culture that encourages continuous learning, reflective practice and peer support

* 1. Working within ethical, legal and College guidelines
  2. Encouraging practices which reflect common principles of global citizenship

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| --- | --- | --- | --- |
|  | **Yes** | **Partially** | **Not Yet** |
| * Function as an effective team leader for a variety of working groups/projects at the College |  |  |  |
| * Provide academic leadership through such activities as program coordination, coaching and mentoring new full time and part time faculty |  |  |  |
| * Provide academic leadership through such activities as writing, offering workshops or presenting at conferences |  |  |  |
| * Consistently apply College Policies and guidelines in your teaching practice |  |  |  |
| * Use a problem-solving model to resolve a range of ethical issues |  |  |  |
| * Represent the College on external committees in your area of discipline |  |  |  |
| * Document advanced professional practices as identified in *The Professor of the 21st Century* *Framework* |  |  |  |
| * Engage in ongoing professional development activities to remain current in the theory and practice of the profession of teaching and in your subject area |  |  |  |
| * Contribute to the discipline of teaching and learning through Applied Research |  |  |  |
| * Demonstrate the three pillars of sustainability and the concept of global citizenship to the students both in and out of the classroom |  |  |  |

## Notes:

## Competency #2: 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

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| --- | --- | --- | --- |
|  | **Yes** | **Partially** | **Not Yet** |
| * Demonstrate the ability to establish and maintain a respectful, cohesive classroom that acknowledges the diversity of your learners |  |  |  |
| * Demonstrate the ability to establish and maintain an interactive and engaging online learning environment |  |  |  |
| * Include peer based learning in most F2F and/or your online learning environment |  |  |  |
| * Provide a variety of learning assessments that identifies the distinct learning styles and preferences of your diverse group of students |  |  |  |
| * Demonstrate how the assignments are directly related to the chosen field of study |  |  |  |
| * Mentor new faculty by sharing/modelling approaches that support both F2F and online environments that are conducive to learning |  |  |  |
| * Provide workshops to colleagues to showcase teaching techniques/assignments that promote student success |  |  |  |
| * Use a variety of motivational techniques to excite both students and faculty about learning in their subject area |  |  |  |
| * Act as an Academic Advisor for students and be a leader in advocating on their behalf when necessary |  |  |  |
| * Apply and contribute to program level and college level strategies for supporting learners at risk |  |  |  |
| * Demonstrate leadership when responding to individuals and groups of learners in crisis |  |  |  |
| * Apply AODA requirements both F2F and online |  |  |  |
| * Modify course content and assignments to meet the requirements of students with special needs |  |  |  |
| * Follow college protocols to ensure that the physical environment is conducive to learning |  |  |  |

## Notes:

## Competency #3: Using a variety of teaching/learning strategies

* 1. Appling 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

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| --- | --- | --- | --- |
|  | **Yes** | **Partially** | **Not Yet** |
| * Engage in ongoing documentation and evaluation of your teaching strategies and learning activities used in F2F and online environments |  |  |  |
| * Identify the influence of recognized learning theories, (such as andragogy, experiential learning and FNMI) in the teaching models and how these principles influence teaching style |  |  |  |
| * Use a variety of teaching approaches that support a range of learning styles into your teaching practice |  |  |  |
| * Have a range of tools and techniques that can be used with one or more of the teaching models (collaborative learning, problem-based/project-based/case-based learning experiential learning and guided inquiry learning) |  |  |  |
| * Select the teaching model at any point in time that is most appropriate for the situation |  |  |  |
| * Create new tools and techniques and/or adapt current tools and techniques to facilitate learning |  |  |  |
| * Coach/mentor effective teaching strategies and learning activities to novice teachers |  |  |  |
| * Can integrate digital resources to enhance student learning |  |  |  |

## Competency #4: 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** |
| --- | --- | --- | --- |
| * Develop and adapt assessments that align with the course learning requirements and the course learning activities so that they meet the needs of the different learning styles and preferences of your students |  |  |  |
| * Provide a variety of evaluation tools in each course |  |  |  |
| * Incorporate peer-based assessment and self-assessment into a broad repertoire of evaluation tools and techniques |  |  |  |
| * Evaluate assessment tools for validity and reliability |  |  |  |
| * Ensure that your assessment criteria are clear and students have access to it well in advance |  |  |  |
| * Coach/mentor novice faculty in the creation and ethical use of evaluation tools and techniques |  |  |  |
| * Adapt evaluation tools to accommodate students with special needs |  |  |  |
| * Provide regular personal feedback to your students that fosters success in both F2F and/or online environments |  |  |  |
| * Demonstrate leadership in program evaluation and promotion meetings |  |  |  |
| * Follow all College Policies that guide E&P practice |  |  |  |
| * Construct and assess appropriate PLAR challenges at both the course and program level |  |  |  |
| * Apply the College Applied Research Ethics Board guidelines when creating assignments |  |  |  |

## Competency #5: Working independently and with others to develop and/or adapt learning materials

5.1 Locating learning resources, matches learning materials to the needs, interests and abilities and diversities of learners

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

**Notes:**

|  | **Yes** | **Partially** | **Not Yet** |
| --- | --- | --- | --- |
| * Select and use appropriate print-based and electronic learning materials that facilitate higher order thinking skills required for course learning requirements and program outcomes |  |  |  |
| * Both individually and with your team, adapt and create learning materials appropriate for the learners’ stage of development |  |  |  |
| * Both individually and with your team, adapt and create learning materials appropriate for a variety of learning styles and preferences |  |  |  |
| * Work individually and in project teams to create publishable learning materials for internal use |  |  |  |
| * Work alone or participate in the instructional design teams to produce new multimedia learning resources appropriate for College programs and/or external accrediting bodies |  |  |  |
| * Work individually and/or in teams to produce publishable learning materials or resources |  |  |  |
| * Follow all College Policies related to course learning materials |  |  |  |

## Competency #6: 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. 6.6 Assisting learners to use technology as a tool to support their learning

|  | **Yes** | **Partially** | **Not Yet** |
| --- | --- | --- | --- |
| * Use recognized instructional design principles to produce electronic learning environments and interactive learning materials for a variety of learners |  |  |  |
| * Use the College’s electronic Learning Management System (LMS) Brightspace to:   + Choose and make use of appropriate files for purpose, audience and transmission speeds (pdf, rtf, jpg, gif, etc.)   + Construct electronic assessments such as surveys and quizzes   + Use formatting and organizational guidelines that enhance navigation, readability, interactivity, and visual appeal of online learning materials |  |  |  |
| * Use the College’s electronic LMS (Brightspace) with ease |  |  |  |
| * Provide learners with support for any eLearning |  |  |  |
| * Create/contribute to web sites that support both faculty and student learning |  |  |  |
| * Evaluate interactive educational software and web sites |  |  |  |
| * Coach/mentor faculty with the use of technology in F2F and online learning environments |  |  |  |
| * Use specialized programs to produce and evaluate stand-alone interactive learning objects/learning materials |  |  |  |
| * Use the College Library and data storage options at the college to access, store and retrieve information for courses, programs and professional development |  |  |  |

## Competence #7: 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** |
| --- | --- | --- | --- |
| * Use established principles of curriculum planning to develop, monitor and revise courses, such as:   + Manage the elements of continuity and scaffold learning in the general design of learning activities   + Ensure that the course curriculum is coherent, relevant and current |  |  |  |
| * Contribute to program planning, monitoring and review:   + Identify and work within approved standards   + Solicit and interpret feedback from a variety of sources   + Participate in regular program self-assessment processes |  |  |  |
| * Use established principles of program planning to develop new programs:   + Conduct a needs assessment   + Identify college resources and learner needs   + Establish program outcomes   + Establish a program of studies   + Prepare and present a proposal to internal/external bodies |  |  |  |
| * Provide leadership in program planning and PQR |  |  |  |
| * Identify a number of curriculum planning models and link these models to underlying philosophies, learning theories and beliefs about teaching and learning |  |  |  |
| * Represent your program/service area on internal work groups dealing with curriculum issues |  |  |  |
| * Represent your program/College on external committees dealing with curriculum issues |  |  |  |