

Professor of the 21st Century Can Do Statements

Every faculty member at Algonquin College comes to the profession with various levels of teaching knowledge, and each develops at their own rate. The “*typical/expected*” *stages of professional development relative to experience* is meant to be a general guide for new professors to help them plan their own professional development journey but should not be taken as a required or expected progression of skills.

----- OTFT Faculty Development Stages ----- >			Exceeding OTFT Faculty Expectations
	----- Full-Time Faculty Development Stages ----- >		
EXCITE STAGE	EXPLORE STAGE	ENGAGE STAGE	EXPAND STAGE
Faculty member is new to teaching but eager to learn.	Faculty member is immersed in first teaching experiences, learning different techniques, norms, and common phrases (e.g.: identifies, explores, becomes aware of)	Faculty member Implements new strategies, experiments with different techniques, and seeks out opportunities (e.g.: develops, selects, tries)	Faculty member contributes to the growth of others and of the field, creates resources for broader teaching and learning community, expands upon knowledge, creates, and leads community (e.g.: leads, creates, shares, advances)

Modelling Professional Practice

Typical/Expected Stages of Professional Development Relative to Experience	EXCITE STAGE	EXPLORE STAGE	ENGAGE STAGE	EXPAND STAGE
Participation in College Initiatives	I have not yet had the opportunity to participate meaningfully in college initiatives	I can describe how my team-building skills contribute to my work at the College	I can actively participate (share concrete ideas) in team meetings or departmental meetings at the college	I can function as an effective team leader for a variety of working groups/projects at the College, and provide academic leadership through such activities as program coordination, coaching and mentoring, and offering workshops and/or presentations at conferences
Recognizing Learning Preferences	I have never thought much about different learning preferences and how lessons might meet the needs of one student but not another.	I am aware that different learning preferences exist and would like to integrate this concept into my teaching.	I can design some learning activities that address some varied learning preferences.	I can synthesize my own learning preference into my teaching style and design learning activities that are varied to engage multiple learning preferences.
Using College Policies in my Teaching Practice	I am aware that College policies exist.	I can locate College Policies and identify those that influence/support my teaching/learning	I can locate and apply appropriate College Policies as they relate to ethical and legal issues (student code	I can consistently apply College Policies and guidelines in my teaching practice and coach colleagues on

			of conduct, plagiarism etc.)	issues pertaining to college policies.
Awareness of College Resources	I am aware of college resources (information, services, and support networks)	I can locate College resources (information, services, and support networks) and explain how they might contribute to my teaching practice	I can locate and use College resources (information, services, and support networks) that contribute to my teaching practice.	I can use college resources (information, services, and support networks) in full support of students and can coach colleagues on how to use college resources to support their own students.
Professional Development	I have not explored professional development activities yet.	I can transfer my learning from a few professional development activities at the College or elsewhere that I have completed to improve my teaching practice.	I can transfer much of my learning from many professional development activities at the college and elsewhere that I have completed to improve my teaching practice.	I can teach (or have taught) professional development sessions for other professors.

Creating Engaging Learning Environments

Typical/Expected Stages of Professional Development Relative to Experience	EXCITE STAGE	EXPLORE STAGE	ENGAGE STAGE	EXPAND STAGE
Group Work	I have not yet had the opportunity to participate meaningfully in college initiatives	I can describe how my team-building skills contribute to my work at the College	I can actively participate (share concrete ideas) in team meetings or departmental meetings at the college	I can function as an effective team leader for a variety of working groups/projects at the College, and provide academic leadership through such activities as program coordination, coaching and mentoring, and offering workshops and/or presentations at conferences
Classroom Management	I have not had to manage a classroom yet.	I can manage my classroom to ensure learning can take place most of the time with some off-task behaviour.	I can manage my classrooms using some techniques that work for me and that I am comfortable with (e.g., setting classroom expectations, correcting off-task behaviour directly, etc.) to ensure that learning can take place most of the time with little off-task behaviour.	I can manage my classroom using a purposeful mix of proactive (strategies to prevent off-task behaviour) and reactive (strategies to deal with off-task behaviour as it occurs) classroom management strategies where all students can learn in a respectful and safe environment.

Supporting Learner Variability	I have not had to support learner variability yet.	I can create an inclusive environment that recognizes some student differences, experiences, and perspectives.	I can create an inclusive environment that recognizes many student differences, values different student perspectives and experiences, and attempts to make everyone feel welcome.	I can create and maintain an inclusive environment for all learners that recognizes and supports all students, amplifies all experiences and perspectives, and uses language and instruction that ensures everyone feel welcome.
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Designing Instruction

Typical/Expected Stages of Professional Development Relative to Experience	EXCITE STAGE	EXPLORE STAGE	ENGAGE STAGE	EXPAND STAGE
Lesson Planning	I have not yet planned a lesson.	I can follow an overall lesson design in each class, which I may or may not have designed myself.	I can design an effective lesson plan to teach a given class and have evidence of transfer of learning (e.g., students can apply course concepts to new situations, students can apply course concepts to deep problem-solving activities, students perform well on assessments, etc.).	I can design an effective lesson plan, specifically chosen from a series of different lesson plans to match the modality (e.g., online, face-to-face, or hybrid) and/or topic (e.g., hands-on, theory, or both) of the class and integrate varied elements (e.g., group vs. individual activities, physical vs.

				thinking activities, analyzing images vs. analyzing text activities, listening vs. discussing etc.) into each of the parts to ensure maximum transfer of learning.
Instructional Activities	I have not designed or used instructional activities yet.	I can design and use a few standard instructional activities (e.g., opening activities, lectures and practice activities, etc.) that succeed in teaching the content from my course.	I can design and use a variety of instructional activities; and many of them are selected to match both the content and/or students.	I can design and use a variety of engaging instructional activities that are selected to match both the content and students that contributes to overall maximum transfer of learning and are varied in design to account for learner variability .
Designing for Different Modes of Delivery	I have not designed learning experiences for any modality yet.	I can design learning experiences for 1 modality well (either online, multi-modal, hybrid, or face-to-face).	I can design learning experiences for 2 modalities well (either online, multi-modal, hybrid, or face-to-face).	I can design effective learning experiences in a variety of modalities (online, multi-modal, face-to-face, hybrid, etc.) with ease and can easily convert courses to different modalities when required.

Designing Learning Materials with UDL

Typical/Expected Stages of Professional Development Relative to Experience	EXCITE STAGE	EXPLORE STAGE	ENGAGE STAGE	EXPAND STAGE
Multiple Means of Engagement	I have not created any learning materials yet.	I can create learning materials that build some connection to industry/life in a community setting.	I can create learning materials that have elements of learner goal setting (e.g., achieving course learning requirements by specific dates, etc.), lots of connection to industry/life with some purposeful community-building activities (e.g., icebreakers, getting to know each other, working together to complete a task, social activities, etc.) built in.	I can create learning materials that optimize goal-setting, student motivation, and connection to industry/life in an environment that builds community and focuses on building good learning skills (e.g., time management, study skills, etc.)
Multiple Means of Representation	I have not created any learning materials yet.	I can create learning materials that typically engage students in one or two ways (e.g., lecture and discussion).	I can create learning materials that engage students in a few different ways (e.g., lecture, discussion, visual analysis, and walk-around activities), often with connections between concepts.	I can create learning material that engage students in multiple ways, maximizes learning transfer, and provides connections between concepts for students.

Multiple Means of Action and Expression	I have not created any learning materials yet.	I can create ways for students to express learning that allows them to monitor their progress in a course.	I can create ways for students to express learning in a few ways that often allow them to monitor their own progress in the course.	I can create varied ways for students to express learning that optimizes the use of assistive technology where necessary (e.g., text-to-speech software, mobility devices, etc.), guides students to manage information appropriately (e.g., using visual organizers, student organization apps, etc.), and allows students to monitor their own progress against stated performance objectives.
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Evaluating Learning

Typical/Expected Stages of Professional Development Relative to Experience	EXCITE STAGE	EXPLORE STAGE	ENGAGE STAGE	EXPAND STAGE
Assessment Basics: purpose (diagnostic, formative, and summative), types (objective and subjective), feedback	I have not evaluated any learning yet.	I can create basic assessments (e.g., tests, quizzes, projects, writing assignments, task demonstrations,	I can create assessments that are well-designed and are somewhat varied in terms of purpose, types, strategies and	I can create assessments that follow a specific design and plan and are varied in terms of purpose, types,

(self, peer, and instructor), strategies (tests, projects, essays, presentations, skill demonstration, etc.) and tools (rubrics, rating scales, checklists)		presentations, etc.) within a course.	tools, and feedback given.	strategy and tool, and feedback given to provide an accurate snapshot of student performance.
Authentic Assessment	I have not evaluated any learning yet.	I can create assessments that have some elements of mirroring either workplace tasks or the norms and behaviours of the industry.	I can create assessments that somewhat mirror either workplace tasks and the norms and behaviours of the industry or both.	I can create assessments that closely mirror both workplace tasks and the norms of the behaviours of the industry that the task comes from.
Selecting Assessment Tools	I have not evaluated any learning yet.	I can use one assessment tool to accurately evaluate student work.	I can use two or more assessment tools to accurately evaluate student work and often select a tool to match the strategy well.	I can select and design the best assessment tool for a given assessment strategy to provide the most accurate and reliable measure of student performance.

Using Educational Technology

Typical/Expected Stages of Professional Development Relative to Experience	EXCITE STAGE	EXPLORE STAGE	ENGAGE STAGE	EXPAND STAGE
Use of the Learning Management System	I have not used any educational technology yet.	I can use Brightspace to successfully design and teach a course, using minimal (4 or less) Brightspace tools and functions (e.g., Content + Assignments + Quizzes, etc.).	I can use Brightspace to successfully design and teach a course that engages learners in 5 or more different learning activities using a few Brightspace tools and functions (e.g., Surveys + Discussion Boards + Quizzes + Videos + Announcements + Calendar, etc.), and most of its functions to successfully design and teach a class that is engaging .	I can use Brightspace and all its functions (see lists in previous levels) to their full extent to support my instruction and design varied and engaging learning activities for students.
Communication	I have not used any educational technology yet.	I can use one technological tool (e.g., Microsoft Outlook) to facilitate communication with and among learners.	I can use two or more technological tools to facilitate communication with and among learners.	I can use multiple and varied technological tools seamlessly that meets students where they are at and allows me to communicate fully and in a timely manner with students.

Integrating Technology into Instructional Strategies	I have not used any educational technology yet.	I can use a few programs/technologies to complement my teaching (e.g., PowerPoint, live polling, etc.).	I can use specialized programs to design multiple interactive learning materials for use within my course that enhance my teaching (e.g., video editing software, screen recording software, etc.).	I can use specialized programs to produce and evaluate stand-alone interactive learning objects /learning materials (e.g., Articulate Rise/360, Adobe Spark, etc.) and coach other faculty on how to use them.
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Understanding Curriculum

Typical/Expected Stages of Professional Development Relative to Experience	EXCITE STAGE	EXPLORE STAGE	ENGAGE STAGE	EXPAND STAGE
Course Design	I have not designed any courses yet or taught any pre-designed courses.	I can teach a pre-designed course and suggest and/or develop new learning activities to improve the course.	I can design courses with support from either another professor or the Learning and Teaching Services (LTS) team that are engaging, relevant, and current.	I can design, monitor, and revise courses independently to ensure that the course curriculum is engaging, coherent, relevant, and current, and exceeds course development best practices .
Curricular alignment	I have not had to work with course learning requirements yet.	I can describe how my course learning requirements contribute to the vocational/program learning outcomes of my program.	I can design my course learning schedule, assessment, and materials in alignment with my course learning requirements.	I can lead outcome alignment mapping initiatives at the course and program levels.

Quality Assurance	I have not had to work with quality assurance processes yet.	I can describe curriculum quality assurance initiatives such as Annual Curriculum Review (ACR), Program Quality Review (PQR), and others.	I can participate in curriculum quality assurance initiatives such as Annual Curriculum Review (ACR), Program Quality Review (PQR), and others.	I can lead curriculum quality assurance initiatives such as Annual Curriculum Review (ACR), Program Quality Review (PQR), and others.
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