Faculty Self-Assessment Tool
0-2 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.

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

1.1   Identifying your own learning style and preference and how it affects your teaching
1.2   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
1.4   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
1.6   Working within ethical, legal and College guidelines
1.7   Encouraging practices which reflect common principles of global citizenship

	Yes	Partially	Not Yet
• Describe how your team-building skills contribute to your work at the College	☑	☐	☐
• Describe your own personal learning style/preference and how it impacts the learning of your students	☑	☐	☐
• Locate College Policies and identify those that influence/support your teaching/learning	☑	☐	☐
• Locate College resources (information, services and support networks) and explain how they might contribute to your teaching practice	☑	☐	☐
• Begin to develop a personal professional development plan that emphasizes the competencies in *The Professor of the 21st Century Framework*	☑	☐	☐
• Participate in professional development activities at the College that are relevant to your needs	☑	☐	☐
• Be aware of what your colleagues are doing with Applied Research in your program area	☑	☐	☐
• Be aware of the three pillars of sustainability and the concept of global citizenship and identity how the courses in your program of study reflect the common principles	☑	☐	☐

Competency #2: Creating engaging learning environments for individuals and groups that support academic and personal growth

2.1   Establishing a rapport with a variety of learners
2.2   Establishing and maintaining learning environments that promote student success
2.3   Motivating learners
2.4   Identifying and supporting learners who require specific assistance in engaging in the learning process
2.5   Fostering personal growth by encouraging learners to be innovative, creative and independent within a framework of social responsibility

	Yes	Partially	Not Yet
• Use one or two ice-breaker activities to create class cohesiveness	☑	☐	☐
• Create an inviting place for the students (acknowledge the students as they arrive, invite students to ask questions etc.)	☑	☐	☐
• Set up a few basic classroom rules (with student input)	☑	☐	☐
• Involve the students with one or two in-class and online activities to engage them in their learning	☑	☐	☐
• Provide occasional opportunities for peer based learning in the face-to-face (F2F) and/or online learning environments	☑	☐	☐
• Explain to the students the relevance of the assignments to their chosen field of study	☑	☐	☐
• Describe general strategies for supporting learners at risk	☑	☐	☐
• Implement Accessibility for Ontarians with Disabilities (AODA) requirements	☑	☐	☐
• Locate the appropriate College resources whereby students with special needs can obtain specialized support	☑	☐	☐

Notes:

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Competency #3 Using a variety of teaching/learning strategies

3.1 Appling an understanding of how people learn to plan lessons and learning experiences
3.2 Acquiring and maintaining a repertoire of teaching/learning strategies
3.3 Assessing selecting and using the teaching/learning strategy appropriate to the learning activity and the learners involved
3.4 Evaluating the effectiveness of learning activities and strategies

	Yes	Partially	Not Yet
• Use lesson plans to prepare classes that identify goals, teaching method(s)/strategies, learning activities, time, materials and resources	☑	☐	☐
• Deliver organized classes that engage learners	☑	☐	☐
• Describe a variety of different ways the subject content can be presented to learners	☑	☐	☐
• Identify preferred teaching strategies and how they influence teaching practice	☑	☐	☐
• Evaluate lessons and make adjustments accordingly	☑	☐	☐
• Know where and who to ask for help with lesson planning, teaching strategies etc., if needed	☑	☐	☐
• Assist students with accessing digital resources and to support student learning	☑	☐	☐

Notes:

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Competency #4: Evaluating learning using a variety of valid and reliable tools and techniques

4.1   Acquiring and maintaining a repertoire of evaluation tools and techniques
4.2   Assessing, selecting and using appropriate evaluation tools and techniques
4.3   Establishing and communicating evaluation criteria
4.4   Ensuring that learners receive specific, constructive and timely feedback regarding their progress

	Yes	Partially	Not Yet
• Describe the purpose of evaluation	☑	☐	☐
• Identify how the assignments are aligned with the course learning requirements and the learning activities	☑	☐	☐
• Describe a number of evaluation tools for students and comment on their effectiveness.	☑	☐	☐
• Give specific examples of the type of feedback you have used with your students to promote success	☑	☐	☐
• Provide regular written feedback to your students with regards to their progress and explain how you do this	☑	☐	☐
• Give constructive feedback that is specific and relevant	☑	☐	☐
• Attend program evaluation and promotion (E&P) meetings and offer recommendations as required	☑	☐	☐
• Locate the College Policies that guide assessment and evaluation practices at the college and know who to go to for guidance if necessary	☑	☐	☐
• Locate information regarding the Prior Learning and Assessment Recognition (PLAR) challenges at the program level	☑	☐	☐
• Comply with the College Applied Research Ethics Board guidelines when creating assignments	☑	☐	☐

Notes:

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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
5.2 Assessing and selecting appropriate learning materials
5.3 Contributing to the work of interdisciplinary instructional design teams
5.4 Creating learning materials (print, electronic, audio-visual) that help learners achieve learning outcomes
5.5 Working within legal and ethical guidelines when creating learning materials.
5.6 Ensuring that the learning materials are inclusive of a varied student body in language and approach
5.7 Ensuring that learning materials recognize principles of environmental sustainability

	Yes	Partially	Not Yet
• Follow basic design principles when creating visual aids, including presentation slides	☑	☐	☐
• Create learning materials for a variety of learning styles and preferences	☑	☐	☐
• Comply with copyright legislation, when creating all learning materials	☑	☐	☐
• Follow College guidelines with regards to AODA principles when creating all learning materials	☑	☐	☐
• Follow College guidelines with regards to environmental sustainability and global citizenship when creating all learning materials	☑	☐	☐

Notes:

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Competency #6: Using technology to enhance productivity and help students learn

6.1   Selects the technological tool most appropriate to the task
6.2   Using technology to facilitate communication with and among learners
6.3   Using technology to enhance the presentation of information
6.4   Using technology to produce learning materials
6.5   Using technology to access, select, collect, organize and display information
6.6   Assisting learners to use technology as a tool to support their learning

	Yes	Partially	Not Yet
• Use Word and specialized computer software to support student learning	☑	☐	☐
• Use the College's electronic Learning Management System (LMS) Brightspace to: ○ Communicate with your learners ○ Post materials for your learners ○ Collect and distribute your learners work ○ Manage gradebook ○ Link learners to external internet sites ○ Create an interactive learning environment ○ Use surveys to get feedback from your students	☑	☐	☐
• Upload, download, and manage personal files	☑	☐	☐
• Provide information telling your learners where they can get help with eLearning at the College	☑	☐	☐
• Use the College Library with some ease	☑	☐	☐
• Know how to access and use your shared network drive (N: drive) at the college	☑	☐	☐
• Use specialized programs to produce interactive learning materials (Adobe, etc.,)	☑	☐	☐

Notes:

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Competency #7: Designing and developing effective curriculum to support student success

7.1   Identifying a curriculum planning process
7.2   Using principles of curriculum design to develop courses
7.3   Contributing to program planning and review
7.4   Incorporating into the curriculum design process an awareness of global citizenship and environmental sustainability
7.5   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
• Explain how your course outline is relevant to the chosen field of study	☑	☐	☐
• Rationalize how the course descriptions, course outlines and weekly schedules are communication tools for your students	☑	☐	☐
• Describe how the program of study meets vocational and essential employability skills	☑	☐	☐
• Contribute to discussions to modify/create course outlines that will meet program requirements as well as the needs, interests and abilities of your learners	☑	☐	☐
• Contribute to program planning, monitoring and review	☑	☐	☐
• Participate in any Program Quality Review (PQR) meetings	☑	☐	☐

Notes:

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