BRAINSTORMING AND REVISION TOOL
How to build your narrative self-assessment

This chart helps link the artifacts in your portfolio to the teaching assessment framework in a coherent narrative self-assessment. If you are just starting, read through the "Areas to Consider" column to get a sense of what you *can* include in a description of your past, current, and future teaching, including what goals you may want to set for your next review. Ask yourself the questions on the right to get started writing or to find ways to link your artifacts to the categories of the framework. Depending on where you are in your process, these questions might also help you select your artifacts. Stephen Brookfield (2017) defines reflective teaching as "the sustained and intentional process of identifying and checking the accuracy and validity of our teaching assumptions." The empty central column serves as a place for you to do just that: What do I assume about my approach to teaching? What evidence from my own practice can I use to understand and demonstrate that approach? The categories of the teaching effectiveness framework are below as a reminder:

- Learning-centered teaching practices that are engaging and inclusive.
- Integration and alignment of learning goals, course materials, assignments, activities, and assessment strategies.
- Responsiveness to feedback from students and peers related to supporting student learning.
- Commitment to ongoing growth and professional development as an instructor.

Areas to consider in your narrative self-assessment	How does this appear in your artifacts and narrative? What could you add?	Some questions for connection and brainstorming
Integration and alignment of learning goals, course materials, assignments, activities, and assessment strategies.		
Goals for student learning: You know what you want your students to get out of your courses, and you can articulate the knowledge, skills, and/or attitudes that are important to student success. Your teaching choices are guided by these goals.		• What knowledge, skills, and attitudes are important for student success in your discipline? • What are you preparing students for? • How are your learning goals situated in your discipline? • What are key challenges in the teaching-learning process? • What process do you use to design your courses based on your goals?
Enactment of goals (teaching methods): You describe the important teaching methods you use and why you use		• What teaching methods do you use? How do these methods contribute to your goals for students? • How do you engage students in the learning process?

those methods rather than other ones. Your examples are concrete, specific, and appropriate in your discipline.		• How do you motivate students to engage in the learning process?
Assessment of goals: You use evidence (e.g., student performance on assessments, your own observations and reflections, student feedback, peer observation feedback, or other) to show how you know that your methods are successful. And/or you describe how you use evidence to identify areas for development, and how you address those areas.		• How do you know your goals for students are being met? • How do you assess whether students are learning? • How do you assess learning throughout the term? • How do your teaching goals, methods, and assessments align or "match" each other?

Learning-centered teaching practices that are engaging and inclusive.

Creating an engaging and inclusive learning environment: You describe approaches and practices that help you to create an inclusive learning environment (for example: ways that you integrate diverse perspectives into your teaching, create an inclusive classroom community, account for and address diverse learning needs, and/or reflect on your own and your students' identities and background experiences).		• How do you handle conflict in the classroom? • How do you design your courses and learning environments to be welcoming to all learners? • How do you respond to students' needs and requests? • How do you ensure that all learners are proactively included in the learning process? • How are you ensuring that you are being fair in your course policies and teaching and assessment practices?

Responsiveness to feedback from students and peers related to supporting student learning.

Engagement with student and peer feedback: You seek out appropriate feedback on your teaching from students and/or peers through strategies like midsemester student feedback processes, teaching observations, informal teaching conversations, etc. You use this feedback to revise your course design and/or teaching practices in sustainable ways.		• How do you gather feedback from students on their learning experiences? • How do you get feedback from peers on your teaching? • How have you used feedback from students and/or peers to improve your teaching? • Do you have any future goals for your teaching that would benefit from student and/or peer feedback? • How do you use feedback to iterate on courses between semesters?

Commitment to ongoing growth and professional development as an instructor.

Demonstrating your ongoing learning and growth as an instructor: You articulate areas that you would like to continue to grow in as a teacher and/or ways you are currently engaging in development. You might choose this development to meet personal goals (for example, to learn about teaching innovations in your field) or to address feedback you have received.		• How has your teaching changed? Why and how? • How do you respond to challenging students or teaching moments? • How do you hope to contribute to the teaching culture of your department? • What professional development are you doing as a teacher, and how is it helping you to learn or grow? • What have you learned from student and/or peer feedback, and how are you planning to address it in current and future courses?
Reflection and goal-setting: You demonstrate a thoughtful approach to teaching. You know and explain *why* you use the approaches and methods you use and you set thoughtful and achievable goals for your future teaching practice.		• What is your process of development as an instructor? • When do you engage in critical reflection on your teaching? • How do you engage with the scholarly literature on teaching and learning or seek out evidence-based frameworks and ideas? • How do you continuously align your teaching goals with your teaching practices?