

Tool for Preparing a Teaching Narrative - Teaching Inventory & Self-Assessment

WHAT AND WHERE HAVE YOU TAUGHT?

Courses and subjects you have taught
(name, dates, K-16)

Taught workshops
on recycling
Narmada Institute of Ed.

- Taught two sections of a laboratory Introductory Biology course, BioSci. MSU, Fall 2016. I was the instructor for the course and handled all assessments and evaluations. I did not plan or design the classes and the teaching material was provided to me.
- Taught Science in Grades 5 to 8. The Rosary High School, Miramar, Goa, India. June –December 2012. I was the primary instructor, and had to handle all assessments and evaluations. I also had to plan and design the classes based on a provided curriculum and textbook.
- Taught Mathematics in Grades 6 and 8 to 10. I was also the class teacher of Grade 6. St Ann's High School, Tivim, Goa, India. 2010-11. I was the primary instructor, and had to handle all assessments and evaluations. I also had to plan and design the classes based on a provided curriculum and textbook. As the class teacher I was responsible for the wellbeing and evaluations of my class.
- Taught Mathematics and Science in Grades 5 to 8. I was the class teacher of Grade 5. Don Bosco High School, Panjim, Goa, India. 2009-10. I was the primary instructor, and had to handle all assessments and evaluations. I also had to plan and design the classes based on a provided curriculum and textbook. As the class teacher I was responsible for the wellbeing and evaluations of my class.
- Taught Mathematics and Science in Grades 5 to 9 as part of the B.Ed. Internship programme, St. Britto's High School, Mapusa, Goa, India. November – December 2008. I was the primary instructor, and had to handle all assessments and evaluations. I also had to plan and design the classes based on a provided curriculum and textbook.
- Taught Mathematics and Science in Grades 7 to 10. I was the class teacher of Grade 9. St. Mary's Convent High School, Mapusa, Goa, India. January – March 2006. I was the primary instructor, and had to handle all assessments and evaluations. I also had to plan and design the classes based on a provided curriculum and textbook. As the class teacher I was responsible for the wellbeing and evaluations of my class.

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Modules within courses you have taught	none
Non-course-based teaching experiences (coaching, private lessons)	<ul style="list-style-type: none"> • 10 years as a Sunday School teacher • Developed educational activities and teaching materials for the Long Term Ecological Research Program at the W.K. Kellogg Biological Station (KBS), Michigan State University. These activities were based on research being done at the station and were aimed at improving students' understanding of agriculture and agricultural practices. Subsequently, I co-authored a teacher's manual for these activities and a manual for the tour guides. I also trained people to lead tours and led multiple tours for students and adults. 2012-2014 • I helped organise and conduct seminars, field trips and outreach sessions based on dairy related research at the KBS Pasture Dairy. I also led tours for various audiences and helped organise open house days. 2012-2013 • Coached students in need of remedial classes (especially in English). 1998 • Taught basic reading and writing skills to illiterate adults as part of the 'Each One – Teach One' National program. 1997-98
Course/style (lecture, lab, recitation, on-line, field, etc.)	Lecture, lab, active learning, field
Institutional Contexts (public, private, evangelical, liberal arts, community college, research university, HBCU, other)	Public schools Public research university Church school Field station
WHAT LEVELS AND SUBGROUPS OF STUDENTS HAVE YOU TAUGHT?	
Level (graduate, undergraduate, non-degree, adult learner, etc.)	k-12, undergraduate adult learners
Populations/demographics (first generation, privileged, student athletes, differentially prepared, differentially abled, 1 – 17 year olds (K-12), 18-22 year olds (college), adult students (25+), international, ESOL, rural, geographic region, other)	k-12 international English as third language Adult learners India/United states First generation Rural and urban students in India 10-22 yrs old

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WHAT TEACHING STRATEGIES & APPROACHES HAVE YOU UTILIZED?	
Delivery Method (lecture, discussion, advising, mentoring, coaching, other)	Lecture Active learning Group work Discussions Inquiry based learning
Curriculum Development (module, class, course, program, other)	<ul style="list-style-type: none"> • Developed educational activities and teaching materials for the Long Term Ecological Research Program at the W.K. Kellogg Biological Station (KBS), Michigan State University. These activities were based on research being done at the station and were aimed at improving students' understanding of agriculture and agricultural practices. Subsequently, I co-authored a teacher's manual for these activities and a manual for the tour guides. • I also had to plan and design the classes based on a provided curriculum and textbook – 3 yrs in India
Assessment of Student Learning (formative & summative)	Both formative and summative Assignments, homeworks, group projects
Providing Feedback (including but not restricted to, grading)	Writing notes on the students work Meeting with parents Having one on one meetings with students Having class discussions
Strategies for Student Engagement	Real world examples Research based on local issues Having students 'teach' part of the class
Team Teaching Experience	A few during my training and a few during my years as a teacher in india
Use and integration of digital technologies (podcasting, video, lecture capture, social media, other)	Powerpoint Videos – which I did not make

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<p>Universal Design (to promote accessibility to your digital content)</p>	<p>no</p>
<p align="center">HOW DO YOU SEE TEACHING AS CONNECTED TO YOUR OTHER ROLES?</p>	
<p>Connections you have made between your teaching and research.</p>	<p>My research is on teaching and I am constantly thinking of ways in which I can improve both</p>
<p>Connections you have made between your teaching and service.</p>	<p>I have volunteered my teaching skills</p>
<p>Connections you have made between teaching and your professional practice.</p>	<p>My research is on teaching and I am constantly thinking of ways in which I can improve both</p>
<p align="center">WHAT BELIEFS DO YOU HAVE ABOUT TEACHING AND STUDENT LEARNING?</p>	
<p>How do you define teaching? Learning?</p>	<p>For me teaching is – touching tomorrow – helping to shape our future using the best tools we have in the present.</p> <p>Learning is a life long process where you develop the tools that you use to shape your future and the future of the world</p>
<p>What do you hope to achieve when you teach? What does that say about you as a teacher?</p>	<p>I want my students to be able to use what they learn in my class in their lives</p> <p>I guess that makes me a pragmatic person.</p>
<p>Does your subject matter impact your beliefs about teaching? If so, how?</p>	<p>no</p>
	<p>Most of my goals have to do with developing skills – especially</p>

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<p>What learning goals do you have for your students?</p>	<p>scientific skills</p>
<p>What is your approach to improving your teaching?</p>	<p>See what is not working – see why it is not working – change – see if it works</p>
<p>What are some of your most difficult challenges? How are you addressing them?</p>	<p>Cultural differences and different philosophies. When in Rome.....</p>
<p>HOW DO OTHERS VIEW OR ASSESS HIGH QUALITY TEACHING?</p>	
<p>What criteria does your institution (department, college, campus, university) use to assess teaching?</p>	<p>SIRS forms I guess</p>
<p>What criteria does your discipline use to assess teaching?</p>	<p>Outcomes Methodology of teaching</p>
<p>What are the “key issues” in postsecondary teaching in your field?</p>	<p>Focus on content rather than skills</p>

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