Connected & Convincing: Composing a Teaching Narrative for Annual Review Malayna Bernstein, Ph.D. Provost Fellow, Academic Personnel and Faculty Development Service Associate Professor, College of Education & Human Services





Workshop Overview

- Part One: What's in a narrative?
- Part Two: Developing a teaching philosophy
- Part Three: Articulating challenges
- Part Four: Explicating pedagogical design
- Part Five: Connecting to purposefully-selected and varied evidence
- Part Six: Ensuring alignment

What's in a narrative? (and what's not...)

Search All Activities	Rapid Reports Pastebo	
Review a guide to manage your activities.		
 General Information 		
Permissions	Education	
Personal and Contact Information	External Connections and Partnerships	
Administrative Data - Permanent Data Yearly Data Restricted-Access Documents	Faculty Development Activities Attended	
Professional Positions Prior/Outside of WVU	Licensures and Certifications	
Administrative Assignments	Media Appearances, Contributions, and Interviews	
Awards, Honors, and Endowments	Professional Memberships	
Consulting	CEHS Workload Information	
 Teaching 		
Academic Advising	Course or Lab Supervision	
Clinical Supervision Summary	Supervision of Graduate Assistants	
Directed Student Learning (e.g., theses, dissertations, capstone, student research)		
Non-Credit Instruction Taught	Graduate Placement Information/Alumni Success	
Scheduled Teaching	Teaching Innovation and Curriculum Development	
 Scholarship/Research 		
Proposals Imported from WVU+kc	Publications, Research, and Intellectual Contributions	
Awards Imported from WVU+kc	Biographical Sketch - NDH NSF	
IRB Protocols Imported from WVU+kc	Intellectual Property (e.g., copyrights, patents)	
Artistic/Professional Performances, Exhibits, and Design Works	Presentations	
Contracts, Fellowships, and Selected Grants [MANUAL ENTRY]		
~ Service		
University, College, School/Division/Unit	Recruitment and Retention	
Professional	Faculty Mentorship	
Public Service, Community Engagement, Outreach		
 Archived Reports and Documents 		
Supporting Documentation (CV, Report Narrative, Other)	Review, Promotion, and Tenure	
SUBMIT: Faculty Productivity Report	Other Submissions	



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Department of Learning Sciences & Human Development inforgantown, v	VV 20300-0122
EDUCATION	
Ph.D., Learning Sciences, School of Education and Social Policy, Northwestern University, Evanston, IL Dissertation: At the Desk and on the Night Stand: Reading as a Mediating Artifact in Teachers' Professional and Personal Lives Committee: Drs. Carol D. Lee (chair), Miriam Sherin, James Spillane & Jelani Mandara	2009
M.A., Learning Sciences, School of Education and Social Policy, Northwestern University, Evanston, IL	2002
B.A., English, Wesleyan University, Middletown, CT	1997
TEACHING & ADMINISTRATIVE POSITIONS	
West Virginia University, Morgantown, WV	
Current Roles	
Provost Academic Leadership Fellow, Office of the Provost	2020-21
Service Associate Professor, Dept. of Learning Sciences & Human Development (LSHD)	2019- 2017-
Director, Learning Sciences Programs, LSHD Master Facilitator, ADVANCE Center, Office of the Provost	2017-
Adjunct Faculty, College of Physical Activity and Sports Sciences	2017-
Previous Roles (selected)	£010-
Interim Director, Program Evaluation and Research Center, College of Education and Human S	ervices 2019-20
Co-Director, National Writing Project@West Virginia University	2012-17
University of Maryland, College Park, MD	
Instructor, Dept. of Curriculum & Instruction, College of Education	2007-09
Northwestern University, Evanston, IL	
Director, Undergraduate Teacher Education Program	2006-07
Instructor & Teaching Assistant, Dept. of Learning Sciences	2003-07
Middle School Writing Teacher, Center for Talent Development	2002, 06
Marymount International School in Rome, Rome, Italy	
High School English Teacher, International Baccalaureate Program	2002-03
Marshall Fundamental Secondary School, Pasadena, CA	
High School Teacher; English, Drama, and Puente programs	1997-99
FELLOWSHIPS AND AWARDS (SELECTED)	
Provost Academic Leadership Fellow, West Virginia University	2020-21
WVU Foundation Outstanding Teaching Award, West Virginia University	2018
College of Education & Human Services Outstanding Teacher Award, West Virginia University	2017
Teaching Assistant Fellow, Searle Center for Teaching Excellence, Northwestern University	2005
Spencer Research Training Grant Fellow, Northwestern University	2002-04
University Fellow, Northwestern University	2000-01, 2004
Witty Literacy Fellow, Northwestern University	2001-02
Connelly Prize for Nonfiction Writing, Finalist, Wesleyan University	1996

What's in a narrative? (and what's not...)

- Avoid leading with WHATs
- Focus on WHYs and HOWs
- Avoid the SEMESTER SNAPSHOT
- Emphasize the DEVELOPMENTAL TRAJECTORY





Developing a Teaching Philosophy: Don't inauthentically shoehorn...









Developing a Teaching Philosophy: Use a bottom-up approach

Sciences and Human DevelopmentIn collaboration with the instructor and their peers, students willIn collaboration with the instructor and their peers, students will• Read and discuss texts that describe, critique, and apply a range of theories central to human development and the learning sciences;• Explore theoretical models of learning; • Use learning experiences; • Actively reflect on our learning-in-action; • Consider the affordances and limitations of• Examine interactions between theory an empirical practice; • Reflect on their own epistemological and	Theoretical Foundations of Learning	Learning in Educational Settings	Advanced Qualitative Research Methods
 peers, students will Read and discuss texts that describe, critique, and apply a range of theories central to human development and the learning sciences; Consider consonances and dissonances peers, students will peers, students will Explore theoretical models of learning; Explore theoretical models of learning; Use learning theory as a lens to examine past learning experiences; Actively reflect on our learning-in-action; Consider the affordances and limitations of Reflect on their own epistemological and 			
	 peers, students will Read and discuss texts that describe, critique, and apply a range of theories central to human development and the learning sciences; Consider consonances and dissonances across different theories; Apply multiple theoretical frameworks to empirical problems of interest; Trace the development and application of theories over time; Understand how particular theories have shaped certain subfields within LS&HD 	 peers, students will Explore theoretical models of learning; Use learning theory as a lens to examine past learning experiences; Actively reflect on our learning-in-action; Consider the affordances and limitations of a diverse range of learning environments; and Begin to apply learning theory to the design 	 Explore theoretical foundations of social science research; Examine interactions between theory and empirical practice; Reflect on their own epistemological and theoretical stances and consider how those stances shape their work as researchers; Become more reflective and critical consumers of qualitative research; and Deepen their knowledge of a selected

empirical interests situate them within the larger theoretical landscape of LSHD.

Articulating Challenges

What makes your pedagogical work difficult? Consider challenges related to...

- Discipline
- Modality
- Student population
- Specific student issues
- Class size
- New preparation
- Larger context (politics, COVID)
- Personal context

Also...

- Respond to specific challenges identified in previous review letters
- Respond to concerns articulated in eSEIs

Show that you...

- Heard the feedback/Understood the challenge
- Responded
- Have evidence of change

Explicating Pedagogical Design

Challenge	Pedagogical Designs
Creating rapport in online learning spaces	Zoom drop-in hours, discussion boards, "Get to know me" slides with photos

Connecting to Purposefully-Selected and Varied Evidence

- Consider Evidence Types:
- Generated by you
- Generated by others: solicited and unsolicited
- Part of teaching
- Results of teaching
- About teaching
- Contextualizing teaching

Challenge	Pedagogical Design	Illustrative Evidence

Connecting to Purposefully-Selected and Varied Evidence

Challenge	Pedagogical Design	(Varied) Illustrative Evidence



Ensuring Alignment



Thank you!

- Comments?
- Questions?
- Want to continue the conversation?
- Melissa Latimer, Associate Provost for Faculty Development and Culture
- Presha Neidermeyer, Associate Provost for Academic Personnel
- Christopher Staples, Special Assistant to the Office of the Provost
- Malayna Bernstein, Provost Fellow, Academic Personnel and Faculty Development