

Connected & Convincing:

Composing a Teaching Narrative for Annual Review



Malayna Bernstein, Ph.D.

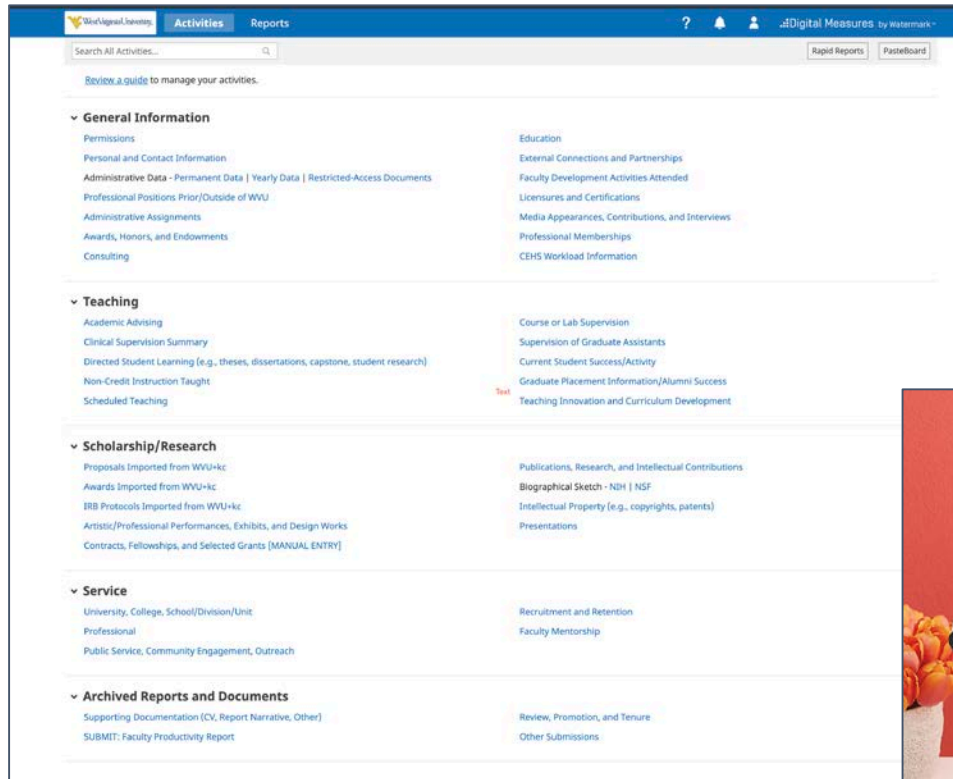
Provost Fellow, Academic Personnel and Faculty Development
Service Associate Professor, College of Education & Human Services



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...)



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EDUCATION	
Ph.D., Learning Sciences, School of Education and Social Policy, Northwestern University, Evanston, IL <i>Dissertation: At the Desk and on the Night Stand: Reading as a Mediating Artifact in Teachers' Professional and Personal Lives</i>	2009
<i>Committee:</i> Drs. Carol D. Lee (chair), Miriam Sherin, James Spillane & Jelani Mandara	
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	
<i>Current Roles</i>	
Provost Academic Leadership Fellow, Office of the Provost	2020-21
Service Associate Professor, Dept. of Learning Sciences & Human Development (LSHD)	2019-
Director, Learning Sciences Programs, LSHD	2017-
Master Facilitator, ADVANCE Center, Office of the Provost	2017-
Adjunct Faculty, College of Physical Activity and Sports Sciences	2015-
<i>Previous Roles (selected)</i>	
Interim Director, Program Evaluation and Research Center, College of Education and Human Services	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

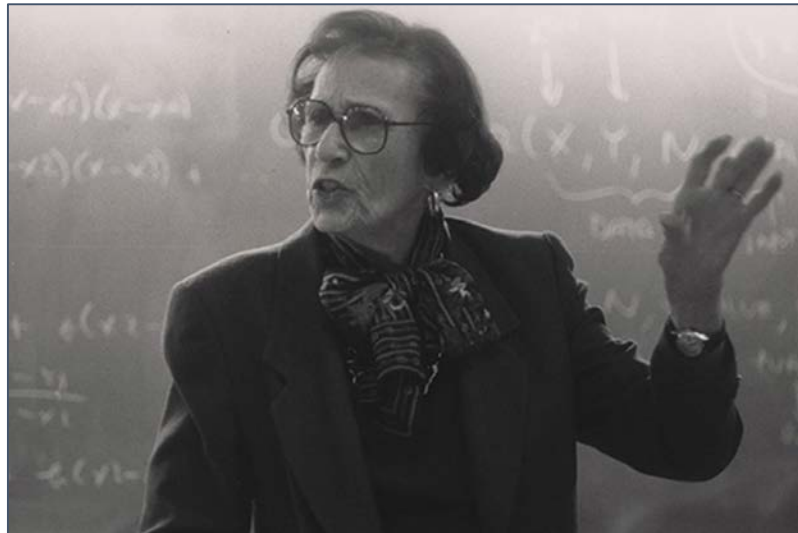
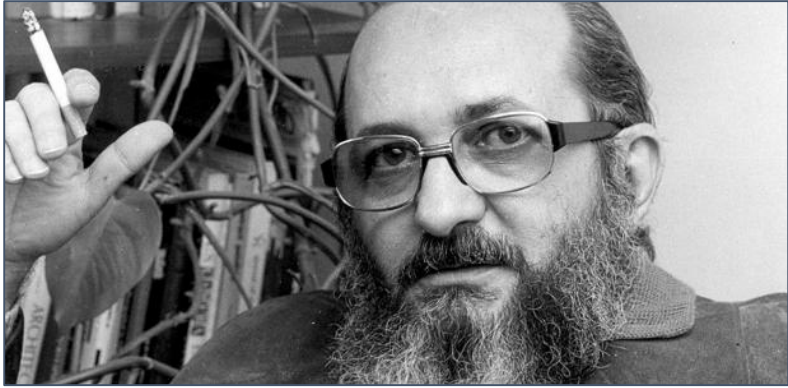
What's in a narrative? (and what's not...)

- 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

Theoretical Foundations of Learning Sciences and Human Development	Learning in Educational Settings	Advanced Qualitative Research Methods
<p>In collaboration with the instructor and their peers, students will...</p> <ul style="list-style-type: none">• 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;• Reflect on how their own world views and empirical interests situate them within the larger theoretical landscape of LS&HD.	<p>In collaboration with the instructor and their peers, students will...</p> <ul style="list-style-type: none">• 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 of learning environments.	<p>In collaboration with the instructor and their peers, students will...</p> <ul style="list-style-type: none">• 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 qualitative research approach.

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

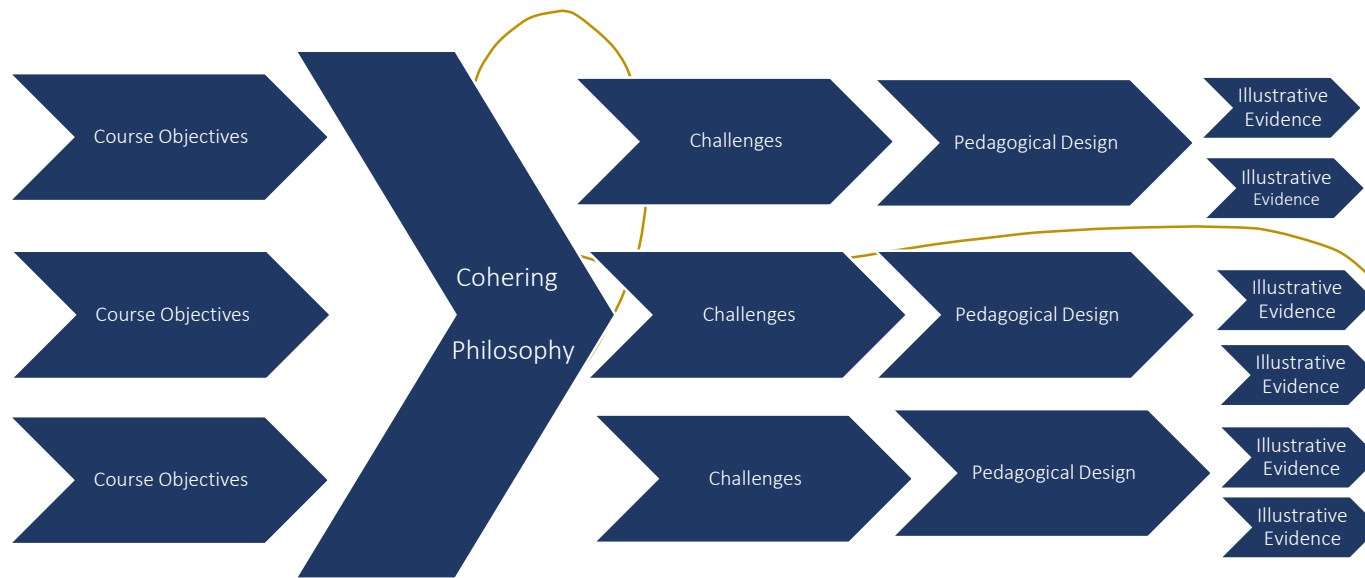
Connecting to Purposefully-Selected and Varied Evidence

Challenge	Pedagogical Design	(Varied) Illustrative Evidence

Ensuring Alignment



Ensuring Alignment



Thank you!

- Comments?
 - Questions?
 - Want to continue the conversation?
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- 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