


A Professional Development Model

Effective and research-based

AMATYC Fall 2010

Problem

- ▶ Faculty group separated
 - ▶ Access to department head infrequent
 - ▶ Team discussions difficult to schedule and difficult to communicate
 - ▶ Standards of quality less obvious
 - ▶ Various levels of pedagogical knowledge and training
 - ▶ Culture of the group naturally re-forming into smaller distinct groups
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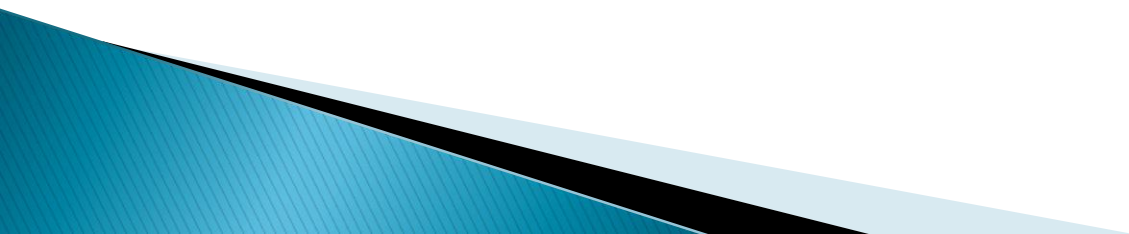
Challenge

How to promote professional development and growth?

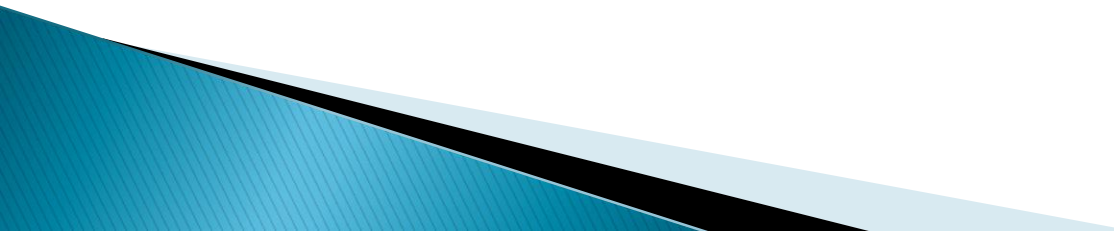
What would be effective?

What should the model look like?

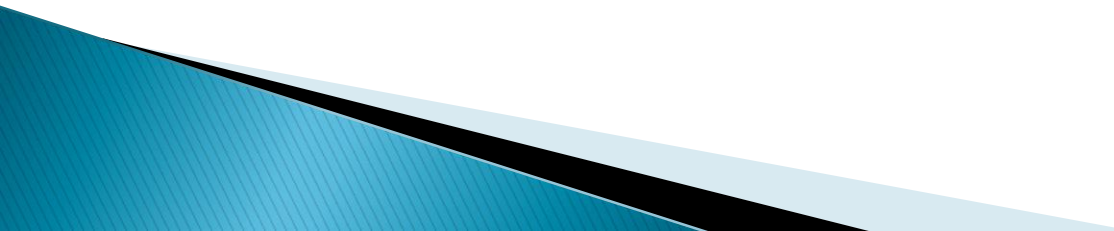
How will you know the professional development is effective?



Simple methods based on research

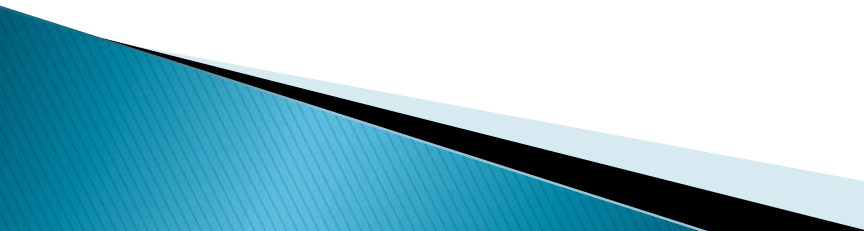
- ▶ How adults learn (Adult Learning Theory)
 - ▶ What encourages individuals to adopt something (Diffusion of innovations)
 - ▶ Feedback to inform them of their progress (Formative Assessment)
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Adult Learning

- ▶ Adults need to know why they need to learn something.
 - ▶ Adults need to learn experientially.
 - ▶ Adults approach learning as problem-solving.
 - ▶ Adults learn best when [they believe that] the topic is of immediate value.
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Diffusion of innovations

For people to consider doing something new they need:

- ▶ To see there is a **Relative Advantage**
 - ▶ To believe the new idea is **Compatible** with what they believe
 - ▶ See that doing this new thing is **Not Complex**
 - ▶ To be able to **Try it Without Penalty**
 - ▶ To **Observe Others** doing it and being successful
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Formative assessment

FA research indicates that effective learning takes place and lasts longer when individuals are:

- Involved in their learning
 - Shown examples of quality
 - Given feedback
 - Provided with self- assessment opportunities
- ▶ What is the goal? Where are they now? What do they need to do to move closer to the goal?

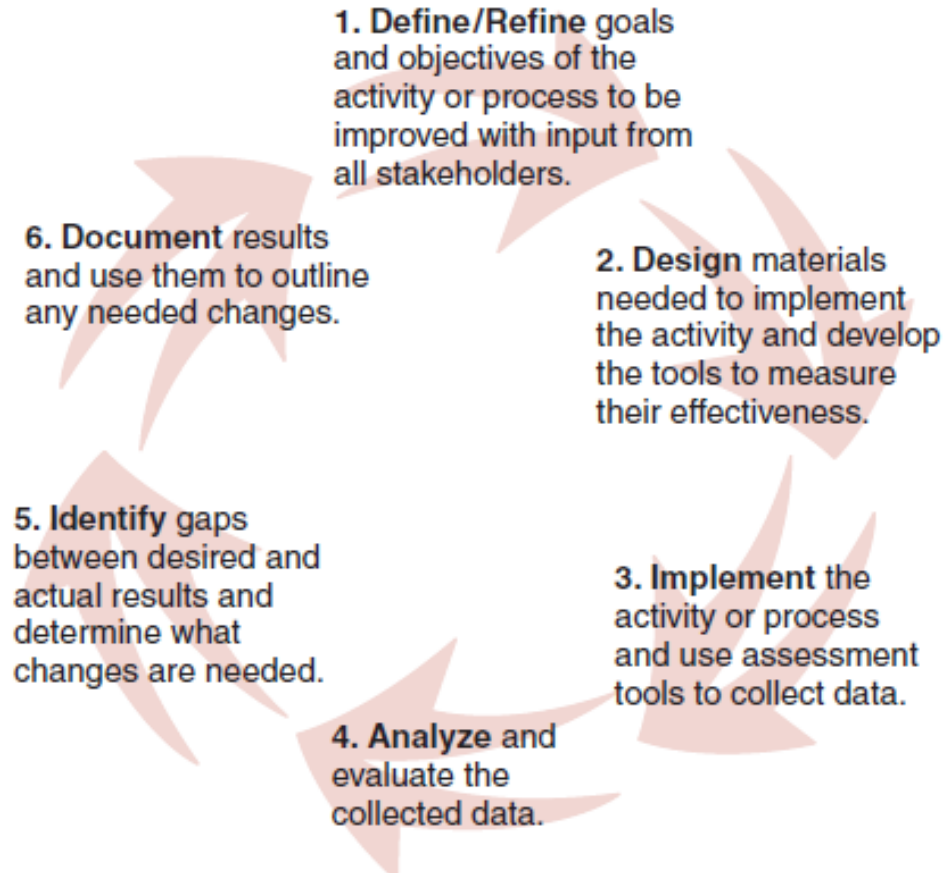
Designing a model

▶ Setting goals

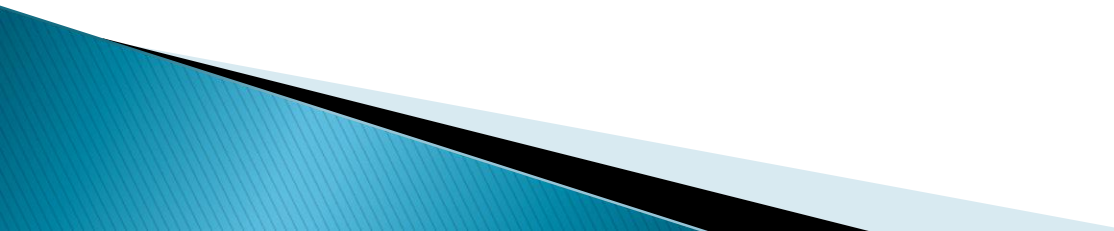
- Team attended workshop to map out a plan for professional development
- Implementation Cycle adopted by AMATYC (American Mathematical Association of Two-Year Colleges)

Implementation cycle

Figure 1 The Implementation Cycle of *Beyond Crossroads*



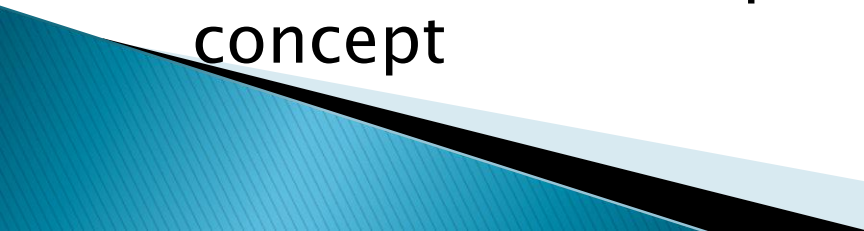
The Model (cont'd)

- ▶ Address methods of sharing information
 - ▶ Methods to observe each other
 - ▶ Avenues for feedback toward the goal
 - ▶ Self-assessment opportunities
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Professional development model 5-year plan

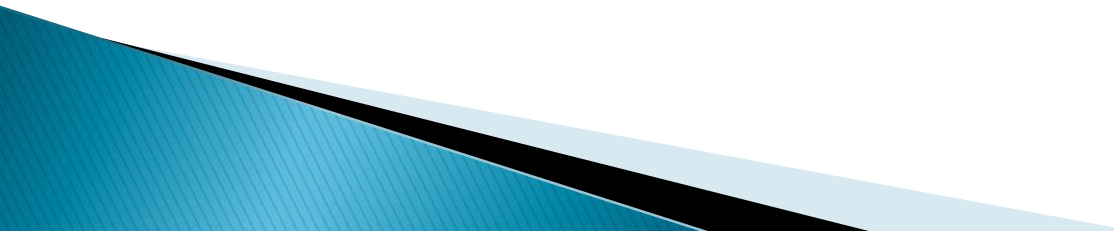
Year 1

Purpose: Establish communication pathways and create awareness

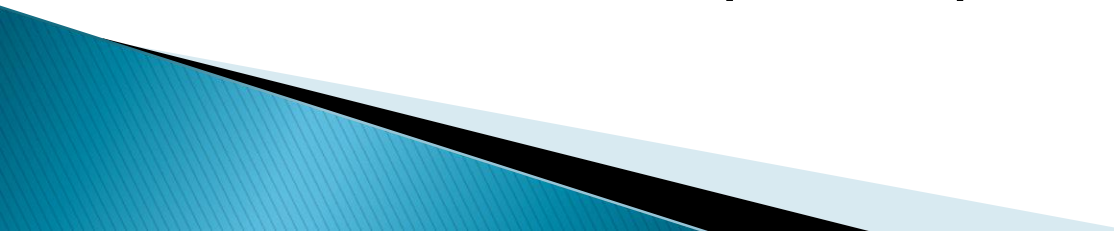
- ▶ Set up Moodle site and use it to house resources and share opinions and experiences.
[Faculty Exchange](#)
 - ▶ Conduct survey to establish a baseline of perception and understanding of the prof dev concept.
 - ▶ Refine a set of criteria that sets the expectations for successful implementation of the prof dev concept
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Second year – Implementation

Purpose: Align professional development with department and college goals. Faculty begin integrating the development into instruction.

- Performance appraisal
 - ACE Initiative
 - College goals
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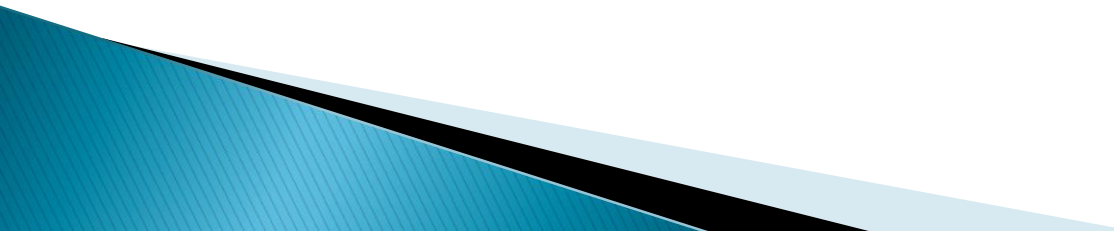
How?

1. Faculty learned experientially – experiment with prof dev topic in classroom (try things without penalty)
 2. Faculty responded through the Faculty Exchange – description of activity, their experience and student reaction – once each semester. (Faculty Exchange forum)
 3. Faculty conducted peer observations
 4. Prof dev provided at monthly meeting
 5. Video of faculty examples
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First analysis of effectiveness

- ▶ Conducted a survey to determine movement/growth as a department toward the goal (**survey results**)
- ▶ Self Assessment – **Reflection Activity**
- ▶ Collected student retention data – **Current status**
- ▶ Planning Team
 - reviewed the survey results,
 - reflections for specific support needed and success,
 - determined the progress to the desired outcome,
 - evaluated and refined the model.

My observations

- ▶ A model based on research helped us to decide the order and importance of activities
 - ▶ Faculty Exchange is a good vehicle for
 - showcase of what works and examples of best practices
 - support and provide feedback
 - good communication – faculty try out things other faculty are doing – ask questions. (Fac Ex forum)
 - ▶ Classroom observations show increased attention learning in professional development topic.
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My observations (con'td)

- ▶ Attribute chart is essential to establish quality
 - Used in peer observations, and classroom observations provide a focus for growth for improved instruction.
 - Provides a reference point for all responses – posts, email, passing conversations of reinforcement
 - ▶ Long-term alignment to department and college goals strengthens position for the purpose and promotion of specific professional development.
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Next Steps

- ▶ Focus on retention data – quantitative
- ▶ Continue faculty surveys – qualitative & quantitative
- ▶ Continue Reflection Activities – qualitative

Analyze and compare to previous model and adjust for the next year.

Thank you

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