

Pedagogy Innovation Project (PIP)

Teaching Professional Development Program Pilot FA19-SP20

Rationale

From our experience coaching faculty and staff, leading professional development, reviewing COORs and assessment reports, and facilitating course- and program-level assessment over the last few years, the TLC leadership team has identified a need for a deeper understanding of the connection between assessment and instructional design, as well as a potential for enhancing our college culture of collaboration and reflection around teaching and learning.

Current Culture of Teaching and Learning at LMC

Los Medanos has long emphasized a student-first approach to course offerings, instruction, and campus structures and initiatives. This value is reflected in learning communities and programs such as Honors, Umoja, and MESA and in the diversity and quality of courses offered at LMC.

When the campus rolled out its 5-year assessment cycle, the process was met with resistance for a variety of reasons, and now, more than a decade later and currently in our 2nd full cycle of assessment, we are seeing that faculty and staff understand the cycle itself and why course-wide and program-wide assessment is needed. However, there is a perceived clash between our cultural value of student-centered learning and the practice of assessment.

Our work with faculty and staff over the last few years has revealed that assessment is viewed by most as a compliance activity, not as an essential or useful part of teaching. Faculty understand the nuts and bolts of processes and documents in place (COORs, COOR revisions, assessment reports), yet do not always see their value or meaning when it comes to improving student learning. CSLOs appear in course syllabi but are not uniformly used to drive instruction, integrated into assignments or learning activities, or made apparent to students beyond the first day of class.

Currently, faculty do not receive formal college-based training on writing outcomes or designing their curricula with these outcomes in mind. Assessment professional development experiences on campus are intermittent and perceived as perfunctory. LMC faculty have voiced a demand for high quality professional development in this area. A thorough review of Comprehensive Program Review reports conducted by TLC in April 2018 revealed that the majority of instructional programs desire support in conducting more integrated, manageable, and meaningful assessment and aligning these assessments with learning outcomes on the course and program level.

In addition to instructional design support, faculty and staff are also eager for pedagogical support. Beyond the evaluation process, which is high stakes and not geared towards taking risks and innovating, faculty do not have opportunities to receive feedback on their teaching. K-12 education has long been ahead of higher education in training teachers and staff on research-supported best practices in instructional and curricular design, and at LMC, we would like to be more thoughtful and intentional in training our talented staff to support students with high impact practices. In doing so, we will build on essential experiences already in place, such as NEXUS, and align our teaching approaches with those of institutions that have long been thinking about teaching and learning dilemmas and implementing responsive strategies and solutions.

In improving our capacity to thoughtfully design and execute courses, we will inevitably improve institutional effectiveness by meeting more students' needs, set our students up for success upon transfer to other institutions and/or workplaces, and enhance the culture of collaboration and reflection on campus. The latter would lead to improvement of institutionalized processes, such as COOR, syllabus, and assessment report writing, which would in turn, effect more meaningful

teaching and engage the college in continuous improvement of closing equity gaps in course success and completion rates.

At Los Medanos, we would like to explore some of these high impact practices through a cohort-based professional development program with a pilot cohort beginning in Fall 2019.

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Identified Needs in Teaching and Learning at LMC- The greater needs we have identified include:

- A conceptual understanding of the connection among student learning outcomes, pedagogy that supports the attainment of those SLOs, and assessment of those SLOs (synergy of COORs, syllabi, and assessment implementation and reporting).
- Identification and sharing of best practices in instructional design and pedagogy.
- A culture of reflection around instructional planning, assessment, and pedagogy.

Objectives of PIP - By the end of this program, participants will:

- Explore and identify research-supported teaching practices that bolster student success.
- Adjust instructional plans and pedagogical moves utilizing evidence of student learning.
- Enhance reflective practice through the use of peer observations, coaching, and audio/video analysis in a low-stakes environment and supportive community of practice.

Outline of Program

Semester 0 – Pre-Program (Spring 2019)

- Host a Focused FLEX on effective teaching practices (focus on instructional planning) and pitch the program.
 - Collect feedback on professional development needs (this will aid us in planning the program to the needs of the college)
 - Include student services staff needs in survey/exit ticket
 - Recruit focus group participants
- Put out call for co-lead of PIP
- Hold focus group sessions with interested faculty/student services staff to gauge needs related to professional development
- Pitch program at department chair meeting in March
- Hold a Monday Meeting in February.
- Continue holding Innovate your Pedagogy drop-ins with rotating topics.
- **Applications due March/April 2019.**
- Identify, recruit, and select the first cohort of the program by April/May 2019.
- Meet regularly as core strengthening planning team to design and plan PD program based on identified needs and select first cohort.

Semester 1 – Instructional Design Focus (Fall 2019)

- Build rapport, reflect on teaching motivation, examine psychosocial needs of learners and adult learning theory, explore qualities of an effective teacher, and identify cohort needs.
- Engage in backwards design process: collaboratively plan learning goals (that align with the COOR and CSLOs), identify acceptable evidence of goal attainment and methods of assessment, and design instruction.
- Utilize best practices and feedback to create instructional plans for Spring 2020. Revise syllabus for Spring to reflect this plan.
- Audio record all class sections for classroom sound analysis.

Semester 2 – Pedagogy Focus (Spring 2020)

- Explore rotating topics (classroom dialogue, student engagement, writing to learn, metacognition and reflection, etc)
- Try new instructional moves, collect data on effectiveness of moves, and bring findings back to cohort (some of this data could be included in CSLO assessment reports).
- Master coach (Program Lead) visits faculty classrooms/staff workplaces and does post-observation coaching debriefs with individual faculty (Weeks 1-8).
- Faculty/staff visit one another's classrooms and/or learning contexts and engage in peer coaching (Weeks 9-15).
- Video and audio recording may be incorporated for further reflection on teaching practice.

Participant Selection/Application

We plan to identify a *10-person* representative pilot cohort using a competitive application.

Participants who meet the following criteria will be given preference during cohort selection:

- Teams consisting of at least 1 full-time and 1 part-time faculty/student services staff who are from similar teaching contexts (same course, department, program, etc).
- Commitment to improving teaching practice and attending all cohort meetings in both semesters of the program.
- At least 2 years teaching experience and 2 semesters teaching same course at LMC.

Candidates will be asked to submit the following materials in the competitive application process:

- Completed application (teaching experience, course load, schedule availability information)
- Statement of interest (250-500 words)

Timeline of Program:

January-March 2019: Program advertised with targeted recruitment
 April 2019: Participants apply
 May 2019: Participants chosen and notified
 August 2019: Cohort meets during FLEX week for a retreat
 September – December 2019: Semester 1 of program
 January 2020: Cohort meets during FLEX week for retreat
 February – May 2020: Semester 2 of program

Program Meeting Dates/Times

The cohort will meet in-person on campus at Los Medanos College for two full FLEX days (one per semester), as well as every other week each semester at one of the below dates/ times for a total of 44 hours, plus some TBA coaching hours:

- Fridays 11-1pm
- Fridays 1-3pm
- Monday 3-5 pm
- Other, as determined by applicants' schedules

BenefitsTo Participants

- Instructional design & pedagogy expertise and resources
- Opportunity to observe colleagues in action and gain best practices
- In-class coaching
- Access to audio and video equipment
- Certificate of Completion
- A \$1500 professional development stipend at culmination of program

To Students

- Clearer learning goals in classroom (improved success, completion and transfer rates). Attainment of these goals will be monitored by the leadership team)
- Increased engagement in instruction and learning

To Institution

- Improved institutional products and processes (clarity, utility, and effectiveness of COORs, syllabi, assessment reports)
- Narrowing of equity gaps in course success and completion rates (monitored by leadership team)
- Improved connection and understanding between faculty and student services
- Focused FLEX, Monday Meetings, and other PD will be made available to the whole campus, not just the participants of the program.
- What we learn and develop will be shared with the campus through TLC, Monday Meetings, FLEX, SGC, and Academic Senate

Connection to College-wide Initiatives and Goals

- Meta-major coaches (for Guided Pathway work) may emerge from this program.
- Integrated planning goals: #4, 5, and 6.
- Student Equity Plan: We will look at breakdowns in success and completion rates, with aims to lowering gaps and disproportionate impacts. Culturally sensitive instructional methods will be a theme of the entire PD.
- Building on learning experiences in NEXUS.

Impact on Student Success and Completion

According to Hearn in the NPEC Report “Student Success: What Research Suggests for Policy and Practice” (2006) (https://nces.ed.gov/npec/pdf/synth_Hearn.pdf):

Classrooms and teaching faculty provide the most direct organizational influences on postsecondary student success, with governmental and institutional policies and practices playing notable indirect roles.

Also, according to Gyurko, *et. al*, in the 2016 ACE and ACUE report “Why Colleges and Universities Need to Invest in Quality Teaching More than Ever” (<http://acue.org/quality-teaching/>)

Educational research conducted over the last 40 years has established that instructors are the most crucial variable affecting student outcomes.

Additionally, according to Hattie in Visible Learning, video recordings and review by faculty of their teaching are one of the most effective interventions in improving practice (ranked 13th out of 252 interventions from over 1200 meta-analyses in education research) Source: <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

Therefore, to help accomplish the goals of the integrated plan, specifically goals #4 (Persistence and Completion), #5 (Equitable Success), and #6 (Learning Culture), this PD will focus on teaching best practices. Quality and effective teaching is “the most crucial variable” in improving success and completion rates. We will assess our efforts at accomplishing these goals throughout the PD, and report out at the end of semester 2. We will present and seek feedback from the integrated planning group at the end of each semester to closely align our PD with the needs of the college and its integrated plan.

BUDGET FORECAST

10-person cohort	Semester 0 (Spring 2019)	
	Item	Cost
	Additional Reassigned Time for CSLO/PSLO Coordinator (0.15)	\$4,200
	Supplies (audio recorders (10), video cameras (5), tripod (3))	\$1,000
	Printing	\$75
	Total: \$5,275	
Semester 1 (Fall 2019)		
	Item	Cost
	Kick-off Meal + Snacks	\$500
	Supplies	\$200
	Printing	\$100
	Books (UBD, Designing Syllabus, etc.)	\$700
	Extension of CSLO/PSLO Coordinator work (0.25)	\$7,000
	Reassigned Time for Faculty Co-Lead (0.25)	\$7,000
	Total: \$15,500	
Semester 2 (Spring 2020)		
	Item	Cost
	Kick-off Meal + Snacks	\$500
	Supplies	\$300
	Printing	\$200
	Extension of CSLO/PSLO Coordinator work (0.25)	\$7,000
	Reassigned Time for Faculty Co-Lead (0.25)	\$7,000
	Professional Development Stipends for Participants (\$1500 each for 10 participants)	\$15,000
	Total: \$30,000	

Grand Total: \$50,775

Note on hours and PD stipend for participants:

As a cohort, we will meet during FLEX week for 6 hours, and then hold 8 1.5-hour meetings of the cohort every other week for a total of 18 hours per semester (36 total for year) of structured program time.

Additionally, fifteen TBA hours outside of the formal meeting times will be spent meeting with the co-leads to prepare for and debrief in-class observations and completing regular reflections on Canvas.

This time comes to a grand total of 33 hours per semester of the program, for a total of **66 hours** over the course of the school year.

Each participant will receive a \$1500 professional development stipend at the culmination of the program upon submission of participant's final reflection.

Note on hours and re-assigned time for co-leads:

The Business Office indicates an estimate of the cost of replacing a FT faculty in the classroom is an instructional rate of \$90 per hour, with an additional 6.7% for benefits.

Bio 5 is loaded at .25 and is a 72-hour class. That's $72 \times 90 = \$6480$, plus 6.7% which is \$434, for a total of $\$6480 + \$434 = \$6914$. We rounded up to \$7000. Math 28 is close to .25 and is also 72 hours, leading to same calculation as in Biology.