I. **What Do We Do?** (Discussion)

II. **What Should We Do? Proposals for Discussion:**

What is the ideal model for the general process of improving one’s teaching?

Here is the cycle suggested by L. Dee Fink\(^1\):

1. Acquire a new idea about teaching or learning.
2. Use that idea to change something in your teaching.
3. Assess the effectiveness of the change.
4. Share the results.
5. Reflect and identify new areas for improvement or development.
6. Repeat.

What should be the relationship between the contractual “improvement of instruction process” and the professional development process?
A Proposed Enriched Improvement of Instruction Process that integrates SLO Assessment and Professional Development:

Pre-Observation interview/questionnaire (the short version)
--Please submit your syllabus, and provide a narrative describing how your course is designed in relation to the Student Learning Outcomes.
--What is one teaching technique or lesson that you really think is working well?
--What is one teaching technique or area that you would like to improve?
--What is one SLO that you would like to assess this year?

A pre-observation interview/questionnaire (the more hard-core version):
--What is one specific professional development activity you have engaged in in the last year? (Please provide the specific bibliographic info, or the date and name of the conference or workshop, classroom observation, etc.) Which of the following areas was this activity most focused on?
   A. Subject-Matter Knowledge
   B. Course Management
   C. Teacher-Student Interaction
   D. Design of Learning Experiences

--What is one new idea about teaching or learning that you have acquired in the last year (perhaps from the activity above)?

--Did you implement that idea in your teaching? If not, why not? If so, how did it go?

--Have you formally assessed student achievement of a specific SLO in one your classes in the past year, submitting the report to your Discipline Coordinator? (Assessment forms and guidelines are available from your discipline coordinator or from Carlos Tovarres, Assessment Coordinator.)

--What is one specific professional development activity you plan to engage in in the next year? (Please consult your discipline coordinator for recommended bibliographies, workshop offerings, and classroom observation opportunities.)

--What help would you like in continuing your ongoing professional development?

Evaluatee Observation of Evaluator’s Class. We all know we learn more as observers! If the goal is improvement of instruction, we need to get teachers doing more observations and reflections on those. A fringe benefit is that the observed teacher will also reflect more.
Evaluator Observes Evaluatee’s Class: For at least an hour.

A detailed, typed narrative observation, provided to the instructor before the post-observation meeting.

Should it be objective or also evaluative? (For example, should it simply provide data, or should it also make suggestions?)

Should this narrative be included in the official I of I submission or just be between the observer and observee?

A post-Observation Meeting, in person: At this meeting, the two can go over all the materials—both what the observee has provided and the report written by the observer—and then discuss plans for the future.

An ongoing collegial relationship.

What are the ideal ingredients for a successful ongoing professional development program? Here’s a proposal:

--A Culture of Teaching: ie. open, professional, collegial, un-paranoid sharing about all things having to do with our subject matter and our teaching, not always reliant on official workshops, etc.

--Discipline-based and faculty driven: The best professional development activities are those generated or recommended by the discipline faculty themselves, both fulltime and part-time, with the discipline coordinator (in the case of large disciplines) as the central resource or clearinghouse.

--Incentives: resume-worthy activities; money; the enrichment of one’s professional life; feeling involved with the institution.

--Voluntary or required?

--Resources: books, articles, bibliographies, workshops, newsletters, websites, time, money

--Faculty Guidance and Support: The Discipline Coordinator or some other faculty member as the liaison and go-to person. I don’t think a college-wide professional development coordinator (Carlos) is sufficient. Guidance and energy must come from the disciplines themselves.

--Institutional Support: Professional Development pay for part-timers; paid office hours for part-timers; real, usable office space for part-time faculty; value placed on the time
faculty devote to their profession (as opposed to undue value placed on non-curricular committees, etc.); reassigned time for Discipline Coordinators of large disciplines.

What is the ideal job description for the Discipline Coordinator, especially in large disciplines, in which the majority of students are taught by part-time instructors?

--Reviews and responds to all instructors’ syllabi.
--Facilitates or coordinates a variety of professional development activities (coordinates with the Center Professional Development and the Professional Development Coordinator.)
--Promulgates and coordinates suggested assessment projects
--Oversees discipline newsletter/website/Facebook etc. as a source of information, inspiration, and guidance.
--Provides and updates bibliographies of suggested reading, viewing, etc.
--Coordinates with the library and the Center for Faculty Development to bring about the availability of important professional development books and publications (especially any recommended readings).
--Coordinates with Learning Center Coordinator and Dept. Chair.
--Oversees and updates discipline handbook, guidelines, etc.
--Oversees the review of CORs.
--Promotes best practices for Improvement of Instruction Process and the Integration of the Improvement of Instruction with Ongoing Faculty Development.
--Coordinates with Discipline Coordinators from the other district colleges.

III. Finally, what in fact can we actually do, given that days continue to last only 24 hours? (And all work and no play makes Dan a dull boy.)

---


3 Fink 5.