

VALENCIA COLLEGE

Analysis of My Practice - Year – 1

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Learning-centered Teaching – Reflection on Workshops (250 words)

What were your “take-aways” from the LCTS workshops you attended? How did those learning-centered teaching strategies inform your micro-teach lesson?

The big take-aways that I gained through the LCTS workshops were the Peace and Justice Initiative Principles and the impact these strategies have on student engagement. Through these techniques (such as write, pair, share or serial testimony) each person has a voice and is given the opportunity to share their experience in some form. I also see how these strategies help build a safe environment where students are given the opportunity to learn about their classmates and form strong/helpful relationships with their peers.

Micro-teach Reflection (250 - 500 words)

Write a brief summary of your Micro-teach lesson. Then use the following questions to guide your reflection of the Micro-teach experience:

What did you learn or gain from the Micro-teach experience? What went well? What could be improved? How is this lesson different from how you've previously taught it (or would have taught it), in light of the learning-centered teaching strategy workshops you attended?

For the Micro-teach, I facilitated a presentation on Time Management. Time management was introduced as the topic and objectives were set. Next the Peace and Justice Initiative Principles were briefly reviewed focusing on the area's most relevant to the Micro-teach. Then, I used the technique of serial testimony to have participants define time management and analyze their own time management skills. The presentation moved into the activity next where a volunteer filled a container with large rocks first, small pebbles next and fine sand last. A discussion was held about how the container was symbolic of life and the stuff inside the container was things that take up our time. The big rocks should be the things that are most important to us (ex: family, friends, health), the pebbles represented other important things (ex: education, work) and the sand represented everything else. If the sand was poured in first, there would not be room for the most important things in life. We briefly discussed what things in the participant's life could be big rocks versus what could be sand. And finally, participants were assigned homework on how they spend their daily 24 hours.

For the micro-teach, I knew I wanted to try serial testimony since I have never used it, because it seems like a difficult and potentially uncomfortable activity and because I have seen the strategy used and it left a positive impact on me. I also knew I wanted to incorporate an activity that required movement of some kind because I have seen what a catalyst movement can be to student engagement. The strengths of the micro-teach were that participants indicated that they felt included and liked that everyone was able to participate, the topic was relevant, the PowerPoint was visually appealing and matched the theme, and they also reporting feeling respected. For improvement, I would give students each a mini kit to be able to work with the activity (rocks, pebble and sand) themselves. I would also give at least a full minute for serial testimony and make sure that none of my slides have too much font that could be overwhelming.

I have never done this presentation before, but before the LCTS workshops, I would have never learned about serial testimony or the power of the PJI Principles. This presentation was inspired by wellness and balance and supported by the new Learning Centered Teaching Strategies that I have learned.

Needs Assessment

Every successful intervention starts with a need. Below you will identify and present evidence for one student learning need.

In a brief paragraph, identify and explain an area of concern for your students, using these questions as a guide.

- *Is there a concept or skill that your students struggle to understand? OR Is there a type of assignment or activity with which students have difficulty?*
- *Why is this concept/skill/assignment/activity important?*

Students seem to have trouble selecting a major/career direction. This is evident in most of my interactions with students and is having negative consequences for the student. This career indecision is affecting course selection, changing majors, financial aid and is creating long wait times for academic advising during peak registration periods. In addition, students do not seem to be fully utilizing the Career Center and perhaps they do not see the connection between career choice and course selection.

Evidence of Needs Assessment

Summarize the evidence that you collected related to this need by addressing each of the following bullet points:

- What evidence alerted you to this student learning need (test/quiz scores, assignment results, observations, etc.)?
- In addition to test/quiz scores, assignment results, and/or your observations, what evidence (survey data, CATs, anecdotes, etc.) did you collect from students that has confirmed or failed to support the need that you identified?
- What strategies did you use to collect this evidence?
- What evidence did you collect from colleagues that has confirmed or failed to support the need that you identified?

- 23% of polled students requested more Skillshops on 'Career' topics (Skillshop data- Fall 2014)
 - o When looking at data from the Skillshop evaluations of Fall 2014, it is not drastically disproportionate between the choices of topic areas. On the evaluations, students are asked, "What Skillshops would you like to see?" and are given 6 forced-choice responses as well as the option of 'other'. The first three selections are selected more than double the last three options and that is what stood out. Career has the second highest number of selections which seems to indicate that students are interested in the topic.
- 45% of student visits in advising/counseling are for topics that can be impacted by career choice- i.e. - change of major, course selection, prerequisites, program or degree (Who's Next reports 1/1/15- 3/26/2015)
 - o This piece of data was significant and shocking. It is not surprising that most students seem to need help with course selection, but out of more than 7,000 students it was surprising that so many may need help with potentially career-related topics.
- .5% of students seen in the same time frame were referred to the Career Center (Who's Next reports 1/1/15- 3/26/2015)
 - o Out of more than 7,000 students, only 43 were marked as having been referred to the career center. Since 45% of students are coming in for potentially career-related topics, it seems as though 45% should be referred to the Career Center and be marked as so in the Who's Next system.
- In the same time-frame, the Career Center actually saw 590 students (Career Center Data, 1/1/15- 3/26/2015)
 - o These numbers were higher than expected, based on the referrals from Advising/Counseling but still show a need for more overall connection with the Career Center and career-related interventions.

Professional Development Related to Needs Assessment

Write an **annotated bibliography** containing 2-4 books or journal articles that you have reviewed to help you understand and/or address the need you identified. Click [here](#) to learn about writing an annotated bibliography.

Then list any other books, journal articles, conferences, workshops, courses, seminars, or other **intended professional development** activities that might aid in your understanding of how to address the need

Annotated Bibliography

Note of Explanation: The annotated bibliography is a new requirement in this year's AMP. In previous AMPs, candidates fully fleshed out three needs and only listed intended professional development in this section. Now with only one need, more focus is placed on reviewing the educational literature early in the process to identify the prevalence of the need and how others may have addressed a similar student need. The annotated bibliography section, therefore, is blank in this sample AMP.

Intended Professional Development

- **ACA Practice Briefs: Career Indecision**
- **Article:** Gaffner, D. C., & Hazler, R. J. (2002). Factors related to indecisiveness and career indecision in undecided college students. *Journal of College Student Development*.
- **Article:** Kelly, K. R., & Lee, W. C. (2002). Mapping the domain of career decision problems. *Journal of Vocational Behavior*, 61(2), 302-326.
- **Book:** Phifer, P. (2009). *College Majors & Careers: A Resource Guide for Effective Life Planning*. Infobase Publishing.
- **Book:** Bolles, R. N. (2012). *What Color Is Your Parachute? 2012: A Practical Manual for Job-Hunters and Career-Changers*. Random House LLC.

Essential Competencies Reflection

The Essential Competencies section that follows is designed to help you reflect on the Essential Competencies introduced during the first year of pre-tenure work and connect them to your own practice. The Essential Competency descriptions and corresponding Performance Indicators are included for your reference.

Assessment

Valencia educators will develop student growth through consistent, timely formative and summative measures, and promote students' abilities to self-assess. Assessment practices will invite student feedback on the teaching and learning process as well as on student achievement.

Performance Indicators: Evidence of Learning

The faculty member will

- design and employ a variety of assessment measures and techniques, both formative and summative, to form a more complete picture of learning (e.g., classroom assessment techniques, authentic assessments, oral presentations, exams, student portfolios, journals, projects, etc.)
- design activities to help students refine their abilities to self-assess their learning
- employ formative feedback to assess the effectiveness of teaching, counseling, and librarianship practices
- employ formative feedback loops that assess student learning and inform students of their learning progress
- communicate assessment criteria to students and colleagues
- give timely feedback on learning activities and assessments
- evaluate effectiveness of assessment strategies and grading practices
- align formative and summative assessments with learning activities and outcomes

Assessment Reflection

*Write a reflection (100-150 words) about the **Assessment** competency. Your reflection should include answers to the following questions:*

- *What were your take-aways from the Assessment seminar and/or roundtable?*
- *What do you already do that demonstrates this competency?*
- *How can you improve your practice in this competency?*

Example purposely not included.

Inclusion and Diversity

Valencia educators will design learning opportunities that acknowledge, draw upon and are enriched by student diversity. Diversity has many dimensions, including sex, gender identity, sexual orientation, race, ethnicity, socio-economic background, disability, cognitive style, skill level, age, religion, etc. An atmosphere of inclusion and understanding will be promoted in all learning environments.

Performance Indicators: Evidence of Learning

The faculty member will

- design and support learning experiences that address students' unique strengths and/or needs
- diversify the curricular and/or co-curricular activities to increase the presence of historically underrepresented groups
- use diverse perspectives to engage and deepen critical thinking
- create a learning atmosphere with respect, understanding, and appreciation of individual and group differences
- challenge students to identify and question their assumptions and consider how these affect, limit, and/or shape their viewpoints
- ensure accessibility of course content in alignment with federal law and Valencia standards

Inclusion and Diversity Reflection

*Write a reflection (100-150 words) about the **Inclusion and Diversity** competency. Your reflection should include answers to the following questions:*

- *What were your take-aways from the INDV seminar and/or roundtable?*
- *What do you already do that demonstrates this competency?*
- *How can you improve your practice in this competency?*

Example purposely not included.

Learning-centered Teaching Practice

Valencia educators will design learning opportunities that promote student life skills development while enhancing discipline learning. Through intentional inclusion of growth-promoting strategies, faculty will facilitate the students' gradual assumption of responsibility for making informed decisions and formulating and executing their educational, career, and life plans.

Performance Indicators: Evidence of Learning

The faculty member will

- establish student & faculty contact that contributes to students' academic, personal, and professional growth
- employ digital tools to aid student contact (e.g., Atlas, MyPortfolio, Blackboard, Ask-A-Librarian, email, etc.)
- seek out struggling students and identify options through dialog and appropriate referrals
- help students assume responsibility for making informed academic decisions (e.g., degree requirements, transfer options, financial aid, etc.)
- guide students in developing academic behaviors for college success (e.g., time management, study, test and note taking strategies, etc.)
- help students identify academic behaviors that can be adapted as life skills (e.g., library search skills, decision-making, communication skills, scientific

Learning-centered Teaching Reflection

*Write a reflection (100-150 words) about the **Learning-centered teaching** competency. Your reflection should include answers to the following questions:*

- *What were your take-aways from the Learning-centered Teaching seminar and/or roundtable?*
- *What do you already do that demonstrates this competency?*
- *How can you improve your practice in this competency?*

Example purposely not included.

LifeMap

Valencia educators will design learning opportunities that promote student life skills development while enhancing discipline learning. Through intentional inclusion of growth-promoting strategies, faculty will facilitate the students' gradual assumption of responsibility for making informed decisions and formulating and executing their educational, career, and life plans.

Performance Indicators: Evidence of Learning

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LifeMap Reflection

Write a reflection (100-150 words) about the **LifeMap** competency. Your reflection should include answers to the following questions:

- *What were your take-aways from the LifeMap seminar and/or roundtable?*
- *What do you already do that demonstrates this competency?*
- *How can you improve your practice in this competency?*

Example purposely not included.

Brainstorming of Needs

The Brainstorming section that follows is designed to help you prepare for the work you might do going forward in the tenure process.

You have already formally identified and collected evidence for one student need. Your tenure work will ultimately require 2-3 fully developed needs assessments and interventions. Every successful intervention starts with a need, so below is a space for you to informally think through other needs you and/or your students have.

Brainstorm a list of other needs that you might possibly explore during your pre-tenure time. For each item in your list, please include a brief explanation.

IDEA ONE

Students seem to show a need for overall wellness – in particular how to keep and maintain a balanced life/schedule. Students often share that they find themselves over-booking their life or spend all of their time in one or two areas – creating neglect & anxiety in other areas. The consequences of this can be disastrous for the student including lack of motivation, self-doubt, poor performance, stress and unhappiness.

IDEA TWO

Students seem to have trouble remembering the action items they were to complete and the information covered in advising sessions. Students share that they simply do not remember what the last person told them or in some cases why they were even referred to a particular office. There also seems to be a lack of follow up with students. Students may have been told by several advisors/counselors over the course of several semesters, that there is something that they could do themselves to help them with their situation, but the student has never followed through and there was never follow up done by the advisor.

Professional Development

Below is a list of professional development opportunities organized by Essential Competency to help you plan your development. You may have included several of these activities in the individual professional development plans above for your needs assessment 1, 2, or 3.

Year-1 Professional Development

Place a check next to the activities you participated in during Year-1.

- X Faculty Orientation: LCTS2224: Interactive Lecture
- X Roundtable: Launching into the TLA
- X LCTS 2111: Cooperative Learning in the College Classroom
- X LCTS3160: 101 Strategies for Demonstrating the Essential Competencies
- X Roundtable: Learning-centered Teaching
- X INDV 7311: Creating a Safe Space for Dialogue
- LCTS 2222: Case-Based Teaching
- LCTS 2910: Write to Learn
- X LCTS2214 Problem-based Learning
- X LCTS 2910: Asking the Right Questions
- X INDV 2151: Inclusion and Diversity
- X Roundtable: Inclusion and Diversity
- X ASSMT 2121: Assessment as a Tool for Learning
- X Roundtable: Assessment
- X Roundtable: Micro-teach Prep
- X Roundtable: Micro-teach
- X Analysis of My Practice: Peer Review
- X LFMP 2141: LifeMap

Future Professional Development

Candidates are strongly encouraged to attend the following professional development activities in Years-2 and 3. *Select the activities below that you plan to participate in before the end of Year-3*

- X LOBP 2131: Learning Outcomes-based Practice
- X PRFC 2264: Understanding Professional Commitment
- X PRFC 2161: Creating an Individualized Learning Plan
- X SOTL 2171: Scholarship of Teaching & Learning
- X PRFC 2263: Creating an Evidence-based Portfolio
- X PRFC 2910: Portfolio Planning Workshop
- X SOTL 2272: Developing Effective Surveys
- X SOTL 2271: Action Research Builder
- X SOTL 2910: Data Planning Tutorial

Future Professional Development

Candidates are encouraged to select additional professional development activities related to the Essential Competencies. *Select those you plan to participate in for Years-2 and 3.*

Assessment

- X ASMT 2122: Classroom Assessment Techniques
- ___ ASMT 2227: Understanding and Designing Rubrics
- ___ (Other)_____

Inclusion and Diversity

- X INDV 2253: Personality and Learning Styles

X INDV 2254: The Art and Science of Learning and the Brain

___ (Other)_____

Learning-Centered Teaching Strategies

___ LCTS 2222: Case-Based Teaching

X LCTS 2910: Write to Learn

___ LCTS 2910: Asking the Right Questions

___ LCTS 2212: Engaging Lectures

X LCTS 2213: Active Learning Techniques

X (Other) LCTS2221: Impacting Student Motivation

LifeMap

___ LFMP 3347 Engaging Students through Mentorship

X LFMP 3348 CARE Strategies

X (Other) LFMP3341 Advising is Teaching

Outcomes-Based Practice

X LOBP 2230: Core Competencies: Think, Value, Communicate, Act (TVCA)

X LOBP 3230: Thinking Things Through: Critical Thinking Theory and Practice

___ (Other)_____

Professional Commitment

X PRFC 3364: Peer Observation of Teaching Orientation

___ PRFC 3365: Peer Observation of Teaching

___ (Other)_____

Scholarship of Teaching and Learning (SoTL)

X SOTL 2273: IR and You: How IR Can Help Faculty Research

X SOTL 3271: Principles of Good Practice

___ SOTL 2274 ARP Data Planning Tutorial

___ (Other)_____