

# 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?*

In the Creating a Safe Place for Dialogue, Collaborate Work, and the Diversity/Inclusion workshops, I learned the importance of how giving everyone an equal opportunity to speak in a safe environment enhances the classroom experience. Students are much more willing to ask questions when they don't understand material, answer questions asked by the professor, and offer their opinion when the classroom environment encourages participation by everyone. I particularly enjoyed techniques such as collaborate work and serial testimony, which causes students to form groups where everyone's opinion matters, everyone is given equal opportunity to speak, and everyone plays an integral role in completing a task. It's not just about recognizing that Valencia students are diverse in their cultural background and experiences, but that all individuals regardless of their background are included equally in all classroom experiences, and that the students benefit from inclusion of this diversity.

### 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?*

#### Summary of the micro-teach:

Temperament, which is the typical behavior pattern of an infant, is an important concept taught in General and Developmental Psychology. The type of temperament a child is born with has lasting implications on the child's development into an adult. In fact, there is a correlation between the temperament an infant displays with the personality and quality of relationships that that person later has as an adult. Therefore, temperament is an important topic to cover with students in General and Developmental Psychology. I also thought this would make a great topic for the micro-teach. While we normally spend 30 minutes covering multiple theories of temperament, I felt 10 minutes would be ample time to cover the two most important theories during the micro-teach.

The learning objectives of my micro-teach were: (1) Define infant temperament, (2) Describe what factors contribute to development of particular infant temperaments, (3) Describe Thomas & Chess's theory and that theory's description of three types of temperament, (4) Practice identifying the temperament of three different infants by reading a description of the infant's behaviors, (5) Describe Rothbart's theory of temperament and her three dimensions, (5) Rate the same three infant's temperament using Rothbart's dimensions.

The learning-centered strategies I used to teach this topic were the following: (1) interactive lecture, (2) choral responding, (3) collaborative work, and (4) case-based teaching. During the lecture portion, I asked the audience to define words on the slide and provide examples of the infant behaviors I was describing. This strategy helps to engage the audience and helps them to feel more comfortable asking instructor clarification questions as needed. At the end of the lecture, I asked brief review questions to ensure understanding of the lecture content before we broke into groups. During these questions, I had the audience answer them in unison through choral responding. This strategy increases participation, as it helps students who feel less confident about their answer or ability to speak in front of others to participate. I next split the class into two groups of three members, and gave them a sheet with descriptions of three temperaments. Each group member was assigned a temperament style, and was responsible for figuring out which infant description matched their assigned temperament. This work was collaborative in that each group member was assigned a different task, and all group members needed to complete their task in order for the entire group to succeed. This strategy was also case-based teaching, as they were comparing what they learned to a case-description of three real infants. By this point in the micro-teach, 10 minutes had already passed, and there was no time to introduce or use the second theory.

#### Reflection of the micro-teach:

My biggest take-away was that it takes me a lot longer to cover a topic than I anticipate, because I include a lot of audience participation when I lecture. In my micro-teach, I planned to cover two theories of temperament in the span of 10 minutes, but instead was barely able to cover one theory. When I instruct students normally at Valencia, during lecture portions, I frequently ask questions about multiple items on a slide, and do not move on until I think the majority of the room seems to comprehend what I just discussed. My questions range from being content based (“can you describe this in your own words?”) to attempting to access higher level thinking / application of concepts. This strategy encourages interaction between me and my students, which I like as it encourages students to ask questions when they don’t understand something or when they are curious about how a psychological concept can be applicable to their day to day life or future career. The material gets covered in more depth when I use this strategy.

The feedback from the micro-teach emphasized how much the audience liked this style of teaching. The downside is that it takes up more class time. I am finding that my expectations of how much material I can cover during a class are unrealistic because I use this interactive lecture strategy throughout the class session. This is probably the most difficult problem that I have been facing in my work as an instructor. I believe I can address this problem by removing content, reducing interaction, or a combination of the two. I am confident that as I progress through the TLA program I will find the right balance of covering breadth, depth, and application of the most important course concepts during class time.

### **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?*

Piaget’s Theory of Cognitive Development is a theory that addresses how children’s thinking develops between birth and adolescence. Understanding why children think the way they do and how their thinking becomes more advanced over time is an essential learning outcome in both the General and Developmental Psychology courses. This concept will help future nurses, educators, mental health providers, and anyone who plans to work with

children be able to anticipate typical errors that children make in their thinking at different ages and what techniques can be used to help children to become more sophisticated in the way they think. Understanding Piaget's theory will also prevent students from expecting children of certain ages to understand or be able to do something that is more advanced than their developmental level. For students who are currently parents, understanding this theory will help them predict how and why their children think the way they do, and what they can do to help their children's thinking become more sophisticated. Finally, this theory will help students (who are typically in late adolescence or early 20's) improve their understanding on how they currently think, how their own thinking has changed as they age, and how their own thinking may become more sophisticated as they age past their 20's.

In the General and Developmental Psychology classes, Valencia students struggle with learning the main concepts of this theory. I provide an interactive lecture about the theories, but students have difficulty applying this theory to their work with children, both in their role as a future professional and in their role as a parent in their current or future family. This difficulty is evidenced by poor performance on tests, topics brought up during the muddiest point, and difficulty with application questions during homework assignments (such as the empty outline). The interactive lecture works well with many concepts in General and Developmental Psychology, but since my students seem to struggle with Piaget's Theory of Cognitive Development, perhaps a more learning-centered approach would aid students in their understanding.

### **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?*

Empty outline findings: In Developmental Psychology, students fill out an empty outline about Piaget's theory during an interactive lecture. While students were able to list the names, stages, and behaviors that children display in each stage, they had difficulty understanding how basic concepts of cognitive theory (such as the terms schema, assimilation, and accommodation) relate to Piaget's theory. They also had trouble understanding how a child advances to the next stage, and how being in a different stage affects overall cognition.

Muddiest point findings: After the Piaget lecture, the students' largest self-described issue was understanding how assimilation and accommodation relate to Piaget's theory, and how one can advance from one stage to the next stage.

Test performance findings: Students confused behaviors that are developmentally appropriate with certain ages with Piaget's theory. For example, they listed characteristics of thinking children can do at a certain age, but that were not part of Piaget's theory. They also had difficulty applying Piaget's theory to real life circumstances, when asked to imagine they were a school teacher and describe strategies they might use to help advance a child from one stage to the next.

### 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

- Conference or Continuing Education credits in teaching cognitive theory- As a licensed psychologist, I am required to take 40 hours of continuing education credits every two years to maintain my licensure. Some of these credits cover Cognitive Psychology and Piaget's theory- specifically, how to use this theory to help patients using cognitive therapy. Approaching this topic from a treatment perspective may be a great tool to help draw more student interest in the theory. I am a member of the Florida Psychological Association and American Psychological Association, both which have yearly conferences that likely offer multiple continuing education credits about this topic.
- Cognitive Development textbook- There are college and graduate level courses that cover only Cognitive Psychology over an entire semester. These courses go into much greater detail on Piaget's theory. Reading through the sections on Piaget's theory in these textbooks may help inspire new ideas on how to help students learn certain aspects of his theory.
- Project Syllabus- This is a website started by Division 2 of the American Psychological Association. Division 2 is the Society for the Teaching of Psychology. This division is made up of psychology instructors across the United States- both graduate and undergraduate. Project Syllabus is a shared database which includes peer-reviewed syllabi that are viewed as exemplary within our field. Looking at syllabi for General Psychology, Developmental Psychology, and Cognitive Psychology undergraduate course may be a source of inspiration for learning-centered strategies or assignments that help students master this material.
- Faculty Development Courses at Valencia College- There are multiple faculty development courses that I think will help me accomplish my goal of having students be able to describe and apply this theory more effectively and accurately. The faculty development course that I feel will be the most relevant are ones that focus on several competencies of a Valencia educator including (1) assessment, (2) learning-centered strategies, (3) lifemap, and (4) Outcomes-based practice. Here is a list of the faculty development courses that I am currently considering:
  - Ones aimed towards enhancing the learning-centered strategies I use in the classroom:
    - LCTS 6311 Interdisciplinary Teaching: Pedagogical Practices that Encourage Critical Thinking
    - LCTS2910 - Flipped Classroom

- Ones aimed at applying what they've learned to their current and future career and interpersonal goals:
  - Thinking Things Through: Critical Thinking Theory and Practice
  - Core Competencies: Think, Value, Communicate, Act (TVCA)
  - LOBP 3231: Critical Thinking: Intellectual Standards
- Ones aimed at assessing what they students have learned and what they have yet to learn:
  - Assessment- formative and summative
  - ASMT 2229 Assess Higher Order Thinking Through Multiple Choice Questions

### **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

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.)
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- 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

### 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.*

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## 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.*

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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

The two most popular psychology classes at Valencia College are General Psychology and Developmental Psychology. Interestingly, the majority of students taking these classes are not psychology majors, and do not plan to take any additional psychology classes. While students taking General Psychology have a wide variety of majors, as the class satisfies the social sciences class requirement, students taking Developmental Psychology tend to be nursing majors, as this is a course that is required in order to enter the nursing program. The majority of students find psychology an interesting topic, but I often overhear students making comments such as “I can’t make a career out of this without going to school for 10 years” or “There’s no way I can make good money with a psychology degree.” Students lack an awareness of how a degree in psychology can translate into a career and what careers are possible with a psychology degree. They regularly confuse the difference between a psychologist and a psychiatrist, and have no idea that there are other types of mental health professionals that are not psychologists or psychiatrists. Furthermore, even if they have career ambitions that are outside the mental health field, they lack the knowledge of how psychology course work is applicable to any career that involves interacting with other human beings. These deficits in awareness/knowledge are apparent in their informal conversations they have with me before/after class and in my office hours, through feedback questionnaires asking them about the relevance of psychology to their future career, and through online discussion assignments and group work assignments asking them to apply specific psychology concepts to their future career. I would like to implement strategies to help both non-psychology majors and psychology majors to have a better understanding of the following: (1) How psychological concepts learned in the course are applicable to careers unrelated to the mental health field, (2) What types of jobs are available for those interested in the mental health field, and (3) What training and degrees are required for various positions in the mental health field.

### IDEA TWO

Psychology is a branch of science. Every concept learned in psychology, every sentence in the textbook, is backed by scientific evidence. It is OK to have an opinion, as long as the person can also look up what scientific research has found regarding that opinion. In all psychology courses, psychology students are expected to be able to read peer-reviewed documents, such as journal articles, newspaper articles,

textbook chapters, and so forth, find the main idea, and paraphrase the main idea in their own words. These assignments serve multiple purposes: (1) Putting information into their own words helps students comprehend and later be able to recall this information; (2) Searching through the databases gives a valuable life skill of how to evaluate the difference between a scientifically researched fact versus an opinion or pseudoscience from a person with no expertise in the subject matter; and (3) Understanding how to find the original source when reading textbooks or other written material that include citations helps students determine the credibility of the information provided to them.

In my Developmental Psychology, General Psychology, and Psychology of Adjustment courses, students have difficulty paraphrasing main ideas into their own words, and when they do, have difficulty giving credit to the original source through APA citation. This learning need is evidenced in their discussion posts, papers, and presentations. Student feedback questionnaires also note the difficulty in understanding APA citations, as it is similar to MLA style but emphasizes different information.

The reasons behind these difficulties are multi-faceted:

1. Valencia students tend to be underprepared for college, and often lack the ability to read and write at a college level when taking psychology courses. For many students, English is not their first language, which further complicates this difficulty.
2. At Valencia College, there are no English Comprehension prerequisites for any psychology course. While some psychology courses require General Psychology, General Psychology has no prerequisite courses, and is often taken by students their first semester. This puts psychology students at a disadvantage, as they have not yet learned how to paraphrase or use any type of citations through their English courses.
3. For students who have already taken Composition I at Valencia, they have learned MLA style, and get confused when using APA style, which has slightly different formatting.
4. In modern times, there is an emphasis on relying on citation generating websites and software (such as what is built into Microsoft word), rather than learning how to write out citations by hand. Because of this overreliance on technology, students tend not to learn the rules of how to APA cite, nor do they tend to notice the mistakes that the software sometimes generate.

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## 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.*

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### 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
- X LCTS 2222: Case-Based Teaching
- X 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
- 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**

ASMT 2122: Classroom Assessment Techniques

X 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
- X (Other) Fliped Classroom

**Learning-Centered Teaching Strategies**

- \_\_\_ LCTS 2222: Case-Based Teaching
- \_\_\_ LCTS 2910: Write to Learn
- \_\_\_ LCTS 2910: Asking the Right Questions
- X LCTS 2212: Engaging Lectures
- X LCTS 2213: Active Learning Techniques
- \_\_\_ (Other)\_\_\_\_\_

**LifeMap**

- X LFMP 3347 Engaging Students through Mentorship
- X LFMP 3348 CARE Strategies
- \_\_\_ (Other)\_\_\_\_\_

**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
- X PRFC 3365: Peer Observation of Teaching
- \_\_\_ (Other)\_\_\_\_\_

**Scholarship of Teaching and Learning (SoTL)**

- \_\_\_ SOTL 2273: IR and You: How IR Can Help Faculty Research
- \_\_\_ SOTL 3271: Principles of Good Practice
- \_\_\_ SOTL 2274 ARP Data Planning Tutorial
- \_\_\_ (Other)\_\_\_\_\_