

Instructions to Create an Individualized Learning Plan (ILP)

❖ [ILP Submission Form is on the TLA web site, Candidate Information page.](#)

An ILP is a tenure-candidate's Individualized Learning Plan. Your ILP is written by you in collaboration with your dean. Your plan should be based on a genuine need and desire to improve your teaching, counseling or librarianship, keeping in mind division needs. The plan spells out what you want to learn, achieve, or accomplish during the pre-tenure process. The goals should be directly connected to your professional practice, considering both pedagogy and discipline. The plan includes two or three Faculty Learning Outcomes.

It is expected that all or most of the 7 Essential Competencies of a Valencia Educator will be demonstrated through the accomplishment of your Faculty Learning Outcomes. However, if any Essential Competency is not demonstrated through the FLOs, it must be documented in the portfolio to show sufficient mastery of each competency. In the end, all Essential Competencies must be demonstrated in your portfolio.

Below you will find a description of what should be included in an Individual Learning Plan.

Candidate's Context

- Educational and Professional Background

This is a brief resume that merely highlights your professional background. The purpose is for your panelists to recognize your accomplishment outside your ILP work. This is not an extensive resume. This is part of the written ILP and is not evaluated by your panel.

- Candidate's Workload:

Explain your workload. Try to be as specific as possible. If you are a professor, mention the number and types of classes (preparations) that you have, as well as any lab or clinical work you do. If you are a program coordinator, mention that here. Librarians and counselors should explain the particular work they are doing and will be expected to do. Describe any other professional duties that you have as part of your work at Valencia, including your participation in TLA activities.

- Candidate's Professional Strengths:

Describe what you consider to be your strengths as an instructor, counselor or librarian. Describe in broad terms the skills, abilities & experiences you bring to your position.

- Candidate's Philosophy of Teaching, Librarianship, or Counseling:

The professional philosophy describes how you conduct your professional practice and why. It should overtly influence your course products, such as syllabi, policies, and daily lessons, and it should be unique to you and your field/discipline. More specifically, the philosophy provides concrete examples reflecting your role (teacher, librarian, or counselor), the role of your students, your instructional strategies, and your assessment methods.

Faculty Learning Outcome (FLO) Statements and Implementation Plan

A Faculty Learning Outcome, in terms of a tenure candidate's ILP, is a statement of what you should learn and be able to do to improve student learning during your tenure-track process. FLO statements articulate the major goals that you defined, in collaboration with your dean. The FLO statement answers "What does the tenure candidate need to learn at this point in the development of his or her practice?" The FLO should be compatible with division needs.

The FLO statement must be learning-centered, assessable, specific to the individual, and related to the Essential Competencies. It must also be demonstrable in a product or performance that can be judged according to explicit criteria.

Clearly stated FLO statements should be understandable to colleagues across disciplines. The description of the FLO is expressed in one sentence. Three Faculty Learning Outcomes are recommended; however, in some cases two are sufficient.

The following chart provides a list of the Essential Competencies and examples of conditions and products to help the candidate and dean more carefully describe the Faculty Learning Outcomes.

Essential Competencies & Indicators of a Valencia Educator demonstrated in the FLOs	Examples of <u>conditions that provide focus</u> to the FLOs	Examples of <u>products</u> and/or performances that reflect <u>evidence of learning</u> (candidate learning in terms of student learning)
<ul style="list-style-type: none"> • Assessment • Inclusion & Diversity • Learning-centered Teaching Strategies • LifeMap • Outcomes-based Practice • Professional Commitment • Scholarship of Teaching & Learning ✓ Essential Competency Indicator Worksheet 	<ul style="list-style-type: none"> • Course and/or unit of study • Time line for implementation and completion 	<ul style="list-style-type: none"> • Learning unit(s) • Rubric(s) • Lesson/unit plan(s) • Conference presentation(s) • Valencia presentation(s) • Scholarly publication(s) • Plan for Action Research Project • Professional certification(s) • Formative and summative assessment instruments • Course design(s)

Needs Assessment:

Before each FLO, explain in general terms what you would like to work on during your pre-tenure period that would improve your ability to improve your practice. This might include, but is not limited to, improving such things as specific teaching strategies, assessment tools, discipline-specific knowledge, obtaining degrees or certifications, and/or creation of web-based or technology-related tools for students.

FLO 1: Action Research Project (ARP)

You can begin by thinking about FLO 1 in general terms, based on your professional needs. As the Y-1 progresses, you will be able to “fine tune” your Learning Outcome Statement into an effective research question for your action research project.

[Instructions](#) on how to write a measurable Faculty Learning Outcome statement:

Research Question (RQ) [Instructions and Questions](#): How to write a measurable and relevant Research Question for an ARP. It is likely that the articulation of an ARP research question will be further refined after you turn in your draft ILP in December.

Essential Competency (ies) & Indicators: List the [Essential Competencies and Indicators](#) you plan on demonstrating in the ARP. Explain how each Competency will be addressed in the ARP by identifying the indicator(s) for each Essential Competency listed. See the indicator worksheet found on the TLA Website under [Candidate Materials](#).

Proposed Research Design Plan:

Conditions: Explain how you will limit or narrow the scope of your ARP (ie, for a course, unit, lesson, etc.). Include course and/or unit and time line for implementation and completion.

Methods and Assessment Plan:

- Student Learning Outcome(s): Identify the Student Learning Outcome(s) (a statement expressing what the students should understand and/or be able to do as a result of what they have learned in the lesson, course, library orientation, counseling session).
- Teaching, Counseling, or Librarianship Strategies of Student Learning Outcome(s): Describe the methods, strategies, and/or techniques you will use to support student mastery of the Student Learning Outcome(s) you identified.
- Assessment Strategies of Student Learning Outcome(s): Describe the tools you will use to measure/gauge how students perform in relation to the Student Learning Outcome(s). Include both the formative (along the way) and summative (at the end) assessment tools and how students will know the criteria by which they will be evaluated.
- Action Research Design: Describe the methods you will use to analyze the data you will collect. Consider whether the amount of data collected

is reasonable and manageable. Describe the evidence you will use to judge the value of your innovation/intervention.

FLO Statements 2-3

[Instructions](#) on how to write a measurable Faculty Learning Outcome statement:

Essential Competency (ies) & Indicators: List the Essential Competencies and Indicators you plan on demonstrating in this FLO. Explain how each Competency will be addressed in this Learning Outcome by identifying the indicator(s) for each Essential Competency listed. See the indicator worksheet.

Conditions: Explain how you will limit or narrow the scope of your FLO (ie, for a course, unit, lesson, etc.). Include course and/or unit and time line for implementation and completion.

Products/Performance: What evidence of learning will you produce to demonstrate achievement in your FLO? See matrix above.

If you find that one or more of the Essential Competencies is not reflected in your FLOs, describe how you plan to demonstrate, by documented product or performance, that you have shown sufficient mastery of the other Essential Competencies in your practice over the pre-tenure period.

Professional Development

Select these links for instructions on how to [register](#) and [print transcripts](#) of your professional development courses and workshops via ATLAS.

You can save your transcript as a pdf or save it as a scanned image in order to copy and paste it into the ILP Submission Form.

Part One: Core Courses

- This section includes courses that provide an overview of the Essential Competencies and courses that will assist you in developing an ILP, constructing a portfolio, and implementing an action research project. Select the Core Courses that you have taken, as well as the courses that you intend to take, from the list of courses provided on the ILP Submission Form. Include the completion date for those courses that you have already completed. Specify which FLO, if any, each Core Course supports. You may select more than one FLO if the course relates to more than one of your outcomes.

Part Two: Advanced Essential Competency Seminars/Workshops

- This section includes additional courses designed to deepen one's understanding of the Essential Competencies. Select the Advanced Essential Competency courses the list of courses provided those that you have taken, as well as those that you have taken, as well as the courses that you intend to take, from the list of courses provided on the ILP Submission Form. Include the completion date for those courses that you have already completed. Specify which FLO(s) (if any) the Advanced Essential Competency course

supports. You may select more than one FLO if the seminar/workshop relates to more than one of your outcomes.

- You may choose to participate in professional development opportunities related to the Essential Competencies but not listed in this section. Please see the [complete list](#) of faculty development courses for current course offerings. An OTHER line under each Essential Competency has been provided for you to list any such courses. It is recommended you choose courses that support your ILP/Portfolio interests. Include the completion date for each course that you have already completed and specify which FLO(s) (if any) each course supports. You may select more than one FLO if the course relates to more than one of your outcomes.

Other Development

- Describe any other professional development activities, such as graduate courses completed, conferences attended, books read, and/or journal articles read in the space provided.