

ILP Review Panel Report

This report is a consolidation of the review panels' assessment of the Year-1 Individualized Learning Plan. It is completed by the dean or the dean's designee. All panelists, including the dean, will "sign off" after reviewing the completed report. The report is then sent to the candidate and the TLA within two weeks of the panel review meeting.

Complete the gray form fields below. Advance by using the "tab" key.

- Only mark achievement levels "Acceptable" if they actually meet the criteria.
- Candidates are not required to improve sections assessed "Acceptable."
- "Effective Presentation" achievement levels are assessed after each major section.

Faculty Candidate's Name	Wanda Candidate	Meeting Date	May 15, 20--
Dean's Name	Dean Johnson	Date Report Reviewed	May 19, 20--
Panelist Name	Hassan Tomas	Date Report Reviewed	May 21, 20--
Panelist Name	Jeremy Funk	Date Report Reviewed	May 22, 20--
Panelist Name	Elodie Arghesse	Date Report Reviewed	May 23, 20--
Date Report Sent to Candidate and TLA			May 25, 20--
<p>General Comments (if applicable): Wanda is an outstanding teacher with an exemplary grasp of her discipline and her craft. The review committee was surprised by the level of maturity and competence displayed at this early stage of the TLA process. She is taking every opportunity to attend professional development activities. More important, she is applying the lessons she learns to her classes. Her outcomes are well-crafted and "doable." She is already making good progress towards their completion.</p>			

CANDIDATE'S CONTEXT		Please Note: Beside the written ILP, the Year-1 review is an oral presentation. The candidate provides only the written ILP; no other portfolio artifacts are required at this time.		
		ONE		COMMENTS / RECOMMENDATIONS FOR IMPROVEMENT
Educational & Professional Background Included?	Offers insight into the relevant educational & professional background of the candidate, not an extensive resume	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Candidate's Workload Context Discussed?	Course titles, preps, labs, clinicals, coordinator positions, etc.	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Candidates Professional Strengths Discussed?	Candidate describes in broad terms the skills, abilities & experiences brought to the position.	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Candidate's Professional Philosophy Discussed?	In 1-2 pages, candidate explains "how do I conduct my professional practice," and "why do I choose that way." Examples to illustrate how the candidate's philosophy is reflected in his/her practice are provided.	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	Very articulate presentation of how she can impact students' lives.

FACULTY LEARNING OUTCOME #1 (ACTION RESEARCH)

FLO #1	GUIDELINES FOR ASSESSING THE FACULTY LEARNING OUTCOME	Candidate supplies an FLO Statement and a research question. Only the FLO Statement is evaluated for achievement level. Feedback is provided for the research question.
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EVALUATION GUIDELINES		ONE		STRENGTHS / RECOMMENDATIONS FOR IMPROVEMENT
Is the FLO Statement . . .				
Clearly connected to the candidate's Needs Assessment?		<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Describing a learning result related to improving student learning? <i>Explains what the faculty member will be able to do in terms of improving student learning, as applicable.</i>		<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Specific? <i>Addresses no more than one result/trait.</i>		<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	Rather than have two outcomes – improving students' self-assessment skills and writing skills, we recommend that Wanda limit her focus to just improving scores on the core writing assignments in the class.
Action-oriented? <i>Can the faculty member take action as a result of findings?</i>		<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Cognitively Appropriate? <i>Action verb identifies desired cognitive level of faculty thinking.</i>		<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Clearly stated? <i>Meaning is clear to all disciplines.</i>		<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Assessable? <i>Are measurable results achievable?</i>		<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
FLO #1	EVALUATION OF FLO STATEMENT #1	Check the appropriate achievement level. Outcome Statements must be "acceptable" before the candidate moves to the implementation phase.		
ACHIEVEMENT LEVEL		ONE		CRITERIA STATEMENT
Incomplete / Not Yet Acceptable		<input checked="" type="checkbox"/>		FLO unclear, not assessable, does not relate to teaching & learning and/or the needs assessment.
Acceptable		<input type="checkbox"/>		FLO clear, assessable, relates to teaching & learning and needs assessment.
FLO #1	FEEDBACK ON FLO	Plans are not evaluated for achievement level; however, feedback is needed for improvement.		
EVALUATION GUIDELINES		ONE		STRENGTHS / RECOMMENDATIONS FOR IMPROVEMENT
Are the applicable Essential Competencies identified?		<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	Yes, but we suggest including Outcomes-based Learning since the FLO focuses primarily on written communication and self- and peer-assessment (value).
Are the conditions identified?		<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	We suggest that the candidate narrow her focus to one section of Comp I rather than two.
Are the products/evidence of learning identified?		<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	The panel feels a pre and post survey self-reported student survey would add data that would be helpful in measuring student attitudes towards the intervention.
Are the professional development efforts/plans described?		<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
FLO #1	GUIDELINES FOR FEEDBACK ON THE ACTION RESEARCH QUESTION	The research question is not evaluated for achievement level; however, feedback is needed for improvement. (If more than one RQ, copy and paste this section.)		
EVALUATION GUIDELINES		ONE		STRENGTHS / RECOMMENDATIONS FOR IMPROVEMENT
Is the Research Question . . . (In some cases an FLO may have more than one RQ.)				
Clearly connected to the candidate's FLO?		<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	We suggest that Wanda use the phrasing from the FLO in her ARQ to improve alignment.
Significant and related to improving student learning?		<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Are the methods under the candidate's control?		<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Feasible in terms of time, effort and available resources?		<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	Yes, but we recommend completing the project in fall and not rerunning the project in spring session.
Clearly stated?		<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	

Addressing no more than one result/trait?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
A question that can be answered by the data that will be collected?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	

FACULTY LEARNING OUTCOME #2

FLO #2	GUIDELINES FOR ASSESSING THE FACULTY LEARNING OUTCOME		
EVALUATION GUIDELINES		ONE	STRENGTHS / RECOMMENDATIONS FOR IMPROVEMENT
<i>Is the FLO Statement . . .</i>			
	Clearly connected to the candidate's Needs Assessment?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
	Describing a learning result related to improving student learning? <i>Explains what the faculty member will be able to do in terms of improving student learning, as applicable.</i>	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
	Specific? <i>Addresses no more than one result/trait.</i>	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
	Action-oriented? <i>Can the faculty member take action as a result of findings?</i>	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
	Cognitively Appropriate? <i>Action verb identifies desired cognitive level of faculty thinking.</i>	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
	Clearly stated? <i>Meaning is clear to all disciplines.</i>	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
	Assessable? <i>Are measurable results achievable?</i>	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO While improving engagement is certainly a valid goal, it may be difficult to measure. We recommend that Wanda focus on something more easily assessable. Wanda mentioned teamwork skills and collaboration skills; we suggest she revise her FLO to focus on such skills rather than on engagement.
FLO #2	EVALUATION OF FLO STATEMENT #2	Check the appropriate achievement level. Outcome Statements must be "acceptable" before the candidate moves to the implementation phase.	
	Incomplete / Not Yet Acceptable	<input type="checkbox"/>	FLO unclear, not assessable, does not relate to teaching & learning and/or the needs assessment.
	Acceptable	<input checked="" type="checkbox"/>	FLO clear, assessable, relates to teaching & learning and needs assessment.
FLO #2	FEEDBACK ON FLO	Plans are not evaluated for achievement level; however, feedback is needed for improvement.	
EVALUATION GUIDELINES		ONE	STRENGTHS / RECOMMENDATIONS FOR IMPROVEMENT
	Are the applicable Essential Competencies identified?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
	Are the conditions identified?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO We recommend that Wanda identify the session(s) during which she plans to implement and write up the results.
	Are the products/evidence of learning identified?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO Sample of student work is a needed addition.
	Are the professional development efforts/plans described?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

FACULTY LEARNING OUTCOME #3

FLO #3	GUIDELINES FOR ASSESSING THE FACULTY LEARNING OUTCOME		
EVALUATION GUIDELINES		ONE	STRENGTHS / RECOMMENDATIONS FOR IMPROVEMENT

Is the FLO Statement . . .				
Clearly connected to the candidate's Needs Assessment?		<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Describing a learning result related to improving student learning? <i>Explains what the faculty member will be able to do in terms of improving student learning, as applicable.</i>		<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Specific? <i>Addresses no more than one result/trait.</i>		<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Action-oriented? <i>Can the faculty member take action as a result of findings?</i>		<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Cognitively Appropriate? <i>Action verb identifies desired cognitive level of faculty thinking.</i>		<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Clearly stated? <i>Meaning is clear to all disciplines.</i>		<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Assessable? <i>Are measurable results achievable?</i>		<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
FLO #3	EVALUATION OF FLO STATEMENT #3	Check the appropriate achievement level. Outcome Statements must be "acceptable" before the candidate moves to the implementation phase.		
Incomplete / Not Yet Acceptable		<input type="checkbox"/>	FLO unclear, not assessable, does not relate to teaching & learning and/or the needs assessment.	
Acceptable		<input checked="" type="checkbox"/>	FLO clear, assessable, relates to teaching & learning and needs assessment.	
FLO #3	FEEDBACK ON FLO	Plans are not evaluated for achievement level; however, feedback is needed for improvement.		
EVALUATION GUIDELINES		ONE		STRENGTHS / RECOMMENDATIONS FOR IMPROVEMENT
Are the applicable Essential Competencies identified?		<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Are the conditions identified?		<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Are the products/evidence of learning identified?		<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	We recommend including screenshots or samples of student discussion threads.
Are the professional development efforts/plans described?		<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	

If a FLO(s) statement is deemed *not yet acceptable*, the candidate is required to resubmit the revised FLO(s) statement to his or her dean within two weeks upon receiving the written review. The dean will ensure that the candidate makes the necessary revisions based on panel recommendations before final approval of the FLO(s) statement and communicates approval to the candidate and panel.

When an FLO Statement receives an "acceptable or "exemplary" rating, the candidate has been approved to develop the learning outcome in Year 2.

EFFECTIVE PRESENTATION OF THE ENTIRE ILP				
EVALUATION GUIDELINES		ONE		STRENGTHS / RECOMMENDATIONS FOR IMPROVEMENT
Incomplete / Not Yet Acceptable	Not written clearly or coherently; not presented & edited professionally.	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Acceptable	Written clearly and coherently; presented & edited professionally.	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Exemplary	Acceptable and polished presentation.	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	

Please note:

Candidates will explain their understanding of each Essential Competency in general terms and give examples from their practices and/or their FLO ideas. Since candidates may have only conceptualized and not begun to implement their FLOs at the end of Y-1, they may not be able to provide specific examples from their FLOs. Candidates should be able to describe how they plan to add depth and specificity to their understanding of the Essential Competencies as they work on their FLOs and complete their portfolios.

ESSENTIAL COMPETENCIES OF A VALENCIA EDUCATOR

ESSENTIAL COMPETENCY	EXEMPLARY	ACCEPTABLE	NOT YET ACCEPTABLE	STRENGTHS/ RECOMMENDATIONS FOR IMPROVEMENT
	<i>Candidate has gained comprehension-level understanding of the Essential Competency and can relate this understanding to classroom / professional practice.</i>	<i>Candidate has gained comprehension-level understanding of the Essential Competency.</i>	<i>Candidate has not yet gained comprehension-level understanding of the Essential Competency.</i>	
Assessment as a Tool for Learning	X	<input type="checkbox"/>	<input type="checkbox"/>	Excellent blend of theoretical understanding and the promise of a great deal of application.
Inclusion & Diversity	X	<input type="checkbox"/>	<input type="checkbox"/>	Wanda addresses all kinds of diversity
Learning-centered Teaching Strategies	X	<input type="checkbox"/>	<input type="checkbox"/>	Excellent blend of theory and application.
LifeMap	<input type="checkbox"/>	X	<input type="checkbox"/>	Linking FLO 1 to LifeMap was effective, but you need to display a fuller understanding of LifeMap in terms of how English classes relate to the students' life skills and ambitions.
Outcomes-based Practice	X	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrated deep understanding of not only outcomes alignment, but also Think, Value, Communicate and Act.
Professional Commitment	X	<input type="checkbox"/>	<input type="checkbox"/>	Wanda works hard and is involved in many projects; in time she should take responsibility for a project of her own.
Scholarship of Teaching & Learning	X	<input type="checkbox"/>	<input type="checkbox"/>	Experimentation and thoughtful innovation seem to be the hallmarks of Wanda's teaching.