  
**Individualized Learning Plan (ILP) Submission Form: Year - 2**

**Candidate’s Name:** (type here)

**Dean’s or Director’s Name:** (type here)

**Candidate Context**



### **Attach Educational & Professional Background (Brief Resumé) to ILP:**

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

(Please attach rather than typing here)

### **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.

* **Number of Contact Hours** - fall, spring, summer: (type here)
* **Number of Preparations** - different courses taught or modality:(type here)
* **Other Commitments** - e.g., department coordinator, clubs, etc.:(type here)

### **Professional Strengths:**

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

(Type here)

### **Philosophy of Teaching, Counseling or Librarianship (1-2 pages):**

The [Professional Philosophy](http://valenciacollege.edu/faculty/development/tla/Candidate/PhilosophyDevelopment.cfm) 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. Note: The FLO’s in your ILP should be reflected in the Philosophy statement.

(Type here)



**Faculty Learning Outcome & Implementation Plan #1:**

**Action Research Project**

**(Use the** [**Action Research Project resources**](http://valenciacollege.edu/faculty/development/tla/actionResearch/)**, including the Elements of an AR Project, AR Project Rubric, and AR Project Template, to help you to design your project.)**



### **Needs Assessment for Faculty Learning Outcome #1 Action Research Project:**

Needs are based on what the faculty member wants to learn to improve student learning. Where do you see a need to improve teaching and learning? Is there a persistent problem or area of concern in your class/professional setting? What is the concern? Why are you concerned? Is there a teaching method you would like to explore/incorporate in your practice? Is there a topic in your discipline you would like to teach or present differently to improve student learning? Would you like to try alternative methods of assessment? Would you like to have evidence of the effectiveness of something you are currently doing?

(Type here)

### **Faculty Learning Outcome #1:**

The [FLO statement](http://valenciacollege.edu/faculty/development/tla/Candidate/FLO_definitions.cfm) should be connected to the Needs Assessment and explain what the faculty member will do in terms of improving student learning. An effective FLO meets these criteria: addresses no more than one result/trait; is action-oriented and measurable; action verb identifies the desired cognitive level of faculty thinking; meaning is clear to all disciplines.

The research question must clearly align with the FLO. In other words, the research question is the FLO statement in question form. You may have more than one research question.

**FLO Statement:** (type here)

**Research Question(s):** (type here)

### **Essential Competencies Addressed:**

List the [Essential Competencies and their indicator(s)](http://valenciacollege.edu/faculty/development/tla/Candidate/tla_competencies_LCF.cfm) that you plan to demonstrate in the FLO project. For FLO #1 (Action Research Project), SOTL and all of its indicators must be included and demonstrated.

(Type here)

### **Proposed Action Research Design Plan for FLO 1:**

#### **Conditions:**

Identify how you will limit or narrow the scope of your ARP. Include information about the course, unit or lesson, and timeline for implementation.

* **Course:** (type here)
* **Unit or lesson:** (type here)
* **Timeline for implementation:** (type here)

#### **Adequate Preparation - Sources and Insights:**

Describe the information you have gathered from the four lenses (Self Perspective, Student Perspective, Colleague Perspective, and Expert Perspective) that has helped you prepare for this action research project. Note: List sources consulted and provide a summary of primary insights gained from these sources.

**Self Perspective:** (type here)

**Student Perspective:** (type here)

**Colleague Perspective:** (type here)

**Expert Perspective:** (type here)

### **Methods and Assessment Plan for FLO 1:**

#### **Student Learning Outcome Statement (SLO):**

A Student Learning Outcome states what a student should understand and/or be able to do as a result of what she has learned in a course, library orientation, counseling session. Note: The SLO should align with the FLO and RQ.

**SLO Statement:** (Type here)

#### **Teaching, Counseling, or Librarianship Strategies of Student Learning Outcomes:**

Describe the methods, strategies, and/or techniques you will use to support student mastery of the student learning outcome(s) you identified in your project. These strategies should be listed in order and should be specific enough for feedback.

(Type here)

#### **Assessment Strategies of Student Learning Outcomes**

Describe the tool(s) you will use to measure/gauge how students perform in relation to the Student Learning Outcome. Describe both formative (along the way) and summative (at the end) tools that you will use to assess student learning, as well as tools you will use to inform students of the criteria by which they will be evaluated.

(Type here)

### **Action Research Design**

Describe the types of data you intend to collect and the methods you will use to analyze that data (e.g. pre- and post-surveys, pre- and post-skill or knowledge assessments, experimental group/control group, etc.). Consider whether the type and amount of data collected is reasonable and manageable and aligns with your FLO/SLO/RQ, that is, measures what you intended. Describe the evidence you will use to judge the value of your intervention.

(Type here)

**Faculty Learning Outcome & Implementation Plan #2:**



### **Needs Assessment for Faculty Learning Outcome #2:**

Needs are based on what the faculty member wants to learn to improve student learning. Where do you see a need to improve teaching and learning? Explain in general terms what you would like to investigate during your pre-tenure period that would improve your practice and student learning. This might include, but is not limited to, improving such things as specific teaching strategies, assessment tools, implementation of web-based or technology-related tools for students, discipline-specific knowledge, and/or obtaining degrees or certifications.

(Type here)

### **Faculty Learning Outcome #2:**

The [FLO statement](http://valenciacollege.edu/faculty/development/tla/Candidate/FLO_definitions.cfm) should be connected to the Needs Assessment and explain what the faculty member will do to improve student learning, as applicable. An effective FLO meets these criteria: clearly relates to the Needs Assessment; is specific, action-oriented, cognitively appropriate, and measurable/assessable; and meaning is clear to all disciplines.

**FLO Statement:** (Type here)

### **Essential Competencies Addressed:**

List the [Essential Competencies and their indicator(s)](http://valenciacollege.edu/faculty/development/tla/Candidate/tla_competencies_LCF.cfm) that you plan to demonstrate in the FLO.

(Type here)

### **Conditions:**

Identify how you will limit or narrow the scope of your FLO 2. Include information about the course, unit or lesson, and timeline for implementation.

(Type here)

### **Products/Evidence of Learning:**

What evidence of learning will you produce to demonstrate achievement in your FLO?

Examples: learning unit(s), rubric(s), lesson/unit plan(s), formative and summative assessment instruments, student-constructed work, surveys, classroom assessment techniques, course design(s), conference presentation(s), Valencia presentation(s), scholarly publication(s), professional certification(s), etc.

(Type here)



**Faculty Learning Outcome & Implementation Plan #3:**



### **Needs Assessment for Faculty Learning Outcome #3:**

Needs are based on what the faculty member wants to learn to improve student learning. Where do you see a need to improve teaching and learning? Explain in general terms what you would like to investigate during your pre-tenure period that would improve your practice and student learning. This might include, but is not limited to, improving such things as specific teaching strategies, assessment tools, implementation of web-based or technology-related tools for students, discipline-specific knowledge, and/or obtaining degrees or certifications.

(Type here)

### **Faculty Learning Outcome #3:**

The [FLO statement](http://valenciacollege.edu/faculty/development/tla/Candidate/FLO_definitions.cfm) should be connected to the Needs Assessment and explain what the faculty member will do to improve student learning, as applicable. An effective FLO meets these criteria: clearly relates to the Needs Assessment; is specific, action-oriented, cognitively appropriate, and measurable/assessable; and meaning is clear to all disciplines.

**FLO Statemen:t** (Type here)

### **Essential Competencies Addressed:**

List the [Essential Competencies and their indicator(s)](http://valenciacollege.edu/faculty/development/tla/Candidate/tla_competencies_LCF.cfm) that you plan to demonstrate in the FLO.

(Type here)

### **Conditions:**

Identify how you will limit or narrow the scope of your FLO 3. Include information about the course, unit or lesson, and timeline for implementation.

(Type here)

### **Products/Evidence of Learning:**

What evidence of learning will you produce to demonstrate achievement in your FLO?

Examples: learning unit(s), rubric(s), lesson/unit plan(s), formative and summative assessment instruments, student-constructed work, surveys, classroom assessment techniques, course design(s), conference presentation(s), Valencia presentation(s), scholarly publication(s), professional certification(s), etc

(Type here)



**Professional Development**

**Attach Professional Development Transcripts (seminars, courses completed, etc.)**

Identifying your intended and completed development allows panel members to quickly review the completed work and to perhaps suggest other offerings that may assist you in your pre-tenure work.



### **Core Seminar Series (in sequence)**

**Identify which TLA recommended seminars you participated in or plan to participate in.**

This section includes courses that provide an overview on the Essential Competencies and courses that will assist you in developing an ILP, constructing a portfolio, and implementing an action research project.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Professional Development Activity** | **Taken**  Place an **X** by the activities you have already completed | **Date**  Record the date on which you completed each activity | **Intended**  Place an **X** by the activities you intend to participate in during your pre-tenure work | **FLO**  To which FLO, if any, does each professional development activity relate? (Place an **X** by all that apply) |
| LCTS2224: Interactive Lecture (New Faculty Orientation) | --- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |
| PRFC2120: Launching into the TLA | --- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |
| LCTS2111: Cooperative Learning in the College Classroom | --- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |
| INDV215: Inclusion and Diversity | --- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |
| ASSMT212:1 Assessment as a Tool for Learning | --- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |
| PRFC2267: AMP Peer Review / Analysis of My Practice – Peer Review | --- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |
| LFMP2141: LifeMap | --- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |
| PRFC 2161: From AMP to ILP - Creating an Individualized Learning Plan/Outcomes-based Practice | --- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |
| SOTL2171: Scholarship of Teaching & Learning | --- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |
| SOTL2274: ARP Design and Data Collection | --- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |
| PRFC2264: Understanding Professional Commitment | --- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |
| SOTL3271: Principles of Good Practice | --- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |
| SOTL2272: Developing Effective Surveys | --- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |
| PRFC 2263: Creating an Evidence-based Portfolio | --- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |
| SOTL2275: ARP Data Analysis and Presentation | --- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |

Core Seminar Series (in sequence)

### **Elective Workshops to Inform Your FLO Projects**

**Identify which activities you participated in or intend to participate in.**

This section includes additional courses designed to deepen one’s understanding of the Essential Competencies. If you intend to complete additional “other” courses, please expand this worksheet.

#### **Assessment**

| **Professional Development Activity** | **Taken**  Place an **X** by the activities you have already completed | **Date**  Record the date on which you completed each activity | **Intended**  Place an **X** by the activities you intend to participate in during your pre-tenure work | **FLO**  To which FLO, if any, does each professional development activity relate? (Place an **X** by all that apply) |
| --- | --- | --- | --- | --- |
| ASMT\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | ---- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |

Elective Workshops in Assessment

#### **Inclusion and Diversity**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Professional Development Activity** | **Taken**  Place an **X** by the activities you have already completed | **Date**  Record the date on which you completed each activity | **Intended**  Place an **X** by the activities you intend to participate in during your pre-tenure work | **FLO**  To which FLO, if any, does each professional development activity relate? (Place an **X** by all that apply) |
| INDV7310: Working with Conflict | ---- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |
| INDV7311: Creating a Safe Space for Dialog | ---- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |
| INDV7312: Mindfulness Tools for Educators | ---- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |
| INDV7313 and 7314: SEED I and SEED II | ---- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |
| INDV 2254: Art and Science of Learning and the Brain | ---- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |
| INDV7316: How We Treat Each Other | ---- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |
| INDV2225: Multiple Perspectives | ---- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |
| OTHER: INDV \_\_\_\_\_\_\_\_\_\_\_ | ---- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |

Elective Workshops in Inclusion Diversity

#### **Learning-centered Teaching Practice**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Professional Development Activity** | **Taken**  Place an **X** by the activities you have already completed | **Date**  Record the date on which you completed each activity | **Intended**  Place an **X** by the activities you intend to participate in during your pre-tenure work | **FLO**  To which FLO, if any, does each professional development activity relate? (Place an **X** by all that apply) |
| LCTS2222: Case-based Teaching | ---- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |
| LCTS2223: Asking the Right Questions | ---- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |
| LCTS2225: Flipped Classroom | ---- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |
| LCTS2226: Write to Learn | ---- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |
| LCTS2214: Problem-based Learning | ---- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |
| LCTS3160: 101 Ways to Demonstrate the Essential Competencies | ---- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |
| LCTS 2218: Speaking Across the Disciplines | ---- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |
| LCTS2227: Cultivating a Growth Mindset | ---- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |

Elective Workshops in Learning-centered Teaching

#### **LifeMap**

| **Professional Development Activity** | **Taken**  Place an **X** by the activities you have already completed | **Date**  Record the date on which you completed each activity | **Intended**  Place an **X** by the activities you intend to participate in during your pre-tenure work | **FLO**  To which FLO, if any, does each professional development activity relate? (Place an **X** by all that apply) |
| --- | --- | --- | --- | --- |
| LFMP 3348: CARE Strategies | ---- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |
| OTHER: LFMP\_\_\_\_\_\_\_\_\_\_\_\_\_ | ---- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |

Elective Workshops in LifeMap

#### **Outcomes-based Practice**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Professional Development Activity** | **Taken**  Place an X by the activities you have already completed | **Date**  Record the date on which you completed each activity | **Intended**  Place an **X** by the activities you intend to participate in during your pre-tenure work | **FLO**  To which FLO, if any, does each professional development activity relate? (Place an **X** by all that apply) |
| LOBP 2230: Core Competencies: Think, Value, Communicate, Act (TVCA) | ---- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |
| LOBP 3230: Thinking Things Through: Critical Thinking Theory and Practice | ---- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |
| OTHER: LOBP\_\_\_\_\_\_\_\_\_\_\_\_\_ | ---- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |

Elective Workshops in Outcomes-based Practice

#### **Professional Commitment**

| **Professional Development Activity** | **Taken**  Place an **X** by the activities you have already completed | **Date**  Record the date on which you completed each activity | **Intended**  Place an **X** by the activities you intend to participate in during your pre-tenure work | **FLO**  To which FLO, if any, does each professional development activity relate? (Place an **X** by all that apply) |
| --- | --- | --- | --- | --- |
| PRFC 3365: Learning Partners | ---- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |
| OTHER: PRFC\_\_\_\_\_\_\_\_\_\_\_\_\_ | ---- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |

Elective Workshops in Professional Commitment

#### **Scholarship of Teaching and Learning**

| **Professional Development Activity** | **Taken**  Place an **X** by the activities you have already completed | **Date**  Record the date on which you completed each activity | **Intended**  Place an **X** by the activities you intend to participate in during your pre-tenure work | **FLO**  To which FLO, if any, does each professional development activity relate? (Place an **X** by all that apply) |
| --- | --- | --- | --- | --- |
| SOTL 2273: IR and You: How IR Can Help Faculty Research | ---- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |
| OTHER: SOTL\_\_\_\_\_\_\_\_\_\_\_\_\_ | ---- | --/--/---- | --- | \_\_FLO 1  \_\_FLO 2  \_\_FLO 3 |

Elective Workshops in Scholarship of Teaching and Learning

### **Other Professional 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 below.**

(Type here)