

# **Analysis of My Practice (Year-1)**

**Candidate’s Name, Discipline:**

**Dean’s or Director’s Name:**



## **Part 1: Faculty Needs Assessment**

A personal needs assessment helps you determine what areas you may want to develop as an educator to help you facilitate your students’ learning. Think about your own strengths in the classroom and/or in your discipline, as well as areas that you may want to explore or expand.

This assessment of needs is used to inform your practice in terms of your research project in your *Individualized Learning Plan.* It will help you identify strategies and/or assessment techniques that you want to explore for your own professional development.



This needs assessment can evolve into the third faculty learning outcome (FLO 3) which focuses on the development of your practice. Specifically, what do you want to learn to improve your practice and student learning. Part 5 on this page offers specific courses for which you may want to enroll. Please note that you can add or subtract rows to the chart below as desired.

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| --- | --- |
| **Strengths** | **Needs Assessment** |
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| In this box, use the following format to draft your FLO 3.FLO 3: The faculty member will ***(insert Bloom’s Verb)* *(insert what you want to develop or learn):***  |



## **Part 2: Brainstorming of Student Needs**

In the following section, you will describe the information you have gathered from the *four* lenses (*Self Perspective, Colleague Perspective, Student Perspective, and Expert Perspective*) that has helped in your reflection on one student learning need. In each of the lenses below, think about the connections that exist between your own needs and your student learning needs.



**Identification of Need (*Self-Perspective*)**

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?

### **Evidence of Need *(Colleague Perspective)***

In order to clarify this need, summarize the evidence that you collected by addressing each of the following bullet points:

* What evidence did you collect from colleagues that has confirmed or failed to support the need that you identified, and what strategies did you use to collect this evidence?

### **Evidence of Need (*Student Perspective*)**

In order to clarify this need, summarize the evidence that you collected 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?
* Finally, how, if at all, has your understanding of the student need you identified (or the need itself) changed or been refined based on the evidence collected?

### **Research about Need *(Expert Perspective)***

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](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html) to learn about writing an annotated bibliography. The writer should include a summary, and a reflection on its applicability to his/her own research.

Then, in the **intended research** section, list the titles of any other books, journal articles, conferences, workshops, courses, seminars, or other activities that might aid in your understanding of how to address the need identified. You may include (but are not limited to) the Essential Competency activities listed in the Professional Development section below.

**Intended Research**



## **Part 3: Essential Competencies Reflections**

The sections that follow are 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. For a list of the Essential Competencies and their indicators, click [HERE](http://valenciacollege.edu/faculty/development/tla/Candidate/documents/ApprovedECs5.25.16.pdf) or within the individual reflection instructions.



### **Learning Outcomes Based Practice Reflection**

Write a reflection (approximately 200 words) about the **Learning Outcomes Based** **Practice** competency. In preparation for this reflection, please consider this essential competency’s [indicators](http://valenciacollege.edu/faculty/development/tla/Candidate/documents/ApprovedECs5.25.16.pdf) as well as the relevant workshop attended. Your reflection should include answers to the following questions:

* What is your understanding of this competency?
* What do you already do that demonstrates this competency?
* How can you improve your practice in this competency?

### **Assessment Reflection**

Write a reflection (approximately 200 words) about the **Assessment** competency. In preparation for this reflection, please consider this essential competency’s [indicators](http://valenciacollege.edu/faculty/development/tla/Candidate/documents/ApprovedECs5.25.16.pdf) as well as the relevant workshop attended. Your reflection should include answers to the following questions:

* What is your understanding of this competency?
* What do you already do that demonstrates this competency?
* How can you improve your practice in this competency?

### **Learning-Centered Teaching Practice Reflection**

Write a reflection (approximately 200 words) about the **Learning-Centered Teaching Practice** competency. In preparation for this reflection, please consider this essential competency’s [indicators](http://valenciacollege.edu/faculty/development/tla/Candidate/documents/ApprovedECs5.25.16.pdf) as well as the relevant workshops attended (Cooperative Learning and optional workshops). Your reflection should include answers to the following questions:

* What is your understanding of this competency?
* What do you already do that demonstrates this competency?
* How can you improve your practice in this competency?

### **Professional Commitment Reflection**

Write a reflection (approximately 200 words) about the **Professional Commitment** competency. In preparation for this reflection, please consider this essential competency’s [indicators](http://valenciacollege.edu/faculty/development/tla/Candidate/documents/ApprovedECs5.25.16.pdf) as well as the relevant workshop attended. Your reflection should include answers to the following questions:

* What is your understanding of this competency?
* What do you already do that demonstrates this competency?
* How can you improve your practice in this competency?



## **Part 4: Micro-teach Reflection**

Part of the first year of your tenure work included a Micro-teach lesson that adopted or adapted an active learning technique introduced in the learning-centered teaching strategy workshops you attended. This section asks you to reflect on that experience.



### **Micro-teach Reflection (250 - 500 words)**

Write a brief summary of your Micro-teach lesson. Reflect upon your experience by responding to the following prompts:

* How did your experiences with the workshops/roundtable inform your micro-teach lesson?
* How did colleague feedback inform your micro-teach lesson?
* Share some insights from student feedback that has made you reflect on how you would improve this activity if you were to implement it again?
* Generally speaking, how would you summarize your micro-teach experience, and how has this experience helped you reflect on your overall philosophy of teaching and learning?



## **Part 5: Professional Development**

Below is a list of professional development opportunities to help you track and plan your development.



### **Year-1 Professional Development**

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

\_\_ Faculty Orientation: LCTS2224: Interactive Lecture

\_\_ Roundtable: Launching into the TLA

\_\_ LCTS 2111: Cooperative Learning in the College Classroom

\_\_LCTS3160: 101 Strategies for Demonstrating the Essential Competencies

\_\_ Roundtable: Learning-centered Teaching

\_\_\_INDV 7311: Creating a Safe Space for Dialogue

\_\_LCTS 2222: Case-Based Teaching

\_\_\_LCTS 2226: Write to Learn

\_\_LCTS2214 Problem-based Learning

\_\_\_LCTS 2223: Asking the Right Questions

\_\_INDV 2151: Inclusion and Diversity

\_\_ Roundtable: Inclusion and Diversity

\_\_ASSMT 2121: Assessment as a Tool for Learning

\_\_ Roundtable: Assessment

\_\_ Roundtable: Micro-teach Prep

\_\_ Roundtable: Micro-teach

\_\_ Analysis of My Practice: Peer Review

\_\_ 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

\_\_PRFC 2264: Understanding Professional Commitment

\_\_PRFC 2161: Creating an Individualized Learning Plan

\_\_SOTL 2171: Scholarship of Teaching & Learning

\_\_PRFC 2263: Creating an Evidence-based Portfolio

\_\_SOTL 2272: Developing Effective Surveys

### **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

\_\_\_ASMT 2227: Understanding and Designing Rubrics

\_\_\_ (Other)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Inclusion and Diversity**

\_\_INDV 2253: Personality and Learning Styles

\_\_INDV 2255: Multiple Perspectives

\_\_\_INDV 7316: How We Treat Each Other

\_\_\_ (Other)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Learning-Centered Teaching Strategies**

\_\_\_LCTS 2222: Case-Based Teaching

\_\_\_LCTS 2226: Write to Learn

\_\_LCTS 2223: Asking the Right Questions

\_\_\_ (Other)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LifeMap**

\_\_LFMP 3347: Engaging Students through Mentorship

\_\_\_LFMP 3348: CARE Strategies

\_\_\_ (Other)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Outcomes-Based Practice**

\_\_\_LOBP 2230: Core Competencies: Think, Value, Communicate, Act (TVCA)

\_\_LOBP 3230: Thinking Things Through: Critical Thinking Theory and Practice

\_\_\_ (Other)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Professional Commitment**

\_\_PRFC 3371: Learning Partners: Developing Reflective Practitioners

\_\_\_ (Other)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

\_\_SOTL 3271: Principles of Good Practice

\_\_SOTL 2274 ARP Data Planning Tutorial

\_\_\_ (Other)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_