

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

**Candidate’s Name, Discipline:**

**Dean’s or Director’s Name:**



## **Part 1: Needs Assessment**

Every successful intervention starts with a need. In the following three sections, 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 of one student learning need.



### **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.

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 2: Brainstorming of Additional Needs**

The Brainstorming section that follows is designed to help you prepare for the work you might do going forward in the tenure process.



You have already formally identified, collected evidence for, and researched one student need. Your tenure work will ultimately require 2-3 fully developed needs assessments and interventions. Since every successful intervention starts with a need, 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.



## **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.



### **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?

### **Inclusion and Diversity Reflection**

Write a reflection (approximately 200 words) about the **Inclusion and Diversity** 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 Reflection**

Write a reflection (approximately 200 words) about the **Learning-centered Teaching** 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?

### **LifeMap Reflection**

Write a reflection (approximately 200 words) about the **LifeMap** 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 pre-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. 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?



## **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)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_