

From our SPECC grant proposal:

**GOAL 1:** Create a multi-media website for the purpose of orienting new faculty to the LMC Developmental Education program and providing information for other colleges designing Developmental Education programs.

**GOAL 2:** Expand and enhance the professional development and assessment efforts provided by Teaching Communities. Produce a staff development “curriculum” handbook and course-level assessment “guide”.

		<b>Doing</b> (Activities connected to grant goals)	<b>Documenting and Sharing</b> (Products and Events)
SP05	Goal 1	Developed a map for the DE Program website	Set up Blackboard classrooms for faculty to share materials and as a temporary holding site for potential website content
	Goal 2	End-of-course assessment across sections of capstone DE English and math courses	Assessment reports submitted to English Department, Math DE Committee, campus-wide DE Committee
FA05	Goal 2	English/ESL Teaching Community on effective methods for correcting errors of ESL students.	Lesson plans and faculty reflections shared on English Dept.’s Blackboard classroom for instructors
		Prealgebra Teaching Community focused on incorporating computer-aided instruction (CAI) and assessing its impact on procedural skill attainment (weekly meetings, 4 of 9 prealgebra instructors, all full-time)	Comparison of scores on quizzes for students using CAI and not using CAI. Report to Math DE Committee on effectiveness of CAI in teaching procedural skills to prealgebra students.
		Elementary Algebra retreats: discussion of the implications of TIMSS study and National Research Council’s <i>How Students Learn Math in the Classroom</i> for LMC algebra curriculum (three 3-hour retreats, 11 participants 82% adjuncts)	
		End-of-course assessment across sections of capstone DE English and math courses	Assessment reports shared with faculty via Bb classrooms for instructors; revision of Intermediate Algebra class activity packet to address assessment results
<b>Presentations:</b> City College: integrated reading and writing (Nancy)			
SP 06	Goal 2	English Teaching Community focused on developing lesson plans using the practices of rhetorical grammar. (weekly meetings, 3 part-time, 2 full-time instructors)	Presentation to English Department on the complexities of teaching grammar; revision of tutor training and focus from grammar instruction to Reading Apprenticeship
		Prealgebra Teaching Community responded to findings from an assessment of final exams by reviewing math education research on “conceptual understanding” and applying findings to curriculum and pedagogy (weekly meetings, 4 full-time instructors)	Website <a href="http://www.cfkeep.org/html/stitch.php?s=21223071051038&amp;id=58310652392274">http://www.cfkeep.org/html/stitch.php?s=21223071051038&amp;id=58310652392274</a>

		Elementary Algebra retreats applied strategies for “using cognitively complex tasks in the classroom” from <i>Implementing Standards-based Mathematics Instruction: A Casebook for Professional Development</i> , Stein et.al. (three 3-hour retreats, 12 faculty, 83% adjunct)	
		End-of-course assessment of Intermediate Algebra exams	Assessment report submitted to Math DE Committee and campus-wide DE Committee; revision of class activity packet to address assessment results
		Retreat on the Scholarship of Teaching and Learning (15 participants from English and math, 40% adjunct)	Faculty work-plans outlining SoTL projects for the fall
	<p><b>Presentations/Publications:</b>  Laney: Teaching Communities in English and math (Nancy and Myra)  City College: Teaching Communities in math (Myra)  Chabot: Reading Apprenticeship (Nancy)  Windows on Learning:</p> <ul style="list-style-type: none"> <li>• Prealgebra Classroom Research  <a href="http://www.cfkeep.org/html/stitch.php?s=21223071051038&amp;id=58310652392274">http://www.cfkeep.org/html/stitch.php?s=21223071051038&amp;id=58310652392274</a></li> <li>• Nancy’s Reading Apprenticeship site  <a href="http://www.cfkeep.org/html/snapshot.php?id=68198986880667">http://www.cfkeep.org/html/snapshot.php?id=68198986880667</a></li> </ul>		
FA 06	Goal 2	Scholarship of Teaching and Learning Seminar for DE English and math faculty (two meetings a month for 11 participants, 36% adjunct)	A gallery of KEEP websites documenting individual classroom research projects <a href="http://www.cfkeep.org/html/gallery.php?id=10253405673665">http://www.cfkeep.org/html/gallery.php?id=10253405673665</a>
		“Curriculum Mondays” in English: once a month English department meetings devoted to curriculum work with goal of building consensus on course SLOS, assignments, and grading criteria	Work done in course-level groups shared with the department during department meetings
		Elementary Algebra retreats focused on teaching and learning of core procedural skills, collaboratively developed quizzes to set a standard for scope and difficulty. (monthly meetings, 3 full-time and 11 part-time faculty)	A set of “mastery” quizzes that are now used by most faculty teaching Elementary Algebra
		End-of-course assessment across sections of Elementary algebra	Assessment report submitted to Math DE Committee
	<p><b>Presentations:</b>  Strengthening Student Success Conference: “Data into Action” (Myra and Nancy)  West Ed videotaped Nancy’s precollegiate English class</p>		
SP 07	Goal 2	“Curriculum Mondays” in English: once a month English department meetings devoted to curriculum work with goal of building consensus on course SLOS, assignments, and grading criteria	Work done in course-level groups shared with the department during department meetings

		Retreats for arithmetic instructors to analyze student success data, interviews with Occ. Ed. faculty, state/national occupational certification exams, course outlines, and examples of innovative curriculum with the goal of making recommendations for revising current course offerings in arithmetic	Recommendations to the Math DE Committee for revising course outlines; A sabbatical leave project that will extend this work into a coherent set of class activities and professional development seminars
		Prealgebra Teaching Community read Lamon's <i>Teaching Fractions and Ratios for Understanding</i> , developed and class-tested curriculum based on Lamon's research, used classroom assessment techniques to assess student understanding.	For each chapter, a summary, a set of problems illustrating core ideas, an assessment of student work, a framework for understanding developmental stages of student thinking. A sabbatical leave project that will extend this work into a coherent set of class activities and professional development seminars
		Elementary Algebra retreats on pedagogy that promotes problem-solving skills; participants read case studies from <i>Improving Algebra Instruction: Using Cases to Transform Mathematics Teaching and Learning</i> and conducted a classroom-based project. (four 3-hour retreats, 12 faculty, 75% adjunct)	Instructors presented their projects during the final retreat
	Gaol 1	DE Program website development	Skeletal website <a href="http://www.losmedanos.edu/deved/default.asp">http://www.losmedanos.edu/deved/default.asp</a>
<p><b>Presentations/Publications:</b>  <i>AMATYC Review</i>: "Using Assessment of Student Learning As A Catalyst For Change" (Myra)  BSI literature review (Nancy)  CMC^3-South: "AMATYC's <i>Beyond Crossroads</i> and the Assessment of Student Learning" (Myra)  Windows on Learning: Pat Wagener's "Can Problem-solving Become a Habit of Mind?"  <a href="http://www.cfkeep.org/html/stitch.php?s=17890089580687&amp;id=27801206640714">http://www.cfkeep.org/html/stitch.php?s=17890089580687&amp;id=27801206640714</a></p>			
SU 07	Goal 2	Leadership Institute in Reading Apprenticeship (8 faculty from various disciplines)	Flex activity on Reading Apprenticeship  BSI action plans for extending Reading Apprenticeship through mentorship with Reading and Writing Center Director
		Elementary Algebra curriculum development in response to FA 06 assessment results	130-page class activity packet used in FA 07 by 75% of sections taught on main campus
FA 07	Goal 2	Conversations on Building an English Course included discussions about building intentional community in the classroom, grading, designing assignments aligned with SLOs, and reflecting on impact with plans for future improvements (meetings twice a month, 10-12 faculty, half adjuncts)	"My Semester: Warts and All": Four course portfolios on KEEP shared via English Department's Blackboard classroom for instructors

		Building on “Curriculum Mondays” English faculty worked in teams to rewrite course outlines	New course outlines for three English courses
		Elementary Algebra Lesson Study (weekly meetings, 11 instructors, 64% adjunct)	Revised class activity packet and an instructors’ manual
		End-of-course assessment across sections of capstone DE English course and in Elementary algebra	Assessment reports submitted to English Department, Math DE Committee, campus-wide DE Committee, Teaching and Learning Project (campus committee overseeing SLO assessment)
	Goal 1	DE Program website development	Completed program components on website <a href="http://www.losmedanos.edu/deved/default.asp">http://www.losmedanos.edu/deved/default.asp</a>
<p><b>Presentations:</b>  Tillery Institute: “The Impact of Professional Development on Programmatic Change” (Nancy and Myra)  Strengthening Student Success Conference: “Work It Backwards” (Myra)  Laney Mini-conference on Faculty Inquiry: “Math Faculty Inquiry: Assessing Programmatic Outcomes in Developmental Math” (Myra)</p>			
SP 08	Goal 2	Elementary Algebra Lesson Study (weekly meetings; 10 instructors, 70% adjunct)	Revised class activity packet, documented classroom observations BSI action plan for continued lesson study
	Goal 1	DE Program website development	Working to complete math and English pages on website <a href="http://www.losmedanos.edu/deved/default.asp">http://www.losmedanos.edu/deved/default.asp</a>
<p><b>Presentations/Publications:</b>  LMC’s Developmental Education Program website <a href="http://www.losmedanos.edu/deved/default.asp">http://www.losmedanos.edu/deved/default.asp</a>  Las Positas College: “Responding to Assessment Results: Using Faculty Inquiry to Improve Student Learning” (Myra)  Cerritos College: “Closing the Loop: Faculty Learning that Improves Student Learning” (Myra)  Santa Barbara College: “Using Faculty Inquiry to Catalyze Change in a Developmental Math Program” (Myra)</p>			