

**Los Medanos College
Developmental Education Program
Professional Development
Ways to Participate in a Teaching Community**

What is a teaching community?

A teaching community is a group of faculty who meet on a regular basis to investigate questions of how and how well students are achieving our stated learning outcomes in a particular course. Each semester, faculty agree on a question or questions to be investigated relevant to these learning outcomes. Attempting to answer these questions is the focus of the teaching community. Our teaching communities are based on:

- Collaborative investigations into student learning
- An assessment cycle based on student learning outcomes
- Content-based staff development
- Integration of research and best practice into curriculum and pedagogy

The nature of the question being investigated determines the study design of the assessment component of the teaching community. The study design includes the assessment method, sample and scoring technique, including any rubrics that may need to be developed or adapted. We also decide what kind of student work we want to collect and review.

The content-based staff development component of the teaching community gives us an opportunity to expand our understanding of teaching and learning in developmental courses by studying our students' work together. **There are a number of ways that faculty can participate in the work of teaching communities.** Facilitators may choose to offer some of the following options-or something we haven't thought of yet- in addition to, or instead of, face-to-face meetings. In order to provide cohesiveness, however, all options should focus on the question the teaching community is investigating:

1. Review of the Literature

Faculty may choose to do research on the question being investigated; for example, what does research tell us about CAI in the math classroom? What studies have been done with specific software instructors are currently using? What is the relevance to the LMC Math DE Program?

Deliverable: Annotated bibliography of articles read.

2. Classroom Observations

Faculty may choose to visit each other's classrooms in order to observe instruction directly related to the question being investigated by the teaching

community. Both a pre and a post observation meeting are encouraged to focus the purpose and intended outcomes of the observation.

Faculty may also choose to have their students interviewed by another faculty member in order to solicit feedback about their learning experiences in the course.

Deliverable: Completed observation sheet or summary of student feedback.

3. Classroom Research

Faculty may choose to do a classroom research project on the focused area of inquiry. The proposal for this project should be written up and approved by the facilitator before it is implemented. An excellent resource for this work is the handbook on Classroom Assessment by Pat Cross and Tom Angelo.

Deliverable: Typed report on classroom research project including:

- Question addressed (Must be related to the teaching community's focus)
- Study Design
- Student Work Samples
- Outcomes of Research Project
- Plan for addressing findings of the Research Project

4. Course Portfolio

A course portfolio would include the following:

- An introductory statement that includes the purpose and focus of the portfolio (must be aligned with teaching community's area of inquiry); an overall guide to what is included in the portfolio and why it was included; a general reflection on what was learned in the process of documenting the work included in the portfolio; a statement of how the author plans to make changes in the course based on what was learned.
- Table of Contents
- Assignments and/or Lesson Plans with attached reflection on why they were written as they appear, and how they worked out, if revisions are needed for the future and why, etc.
- Samples of Student Work with attached reflection on what each sample demonstrates with regard to the focus of inquiry.

Deliverable: The Course Portfolio, submitted electronically. Student work samples should be submitted either for typing, or for scanning.

Note: The Course Portfolio is intended to be a tool for inquiry, and does not have to showcase exemplary work. An honest examination of what is, and is not working may yield more valuable information than a "best of" presentation.

5. Case Studies

Faculty may choose to focus on a few students in their class that they believe offer insights into the question being studied by the teaching community.

A case study should include:

- The question being investigated
- A profile of the student(s)
- Samples of student work with attached reflection on what it demonstrates about the student's learning. Samples should reflect student work at the beginning, middle and end of the semester.
- Summaries of meetings with the student or classroom interactions
- Reflections on the instructor's interactions with the student
- Summary statement on what was learned about the question being investigated as a result of conducting this case study.

6. Instructional Design/ Curriculum Development

Faculty may choose to develop lesson plans or other instructional activities that address the focus of inquiry. These must be accompanied by rubrics or scoring guides, and if possible, actual student work produced as a result of using these plans in the classroom.

Deliverable: Typed lesson plans, instructional activities, rubrics, student work samples – typed or scanned; to be submitted electronically.

7. Videotaped Class Session with Written Critique

Faculty may choose to have a class session that relates to the area of inquiry videotaped. Then, they can watch the videotape with the DE facilitator or another faculty member and write a critique of the teaching and learning they see happening in their own classroom.

Deliverable: Videotape and written critique, submitted electronically. If the faculty member is willing to give permission for the videotape to appear on our website, be sure it is filmed with equipment that facilitates that medium.

NOTE: All deliverables must be accompanied by a completed time log and timecard.