

**Professional Development Advisory Committee
Resource Request Form
Academic Year 2012-2013**

Project Name: Training New Faculty in English/ESL

Submitted by: Nancy Ybarra, Chair, English/ESL

Date: May 17, 2013

Manager's Approval: _____

Scope of Project:

Please state the Problem(s)/Need(s) being addressed

The English/ESL department was asked by administration to add a significant number of sections to our course offerings for Fall 2013 following the passage of Proposition 30 last November. We did this to support the college goal of achieving our intended FTES targets; however, over the last three years, our adjunct pool has shrunk due to repeated cutbacks in course offerings during the recession. We now find ourselves in the position of having to hire an unprecedented number of new adjunct faculty to fill these new positions. As a department, we are particularly excited about bringing new teachers into the profession, and gave priority to newly minted graduates who will receive their Master's degrees this June. We want to inspire and help shape the next generation of teachers in our discipline. However, they will need support and training to be effective in the classroom during their first year of teaching. We are asking for funding to help them get off to a good start!

Purpose of Activity:

We would like to offer a two day training workshop on June 19 and 20 for our new hires. The workshop will be offered by four or five of our experienced faculty members and will have the following purposes:

- Welcome new faculty into our department and help them engage with each other and with experienced faculty
- Develop course syllabi in alignment with course outlines of record
- Develop unit plans for instruction
- Develop assignments/assessments
- Discuss classroom management, establishing community within a classroom, first day strategies, etc.

Activities/Strategies: *(How will the activity be structured?: Is this a one-time activity or are there follow-up activities; When will the activity be scheduled):*

The activities will include brief presentations by experienced faculty on how to develop course syllabi, unit plans and assignments with most of the time spent in workshop mode, with new faculty actually working on developing their own materials for Fall 2013.

There will be some follow-up in August Flex at our department meeting, but ideally, we would be able to propose and receive funding for a follow-up session mid-semester in Fall 2013.

Which College goal(s) and Professional Development Outcomes (s) does the PD Activity address? College goals (check those that apply):

- ✓ GOAL 1: Improve the learning of students.
- ✓ GOAL 2: Create an educational environment in which all people have a chance to fully develop their potential and achieve their educational goals.
- ✓ GOAL 3: Offer high quality programs that meet the needs of students and the commun
- ✓ GOAL 5: Enhance a culture of innovation, inclusiveness and collaboration.

Professional Development Outcomes (check those that apply):

- ✓ Create and sustain learning and working environments that are characterized by these qualities: inclusive, engaging, challenging, relevant, welcoming, purposeful and responsive to diverse cultures,
- ✓ Contribute to and participate in a culture of inquiry and institutional learning that fosters leadership and documents and builds on lessons learned,
- ✓ Effectively assess relevant aspects of college life, such as instruction, programs, services, activities, administration and student services, in order to improve student learning, college services, and institutional effectiveness,
- ✓ Use instructional and organizational models that are research-based and grounded in sound theoretical frameworks and good practice,

Intended Outcomes and Methods of Assessment:

- *How did participants react to the development activity?*
In the course of the interviewing and hiring process, many of the new hires specifically asked for this kind of training and support. We will, of course, ask them to fill out an evaluation at the end of the 2 day workshop, asking for their reaction, what they learned, and what questions and needs remain.
- *What will they learn?*
First and foremost, they will learn that LMC is a welcoming and supportive community that values them and values quality instruction and on-going professional development. Also, we intend for them to learn how to compose an effective syllabus, unit plan, and solid assignments/assessments.
- *What changes do you anticipate in their behavior and attitudes?*
We anticipate that they will feel comfortable asking questions, and will be assured that it is okay to ask for help and support at LMC. They will also know that they are not alone; we have many new teachers, and they are part of a community that wants to see them succeed, just as they want to see their students succeed.
- *What will be the effects of their training on students and the organization?*
Students, of course, are the ultimate beneficiaries of this training. They will reap the benefits of well-prepared teachers who have access to the resources they need to be their best in the classroom.

Resources Needed:

Staffing (Types: classified, faculty, part or full-time, reassigned time, stipends, student

10 new faculty hires @ 300.00 stipends for 2 day training workshop (10 hours total) \$3000.00

(BSI funding will be used to compensate the experienced faculty for their time.)

Supplies

Lunch for 10 new faculty and 5 experienced faculty for 2 days @ 10.00 per person 300.00

Total Budget Request \$3300.00

PDAC Recommendation: Approved _____ Not Approved _____ Date: _____

Requested Modifications to Proposal: _____

Comments:
