Cañada College
PROFESSIONAL LEARNING

Professional Learning Plan

2018-2020

Contents

Process for developing Cañada College's Professional Learning Plan:

In the spring of 2014, a Planning and Budgeting Council (PBC) Taskforce recommended an integrated college-wide vision and coordination for Professional Learning. This taskforce collected ideas about Professional Learning from Academic Senate Governing Council (ASGC), Planning and Budget Council (PBC), Classified Senate, and Academic Committee for Equity & Success (ACES). The shift to college-wide professional learning supported AB2558 legislation which "established the Community College Professional Development Program." In order to build a Professional Learning Program at Cañada, individuals from various groups on campus formed a Professional Development Plan Task Force (later to become the Professional Learning Committee) to review sample professional learning plans and discuss the role of professional learning at Cañada in the Spring 2015. In addition, the College hired a temporary Director of Professional Development and Innovation in the fall of 2015. During spring 2016, the Director of Professional Development and Innovation visited multiple committees throughout campus (including all shared governance committees) and Divisions to collect more information on what professional learning means to the College as well as what a college-wide Professional Learning Program should look like. The Director of PD also reviewed notes from the Task Force, existing professional learning plans, and research-based articles.

A team of faculty, Classified Professionals, and administration from the college reviewed qualitative data from the PD Director-led discussions and research-based information in order to create Cañada's Professional Learning Framework which was approved by PBC in November of 2016. The Framework defines Professional Learning at Cañada including a mission, vision, values, and core concepts. This Framework also marked the shift in terminology from Professional Development to Professional Learning*.

In alignment with the colleges 2017 – 2022 Educational Master Plan (EMP), the Professional Learning Committee has discussed the ways in which professional learning is an opportunity to help impact change within the college through aligning the Professional Learning Plan with the EMP. This includes submitting strategic initiatives related to the three goal areas of the EMP: Student Completion/Success, Community Connections, and Organizational Development. Additionally, the goals and objectives within the Professional Learning Plan reflect the goals within the EMP.

In fall 2016, the College received input from an Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT). This team met with representatives from existing College Professional Learning committees and teams in order to provide a Menu of Options (MOO) for the College. In addition, the College's newly appointed Professional Learning Committee began meeting. This committee - made up of representatives from faculty, Classified Professionals, management, administration, and student senate - reviewed the information from previous work completed on campus while also considering the Cañada Professional Learning Framework and recommendations from the PRT MOO. In order to ensure the Professional Learning Plan aligned with the Professional Learning Framework (the College's definition of

professional learning), the committee organized College-wide professional learning goals based on the core concepts of professional learning at Cañada which are reflected in the Professional Learning Framework: Professional Learning & Teaching; Communication & Collaboration; Career & Personal Growth & Learning.

In addition to reviewing previous contributions from the College community, the Professional Learning Committee also solicited feedback from the campus on the Professional Learning Plan draft through the Participatory Governance Process, open forums, and an anonymous online survey. The Committee used this feedback to make revisions in developing a comprehensive Professional Learning Plan for the 2017-18 academic year.

The 2017-18 Professional Learning Plan received Cañada College approval through PBC on May 17, 2017.

*Cañada is adopting the term Professional Learning as the overarching concept for a college-wide program. This supports a holistic approach to addressing the professional needs throughout the College. It also encourages Cañada faculty, staff, and administrators to "learn, in a way that shapes their practice, from a diverse range of activities, from formal PD programs, through interaction with work colleagues, to experiences outside work, in differing combinations and permutations of experiences" (Webster-Wright, 2009, p. 705). References to Professional Development throughout the document are indications of the College's shift in terminology (from Professional Development to Professional Learning) and/or direct statements from other documentation, organizations, and committees. Previous College documentation regarding Professional Learning may be under the term Professional Development. In addition, the District uses the terminology Professional Development instead of Professional Learning.

Webster-Wright, A. (2009). Reframing professional development through understanding authentic professional learning.

Review of educational research, 79(2), 702-739.

Cañada Professional Learning Framework Statement of Intention

The intention of the Cañada Professional Learning Framework is to provide the foundation for a comprehensive professional learning program that meets the college's needs through supporting existing campus-wide professional learning opportunities and creating a path for further campus-wide professional efforts.

Mission: To actively engage faculty, staff, and administrators in Professional Learning that supports our changing student population, strengthens our diverse campus community, and promotes personal growth and professional learning,

Vision: Our vision is to foster an ongoing community of lifelong learning that embraces and responds to change through promoting innovative and equitable practices campus wide.

Values: We respect and recognize our campus community members are both learners and educators. Professional learning serves as the vehicle for personal and professional growth and transformation. Professional learning at Cañada embraces the following values:

● Professionalism, leadership, and collaboration

● Creativity, ingenuity, and innovation

● Inclusion, social justice, and sustainability

● High academic standards, integrity, and expertise

Core Concepts: Professional Learning and Teaching

● Expand job-related skills and expertise, including knowledge of regulations, policies, and discipline-specific content and pedagogies

● Renew and refresh workplace strengths and morale

● Develop methods for meeting varied student needs in and out of the classroom

● Explore technology as a tool for efficiency and innovation

● Introduce new resources and innovative practices for serving students

● Expand/Develop new skills or practices to enhance institutional goals

Communication and Collaboration

● Embrace and model a community of lifelong learning

● Share and implement integrated, campus-wide, district-wide, state-wide, and nation-wide learning experiences

● Acknowledge and celebrate strengths and achievements

● Create innovative approaches for working with one another (faculty, staff, administration, and students) through community building and mentoring

● Provide opportunities for information sharing, feedback, follow-up, and networking

● Support engagement in campus-wide opportunities (i.e. shared-governance, flex days and division meetings)

Career and Personal Growth and Learning

● Promote health and wellness, including work-life balance and managing stress

● Support setting and meeting individual professional goals

● Cultivate individual potential for growth and leadership within the organization and possible career advancement and leadership

● Engage in mentoring and networking in order to build personal knowledge and promote career growth

Cañada Professional Development Committee Structure

Professional Learning Committee

Cañada Professional Learning Committee Membership: Committee members include two faculty, two Classified Professionals, two Associated Students of Cañada College (ASCC) representatives, and one administrator. The Committee structure was determined through Participatory Governance. Membership was approved by PBC and members appointed through governance bodies (administrator was appointed by the College Cabinet.)

This committee meets monthly. Meetings focus on developing, implementing, assessing, and updating the Campus- wide Professional Learning Program which involves:

• Providing input and feedback on the Professional Learning Plan

• Aligning the Professional Learning Plan and campus-wide activities with the Professional Learning Framework

• Setting and assessing campus-wide professional learning goals

• Determining campus-wide professional learning needs through a needs assessment

• Planning themes and activities (including Flex Days) according to the campus-wide Professional Learning Framework, Plan, and employee needs

• Evaluating professional learning activities based on participant feedback

• Collaborating with other on-campus professional learning (ACES, CIETL, Communities of Practice, Faculty Professional Development Committee, Classified Professional Development Committee, Grant-funded Professional Development, Faculty Coordinators of Instructional Assessment and Online Instruction)

• Identifying additional tasks and responsibilities related to professional learning

Faculty Professional Development Committee

• Allocates faculty professional development funds to faculty for conference/professional meeting attendance, short- and long-term projects, and extended leaves

• Determines application and approval processes for faculty to request Professional Development Program funds while maintaining AFT contract guidelines for Faculty Professional Development

• Reviews faculty Professional Development applications

• Collect evidence of objectives met for Professional Development leaves

Classified Professional Development Committee

• Allocates Classified Staff professional development funds to Classified Professionals for conference and workshop opportunities and Cañada tuition reimbursement

• Determines application and approval processes for Classified Professionals to request PD funds for attending conferences and workshops and tuition reimbursements

• Coordinates application and approval processes with District and local guidelines

• Reviews Classified Staff conference and workshop PD applications

Communities of Practice

Communities of Practice at Cañada College were formed to establish a community of similar and shared responsibilities and a forum for the discussion of collaboration and best practices. The purpose of Communities of Practice at Cañada College is to develop the members' capabilities and to build and exchange knowledge. What holds the Communities of Practice at Cañada College together is the passion, commitment, and identification of the collective experience and expertise of its members. It is the intention of the Communities of Practice to develop a campus-wide plan to identify professional development needs and schedule meetings of staff members with similar areas of responsibilities and duties to meet these needs. Communities of Practice can encompass the work of faculty and staff.

Communities of Practice disseminate their work throughout campus by discussing best practices for different areas within campus:

➢ Case Managers
➢ Program Managers
➢ Student Support
➢ Instructional Support
➢ Administrative Support
➢ Administrators and Supervisors

• Determine needs within individual communities

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• Collaborate with colleagues

• Learn from one another within a supportive community

Center for Innovation and Excellence in Teaching and Learning

A key component for professional development for instructional faculty is The Center for Innovation and Excellence in Teaching and Learning, CIETL.

THE CIETL MISSION

> CIETL is committed to the college's core mission of helping all our students move successfully through their academic plan, including basic skills, transfer, and career/technical education courses. CIETL does this by piloting, evaluating, and supporting innovative teaching and learning practices that encourage collaboration and community building and increase the retention, success, and persistence rates of our students. CIETL promotes sharing of this scholarship of teaching and learning across campus.

Events and Activities

- ● Talking about Teaching sessions
  Current 2018-2019 activities include single-meeting sessions on Flex Days and during the semester, including online discussions. Sessions topics include "Setting High Standards," "What is your favorite or most effective assignment?" Engaging with Student Emotional Health," and "Hope Required When Growing Roses in Concrete."

CIETL Communities of Practice

- • In 2019, CIETL will pilot interdisciplinary Communities of Practice, modeled on the STEM Communities of Practice program, which established a culture of supportive, non-evaluative mutual observation and a methodology for evaluation and assessment of the effectiveness of the new assignment or pedagogical approach.

College and District Professional Learning/Development Opportunities

Strategic goals #1 and #3 in SMCCD's Strategic Plan identify professional development as significant to "increasing student outcomes" and expanding technology. In addition, Professional Learning is part of Cañada's Educational Master Plan (EMP) Goal of Organizational Development. Both the District and College offer a variety of opportunities to support professional learning.

Flex Days

SMCCD is part of the state's Flexible Calendar Program which is a time "for employees to conduct staff, student, and instructional improvement" (Title 5, section 55720). SMCCD has two types of Flex Days: District and College. District Flex Days occur once a year, usually in August. All other Flex Days are held at each college. District and College activities provide in-service professional learning opportunities in the form of workshops, drop-in sessions, discussions, division and department meetings, lectures, panels, and many other activities to support faculty, staff, and administrators in their professional learning.

Cañada Professional Learning Opportunities

Cañada College offers the following programs to support the professional learning for its employees:

New Faculty and Staff Orientation

Each fall the Professional Learning Committee provides an orientation for faculty and staff who have been hired within the previous year. Participants attending this orientation are provided with

- Information to help them identify support areas for students and themselves
- An opportunity to meet the administration of the college and learn about each division from the respective Deans or Vice Presidents
- Learn about important college initiatives and how to get involved

Instructional Technology

The Instructional Technologist offers trainings in multiple modalities (workshops, one-on-one, virtual, and online) on using Canvas for online teaching and TracDat for recording and managing assessment data.

Vision Resource Network (formerly the Professional Learning Network)

All employees at Cañada College are eligible to become members of the state's Vision Resource Network (VRN). The VRN is a portal that links to professional development resources, a calendar of statewide events, forums, and access to skill development online tutorials such as Lynda.com, Grovo, and Skill Soft. VRN members have opportunities to create their own

professional learning goals while developing an online network and completing online professional learning opportunities.

SMCCCD Professional Development Opportunities

The District has established the following programs to support the professional development of employees:

Tuition Reimbursement

Classified Professionals have the opportunity for the District to cover much of the cost toward an Associate's, Bachelor's, or Master's Degree. This pilot program reinforces the importance of modeling life-long learning while supporting Classified Professionals in their educational and career goals.

Professional Development Academy

 Each semester, the District offers a variety of workshops for District employees to maintain the mission "to consistently attract, retain, train, and develop a skilled and diverse workforce." These opportunities have been arranged through collaboration with Community, Continuing, and Corporate Education.

Coordinated Leadership Program

Through funding secured by District Human Resources, managers from throughout the District have the opportunity to participate in a District-wide Leadership Summit. This summit provides administrators and managers with resources, planning and inter-campus networking opportunities.

Museum of Tolerance

Each semester, the District sends representatives to the Museum of Tolerance in Los Angeles. Attendees receive "Tools for Tolerance for Professionals" training, which involves interactive learning experiences. In addition, attendees meet upon returning to debrief and discuss potential follow-up opportunities to bring back to individual campuses or for collaboration between campuses.

Professional learning is funded through a variety of sources including grants, state categorical programs, SMCCCD, and College funds. In addition, some of the grants received within the college identify funding for professional learning. Grant managers determine the best methods for allocating professional learning funds from the grant with opportunities for collaborating with other grant managers in order to maximize professional learning efforts.

Faculty Professional Development Funds

Faculty have the opportunity to apply to participate in professional development opportunities

through the Faculty Professional Development funds. The Faculty Professional Development Committee reviews applications from faculty in order to allocate funds. This includes conference/workshop attendance, ongoing institutes and academies, and sabbaticals. The Faculty Professional Development webpage outlines specific criteria and the application process for Faculty Professional Development Funds.

Classified Professional Development Funds

Classified Professionals have the opportunity to attend professional learning opportunities through the Classified Professional Development Funds. These include conference and workshop attendance as well as Cañada Tuition reimbursement. These funds are also allocated every-other-year for applicants from Classified Staff to attend the California Community Colleges Classified Senate's Classified Leadership Institute. The Classified Professional Development Work Group reviews applications from Classified Professionals in order to allocate funds. The Classified Professional Development webpage outlines specific criteria and application process for Classified Professional Development Funds.

Management Professional Development Funds

Managers have the opportunity to attend professional learning opportunities through Management Professional Development Funds. These include conference and workshop attendance, and ongoing institutes and academies. The Administrators/Academic Supervisory Professional Development webpage outlines the process for managers to receive professional development funds.

Goals, Objectives, Strategies, Timeline, and Measurable Outcomes

Goal 1: Establish a dedicated space, resources, and program of activities for ongoing campus-wide professional learning.

Core Concept	Objective	Strategies/Activities	Timeline (completed by)	Performance Metric / Evidence of Completion /Institutionalization
Communication & Collaboration	Reestablish a dedicated space, resources, and program of activities for ongoing campus-wide professional learning through the Center for Innovation and Excellence in Teaching and Learning (CIETL)	Determine budget Determine branding and update space Distribute information to campus Determine faculty/staff/administration personnel needs to support the program Develop budget for activities, resources, materials, personnel	End of spring 2019	Budget for the 2019 – 2020 year is set Space is identified and calendar of activities is planned and advertised
Learning & Teaching	Identify college-wide needs for programming	Administer needs assessment Identify role(s) for faculty leadership Research and apply models and methods for implementing PL	Ongoing beginning spring 2017	Assessment distributed throughout campus Fall of odd years Data collected and organized

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Goal 2: Identify a plan for replacing the position of Director of Professional Development and Innovation which was eliminated after the fall 2017 semester.

Core Concept	Objective	Strategies/Activities	Timeline (completed by)	Performance Metric / Evidence of Completion /Institutionalization
Communication & Collaboration	Through the shared governance process, identify key needs for a new PD position such as the classification of faculty or staff, full-time vs. part-time, and identify a funding source.	Determine budget Solicit feedback through surveys and outreach to key shared governance committees	End of spring 2019	Position description draft completed by end of spring 2019 Funding source secured by end of spring 2019 Position is hired by start of fall 2019 semester

Goal 3: Assess needs and increase part-time faculty participation in college professional learning opportunities and launch

an adjunct faculty symposium to take place each fall semester.

Core Concept	Objective	Strategies/Activities	Timeline (completed by)	Performance Metric / Evidence of Completion /Institutionalization
Communication & Collaboration	Survey current adjunct faculty to create priority needs assessment	Create and launch survey	early spring 2019	Survey results gathered and summarized by middle of spring 2019
Career & Personal Growth & Learning	Create work group to plan activities and workshops for fall 2019 Adjunct Faculty Symposium	Use needs assessment to drive planning and to recruit leads from the campus to present at the Symposium	End of spring 2019	First Symposium scheduled for early fall 2019

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Goal 4: Assess PL needs of Guided Pathways and plan appropriate and coordinated resource requests.

Core Concept	Objective	Strategies/Activities	Timeline (completed by)	Performance Metric / Evidence of Completion /Institutionalization
Communication & Collaboration	Work with current GP work groups and GP Steering Committee to inform a schedule of PL activities throughout the year.	Invite leads from GP Work Groups to PL Committee meetings to discuss and plan activities and events	spring 2019 and ongoing	Calendar of GP – related PL events are scheduled by end of spring 2019
Career & Personal Growth & Learning	Establish a range of faculty and staff PL activities that inform the work of GP implementation	Focus on faculty inquiry through Faculty Inquiry Groups (FIGs) and on staff development through area-focused activities such as student retention	Ongoing starting in fall 2019	Calendar of events for each year in place by start of each fall semester

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Goal 5: Increase FT faculty participation with PL committee through ongoing PD planning

Core Concept	Objective	Strategies/Activities	Timeline (completed by)	Performance Metric / Evidence of Completion /Institutionalization
Communication & Collaboration	Increase PL Committee focus on ongoing activities and PD opportunities for full-time instructors. Communicate with faculty through academic senate and divisions.	Create themes for related trainings, events and activities such as Institutional Equity	spring 2019 and ongoing	Calendar of trainings and activities organized around identified priorities (themes) is created for start of fall 2019 and ongoing
Career & Personal Growth & Learning	Align with related programs such as planned district Equity Training Series, Vision Resource Network, and other existing modalities to provide a wide range of personal and professional growth opportunities.	Use themes to focus Flex Day offerings and provide definition to the slate of offerings.	Ongoing starting in fall 2019	Alignment with district and statewide providers is established. Themes are established through needs surveys and are clearly communicated.

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Assessment and Evaluation of Plan

• The Professional Learning Committee will assess the Professional Learning Plan at the end of the 2018-19 Academic Year using the following information:

• Data from Flex Feedback Surveys

• Evaluation of campus-wide Professional Learning events

• Mid-year feedback from Divisions and Shared Governance Committees on the overall impact of the Professional Learning Plan

• Re-evaluation of the alignment between the Professional Learning Plan and Educational Master Plan

• Additional Professional Learning proposals and programs that meet the needs of the College

The College will have the opportunity to review data and provide input on revisions to the Professional Learning Plan during Senate, Planning and Budgeting Council, Cabinet and Division Meetings in the Spring of 2019. In addition, the data and recommendations will be made available on the Professional Learning Plan webpage.

Upon making the revisions to the Professional Learning Plan, the Committee will seek feedback on the updated Plan from the Academic and Classified Senates, Cabinet, Divisions, and greater campus through visiting meetings and an anonymous campus-wide feedback survey. The updated plan will receive final PBC approval in May 2019.