

Draft Meeting Minutes

Fall 2015 Joint SDCE Flex Advisory & Professional Development Committee Meeting

2:30-4:00 PM Rm 186 ECC

Members Present: Dr. Brian Ellison, VP of Instruction & Student Services; Laurie Cozzolino, Flex Coordinator; Pamela Kozminska; Emeritus; Vicki Maheu, BIT Co Chair; Corinne Layton, ESL Chair; Diane Goldberg, Counseling; Ernie Romero, CTE; Joan McKenna, HCS; Leticia Flores, ABE/ASE Co-Chair; Kim McIntyre, Emeritus Chair; Aisha Daniel, Student Member; Pete Miles, BIT Co Chair

1. Flex Update: Laurie Cozzolino provided a brief update on Flex activities. Since the beginning of the 2015 Academic Years, SDCE has offered 110+ workshops; 3000+ faculty hours have been reported; and 20+ Independent Projects have been reported.

Coming Up: Spring Flex Days, Monday & Tuesday, Feb. 2 & 3, 2016, to include:

- Accreditation & Other Institutional Updates
 - Revisit/Re-boot Student Learning Outcomes
 - Program & other meetings as planned
 - Interactive sessions
 - More information to come
2. Members present introduced themselves. We were happy to welcome Ms. Aisha Daniel, an SDCE student in the BIT program, and our Flex Advisory Committee Student Member.
 3. Presentation: "The Research: What Makes Professional Development Effective for Educators?"*. Laurie and Leticia Flores shared some evidence-based characteristics of what make for effective PD for educators, including these traits. Research tells us that effective professional development engages educators in learning opportunities that are:
 - Supportive
 - Job-embedded
 - Instructionally-focused
 - Collaborative
 - Ongoing
 - And *"Undoubtedly, the ultimate goal of professional development is to increase student achievement..."*

*<http://files.eric.ed.gov/fulltext/ED510366.pdf>

4. There was a group discussion and brainstorm to answer the following questions:
How do you know that any given Professional Development activity has positively impacted 'Student Success'? Members met in small groups and then reported out their ideas. Attached is a summary of the feedback session.
5. Next Meetings: 2015-2016 SDCE PD Committee Meetings will be held on the 3rd Wednesday of the month, at ECC, Room 121, 2-3:30 PM unless otherwise scheduled. Dates will include:
 - Wednesday November 18, 2015
 - Wednesday January 20, 2016
 - Wednesday February 17, 2016
 - Wednesday March 16, 2016 (Joint Spring Flex Advisory/PD Committee Meeting)
 - Wednesday April 20, 2016
 - Wednesday May 18, 2016
 - Wednesday June 15, 2016

How do you know that any given Professional Development activity has positively impacted 'Student Success'?" Feedback

Gathering Data, formal and informal:

1. Soliciting Student Feedback- evaluations
2. Listed for unsolicited feedback from students regarding their own success
3. Feedback from student self-assessments
4. You can observe the use of time management and accountability on the part of students
5. Data-- Outcome should be actually visible
6. You see engaged students
7. Demonstrated change in student's learning outcomes
8. Greater # of completions in program (DATA)
9. Use something that you learned right away—example: Retention – help students see themselves – self-reflection activities student; POV- point of view – why are you here? Student are able to see change
10. Needs assessment on first day of class- ask students 'What do you want to learn?' and have them provide specifics. At the end of class, ask students 'Did you complete your goals? What did you learn that surprised you? How does thinking about your goals helped setting new goals?
11. Student evaluation—find a need—find a training—keep tracking—keep improving
12. Before students leave, ask what they learned. Ask what is one thing you are going to apply
13. Check throughout your class period
14. Repeat often – immediate and frequent feedback
15. Success cycle-- you see you are successful when students want to be there- data includes good attendance early on; you see students helping each other and being happy; your students' work keeps improving; the happy teacher raises expectations and continues to be a good teacher
16. Students tell you they have learned and are happy and excited to be in class
17. Example of how PD can work—
18. Teacher attends Policy 3100 Workshop and learns best practices, including tips for creating a student centered classroom and learning environment, where the expectations(rules) are clearly stated and enforced
19. This leads to more student responsibility and fewer cases where Policy 3100 is needed—and probably better learning outcomes, because more learning and less management is happening.
20. There is a direct correlation between a PD training(s) and improved outcomes in the classroom.
21. PD is a success
22. Teaching Techniques that work
23. Provide for different learning styles
24. Teacher uses utilizes multiple instructional techniques
25. Ongoing personal involvement lets you see their enthusiasm
26. Stand up and move around -sit still too long and you lose them

Comments about PD:

27. Teacher must be excited and enthusiastic about PD
28. PD Topic has to be relevant to instructor/students
29. Absorbing ideas from various PDs
30. Use effective interactive strategies from PD in classroom
31. PD has to apply to instruction
32. After training, use what you learned right away in the classroom – try it out.
33. People from different programs can apply what they learn in their classroom
34. Provide follow-up/reflection/coaching/mentoring with resources made available(\$\$\$) – not asked to do without compensation
35. Put requirement for resources (\$\$\$) into Strategic Plan

Other Comments:

36. The impact of anything you do is affected by student's own motivation and goals