

**A PROGRAM REVIEW OF
THE NEW FACULTY DEVELOPMENT PROGRAM
AT DELAWARE TECHNICAL COMMUNITY COLLEGE**

by

Lisa Ingram Peel

An education leadership portfolio submitted to the Faculty of the University of Delaware in partial fulfillment of the requirements for the degree of Doctor of Education in Educational Leadership

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TABLE OF CONTENTS

LIST OF TABLES	vi
LIST OF FIGURES	ix
ABSTRACT	xi

Chapter

1 INTRODUCTION	1
2 PROBLEM ADDRESSED	3
3 IMPROVEMENT STRATEGIES	10
4 IMPROVEMENT STRATEGIES RESULTS	19
5 REFLECTION ON IMPROVEMENT ACTIONS	36
6 REFLECTIONS ON LEADERSHIP DEVELOPMENT	44
REFERENCES	48

Appendix

A ELP PROPOSAL	52
B ARTIFACT 1 CURRICULUM ANALYSIS	74
C ARTIFACT 2: LITERATURE REVIEW	102
D ARTIFACT 3: PRELIMINARY PROGRAM EVALUATION	138
E ARTIFACT 4: OBSERVATIONAL STUDY	175
F ARTIFACT 5: SURVEY OF NFD ALUMNI ANALYSIS	252
G ARTIFACT 6: FOCUS GROUP ANALYSIS	282
H ARTIFACT 7: EXECUTIVE SUMMARY MEMO	315
I ARTIFACT 8: PROGRAM EVALUATION	317
J ARTIFACT 9: PRESENTATION TO ADMINISTRATORS	453
K IRB APPROVAL	473

LIST OF TABLES

Table 1 New Faculty Program Alumni Respondents by Year of Hire	15
Table 2 New Faculty Program Alumni Teaching Experience Upon Becoming Faculty..	15
Table 3 Number of Faculty Enrolled in NFD Program 2011-2014	55
Table 4 Artifacts	68
Table 5 Content and Circumstances for Effective Professional Development (PD)	152
Table 6 Institutional Considerations for Planning Effective PDevelopment.....	154
Table 7 Document Alignment to Standards.....	157
Table 8 Enrollment in IDT Courses.....	185
Table 9 Examples and non-examples of Learning Forward Standards observed.....	190
Table 10 Comparison of responses to reflection questions	198
Table 11 Emergent Themes in Goals of NFD Participants.....	205
Table 12 NFD Participants Improvement Actions Regarding Formative.....	208
Table 13 Examples NFD Participants Gave of UDL	210
Table 14 NFD Participants Responses Regarding Classroom Environment	211
Table 15 New Faculty Program Alumni Year of Hire	257
Table 16 New Faculty Program Alumni Timeframe for Completion.....	257
Table 17 New Faculty Program Alumni Teaching Experience Upon Becoming.....	258
Table 18 New Faculty Program Alumni Overall Satisfaction With Program	259
Table 19 New Faculty Program Alumni Report of Learning	259
Table 20 New Faculty Program Alumni Perception of Mentoring Component.....	261
Table 21“Other” Reasons for the NFD Program Not Influencing Participants.....	263
Table 22 What NFD Alumni Liked Most About the Program	264
Table 23 What NFD Alumni Liked Least About the Program.....	265

Table 24 How To Improve the NFD Program According to Program Alumni	266
Table 25 Description of Support from Mentor and Other Faculty	293
Table 26 New Faculty Perceptions of Program Expertise	294
Table 27 New Faculty Development program participants' preferences for learning....	296
Table 28 New Faculty Primary Struggles with the NFD Program	298
Table 29 New Faculty Development Source of Receiving Information.....	299
Table 30 NFD Participants' Opinions About Program Content Furthering	301
Table 31 New Faculty Development Participants' Key Learning	301
Table 32 Reasons For Not Making Changes Based on NFD Program.....	302
Table 33 Enrollment in IDT Courses.....	329
Table 34 Description of Support from Mentor and Other Faculty	344
Table 35 New Faculty Perceptions of Program Leaders' Expertise	346
Table 36 New Faculty Primary Struggles with the NFD Program	350
Table 37 New Faculty Development Participants' Key Learning	352
Table 38 Reasons For Not Making Changes	353
Table 39 New Faculty Program Alumni Year of Hire.....	355
Table 40 New Faculty Program Alumni Timeframe for Completion.....	356
Table 41 New Faculty Program Alumni Teaching Experience Upon Becoming.....	357
Table 42 New Faculty Program Alumni Overall Satisfaction With Program	357
Table 43 New Faculty Program Alumni Report of Learning	358
Table 44 New Faculty Program Alumni Perception of Mentoring Component.....	359
Table 45 "Other" Reasons for the NFD Program Not Influencing Participants.....	361
Table 46 What NFD Alumni Liked Most About the Program	362
Table 47 What NFD Alumni Liked Least About the Program.....	363
Table 48 How To Improve the NFD Program According to Program Alumni	365

Table 49 Examples and Non-Examples of Learning Forward Standards Observed	369
Table 50 Comparison of Responses To Reflection Questions	378
Table 51 Emergent Themes in Goals of NFD Participants.....	384
Table 52 NFD Participants Improvement Actions Regarding Formative Assessment	387
Table 53 Examples NFD Participants Gave of UDL	388
Table 54 NFD Participants Responses Regarding Classroom Environment	390

LIST OF FIGURES

Figure 1 Generic theory of change for professional development.....	17
Figure 2 Transformative Components of Effective Teacher Education..	28
Figure 3 Learning Forward Standards for Professional Learning reference guide.....	61
Figure 4. Transformative Components of Effective Teacher Education..	64
Figure 5 Action Plan for ELP	66
Figure 6: A Crosswalk of the 5C's scaffolding approach to transformative teaching.....	81
Figure 7 Learning Forward Standards for Professional Learning reference guide.....	83
Figure 8 Content Groups.....	105
Figure 9 Transformative Components of Effective Teacher Education.	109
Figure 10 Peer-Coaching Model.....	115
Figure 11 Generic theory of change for professional development.....	143
Figure 12 Learning Forward Standards for Professional Learning reference guide.....	183
Figure 13 T-chart Comparing Positive and Negative Classroom Behaviors	197
Figure 14 Frequency of discussion board (week 1) posts at different points in the day.	219
Figure 15 Frequency of discussion board (week 4) posts at different points in the day.	219
Figure 16 Frequency of discussion board (week 6/7) posts at different points	220
Figure 17 A representation of how alumni reported learning compared to their prior...	260
Figure 18 Generic theory of change for professional development.....	289
Figure 19 Transformative Components of Effective Teacher Education..	306
Figure 20 Generic theory of change for professional development.....	333
Figure 21 Learning Forward Standards for Professional Learning reference guide.....	335
Figure 22 T-chart Comparing Positive and Negative Classroom Behaviors	377
Figure 23 Frequency of discussion board (week 1) posts at different points in the day.	398
Figure 24 Frequency of discussion board (week 4) posts at different points in the day.	399

Figure 25 Frequency of discussion board (week 6/7) posts at different points	399
Figure 26 Transformative Components of Effective Teacher Education.	414

ABSTRACT

This Education Leadership Portfolio (ELP) explores the New Faculty Development (NFD) program at Delaware Technical Community College. The program has undergone a series of redesigns; this study considers the evolution of the program and examines the most recent updates in the initial implementation phase. I collected data from several sources to evaluate the program's effectiveness. To inform the problem, I considered previous data on the program, professional literature, and the program process and proposal for the most recent redesign. Additional data derive from different environments for observation including a series of face-to-face colloquia and the online learning environment through a learning management system (LMS). As a participant-observer, I drew conclusions about the alignment of this program with evidence-based practices for professional development of in-service instructors as well as standards for professional learning. I also considered the perceptions of program alumni spanning the past six years. Finally, I conducted focus groups with current participants at the end of their first semester to gauge their satisfaction with the program.

While various aspects of this program are sound, I offer recommendations to administrators and program leaders to further enhance the program. First, based upon a preliminary program evaluation, I determined that data was not a central component of shaping the program content nor was it used to evaluate program effectiveness. Secondly, although the program has evolved to focus on critical content, the analysis of data reveals that the new knowledge and skills are not applied to the participants' respective classroom and students. They are practicing skills and reviewing resources as assignments in the courses, but do not transfer the knowledge. Since this is the ultimate goal of professional development, the program designers must find more opportunity for job-embedded, authentic learning. Likewise, the concept of job-embedded learning will address other concerns participants shared such as relevance and meaningfulness of the

program content and time dedicated to the content. I presented these findings to the Vice President for Academic Affairs and the Vice President for Instruction and Technology in order to induce change and enhance the program for future semesters and participants.

To maximize the program's efficacy, given the dedication of College resources, I proposed four overarching recommendations. First, it is essential that the program leaders communicate with key stakeholders regarding the program's latest iteration. Second, a focus on data would enhance the program. For example, the Center for Creative Instruction (CCIT) team should conduct a needs-based assessment for incoming faculty to determine their prior knowledge. The team should then consider this data when designing activities and selecting topics for colloquia. Likewise, program leaders should determine how they will measure the effectiveness of the program. Third, it is essential that participants move beyond learning about teaching to employing the techniques in their teaching. I propose a menu of job-embedded techniques based on the interactions I observed and feedback I received. Finally, by coupling data about participants and students' needs with authentic learning, I hope to ensure enduring understandings about teaching and learning that impact student success.

Chapter 1

INTRODUCTION

Delaware Technical Community College's Center for Creative Instruction and Technology (CCIT) provides a New Faculty Development (NFD) program for all newly hired faculty to become oriented to the practices of the College and develop their instructional repertoire to engage and teach students. The explicit goals for this program include strengthening faculty contributions to the College, increasing "student success, engagement, performance, and satisfaction," and for faculty to understand the mission and goals of the institution (CCIT, n.d.).

To accomplish these goals, the program involves prescribed coursework and colloquia activities, which focus on a "foundation for quality instruction and advisement" (CCIT, n.d.). During the program, new faculty collaborate with an assigned mentor and Learning Strategies Coordinator (LSC) to complete a self-evaluation followed by a customized professional development plan. After this planning phase, faculty participate in a series of courses (CCIT, n.d.). The program's redesign has led to a change in the prescribed courses to prioritize pedagogy and instructional design in the online environment. The effectiveness of the program has not been evaluated to date.

Currently, the New Faculty Development program lacks an evidence-based approach to ensure meaningful change. My proposed improvement action is to conduct a program review to determine the areas of strength and weakness in the NFD program. Through this evaluation, College administration will be able to make an informed, data-driven decision regarding program design and consider the appropriate actions to enhance the program moving forward.

To inform my program review, I conducted observations, administered surveys to alumni and held focus groups for current participants. The remainder of this portfolio is organized to include a thorough discussion of the problem, improvement actions I took to better understand the problem, recommendations I made to key administrators, and my reflections on this project. In Chapter 2, I discuss the problem addressed including the organizational context and my role at the College as it relates to this problem. Chapter 3 is comprised of the actions I took to study and improve the program. It includes a significant amount of data and analysis to determine the rationale for the improvement actions. Also, chapter 3 provides an overview of my presentations to key stakeholders. In Chapter 4, I discuss the findings of my research in detail and the discussion and reactions with key stakeholders regarding the main findings and suggested improvement actions. Finally, Chapters 5 and 6 include my reflections on the improvement efforts and leadership development as a result of this program.

Chapter 2

PROBLEM ADDRESSED

Overview

At Delaware Technical Community College (DTCC), newly hired faculty come from various professions. While numerous benefits exist for recruiting experts from their respective industries, a challenge lies in preparing those experts to teach effectively. On the other hand, many new faculty come with prior knowledge from working at the College or other institutions of higher education as adjunct faculty. It is well documented in research that the quality of teaching directly links to student learning outcomes. Therefore, regardless of a new faculty member's background, it is essential that they receive high-quality training and support to reach their potential.

Delaware Technical Community College's Center for Creative Instruction and Technology (CCIT) provides a New Faculty Development (NFD) program for all newly hired faculty to become oriented to the practices of the College and develop their instructional repertoire to engage and teach students. Currently, the program involves two years of prescribed coursework, which focuses on a "foundation for quality instruction and advisement" (CCIT, n.d.). During the two-year program, new faculty collaborate with an assigned mentor and respective department chairperson. This essential first step consists of a self-evaluation followed by a customized professional development plan. After this planning phase, faculty participate in a series of core courses (CCIT, n.d.). As a culmination to the program, new faculty present an ePortfolio to a team of College personnel. The requirements of the portfolio, outlined for the participants, consist of three sections: teaching responsibilities, teaching philosophy and goals, and evidence of effective teaching.

The program has recently undergone a redesign by the CCIT team, for which I was a collaborator. Although I have collected data to inform the redesign process, the

program falls short of offering the most meaningful and effective approach to preparing new faculty. Since Delaware Tech is an open enrollment institution, our students' abilities, needs, and goals vary greatly. Likewise, the needs of new faculty vary tremendously. Many of our faculty come directly from industry. Others come with a great deal of knowledge but need support as a mid-to-late career faculty. The focus of this Education Leadership Portfolio (ELP) is to enhance the existing professional development program based on evidence-based professional development practices and standards for professional development.

Organizational Context

Delaware Technical Community College is an open enrollment institution with three campuses (Stanton/George, Terry, and Owens). Delaware Tech prepares students with the knowledge and skills needed to enter the workforce and/or transfer to an institution of higher education. In order to achieve this goal, Delaware Tech outlines in its vision statement that the College will be "...dedicated to providing innovative instructional practices and high-impact engagement strategies to support student success" (Vision Statement, 2016). The College's [Blue Print](#) for the future places further emphasis on the importance of enhanced pedagogy through the following goal: "Strengthen and reinforce faculty use of effective pedagogical practices through the New Faculty Development Program, adjunct faculty orientations, and professional development." (Blue Print Report, 2015 p. 16). The College clearly recognizes the value of a vision and mission dedicated to improving instruction through professional development.

To this effect, the College established the Center for Creative Instruction and Technology (CCIT) whose mission is "to assist and inspire educational creativity and excellence" (CCIT, n.d.). The CCIT team operates in the Academic Affairs division of the College to offer a variety of training, courses, coaching and technological support for faculty members. Among these trainings, CCIT executes the New Faculty Development programming. According to the records kept by the learning strategies coordinators (A.

Dresher, personal interview, August, 10, 2017), approximately 193 new hires participated in the NFD program since 2011. The records were kept informally, and no data were collected from these cohorts to determine if the program outcomes were met. The participants “graduated” if they presented a satisfactory portfolio, which was signed off on by their respective dean of instruction.

Since the instatement of CCIT, the College has dedicated administrators, Learning Strategies Coordinators (instructional coaches), and instructional designers to serve (new) faculty and provide a program to support their professional development. According to Dr. Richard Kravich, Vice President for Information and Technology, the inception of the New Faculty Development program outdates the establishment of CCIT, but, historically, the program was a prescribed list of orientation activities and workshops required for new faculty. Once the list was completed, new faculty compiled a binder of accolades and artifacts, wrote a reflection on what they had learned, and received a signature from their designated mentor and dean of instruction. Since 2011, the program has evolved, undergoing two redesigns.

The first shift that occurred in this evolution was the move toward leveraging technology and aligning coursework offered by CCIT. The required courses included a New Faculty Development 101 course as well as courses in instructional design, student engagement, and the use of the Blackboard Learning Management System (LMS). Most of the instruction occurred online or in a hybrid format with designated face-to-face meetings for the new faculty cohort to interact at their respective campuses. Another initiative was to move to a uniform program aligned among the three campuses whereas onus had been on each individual campus before.

The second major revision resulted in updates to the content and structure of the program. CCIT collected data from program participants to determine their perceptions regarding the NFD program’s effectiveness. Likewise, CCIT staff received input from the

deans of instruction and department chairpersons to determine collective new faculty needs.

The New Faculty Development alumni were surveyed to determine the direction for the second redesign primarily to establish a plan for reorganizing the content. Twelve alumni participated in the survey, which consisted of rating (Likert-scale) content, ranking content according to which semester it should be introduced to new faculty, and answering open-ended response questions. Those results were then examined as a starting point for the second redesign. Although this survey did not generate a comprehensive program evaluation, it offered some insight to measure the effectiveness of the program.

From this data, several patterns emerged. First, the content of NFD needed to be carefully evaluated to eliminate superfluous information. The focus of developing new faculty is to help them be effective instructors, so the CCIT team considered how to outsource some of the tasks that are orientation in nature such as employee benefits and forms. Furthermore, the content spread over the two-year program was prioritized to provide participants with key knowledge and skills *before* teaching their first classes followed by ongoing support throughout the first semester. Another conclusion from the data was that administrators should carefully select and assign mentors or risk mentors being more detrimental than beneficial. An aspect of the NFD program that participants touted as successful was the availability, knowledge and patience of the CCIT team. Likewise, they appreciated the opportunity for self-reflection on what worked and what didn't in the first year of teaching; journaling and eventually the e-portfolio assignment were overwhelmingly popular. Finally, participants clearly valued the collaborative nature of the cohort model.

A third shift in overall professional development at the College occurred when CCIT engaged more profoundly with stakeholders in the academic division through the Instructional Innovation Network. This College-wide team of faculty seeks ownership of faculty professional development opportunities using a “for faculty, by faculty” approach

(CCIT “Instructor Resources”, n.d.). As an original member of this committee appointed by the College president, I co-authored a report with my colleagues framing guidance for effective professional development. The team has also hosted innovative professional development programming such as an EdCamp. As a result, I have established rapport with the IIN, CCIT administrators, and built a reputation for the pursuit of quality professional development opportunities among my peers and administrators.

Organizational Role

During my pursuit of the doctoral degree and development of artifacts for my ELP, I have served on various committees charged with outlining the future directions for the College. Simultaneously, I have developed a profound understanding of the circumstances of the New Faculty Development (NFD) program through my coursework. I have worked alongside members of CCIT to evaluate components of the NFD program. I have analyzed written curriculum, surveyed participants, reviewed literature surrounding effective professional development, and even conducted an evaluation of the process and NFD proposal. While my feedback has been considered on each individual component, I think I have more insight to offer into the program as an Ed.D student dedicated to researching this topic over the past three years.

I have been an observer-participant serving as a critical friend to CCIT team members, performing as a mentor to new faculty engaged in the program, and engaging on various committees to develop a systems perspective of how this plan is situated in the broader College agenda. I see this work for my ELP as a means to collect comprehensive data to understand the problem, inform critical stakeholders of the program’s successes and shortcomings, and offer a plan to move forward to achieve the College’s vision for faculty development and student success. In my particular organizational role, I have the ability to help bring about change by leveraging my knowledge and enthusiasm for this topic and the rapport I have established with the key stakeholders including the Vice

President for Information and Instructional Technology, who serves on my ELP committee.

Problem Statement

Devising a plan for effective professional development (PD) involves more than deciding what content needs to be covered at mandatory workshops. Sarason (as cited in Martin, n.d.) points out that improving the quality of instruction goes beyond the content of professional development to include social, cultural, and organizational values of an institution. Professional Standards for Education Leadership (2015) and Learning Forward Standards for Professional Development (2011) both indicate the necessity of skillful leadership to support the development of teachers. In order to develop the capacity for teaching and learning, Evans (2013) reports that leaders must consider the multi-dimensionality of professional development; it is not just narrowly changing the approach or behavior; it requires flexibility, resources, and a vision. Boleman and Deal (2013) offer frames through which we can view this complexity. They suggest breaking down the issue into structural, human resources, political, and symbolic frames. Regardless of the perspective, a comprehensive analysis and consideration of a program context are necessary to design effective PD.

However, at Delaware Tech, the evolution of the New Faculty Development program has been fragmented and reactive. The approach lacks a complete plan and a comprehensive evaluation of the organizational circumstances needed to support a high-quality NFD program. Delaware Tech has attempted to address the problem areas of the NFD program through a series of updates. The team updated the program's written curriculum, which I evaluated in relation to PD standards (Artifact 1, Appendix B). The team also collected data from a small number of participants to determine their satisfaction with the program content, and I analyzed this in conjunction with professional literature on the topic (Artifact 2, Appendix C). I also reviewed the most recent proposal for a redesigned program to measure its alignment to evidence-based

practices. To do this, I conducted a program review that sought information about the redesign process and examined the proposal and logic model presented to administrators (Artifact 3, Appendix D). Through this work, I identified several shortfalls in the program.

To actualize the College's vision of "providing innovative instructional practices and high-impact engagement strategies to support student success" (Vision Statement, 2016) we must examine the broader context of the program to develop a comprehensive plan and justification grounded in primary and secondary data for senior administration to consider. Currently, College dedicates resources, including personnel, to the NFD program, but it lacks the evidence-based approach to ensure meaningful change.

Chapter 3

IMPROVEMENT STRATEGIES

My improvement goal is to evaluate the NFD program and provide administrators with a program review and recommendations to enhance the program. Through the curriculum analysis (Artifact 1- Appendix B), literature review (Artifact 2-Appendix C), and the preliminary program evaluation I conducted (Artifact 3-Appendix D), I found several concerns with the proposal for the NFD program. These artifacts served to inform my understanding of the problems with the program and set the course for my improvement actions. The second set of artifacts involved instrumentation to evaluate the program. I collected data through an observational study (Artifact 4-Appendix E), surveys of program alumni (Artifact 5-Appendix F) and focus groups of current participants (Artifact 6-Appendix G). The data yielded from these artifacts led to the improvement actions. My first improvement action was a program evaluation to communicate program strengths and weaknesses and make recommendations for improvement. I presented this information to key administrators in an executive summary memo and subsequent presentation for College leaders. Thus, attempting to bring about change and help the College overcome a challenge many institutions of higher education face: supporting faculty from diverse backgrounds to deliver high-quality instruction and meet student needs.

Informing the Problem (Artifacts 1-3)

Artifact 1. (Appendix B) To better understand the problem, I completed a series of artifacts. Artifact 1 was a curriculum analysis. This artifact evaluates the proposed written curriculum and learning experiences for NFD to measure alignment with evidence-based practices and standards for PD. From this, I learned that some direct

correlations to the Learning Forward Standards (2011) existed. The changes to content and practice seemed to be moving toward best practices. The areas that could be enhanced based on the Learning Forward Standards include developing mentor opportunities to support the constructivist and transformative approaches to teacher development. Secondly, the collection of data could be strategic. Specifically, new faculty, in the identification of their goal setting, could engage in a goal for action research, implement the technique, collect data from their students, and make adjustments based on the analysis of data. Likewise, the CCIT team should continue to measure the effectiveness of how the professional development model meets the needs of new faculty and how it affects student engagement and achievement.

The analysis of this curriculum artifact reinforced the notion that written curriculum and content delivery are distinct features of curriculum. In previous experiences, the College has made efforts to align curriculum by comparing syllabi, textbooks, materials, and assessments. While these efforts are important, they will not influence student engagement and achievement without deeper buy-in from instructors who deliver the content. In addition, I learned that designing curriculum is the first step to successful teaching and learning, but it cannot alone lead to student achievement. I also learned that the NFD program leaders have an influential role over how new faculty view their roles and responsibilities at the College, which in turn affects student success.

Artifact 2. (Appendix C) The second artifact combines existing primary data with literature on the topic to review the program. The results of the primary sources provided a springboard for redesign while the ideas derived from the literature review provided insight for how to integrate best practices in new faculty professional development.

Already some patterns emerged regarding areas of strength and need in the NFD program. First, alumni indicated the network for collaboration and support and the opportunity for reflection as most beneficial. In order to enhance these aspects of the program, designers would need to dedicate time to revising the mentor coordination and training to provide guidance for peer coaching and online collaboration. Furthermore, the team should consider how to build on the reflective activities to incorporate journaling and blogging in a job-embedded professional development opportunity. To gain buy-in from participants, there should be goal setting that helps them identify their needs based on prior experience, so no one is required to complete a checklist when he or she can demonstrate competence. Finally, all content should be carefully reviewed for redundant topics, thoughtfully planned to spiral learning, include exemplary instructional techniques and integrate technology and 21st century skills.

Artifact 3. (Appendix D) I conducted a preliminary program evaluation of the process and proposal prior to program implementation. Data revealed several findings. First, program designers, who I interviewed, expressed satisfaction that the program was undergoing a redesign and felt that the program had improved as a result. All interviewees felt that the redesign was necessary to meet the needs of the new faculty hired. Second, program designers have a genuine interest in improving the program and feel a strong sense of ownership and pride over their role in supporting new faculty. They have a number of responsibilities, but emphasized how important this program was to the success of the new faculty and ultimately the students they serve. Third, components of the written program should be reviewed side-by-side to ensure the updated program is cohesive and aligned to the intended outcomes. Fourth, interviewees reported that the

redesign occurred in pockets. They also noted that throughout the process the team endured challenges such as changes in leadership and prioritizing this project while managing various other endeavors for the College. This review provides an opportunity to consider how well the redesigned program aligns with best practices for organizational support and addressing attitudes toward change. Finally, I noted that a plan for evaluation was absent from the proposal and other data collected in this program review. Therefore, this area requires additional attention from program planners. The major findings of the evaluation helped me understand the problem and notice patterns in the program's shortcomings. Therefore, to better understand and improve the NFD program I decided to conduct a program review.

Understanding the Problem (Artifacts 4-6)

A program evaluation involved formulating research questions and designing instruments to collect data about the program implementation. I wanted to determine what was working, what was not working, and how well the implementation (versus the proposal and planning previously evaluated) aligned to evidence-based practices and PD standards. To do this, I created three artifacts:

- Observational study of the in-person colloquia and face-to-face courses in the fall 2017 semester (Artifact 4-Appendix E)
- An electronic survey to program alumni regarding satisfaction and enduring lessons from the NFD program (Artifact 5-Appendix F)

- Focus groups with current participants to assess the effectiveness of and satisfaction with the program at the end of the first semester of implementation (Artifact 6-Appendix G)

Artifact 4. (Appendix E) This artifact involves collecting qualitative data from observation of colloquia, online course interactions, and meetings. The findings from the observational study include the discrepancies in practice versus written plans for the program. In particular, the implementation showed gaps in communication, coordination, and experiences for participants from different campuses. I also found that a transfer of knowledge was not happening. The program did not offer authentic practice and the opportunity for pervasive coaching. I found the cohort model was not being implemented with fidelity at all locations. In fact, some groups did not know one another's names. I also considered program design and looked for the use of data in job-embedded learning; I could not find evidence of data being used to drive participants' learning. I triangulated these data with other information collected to inform the program evaluation.

Artifact 5. (Appendix F) Another source of data was the survey I created and implemented for program alumni. I sent an electronic survey to 171 program alumni, who had completed the program since 2011. I received 84 responses. Table 1 shows the distribution of responses.

Table 1

New Faculty Program Alumni Respondents by Year of Hire

<u>Answer</u>	<u>Count</u>
Prior to 2011	2
2011	12
2012	19
2013	20
2014	11
2015	12
2016	8
Total	84

From the surveys, I made several discoveries about the alumni of this program. First, I learned that the majority of new faculty came to the College with prior teaching experience. Table 2 shows that only 12 percent of new hires come with no teaching experience.

Table 2

New Faculty Program Alumni Teaching Experience Upon Becoming Full-time Faculty

<u>Answer</u>	<u>%</u>	<u>Count</u>
Adjunct faculty member at Delaware Tech	40%	43
Adjunct or full-time faculty member at another institution	26%	28
K-12 teacher	22%	24
No prior teaching experience	12%	13
Total	-	108

Second, I learned while only 17 percent of alumni report being dissatisfied with the program, they report learning only “a little” or “moderate amount.” Third, the primary reason for the program not having an influence was that the “content was not new” to

alumni. Of those who report that the content just moderately influenced their teaching, 48% say it was because it was not new. Of those who said it had little influence 52% say it was not new, and of those who responded it had no influence on their practice, 71% say it is because it was not new to them. The next most named reason for the program not influencing participants' practice was that the content was irrelevant to their needs. Of the 60 people who reported the program having moderate, little or no impact on their teaching, 11 cited its lack of relevance as the reason. Next, three participants, of the 60 who answered that the program had only moderate to no impact on their teaching, claimed they were overwhelmed by the content at that time. It is clear from the survey data that the program is not timely or relevant, both factors in the theory of adult learners.

In fact, my final key finding was in response to an open-ended question that asked program alumni how the program could be improved. The primary responses related to making the program less standardized with 42 mentions among the 69 respondents. I further reduced this data in the coding process to consider how participants define a more personalized approach. I broke the responses into two categories. First, I captured what the participants outlined as an update to content based on immediate needs of the instructor (based on their content area, prior knowledge, strengths and weaknesses). Secondly, I categorized responses that requested CCIT provide more opportunity for authentic, job-embedded learning, which participants outlined as action research, peer coaching, instructional coaching, observation and feedback, setting and working on specific goals as an individual and within a department or team of peers.

Artifact 6. (Appendix G) I also collected data from a series of focus groups. The voluntary focus groups took place at the end of the first semester, approximately four and

a half months into the program, for new faculty participants. Fifteen (of 24 invited) participants took part in three focus groups that occurred on three different campuses. A number of key themes emerged from these focus groups. The patterns of data in the participants' responses correspond to professional literature on the topic. Therefore, I found it useful to discuss the emergent themes organized by evidence-based practices. For example, job-embedded learning, or as the participant expressed "learn it in the classroom by doing," addresses another key concern of participants. A key problem with the participants not finding the material relevant is their resistance to applying what they have learned. This disrupts the logic outlined in Killion's theory (see Figure 1).

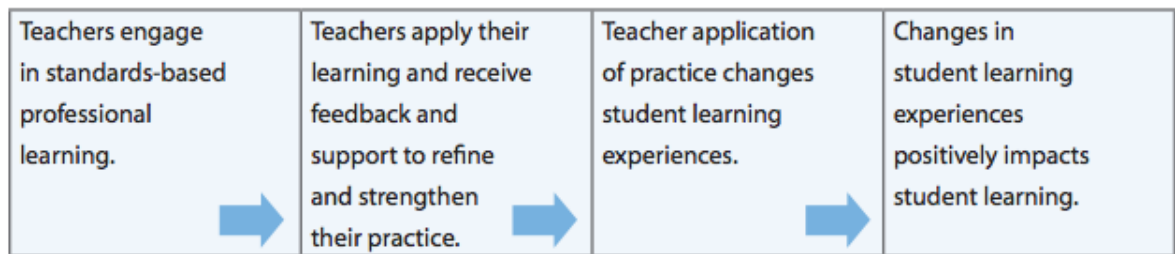


Figure 1. Generic theory of change for professional development (Killion, 2013). This figure shows the assumptions associated with successful professional development.

Therefore, I made recommendations surrounding how the adult learner engages in transformational learning. I also noted participants' preferences for the balance of a blended learning environment. Finally, although it is not in the scope of CCIT to remedy the mentor component, focus groups uncover shortcomings in this area.

Through this collection and analysis of data, I found strengths and weaknesses in the program grounded in the Learning Forward Standards (2011) and professional literature to justify making changes to this program. The theoretical framework I used for guiding my ELP is the Learning Forward Professional Development Standards (2011) for

sustained effective professional development. Grounded in research culminating from the series of artifacts I have developed over the course of my Ed. D. program, I provided an executive summary of my findings in Artifact 7 (Appendix H), a program review (Artifact 8-Appendix I) , and more in-depth presentation of the results to key administrators (Artifact 9-Appendix J).

Presentation of Findings (Artifacts 7-9)

In Chapter 4, I present the detailed findings from my improvement actions as they relate to the standards and evidence-based practices. I provided an executive summary (Artifact 7-Appendix H) in a two-page memo to entice administrators to want to learn more. Then I presented the information in the program evaluation (Artifact 8-Appendix I) with recommendations for administrators. Finally, I secured a meeting with the Vice President for Academic Affairs and Vice President for Information and Technology. During this one-hour presentation (Artifact 9-Appendix J), I provided an overview of change theory and universal challenges with the implementation of PD, shared the results from Artifacts 4-6, and offered four recommendations. Through this evaluation and subsequent presentations, College administration can make informed, data-driven decisions regarding program design and consider the appropriate actions to enhance the program moving forward.

Chapter 4

IMPROVEMENT STRATEGIES RESULTS

The goal of this ELP was to conduct an in-depth program review of the New Faculty Development program at Delaware Tech. Through this process, I could identify strengths and weaknesses of the program to provide administrators with data for making decisions about this program. The results from the evaluation derive from three key sources of data including an observational study of the program including its face-to-face and online components (Artifact 4-Appendix E), a survey of program alumni since 2011 (Artifact 5-Appendix F), and a series of focus groups with the current participants of this program (Artifact 6-Appendix G).

Program Evaluation Findings (Artifact 8-Appendix I)

A number of key themes emerged from these data. The patterns of data in the participants' responses correspond to professional literature on the topic. Therefore, I found it useful to discuss the emergent themes organized by evidence-based practices and standards. The first area that I address is learning communities. Secondly, I address recommendations surrounding leadership. Third, I discuss how to repurpose existing resources to leverage them as support of this program. Fourth, a theme that appeared repeatedly was the need for the program to be relevant to participants' needs; therefore, I explore how data is essential to evaluating their needs and monitoring progress. Along the same lines, to make the learning relevant the instructional design must be considered with strategies such as job-embedded learning. This addresses another key concern of participants: time. A key problem with the participants not finding the material relevant and meaningful is their resistance to applying what they have learned. Therefore, I discuss implementation and how the adult learner engages in transformational learning.

Next, I discuss their preferences for learning environment and share research about implementation of the blended learning approach. Finally, I share considerations for evaluating outcomes given the resources dedicated to this program.

Learning communities. Learning communities exist informally as the result of the design of NFD professional development program, during which faculty members meet in face-to-face sessions. Furthermore, instructors of CCIT's Instructional Design and Technology program leverage the Learning Management System to maintain communication among participants. While not formally labeled, participants enjoy the benefits of collaborative learning. The CCIT team is dedicated to working with faculty to help them improve. The CCIT team also dedicates time to managing and teaching the NFD courses, but more should be done to emphasize the cohort model for learning. To further encourage benefits of a cohort model, there should be a deliberate framework for establishing collegiality in the online learning environment as well as the face-to-face meetings. Peers could offer suggestions and additional support to further the impact on student engagement and achievement.

One recommendation for effectively engaging new faculty in communities of learners is “study groups” (Math and Science Partnership, n.d., para. 8). While the goal is for faculty to engage in meaningful professional development opportunities, faculty must first be taught the benefits and perhaps strategies for engaging with peers surrounding issues of student achievement relevant to their content areas. Furthermore, Snyder (2012) cites “collegial relationships and supports” as an essential component to how adults learn and transform their practices. Content-specific pedagogy is essential to teacher quality. Therefore, teachers need the opportunity to work in groups based on content with peers.

The Math and Science Partnership defines teacher study groups as a forum for teachers to define their “own agendas based on problems they’ve encountered in their classrooms” (Math and Science Partnership, n.d., para. 9).

A final understanding that derives from the survey data is that participants strongly valued their peers and learning alongside them in the face-to-face model. Over two thirds of respondents commented that the cohort was a valuable aspect of the program (survey question 9). However, 65 % preferred a blend of face-to-face peer interactions and online learning. Several touted the online model as convenient (survey question 19) while others pointed out how much they liked learning about new technology (survey question 17). Blended learning is a viable option when participants feel the content is worthwhile and well-facilitated (Mazat, 2012). Furthermore, it is not necessary that CCIT manage all of the online learning. Simply providing a model and forum to get faculty started in “bottom up online communities” is an important step in PD that triggers social constructivism (Vygotsky as cited in Macia and Garcia) around a common problem (2016, p. 290). This type of network reduces some of the burden from mentors and CCIT staff to create a network of peers to support one another’s immediate learning needs.

Leadership. Considering the motivation and preferences of adult learners, the team of trainers for new faculty needs to support the individual in a student-centered program and encourage trial, error, and reflection. Therefore, trainers must be well prepared to coach new faculty through their existing views of effective instruction and shuttle them toward a more effective approach when necessary. This means that

communication, in the form of cognitive coaching supported by observation and data, becomes critical to developing faculty.

Faculty charged with teacher development hold a unique responsibility. In order to be qualified, instructors must have an understanding of pedagogy and technology, confidence in their practice, and a willingness to model metacognition for students. The instructor will be a facilitator of content, but must also feel comfortable supporting new faculty through cognitive coaching. These faculty members should be familiar with common struggles new faculty face to help new faculty think about teaching and learning. CCIT leadership and coaching styles, through the issues and strategies they use to teach course content, tremendously affect the program's success. The standards remind us that effective professional learning requires skillful leaders who advocate for and support the program (Learning Forward, 2011).

Resources. According to the Learning Forward Standards for Professional Development (2011), effective professional development uses a variety of resources such as personnel, time, materials, and technology. Furthermore, Zepeda (2012) emphasizes the need to prioritize, monitor, and coordinate these resources. It is apparent that the College has dedicated personnel, materials, and technology to supporting new faculty. Given the dedication of those resources, the program should be well designed to capitalize on the time dedicated by the CCIT team, mentors, and new faculty. Two considerations should be given regarding resources. First, leveraging the new academic calendar to better engage new faculty at critical times such as the weeks prior to the semester start, reading days, and designated PD times. Secondly, the Instructional Innovation Network with key members on each campus should be leveraged to provide

additional support and coaching alongside the LSCs and mentors. This may require additional resources in the form of training, but the network exists and could serve this program.

Data. John Dewey's research tells us "one who truly wishes to grow as a teacher must be a student of teaching" (Pennington, 2015, p.1). Since many of the participants in this program come with background knowledge of content, technology, pedagogy or any combination of the three, a careful analysis of individual strengths and weaknesses can be used as a basis for goal setting and reflection. This data in the form of a collective needs-assessment should also be a priority for CCIT team members at the onset of the new program. Furthermore, CCIT may leverage participants' knowledge from previous professional occupations to build their notion of self-efficacy to deliver content rich in experiential learning and close to the real world their students will encounter (Wagner & Imanuel-Noy, 2014).

The survey data offers valuable insight into the NFD program from program alumni. By including such a broad section of past participants, with a significant portion of those surveyed responding, the data yielded offers key findings to enhance the current program. First, the descriptive statistics and demographic information pulled for and because of this study provide CCIT with a baseline of findings. It is fascinating that a significant number of new faculty hires come with a wealth of prior knowledge from teaching part-time for the College or another institution of higher education. This should provoke some consideration into the opportunities provided for adjuncts to engage in professional development. Likewise, this underscores the necessity for a needs-based assessment to best serve the population of new faculty hires. In a preliminary program

evaluation, I identified this as a key need. The responses of participants regarding why the program had little to no impact (survey questions 14, 15, and 16) show that many of them feel the content is irrelevant or redundant. Likewise, an overwhelming number of participants responding to the survey gave the need to personalize the program based on participants' needs as a priority for program improvement. There is no way to determine if the goals participants create genuinely align to their learning needs without data driving the program goals or content.

It is apparent from survey results that getting to know the participants' needs is essential to enhancing the program. When asked how to improve the program (question 19), alumni gave responses that indicated a need to adjust content based on participants' needs. These needs ranged from whether or not the program used distance learning, if the participant was an advisor, if the program required a unique teaching approach like the flipped classroom, and if the person had no teaching experience or a wealth of teaching experience. Some participants went on to suggest ways that they would like to learn, and they described various evidence-based approaches to job-embedded learning without directly labeling them as such.

The collection of data should be strategic. Specifically, novice faculty, in the identification of their goal setting, could engage in a goal for action research, implement the technique, collect data from their students, and make adjustments based on the analysis of data in order to engage in job-embedded learning. Likewise, the CCIT team should continue to evaluate the effectiveness of the NFD professional development model as it relates to the needs of faculty and how it affects student engagement and achievement. The surveys conducted by student affairs regarding student-faculty

engagement, scores on College-wide aligned evaluation measures, student learning outcomes assessment, and end of course surveys would be effective measures for determining growth in new faculty.

Learning designs. Many new faculty come from a technical field, and some have experience in pedagogy or pedagogical content knowledge (PCK); therefore, the focus should be to help them identify professional development goals that fit within their particular content area, but also link to the College's initiatives and program goals. In order to meet the goals of faculty, this program could allow for collaborating within content areas with PCK coaches as a best practice for improving one's craft. According to practitioner insights offered by the Math and Science Partnership (n.d.), designing PD to fit the content, audience, and goals helps engage instructors in improving their content area and pedagogical knowledge.

Participants' responses throughout the survey indicated a desire for more authentic approaches to learning. Given participants are adult learners, it is essential to embrace the characteristics of adult learners based on Knowles' five assumptions (The Adult Learning Theory, 2014). First, the opportunity for self-directed learning was listed a favorite part of the program in survey question 17. Then participants suggested it 16 times when asked how to improve the program and repeatedly during the focus groups. Participants wrote repeatedly about the experience they brought with them from other professions, and a limited number had no prior teaching exposure. To accommodate adult learners, CCIT must take inventory of and appreciate this experience. Third, the learning opportunities did not relate to issues that the new faculty encountered as stated in the focus groups. They addressed the irrelevance of the topics or mismatched sequence of topics to their

needs repeatedly (survey questions 7, 8, 14-16, and 17-19). Fourth, the participants enjoyed the opportunity for problem-centered learning when taking the IDT courses although many stated how limited these opportunities were. Fifth, NFD alumni were eager to learn. Very few (survey questions 2, 4, 6 and 17-19) comparatively were concerned about the burden of time or suggested reducing the workload. The faculty expressed a willingness to complete any professional development if it was meaningful and relevant. Job-embedded experiences provide meaningful learning and could address other issues expressed by survey data such as transfer of knowledge.

While institutions enjoy the benefits of technology when it comes to delivering content, it is important to choose the most appropriate technology to deliver the content of new faculty professional development. I discovered in my focus groups and surveys that participants preferred the blended learning model. Some of the concerns were around the structure of the program and the disconnect between face-to-face colloquia and online courses. One study (Porter, 2011) concluded that online courses could be an effective way to engage new teachers and can provide a support system for busy instructors if the course is “appropriately structured” (p. 26). Porter recommends carefully curated prompts and activities that encourage meta-analysis through individual, small group, and whole group interaction (2011). Porter also cautions designers to provide clear and elaborate guidelines and to consider learners’ needs and comfort with the online learning environment. Pennington (2015) echoes the notion that facilitators of PD programs are open about adjustments to the program or course to model changes based on student data. Therefore, the delivery format should be dynamic.

Given the practice many institutions have with web tools to enhance the classroom experience, special consideration should be given to which aspects of a new faculty development program can leverage the online learning environment. Pennington (2015) found pre-service teachers enjoyed seeing videos online prior to class discussion and implementation of a strategy. Pennington used videos “to push students thinking” and as a catalyst for reflection assignments and inspiration for innovative techniques (2015, p. 8). Porter (2011) found that busy teachers appreciated the online community of learners and access to readings and videos selected to facilitate their learning, but some yearned for more face-to-face interactions. A hybrid (partially online and face-to-face) delivery format seems ideal because it can include on-demand resources, quiet reflection through journaling or blogging, but also allow for a regular face-to-face meeting with a cohort or mentor. This findings of my research are consistent with these views.

The analysis of the program implementation reinforced the notion that written curriculum and content delivery are distinct features of curriculum. While written curricula are important, they will not affect student engagement and achievement without deeper buy-in from instructors who deliver the content. The concept of transformative teaching outlines the differences in the technical component and artistic component of teaching (Henderson & Hawthorne, 2000). In my opinion, the activities and reflections in the technical modules are somewhat sterile steps toward achieving program goals whereas they should consider existing attitudes and notions about the teacher’s role.

Implementation. Adult learners share a unique set of attributes that must be at the foundation of the program. First, adult learners seek to construct meaning based on prior learning, or existing schema. Mezirow (cited in Snyder, 2012) suggests adult

learners come with a wealth of knowledge that can be leveraged to make sense of a new situation with proper guidance through a series of ten phases. Communicating Mezirow's transformative learning theory explicitly to new faculty will help participants recognize their current understanding with a more critical eye. Snyder (2012) suggests five attributes to teacher training that provide an optimal environment for transforming professionals to effective instructors. These include spiraling, or revisiting big ideas to allow enduring understandings, authentic learning, experiential learning, collegial support, and reflective discourse.

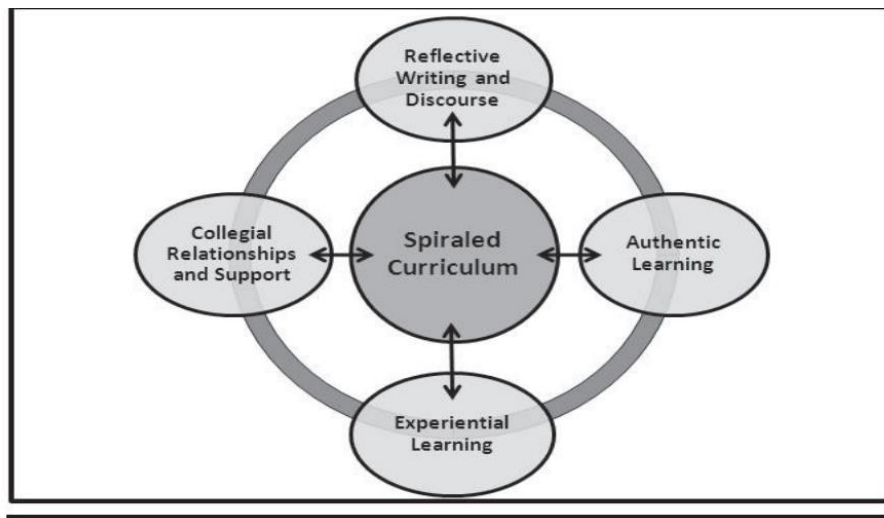


Figure 2. Transformative Components of Effective Teacher Education. This figure illustrates key characteristics to ensure successful professional development of novice teachers (Snyder, 2012).

To do this, participant data should guide the learning experiences during the NFD program. Therefore, experiences can be curated to explicitly connect to student engagement and learning as outlined by Darling-Hammond's "five critical elements" of teacher development (Teacher Development Researcher Review, 2013, pp. 3-4).

Likewise, research surrounding adult learners' motivation suggests that learning activities

should be meaningful and applicable to their current needs. Therefore, job-embedded professional development provides them the opportunity to apply course content to the classroom, reflect, and make adjustments with just-in-time support from a supportive network of peers, coaches, and colleagues. Zepeda (2012) supplies the following benefits of job-embedded professional development that can also help balance the allocation of resources.

1. addresses the issue of time
2. encourages immediate application
3. shifts between informal and formal (depending on the context)
4. links current learning to prior knowledge
5. supports innovation and exchange of new ideas

Research suggests several ways to leverage a blended environment for implementation of job-embedded learning as focus groups and surveys suggest as the preferred approach. First, a study by Anthony, Gimbert, Fultz, and Parker (2011) found that teachers entering the field from other professional backgrounds, who engaged in “e-coaching,” increased their self-efficacy, instructional strategies, and pedagogical content knowledge (p. 56). Second, Kivunja (2014) urges teachers to educate themselves for the 21st century learner meaning that they themselves engage in online collaboration and projects, as they expect their students to do. Third, McAnulty and Cuenca (2014) found creating the space and time for professional discussion and collaboration could be challenging but very beneficial. The opportunity to post authentic problems and allow the cohort to make suggestions could be a valuable use of technology *outside* of the course content.

For the online or hybrid format to be effective, the trainers must be “qualified to demonstrate and model the vision of technology integration they promote” according to Sutton (2011, p. 44). Additionally, the reflective process is a critical part of teacher development. As Snyder (2012) points out, it should be “overt” with the goal of automatization (p. 49). To engage students in this practice, journaling or blogging about the authentic trial and error in their classrooms is an opportunity to leverage technology. In a study by Boyd et al., in-service teachers overcame the apprenticeship of observation (teach-the-way-I-was-taught) and improved their pedagogical approaches because of blogging (2013). The authors suggest blogs offer “an opportunity for disruption” in a teacher’s way of thinking about his or her practice.

Outcomes. Although two thirds of program alumni expressed satisfaction with the program, it is paramount that CCIT move beyond measuring satisfaction to evaluate if the program is influencing participants enough to reach the students they teach. Engagement in evidence-based experiences is just the first step in the theory of change surrounding PD. Survey questions 12 and 13 revealed that a third or more of participants did not make changes to the way they interacted with students, taught their students, or still applied concepts after completing the program. While many did, the indication that many did not is worth consideration. The question remains: how can we guarantee participants apply new knowledge and skills during and after the program? The answer lies in job-embedded learning.

This strategy would be useful in the NFD program to relate content to new faculty and model what they are expected to do with their students. Porter (2011) redesigned a course to encompass three themes, “The Reflective Practitioner, Education

Professionalism, and Practical Application,” that allowed for self-directed study and job-embedded learning. Pennington (2015) used action research or job-embedded professional development to identify weaknesses in her instruction and tallied how integrating innovative techniques changed her students’ engagement and behavior. The overall program goal should set out to foster instructors who engage in continued learning, personal reflection, data collection and improved practice. Within this framework, course content should focus on identified weaknesses of the new faculty, particularly those coming from other professions. Likewise, if there are need-to-know skills specific to the institution, they should be strategically integrated in the objectives. Furthermore, new instructors’ training must integrate skills that are essential for the 21st century learner. Kivunja (2014) recommends a shift to student-centered, investigative questioning and critical thinking, and application to authentic problems.

A major obstacle is how to overcome instructors’ epistemological view about knowledge. Faculty are often divided between those who lecture and see themselves as the source of knowledge and those who facilitate student-centered learning environments (Teacher Beliefs, n.d.). This was apparent in the observational study of the third colloquium. A less desirable form of knowledge that adult learners bring to teaching, according to Boyd, Gorham, Justice, and Anderson, is Lortie’s “apprenticeship of observation” theory (Boyd et al., 2013, p. 1). Lortie claims that a struggle with producing effective teachers is overcoming the teacher’s perception that what they have observed in school, as either a student or observer, is the best approach. Furthermore, the notion that macro values influence how people think about curriculum permeates the content delivery. That is, many teachers teach the way they were taught if not challenged to

innovate and think critically about what engages their students.

Communicating this theory explicitly to new faculty and engaging them in a series of activities that challenge them to find the most effective techniques would prove beneficial. For example, the cycle of continuous improvement, originally touted by John Dewey, as the means for enhancing teaching has more recently been associated with transformative teaching. If CCIT's philosophy of teacher and learning is rooted in a transformative process as described by Henderson and Hawthorne (2000) it should help shape the expectations of a new faculty development program. As Bullock pointed out (in Sutton, 2011), new teachers "need to see models for how educational practices transfer from the classroom to real-life situations" (p. 43).

In essence, the NFD program facilitators act as "curriculum disseminators" according to Schiro (2013, p. 7), and must be responsible for considering different points of view and illustrate via metacognition the instructional design and planning decisions they make. NFD participants need to see the process of planning and designing from various instructors to develop a personal approach for teaching. Likewise, during reflection and evaluation it is important that NFD participants understand that teaching is not a formula and cannot be gleaned from peer observation or direct instruction. On the other hand, instructors need to understand that charisma and style alone cannot produce student achievement, so they must integrate planning and evidence-based techniques, learn to collect and analyze student performance data and adjust teaching. This reflective feedback cycle should be practiced until it becomes instinctive.

In conclusion, the New Faculty Development program at Delaware Tech has proven to be somewhat successful in meeting its goals. As roles require faculty to be

versed in student-centered practices that prepare learners for the 21st century, instructors of new faculty must continue to stay abreast of advances in technology and their appropriate use in the classroom. In this first semester, it is clear that the course content exposes new faculty to key concepts about teaching and learning, provides a forum for interaction within the new LMS environment and emphasizes the need to engage students. The shift from novice faculty to seasoned instructor does not occur rapidly, but rather through a gradual approach, much like that of this two-year program. As Jacobs (2012) points out, teachers can commit to change by addressing one unit at a time to improve, consider the approaches and technology that best suit the learning objectives, and finally seek evidence from student products and performance to determine if they have been successful (p. 22). The key to reaching this program's outcomes is ensuring that each stage of the learning process is meaningful and implemented with skill, zeal, and fidelity to the program's intended goals.

These improvement actions yielded several key recommendations outlined here, which I offered in an executive summary to key administrators (Artifact 7-Appendix H). Following this memo, I presented the in-depth findings of my research with an opportunity for discussion (Artifact 9-Appendix J).

Recommendations

1. Provide strategic communication and training to inform stakeholders of program updates.
 - Offer training to LSCs as needed for key skills to support participants.
 - Engage IIN members to ensure peer support and PCK development.

- Identify and train mentors to better serve faculty.
2. Improve the NFD program with a focus on data. Data should be used to identify incoming participants' strengths and needs, to align learning with student outcomes, and to measure progress toward individual goals as well as program outcomes.
- Design a needs-assessment to establish a baseline of participants' strengths and needs. Understanding the existing knowledge and skills new faculty have is a critical component to designing a meaningful program that values the adult learners' prior experience.
 - Leverage student data in the form of College data, course-specific data, and instructor-specific data to inform goal setting, activities, assignments, coaching, and collaboration.
 - Devise a plan for monitoring and evaluating the program that explicitly aligns to intended outcomes of the program.
3. Review the content delivery to ensure implementation aligns to participants' needs in a timely manner.
- Update the course design, particularly G10, to be more learner-focused, not content-focused.
 - Capitalize on the shift to a new academic calendar to frontload essential skills while allowing for self-paced development and reflection through the semester followed by a wrap-up that benchmarks progress

- Balance online learning with face-to-face activities to meet the needs of different learning styles.
- 4. Promote enduring understandings by engaging faculty in authentic, reflective learning experiences.
 - Facilitate connections among course content, colloquia, and their students.
 - Provide time for faculty to engage with colleagues informally and repeatedly reflect and analyze learning.
 - Provide coaching that is respectful, supportive, and insistent as learners experience disequilibrium between prior understanding and new concepts, beliefs, and attitudes.

Presentation to Administrators (Artifact 9-Appendix J)

In order to influence change and take steps to implement improvement actions, I requested a meeting with key stakeholders. I sent an executive summary of my findings and asked for an hour to present detailed findings and recommendations. In that meeting, I provided a framework for the leaders' consideration. I presented the logic model by Killion outlining the steps for teacher development to influence student outcomes. I presented the Learning Forward Standards (2011) as a program guide. Finally, I shared data and recommendations based on my findings. I answered questions and discussed the practical implications of the suggestions I offered.

Chapter 5

REFLECTION ON IMPROVEMENT ACTIONS

While the actions I took to address my problem were valuable and led to a comprehensive program evaluation with concrete recommendations, I feel the artifacts could be improved. In this chapter, I will reflect on the methodology for data collection, challenges with analysis, and limitations to my research. Secondly, I will reflect on the culminating presentation to key administrators and how the results may lead to program enhancements. Finally, I will discuss future steps I would take based on the findings of this research.

Reflection on Artifact Results

The data I collected through my improvement actions offered several perspectives of the NFD program at Delaware Tech. As a participant observer, I engaged in the program with new faculty and the CCIT staff. Furthermore, I was able to get a sense of the new faculty members' opinions about the program during the focus groups at the end of the first semester. Furthermore, I gathered additional information from past participants through the survey of alumni since 2011. By using all three sources of data, I was able to find strong patterns and felt more confident having triangulated my findings.

Observations. My role as an observer proved to be challenging and led me to the conclusion that in order to provide thoughtful, data-driven insight for decision making I must be a participant-observer. In the first meeting, I tended to make judgment and record observations through a critical lens. During my ELP proposal defense, a committee member encouraged me to engage, not just eavesdrop, because I could gather valuable data. Furthermore, two members noted that I could not consider myself a neutral observer regardless because I had been invested in studying the program over the past three years.

During the second observation session, I questioned if observations helped me understand the program as it is relayed through each campus' unique culture, but fell short in providing insight into the participants learning or perceptions. A key drawback of the colloquia and meetings was that most of them had little to no involvement from participants. Participants passively listened as speakers shared their expertise on a topic. They were attentive and chuckled at jokes, but there were limited opportunities for participants to share their concerns, questions, or expose areas they would like to discuss further. The purpose of the colloquia seemed to be to inform in an entertaining way.

I found myself struggling to get to know the participants' strengths and weaknesses until the last colloquium I attended where participants engaged in a series of participant-centered activities. It was at this point that I realized there were clear differences in the participants' knowledge, skills, and attitude. This piqued my interest, and I was eager to begin the observations of the online instruction in the IDT courses.

The online observations proved challenging for three reasons. First, I was not granted access to the course until the end of the semester as the College closed for the holiday break. Since the new faculty courses took place in the new Learning Management System as a pilot for that system, I did not have user rights. Once I gained access, I was disappointed with the access I had. Having a participant perspective was the second challenge to this method. I could view the overall course design including the timeline, modules, and instructor messages. Likewise, I could see the interactions among participants in the discussion board. However, I could not see assignment submissions or read instructor feedback to individuals. The third challenge with this observation was

collecting data from a system that was foreign to me. I spent several hours learning the new LMS to be able to retrieve discussion board posts (my key source of data) in an organized fashion. This challenge was compounded by the fact that only a portion of the people enrolled in the course were new faculty. Although I had been warned about the demands of qualitative evaluation measures in my courses, this was the first experience where I felt overwhelmed by the process. As a result, I am not sure if the findings from the online observation were worth the time I dedicated to the work. If I were to do this observational study again, I would eliminate the online observation. Instead, I would request an opportunity to observe participants' teaching and collect their pre and post-conference coaching sessions, all of which are a requirement of the G10 course.

Focus Groups. Another source of data to inform my improvement actions were the focus groups I conducted at the end of the semester with the current NFD participants. These were particularly interesting because I traveled to each of the three campuses. By doing this, I was able to get a feel for the culture of the campus and engage with the participants. I felt like the focus groups went extremely well as I gathered a great deal of information from participants. I enjoyed the semi-structured approach because I could have a discussion with participants to delve deeper.

The insight I gained informed my improvement actions in two ways. First, the focus groups were a significant source of data, particularly when I found parallels between current participants' thinking and the alumni perspective from the survey. Second, several of the ideas I included in my presentation to administrators yielded from these focus groups. The idea of frontloading information at the start of the semester came up in a discussion when a new faculty member mentioned that she had seen other course

offerings in a four-day block. Another idea emerged from the confusion about mentors and needing someone that new the program better. I thought about my role on the Instructional Innovation Network and how it did not include peer coaching or support for new faculty. This ultimately became a recommendation. The focus groups provided useful data as well as an understanding of how the implementation differs College-wide.

Surveys. During my ELP proposal defense, one of the artifacts that the committee questioned was the survey I had created. The critique that was posed by one member of the committee is that the survey seemed to measure satisfaction rather than effectiveness. She followed with a question, “What do you want to measure?” That question resonated with me, and I decided to become better informed about survey instruments. I learned about designing instruments, particularly qualitative, in two different courses. I referred to those notes (and Dr. Farley-Ripple’s videos on research design) to research valid tools for data collection in reference to professional development.

I am humbled by the amount of skill required to develop a “good” survey instrument. As I think back on my proposal defense, I realized how naïve my instrument must have appeared to experts in survey design. I used other instruments to design my survey. I considered what sort of information I wanted to know about the program that could inform my improvement efforts. I tested my survey items with colleagues and toiled over the best way to revise them. Since many of the test group were alumni of the NFD program, I expected that this test for logical validity would improve the quality of my survey. Having prepared according to what I had learned about in my courses, I was ready to administer the survey.

I thoughtfully identified my target population and sent the surveys via email directly. I was amazed at the results. I received nearly an astonishing nearly 50 percent response. I was eager to jump into the data and begin. Although I dedicated a great deal of effort to studying survey instrument design, I was not satisfied with the tool I created. This disappointment set in as soon as I started reviewing the results in Qualtrics. I had hoped that testing the survey with a small group and making changes based on the pilot data would yield better results in the actual implementation of the tool. I would have made two key changes to the survey. First, I would have eliminated several questions that did not produce useful data. Secondly, I would have been clearer about the sections or themes of the survey by setting a context for each section and ending each section with an open-ended response for more information about that particular topic. Finally, I think that survey design is like writing in that one set of revisions is probably never enough, and with practice, the skill required for sound design evolves over time.

Presentation of Findings

Overall, I was satisfied with my presentation of findings. In order to improve the program I created three artifacts to share the information I learned from Artifacts 4, 5, and 6. I compiled the information from the three into a single program evaluation (Appendix I). I think I felt most confident about this artifact because I had experience with program evaluation in one of the later courses I took. Since it was late in the program, I conducted a preliminary evaluation (Artifact 3-Appendix D) that offered practice in designing my own instruments based on research questions and analyzing the subsequent data to present to stakeholders. I modeled my program evaluation after that artifact. In fact, as I wrote, I could almost hear Dr. Buttram's critique.

A second means of improving the program was to meet with key stakeholders. To do this, I provided an executive summary of the program evaluation in the form of a memo to the Vice President for Academic Affairs and Vice President for Information and Technology. The memo presented a teaser of the information I had learned to improve the program and requested an opportunity to present the program evaluation as well as a presentation of findings and recommendations. The administrators invited me to give a one-hour presentation regarding ways to enhance the NFD program.

Knowing that I had a limited amount of time to share the information to persuade them to make changes to the program, I spent a great deal of time on the presentation. I spent several days considering my approach followed by several days adapting the presentation I had made for a leadership course. In that course, I learned that leaders must understand the underlying theory of change and culture associated with a problem before they can begin to implement improvement actions. Therefore, I started with a logic model, the Learning Forward Standards, and universal challenges associated with implementing PD. From there, I highlighted data that I knew would pique their interest and recommendations that aligned to the corresponding data.

The administrators listened intently and engaged in thoughtful conversation about each recommendation. Recommendation 1 centered around communication and training. I was glad I placed this one first because it offered easily achievable goals. They decided that we could implement training for the LSCs pending budget considerations. Furthermore, they liked the idea of involving the IIN to offer peer support and PCK development. Finally, we talked about the merits and drawbacks of a flawed mentor

program. In fact, they questioned if the mentoring component of the NFD program should be shelved until we had time to thoroughly improve it.

Regarding the second recommendation, both administrators agreed that data should be used to drive this program. One questioned the resources required to conduct a needs-based assessment as a challenge, and I suggested that they start with the self-assessment inventory that is already being implemented but not collected. I also offered some simple templates for taking inventory of participants' needs. Both administrators agreed the student data should be shared with new faculty; in fact, we discussed that this could be the beginning of a shift for all faculty to use student data to inform instruction. Finally, they agreed that we need to use data to evaluate the outcomes of the program and suggested that this program review offered a starting point.

The third and fourth recommendations (placed strategically) require more work. I presented a sample calendar for providing more timely instruction and support to new faculty as that was one of the key concerns that emerged from my findings. I suggested that this be in conjunction with the new academic calendar we are launching in the fall. The administrators acknowledged that this was ideal, but went on to share some of the challenges of implementation. In particular, it would be difficult to capture all faculty in a fall cohort, since hiring may take place throughout the year. They agreed that redesign could improve the G10 course content to provide reflective feedback loop associated with transformational learning.

Impact on Program

As a leader, I recognize the skills involved in bringing about change. I understand that change is a gradual process, incremental, and focused on the group involved in

implementation. To that effect, I have built capacity and momentum for change by taking several steps. First, I have developed a reputation for championing quality PD as a leader of the Instructional Innovation Network at the College. Secondly, I have established a rapport with key stakeholders charged with implementation during my preliminary evaluation of the development process and subsequent evaluation of the program's implementation. The team is eager to learn about my findings and generally receptive to renewing the program. Third, I presented my findings to stakeholders who will be responsible for supporting professional development efforts at the College. Although the program has not been overhauled, I have laid the groundwork to ensure that my efforts will bring about thoughtful and timely change through various next steps.

Next Steps

In order to ensure that the efforts toward improving the program occur, I intend to take several steps. First, I will share my findings with additional stakeholders in CCIT who are closer to the implementation of the program. Although the presentation is not designed for this audience, I feel the program evaluation would prove beneficial to the team. Secondly, I will leverage my role as chair for the Instructional Innovation Network (IIN) to develop ways to support new faculty. We host several events on campus each semester that could extend to peer observation and coaching, a community of practice, and pedagogical content knowledge study groups. Third, I will offer additional resources to the CCIT team that I uncovered in my research.

Chapter 6

REFLECTIONS ON LEADERSHIP DEVELOPMENT

Enduring Understandings

In 2015, I enrolled in Organizational Problem Analysis course at the University of Delaware to “try out” the doctoral program. In that first class and each subsequent course, I found key lessons that have endured throughout the program while I developed as a scholar. During my ELP process, I reflected on the organizational framework from that first class to approach the problem I chose. Boleman and Deal (2013) offer frames through which we can view this complexity. They suggest breaking down the issue into structural, human resources, political, and symbolic frames. Aside from my understanding of organizations, I was also able to use assignments from several courses as artifacts to inform my problem. Through the core courses in curriculum planning and educational technology, I evaluated the written curriculum of the program and considered the best practices in professional development and online learning to research literature on the topic. I also completed a preliminary program evaluation and developed a presentation specifically for leaders in the courses related to those topics. Finally, although I did not create an artifact in the Education Policy and Governance course, I learned an important consideration in policy, which proved valuable in a discussion during the presentation to the Vice President for Academic Affairs.

Unexpected Opportunity

If someone had asked me what leadership skill or knowledge would prove most effective in leading the improvement efforts for the ELP, I would never have guessed that Kingdon’s theory of the policy process would be a key to influencing change. Although the problem I identified -- the New Faculty Development program at Delaware Tech not being as aligned to evidence-based practices as it should be—is not a governmental policy issue, it does fit with the notion of the policy stream and policy window (Kingdon,

1997). To engage in the policy process, effective leaders participate in the issue in several ways according to Fowler (2013). First, they attract attention to the issue. In this case, I was able to draw attention to the issue through this ELP process and especially when presenting my findings to key stakeholders. Second, effective leaders leverage partnerships and allies to influence change. In this case I employed my knowledge of the issue as a result of this ELP and my knowledge of the organization having been involved in other PD initiatives with the Instructional Innovation Network (IIN). Third, I influenced adoption of the recommendations by using extensive data as a foundation. Furthermore, I carefully crafted my presentation to appeal to the audience as I had established credibility for my work with other efforts at the College. Finally, I demonstrated an understanding of organizational policy making as I presented the topic. I was versed in the strengths and areas for improvement, but I also considered the practical considerations such as budget, personnel, culture, and existing policy.

According to Kingdon's theory, I would like to explore how the streams came together to open a window of opportunity (1997). I highlighted the problem at the onset of my presentation, and, although some of the details surprised the administrators, the problem seemed familiar. In fact, they recognized parallel issues in professional development at the College with the leadership development program and other PD efforts. They expressed frustration at not being able to get the programs "just right" despite dedicated resources and efforts. They reflected on the circumstances, culture, and conditions that could be causing the issue of ineffective PD. Sensing that frustration, I employed some political savvy to share what I considered to be the underlying issue. I pointed out that the College has leveraged data to manage enrollment, retention, engagement, and persistence to graduation through the student affairs division, but little effort has been dedicated to evaluating instructional effectiveness other than end-of-course surveys completed by students. By pointing this out, I engaged as an "entrepreneur" to share my knowledge about PD, culture, and how the recommendations

(policy stream) I was making to enhance the NFD program could be the beginning of a shift (Kingdon, 1997, p.38). The policy window opened, and I jumped through showing a linkage to the problems that frustrated administrators and the recommendations I was offering. It was a great example of how I have honed my skills as an innovative and situational leader.

Conceptual Framework

Reflecting on the dimensions of the College of Education and Human Development's Conceptual Framework, offers me a lens to consider my learning as a student in this program. First, as a teacher, I think it is innate that I engage in reflection of my practice. I have done this since I was in the early stages of my undergraduate program at Elon University studying to be a teacher. That said, this program offered a different experience with reflecting to improve my practice. I enjoyed the challenges of each course and applying the knowledge I was learning to my work as a department leader. I learned to consider research and evidence to make sound decisions on various levels in my work. I expanded my knowledge base of key concepts, which I outlined in the Enduring Understandings. Furthermore, I engaged with peers and professors who challenged my way of thinking about issues and pushed me to consider alternatives. The more I learned about professional development in the series of Teacher Leadership electives I took, the more I impassioned I became about enhancing the NFD program at Delaware Tech.

Outside of the College, I engage in a number of organizations and working groups that aim to improve the communities they serve. Locally, I serve on my town's city council and consider what I learned from courses regarding change theory, policy development, and macro views. I have simultaneously learned about the theory in my coursework while applying my skills in real world scenarios. At the state level, I work with colleagues from other institutions of higher education and K-12 partners to enhance

the landscape for teacher preparation. I recognize the value in others' perspectives and collaborate to find ways to resolve these critical issues.

Finally, I am passionate about my work. I am proud to have accomplished the bulk of the work for this ELP. As I enter the homestretch, I find myself wondering what opportunities will come within the College and as an advocate for education for young children, teacher candidates, and my colleagues through enhanced professional development efforts.

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Appendix A
ELP PROPOSAL

Lisa Peel

Educational Leadership Portfolio Proposal

University of Delaware

August 8, 2017

Overview

At Delaware Technical Community College (DTCC), newly hired faculty derive from various professions. While numerous benefits exist for recruiting experts from their respective industries, a challenge lies in preparing those experts to teach effectively. Nevertheless, it is well documented in research that teachers' effectiveness directly links to student learning outcomes.

Delaware Technical Community College's Center for Creative Instruction and Technology (CCIT) provides a New Faculty Development (NFD) program for all newly hired faculty to become oriented to the practices of the College and develop their instructional repertoire to engage and teach students. Currently, the program involves two years of prescribed coursework, which focuses on a "foundation for quality instruction and advisement" (CCIT, n.d.). During the two-year program, new faculty collaborate with an assigned mentor and respective department chairperson to fulfill Component One of the NFD program. This essential first step consists of a self-evaluation followed by a customized professional development plan. After this planning phase, Component Two begins, and faculty participate in a series of core courses (CCIT, n.d.). As a culmination to the program, new faculty present an ePortfolio to a team of campus personnel. The requirements of the portfolio, outlined for the participants, consist of three sections: teaching responsibilities, teaching philosophy and goals, and evidence of effective teaching.

The program has recently undergone a redesign by the CCIT team, for which I was a collaborator. Although I have collected meaningful data to inform the redesign process, the program falls short of offering the most meaningful and effective approach to

preparing new faculty. Since Delaware Tech is an open enrollment institution, our students' abilities, needs, and goals vary greatly. Likewise, many of our faculty come directly from industry and do not have a background in pedagogy or pedagogical content knowledge (PCK), so the focus of this Education Leadership Portfolio (ELP) is to establish a professional development program that links to the College's mission and strategic plan to ultimately enhance student achievement.

Organizational Context

Delaware Technical Community College is an open enrollment institution with three campuses (Stanton/George, Terry, and Owens). Delaware Tech prepares students with the knowledge and skills needed to enter the workforce and/or transfer to an institution of higher education. In order to achieve this goal, Delaware Tech outlines in its vision statement that the College will be "...dedicated to providing innovative instructional practices and high-impact engagement strategies to support student success" (Vision Statement, 2016). The College's [Blue Print](#) for the future places further emphasis on the importance of enhanced pedagogy through the following goal: "Strengthen and reinforce faculty use of effective pedagogical practices through the New Faculty Development Program, adjunct faculty orientations, and professional development." (Blue Print Report, 2015 p. 16). The College has clearly recognized the value of a vision and mission dedicated to improving instruction through professional development.

To this effect, the College established the Center for Creative Instruction and Technology (CCIT) whose mission is "to assist and inspire educational creativity and excellence" (CCIT, n.d.). The CCIT team operates in the Academic Affairs division of the College to offer a variety of training, courses, coaching and technological support for

faculty members. Among these trainings, CCIT executes the New Faculty Development programming. According to the records kept by the learning strategies coordinators (A. Dresher, personal interview, August, 10, 2017), approximately 193 new hires participated in the NFD program between the years of 2011 and 2014. The records were kept informally, and no data were collected from these cohorts to determine if the program outcomes were met. The participants “graduated” if they presented a satisfactory portfolio, which was signed off on by their respective dean of instruction.

Table 3

Number of Faculty Enrolled in NFD Program 2011-2014

<u>Year Hired</u>	<u>Wilmington</u>	<u>Stanton</u>	<u>Terry</u>	<u>Owens</u>	<u>Total</u>
2011	14	27	14	26	81
2012	8	10	6	7	31
2013	9	11	15	12	47
2014	6	10	10	8	34

Since the instatement of CCIT, the College has dedicated administrators, learning strategies coordinators (instructional coaches), and instructional designers to serve (new) faculty and provide a program to support their professional development. According to Dr. Richard Kravevich, Associate Vice President for Information and Technology, the inception of the New Faculty Development program outdates the establishment of CCIT, but historically the program was a prescribed list of orientation activities and workshops required for new faculty. Once the list was completed, new faculty compiled a binder of accolades and artifacts, wrote a reflection on what they had learned, and received a signature from their designated mentor and dean of instruction. Since 2011, the program has evolved, undergoing two re-designs.

The first shift that occurred in this evolution was the move toward leveraging technology and prescribed coursework offered by CCIT. The required courses included a New Faculty Development 101 course as well as courses in instructional design, student engagement, and the use of the Blackboard Learning Management System (LMS). Most of the instruction occurred online or in a hybrid format with designated face-to-face meetings for the new faculty cohort to interact at their respective campuses. Another initiative was to a uniform program aligned among the three campuses whereas onus had been on each individual campus before.

The second major revision resulted in updates to the content and structure of the program. CCIT collected data from program participants to determine their perceptions regarding the NFD program's effectiveness. Likewise, CCIT staff received input from the deans of instruction and department chairpersons to determine collective new faculty needs.

The New Faculty Development alumni were surveyed to determine the direction for the second redesign primarily to establish a plan for reorganizing the content. Twelve alumni participated in the survey, which consisted of rating (Likert-scale) content, ranking content according to which semester it should be introduced to new faculty, and answering open-ended response questions. Those results were then examined as a starting point for the second redesign. Although this survey did not generate a comprehensive program evaluation, it offered some insight to measure the effectiveness of the program.

From this data, several patterns emerged. First, the content of NFD needed to be carefully evaluated to eliminate superfluous information. The focus of developing new faculty is to help them be effective instructors, so the CCIT team considered how to

outsource some of the tasks that are orientation in nature. Furthermore, the content spread over the two-year program was prioritized to provide participants with key knowledge and skills *before* teaching their first classes followed by ongoing support throughout the first semester. Another conclusion from the data was that administrators should carefully select and assign mentors or risk mentors being more detrimental than beneficial. An aspect of the NFD program that participants touted as successful was the availability, knowledge and patience of the CCIT team. Likewise, they appreciated the opportunity for self-reflection on what worked and what didn't in the first year of teaching; journaling and eventually the e-portfolio assignment were overwhelmingly popular. Finally, participants clearly valued the collaborative nature of the cohort model.

Another shift in overall professional development at the College occurred when CCIT engaged more profoundly with stakeholders in the academic division through the Instructional Innovation Network. This college-wide collaboration seeks to provide professional development opportunities developed “for faculty, by faculty” (CCIT “Instructor Resources”, n.d.). As an original member of this committee appointed by the College president, I co-authored a report with my colleagues framing what effective professional development would entail. As a result, I have established rapport with the IIN, CCIT administrators, and built a reputation for the pursuit of quality professional development opportunities among my peers and administrators.

Organizational Role

During my pursuit of the doctoral degree and development of artifacts for my ELP, I have served on various committees charged with outlining the future directions for the College. Simultaneously, I have developed a profound understanding of the

circumstances of the New Faculty Development (NFD) program through my coursework. I have worked alongside members of CCIT to evaluate components of the NFD program. I have analyzed written curriculum, surveyed participants, reviewed literature surrounding effective professional development, and even conducted an evaluation of the process and NFD proposal. While my feedback has been considered on each individual component, my findings from this involvement have not been able to conceptually reframe the way we orient and develop newly hired faculty. I have been an observer-participant serving as a critical friend to CCIT team members, performing as a mentor to new faculty engaged in the program, and engaging on various committees to develop a systems perspective of how this plan is situated in the broader College agenda. I see this work for my ELP as a means to collect comprehensive data to understand the problem, inform critical stakeholders of the program's successes and shortcomings, and offer a plan to move forward to achieve the College's vision for faculty development and student success. In my particular organizational role, I have the ability to help bring about change.

Problem Statement

Devising a plan for effective professional development involves more than deciding what content needs to be covered at mandatory workshops. Sarason (Martin, n.d.) points out that improving the quality of instruction goes beyond the content of professional development to include social, cultural, and organizational values of an institution. Professional Standards for Education Leadership (2015) and Learning Forward Standards for Professional Development (2011) both indicate the necessity of skillful leadership to support the development of teachers. In order to develop the

capacity for teaching and learning, Evans (2013) reports that leaders must consider the multi-dimensionality of professional development; it is not just narrowly changing the approach or behavior; it requires flexibility, resources, and a vision.

Boleman and Deal (2013) offer frames through which we can view this complexity. They suggest breaking down the issue into structural, human resources, political, and symbolic frames. To further simplify the multi-faceted approach to professional development, we can draw on the expertise outlined in Zepeda (2012) to develop a concrete plan for professional development. However, at Delaware Tech, the evolution of the New Faculty Development program has been fragmented and reactive. The approach lacks a complete plan and a comprehensive evaluation of the organizational circumstances needed to support a high-quality NFD program.

Delaware Tech has attempted to address problem through updates to the program in the form of written curriculum, delivery of content, and minor adjustments; however, to actualize the College's vision of "providing innovative instructional practices and high-impact engagement strategies to support student success" (Vision Statement, 2016) we must examine the broader context of the program to develop a comprehensive plan, gradual timeline, training for instructional leaders, and justification for senior administration to prioritize these efforts.

Improvement Goal

My goal is to provide a more effective approach to new faculty professional development by enhancing the current efforts and developing a comprehensive plan to move forward. To improve the effectiveness of the NFD program, a multi-faceted approach is necessary. I would enhance the New Faculty Development program

framework with additional resources on effective professional development models. Data reveal that the design process could be more holistically aligned to appropriate research and standards. The design process was disjointed, and the team has undergone changes in leadership leaving them void of consistent guidance. Therefore, I will improve the NFD program by developing:

A comprehensive program evaluation that presents actionable recommendations to enhance the current proposal including

- A means to measure program effectiveness
- A timeline with phases for gradual implementation and considerations of change theories and implications of policy
- Justification for senior administrators to make sound decisions grounded in the Learning Forward Standards (2011) and advocate for best practices from research

The theoretical framework I will use for guiding my ELP is the Learning Forward Professional Development Standards (2011) for sustained effective professional development. Figure 3 offers a quick reference guide to these standards as I explore the elements for success.

Figure 3. Learning Forward Standards for Professional Learning reference guide (2011)

STANDARDS FOR PROFESSIONAL LEARNING			
<i>Professional learning that increases educator effectiveness and results for all students ...</i>	LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
	LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.	OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

This work will also be grounded in research culminating from the series of artifacts I have developed over the course of this program.

First, when examining learning communities, extensive research supports the need for a collaborative environment for new teachers. Snyder cites “collegial relationships and supports” as an essential component to how adults learn and transform their practices (2012, p. 49). She points out novice teachers need an environment to relate with veteran and novice colleagues alike and modeling for how to network professionally despite feeling vulnerable. Therefore, the success of a new faculty development program depends on the quality of the network where mentors, peers, coaches, and new faculty interact safely without judgment. Lortie (in Boyd et al., 2013) makes the point that novice

teachers will not likely engage in collegial problem solving after the development program if they don't have a sense of "genuine collegiality" to share problems and offer alternatives while in training programs (p. 46). Finally, Dufour, an expert on professional learning communities (PLCs), tells us through years of research that these provide the best environment to develop professionally (Dufour, 2014). The existing NFD cohort model could form one PLC while instructional departments could supply a second PLC with a focus of pedagogical content knowledge (PCK). Yet another PLC would need to be instituted for leaders.

Leadership that values a culture of professionalism works to establish a climate that empowers teachers to continuously develop their craft. At Delaware Tech, the instructional leaders (deans and department chairpersons) could essentially form a learning community with the CCIT staff who design and implement new faculty professional development. To this point, they would collaborate surrounding the data of new hires' unique needs and benchmark their growth to provide instructional coaching throughout the two-year program. The insight from participant data would help to provide some essential elements of support for novice faculty such as meaningful coaching (Aguilar, 2013) and personalized, job-embedded learning goals (Zepeda, 2012). Aside from building the professional capacity of faculty and establishing a culture of collaboration, leaders must allocate appropriate resources and advocate for professional development opportunities.

To that extent, leadership at Delaware Tech would need to employ transformational leadership to execute an enhanced professional development program for new faculty. A well-designed program incorporates a plan for communicating

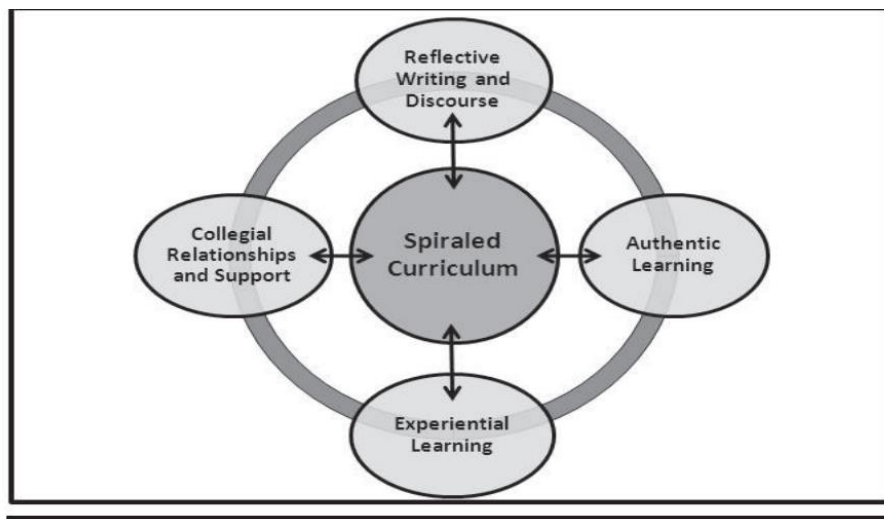
expectations and introducing new faculty to the institution's culture. However, the focus of a new faculty development program must be carefully designed to focus on the most critical task: building the professional capacity of instructors to engage students and help them succeed. Therefore, it is essential that the institution put forth a central message from the onset regarding its dedication to training highly effective instructors regardless of their prior knowledge and experience. Crafting a well-funded program with high expectations supported by a high-quality team proves that instructor training and preparation is valued. This is motivating to new faculty, who don't want to feel like they are completing a checklist of initiation tasks to earn their place at the College.

Although a consistent vision and messaging are crucial, leaders must go beyond lip service to model professional learning and prioritize resources to enable new faculty. Transformational leadership should be used to set the vision and support "scholarly incitement" (Dvivedi, 2015, p. 39). To use the transformational leadership approach, administrators must consider PD for new faculty beyond the scope of producing a desired behavior, but rather what conditions can be orchestrated to allow for authentic learning (Evans, 2013). Furthermore, they should accept that changing the new faculty PD system would garner opposition, as it requires shifting resources, responsibilities, and priorities; therefore, leaders must become adept at managing change (Shirley & Miller, 2016). None of these responsibilities are easy particularly when leaders are already preoccupied with operational and fiscal management. Nevertheless, the leadership component is perhaps the most important when orchestrating a culture shift.

Another major shift in culture that would need to occur at Delaware Tech is the use of student data to systematically address instruction. The College has leveraged data

to manage enrollment, retention, engagement, and persistence to graduation through the student affairs division, but little effort has been dedicated to evaluating instructional effectiveness other than end-of-course surveys completed by students. For the NFD program to be authentic and job-embedded, it must be centered on relevant student data. Snyder (2012) suggests five attributes to teacher education that provide an optimal environment for transforming professionals to effective instructors. These include spiraling, or revisiting big ideas to allow enduring understandings, authentic learning, experiential learning, collegial support, and reflective discourse. All of these can be grounded in student data for the NFD program.

Figure 4. Transformative Components of Effective Teacher Education. This figure illustrates key characteristics to ensure successful professional development of novice teachers (Snyder, 2012).



Secondly, John Dewey’s research tells us “one who truly wishes to grow as a teacher must be a student of teaching” (Pennington, 2015, p.1). Since many of the participants in this program come with background knowledge of content, technology,

pedagogy or any combination of the three, a careful analysis of individual strengths and weaknesses can be used as a basis for goal setting and reflection. This data in the form of a collective needs-assessment should also be a priority for CCIT designers at the onset of the new program.

Participant data would subsequently be used to guide the learning experiences during the NFD program. Therefore, experiences can be curated that explicitly connect to student engagement and learning as outlined by Darling-Hammond's "five critical elements" of teacher development (Teacher Development Researcher Review, 2013, pp. 3-4). Likewise, research surrounding adult learners' motivation suggests that learning activities should be meaningful and applicable to their current needs. Therefore, job-embedded professional development provides them the opportunity to apply course content to the classroom, reflect, and make adjustments with just-in-time support from a supportive network of peers, coaches, and colleagues. Zepeda (2012) supplies the following benefits of job-embedded professional development that can also help balance the allocation of resources.

6. addresses the issue of time
7. encourages immediate application
8. shifts between informal and formal (depending on the context)
9. links current learning to prior knowledge
10. supports innovation and exchange of new ideas

Therefore, the curriculum and learning experiences should allow for collaboration, orchestrate authentic experiential learning, and prioritize an iterative reflection cycle for new faculty to be reflective and personalize their learning goals. The implementation of

job-embedded learning requires the support of department leaders, deans, and instructional coaches. There are several models of job-embedded learning that could theoretically accomplish the task of improving instruction at Delaware Tech. These could be explored through this ELP and presented as options for the piloting among new professional learning communities.

Finally, through the program evaluation I conducted this spring, I pointed out several concerns with the program proposal for updating the NFD program. One of the areas that was lacking was a plan for evaluation. A key consideration in effective professional development programs is the plan for evaluating the program. This should be determined from the onset and explicitly aligned to intended outcomes of the program. It was noted that a plan for evaluation was absent from the proposal and had not been a consideration according to interview data collected in this program review. Therefore, this would be a priority of the CCIT team, deans, and department chairs and could be an initial activity for the new leadership PLC.

This ELP could serve as a foundation for a culture shift at the College regarding a challenge many institutions of higher education face: ensuring that faculty from diverse backgrounds deliver high-quality instruction to meet student learning outcomes.

Figure 5. Action Plan for ELP

Action	Parties Involved	Timeframe/Deadline
Complete ELP Proposal	Candidate, committee	August
Defend ELP Proposal	Candidate, committee	Mid-September
Enroll in ELP II	Candidate, advisor	Winter semester
Collect and organize demographic data on new hires to produce an “N”	Candidate	September

Collaborate with CCIT team regularly to discuss program implementation	Candidate, CCIT team	Fall semester
Access online courses to observe participants	Candidate	Fall semester
Attend colloquia to observe participants and CCIT team	Candidate	Fall semester
Collect and code data from survey/focus groups	Candidate	December/January
Write program evaluation to report findings	Candidate	January
Produce a memo to administrators to present findings	Candidate	January
Present findings of evaluation	Candidate to CCIT team	January

Table 4

Artifacts

<u>Number</u>	<u>Artifact</u>	<u>Type</u>	<u>Audience</u>	<u>Description</u>	<u>Status</u>	<u>Timeline</u>
1	(Written) Curriculum Analysis	White paper from Curriculum Planning and Design.	Committee	This artifact evaluates the proposed written curriculum and proposed learning experiences for NFD to measure alignment with evidence-based practices and standards for PD.	Approved by Committee	ELP 1
2	Literature Review	White Paper from Learning Technologies	Committee	This paper offers a review and recommendations of the NFD program with a basis in data from primary and secondary sources.	Approved by Committee	ELP 1
3	Preliminary Program Evaluation	White paper from Program Evaluation	Staff, administration, committee	This paper provides an evaluation of the program design process until now and offers prioritized recommendations for continued development and evaluation of the program.	Approved by Committee	ELP 1
4	Observational Study	Instrument design, findings based on data analysis	Administration, committee	This involves collecting qualitative data from observation of colloquia, online course interactions, and meetings. Data will be triangulated with other information collected to inform the program evaluation	Completed- pending committee review	ELP 2

<u>Number</u>	<u>Artifact</u>	<u>Type</u>	<u>Audience</u>	<u>Description</u>	<u>Status</u>	<u>Timeline</u>
5	Survey of NFD Alumni Analysis	Instrument design, finding based on data analysis	Administration, committee	This survey would serve as a source of data to determine the perspective of alumni. This data will be triangulated to inform the program evaluation.	Completed-pending committee review	ELP 2
6	Focus Groups Analysis	Instrument design, findings based on data analysis	Administration, committee	These focus groups serve as another source of data with which observation and survey data could be triangulated to inform the program evaluation.	Completed-pending committee review	ELP 2
7	Leadership Presentation	Presentation from Leadership Theory and Research	Administration, committee	This presentation provides an analysis of leadership approaches to implementing a quality PD program for new faculty.	Revised and used to present on 2/5/18	ELP 3
8	Program Evaluation	Culmination of all data and recommendations for continued enhancements in the format of a program review	Administration, committee	This will be a program review that derives justification from artifacts 4-6 and participant interviews and be presented to key administrators.	Completed-pending committee review	ELP 3
9	Memo to Administrators	Memo	Administration, committee	This memo would include an executive summary of program evaluation findings and recommendations and request an audience with senior administration to present artifact 7.	Completed-sent 2/2/18	ELP 3

Artifact Narrative

Artifact 1: The written curriculum analysis evaluates the proposed written curriculum and learning experiences of the revised New Faculty Development program. The analysis evaluates the written plan for alignment with the Learning Forward Standards for Professional Development as well as research regarding faculty development and adult learning.

Artifact 2: This literature review offered a first look at primary data from participants in the NFD program. Likewise, it provides a synthesis of how participants evaluated the program and what professional literature outlines as strengths and weaknesses of PD programs yielding recommendations grounded in primary and secondary data sources.

Artifact 3: This program evaluation offers a review of the current proposal for new faculty development at the College. It provides an overview and recommendations derived from qualitative data collected from the design process and written proposal. This document could serve as justification for revisiting the NFD proposal as well as offer insight of what designers should prioritize.

Artifact 4: This observational study will be the result of collecting qualitative data from observations of the program's meetings, colloquia, and required courses. This data summary offers patterns that emerge across various components of the program across all four campus locations.

Artifact 5: This survey will provide insight into the NFD alumni's perspectives of the program in. Surveys will be administered electronically at the end of the fall semester to all participants who completed the program since 2011. This survey would serve as a

source of data with which observation data could be triangulated. It will be an essential portion of the program evaluation.

Artifact 6: This focus group protocol will serve as guidance for semi-structured interviews to collect data about NFD participants' perspectives of the program in its newly-designed format this fall. These will be administered at the end of the fall (inaugural) semester of implementation. This artifact includes an analysis of qualitative data with which observation and survey data could be triangulated. It will be an essential portion of the program evaluation as it offers deeper explanations into which aspects of the program are working for participants

Artifact 7: This presentation considers the culture and leadership factors surrounding the implementation of a new faculty development program. A comprehensive revision to this program would require considerable support from College leadership, and this outlines the key components that need to be considered for a high-quality professional development program. It also offers recommendations for how leaders can support, review, and plan based on professional literature on leadership to support faculty professional development

Artifact 8: In order to inform stakeholder communities about this important work, a program evaluation will be provided for key administrators. This will include comprehensive data from Artifacts 4, 5, and 6 with actionable recommendations for enhancing the program.

Artifact 9: This memo serves to provide an executive summary of findings and request a meeting with key administrators to provide more details and present them with the program evaluation (Artifact 8).

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Appendix B
ARTIFACT 1 CURRICULUM ANALYSIS

Curriculum Artifact Analysis:
New Faculty Development Program
at Delaware Technical Community College

Lisa Peel
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New Faculty Development
At Delaware Technical Community College

Introduction

Delaware Technical Community College's Center for Creative Instruction and Technology provides a "tiered professional development strategy" that consists of customized professional development and training (Tiers One, Two, and Three) in one-on-one, small group, department-specific formats as well as more structured curriculum (CCIT, n.d.). Tier Four and Tier Five offer new faculty development, which is mandatory for all newly hired full-time instructors, and a series of courses in pedagogy, technology, and design, which lead to a certificate, for ongoing faculty professional development. This analysis will focus solely on Tier Four: the New Faculty Development Program (NFD).

The New Faculty Development Program is a two-year program, which focuses on a "foundation for quality instruction and advisement" (CCIT, n.d.). When a new faculty member joins Delaware Tech, he or she collaborates with an assigned mentor and his or her respective department chairperson to fulfill Component One of the NFD program. This essential first step consists of a self-evaluation (Appendix A) followed by a customized professional development plan (Appendix B). While the self-evaluation is completed privately and not submitted, the customized professional development plan (goal-setting) happens in collaboration with the new faculty and a learning strategy coordinator (LSC), who acts as an instructional coach and leads the NFD program, and approved ultimately by the dean of instruction. Component One is deemed the "PLAN" and the first of three stages of new faculty development (CCIT, n.d.).

Following this planning phase, Component Two begins, and faculty “PARTICIPATE” in a series of core courses comprising eight credits (CCIT, n.d.). The first course, appropriately titled NFD 101, meets for 32 hours and provides an overview of the institution’s history and values. Course topics vary from advisement topics to the Family Educational Rights and Privacy Act (FERPA) to Middle States accreditation with a sprinkling of pedagogy and andragogy topics. The remaining six credits derive from three courses in instructional design and technology to provide a foundation for the College’s learning management system (LMS) and techniques for online teaching. As a culmination to the program, new faculty must “PRESENT” and ePortfolio to a team of campus personnel including the faculty’s mentor, supervisor, and dean of instruction (CCIT, n.d.).

The requirements of the portfolio, outlined for the participants, consist of three sections: teaching responsibilities, teaching philosophy and goals, and evidence of effective teaching. The program is currently undergoing a redesign by the CCIT team, who is aiming for a program with an iterative reflection cycle, more meaningful instruction and coaching, and personalized learning goals that explicitly connect to student engagement and learning.

Purpose

The intent of this paper is to examine the New Faculty Development program (NFD) at Delaware Technical Community College with a focus on the written curriculum and proposed learning experiences. The curriculum and activities will be examined to determine if they align with characteristics of effective professional development. While this program is considered a component of the professional development offerings at

Delaware Tech, it is designed to build on the knowledge of professionals as they enter the teaching profession. Therefore, consideration should be made to how effectively the program prepares novice teachers for the classroom. By analyzing this curriculum artifact through the lens of evidence-based professional development practices, the results should yield recommendations for practical implementation and provide guidance for enhancements during the redesign process. As the program is undergoing a redesign, this paper will evaluate if the proposed changes shift toward more effective professional development.

This analysis will answer the following questions:

1. Do the written curriculum and instructional approaches for the New Faculty Development program at Delaware Tech meet the standards of quality professional development?
2. Are the changes to content and practice moving toward more effective professional development?

Analysis

To build an effective faculty development program, communicating expectations, finding the appropriate format for delivery, and establishing a collaborative support network are crucial considerations, but the content is the heart of the program. Many researchers and organizations have speculated what makes an effective teacher. Aside from outcomes that identify what teachers must be able to know and do, various programs explore the affective skills such as disposition and self-efficacy. One means for addressing all proficiencies necessary to be an effective teacher is to administer a self-assessment or needs-assessment to set goals for the development program. This is a key

feature of the NFD program and occurs in the initial course meetings (see Appendix A for self-assessment tool.) Another aspect of planning content is what the institution values based on student population, job specifications, and its strategic plan. Designers of a teacher development program might merge both by evaluating the surveys and mapping out the target trainees' strengths and weaknesses in relationship to the content objectives to make adjustments to activities and tasks much the way instructors would conduct a formative assessment of prior knowledge of students (Wagner & Imanuel-Noy, 2014). Regardless of what is identified as essential content, the objectives should be clearly outlined and delivered through dynamic face- to-face and online design with authentic application.

Heidi Hayes Jacobs informs us “upgrading content requires deliberate provocation” (2010, p. 30). The tenets she outlines for inquiry teams to consider, when focused on a curricular upgrade, apply in this redesign context as well. The redesign underway by CCIT has considered redundancies, superfluous content (in the form of busy work or content better suited to an employee orientation), and evidence-based techniques for professional development. The team collected data from previous participants, analyzed their feedback, and engaged in lively debate regarding the content. The distinct changes in the course descriptions highlight the efforts to update the content:

NFD 101 – Course Description (OLD)

This course provides an orientation to effective instruction at Delaware Technical Community College. Participants will be provided with an overview of our institution's history, mission, values, academic philosophy and standards, and issues/topics important for new faculty to

understand. Course topics include but are not limited to: Middle States Characteristics of Excellence, institutional effectiveness (including planning and assessment), effective advisement, student success, student engagement, instructional strategies, emotional Intelligence, information literacy, articulation, FERPA, copyright, and HEOA legislation. (CCIT, n.d.)

NFD 101-Course Description (NEW)

Delaware Tech's New Faculty Development Program organizes and conducts offerings aimed at engaging faculty in focused programs, courses, and conversations about designing teaching and learning experiences to contribute to student engagement, achievement, and success. NFDP is a two-year program designed to assist all newly hired full-time instructors and academic counselors to build a strong foundation for quality instruction and advisement. (CCIT, n.d.)

While the course descriptions offer a preview of the content, for the purpose of this analysis it is important to dig deeper into the student learning outcomes or course objectives. The overall course goal should set out to foster instructors who engage in continued learning, personal reflection, data collection and improved practice. Within this framework, course content should focus on well-identified common weaknesses of novice teachers, particularly those coming from other professions. According to Porter (2011), these include: classroom management, curriculum development, student motivation, and specific teaching strategies. Likewise, if there are need-to-know skills specific to the institution, they should be strategically integrated in the objectives. Furthermore, novice teachers training must integrate skills that are essential for the 21st

century learner. Trilling and Fadel (cited in Kivunja, 2014) recommend a shift to student-centered, investigative question and critical thinking, and authentic problems.

This same strategy could be applied to relating content to novice faculty to serve as model for what they will be expected to do with their students. Porter (2011) redesigned a course to encompass three themes, “The Reflective Practitioner, Education Professionalism, and Practical Application,” that allowed for self-directed study and job-embedded learning. Likewise, Pennington (2015) used action research or job-embedded professional development to identify weaknesses in her instruction and tallied how integrating innovative techniques changed her students’ engagement and behavior.

The course objectives for the New Faculty Development 101 course align with several of these recommendations from literature.

Core Course Performance Objectives (CCPOs):

1. Implement a professional development plan that reflects a cycle of continuous improvement.
2. Use resources available at the college to support sound instructional and professional decisions.
3. Develop a teaching philosophy that incorporates the college’s instructional philosophy and approach.
4. Design a course using a course design framework
5. Create lesson plans for units in a course using a variety of instructional strategies.
6. Assess student learning and provide effective feedback.
7. Demonstrate basic faculty competencies for using a learning management system.
8. Create a positive learning environment.
9. Incorporate instructional technology tools.

For example, the cycle of continuous improvement, outlined in objective one, originally touted by John Dewey, as the means for enhancing teaching has more recently been associated with transformative teaching. This implies CCIT's philosophy of teacher learning is rooted in a transformative process as described by Henderson and Hawthorne (2000). Specifically, the measureable performance objectives broken down from the first course objective align with Henderson and Hawthorne's 5C's scaffolding approach (2000). See figure 1 below.

Figure 6.A Crosswalk of the 5C's scaffolding approach to transformative teaching and learning objectives from NFD 101 (Henderson and Hawthorne, 2000)

Henderson and Hawthorne's 5 Cs	Learning Objectives from NFD 101
Creative Reflective Inquiry-facilitating individual understandings	Reflect on one's own strengths and weaknesses as an instructor.
Creative Reflective Inquiry-promoting proactive problem solving	Develop a professional development plan.
Creative Reflective Inquiry-promoting proactive problem solving Caring Reflective Inquiry-dialogue and cooperation	Identify professional resources that focus on effective teaching practices in higher education.
Creative Reflective Inquiry-promoting proactive problem solving Caring Reflective Inquiry-dialogue and cooperation Critical Reflective Inquiry Collegial Reflective Inquiry	Identify professional resources specific to teaching in one's field
Contemplative Reflective Inquiry	Synthesize one's professional development experiences to demonstrate growth as an instructor.

A second example of how the curriculum aligns with best practices in professional development is also highlighted in the course objectives. Objective 1.2 "Develop a professional development plan" offers faculty the opportunity to target an area of their practice that is meaningful to them (CCIT, n.d.). By setting a strategic goal for learning, teachers can maintain focus of what is to be reflected upon later. The

customized learning plan is available for review in Appendix B. “Meaningful learning does not take place when learners are left to sink or swim” according to Porter (2011, p. 14). Therefore, learners should be taught to identify challenges in their practice and set SMART goals with clear indicators of success. This can be a part of building a relationship with a mentor or coach. Aguilar (2013) recommends having a coach help the new faculty member make a list of needs such as pedagogical understanding, classroom management, student engagement, assessment techniques, etc. and then narrowing it down the areas that will have the greatest and most immediate impact on student learning. Jacobs echoes the notion that faculty must exhibit key behaviors, such as goal setting, to monitor and improve behavior; she describes metacognition as a means for developing habits (2010, p. 214).

Finally, a third way that the curriculum for NFD 101 parallels research in best practices for professional development is the job-embedded learning. Faculty engage in this curriculum over two years and are encouraged to connect learning to their courses and students. For example, course objectives four through nine offer implications to learners in that they require faculty to design courses, lessons and activities, conduct meaningful assessments of student learning, and effectively incorporate technology to enhance learning. These prove to be effective for developing novice faculty members professionally. Research surrounding adult learners’ motivation suggests that learning activities should be meaningful and applicable to their current needs. Therefore, job-embedded professional development provides them the opportunity to apply course content to the classroom, reflect, and make adjustments with just-in-time support from a

supportive network of peers, coaches, and colleagues. Zepeda (2012) supplies the following benefits of job-embedded professional development:

1. addresses the issue of time
2. encourages immediate application
3. shifts between informal and formal (depending on the context)
4. links current learning to prior knowledge
5. supports innovation and exchange of new ideas

By offering job-embedded learning and a clearly outlined reflective cycle, new faculty can engage in a thoughtful and transformative process to improve their craft therefore effectively aligning to research-driven practices in professional development.

When compared directly with PD standards, clear patterns emerge:

STANDARDS FOR PROFESSIONAL LEARNING			
<i>Professional learning that increases educator effectiveness and results for all students ...</i>	LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.	OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Figure 7. Learning Forward Standards for Professional Learning reference guide (2011)

For example, learning communities exist in the design of the NFD program as faculty members meet regularly face-to-face in campus and College-wide cohorts. Furthermore, the instructors for NFD 101 and the subsequent course work leverage Blackboard's Learning Management System to maintain communication among the professional learning community. Given the feedback from past participants, the CCIT redesign team decided to keep this element and increase opportunity for collaboration. SREB's Standards for Online Professional Development suggests that online learning communities are an effective way for teams to discuss learning. Secondly, leadership, in this case the administration shows the value it places on the NFD program by offering release time from teaching and/or advisement to allow for more thoughtful reflection. The deans have also created policy to protect a sacred time (every other Friday) by requesting that chairpersons not assign classes for new faculty during those windows of time. In regard to resources, the CCIT team is dedicated to working with faculty, considering their needs (through surveys and focus groups), and redesigning the program to get it right. The CCIT team also dedicates its time to managing and teaching the cohort of students in team-teaching model.

CCIT is data-driven in its design and uses research-based techniques for delivering professional development. The learning design and implementation, which are in the initial stages of redesign, have been considered and debated as outlined by Jacobs (2010). For example, the team has considered what content should be "kept," "cut," and "created" (Jacobs, 2010, p. 30). Furthermore, having considered the goals and outcomes for novice faculty, the CCIT team went on to consider the instruction and assessment. Their focus mimics the "curriculum mind shifts" outlined by Jacobs (2010, p. 223).

The learning objectives that engage faculty in researching topics that meet their needs aligns closely with “mind shift #1: from knowing the right answers to knowing how to behave when answers are not readily apparent” (Jacobs, 2010, p. 223). As the delivery of the NFD content assesses what learners know and builds on this prior knowledge, the program and team of instructors subscribes to a constructivist approach. Furthermore, they engage in “mind shift #2: FROM transmitting TO constructing meaning,” and this change is apparent in the course description as the content moves from orientation to the College in a let-us-tell-you-what-you-need-to-know style to a reflective and inquiry approach focused on teaching and learning (Jacobs, 2010, p. 24). Finally, by engaging in self-assessment at the onset of the NFD program and demonstrating learning through an e-portfolio, participants benefit from “mind shift # 3: FROM external evaluation TO self-assessment” showcasing how they have grown as professionals (Jacobs, 2010, p. 225). Likewise, the model for assessment of outcomes aligns with the Learning Forward Standards for Professional Learning (2011).

Despite the apparent strengths outlined in the analysis, I have some additional questions and concerns that would lead to further research. First, I appreciate the thoughtful planning of content and consideration of what to keep and what to remove from the original coursework. However, the written curriculum offers only a superficial view of the teaching and learning that takes place. As with any change, the fidelity to which content is delivered, given the same set of instructors is charged with teaching the courses, is in question. Secondly, considering the motivation and preferences of adult learners, the team of trainers for new faculty needs to support the individual in a student-centered program and encourage trial, error, and reflection. Therefore, trainers must be

well prepared to coach new faculty through their existing views of effective instruction and shuttle them toward a more effective approach when necessary. This means that communication, in the form of cognitive coaching supported by observation and data, becomes critical to developing faculty. A weakness of the NFD program implementation could be the lack of expertise among instructors regarding coaching and pedagogy.

Faculty charged with teacher development hold a unique responsibility. In order to be qualified, instructors must have an understanding of pedagogy and technology, confidence in their practice, and a willingness to model metacognition for students. The instructor will be a facilitator of content, but must also feel comfortable supporting novice faculty through cognitive coaching. These faculty members should be familiar with common struggles new faculty face and prepared to help their students think through these issues and apply strategies from course content. As Bullock pointed out (in Sutton, 2011), new teachers “need to see models for how educational practices transfer from the classroom to real-life situations” (p. 43).

Conclusion and Reflection

New Faculty Development program (NFD) has been thoughtfully redesigned to spiral learning, include important reflection activities, and integrate technology and 21st century skills. The intent of this analysis was to determine if the written curriculum and instructional approaches for the New Faculty Development program at Delaware Tech meet the standards of quality professional development. The findings of this analysis indicate direct correlations in recommendation from the Learning Forward Standards, best practices in regard to a body of research for preparing teachers, and shows forward

thinking to align with Jacob's essentials for changing how teachers meet the needs of 21st century learners.

In regard to the second question, the changes to content and practice seem to be moving toward best practices. The areas that could be enhanced based on the Learning Forward Standards include developing how mentor opportunities can support the constructivist and transformative approaches to novice teacher development. Secondly, the collection of data could be strategic. Specifically, novice faculty, in the identification of their goal setting, could engage in a goal for action research, implement the technique, collect data from their students, and make adjustments based on the analysis of data. Since participants currently benefit from a cohort model, the focus of action research could be shared in the online learning environment. Peers could offer suggestions and additional support to further the impact on student engagement and achievement. Likewise, the CCIT team should continue to measure effectiveness in the parameters of how effective the professional development model meets the needs of novice faculty and how it impacts student engagement and achievement. The surveys conducted by student affairs regarding student-faculty engagement and end of course surveys would be effective measures for determining growth in new faculty development.

In conclusion, the New Faculty Development program at Delaware Tech has proven to be successful in that it strives to improve based on reflection and data. By continuing to monitor the effectiveness of the program curriculum and delivery, the CCIT team models best practices in the reflective cycle. Furthermore, as novice faculty roles require faculty to be versed in student-centered practices that prepare learners for the 21st century, instructors of new faculty must continue to stay abreast of advances in

technology and their appropriate use in the classroom. This does not need to occur rapidly as systemic change, but rather through the gradual approach CCIT currently employs. As Jacobs (2010) points out teachers can commit to change by addressing one unit at a time to improve upon, consider the approaches and technology that best suit the learning objectives, and finally seek evidence from student products and performance to determine if they have been successful (p. 22). These steps also serve as a process for NFD redesign.

The analysis of this curriculum artifact reinforced the notion that written curriculum and content delivery are distinct features of curriculum. In previous experiences the College has made efforts to align curriculum by comparing syllabi, textbooks, materials, and assessments. While these efforts are important, they will not impact student engagement and achievement without deeper buy-in from instructors who deliver the content. A couple of course readings resonated with me in regard to content delivery. First, the concept of transformative teaching presented the notion of the technical component and artistic component of teaching (Henderson & Hawthorne, 2000). My perception of the NFD program may be skeptical of seeing teaching as an art form. Thus, approaching the activities and reflections through technical and somewhat sterile steps. During class discussion, Dr. Mouza presented an idea about having teacher candidates seek out research articles to provide substance to their reflection (class discussion, 2016). I am curious if scaffolding reflection assignments for novice faculty will produce deeper reflection and more meaningful connections to content.

Secondly, the idea that macro values influence how people think about curriculum and its purpose resonated with me. Curriculum ideologies could permeate the content

delivery infusing the carefully planned content that has been debated and redesigned with each instructor's opinion of how to best use the curriculum. In essence, the NFD program facilitators act as "curriculum disseminators" and "curriculum evaluators" according to Schiro (2013), and as such must be responsible for considering different points of view and illustrate via metacognition the instructional design and planning decisions they make. NFD participants need to see the process of planning and designing from various instructors to develop a personal approach for teaching. Likewise, during reflection and evaluation it is important that NFD participants understand that teaching is not a formula and cannot be gleaned from peer observation or direct instruction. On the other hand, novice instructors need to understand that charisma and style alone cannot produce student achievement, so they must integrate planning and evidence-based techniques, learn to collect and analyze student performance data and make adjustments to teaching.

I have learned that designing curriculum is the first step to successful teaching and learning, but it cannot alone lead to student achievement. I also learned that the NFD program leaders have an influential role over how new faculty view their roles and responsibilities at the College, which in turn impacts how students learn.

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Appendix A: Self-Assessment Worksheet

Delaware Technical Community College Self-Evaluation Goal Setting Worksheet



Directions: *This Customized Professional Development Mentoring Plan Self-Evaluation/Goal Setting Worksheet has been designed to help you, the new faculty member, to identify your instructional strengths – as well as your opportunities for improvement.*

You can use this self-assessment as a conversation starter between you (the new faculty member) and your mentor. Be sure to ask questions and discuss strategies and tactics. If done properly, this document will help you to uncover your strengths as well as target areas for improvement. The more discussion and reflection this inspires, the better.

Use the information gathered from this exercise as the basis for your Customized Mentoring Plan.

Complete each section of the worksheet. Use the rating key below to assign a numerical value to each statement, and use the space at the end of each section to reflect on your ratings.

Ratings Key:

1. I could use some coaching/training in this area from my mentor, peer, and/or my department chair.
2. This area requires my attention, as well as some training.
3. Some attention is required in this area, but it is not a high priority. I will work on this independently.
4. I feel that I am sufficiently strong this area. No further attention required.

Part One: Knowledge of Subject and Organization of Subject Delivery	1	2	3	4
1. Material is organized and presented systematically and sequentially.				
2. I deliver the material at a depth, breadth, and pace appropriate for the level of my student groups.				
3. I develop a course calendar that can be effectively delivered in my allotted course time – eg. 8 week, 12 week, 16 week, online, hybrid.				
4. I carefully plan lectures, demonstrations, discussions, and other classroom activities.				
5. I use Blackboard and other technologies effectively to				

help me deliver my content.				
6. I am able to respond readily to questions from students on the subject matter.				
7. I use real life examples to illuminate core learning concepts and increase subject matter relevance for students.				
8. I use correct grammar and technical terminology while teaching.				
9. As I look at my responses to this section, I would like to work on:				

Part Two: Instructional Methods	1	2	3	4
1. I use teaching strategies that help guide students to be independent learners.				
2. I inform students of the intended learning objectives for the course and check that learning outcomes have been met in a review at the end of the course.				
3. I use teaching strategies that challenge and extend students' assumptions, competence, and understandings.				
4. I encourage cooperation and active learning by encouraging collaborative student activities.				
5. I give my students real life situations to analyze, and offer real-world learning opportunities including: simulations, role-playing, research, and independent study. I provide appropriate supervision and in-the-moment feedback during these activities.				
6. I encourage students to challenge my ideas, the ideas of other students, or those presented in textbooks or course materials. Class discussions are lively and purposeful.				
7. I help students set challenging goals for their own learning.				
8. I use methods to address the needs of each learning style in every class including well-planned lectures, illustrated with visual aids and link new concepts back to old concepts or to prior knowledge.				
9. I use planned repetition strategies and regularly check that students understand material before moving on to new material.				
10. Learning experiences are diversified, and I regularly utilize a variety of methods, including lecture, demonstration, group discussion, independent study projects, and hands-on work.				
11. I make use of equipment and supplies during class time				

including visual aids, PowerPoint's, models, videos, diagrams, and the chalkboard/whiteboard.				
12. I use new and innovative technologies regularly in the classroom.				
13. As I look at my responses to this section, I would like to work on:				

Part Three: General Classroom Management	1	2	3	4
1. Classes start on time and end on time.				
2. I make clear my verbal and written expectations at the beginning of the course and periodically during the course.				
3. I discourage snide remarks, sarcasm, kidding, and other classroom behaviors that may embarrass some students or promote an unsafe learning environment.				
4. I set a positive tone for the class and handle classroom tensions in a timely manner.				
5. I communicate regularly with my students via Blackboard, email, and Wimba.				
6. As I look at my responses to this section, I would like to work on:				

Part Four: Feedback for and from students	1	2	3	4
1. I use an efficient system to provide feedback to students on their progress.				
2. I prepare practical exercises that give students immediate, detailed feedback on particular skills and allow them to adjust techniques right away.				
3. I return examinations and homework assignments in a timely manner and take the time to give written feedback on progress.				
4. I follow up with students who are not making adequate progress in class and form learning contracts to help them get back on track.				
5. I reinforce positive behaviors and progress in students.				
6. I utilize the grade book in Blackboard and other early warning/progress monitoring technologies.				
7. As I look at my responses to this section, I would like to work on:				

Part Five: Student Relations	1	2	3	4
1. Students perceive me as being helpful and available to discuss their concerns about their progress and				

difficulties with course content after class and during office hours.				
2. I know my students by name in a reasonable amount of time given method of delivery.				
3. I meet with students who fall behind to discuss their study habits, schedules, and other commitments. I help students brainstorm workable solutions.				
4. I foster an environment that encourages students to speak up when they don't understand, and I treat students respectfully.				
5. I can balance various student personalities, work with students at many different levels, and be respectful of different cultural identities.				
6. When I look out at my students, they appear attentive, enthusiastic, interested, and focused. I know from their attitudes that I am able to engage them in class content.				
7. I work hard to build a sense of community in the classroom and in Blackboard.				
8. As I look at my responses to this section, I would like to work on:				

Part Six: Ideal Teacher Characteristics. I would describe myself as ...	1	2	3	4
1. Fair to all students and responsive to student needs.				
2. Understanding of students' commitments and conflicts while upholding the highest standards.				
3. Stimulating. I encourage student to think creatively, to offer opinions, to participate, and to get excited about their learning				
4. Responsible and reliable. I own my mistakes and model accountability. I do not evade students when I may fail to return homework or examinations in a timely manner.				
5. Confident. I know my stuff and it shows. I still allow room for student opinions and exploration.				
6. Innovative. I am dedicated to learning about, and deploying, new and innovative learning technologies.				
7. Adaptable. I always have a plan but can go with the flow if it will improve student comprehension.				
8. Dedicated to integrating class content to other classes, real life experiences, and professional life.				
9. Enthusiastic. I enjoy teaching; I enjoy the students; I enjoy the class content, and I share this enthusiasm with my students.				

10. Aware. I look for and capitalize on “teachable” moments. I look for and capitalize on “a ha!” moments.				
11. Humorous. I use humor appropriately in the classroom to facilitate active learning.				
12. Optimistic. I regularly state high expectations to the students and expect students to meet challenges. I believe in my students’ abilities and I reinforce their capacity to be successful.				
13. As I look at my responses to this section, I would like to work on:				

Section Seven: Instructional Goal Setting

This worksheet helps you to classify your strengths, opportunities for improvement, and goals. The purpose of goal setting is to assist you in outlining your course of actions to reach your goal. This should be accomplished before you meet with a potential mentor. Goals are not necessarily etched in stone. They need to be revised constantly.

Take about 3 minutes to write, in the space below, the professional and personal values you hold:

- *Write your professional and personal values here*
- *Write your professional and personal values here*
- *Write your professional and personal values here*

As I review this self-evaluation, the goals I would like to work on, and the tasks I will undertake to meet these goals are:

Goal 001:

- What do I have to do to achieve this goal? (Please list your enabling objectives for this goal)
- I plan to achieve this goal on or before:

Goal 002:

- What do I have to do to achieve this goal? (Please list your enabling objectives for this goal)
- I plan to achieve this goal on or before:

Goal 003:

- What do I have to do to achieve this goal? (Please list your enabling objectives for this goal)
- I plan to achieve this goal on or before:

Goal 004:

- What do I have to do to achieve this goal? (Please list your enabling objectives for this goal)

- goal)
- I plan to achieve this goal on or before:

Goal 005:

- What do I have to do to achieve this goal? (Please list your enabling objectives for this goal)
- I plan to achieve this goal on or before:

**Delaware Technical Community College
New Faculty Development Program
Customized Professional Development Plan**

For a full program overview, visit: <http://ccit.dtcc.edu/nfdp>

1. New Instructor Information

Directions: Please complete the information section below.

- Name:
- Campus/Office Location:
- Email:
- Office Phone:
- Department:
- Date of Hire:
- Courses Taught:
- Anticipated NFDP Completion Date:

2. Mentor Information

Directions: Please complete the information section below. (Mentor will be assigned by your Dean)

- Name:
- Campus/Office Location:
- Email:
- Office Phone:
- Department:

Directions: Please outline/create a tentative meeting plan.

- *Meeting Info (date and time)*
- *Meeting Info (date and time)*

3. Complete your Self-Evaluation Goal Setting Worksheet

Located at: <http://ccit.dtcc.edu/nfdp>

Directions: Complete your Self-Evaluation Goal Setting Worksheet. Based on that process, list your strengths and your opportunities for improvement.

My Strengths as an Instructor are:

1. List strength here
2. List strength here
3. List strength here
4. List strength here
5. List strength here

I will work on improving the following:

1. List Opportunities for Improvement here
2. List Opportunities for Improvement here
3. List Opportunities for Improvement here

4. List Opportunities for Improvement here
5. List Opportunities for Improvement here

4. New Faculty Member Goal Setting

Directions: Based on your answers from section three, set some goals. Also, outline how you plan to achieve those goals.

Example Goal: Improve methods and strategies for struggling students

- What do I have to do to achieve this goal? (Please list your enabling objectives for this goal)
 - Consult with peers on strategies they use
 - Develop a process
 - Implement the process
 - Revise the process as necessary
- I plan to achieve this goal on or before:
 - I plan to develop the process during the May/June 2011 period
 - I plan to implement the process starting in fall
 - Revision will be an ongoing process

Goal 001:

- What do I have to do to achieve this goal? (Please list your enabling objectives for this goal)
- I plan to achieve this goal on or before:

Goal 002:

- What do I have to do to achieve this goal? (Please list your enabling objectives for this goal)
- I plan to achieve this goal on or before:

Goal 003:

- What do I have to do to achieve this goal? (Please list your enabling objectives for this goal)
- I plan to achieve this goal on or before:

Goal 004:

- What do I have to do to achieve this goal? (Please list your enabling objectives for this goal)
- I plan to achieve this goal on or before:

Goal 005:

- What do I have to do to achieve this goal? (Please list your enabling objectives for this goal)
- I plan to achieve this goal on or before:

5. Campus Specific Requirements

Directions: Please note, and complete, the following campus specific requirements:

<i>Stanton/Wilmington Requirements</i>	<i>Dover (Terry Campus) Requirements</i>	<i>Georgetown (Owens Campus) Requirements</i>
<input type="checkbox"/> Tour of each campus	<input type="checkbox"/> Tour campus with mentor	<input type="checkbox"/> Tour campus with

with mentor or department chair and visit: financial aid, locations of labs and technology resources; math lab; writing center; testing center; career center; advisement center; early childhood development center <input type="checkbox"/> Be observed teaching by your mentor <input type="checkbox"/> Be observed teaching by your department chair <input type="checkbox"/> Schedule meeting with DOI's <input type="checkbox"/> Review ADA rules and regulations <input type="checkbox"/> Schedule a time to meet CCIT staff local to S/W	or department chair <input type="checkbox"/> Be observed teaching by your mentor <input type="checkbox"/> Be observed teaching by your department chair <input type="checkbox"/> Shadow/Observe advisement center (1 hour) <input type="checkbox"/> Shadow/Observe Financial Aid (1 hour) <input type="checkbox"/> Shadow/Observe Admissions (1 hour) <input type="checkbox"/> Shadow/Observe Registrar (1 hour) <input type="checkbox"/> Participate/Attend at least 5 campus activities <input type="checkbox"/> Schedule a time to meet CCIT staff local to Terry	mentor or department chair <input type="checkbox"/> Be observed teaching by your mentor <input type="checkbox"/> Be observed teaching by your department chair <input type="checkbox"/> Observe your mentor teaching <input type="checkbox"/> Shadow/Observe in the Rody Center (3 hours) <input type="checkbox"/> Schedule a time to meet CCIT and local to Owens <input type="checkbox"/> Meet/become familiar with Word Processing functions and staff <input type="checkbox"/> Schedule time to meet DOI office team in order to review: efiles; room scheduling; budgets; etc
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6. Course Participation

Directions: Listed below are the courses all new instructors are required to take. Each of these courses will be offered each semester. Please estimate when you plan to take each course.

To see the current course schedule, visit: <http://ccit.dtcc.edu/schedule>

Required IDT Courses

- IDT G22 Foundational Technologies (2 Credits) – *estimated semester of completion (example Fall of 2011)*
- IDT G21 Instructional Design (2 Credits) – *estimated semester of completion (example Fall of 2011)*
- IDTG31 Teaching with Technology (2 Credits) – *estimated semester of completion (example Fall of 2011)*
- NFD 101 New Faculty Development (2 Credits) – *estimated semester of completion (example Fall of 2011)*

7. ePortfolio Production and Presentation

Directions: Please note the ePortfolio production and presentation phase will occur at the end of the NFDP process. It is the capstone of this program. Therefore, for this document, you do not need to provide any information about that component.

8. Question/Contact Information

Contact CCIT: <http://ccit.dtcc.edu/contactccit>

9. Submitting this Document for Approval

Upon completion of this document, please email a copy to your campus CCIT Learning Strategy Coordinator. For their contact information, please visit:

<http://ccit.dtcc.edu/help/contactccit>. Once the Learning Strategy Coordinator has reviewed it, he or she will forward the document to the Dean of Instruction for approval.

Appendix C

ARTIFACT 2: LITERATURE REVIEW

Final Project:

Review and Recommendations for New Faculty Development
at Delaware Technical Community College

Lisa Peel

University of Delaware

Abstract

The intent of this paper is to examine the New Faculty Development Program (NFD) at Delaware Technical Community College based on data derived from the survey and subsequent one-on-one interviews of NFD alumni and information from a focus group of the Center for Creative Instruction and Technology (CCIT) employees including instructional designers and learning strategies coordinators. The main purposes are to identify strengths and weaknesses of the existing program based on these primary sources and make recommendations based on a review of literature to enhance the program.

Review and Recommendations for New Faculty Development
At Delaware Technical Community College

Primary Sources

Survey

A total of 12 alumni collegewide completed the survey online. The questions included ratings and open-ended questions yielding both qualitative and quantitative data. Although this is a small sampling of the new faculty who completed the New Faculty Development program, the patterns that emerged align with key findings identified in the follow-up interviews and literature review. The recommendations that follow will draw upon in-house data as well as common patterns with orientation and development of teachers coming from traditional teacher preparation programs and alternative pathways.

Focus Group

Following the survey results, the CCIT team convened to review the responses and prioritize which elements of the program were most beneficial. At this point, the committee has brainstormed its ideas (Appendix B) and continue to meet and discuss elements for redesign. Thus far, the discussions have consisted of the essential elements of the content as outlined in this slide from a recent presentation at a CCIT meeting (Bates, 2016):



Figure 8. Content Groups. This figure illustrates content to include in the NFD program.

Personal Interviews

An additional source of information is personal interviews I conducted informally with faculty who have completed this program. I posed several questions yielding broader feelings about the program in general to more specific recommendations. I interviewed a five candidates and found their statements aligned with the key findings of the survey. For instance, a theme that emerged in these discussions was that there should be more choice based on a needs-based assessment (personal communication, January 27, 2016). The alumni I spoke with had prior experience teaching in the K-12 environment or working as adjunct faculty at other institutions. I noted that all 12 survey participants had prior teaching experience as well. A second recommendation that emerged from the interviews was the need to eliminate “busy-work” (personal communication, January 27, 2016). The survey results parallel this notion. For instance, shadowing other divisions,

such as financial aid, ranked consistently low as a “very effective” activity as did “participating in at least 5 campus activities.” In fact, one survey response reports, prioritization of assignments and activities that involve teaching and learning is critical; otherwise the College is “devaluing the very purpose we are here: to teach.”

Key Findings

From the three primary sources, several patterns emerge. First, the content of NFD must be carefully evaluated to eliminate superfluous information. If the focus of developing new faculty is to help them be effective instructors then the CCIT team might consider outsourcing some of the tasks that are orientation in nature. Furthermore, the content spread over the two-year program should be prioritized to provide participants with key knowledge and skills before starting their first their classes and support throughout the first semester. The survey also helps identify patterns that could be incorporated into tiers of instruction spiraled through the faculty’s first two years with the College. For instance, the majority of responses recognized the value of understanding the College’s learning management system first, followed by a greater understanding of student engagement to refine teaching and learning philosophies.

Secondly, survey participants felt strongly about the mentor program, both positively and negatively. A consistent point was that the mentor selection process should be thoughtful and deliberate. Essentially, College administrators should carefully select and assign mentors or risk mentors being more detrimental than beneficial as NFD alumni comments suggest. One response suggested that mentors should be screened and limited to those who “agree with the College philosophy of NFD” while another referenced it was apparent that her mentor had been “voluntold,” which suggests an

indifferent attitude or completing something for compliance, not intrinsic desire. When selecting mentors, consideration should be given to selecting motivated, supportive individuals who are a good match in personality and schedule. This may require incentivizing the opportunity, offering release time from other responsibilities, setting clear expectations, and providing training for mentors.

In addition, the survey unquestionably highlights some key strengths of the program. Participants clearly value the collaborative nature of the cohort model. Likewise, the opportunity for self-reflection on what worked and what didn't in the first year of teaching, through journaling and eventually the e-portfolio assignment, were overwhelmingly popular. In fact, participants called the e-portfolio "awesome." It served as a catalyst to "look back to see mistakes..." and alter "...thinking/teaching to rectify those mistakes." This sort of in-depth reflection is highly regarded in the field of preparing and supporting teachers. When restructuring program content, planners should be diligent about structuring content to ensure NFD participants have a thorough understanding of the reflective cycle and see value in becoming thoughtful practitioners. It's crucial to preserve a goal-driven format to ensure participants can focus on specific pedagogical content they value without being overwhelmed with the plethora of demands on novice faculty.

Another aspect of the NFD program that participants touted as successful was the availability, knowledge and patience of the CCIT team. Several CCIT team members were referenced by name as the participants wished to give credit. In the survey, the interactions with CCIT team and faculty departments ranked highly effective. The majority of responses mentioned collaboration and a supportive network in the open-

ended responses. One participant reported “the collaboration is a big piece” of what makes this program successful. Therefore, the redesign team should find ways to preserve and enhance this feature of the program.

Review of Secondary Sources: Literature Review

Program Considerations

Delaware Technical Community College is not alone in its efforts to strategically on-board and support faculty coming from diverse backgrounds and experience. Many institutions strive to find ways to recruit and retain high-quality instructors. While many studies examine teacher attrition rates in K-12 school districts, others look specifically at institutions of higher education. Regardless of the program, the extensive research offers guidance on this topic. To provide a comprehensive analysis, this review includes research on communicating expectations that align with institutions’ specific cultures and philosophies for teaching and learning, building systems for collaboration and support among mentors, peers, department heads, and new faculty, and identifying evidenced-based practices to deliver pedagogical and technological content to new faculty members in a meaningful way.

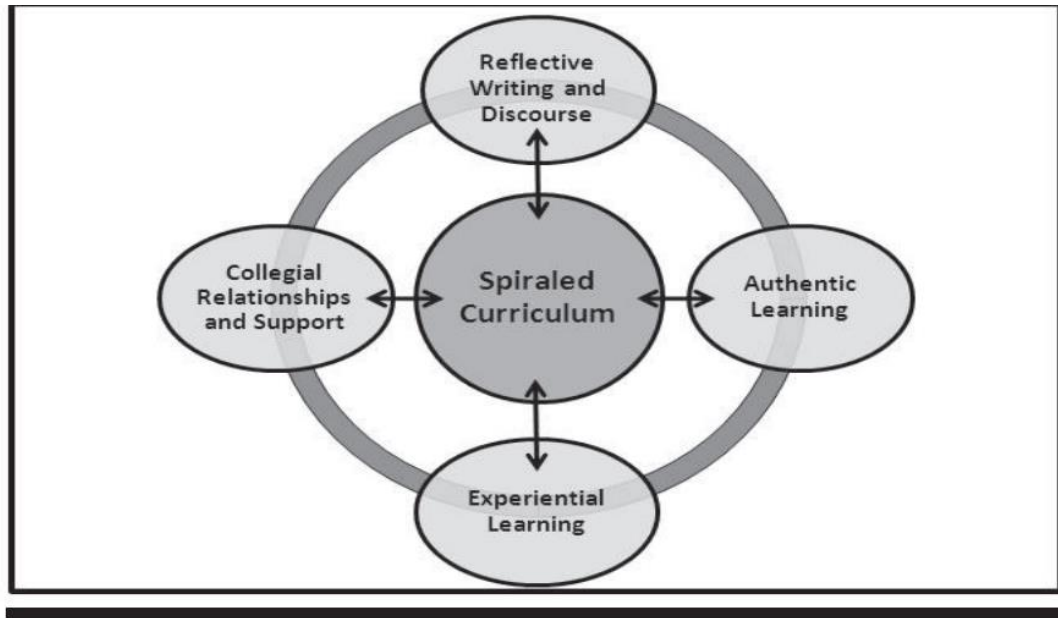
Communication and Delivery

A well-designed program incorporates a plan for communicating expectations and introducing new faculty to the institution’s culture. However, the focus of a new faculty development program must be carefully designed to focus on the most urgent task: preparing instructors to be classroom-ready on day one. Therefore, it is essential that the institution put forth a central message from the onset regarding its dedication to training

highly effective instructors. Crafting a well-funded program with high expectations supported by a high-quality team proves that instructor training and preparation is valued. This is motivating to new faculty, who don't want to feel like they are completing a checklist of initiation tasks to earn their place at the College.

The adult learner. Adult learners share a unique set of attributes that must be at the foundation of the program. First, adult learners seek to construct meaning based on prior learning, or existing schema. Mezirow (cited in Snyder, 2012) suggests adult learners come with a wealth of knowledge that can be leveraged to make sense of a new situation with proper guidance through a series of ten phases. Communicating Mezirow's transformative learning theory explicitly to new faculty will help participants recognize their current understanding with a more critical eye. Snyder (2012) suggests five attributes to teacher education that provide an optimal environment for transforming professionals to effective instructors. These include spiraling, or revisiting big ideas to allow enduring understandings, authentic learning, experiential learning, collegial support, and reflective discourse.

Figure 9. Transformative Components of Effective Teacher Education. This figure illustrates the key characteristics to ensure successful professional development of novice teachers (Snyder, 2012).



Secondly, John Dewey’s research tells us “one who truly wishes to grow as a teacher must be a student of teaching” (Pennington, 2015, p.1). Since many of the participants in this program come with background knowledge of content, technology, pedagogy or any combination of the three, a careful analysis of individual strengths and weaknesses can be used as a basis for goal setting and reflection. Furthermore, institutions may leverage participants’ knowledge from previous professional occupations to build their notion of self-efficacy to deliver content rich in experiential learning and close to the real world their students will encounter (Wagner & Imanuel-Noy, 2014).

Another form of knowledge that adult learners bring to teaching, which is less desirable according to Boyd, Gorham, Justice, and Anderson, is Lortie’s “apprenticeship of observation” theory (Boyd et al., 2013, p. 1). Lortie claims that a struggle with producing effective teachers is overcoming the teacher candidate’s perception that what they have observed in school, either as a student or observer, is the best approach. That is, many teachers teach the way they are taught if not challenged to innovate and think

critically about what engages their students. Again, communicating this theory explicitly to new faculty and engaging them in a series of activities that challenge them to find the most effective approach can help shape the expectations of a new faculty development program.

Finally, considering the motivation and preferences of adult learners, the team of trainers for new faculty needs to support the individual in a student-centered program and encourage trial, error, and reflection. Therefore, trainers must be well prepared to coach new faculty through their existing views of effective instruction and shuttle them toward a more effective approach when necessary. This means that communication, in the form of cognitive coaching supported by observation and data, becomes critical to developing faculty.

Delivery format. While institutions enjoy the benefits of technology when it comes to delivering content, it is important to choose the most appropriate technology to deliver the content of new faculty professional development. One study (Porter, 2011) concluded that online courses could be an effective way to engage new teachers and can provide a support system for busy instructors if the course is “appropriately structured” (p. 26). Porter recommends carefully curated prompts and activities that encourage meta-analysis through individual, small group, and whole group interaction (2011). Porter also cautions designers to provide clear and elaborate guidelines and to consider learners’ needs and comfort with the online learning environment. Pennington (2015) echoes the notion that facilitators of teacher preparation programs are open about adjustments to the program or course to model changes based on student data. Therefore, the delivery format should be dynamic.

Given the practice many institutions have with web tools to enhance the classroom experience, special consideration should be given to which aspects of a new faculty development program can leverage the online learning environment. Pennington (2015) found pre-service teachers enjoyed seeing videos online prior to class discussion and implementation of a strategy. Pennington used videos “to push students thinking” and as a catalyst for reflection assignments and inspiration for innovative techniques (2015, p. 8). Porter (2011) found that busy teachers appreciated the online community of learners and access to readings and videos selected to facilitate their learning, but some yearned for more face-to-face interactions. A hybrid (partially online and partially face-to-face) delivery format seems ideal because it can include on-demand resources, quiet reflection through journaling or blogging, but also allow for a weekly face-to-face meeting with a cohort or mentor.

Research suggests several ways to employ the online environment. First, a study by Anthony, Gimbert, Fultz, and Parker (2011) found that novice teachers entering the field from other professional backgrounds, who engaged in “e-coaching,” increased their self-efficacy, instructional strategies, and pedagogical content knowledge (p. 56). Second, Kivunja (2014) urges teachers to educate themselves for the 21st century learner meaning that they themselves engage in online collaboration and projects, as they will expect their students to do. Third, McNulty and Cuenca (2014) found creating the space and time for professional discussion and collaboration could be challenging but very beneficial. The opportunity to post authentic problems and allow the cohort to make suggestions could be a valuable use of technology outside of the course content.

For the online or hybrid format to be effective, the trainers must be “qualified to demonstrate and model the vision of technology integration they promote” according to Sutton (2011, p. 44). Finally, the reflective process is a critical part of teacher development. As Snyder (2012) points out, it should be “overt” with the goal of automatization (p. 49). To engage students in this practice, journaling or blogging about the authentic trial and error in their classrooms is an opportunity to leverage technology. In a study by Boyd et al., pre-service and in-service teachers overcame the apprenticeship of observation (teach-the-way-I-was-taught) and improved their pedagogical approaches as a result of blogging (2013). The authors suggest blogs offer “an opportunity for disruption” in a novice teacher’s way of thinking about his or her practice. Both blogging and journaling are available in Blackboard’s learning management system.

Modeling. Faculty charged with teacher development hold a unique responsibility. In order to be qualified, trainers must have an understanding of pedagogy and technology, confidence in their practice, and a willingness to model metacognition for students. The trainer will be a facilitator of content, but must also feel comfortable supporting novice faculty through cognitive coaching. These faculty members should be familiar with common struggles new faculty face and prepared to help their students think through these issues and apply strategies from course content. As Bullock pointed out (in Sutton, 2011), new teachers “need to see models for how educational practices transfer from the classroom to real-life situations” (p. 43).

Collaboration

Extensive research supports the need for a collaborative environment for new teachers. Snyder (2012) cites “collegial relationships and supports” as an essential

component to how adults learn and transform their practices. She points out novice teachers need an environment to relate with veteran and novice colleagues alike and modeling for how to network professionally despite feeling vulnerable. Therefore, the success of a new faculty development program depends on the quality of the network where mentors, peers, coaches, and new faculty interact safely without judgment. Lortie (in Boyd et al., 2013) makes the point that novice teachers will not likely engage in collegial problem solving after the development program if they don't have a sense of "genuine collegiality" to share problems and offer alternatives while in training programs (p. 46).

Peer Coaching. A noted model for constructing opportunities for novice teachers to build their repertoire of strategies and learn from one another is a peer-coaching model. Robbins (1991) defines peer-coaching model as having two or more colleagues working to solve a problem or engage in a professional collaboration; furthermore, it is non-evaluative and confidential in nature. Peer-coaching tasks can vary greatly and comprise both informal and formal activities as illustrated in Figure 10. Furthermore, coaching reaches learners regardless of their background knowledge and previous experience. As Atul Gawande (2011) suggests, "No matter how well trained people are, few can sustain their best performance on their own. That's where coaching comes in" (p. 1).

Figure 10. Peer-Coaching Model. This figure illustrates some of the activities that comprise the peer-coaching model (Robbins, 1991).



Mentoring. Mentoring is a universal element of many teacher development models and serves as an effective strategy for supporting novice teachers. While mentoring activities vary, the typical structure involves pairing a novice and veteran teacher. Mentors can play a significant role in shaping the new teachers' perspective of their institution and improving their craft. In fact, Wagner and Imanuel-Noy (2014) found mentor teachers can have a critical effect on the self-efficacy of a novice teacher. However, various concerns have been explored with mentor programs and relationships. For instance, Anthony, et al. (2011) point out several flaws with mentoring such as

discouraging the adoption of innovative practices out of resistance to change and veteran faculty burdened with mentoring as another assignment outside teaching duties. Porter (2011) suggests that a lack of clear guidelines and a designated schedule detract from mentoring programs. Despite the criticism of mentor programs, with proper guidance and training, appropriately matched mentors can be supportive and beneficial.

Content

To build an effective faculty development program, communicating expectations, finding the appropriate format for delivery, and establishing a collaborative support network are crucial considerations, but the content is the heart of the program. Many researchers and organizations have speculated what makes an effective teacher. Aside from outcomes that identify what teachers must be able to know and do, various programs explore the affective skills such as disposition and self-efficacy. One means for addressing all proficiencies necessary to be an effective teacher is to administer a self-assessment or needs-assessment to set goals for the development program. Another aspect of planning content is what the institution values based on student population, job specifications, and its strategic plan. Designers of a teacher development program might merge both by evaluating the surveys and mapping out the target trainees' strengths and weaknesses in relationship to the content objectives to make adjustments to activities and tasks much the way instructors would conduct a formative assessment of prior knowledge of students (Wagner & Imanuel-Noy, 2014). Regardless of what is identified as essential content, the objectives should be clearly outlined and delivered through dynamic face-to-face and online design with authentic application. Furthermore, in order to maintain a

high level of motivation for adult learners, the content should be challenging and inspiring.

Goal Setting. “Meaningful learning does not take place when learners are left to sink or swim” according to Porter (2011, p. 14). Therefore, learners should be taught to identify challenges in their practice and set SMART goals with clear indicators of success. This can be a part of building a relationship with a mentor or coach. Aguilar (2013) recommends having a coach help the new faculty member make a list of needs such as pedagogical understanding, classroom management, student engagement, assessment techniques, etc. and then narrowing down the areas that will have the greatest and most immediate impact on student learning.

Course objectives. The overall course goal should set out to foster instructors who engage in continued learning, personal reflection, data collection and improved practice. Within this framework, course content should focus on well-identified common weaknesses of novice teachers, particularly those coming from other professions. According to Porter (2011), these include: classroom management, curriculum development, student motivation, and specific teaching strategies. Likewise, if there are need-to-know skills specific to the institution, they should be strategically integrated in the objectives. Furthermore, novice teachers’ training must integrate skills that are essential for the 21st century learner. Trilling and Fadel (cited in Kivunja, 2014) recommend a shift to student-centered, investigative questioning and critical thinking, and application to authentic problems.

This same strategy could be applied to relating content to novice faculty to serve as a model for what they will be expected to do with their students. Porter (2011)

redesigned a course to encompass three themes, “The Reflective Practitioner, Education Professionalism, and Practical Application,” that allowed for self-directed study and job-embedded learning. Pennington (2015) used action research or job-embedded professional development to identify weaknesses in her instruction and tallied how integrating innovative techniques changed her students’ engagement and behavior.

Job-Embedded Professional Development. Research surrounding adult learners’ motivation suggests that learning activities should be meaningful and applicable to their current needs. Therefore, job-embedded professional development provides them the opportunity to apply course content to the classroom, reflect, and make adjustments with just-in-time support from a supportive network of peers, coaches, and colleagues. Zepeda (2012) supplies the following benefits of job-embedded professional development:

1. addresses the issue of time
2. encourages immediate application
3. shifts between informal and formal (depending on the context)
4. links current learning to prior knowledge
5. supports innovation and exchange of new ideas

Conclusion

The results of the primary sources provide a springboard for redesign while the ideas derived from the literature review can provide insight for how to integrate best practices in new faculty professional development. New Faculty Development program (NFD) alumni indicated the network for collaboration and support and the opportunity for reflection as most beneficial. In order to enhance these aspects of the program, designers

should dedicate time to revising the mentor coordination and training to provide guidance for peer coaching and online collaboration. Furthermore, the team should consider how to build on the reflective activities to incorporate journaling and blogging in a job-embedded professional development opportunity. To gain buy-in from participants, there should be goal setting that helps them identify their needs based on prior experience, so no one is required to complete a checklist when he or she can demonstrate competence. Finally, all content should be carefully reviewed for redundant topics, thoughtfully planned to spiral learning, include exemplary instructional techniques and integrate technology and 21st century skills.

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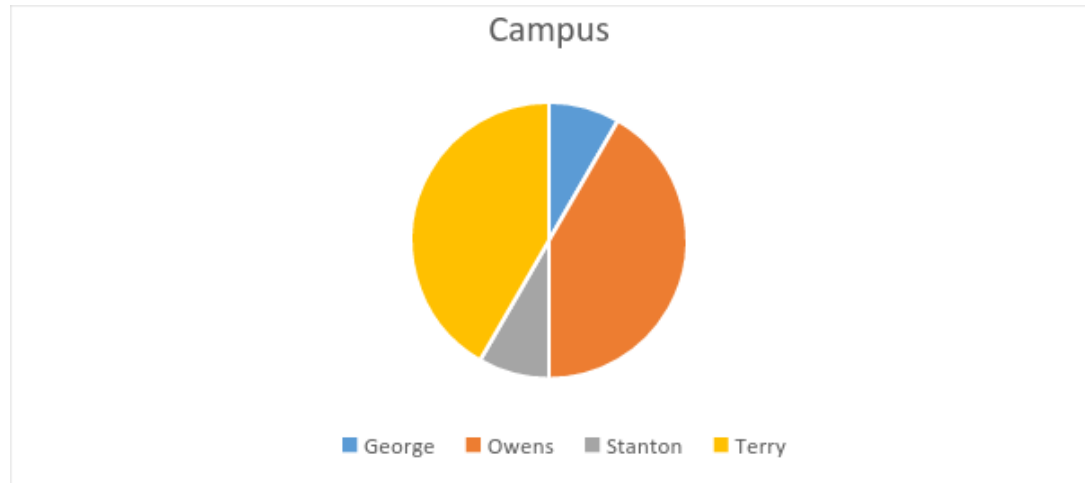
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Appendix A: Survey Results

New Faculty Development Program Alumni Survey Results

(n=12)



1. How effective was each of the following activities in meeting at least one of the goals below? **Note: Not all activities are required at each campus.**

Activity	Very Effective	Effective	Not Effective	NA
Campus tour with mentor or department chair	4	5	0	3
Mentor observation of your teaching	1	6	3	2
Department chair observation of your teaching	4	8	0	0
Meeting with campus CCIT staff	8	4	0	0
Shadow advisement center	0	2	1	2
Shadow/observe financial aid	1	1	2	1
Shadow/observe Admissions	0	2	2	1
Shadow/observe Registrar	1	0	3	1
Participate/attend at least 5 campus activities	2	3	0	0

ePortfolio	7	5	0	0
Meeting with DOI	2	3	0	1
Review of ADA Requirements	0	1	0	1
Observe your mentor teaching	1	4	0	0
Shadow/observe in the Rody Center	2	1	2	0
Meet/become familiar with Word Processing functions and staff	3	2	0	0

Comments:

Unfortunately I did not retain any of the specifics I learned during my shadowing of financial aid, etc. Several months passed between when I completed my shadowing (May) and the next time I advised students (August), and I simply did not retain the information that time. I think that in conjunction with the shadowing, new faculty should be given some kind of written materials that explain the basics for each shadow area that the faculty can keep on file for future reference. Particularly the basics of financial aid.

Overall, the experience was a positive influence for me as a new instructor. I also appreciated the patience of CCIT in completing the process. Some of the information was so new and changed so rapidly that extra time was needed. Thank you.

In order for faculty development to be consistent and effective, you need mentors who agree with the college philosophy of NFD. Many of the activities above never took place during my initiation. In regards to the shadow/observation activities, again, be sure that the college actually wants a new employee mimicking the behaviors exhibited by the person whom they are shadowing. This has improved with some recent retirements, but I was shocked at the treatment that some students received in my observations of some college services. I found the ePortfolio to be extremely effective as it requires reflection of your activities at the institution.

I also observed a peer from NFD and she observed me. I found that very helpful as well. Observing my mentor was less effective for me due to the lecture format but it was still a good experience.

I enjoyed meeting with everyone and seeing how the college works. Many people come from a business perspective, and this area is really valuable to understand who does what.

Frankly, the ePortfolio was an awesome project. Not only did it force me to learn a new technology, but it also really made me reflect on my teaching and growth. I noticed that during that assignment, I really looked back to see what mistakes I was making and changed my thinking/teaching approach to rectify those mistakes. It also forced me to really consider my NFD goals and work toward achieving them. As a new instructor, the first semester is trying to keep your head above water. However, the goals really helped to keep me centered and not get overwhelmed. Because the presentation was billed as such a big deal, I had it in the back of my mind the entire two years. Now when I set goals for my year and submit them to my department chair, I am much more focused on them than before NFD.

I had two mentors. My first mentor at the Terry campus was very helpful but preoccupied due to his involvement with the Middle States process. When I transferred to the Stanton campus my new advisor, who was also helpful, told me I probably knew more about campus procedure than she did. That being said – I did tell both of them that if I needed their help I would let them know. I then just figured it out as I went along. It would honestly be better for new employees to just be nice and make friends rather than have an absentee mentor. To my knowledge both of my mentors were voluntold to be my mentor...this can't be the best process to train new employees. One more note – the ePortfolio assignment has a design problem. If the student, in this case new employee, completes the assignment as directed by the syllabus it probably would take about 8 hours to produce a quality product. They are then given 15 minutes to deliver a presentation that should take AT LEAST 30 minutes. I felt my time was wasted and the point of the assignment was for DTCC to be able to check a box and say that they required the employee to complete a task. I would never do this to my students...either require less or give the employee time to demonstrate the work they were required to do and make sure there is a reason for doing so. I get that CCIT and the Deans have to sit through a bunch of them and their time is valuable. So change the assignment. Also – I know you are looking towards a course sequence re0design. Consider scrapping the Instructional Design course. Literally my first assignment was to read a blog post by an Instructional Designer (who was writing to an intended audience of Instructional Designers) titled "Why teachers can't do Instructional Design – and it's not their fault." I pointed this out to the Instructional Designer "teaching" the course and feel that she artificially deflated my grade because I pointed out what should have been obvious. Furthermore, in a later assignment we were supposed to design an online course and were given best practices rubrics that we should follow in order to have a "well designed" instructional experience for the student. I applied the rubrics to the Instructional Design course and found that the course I was taking on Instructional Design wouldn't have even passed the design assignment I was supposed to be completing. I brought this to the attention of the lead teacher again. She was not very receptive to my critique, yet expected me to be receptive of hers because she was the teacher and I was the student. She acted as if I had no idea what I was talking about...I was a certified and highly qualified English teacher with a Master's degree in Instruction

and 5 years of teaching experience at the time. I also had extensive experience as an online student at multiple institutions. Anyway – overall the NFDI experience was a very positive one and one that frankly I enjoyed, however in the interest of honest feedback I feel I should relate these realities.

**Being observed as a new instructor can be intimidating in a new setting. Since we are all coming from a professional or education background we have the knowledge and experience. I believe observing your mentor or getting pointers from them is just as helpful. *Visiting the Rody Center was great. However, one on one advisement with my Chair or Mentor was more beneficial.*

2. The table below contains a list of topics and skills from the four required courses in the NFDI. Please indicate when each topic/skill *should be delivered* to new faculty.

Note – some respondents indicated more than one answer.

Course	Topic/skill	Before 1 st semest er	During 1 st semes ter	During 2 nd semes ter	Duri ng 2 nd year
IDT G22 Foundati onal Technolo gy	Using technology to enhance learning	4	7	2	2
	Using a learning management system	8	3	1	
	Virtual classroom	1	4	3	4
	Content presentation tools	3	7	1	2
	Synchronous and asynchronous communication tools	2	5	4	1
	Audience response systems		5	4	2

	Copyright of multimedia content	4	4	2	2
	Social media	2	5	3	3
	Online professional resources	4	7	2	
IDT G21 Instructional Design	Instructional design theories	3	4	4	1
	Learning theories	5	2	4	1
	Learner characteristics, learning environment, technology	5	2	5	
	Writing MPOs	1	3	3	5
	Aligning assessment with course objectives	6	5	1	
	Lesson design	7	4	1	
IDTG31 Teaching with Technology	Foundational concepts associated with teaching and technology	3	5	3	1
	Open educational resources	3	4	4	2
	Quality review of distance courses		3	3	6
	Interactive, technology-enhanced activity for distance courses		3	4	5

	Create distance course shell in Blackboard	2	1	3	6
NFD 101 New Faculty Development,	Blackboard Minimum Use	10	2		
	Collaborative relationships with students	7	4	1	
	Instructional philosophy/mastery learning	5	6	1	
	Student-centered learning	5	6	1	
	Advisement	6	4		2
	College Matrix	1	5	2	5
	Middle States Accreditation		3	4	6
	Student Affairs		7	3	3
	SLOA		5	5	3

3. What additional topics, activities or skills should be included in the NFDP? Also indicate when this content should be delivered.

Topic/skill	Before 1st semester	During 1st semester	During 2nd semester	During 2nd year
Basic Immediate Blackboard training	X			
Basic gradebook training	X			
Basic financial aid orientation (for faculty advisors)	X			
Motivational Teaching	X			
College systems like Banner, SEP, etc.	X			

Student interaction	X			
Lesson Planning		X		
Classroom management (from behavior to attendance)	X			
Differentiated instruction		X		
How and when to use technology			X	
Skill and mastery of Blackboard (which extends beyond minimum usage)		X	X	
Google calendar, docs, forms, etc.				X
Peer observation	X	X	X	X
Learning Community Training				X
DTCC acronyms	X	X		
Advising – efiles & sequence sheets		X	X	
Refresher Bb – basic how-tos	X	X	X	X

4. In what ways were people at Delaware Tech supportive (or not as supportive as you needed) of your transition? (e.g. department chairperson, colleagues, mentor, CCIT).

I would have benefitted from some very basic LMS training immediately – as part of the on boarding process. My first semester was very frustrating as I did not receive any formal blackboard training until the end of the semester.

Encouraged new ideas.

Everyone was very willing to answer any and all questions.

I imagine this depends on the department you join, but in my experience people were slow to warm up to new faculty, but typically willing to assist when asked. I had great support from the DOI, less from my DC. There was no reduced teaching load to

accommodate the educational aspect of the program which results in faculty not taking it very seriously.

Mentor showed no interest and did not seem like she wanted to be bothered with me. CCIT is helpful when they are available. Colleagues and department chairs are very helpful.

The folks that went through the NFD program were most helpful. It was also insightful to work with others from distant departments and campuses.

My assigned mentor worked evenings while I work days. That made connecting challenging at times.

Any time I ever asked a question, of anyone, they would either immediately help me or point me to the person who could. Every single time.

This is a pretty terrific faculty at Del Tech!

I arrived in the Fall- At that time, my Chair was just appointed to the position of Chair. He was on a learning curve as well as myself (he was instrumental with advisement). Our Department needed a face lift with technology and other aspects. My mentor (Tricia Bird-ROCKS!) and CCIT were my main support as a new instructor with technology, administrative expectations, meetings, and teaching strategies etc.

5. List the three most beneficial outcomes/training/activities from your NFD experience.

1) I enjoyed learning about mastery learning in NFD 101; and 2) instructional design theories in IDT G-21; and 3) I absolutely needed the blackboard training I received in Teaching with Technology.

Introduction to Delaware Tech culture. Teaching strategies. Jargon assimilation.

Learning how to motivate and understand student behaviors, learning to use Blackboard, and developing ways education can become more flexible through technology.

I learned a ton of information such as how to motivate students, how to implement engaging technology and applications and how to interact with students via synchronous learning. I really loved the instructional design course. It was spectacular. The instructional strategies course was also very beneficial.

The ePortfolio was a nice capstone to the entire experience. It made sense of all the information learned. It was the cherry on top! The rhetoric of terms and acronyms was also needed. But the most beneficial of them all was the CCIT staff and their excitement and energy while sharing their knowledge.

Being in a cohort with other new faculty where I developed relationships outside of my department, NFD 101 and Foundational Technologies were most useful for me.

Meeting and collaborating with peers from other campuses and departments

Learning lesson planning to more effectively reach my students

Low-tech strategies for quick assessment checks

Frankly, the simple delivery of the content was exceptional

1. The training on emotional IQ was very interesting. 2. I actually think the ePortfolio is not a bad idea, however the assignment/assessment could be better executed. 3. I really liked going through NFDP as a cohort.

Instructional Design course, Meetings with my mentor, Shadow in Roady – very helpful for my advising.

Eportfolio, NFD101, G21

Teaching with Technology- Blackboard/ Sara

Instructional Design- (Different Types of Learners) Learner Characteristics, Learning Environment, technology-Sara

NFD- Collaborative Learning- Molli

6. List the three least beneficial outcome/training/activity from your NFDP experience.

1) EPortfolio – why can't that be outsourced? 2) The SLOA presentation was a bit advanced for me; I needed a much more basic explanation of what it is and how it is administered at this campus. 3) I think the training on Blackboard came too late for me; I needed it much sooner than I received it.

There were some redundant concepts in a few of the classes. Overall good experience

Establishing a rapport with faculty outside my department through the mentoring program and participating in courses with other faculty members outside my department.

If I may combine 5 and 6, I'd like to say that a new instructor, coordinator or chair is too overwhelmed by the daily tasks and committee expectations they are dealt to really gain much from the courses. There is no time to apply the skills taught in the classes when you are developing lesson plans, setting up new courses in Bb, meeting the minimum usage requirements, etc. If the college would make a commitment/investment to thoroughly train new faculty on expectations, college systems, and best practices prior to assigning a full course load and committee assignments, I think you would find that new faculty would not be swept up in the rush of trying to stay afloat in a new position. Furthermore, two years is entirely too long to wait for most of this training. Bad habits are formed and hard to break by this point bringing the relevancy of this program into question.

It would probably be peer editing and the mentor program

All information and content is beneficial to some degree. There may have been some overlap in some cases. What could have been more beneficial would be (for me) more action. Putting some of the teaching technologies and techniques into action, rather than theorizing their effect.

Nothing

SLOA – I mean, it can be mentioned and gone over, but I didn't need anything in-depth. My department explained it to me in context of our specific purposes. I felt that two of the technology courses were very similar. It was overload of information and a little intimidating.

More application when covering advisement. Forms are things we need to know, but it's very different when you're sitting face-to-face with a student.

I think a one size fits all mold for NFDP isn't really going to be the best model for our institution. As I mentioned above- when I was hired I had been a teacher for a few years, I had advanced knowledge of instructional methods, learning management systems, pedagogy, and educational technology (I had a post masters +15 certificate in applied educational technology). I do not relate this because I think I am special. My point is a few in my cohort came from industry and were blown away when they were introduced to Charlotte Danielson's framework. I think the program should start by identifying where the individual's skills are and fill in the necessary gaps. Again – I enjoyed my experience, however the only things I really "learned" was institution specific (e.g. Green forms must be green, travel forms must be submitted, etc. etc.) Perhaps there could be even a 2 track system? (1 for trained and experienced educators; 1 for those coming from industry. Some classes and experiences could be shared, however not all of the NFDP is really valuable and applicable to both groups.

Nothing!

I believe everything I was exposed to in training was important. I think the sequence of the information or topics could be adjusted to benefit new employees. It might be beneficial if there was a NFDP/Education (Instructors hired from a school setting and or with an Education Degree) and NFDP/Professional (Coming from the Field or a Professional Setting outside of the Education Arena). If the NFDP/ED and NFDP/PF were broken up you could customize the programs or make the information relevant for each type of employee hired by arranging the information in a different sequence.

Not eliminating the information but changing the order.

7. Did you have prior teaching experience before starting your current position?

Select all that apply. Note- one respondent answered in 3 categories

☒ Yes, as an adjunct at Delaware Tech. 1 years, years, 3 years, 3 years, 1 year, ½ year, 11 years, 4 years

- ☐ Yes, full time at another college/university. _____ years
- ☒ Yes, adjunct at another college/university. 2 years
- ☒ Yes, in a K-12 setting. 3 years, 5 years, 5 years, 15 years
- ☒ Yes, in another setting. 2 years, 10 years
- ☐ No, I had no prior teaching experience.

8. Additional Comments:

Thanks!

There is value to be had in all of these classes, but I cannot stress enough how crucial timing is. We would never teach a nursing student how to give out shots or assist in a surgery after s/he had graduated and been placed in a position. In not allowing a semester for instructors to learn the college systems, develop course materials, and when necessary, learn the art of instruction, we are basically devaluing the very purpose we are here: to teach. No amount of experience in your field qualifies you to be a teacher. The ability to interact with students, prepare and deliver effective lessons, and provide valuable feedback does that.

Thanks for the experience. This program is a must.

My experience with NFD was excellent. Although it was time-consuming with taking so many classes, I felt as though I came out of it a different instructor. Meeting every Friday with the same group of peers and having to collaborate with them for our group project at the end was one of the most valuable times. Not only was I able to get out of my department "bubble" and see what other instructors are concerned with, I was able to tailor my instruction to better fit the needs of the college. That collaboration is a big piece because everyone is in the same boat and can help each other muddle through that first year. It pains me to hear that everything is moving toward online courses. Isolating new teachers, many of whom do not have any teaching experience, doesn't help to build confidence, ask questions freely, and clarify confusion. Instead, I strongly credit to my success in the program to the ability to look around every Friday and simply not feel stupid (many of us truly "don't know what we don't know" and don't know what to ask). Rick, Dallas, Mike (at the time), and Sarah delivered content in such a way that it excited all of us to have a "can do" attitude. That's something I'll take with me for the rest of my years as an instructor.

I am very happy to say that I was able to take advantage of the kindness and help of many people during my time in NFDP, however Dallas Hayes, Mike Curry (I know he no longer works here but still he should be recognized for what he did while he was here), Ish Stabosz, and Rick Kravovich went above and beyond in helping me. I think this is an appropriate place to share my appreciation for their patience, thoughts, conversations, and willingness to share their own skills and abilities with others. I am very grateful to these four gentlemen in helping me transition into Delaware Tech.

I was an instructor in a Law Enforcement Academy setting. I worked in my field and was an instructor when an academy was in session (Probation and Parole).

Appendix B: Focus Group/Brainstorming Document

<u>Modules</u>	<u>Topics</u>
<i>Communication</i>	<i>The language of Delaware Tech</i> <i>Email</i> <i>LMS</i> <i>SS Banner</i> <i>Phone</i> <i>Portal</i> <i>IM</i> <i>Remote access</i> <i>Essential communication skills (G42)</i>
<i>Resources</i>	<i>Portal</i> <i>Department policies</i> <i>Where to get help</i> <i>Who does what</i> <i>Student resources</i> <i>Student affairs</i> <i>Open educational resources (G31)</i>
<i>Instructional philosophy & approach</i>	<i>Mastery learning</i> <i>Student-centered learning</i> <i>Learning theories (G21)</i> <i>What is learning?</i>
<i>Course Planning</i>	<i>Identify and gather resources needed for course planning, (e.g. syllabus, textbook, materials, academic calendar, resources used by other instructors, etc.)</i> <i>What prereq. knowledge should students have?</i>

	<p><i>What is the role of the course in the curriculum?</i></p> <p><i>Understand syllabus and its role in planning</i></p> <p><i>Understand the use of a course textbook</i></p> <p><i>Develop course schedule, to include topic, assignments, readings, etc.</i></p> <p><i>Develop course policies</i></p> <p><i>Instructional design theories (G21)</i></p> <p><i>Learner characteristics, learning environment, technology (G21)</i></p>	1.1 Define instructional design
Classrooms	<p><i>Classroom layout</i></p> <p><i>equipment available (markers to tech)</i></p> <p><i>classroom etiquette</i></p>	
Lesson Planning	<p><i>Getting Started/First 60 Minutes</i></p> <p><i>Keep notes of changes (time needed for lessons, due dates, difficult concepts to teach)</i></p> <p><i>Use of feedback to improve</i></p> <p><i>Lesson Design (G21)</i></p>	
Assessing Student Learning	<p><i>Types of assessment</i></p> <p><i>Rubrics</i></p> <p><i>Aligning assessment with course objectives (G21)</i></p>	
LMS	<p><i>Getting Started</i></p> <p><i>Post syllabus</i></p> <p><i>Post schedule</i></p> <p><i>Post policies</i></p> <p><i>Instructor profile</i></p>	

	<i>Learning Materials</i>
	<i>Grade Center</i>
	<i>Welcome announcement</i>
	<i>Course copy</i>
	<i>Using an LMS (G22)</i>

***Safety & classroom
management***

***Develop relationship
with students***

NFDP

***Instructional
Strategies***

<i>Instructional Technology</i>	<i>Using technology to enhance learning (G22)</i>
	<i>Virtual classroom (G22)</i>
	<i>Content presentation tools (G22)</i>
	<i>Synchronous and asynchronous communication tools (G22)</i>
	<i>Audience response systems (G22)</i>
	<i>Copyright of multimedia content (G22)</i>
	<i>Social media (G22)</i>
	<i>Online professional resources (G22)</i>
	<i>Foundational concepts associated with teaching and technology (G31)</i>

Advising

Reporting

LDA, NS, IPR

Attendance records

Campus

Responsibilities

*Mandatory events (campus updates,
professional development,
commencement, employee recognition,
department and/or divisional meetings)*

Black = brainstormed bootcamp list

Red = current NFD topic

Recommendations:

NFD and IDT should be separate programs.

Advising should be removed from NFD and assigned to DC.

Campus responsibilities should be removed from NFD and assigned to DC.

Reporting should be removed from NFD and assigned to DC.

*G31 should only be required for faculty who will develop or teach a distance course.
Not required in NFD.*

Matrix, Accreditation, Planning & SLOA should be part of new employee orientation.

1/semester all NFD participants meet

1/month NFD participants meet by campus

F2F info session for brand new faculty

Appendix D

ARTIFACT 3: PRELIMINARY PROGRAM EVALUATION

Lisa Peel

New Faculty Development Program

Evaluation Report

May 10, 2017

University of Delaware

Executive Summary

The New Faculty Development (NFD) program at Delaware Technical Community College is a two-year induction program designed to help faculty understand practices of the College and develop their instructional repertoire to engage and teach students. In this program, faculty engage in a series of courses and colloquia led by the learning strategies coordinators (or instructional coaches) from the Center for Creative Instruction and Technology (CCIT), a division within the College. During the 2017 academic year, the CCIT team has dedicated effort to redesigning the NFD program to better meet faculty needs. The proposed redesign is going to the College's senior administration for review and implementation in the fall of 2018. The purpose of this evaluation was to provide guidance at this critical juncture; thus serving as a formative evaluation.

The evaluation sought to determine how carefully program managers and designers considered professional development standards and research in the design process and how closely the proposed program aligned to these standards and evidence-based practices. The major findings of the evaluation are outlined below.

- All designers who were interviewed expressed satisfaction that the program was undergoing a redesign and felt that the program had improved as a result. All interviewees felt that the redesign was necessary to meet the needs of the new faculty hired.
- The program designers have a genuine interest in improving the program and feel a strong sense of ownership and pride over their role in supporting new faculty.

The designers have a number of responsibilities, but emphasized how important this program was to the success of the new faculty and ultimately the students they serve.

- The program framework should be reviewed to ensure that it is founded in research. Although several elements align with research on professional development, the design could be more holistically aligned to appropriate research and standards.
- All components of the written program should be reviewed side-by-side to ensure the updated program is cohesive and aligned to the intended outcomes.

Interviewees reported that the redesign occurred in pockets. They also noted that throughout the process the team endured challenges such as changes in leadership and prioritizing this project while managing various other endeavors for the College. This review would also provide an opportunity to consider how well the redesigned program aligns with best practices for organizational support and addressing attitudes toward change.

- Finally, a key consideration in effective professional development programs is the plan for evaluating the program. This should be determined from the onset and explicitly aligned to intended outcomes of the program. It was noted that a plan for evaluation was absent from the proposal and other data collected in this program review. Therefore, this is an area that requires additional attention from program planners.

Table of Contents

Executive Summary	i
Introduction	1
Purpose of Evaluation	1
Description of Program	1
Evaluation Questions	2
Design Methodology	4
Data Analysis	7
Findings	8
Table 1: Content and Circumstances for Effective Professional Development	10
Table 2: Institutional Considerations for Planning Effective Professional Development	12
Table 3: Document Alignment to Standards	15
Conclusions	16
Recommendations	18
References	19
Appendix A: Logic Model New Faculty Development Program	20
Appendix B: Semi-structured Interview Recording Sheet	21
Appendix C: Rubric for Document Review	22
Appendix D: Rubric Scored for Program Proposal	24
Appendix E: Rubric Scored for G10 Course Materials	26
Appendix F: Rubric Scored for G20 Course Materials	28

Introduction

Purpose of the Evaluation

The purpose of this evaluation was to provide a preliminary assessment. Weiss (1998) suggests an “evaluability assessment” to advise staff about potential obstacles and “logical incongruities” to ensure intended outcomes (p. 74). The New Faculty Development program at Delaware Technical Community College has recently undergone a redesign. Administrators will review the proposal at the end of spring semester and provide feedback for intended implementation in the fall. Using the initial step of Killion’s (2006) eight-step plan, I provided insight about the program prior to implementation and evaluation. Killion recommends starting with an assessment of evaluability to determine program viability in producing intended outcomes. Furthermore, Guskey, (cited in Kreider & Bouffard, 2006) suggests that a critical component is “organizational support and change” to inform future efforts (p. 4). Therefore, the purpose of this evaluation was grounded in research on the critical elements for establishing effective professional development. The findings provide a formative evaluation to the program managers with feedback and recommendations for modifications before time, effort, and funds are dedicated to implementation.

Description of Program

Delaware Technical Community College’s Center for Creative Instruction and Technology (CCIT) provides a New Faculty Development (NFD) program for all newly hired faculty to become oriented to the practices of the College and develop their instructional repertoire to engage and teach students. The explicit goals for this program include strengthening faculty contributions to the College, increasing “student success,

engagement, performance, and satisfaction,” and for faculty to understand the mission and goals of the institution (CCIT, n.d.).

To accomplish these goals, the program involves prescribed coursework and colloquia activities, which focus on a “foundation for quality instruction and advisement” (CCIT, n.d.). During the program, new faculty collaborate with an assigned mentor to complete a self-evaluation followed by a customized professional development plan. After this planning phase, *Component Two* begins, and faculty participate in a series of courses (CCIT, n.d.). The program’s initial redesign has led to a change in the prescribed courses to prioritize pedagogy and instructional design in the online environment. The final component is an e-portfolio that represents the faculty member’s learning.

Evaluation Questions

In order to collect data to provide formative feedback for the program managers and CCIT team, I proposed the following questions:

1. Process: How have program designers used evidence-based practices and professional development standards to develop this proposal?
2. Outcome: To what extent does the proposed professional development program align with standards?

The questions yielded essential information about critical assumptions in the general theory of change for professional development. Without a clear understanding of the standards for professional learning, the program will not reach its eventual outcome of impacting student outcomes (see Figure 11). The justification for the process question lies in the complexities associated with the development and implementation of

professional learning opportunities for an organization. Including this question to collect data regarding the program managers' thought process served two purposes.

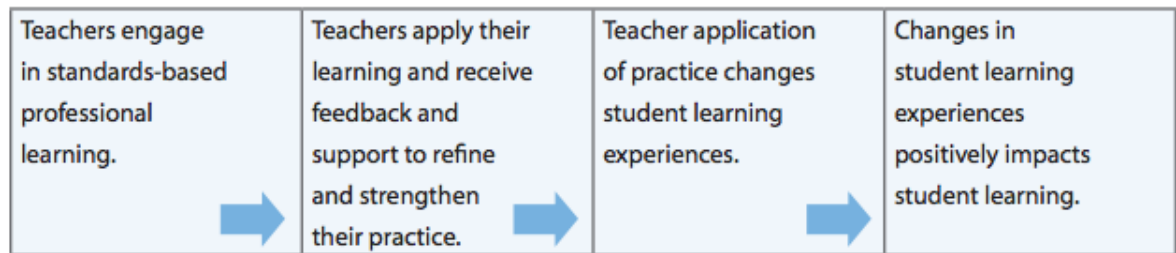


Figure 11. Generic theory of change for professional development (Killion, 2013). This figure shows the general assumptions associated with stages of successful professional development.

First, it allowed for a participatory preliminary evaluation, which Aubel (in Zepeda, 2012) ensures provides focus on prioritized areas, so the evaluator addresses the appropriate issues. Second, it provided the information necessary to determine if the program is viable as outlined by Killion's eight-step plan (2006). In this plan, the first step is to assess if the program designers have conceived a theory of change and logic model, whether the program's theory of change and logic model make sense. I used the results of these interviews to provide feedback regarding the proposal to enable program managers to focus on their design. (Killion in Zepeda, 2012). Likewise, I the findings to highlight strengths in the program for program managers to mobilize support for the program among the administration. The questions related in that they address the process of creating the program that lead to the overall program design, which is addressed in the outcome question.

Therefore, my rationale for asking the outcome question was to provide data on how closely the proposal and curriculum aligned to the Learning Forward Standards for

Professional Learning (2011) and evidence-based practices for professional development. Furthermore, this question served as a catalyst for the internal discussion surrounding a standards-based model.

Design Methodology

Sample

The sample consisted of two sources. First, I interviewed two program managers who were tasked with the redesign proposal. The interviewees were learning strategies coordinators, who are the principal designers and have led implementation efforts. I asked each of them if there was someone else I should interview (applying the snowball sampling technique) to gather more data. They suggested that while there may be differing perspectives among more team members, none were tasked with this assignment and may not have as in-depth an understanding. After informal discussions with other CCIT team members, I decided not to conduct interviews. Most of the insight they shared was speculation (since they were too removed from the design process) and would not be valid for the purpose of this evaluation.

Next, I reviewed documents generated through the redesign process. This included the most recently developed program syllabi for IDT G10: Foundations of Effective Teaching and IDT G20: Essentials of Distance Education. To provide a better context for the syllabi, I reviewed the course matrices that outline a week-by-week plan of learning activities and assessments for each course. I also reviewed a copy of the draft program proposal, which is embargoed pending the first tier of approval. The final accompanying contextual document I reviewed was the outline for the planned colloquia.

Variables/Instruments

In this case, the variables are the outcomes of the program, which depend ultimately on the extent to which research-based practices were considered in the design process and are present in written documents and program outcomes. I considered the circumstances for successful professional development and measured how these were addressed in the redesign process and the written documents provided. The instruments used to collect data on these variables include an informal interview with the recording sheet (Appendix B) and a rubric (Appendix C) for evaluating the syllabi and accompanying planning documents.

The semi-structured interviews were audio recorded and transcribed for coding as a major source of data for this evaluation. I used open-ended questions during the interview with subsequent probes as indicated on the recording sheet. The purpose of this instrument was to gain an understanding of the design process. Specifically, I wanted to learn if the design team has worked in a collaborative and thoughtful manner using evidence-based practices and professional development standards as guidance for planning the program. I asked about the evolution of the design and the catalyst for change. Furthermore, I asked the designers about challenges and successes they encountered. In order to ensure I had gathered explicit data about the process question for this evaluation, I asked them directly about resources or models that were used in the design process. Finally, I asked the program designers if they were satisfied with the current draft and if there were areas for which they would like specific feedback.

The rubric I designed is based on the Learning Forward Standards for Professional Learning (2011) and measures alignment to these widely accepted standards

by determining to what extent quality indicators are met. The rationale for this program is to provide faculty from diverse professional backgrounds the professional development needed to deliver high quality instruction and execute the vision of the community college. Therefore, this instrument looks at how the professional standards are addressed to ensure successful professional development. The rubric was used to review the draft proposal, the current syllabi for IDT G10: Foundations of Effective Teaching and IDT G20: Essentials of Distance Education, and the accompanying matrices with weekly plans for the courses.

Data Collection

The first step in my data collection was to conduct an informal interview via phone with the principal program designer. I recorded the interview using the interview-recording sheet (Appendix B) for subsequent analysis. I explicitly stated that this discussion, though casual, was being recorded for the purpose of this evaluation. I assured the interviewee that I was taking the following steps to protect her: not reporting her name or title, combining all responses into a single report for anonymity, and sharing the report with the interviewees and professor only.

To orient myself to the existing philosophy and rationale behind the program design, I initiated the interview with the statement “talk to me a little about how the program redesign process has occurred.” With this statement, I was looking for information about the timeline, evolution of the design, and catalyst for the change. I further probed the program managers to tell me about any challenges or successes the team has encountered in the process. Third, I asked which resources or models for professional development have been considered in the process. Finally, I asked about the

program designer's satisfaction with the current draft and if there are areas where I should focus my efforts because she would like specific feedback. I conducted the same steps with the second interviewee. During each of these interviews, I concluded with asking the interviewee if there was anyone else I should consider interviewing. Following the interviews, I listened to the recordings and transcribed the responses into a single recording sheet, which was saved on my personal computer and accessible only by me.

Originally, I intended to have several faculty review the proposal and accompanying planning documents as evaluators, but the program director requested that these documents not be shared until the deans of instruction had approved the draft. This somewhat altered the data collection using this instrument. While this limited the data collection to a single evaluator (me), the program manager and designers felt comfortable with me as the evaluator and released additional documents for review. Offering more than the written curriculum in the formulaic syllabi structure provided a comprehensive context of the program development and design.

Data Analysis

Following the interviews, I listened to the recordings and transcribed the responses into a single recording sheet. In order to analyze the qualitative data collected in the two semi-structured interviews, I reviewed my post-interview notes to get a holistic picture of the responses before seeking common themes. To evaluate the process involved in planning the New Faculty Development program, I compared the responses to "Planning Considerations for Professional Development" outlined by Zepeda (2012, p. 80). I subsequently looked for key words and phrases that indicate the design of quality programs that relate to the generic theory of change and professional development design

elements outlined by Zepeda's meta-analysis (2012): "Lessons Learned from Key Research" (p. 9). I looked for words and phrases synonymous with key themes. For example, I measured reference to implementing personalized, job-embedded learning goals (Zepeda, 2012). I used the table to document phrases and noted the frequency with which program managers discuss and emphasize certain aspects of professional development. I analyzed the recorded data by coding the responses with key phrases that correspond to what research indicates are best practices for the process of creating a professional development program including attention to the institutional dynamics.

To analyze rubric data, I used the rubric to score the syllabi alignment to standards. I assigned numbers to the ratings such as a 3 for "robust alignment," 2 for "moderate alignment," and 1 for "minimal alignment." This gave me a mathematical means to calculate the range in scores with 21 being the highest score for any single document.

Finally, in order to triangulate data, I looked for emergent patterns in the data collected from the interviews and scoring rubric. I decided to develop a third column in the tables to compare patterns across the interviews and proposal document because successful professional development begins in the planning process and continues through implementation and evaluation. Therefore, I wanted to verify that the intentions the planners discussed in the interviews were apparent in the written proposal and program documents.

Findings

Process

In reviewing the data in regarding the process question to determine how the program designers have used evidence-based practices and professional development standards to develop this proposal, I learned a great deal about the catalyst for updating the program, the history of the redesign, and how the program had evolved over the past several years. Because effective professional development (PD) involves a plan for program content and institutional dynamics, I evaluated the process based on these two facets. First, I examined indicators of research in the intended implementation (to what extent the planners had considered content and circumstances in their planning). I also looked at how planners had considered the greater infrastructure and corresponding elements (such as institutional resources and policy changes to support PD).

One area that shows strong alignment to evidenced-based practices and professional development standards was the effort to include authentic learning as outlined in Table 1. The designers unanimously agreed that the content of the program had been strengthened in the redesign allowing for more genuine learning experiences instead of busywork. They described the program as offering more choice to faculty and customizable learning options. They shared that the content of the program allowed for more authentic learning and that this was at the forefront of the design process. Program designers also felt that the program was better suited for faculty that come with prior teaching experience. Also, while this is not explicitly outlined, the customizable plan and emphasis on authentic learning could offer the opportunity for content area PD, an indicator of a strong program according to research. The program designers report that individual teacher's needs were strongly considered in the redesign process. Professional literature suggests that a needs-based assessment serve as a starting point for the design

of professional development, so this is an area that aligns with research, too (Zepeda, 2012).

A second area that correlated strongly to research and standards was the consideration program designers made to document the history of professional development at the institution. It was clear from the interviews and the proposal that one impetus for change was a review of the program that had historically *not* met the needs of its participants. The proposal provided a lengthy explanation into the program's background, challenges, and need for change. The interviewees talked at length about what had gone wrong before and the urge to improve the program. This shows that the institutional history and organizational dynamics have been considered in the design process as highlighted in Table 2.

Table 5

Content and Circumstances for Effective Professional Development (PD)

<u>Research-based practice</u>	<u>Evidence in interview responses</u>	<u>Evidence in proposal</u>
Extends over time	“year of these colloquia and eight credits of coursework”	Program lasts two years. No discussion of support beyond completion of the program.
Includes planned follow up	No discussion of what happens following graduation from program other than voluntary electives in advanced coursework.	No discussion of how the program’s effectiveness will be measured in any of the documents.
Provides opportunity for authentic, job-embedded practice	<p>“... work they are doing is important to their job...stuff they are doing anyway...”</p> <p>“... more info in the courses like lesson planning based on backwards design. . . the design process from MPOs to essential questions”</p> <p>“...especially happy about the personalization option with elective courses for the people who were not getting what they needed.”</p> <p>“... get to apply the concepts and build a course ... more enriching and useful for their specific courses.”</p> <p>“advanced coursework in assessment, teaching writing for non-English teachers, innovation in action for them to try new things ..., peer observation course, learning communities, ... for people to customize.”</p> <p>“... assessments ... are applied... not ... busywork...work that they are going to be doing at their job anyway like lessons, videotaping themselves teaching and planning and reflection, ... fits their job.”</p> <p>“... to self-assess, get observation feedback and review students' surveys and feedback. It's authentic.”</p>	Noted in proposal that “PD plan becomes more of a guide for the first two years and involves the input of our mentors ... turns into a more meaningful experience ...”

Table 5 Continued

<u>Research-based practice</u>	<u>Evidence in interview responses</u>	<u>Evidence in proposal</u>
Opportunity to relate to content area	<p>“...personalized learning based on competency and gives people a choice.”</p> <p>“...especially happy about the personalization option with elective courses for the people who were not getting what they needed.”</p>	Proposal addresses shift to more customizable learning opportunities.
Promotes reflection	<p>“... get to apply the concepts and build a course ... more enriching and useful for their specific courses.”</p> <p>“... to self-assess, get observation feedback and review students' surveys and feedback. It's authentic.”</p>	N/A
Involves active learning and varied methods	<p>“...personalized learning based on competency and gives people a choice.”</p> <p>“...advanced coursework in assessment, teaching writing for non-English teachers, innovation in action for them to try new things and write grants for them, peer observation course, learning communities, and a special topics for people to customize.”</p>	“PD plan becomes more of a guide for the first two years and involves the input of our mentors ... turns into a more meaningful experience ...”
Incorporates cohorts	<p>“...didn't want to lose the cohort model in the new design. . .”</p> <p>“...knew we wanted to keep the cohort...”</p> <p>“...new hires will be in either a fall or spring cohort and start the coursework all together.”</p> <p>“... I'd like to see...participants work more collaboratively.”</p>	Some discussion of scheduling, but not explicit reference to cohorts.
Based in student data	<p>“peer observation course”</p> <p>“...get observation feedback and review students' surveys and feedback.”</p>	N/A

Table 6
Institutional Considerations for Planning Effective Professional Development (PD)

<u>Considerations Identified by Research</u>	<u>Interview Responses</u>	<u>Evidence in Proposal</u>
Goals for PD	N/A	N/A
Institutional needs (aligned with strategic directions)	N/A	N/A
Individual teacher needs (identified by needs-assessment)	<p>“We knew from faculty feedback...they wanted to learn...”</p> <p>“The feedback was that the program ..., but content wasn’t timely.”</p> <p>“A problem that kept coming up was ... K-12 teachers coming to us with the knowledge ...”</p> <p>“...personalized learning based on competency and choice. “</p> <p>“...customized learning plan...set goals.”</p> <p>“...make changes and adjustments to courses based on participants' needs.”</p> <p>“...the personalization option with elective courses for the people who were not getting what they needed.”</p>	<p>“The feedback from new faculty is that the information received in NFD 101 is needed sooner in their teaching career at the college.”</p> <p>“...some faculty come with background skills that place them above the level in NFD 101.”</p> <p>“PD plan is not quite as customizable as we want because all faculty go through the same series of courses.”</p> <p>“...change our program to better meet the needs of our faculty and our departments.”</p>
Designation of ownership/responsibility for PD	<p>“... Info that doesn’t relate directly to teaching. It’s more HR material, but they don’t own it. I don’t think its good practice to call [info sessions] PD.”</p> <p>“The LSCs are responsible for one of the two basic courses...we've divvied it up...but ... being designed by four different people.”</p>	N/A

Participants' time (vs. other demands)	“Had to hire adjuncts to cover for full-time faculty with the credit reduction for NFD and advisement.”“...department chairs dictated ... release time...”	Highlights the updated schedule to remove the need for release time for new faculty.
Inventory of PD history	“...working with the other LSCs ... weren't satisfied with the design. We begin organically tossing around ideas about how to make it better in 2014...informal process ... nature of teachers and coaches to be reflective and want to improve. We saw a lot of room for improvement.” “... Switched from an informal ...to someone asked to take the lead on the project. That's when it got formal...when the whole team got involved.” “...evolving program ... better than the old, but still could improve.” “...happened after the change [from one CCIT director who suddenly resigned to the new CCIT director being hired].” “...made the deans and others look at the policy to see if it was worth it.”	Outlines challenges with previous program and offers solutions in new program to address the problems
Policy supports PD	“...made the deans and others look at the policy to see if it was worth it.”	Outlines the updated schedule to alludes to policy
Resources needed (personnel, budget, etc.)	“... it boils down to the release time issue...” “Yes, budgetary reasons [were a catalyst for change].”	Highlights the updates to reduce impact on budget
Detailed plan for implementation	“I'd like to confirm that we're looking at this holistically and not following a linear learning plan” “...so I'd like to have a framework that we all agree upon. Right now...I'm not sure that there is one.” “...matrices for the courses, so you see the detailed version of how it will be designed in the new LMS.”	Implementation plan details the redesign approval process through the new Learning Management System, and the induction of the new faculty for 2017. A logic model shows the progression of courses, but not the entire program.
Plan for evaluation and follow-up	“I'm not sure this is going to happen . . . have to wait and see ... hope that it has the effect that we want. I'm just not sure.”	N/A

Overall, several key considerations were lacking in the program design process as noted in Table 1 and Table 2. First, while the program extends over two years with outlined curriculum, the goals are not clearly outlined. Also, there is not a plan for sustained professional development and follow up beyond the completion of the program. Third, there is not deliberate discussion or planning for faculty to engage in reflection guided by student data during this program. Next, the program does not show specific ownership for each component of the program in regard to personnel, resources, and policy. Finally, the proposal and interviews revealed that there is not a detailed plan for evaluating the program's effectiveness.

Outcome

To determine the extent that the proposed professional development program aligns with standards, I reviewed several documents. The rationale is that I had evaluated the process by interviewing the designers and wanted to see if their intentions were apparent in the written curriculum and plans for implementation. Table 3 summarizes how well each document aligned to the Learning Forward Standards for Professional Development (2011) according the rubric I designed for document review (Appendix C). The highest possible score for any document according to the rubric would be 21 points. Therefore, the percentages indicate the total score for each document divided by 21 possible points. The thresholds are less than or equal to 33 percent for marginal alignment; between 34 and 66 percent for moderate alignment; and greater than or equal to 67 percent for robust alignment. The detailed rubrics with scores are in the appendices.

Table 7

Document Alignment to Standards

<u>Document</u>	<u>Robust Alignment</u>	<u>Moderate Alignment</u>	<u>Marginal Alignment</u>
Program Proposal		X (42.8%)	
Syllabi and Plan for G10		X (61.9%)	
Syllabi and Plan for G20	X (80.9%)		

The New Faculty Development (NFD) program proposal moderately aligned with the standards for professional development (PD). It showed some evidence that principles of adult learner theory, such as authenticity and choice, had been considered in that the designers had addressed previous challenges highlighted by program alumni. It also showed some attention to the leadership of this program and very limited discussion of a support system for its implementation. The proposal lacked evidence in the areas of learning communities, resources, a plan for implementation, attention to student data for driving the program, and a plan for ultimately evaluating the program.

The syllabi and course plan for G10: Foundations of Effective Teaching also showed moderate alignment to the standards. These documents showed a greater effort to achieve learning communities by offering assignments that demanded collaboration, reflection, and goal setting. Likewise, the course highlights the use of resources to expand faculty's instructional repertoire. It shows designers gave consideration to learning designs and implementation of lessons, but stopped short of using outcomes to evaluate instructor effectiveness. This course lacked alignment to the standards regarding support

from leadership and disposition for change. It did not consider instructor willingness and agency to improve learning conditions for students.

The G20: Essentials of Distance Education course materials scored the highest with 80.9 percent on the rubric indicating robust alignment to standards. This course aligned strongly with the standards for PD in four key areas including identifying resources and monitoring students' response to them, using student data to measure instructor effectiveness, integrating learner theories, and making adjustments to teacher performance based on student outcomes. This course also offered opportunity for collaboration in regard to reflection and goal setting as outlined in the learning community standard. Finally, while this course did consider extended learning opportunities for faculty, it did not explicitly address attitudes toward change or improvement.

Conclusions

It is apparent from the data that program designers invested great thought and effort into the process of improving the program. They considered the historical perspective of the institution and formed a grassroots initiative to improve the program design with new faculty needs in mind. They discussed some evidence-based practices in the process. The planners made consideration for maintaining the cohort model to allow collaboration and learning communities, which the Learning Forward Standards for Professional Learning (2011) identify as critical for effective professional development (PD). In the planning process designers considered new faculty needs and sought to create curriculum that met these instructional needs by prioritizing content that new instructors needed most. Likewise, the designers attended to how learning could be

personalized by centering the program around personal learning goals in a customizable PD plan. Designers discussed a focus on authentic, job-embedded learning as a priority in the design process. The program designers are clearly dedicated to supporting new instructors.

The attempts to remedy the weakest aspects of the program over time have led to a somewhat disjointed design process that could benefit from more strategic guidance. In particular, the program design seems to be mostly centered on the content of the courses. Although designers acknowledged in the interviews that they were familiar with facets of successful PD such as learning communities and intense reflection for improving practice, these elements are only slightly evident in the proposal. The syllabi and course plans show stronger alignment to standards, but the standards are not consistently or comprehensively demonstrated in the program plans. The proposal also indicates a failure to consider institutional circumstances that provide a strong framework to support professional development.

The outcome of this design process led to a draft proposal for administration to consider. The proposal does not explicitly lay out the program goals (assuming they have changed somewhat in the redesign process). Secondly, the redesign proposal does not show attention to the institutional goals and strategic directions of the College. While the implementation plan offers a timeline for the planning process and inception of the first class, it does not plan beyond the first year. The accompanying logic model (Appendix A) only includes the curricular content of the program. The proposal does not inform who will have responsibility for each element, the resources necessary for implementation, or policy updates that would be needed to support the program. Finally, there is no means

for evaluating the program. In fact, one interviewee reported, “I’d like to see ... I’m not sure this is going to happen.” This data indicates that the proposal needs to be expanded beyond the curriculum in order to provide guidance for successful implementation rather than leaving it to chance.

Recommendations

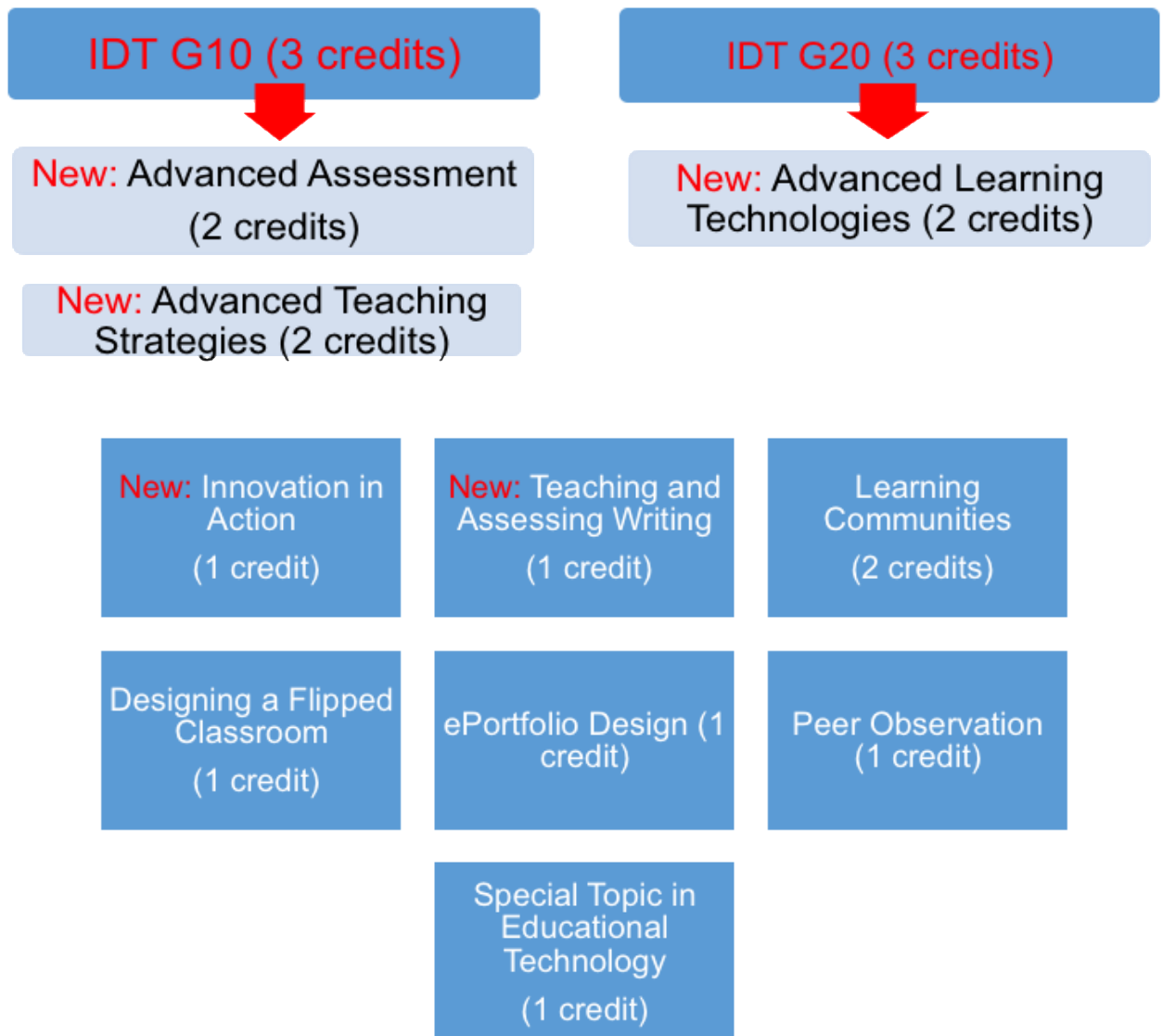
- Consider enhancing the new faculty development program framework with additional resources on effective professional development models. Data reveal that the design process could be more holistically aligned to appropriate research and standards. The design process has been disjointed, and the team has undergone changes in leadership leaving them void of consistent guidance.
- Consider reviewing the written program side-by-side with institutional planning documents and in collaboration with appropriate administrators to determine how resources, policies, and leadership will be allocated to support the program implementation.
- Enhance the program design by developing a plan to measure the program’s effectiveness. This was absent from interviews and written documents. The implementation plan considered the first year, but did not account for how the program would be sustained for continued learning opportunities or evaluated for effectiveness.

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Appendix A: Logic Model New Faculty Development Program

This is the logic model provided in the New Faculty Development program proposal.



- Faculty will still complete PD plan during the Orientation Course. This plan will guide their coursework and be the time in which they think about their elective course. Mentors will act as advisors in their role in helping new faculty make a choice that is best suited for their background.
- E-Portfolio presentations will be replaced by a video showcasing new faculty that will be shown during August in-service.

Appendix B: Semi-structured Interview Recording Sheet

1. Explanation of Use
2. Gain consent
3. Talk to me a little about how the program redesign process has occurred
4. Prompt for information if not provided about:
 - the timeline
 - evolution of the design
 - catalyst for the change
5. Tell me about any challenges or successes the team has encountered in the process.
6. Which resources or models for professional development have been considered in the process?
7. Do you feel satisfied with the current draft?
8. Are there areas I should focus my efforts for which you would like specific feedback?
9. Is there anything else you would like to share about the circumstances of the program design to help me understand the context as I review the syllabi and other documents?
10. Is there anyone else I should speak with to learn more about this?

Appendix C: Rubric for Document Review

Standard	Quality Indicators		
	Marginal Alignment 1	Moderate Alignment 2	Robust Alignment 3
Learning Communities:			
Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	<ul style="list-style-type: none"> Occasional opportunity to engage with colleagues (not time or assignments that require this component) No goal setting No mention of value of instructional know how No evidence that reflection is encouraged 	<ul style="list-style-type: none"> Occasional opportunity to engage with colleagues as outlined by required assignments or timelines Alludes to goal setting Alludes to the value of instructional know how Some evidence that reflection is encouraged 	<ul style="list-style-type: none"> Frequent opportunity to engage with colleagues with time allocated Explicit discussion of goal setting Explicit discussion of how instruction drives the College mission and vision Explicit evidence of reflection required for improvement
Leadership:			
Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning	<ul style="list-style-type: none"> Nominal evidence of support for professional learning Slight evidence of interactions with leaders to support professional learning 	<ul style="list-style-type: none"> Certain evidence of support for professional learning Some evidence of interactions with leaders to support professional learning 	<ul style="list-style-type: none"> Strong evidence of support for professional learning Explicit evidence of interactions with leaders to support professional learning
Resources:			
Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.	<ul style="list-style-type: none"> No requirements for identifying resources No requirements for monitoring student response to instruction 	<ul style="list-style-type: none"> Alludes to requirements for identifying resources Alludes to requirements for monitoring student response to instruction 	<ul style="list-style-type: none"> Explicit requirements for identifying resources Explicit requirements for monitoring student response to instruction

Data:			
Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	<ul style="list-style-type: none"> • No discussion of student data (survey, test results, etc.) • No requirements for measuring instructor effectiveness 	<ul style="list-style-type: none"> • Hints at discussion of student data (survey, test results, etc.) • Alludes to requirements for measuring instructor effectiveness 	<ul style="list-style-type: none"> • Explicit discussion of student data (survey, test results, etc.) • Explicit requirements for measuring instructor effectiveness
Learning Designs:			
Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	<ul style="list-style-type: none"> • No evidence of content on learning theory • No evidence of opportunity for modeling and revising based on intended outcome 	<ul style="list-style-type: none"> • Some evidence of content on learning theory • Some evidence of opportunity for modeling and revising based on intended outcome 	<ul style="list-style-type: none"> • Strong evidence of content on learning theory • Robust evidence of opportunity for modeling and revising based on intended outcome
Implementation:			
Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.	<ul style="list-style-type: none"> • No timeline for how attitude and disposition toward change • No evidence of discussion regarding sustained professional learning • No evidence for planning for future learning opportunities 	<ul style="list-style-type: none"> • Clear discussion of how attitude and disposition toward change • Strong evidence of discussion regarding value of sustained professional learning • Explicit evidence for planning for future learning opportunities 	<ul style="list-style-type: none"> • Clear discussion of how attitude and disposition toward change is essential • Strong evidence of discussion regarding value of sustained professional learning • Explicit evidence for planning for future learning opportunities beyond the scope of program
Outcomes:			
Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.	<ul style="list-style-type: none"> • No mention of student outcomes as a tool for guiding teaching • No evidence student outcomes are used to adjust performance 	<ul style="list-style-type: none"> • Some mention of student outcomes as a tool for guiding teaching • Some evidence student outcomes are used to adjust performance 	<ul style="list-style-type: none"> • Clear mention of student outcomes as a tool for guiding teaching • Clear evidence student outcomes are used to adjust performance

Source of standards: [Learning Forward Standards for Professional Learning](#)

Appendix D: Rubric Scored for Program Proposal

Standard	Quality Indicators		
Program Proposal	Marginal Alignment 1	Moderate Alignment 2	Robust Alignment 3
Learning Communities:			
Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	<ul style="list-style-type: none"> Occasional opportunity to engage with colleagues (not time or assignments that require this component) No goal setting No mention of value of instructional know how No evidence that reflection is encouraged 	<ul style="list-style-type: none"> Occasional opportunity to engage with colleagues as outlined by required assignments or timelines Alludes to goal setting Alludes to the value of instructional know how Some evidence that reflection is encouraged 	<ul style="list-style-type: none"> Frequent opportunity to engage with colleagues with time allocated Explicit discussion of goal setting Explicit discussion of how instruction drives the College mission and vision Explicit evidence of reflection required for improvement
Leadership:			
Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning	<ul style="list-style-type: none"> Nominal evidence of support for professional learning Slight evidence of interactions with leaders to support professional learning 	<ul style="list-style-type: none"> Certain evidence of support for professional learning Some evidence of interactions with leaders to support professional learning 	<ul style="list-style-type: none"> Strong evidence of support for professional learning Explicit evidence of interactions with leaders to support professional learning
Resources:			
Professional learning that increases educator effectiveness and results for all	<ul style="list-style-type: none"> No requirements for identifying resources 	<ul style="list-style-type: none"> Alludes to requirements for identifying resources 	<ul style="list-style-type: none"> Explicit requirements for identifying resources

students requires prioritizing, monitoring, and coordinating resources for educator learning.	<ul style="list-style-type: none"> No requirements for monitoring student response to instruction 	<ul style="list-style-type: none"> Alludes to requirements for monitoring student response to instruction 	<ul style="list-style-type: none"> Explicit requirements for monitoring student response to instruction
Data:			
Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	<ul style="list-style-type: none"> No discussion of student data (survey, test results, etc.) No requirements for measuring instructor effectiveness 	<ul style="list-style-type: none"> Hints at discussion of student data (survey, test results, etc.) Alludes to requirements for measuring instructor effectiveness 	<ul style="list-style-type: none"> Explicit discussion of student data (survey, test results, etc.) Explicit requirements for measuring instructor effectiveness
Learning Designs:			
Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	<ul style="list-style-type: none"> No evidence of content on learning theory No evidence of opportunity for modeling and revising based on intended outcome 	<ul style="list-style-type: none"> Some evidence of content on learning theory Some evidence of opportunity for modeling and revising based on intended outcome 	<ul style="list-style-type: none"> Strong evidence of content on learning theory Robust evidence of opportunity for modeling and revising based on intended outcome
Implementation:			
Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional	<ul style="list-style-type: none"> No timeline for how attitude and disposition toward change No evidence of discussion regarding sustained professional learning 	<ul style="list-style-type: none"> Clear discussion of how attitude and disposition toward change Strong evidence of discussion regarding value of sustained professional learning 	<ul style="list-style-type: none"> Clear discussion of how attitude and disposition toward change is essential Strong evidence of discussion regarding value of sustained professional learning Explicit evidence for planning for future learning

learning for long-term change.	<ul style="list-style-type: none"> • No evidence for planning for future learning opportunities 	<ul style="list-style-type: none"> • Explicit evidence for planning for future learning opportunities 	opportunities beyond the scope of program
Outcomes:			
Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.	<ul style="list-style-type: none"> • No mention of student outcomes as a tool for guiding teaching • No evidence student outcomes are used to adjust performance 	<ul style="list-style-type: none"> • Some mention of student outcomes as a tool for guiding teaching • Some evidence student outcomes are used to adjust performance 	<ul style="list-style-type: none"> • Clear mention of student outcomes as a tool for guiding teaching • Clear evidence student outcomes are used to adjust performance

Appendix E: Rubric Scored for G10 Course Materials

Standard	Quality Indicators		
Syllabus for G10	Marginal Alignment 1	Moderate Alignment 2	Robust Alignment 3
Learning Communities:			
Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	<ul style="list-style-type: none"> Occasional opportunity to engage with colleagues (not time or assignments that require this component) No goal setting No mention of value of instructional know how No evidence that reflection is encouraged 	<ul style="list-style-type: none"> Occasional opportunity to engage with colleagues as outlined by required assignments or timelines Alludes to goal setting Alludes to the value of instructional know how Some evidence that reflection is encouraged 	<ul style="list-style-type: none"> Frequent opportunity to engage with colleagues with time allocated Explicit discussion of goal setting Explicit discussion of how instruction drives the College mission and vision Explicit evidence of reflection required for improvement
Leadership:			
Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning	<ul style="list-style-type: none"> Nominal evidence of support for professional learning Slight evidence of interactions with leaders to support professional learning 	<ul style="list-style-type: none"> Certain evidence of support for professional learning Some evidence of interactions with leaders to support professional learning 	<ul style="list-style-type: none"> Strong evidence of support for professional learning Explicit evidence of interactions with leaders to support professional learning
Resources:			
Professional learning that increases educator effectiveness and	<ul style="list-style-type: none"> No requirements for identifying resources 	<ul style="list-style-type: none"> Alludes to requirements for identifying resources 	<ul style="list-style-type: none"> Explicit requirements for identifying resources

results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.	<ul style="list-style-type: none"> No requirements for monitoring student response to instruction 	<ul style="list-style-type: none"> Alludes to requirements for monitoring student response to instruction 	<ul style="list-style-type: none"> Explicit requirements for monitoring student response to instruction
Data:			
Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	<ul style="list-style-type: none"> No discussion of student data (survey, test results, etc.) No requirements for measuring instructor effectiveness 	<ul style="list-style-type: none"> Hints at discussion of student data (survey, test results, etc.) Alludes to requirements for measuring instructor effectiveness 	<ul style="list-style-type: none"> Explicit discussion of student data (survey, test results, etc.) Explicit requirements for measuring instructor effectiveness
Learning Designs:			
Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	<ul style="list-style-type: none"> No evidence of content on learning theory No evidence of opportunity for modeling and revising based on intended outcome 	<ul style="list-style-type: none"> Some evidence of content on learning theory Some evidence of opportunity for modeling and revising based on intended outcome 	<ul style="list-style-type: none"> Strong evidence of content on learning theory Robust evidence of opportunity for modeling and revising based on intended outcome
Implementation:			
Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional	<ul style="list-style-type: none"> No timeline for how attitude and disposition toward change No evidence of discussion regarding sustained professional learning 	<ul style="list-style-type: none"> Clear discussion of how attitude and disposition toward change Strong evidence of discussion regarding value of sustained professional learning 	<ul style="list-style-type: none"> Clear discussion of how attitude and disposition toward change is essential Strong evidence of discussion regarding value of sustained professional learning Explicit evidence for planning for future learning

learning for long-term change.	<ul style="list-style-type: none"> • No evidence for planning for future learning opportunities 	<ul style="list-style-type: none"> • Explicit evidence for planning for future learning opportunities 	opportunities beyond the scope of program
Outcomes:			
Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.	<ul style="list-style-type: none"> • No mention of student outcomes as a tool for guiding teaching • No evidence student outcomes are used to adjust performance 	<ul style="list-style-type: none"> • Some mention of student outcomes as a tool for guiding teaching • Some evidence student outcomes are used to adjust performance 	<ul style="list-style-type: none"> • Clear mention of student outcomes as a tool for guiding teaching • Clear evidence student outcomes are used to adjust performance

Appendix F: Rubric Scored for G20 Course Materials

Standard	Quality Indicators		
Syllabus for G20	Marginal Alignment 1	Moderate Alignment 2	Robust Alignment 3
Learning Communities:			
Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	<ul style="list-style-type: none"> Occasional opportunity to engage with colleagues (not time or assignments that require this component) No goal setting No mention of value of instructional know how No evidence that reflection is encouraged 	<ul style="list-style-type: none"> Occasional opportunity to engage with colleagues as outlined by required assignments or timelines Alludes to goal setting Alludes to the value of instructional know how Some evidence that reflection is encouraged 	<ul style="list-style-type: none"> Frequent opportunity to engage with colleagues with time allocated Explicit discussion of goal setting Explicit discussion of how instruction drives the College mission and vision Explicit evidence of reflection required for improvement
Leadership:			
Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning	<ul style="list-style-type: none"> Nominal evidence of support for professional learning Slight evidence of interactions with leaders to support professional learning 	<ul style="list-style-type: none"> Certain evidence of support for professional learning Some evidence of interactions with leaders to support professional learning 	<ul style="list-style-type: none"> Strong evidence of support for professional learning Explicit evidence of interactions with leaders to support professional learning
Resources:			
Professional learning that increases educator	<ul style="list-style-type: none"> No requirements for identifying resources 	<ul style="list-style-type: none"> Alludes to requirements for 	<ul style="list-style-type: none"> Explicit requirements for identifying resources

effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.	<ul style="list-style-type: none"> No requirements for monitoring student response to instruction 	<p>identifying resources</p> <ul style="list-style-type: none"> Alludes to requirements for monitoring student response to instruction 	<ul style="list-style-type: none"> Explicit requirements for monitoring student response to instruction
Data:			
Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	<ul style="list-style-type: none"> No discussion of student data (survey, test results, etc.) No requirements for measuring instructor effectiveness 	<ul style="list-style-type: none"> Hints at discussion of student data (survey, test results, etc.) Alludes to requirements for measuring instructor effectiveness 	<ul style="list-style-type: none"> Explicit discussion of student data (survey, test results, etc.) Explicit requirements for measuring instructor effectiveness
Learning Designs:			
Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	<ul style="list-style-type: none"> No evidence of content on learning theory No evidence of opportunity for modeling and revising based on intended outcome 	<ul style="list-style-type: none"> Some evidence of content on learning theory Some evidence of opportunity for modeling and revising based on intended outcome 	<ul style="list-style-type: none"> Strong evidence of content on learning theory Robust evidence of opportunity for modeling and revising based on intended outcome
Implementation:			
Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of	<ul style="list-style-type: none"> No timeline for how attitude and disposition toward change No evidence of discussion regarding sustained professional learning 	<ul style="list-style-type: none"> Clear discussion of how attitude and disposition toward change Strong evidence of discussion regarding value of sustained professional learning 	<ul style="list-style-type: none"> Clear discussion of how attitude and disposition toward change is essential Strong evidence of discussion regarding value of sustained professional learning Explicit evidence for planning for future

professional learning for long-term change.	<ul style="list-style-type: none"> No evidence for planning for future learning opportunities 	<ul style="list-style-type: none"> Explicit evidence for planning for future learning opportunities 	learning opportunities beyond the scope of program
Outcomes:			
Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.	<ul style="list-style-type: none"> No mention of student outcomes as a tool for guiding teaching No evidence student outcomes are used to adjust performance 	<ul style="list-style-type: none"> Some mention of student outcomes as a tool for guiding teaching Some evidence student outcomes are used to adjust performance 	<ul style="list-style-type: none"> Clear mention of student outcomes as a tool for guiding teaching Clear evidence student outcomes are used to adjust performance

Appendix E

ARTIFACT 4: OBSERVATIONAL STUDY

An Observational Study
of the New Faculty Development Program

Lisa Peel

University of Delaware

Abstract

This paper explores the participants of the New Faculty Development Program at Delaware Technical Community College as they engage in their first semester of the program. The primary environments for observation include a series of face-to-face colloquia and the online learning environment through a learning management system. The participant-observer draws conclusions about the alignment of this program with evidence-based practices for professional development of in-service instructors.

An Observational Study
of the New Faculty Development Program

Delaware Technical Community College's Center for Creative Instruction and Technology (CCIT) provides a New Faculty Development (NFD) program for all newly hired faculty to become oriented to the practices of the College and develop their instructional repertoire to engage and teach students. The explicit goals for this program include strengthening faculty contributions to the College, increasing "student success, engagement, performance, and satisfaction," and for faculty to understand the mission and goals of the institution (CCIT, n.d.).

To accomplish these goals, the program involves prescribed coursework and colloquia activities, which focus on a "foundation for quality instruction and advisement" (CCIT, n.d.). During the program, new faculty collaborate with an assigned mentor and Learning Strategies Coordinator (LSC) to complete a self-evaluation followed by a customized professional development plan. After this planning phase, faculty participate in a series of courses (CCIT, n.d.). The program's redesign has led to a change in the prescribed courses to prioritize pedagogy and instructional design in the online environment. The effectiveness of the program has not been evaluated to date.

Currently, the New Faculty Development program utilizes College resources, including personnel, but it lacks an evidence-based approach to ensure meaningful change. The existing program does not consider participants' individual needs, derive from student data, or have a valid means for evaluating its effectiveness. My proposed improvement action is to conduct a comprehensive program review to determine the areas of strength and weakness in the NFD program. Through this evaluation, College

administration will be able to make an informed, data-driven decision regarding program design and consider the appropriate actions to enhance the program moving forward.

The purpose of this observational study is to gather information about how the program operates. The preliminary program evaluation (Artifact 5-Appendix F), which considered the redesign process and proposal, revealed some gaps in the program structure. In order to assess strengths and weaknesses that exist in the implementation of the proposal, it is necessary to become a participant-observer in the program. Likewise, this observational study will evaluate the program delivery in conjunction with evidenced-based practices.

Evaluation Questions

In order to collect data to inform my ELP, I proposed the following questions:

1. What is working and what is not concerning implementation of the proposed program?
2. To what extent do the program practices align with evidence-based practices?

Overview of Program

The New Faculty Development (NFD) program at Delaware Technical Community College is a two-year induction program designed to help faculty understand practices of the College and develop their instructional repertoire to engage and teach students. In this program, faculty engage in a series of courses and colloquia led by the learning strategies coordinators (LSCs) from CCIT. During the 2017 academic year, the CCIT team dedicated effort to redesigning the NFD program to better meet faculty needs. The proposed redesign was approved by the College's senior administration and is in the implementation phase in the fall of 2017. The program is content is delivered in two key forums as colloquia and Instructional Design and Technology (IDT) courses offered by CCIT. The logic model provided in the New Faculty Development Program proposal is outlined in detail in Appendix A.

Colloquia

A challenge of the former version of the New Faculty Development program was the scheduling and content of the NFD 101 course. This was a hybrid course that required face-to-face meetings on Fridays. This course presented many logistical challenges with scheduling courses, finding coverage, and placing burden on those faculty not at the primary meeting location. Therefore, one of the major changes outlined in the proposal was a shift to campus-based meetings called colloquia.

A second problem with the former NFD 101 format was that the course did not meet the skill set of incoming employees. Many newly hired faculty reported that the information was too basic or a waste of time, particularly those who were coming from

an educational background. The proposal sets to customize the content to better fit the needs of the participants by allowing each campus Learning Strategies Coordinator (LSC), the program leader, to poll participants and set convenient times, dates, locations, and topics for these colloquia.

In the spirit of maintaining the College as a single organization, despite multiple campus locations, the proposal sets a one-day face-to-face orientation that brings all of the participants together in Dover. This orientation provides the opportunity for new faculty to meet all of the CCIT team, administration from the Academic Affairs division, and gain a better understanding of College initiatives. The meeting is planned by CCIT and the deans of instruction and of student affairs in order to allow each division an opportunity to represent its most pressing issues and initiatives. This College-wide face-to-face meeting occurs each fall and spring semester.

Online Courses

A second forum for delivering professional development content for new faculty is through a series of Instructional Design and Technology (IDT) courses offered by CCIT. New faculty are required to complete two IDT courses (three credits each). These courses were recently designed by the CCIT team and combined information that existed in the former version of program's series of courses including NFD 101. The first of the required courses is IDT G10 Foundations of Effective Teaching, which, according to the course description, is "designed to prepare educators to develop instructional strategies, curriculum, lesson planning, and assessment" as well as help participants "self-reflect as they develop and enhance effective teaching practices" (Delaware Technical Community College, 2017, p. 1). This eight-week online course is taught by one of the LSCs whose

welcome letter and course overview outline the three stages of the course inspired by backward design: identifying desired results, determining acceptable evidence, and planning activities for both. This is also the course where students complete a self-evaluation worksheet and plan goals using the Customized Professional Development Plan distributed by CCIT (Appendix B).

The second required three-credit course, IDT G20 Essentials of Distance Education, focuses on the pedagogy and design principles for distance learning. This involves selecting appropriate tools and resources for distance education and managing online courses through the College's Learning Management System (LMS). It is important to note that the College is embarking on a transition from the Blackboard LMS to the Bright Space D2L LMS. All of the online courses offered in the New Faculty Development program are delivered in the new LMS. The proposal addresses this shift as an opportunity to pilot the system with CCIT team members as the designers, and new faculty are among the first to experience this system from the student perspective. Veteran faculty will be exposed to the new LMS in phases beginning in the spring of 2018 with trainings and experimental "sandbox" courses prior to full implementation. The LSCs address the opportunities for learning together in the new LMS in their course welcome letters to new faculty. Finally, both of these online courses are pre-requisites for a series of elective courses. Therefore, these courses are not exclusive to new faculty members as some veteran faculty complete these courses in order to pursue the advanced IDT certificate or update their skills to meet the requirements to teach an online or hybrid course.

Theoretical Framework for Observation

Goals

According to Zepeda (2012) effective professional development involves specific goals, activities executed to meet those goals, evaluation to measure progress toward the goals, and adjustment of activities to better meet these goals. Porter underscores this notion by stating “meaningful learning does not take place when learners are left to sink or swim” (2011, p. 14). Therefore, to evaluate what is working in regard to program implementation, I will observe through the lens of the program goals. According to the CCIT website, the goals of this program is to help the New Faculty Development participants:

- Strengthen their ability to make significant contributions within the College community
- Increase student success, engagement, performance, and satisfaction
- Better understand the mission, goals and objectives of the institution

Standards for Professional Learning

Learning Forward, formerly known as the National Staff Development Council, presents the widely accepted standards for the field of teaching. These Standards for Professional Development (2011) offer insight into the key elements of effective professional development. Therefore, I will use them as guidance to establish evidence-based practices.

STANDARDS FOR PROFESSIONAL LEARNING			
<i>Professional learning that increases educator effectiveness and results for all students ...</i>	LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.	OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Figure 12. Learning Forward Standards for Professional Learning reference guide (2011).

Online Learning Standards

The Southern Regional Education Board (SREB) developed a supplement to the Learning Forward Standards as more opportunities emerge of online professional development (Standards for Online Professional Development, n.d.) These Standards for Online Professional Development elaborate to include guidance on context, process, and content citing specific examples as they relate to the online environment. A complete copy of these standards can be found in Appendix C. Since a portion of this program is offered online, I will also consider these standards in my observations of the NFD program.

Adult Learner Theory

Consideration of theories of adult and teacher learning is essential for the success of the NFD program. Knowles' four principles of andragogy are the standard-bearer for designing adult learning opportunities (Adult Learning Theory, 2014):

1. Adults need to be involved in the planning and evaluation of their instruction
2. Experience provides a basis for learning
3. Adults are most interested in subjects with immediate relevance and impact on their job.
4. Adult learning is problem-centered rather than content-oriented. (Kearsley, 2010 as cited by Knowles, 2014)

As such, I will also use Knowles' principles to establish a comparison of evidence-based climate to motivate the adult learners in the New Faculty Development program (The Adult Learning Theory, 2014).

Participants

There are 23 New Faculty Development program participants. Originally, there were 24 newly hired faculty, but the College no longer employs one. The attendance at the NFD kickoff included 17 of the 23 new faculty, and attendance varied by campus at subsequent colloquia. All of the participants received an email about the events from their respective program leader. Of the 23 new faculty, 13 participants enrolled in a course in the fall semester. Of those, ten enrolled in the IDT G10 Foundations of Effective Teaching course. Although there were 17 total students enrolled in the IDT G10 Foundations of Effective Teaching course for professional enrichment, I excluded anyone who was not currently enrolled in the New Faculty Development program. One participant enrolled in the IDT G 20 Essentials of Distance Education online course. Two participants received a waiver (based on sufficient post-graduate coursework) for the pre-requisite courses to be permitted into the more advanced IDT G42 6WI Motivational Teaching. They enrolled in the same section of this course with veteran faculty. Table 1

shows a summary of enrollment for each course highlighting the distribution of NFD participants enrolled.

Table 8
Enrollment in IDT Courses

<u>Course</u>	<u>Total Enrollment</u>	<u>NFD participants enrolled</u>
IDT G 10 5W1 Foundations of Effective Teaching	17	10
IDT G 20 2W1 Essentials of Distance Education	22	1
IDT G42 GW1 Motivational Teaching	14	2

It is notable that ten faculty did not participate in a fall course. I made some discoveries during the focus groups about the obstacles with enrolling and NFD participants' intentions for spring enrollment that help explain the different reasons for only 57 percent enrollment.

Procedures

In order to become a participant-observer, I communicated with the LSCs via email to determine the schedule for each campus's colloquia at the onset of the semester. I also obtained permission (via Delaware Tech's IRB process) to attend the NFD full-day orientation kickoff event. Gaining access to the online courses was more complicated, since I did not yet have user privileges for the new Learning Management System that housed the IDT courses. Again, I worked with CCIT and sought permission from the appropriate administrators through the IRB process to become a "student" in all of the IDT online courses offered in the fall 2017 semester.

During the face-to-face kickoff meeting and subsequent colloquia, I sat and made notes on my laptop of the presentation content, reactions and discussion among participants, and questions asked and answered. This part of the observation was more casual and allowed me to get a feeling for the program as a participant. I noted my opinions about the presentations and content, which I elaborated on in the Discussion portion of this document as I reflected back on my notes.

To collect and analyze the data from the online courses, I used a systematic approach. First, I took a virtual tour of the G10 course to become acclimated to the content in which the majority of participants engaged. I spent time in the “Overview” reviewing the introduction to the course. Next, I reviewed the course schedule to get a perspective of how the curriculum and activities would be organized for the eight-weeks. Since I was limited to student access of the course, I decided that the most meaningful data would derive from the discussion board posts, so I devised a plan for collecting and analyzing this data.

To review the discussion board data systematically, I created a table coded with students numbered one to ten. Then I scoured the discussion boards pulling the data person by person and placing it into the table rows. There were four discussion boards with distinct prompts and topics. Since there was a delay in gaining access to the courses in the new LMS, I pulled the data at the end of the semester when all participants had completed the courses.

Once I had tables of qualitative data from the discussion posts, I began to look for emergent themes in the text. I used color-coding to indicate patterns I noticed. For instance, in the first discussion board, participants were asked to tell their three goals, and

I looked for the identified themes such as technology, assessment, organization, etc. I then measured the frequency that these themes appeared in the sets of goals. In other instances, I evaluated the themes as they aligned with the goals of the program and course or evidence-based practices.

Analysis

September Orientation

First, I attended the New Faculty Development program kickoff on September 29, 2017 at the Terry Campus in Dover. Attending were 17 of the 23 new faculty, the CCIT team, the deans of instruction from each campus, the deans of student affairs from each campus, and the vice presidents of academic affairs and information and instructional technology. I sat at a round table in the back of the room with the Learning Strategies Coordinators and made notes on my laptop about key themes, table conversations, and the content delivered for participants. As I typed, I struggled with my role as observer v. participant-observer. It was not until my ELP defense proposal that I resolved my identity as participant-observer based on the recommendations of my committee.

Because of this, my notes from the first event seem somewhat removed compared to the subsequent events. The kickoff started with an introduction from the CCIT team including Dr. Kravovich, Vice President of Information and Instructional Technology and Kelly McVeigh, Director of CCIT. Both shared the value of transformative education and the important role faculty play in transformative education at the community college. They prompted participants to consider how they were feeling at the onset of the program and make note of their growth throughout. They shared the notion that participants were amongst a team of administrators, faculty, and staff who would constitute their “tribe”

and provide support throughout the program. There was a brief overview of the program expectations and discussion of its goal-oriented approach. Additionally, CCIT team members introduced themselves to the group.

Following the presentation by CCIT, Justina Sapna, Vice President of Academic Affairs led an “Introduction to Academic Affairs” which included three key themes:

1. Description of the role and responsibilities of this position
2. Vision-teachers encompass the disposition that helps students succeed
3. Expectations- teachers’ work goes beyond pedagogical skills to include compassion, empathy, passion, determination to move toward the finish line (as it moves forward week to week), and reasonable rigor

Having been a faculty member, she offered a reflection of what she considered best practice in teaching community college students and how that guided her vision for the academic division.

The presentation was casual without any visual aids as the presenter stood at the front table (not behind the presenter’s podium), spoke with her natural voice (not a microphone), and shared anecdotes from her time in the classroom. The vice president’s address led to her introducing the team of deans of instruction.

Each dean of instruction took a moment for introductions and then shared their stories. They each talked about their path to becoming the dean of instruction and shared two memories they were fond of as faculty members. They shared various anecdotes about their A-ha moments, stories of perseverance and kids’ (their own and students) success. After the introduction and storytelling, they led an interactive scenario discussion. Participants received scenarios on cards and were asked to collaborate with

others at their tables to plan a course of action. This was the first point of interaction among participants. The next group of presenters, the deans of student affairs, presented a well-rehearsed presentation that included a Kahoot polling game to which participants responded to trivia questions about the student affairs including student issues.

Analysis in relation to goals. I drew several conclusions from this first event based on what I know to be effective professional development. First, regarding the goals of the New Faculty Development Program, the administration modeled contributions within the College community through their anecdotes. However, I do not know that this necessarily resonated with the new faculty primarily because most of the event was passive listening. Concerning the second part of the goal “increase student success, engagement, performance, and satisfaction,” the administration touched on some of the key themes necessary to build a culture of student success. For example, Ms. Sapna explored her vision and shared key traits faculty should possess to execute this vision-all of which centered on the students’ needs. Likewise, both representatives of the CCIT’s administration alluded to transformational learning and how this program should serve as a catalyst for reflection and professional development. The third prong of the NFD program goal is to “better understand the mission, goals and objectives of the institution,” and this was outlined through the presentations of the respective divisions.

Analysis in relation to standards. The Learning Forward Standards for Professional Learning (2011) address various features of professional development (PD). Since this one-day workshop offers a snapshot of the program, not all of the standards are observable. However, the Table 2 below displays some of the examples as they correlate

to the standards as well as some aspects of this event that fall short of meeting the standards.

Table 9

Examples and non-examples of Learning Forward Standards observed in the NFD kickoff

<u>Standard</u>	<u>Example</u>	<u>Non-example</u>
Learning Communities	<ul style="list-style-type: none"> • Participants sat at round tables and shared a meal provided by the College prior to the first speaker. • Participants had two opportunities to collaborate during the event to examine case studies in small groups and answer trivia questions about student issues. • Identification of shared goals as a collective responsibility 	<ul style="list-style-type: none"> • No icebreaker or introduction occurred to allow participants to get to know one another outside of their tablemates. • Limited opportunity to collaborate in the scope of the full event.
Leadership	<ul style="list-style-type: none"> • Many key administrators were present and spoke directly to the value of this program. • CCIT spoke about the “tribe” or network of support that existed for NFD participants 	n/a
Resources	<ul style="list-style-type: none"> • Lunch provided • CCIT staff available and assigned NFD as a priority • Instructional coaches in the form of LSCs available for their respective campus groups • Time during work day for this event • Comprehensive LMS for online learning showcased 	n/a

Examples and non-examples of Learning Forward Standards observed in the NFD kickoff

Data	<ul style="list-style-type: none"> • Some student engagement data presented in the dean of student affairs trivia game. • Promotional video shared by CCIT where NFD program alumni talk about the effectiveness of the program 	<ul style="list-style-type: none"> • No reference to data for continuous improvement of the program when outlining highlights • No reference to the use of student data as a catalyst for learning • Minimal reference to self-evaluation, but needs-assessment not conducted for participants • Limited time spent discussing the individual goals for the program • No monitoring of case study discussion by CCIT or program leaders • No documentation of common misconceptions or incorrect answers during share out of case study • No collection of data during polling game (formative assessment) despite notable misconceptions
Learning Designs	<ul style="list-style-type: none"> • Some attention to engagement in the case study • Some attention to engagement in the Kahoot trivia game 	<ul style="list-style-type: none"> • Only surface level learning • Limited time for application • No analysis of participants needs at this point • Limited active engagement • Poor model of what teaching should look like • No choice in activity • Limited time for collaboration
Implementation	n/a	<ul style="list-style-type: none"> • Program framework not discussed despite this being an orientation
Outcomes	n/a	<ul style="list-style-type: none"> • Program outcomes not discussed despite this being an orientation

Learning communities. Concerning learning communities, the event did offer some time for collegiality during lunch. However, there was limited time for interactions and no icebreaker activities, which seemed odd as this was the first time all participants were together.

Leadership. There were some examples of leadership support namely in the presentations regarding program value and support. It was too short to identify if leadership advocates for the program through the creation of policy and allocation of resources.

Resources. There were several examples of resources including the lunch and time provided. More significantly, the staffing of CCIT incurs the oversight of this program. Each campus has a learning strategies coordinator who serves as an instructional coach and program leader for the NFD group. At this point, it is too soon to determine an allocation of resources on an ongoing basis or in times of budget shortfalls.

Data. A primary area of weakness was apparent in respect to data. In the description and orientation the program, there was no mention of data as a driver. Furthermore, there was no discussion of evaluation of the program and its effectiveness despite having just had a review and changes to the program. There was some indication that alumni had enjoyed the program in the promotional video shared by CCIT. The most glaring missed opportunity for data collection existed in getting to know the participants. Zepeda, in a meta-analysis of self-evaluation and goal setting, tells us “prior experiences are powerful sources of knowledge and need to be considered as a map to future learning opportunities” (2012, p. 53). Therefore, it was surprising to discover that CCIT had not conducted a needs-based assessment of NFD participants. Furthermore, the self-

evaluation was never collected in an effort to create a safe environment and encourage an honest evaluation. There was not inventory of prior experience charting the course for these participants.

The lack of attention to data extended during the two interactive portions of the program. First, when the deans distributed the case studies, participants engaged in discussion at their table sharing what they would do in the situation. The deans and CCIT members sat at their tables away from participants to allow them to discuss freely. During debrief and sharing out, a time to dispel misconceptions, the deans disagreed on some of the appropriate actions and resorted to looking up the answer on their devices. Unfortunately, the collaborative activity ended early because the introductions and overview had gone over the allotted time. The second collaborative activity was another missed opportunity to gather prior knowledge. For example, one of the questions in the trivia game asked participants what to do when a student would not stop talking in class. One of the answers was report the student immediately to the dean. Five participants (29%) selected this response. Although the deans led a discussion about why this was not the correct answer, I felt this should have been a documented need to address in the colloquia. The other questions provided similar insight, but not data was collected from this formative assessment.

Learning design. The design of the program did not take inventory of learners' needs nor did it promote active engagement. For the most part, participants were passive learners in their table groups. Some efforts included engagement activities, but the majority of the event lacked choice, personalization, and impact.

Implementation and outcomes. I made limited observations regarding these two standards given they relate more to the ongoing implementation and eventual outcomes of the program. However, I did note my confusion that the overview of the program including the expectations and outcomes did not take place at this orientation event. Based on my informal interviews with the learning strategies coordinators, I discovered that individual meetings had taken place with the participants to spend approximately an hour orienting them to the program.

Analysis in relation to adult learner theory. Teachers do not want to waste time sitting in a workshop nor do they learn best in a large group workshop (Tienken and Stonaker, 2007). The format of this program as outline above in relation to the standards was primarily a “sit and get” type of workshop offering little relevance to the learners’ immediate needs. The event did not consider the characteristics of adult learners based on Knowles five assumptions (Adult Learning Theory, 2014). First, the event lacked any opportunity for self-directed learning. Second, prior experience was not considered or valued. Third, the learning opportunities were oriented to a role of the NFD participants in that they were participating in an orientation in a mandatory program. Fourth, the only opportunity for problem-centered learning occurred in the case studies, which were limited due to time constraints. Fifth, there was an apparent motivation to learn among participants, but the opportunities for authentic learning were limited.

Colloquia

Georgetown campus. Following the September orientation, I engaged as a participant-observer in colloquia on each of the campuses. The first I attended was the Owens Campus in Georgetown, where ten (of 12) participants took part in a baseball-

themed session about advisement presented by an academic advisor and the acting dean of student affairs at that campus location. This was a 90-minute session offered in a computer lab. The participants had watched the general advisement update video administered to all faculty. Participants reflected on their undergraduate advisor and his impact on their academic experience. Then participants worked in pairs to develop responses to advisement case studies. At about one hour into the program, I noticed that six of the ten new faculty essentially disengaged despite the theme-oriented PowerPoint and case studies. At one hour 15 minutes, the presenters prompted participants to log in to the computers where they were seated to access the College's virtual advisement system the Student Education Plan (SEP). The demeanor of the participants changed as they actively engaged in an authentic practice that they would be required to do in the coming semester. Since there were only 15 minutes remaining, the LSC polled the participants to ask what areas of advisement they would like to learn more about. She referenced online resources for advisement and offered the opportunity to shadow expert advisors.

As the session wrapped up, several participants stayed to ask the LSC questions. It was clear that there was an established rapport among the LSC and the participants. Some participants seemed more collegial and friendly with one another as evidenced in planning to get together to work on tasks; others left immediately. One person asked what the purpose of the colloquia was, and the LSC shared that it was an opportunity to learn about a popular topic. The group had decided that the next colloquium would be on the topic of teaching ideas.

Dover campus. The second colloquium I observed was in Dover and pertained to advisement. All three of the new faculty members attended. Two members of the College advisement team, who have been with the College for more than 20 years, presented using a PowerPoint. They asked about advisement experience to start, and one participant reported that she was already advising while the other two would start advisement in January. This presentation strongly paralleled the presentation offered at the Georgetown Campus without the baseball theme. About one hour of the presentation involved shared information and experiences by the presenters, and the last 30 minutes was designated to practice with in the Student Education Plan (SEP) at the computer.

As presentation wrapped up, participants were eager for more. Participants proposed that this be an NFD course because it was important information. One commented that this was a lot of information, and she felt overloaded. She suggested having a couple of hours each week that was situation-based with the opportunity to engage in the practice with advisement and the SEP. The LSC discussed the feasibility of making this be an IDT course choice for new faculty.

As participants exited, one asked about a problem with a student, who was using electronics (headphones) and not engaged. Student speaks on phone to someone during class, and instructor (participant) asked how to deal with this situation. She admits that she has no 'ground rules' for technology use in class. When teacher called on student (whom she knew did not know the answer), the student demonstrated a poor attitude. She reported that other students are disruptive during group work. The LSC and I shared information on classroom management techniques. We coached her to think through the situation and draw conclusions by prompting her with questions such as:

- Why do you think students are not engaged?
- Do you notice any trigger for these behaviors?
- Looking ahead...what do you think your policy/ground rules be?
- Does proximity seem to influence student behavior and engagement?

The participant thanked us and noted how helpful the impromptu coaching session had been.

Stanton/Wilmington campus. Given the overlap in scheduling of the colloquia, I was unable to schedule the advisement session at this campus. However, I did attend the colloquium entitled: Reflection: What Does Learning Look Like? The LSC started the presentation at the white board gathering ideas from participants in a comparison of behaviors to encourage and behaviors to discourage. This was the first event that was learner-centered in that most of the time NFD participants engaged in two small groups completing a worksheet with nine reflection prompts. Figure 13 shows the comparison of ideas the participants named.

Positive Behaviors	Negative Behaviors
Attentive	Off-task behaviors
Engaged	-Cell phones
Participating	-Sidebar conversations
Utilizing Strategies/Practice Outside of Classroom	Late to class
Prepared/Awareness of Material	Disrespect
Flexibility	Not engaged
Maturity	Negative vibes/speak
	Lack of participation
	Unprepared for class
	“The princess” powerful personality- as single student that overpowers the class conversation

Figure 13. T-chart Comparing Positive and Negative Classroom Behaviors

After this assessment of participants' perspectives, the LSC sorted the participants into two groups. One group had three people, and he joined the other group of two to make them even. I situated myself between the two groups to observe the conversations. The attitudes and beliefs of the two groups were drastically different. Table 3 shows a comparison of the group conversations and differing epistemologies about learning.

Table 10
Comparison of responses to reflection questions

<u>Reflection Prompt</u>	<u>Group 1</u>	<u>Group 2</u>
What does learning look like?	Discussed how to earn students' respect	Discussed how generational gaps impact this notion
How do you establish, teach, and positively state classroom expectations?	Discussed students lack of self-motivation and not "doing their part" to learn Discussed setting the tone: "I'm in charge. There is opportunity for discussion, but this class has boundaries and expectations. I am the teacher, and we have a lot to cover." "I read the syllabus to them."	Discussed active engagement strategies, how to optimize student learning through thoughtful interactions with peers and material.

Comparison of responses to reflection questions

	“I give them a timed policy quiz.”	
How do you manage behavior (to both minimize negative behaviors and maximize positive behaviors) through effective instructional delivery?	<p>“I go over the schedule in week 1 because it’s important. They should know it and not ask me about it again.”</p> <p>“I give ground rules on professionalism and proper attire, and have students sign that they understand.”</p> <p>Discussion of students’ attempts at cheating and taking shortcuts and how there should be a class on this topic</p> <p>“When students try to argue with me, I tell them to see me after class if they want to discuss the topic.”</p> <p>“I don’t entertain negative talk. I say something like ‘moving on.’ It’s not the place for negative. We have a lot to cover.”</p>	<p>Discussed creating a safe culture and use of language or non-verbal cues for encouragement.</p> <p>I say things like, “Explain your thinking...you’re on the right track, but I want to be sure.”</p>
How do you actively engage student though use	“I did an activity that would only work with this one	Discussion of case studies, collaborative tasks, and

Comparison of responses to reflection questions

of varied instructional strategies?	lecture. I assigned each student two vocabulary words and let them use their phone to look up the definition. It was so much content I broke it up this way, and they were probably wanting to be on our phone anyway.”	opportunities to break up the lesson into smaller activities
	“I use my lab through the publisher to have them drop and drag labels. It’s interactive.”	
How do you use ongoing assessment and effective feedback to evaluate instructional effectiveness?	Discussion of assessments that are graded including tests, quizzes, simulations, and labs	“I think feedback is really important because in anything we do we want our efforts validated. It should go beyond the rubric to maximize growth. Then they can apply the feedback to future assignments.”
	“I share averages because I want them to know if they are failing.”	
	“Not everyone is cut out to be a [profession], so feedback keeps it real.” Students use lowercase “I” so I have to give back the assessment and tell them unacceptable. You can only	“I also connect it to their career by giving specific praise and pointing out how that will serve them in their future role.”

Comparison of responses to reflection questions

	misspell three things or you fail. Back in my day, we didn't have spellcheck, so I have no tolerance for it.	"I use a negative sandwiched between two positives."
List any helpful resources that you would like to share with your colleagues.	Discussion of publisher content, dry erase boards, and PowerPoint	Discussion of graphic organizers to promote critical thinking

Analysis in relation to goals. This series of campus-based meetings provided additional insight into how the goals of the New Faculty Development program were addressed. First, there was limited discussion of contributions within the College community with the exception of the two advisement sessions. However, I do not know that this necessarily resonated with the new faculty primarily because the content is extensive, and only one had practiced advising. About the second part of the goal "increase student success, engagement, performance, and satisfaction," the LSCs addressed advisement as a tool for student success, but most of the quality discussions followed the advisement session. (CCIT, n.d.) For example, when the participant at the Dover event asked about the issue about classroom management. Likewise, a great deal of focus took place in the third colloquium that focused on effective classroom environments. The third prong of the NFD program goal is to "better understand the mission, goals and objectives of the institution," and this was outlined through the presentations about advisement, as a key facet of the College's mission to serve students and prepare them for career or transfer (CCIT, n.d.).

Analysis in relation to standards. The Learning Forward Standards (2011) address various features of professional development (PD), which I observed in the series of colloquium.

Learning communities. There was limited time for interactions during the advisement colloquia. However, in both sessions reflecting on experiences helped participants bond. Furthermore, the shared goal of taking on advisement as a responsibility prompted participants to discuss how they could help each other, seek support from the LSC and observe advisors. In the session about effective classroom environments, the learners shared ideas and formed a sense of community. In this session, a collaborative learning environment offered a forum for group discussion and exchange of ideas. Unfortunately, a common pitfall of learning communities occurred: divergent views. DuFour and Eaker (1998 as cited in Lujan and Day, 2009) discuss this concern and emphasize the power of leadership and group norms to overcome this roadblock.

Resources. The key resources employed in these sessions were time and staffing. Ironically, by attending these sessions and traveling from campus to campus, I noted how much time and planning LSCs spent on the events. Furthermore, they serve as go-to resources between colloquia holding meetings with the NFD participants and ushering them through the program. They had helped mediate mentor assignments between the deans' office and department chair, advise participants on how to enroll in the required IDT coursework, and responded to impromptu needs.

Data. As with the September kickoff, a primary area of weakness was the lack of data. Data was not used in any of the casual discussions at the colloquia or in either of the advisement presentations.

Learning design. The design of the program attempted to assess of learners' prior knowledge in all three sessions. In the advisement sessions, the presenters began with reflections to assess the participants' perspective of the advisor role based on personal and professional experience. Although the participants were passive learners for the most part in these sessions, all three seemed to promote active engagement. Specifically in the third session participants spent the majority of their time discussion questions in their table groups.

Implementation. There was limited opportunity for participants to apply their professional learning. In the case of the advisement workshops, only one participant had advised students and could relate to the scenarios. Others became overwhelmed by the amount of information and actually requested job-embedded follow up support in the form of resources and expert guidance. The participants in the third session engaged in a hypothetical discussion with no application. It is unknown at this point if the learning has extended over time with support, constructive feedback and opportunity for reflection about any of the sessions. There were some examples of salient coaching practice, but I noted missed opportunities particularly in session three for coaching and constructive feedback considering the LSC was in group 2.

Outcomes. There was no indication of how the colloquia are measured or connected to student learning outcomes. There was some evidence of spiraling, or building on participants' prior knowledge. In fact, participants were polled to select topics for the subsequent sessions. However, the colloquia did not deliberately relate to the NFD participants' formal goals.

Analysis in relation to adult learner theory. The colloquia partially embraced the characteristics of adult learners based on Knowles' five assumptions (The Adult Learning Theory, 2014). First, the third event offered limited opportunity for self-directed learning. Conversely, the presenters, LSCs, and participants shared prior experiences and valued the experiences others contributed in all three sessions. Third, the learning opportunities related to issues that the new faculty would encounter. Fourth, the only opportunity for problem-centered learning occurred in the case studies in the first session on advisement. The second session attempted to share some hypothetical student SEPs, but the discussion was limited due to time constraints and participants lacking access to the advisement system. Fifth, NFD participants were eager to learn. Several were motivated to stay after the sessions had finished and ask additional questions. The requested additional learning opportunities in the form of colloquia, courses, coaching, and shadowing.

Online Courses

To systematically evaluate the professional development that occurred in the online courses, I pulled the discussion board posts the ten participants on a variety of topics.

Discussion Board 1. The first discussion prompt involved participants outlining three professional goals. They received a self-evaluation tool to analyze various aspects of their performance. The goals could be based on this self-evaluation and/or encompass the PD goals participants create at the beginning of the program. Since many of these participants enrolled in this course in the first semester of their program, the goals paralleled their PD plans. Table 4 provides an overview of themes that emerged in the

Table 11

Emergent Themes in Goals of NFD Participants

<u>Focus of Goal</u>	<u>Number (out of 30)</u>	<u>Examples</u>
Technology	4	Brightspace LMS, SMART board, videos for flipped classroom, industry-specific tools
Improved student interaction	5	Interventions with failing students, student action plans, academic advisement process
Student engagement	14	Real-world learning, games, videos, classroom management, project-based learning, active learning technique
General Self-help	1	Better time management
Standardized, mandated assessment	1	Program Accreditation requirements
Participate in College events	1	Faculty Senate, career fair, service learning
Subject Matter	2	Training on equipment/techniques
College Initiative)	2	Learning communities, Flipped classroom

participants' goals. Six participants mentioned peer observation as a means to learn more and achieve their goals.

Discussion Board 2. The second virtual discussion centered on assessment and the use of student data to inform instruction. The discussion board prompt encouraged participants to summarize their existing knowledge of formative assessment, explain how they use it in the courses they teach, identify any obstacles to using it effectively, and to

set two goals for improvement in the area of assessment. Since the course facilitator provided videos and resources to display best practices in formative assessment prior to participants, it is difficult to assess how much participants knew and how much they gleaned from the resources to produce answers outlining the desired approach. Therefore, few differences occurred in their summary of how data informs the programs and courses participants teach.

Several themes were consistent among participants' answers. First, the majority (or 70 percent) of participants noted that assessment was essential to ensuring student understanding. The same number of participants also discussed how important feedback was to the assessment cycle. Half of the participants described formative assessment in their classroom as a means to determine if students could transfer knowledge from a pencil-and-paper test to apply it to a performance task in a lab setting. Four of the ten students mentioned that assessment outcomes influenced their approaches to teaching. Primarily, they shared that when students did not understand, it required a review of the content. Another way participants adjusted instruction was to find a way to re-teach or make their lectures more interesting. Two participants connected the outcome of student assessment measures to the effectiveness of their teaching specifically. Finally, three participants discussed the importance of varied methods of formative assessment.

The second part of this discussion prompt was what obstacles prevent the use of formative assessment in their specific contexts. The participants named "time" as the greatest challenge. Some elaborated that there was "too much content to cover" in the allotted time. Others cited lack of time to prepare materials for more authentic assessments. Another mentioned the time that lapses between the students completing an

assessment and the instructor supplying feedback being a challenge; this is due to other obligations outside of teaching. One participant noted that the curriculum was inflexible and that the assessment design was impractical to the program. Yet another talked about the inflexible program design limiting how students were scored; this participant said that students did not value (and thus did not put effort into) formative assessments because they were not heavily weighted. One participant talked about class size being a limiting factor because it took too much time and effort to reach each student. A participant confessed that a lack of pedagogical content knowledge contributed to his struggle with creating formative assessments. Finally, a participant cited a limited budget for materials to design elaborate performance assessments in the lab setting.

The third part of the assessment discussion asked participants to identify goals regarding formative assessment. Ten participants wrote 15 goals. It became apparent in the text that participants felt more vulnerable in this area. They cited feelings such as “I have become very rusty” and “I can tell from assessments that I am unclear to students.” However, participants also elaborated in their goals to describe how they might learn better and improve. One writes, “Experience and continued development through faculty meetings structured around classroom activities would be helpful.” Another states, “I find myself touching base with other instructors...checking in.”

Clear patterns emerged in the goals they listed. First, several expressed the desire to improve their instructional techniques and saw that they were linking to assessments (and student understanding). Secondly, four of the goals involved providing feedback to help students to improve. New faculty seemed to understand the need for feedback and reflection to help students grown, particularly in lab or practical settings. Third, four of

the participants discuss technology, who cited it could be used as a quick way to pull data on student performance. Kahoot was a tool that several indicated would be useful for creating reviews or formative assessments. This is interesting because the learning materials do not mention Kahoot; however, it was used in the presentation at the September kickoff meeting and embraced by participants. The other participants listed better time management, varied assessment formats, and better understanding of subject matter as goals for improving their assessment technique. Table 5 illustrates a breakdown of the focus for NFD participants' improvement actions regarding assessment.

Table 12

NFD Participants Improvement Actions Regarding Formative Assessment

<u>Improvement Focus</u>	<u>Number</u>	<u>Details</u>
Instructional Techniques	3	<ul style="list-style-type: none"> • Develop material presentation to the extent that information is clear to the students. • Increase opportunity for collaboration • Better questioning techniques (open ended)
Feedback to Students	4	<ul style="list-style-type: none"> • Progress checks for better feedback • More critical feedback time • Time for 1-1 conferencing in lab • Student goal setting and action plans
Technology Integration	4	<ul style="list-style-type: none"> • Case studies with quick snap shot to see who is struggling Kahoot for review game • Game for final exam review • Kahoot for class review
Assessment Format	1	<ul style="list-style-type: none"> • “While quizzes are one of my go to assessments, I am aiming to implement assessments that place the student in more control of displaying their understanding of the material as opposed to me always selecting parts of the content to assessment them on.”
Time management	2	<ul style="list-style-type: none"> • Take time to create formative assessment during lesson planning • Set aside time for conferencing with students

Discussion Board 3. The next discussion board engaged participants in the topic of Universal Design for Learning (UDL) by asking them to respond to:

- **Explain your understanding of UDL.** In a new discussion post, answer these questions: What is Universal Design for Learning? How can it help you meet the needs of students and address learning goals?
- **Share an example of UDL.** After answering the previous questions, provide at least one specific way that you can incorporate the principles of UDL in one of your lessons. Please describe the lesson in enough detail for us to understand the activities involved.

The participants' responses to the first bullet were standard given that they received the same information, resources, and videos about UDL in the discussion board to summarize. The second prompt yielded data that are more interesting. The variation in examples of UDL the NFD participants gave from their classrooms are outlined in Table 6. These show a vast discrepancy in how they apply this concept in their classrooms and offers insight into their beliefs about teaching and learning. Most of the participants show limited understanding of Universal Design for Learning despite offering a summary of the topic in the same response post. It is apparent that participants 7 and 9 have a more advanced understanding and could contribute ideas that would benefit the other participants.

Table 13

Examples NFD Participants Gave of UDL

Participant 1	“I did this without realizing what it was because of my profession.”
Participant 2	“I use multi-media and case studies to allow for discussion.”
Participant 3	“I use a flipped classroom and voiced over PowerPoints to lecture. I engage the students with questions followed by a case study.”
Participant 4	“I worked out a special lesson plan for a struggling student and allowed extra time.”
Participant 5	“I allow students to organize material for memorization in their own way.”
Participant 6	“I have updated my PowerPoints to include videos and questions to check for understanding.”
Participant 7	“The information I present via PowerPoint is applied in practice problems from a choice board.”
Participant 8	“I have a lot of students who lack background knowledge and a resource might be for them to use a vocabulary resource to define key words before the lecture, so they can understand the content better.”
Participant 9	“I allow students to use alternative assignments like videos, podcasts, or comic strips to show their understanding of content.”
Participant 10	“I represent the material in a number of ways including video, vocabulary practice, lecture, and text to enhance learning.”

Discussion Board 4. The final discussion board topic is an area that many new teachers struggle with: classroom management. The participants wrote about their current classroom environment and set one or two goals for improvement. Specifically, the prompts asked what they did to “encourage an inclusive and collaborative learning

environment,” about challenges they faced, and goals for improvement. Table 7 shows the responses participants gave.

Table 14

NFD Participants Responses Regarding Classroom Environment and Management

<u>Current Practice</u>	<u>Challenges</u>	<u>Goals</u>
Icebreaker	Balancing student participation Planning for issues during active lessons (v. lecture)	Develop better lessons that engage students and anticipate management issues
Group sharing from practical experience	Students talking too much and getting us off topic during lectures	Engage students and incorporate more technology in my flipped classroom
Icebreaker activities and introducing myself by sharing my background to leverage credibility from my experience	Classes last four hours making it hard to keep their attention.	Create a learning contract with clear expectations. Create at least one interactive activity per lecture.
Icebreakers on the first day and get to know one another interviews.	Students are overly talkative during lectures- especially the younger ones.	Institute a “life happens” card to students for a one time extension on homework.
Have students work in different teams.		
A safe environment where I encourage participation even if students answer incorrectly	Time needed for preparation Restrictions to changing curriculum	Use ideas learned in this course Engage students in more fun tasks
Give everyone an equal opportunity to participate and ask questions	Students oversharing personal information not related to content	Engage students in creating class rules together

NFD Participants Responses Regarding Classroom Environment and Management

	Students not participating	Incorporate more group activities and participation
Icebreaker activity	Passive inattentiveness	Develop collaborative learning opportunities
Sign a contract with rules and expectations	during lectures Usually one student monopolizes class	Address this behavior quickly, but in a positive fashion
Arrive early to get my PowerPoints set up	n/a	Design a creative review to start each class session
Include humor in my lectures		Establish participation norms
Class introductions, Icebreaker, talk about myself	Covering all the content and having time for collaborative learning	Find more ways to engage students during lecture after the semester by reflecting on what worked and updating lessons.
Fun activities (i.e. potluck) for students to engage with students from other classes in program	Generational differences between me and 18-22 ranged students	Remind myself of the student perspective and listen to them more effectively.

Discussion board 4: Classroom management. The participants' responses to the post regarding current practice gave a surface level view of participants' classrooms. Fifty percent of the new faculty listed icebreakers as a key way to encourage an inclusive classroom environment. Given that this post occurred at the end of their first semester teaching as full-time faculty at the College, this indicates a lack of awareness of other techniques. Either the participants did not recognize strategies to engage students that they have in practice, or they are not encouraging students in an inclusive and

collaborative learning environment. The others responded with vague techniques such as “give everyone an opportunity to answer questions” and “encourage participation.” None of the participants spoke specifically about strategies for engaging students—a key goal of the NFD program.

Concerning challenges associated with setting the tone in the classroom and creating an interactive environment for learning, similar patterns appeared. Seventy percent of participants provided answers that indicated the problem was students. They cited issues with students being too passive or single students monopolizing the class discussion. One noted generational differences as the key issue. Others talked about the time needed to plan more interactive activities and time needed to implement these activities as detractions from establishing a more collaborative environment. To counter these challenges, participants listed their goals for improvement.

The majority of participants stated student engagement was their goal. Their plan to improve this was through technology, more thoughtfully planned activities, deliberately incorporating more interaction (“one activity per lecture”), making class more fun, and including more group work. One participant said he would use activities learned in the G10 course. Three goals included establishing rules, participation norms, and addressing behavior concerns in a positive manner. From my observation, there is not follow up on these goals.

G10 Online Interactions. In each of the discussion boards, participants offered an initial post and then replied to the requisite “at least” two peers. Typically, each initial post received one to eight replies. The number of replies a post received corresponded to how early the initial post occurred. I identified one post made by the instructor, who

addresses someone's concern about the challenge of including more interaction without sacrificing time to "cover content." He offered project-based learning (PBL) as a solution and recommended two resources: an IDT advanced course and University of Delaware's PBL institute. Other interactions were not directly among new faculty, since this class included seven students who are not in the NFD program.

In general, I would describe the tone of the response posts as forced, superficial, and terminal. Most responses took the approach of empathizes with the problem or concern listed by stating "I understand" or "I have the same issue." The solutions presented were most frequently suggestions pulled from the individual's original post about goals. Furthermore, there was little to no connection from one topic to the next or references to the resources provided to provoke critical thinking about the topic

G10 Assignments. Aside from the discussion board, there were key assignments for this course that I could access from the student view as a participant-observer. To start the course, there was an assignment call "College Resource Scenarios" that offered a choice of nineteen different scenarios about students, instruction, resources, and technology. Participants chose eight of the 19. This appeared to be more of a scavenger hunt to look for resources to solve problems like "projector not working" or finding the approved syllabus for a course. Other minor assignments included a series of brief reflections worth five points each. Topics comprised of the practice of reflection, pedagogical content knowledge (PCK), student-centered learning, and copyright laws. These assignments were privately submitted to the instructor.

The major assignment was a unit plan incorporating three phases followed by a lesson plan and demonstration. The unit and lesson plan templates incorporated essential

questions, assessment, and offered an outline to break down the learning to activities for students. The lesson demonstration required participants to teach a 20-30 minute lesson. They had the option of recording or live presentation to their campus LSC. The rubric for scoring assessed two items: lesson flow and student engagement. Next, the course included two “quizzes” which were reflection activities. The first asked participants to reflect on a resource “7 Keys to Effective Feedback,” and the other asked them to reflect on their lesson. Finally, participants outlined their (400-750 word) teaching philosophy. They scored how well the philosophy related to the College’s curriculum guidelines and mastery learning, a theory to which the College subscribes.

Other Courses. Of the 23 New Faculty Development participants, three enrolled in courses that were not recommended as the first course for the program. One participant enrolled in the G20 Essentials of Distance Education course to qualify to teach hybrid and online courses. The other two enrolled in an advanced IDT course called Motivational Teaching. Given the low “n” for each of these courses, it is challenging to pull data without sharing information that would reveal the employees’ identity. Therefore, I can speak generally about the courses. The Essentials of Distance Education explores concepts in designing quality distance education including the design, facilitation, and evaluation culminating in a project where participants create a unit in the new Brightspace Learning Management System (LMS). The focus of the advanced Motivational Teaching course was the application of motivational interviewing to instruction. Participants look at learning as a change (or transformational process) and design instruction to motivate students. Topics include stages of change, how learning and change intermingle, how mindset affects learning and change, and motivational

interviewing techniques. The final assignment was an analysis of instruction and how has changed to be more motivating; participants had a choice of the mode of presentation for how to depict the transformation they had made because of the course by pulling artifacts from their teaching.

Analysis in relation to goals. First, I observed limited evidence of activities to address the goal of helping participants contribute to the College community in the online courses. Other than refining their roles as instructor, advisor, facilitator to online learning and motivational teacher, there is not specific reference to this program goal in any online materials or assignments. Some participants did discuss the limitations and challenges that stem from program accreditation, which alludes to their understanding of contributions the faculty make to the College. Secondly, participants in the G10 online course took part in a learning module that encompassed College resources and how to employ them to resolve eight different scenarios. Third, the online courses focused a great deal on the goal to “increase student success, engagement, performance and satisfaction” (CCIT, n.d.).

Analysis in relation to standards. According to Zepeda (2012), the relationship between improved teaching and student learning. In order for the latter to happen, there must be an environment that supports the former. As such, the Learning Forward Standards for Professional Learning (2011) and the Standards for Online Professional Learning (n.d.) provide guidance to what that environment should look like and outline the essential components for quality PD.

Learning communities. The Learning Forward Standards defines learning communities as groups that convene regularly to engage in collaborative professional

learning. Although the online environment provides a forum for participants to share ideas and information around common academic goals, the learning I observed was not collaborative. Furthermore, the activities did not focus on the common goal of student results. The focus was on content, not practice. The essence of community, supplied when a group works together to improve institutional goals, was lacking in the online environment (SREB Collaboration Standard, n.d.).

Additionally, the Learning Communities Standard emphasizes continuous improvement, collective responsibility, and alignment. I argue that while the online courses offered participants a forum to engage in discussions asynchronously over the course of eight weeks, continuous improvement was not measured. The G20 and G42 classes outlined assignments for continuous improvement through job-embedded practice and culminated in an assignment that highlighted learning. However, the G10 course with the majority of NFD participants did not. According to the SREB Standards (n.d.), offering teams opportunities for follow up discussions is essential to online learning; I did not observe any opportunity for this. Thus, the follow up collaboration shown to enhance online learning and build a sense of community did not occur.

Resources. According the Learning Forward website, availability and allocation of resources influence the effectiveness of professional learning. In the case of the online learning environment, the dedication of CCIT staff, the application of a high-quality Learning Management System, and the creation and deployment of thoughtful content illustrate the College's dedication to the NFD program. This dedication of resources also aligns with the Resources Standard of SREB Standards for Professional Learning (n.d.) as the CCIT team provides invaluable support and coaching in regard to the use of

technology including a separate course dedicated to quality online design (G20) as a requirement to teach hybrid or online. Another indicator of quality by SREB (Standards for Online Professional Development, n.d.) is the infrastructure of the LMS; the College is dedicating the necessary resources to successfully and thoughtfully transition to an improved LMS. Finally, the College incentivizes online learning through lane change credits (SREB, n.d.).

Conversely, the issue of time dedicated for learning is a key concern given the schedule of new faculty and the demands of other responsibilities. When analyzing the time of day that participants engaged in online discussion forms, I observed key patterns. The frequency of discussion board posts that happened before and especially after the workday (defined as later than 5 pm) show that participants do not have the time allocated in their workday for professional development. Thus, placing an additional burden on new faculty as they acclimate to their new role. “Job-embedded learning does not require participants to set aside a separate time to learn” (Zepeda, 2012, p. 76). The figures below illustrate the frequency of discussion board posts that occurred after work hours.

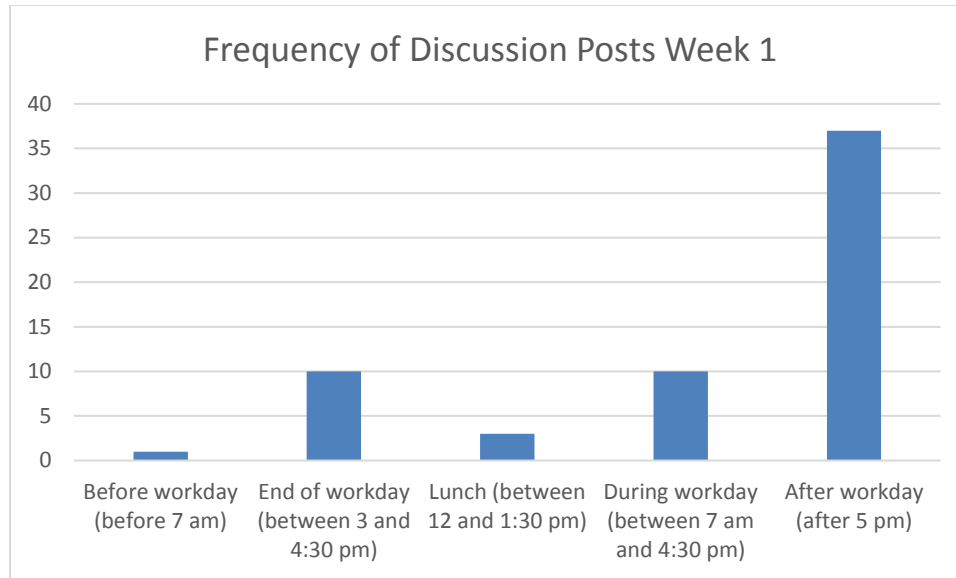


Figure 14. Frequency of discussion board (week 1) posts at different points in the day.

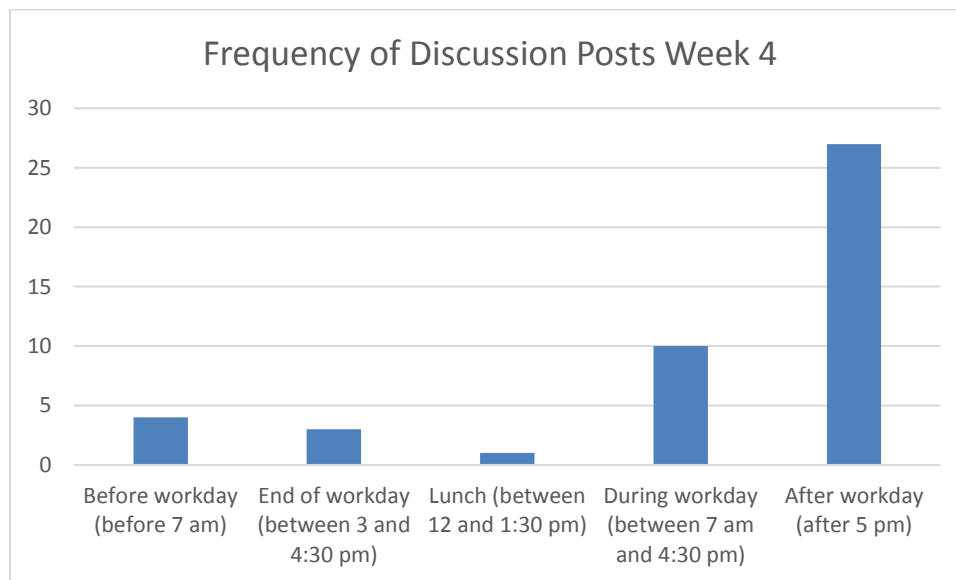


Figure 15. Frequency of discussion board (week 4) posts at different points in the day.

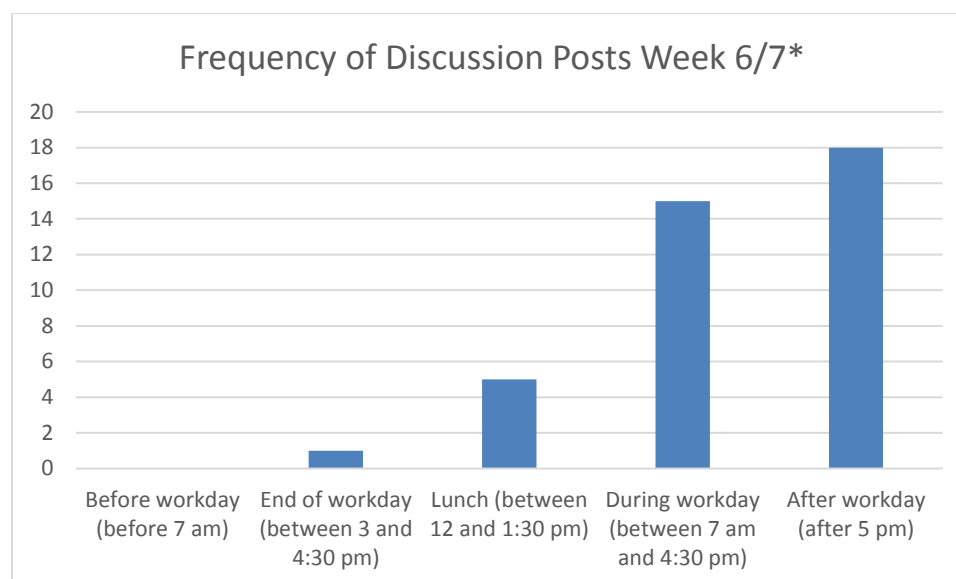


Figure 16. Frequency of discussion board (week 6/7) posts at different points in the day
 *This discussion overlapped with the Thanksgiving holiday break. Twelve participants posted during the break.

Data. As with the other meeting and colloquia, data did not enrich the professional learning. There are two levels of data that the NFD program that were absent from these observations. First, as noted in the analysis of the September meeting, the program leaders did not conduct a needs-based analysis of the participants. While participants completed a self-assessment at the onset of the program, the program leaders did not collect this information. There is no way to determine if the goals participants created genuinely align to their learning needs. Likewise, data about the participants was not a driver of the program goals or content. The professional standards tell us that data is essential for informing learning opportunities for staff and well as a catalyst for how faculty approach problems and improve their effectiveness with students (Learning Forward, 2011). SREB's Standards echo this notion in the Equity Standard, which supports the use of data to meet the varied needs of all learners (n.d.).

Zepeda (2012) stresses the value of finding patterns about faculty to understand the overall learning needs of a group or organization. The second notable absence regarding data was in the online coursework. Upon analyzing all of the assignments and discussions, none prompted NFD participants to analyze data. The professional standards tell us that data is essential for informing learning opportunities for staff and well as a catalyst for how faculty approach problems and improve their effectiveness with students. The goals set in each of the discussion boards seemed arbitrary and roughly linked to anecdotal evidence of students the faculty encountered in their first semester. While early in the program, data collection and analysis could have provided a baseline for faculty growth and progress with learning goals. The Standards for Online Professional Learning underscore the prioritization of student data as a catalyst for professional development in the online environment (n.d.). The primary reason the online courses did not center on data was the design of the G10 course.

Learning design. An overwhelming body of research tells us that students learn more when given opportunities to actively engage, practice, reflect, and receive feedback. This is the essence of the College's philosophy for student learning centered on mastery learning. The design of the eight-week online courses allow for asynchronous discussion and participation that focuses on key concepts for effective teaching. It provides the participants opportunities for low-risk practice after observing models (via video) and engaging in readings and multimedia that show best practices. Technology offers new faculty a convenient way to access these materials. It also met the SREB Standard for Online Learning regarding learning in participants engaged in various learning activities that leveraged various technologies (n.d.).

Nonetheless, the limited opportunity for new faculty enrolled in the G10 course to have sustained practice with ongoing support and feedback discourages the transfer of knowledge. They summarize what they learn in from the resources and set goals on each of the topics, but there is not attention to how the topics interact. Teaching is not a set of isolated skills; therefore, the opportunities for application should provide holistic practice. According to the Standards, effective PD surpasses basic understanding of a new idea or practice to improve participants' understanding of its rationale, essential attributes, implication and connection to their approaches. From my observation, I did not find evidence that the course succeeded at this. Nor did I find evidence of SREB (n.d.) Learning Standard concerning "a continuum of online courses to accommodate the varied readiness level of participants."

Implementation. The rationale for quality professional development opportunities is a sustained environment that allows participants' practice to grow gradually. Given that this observation occurred over one semester, the progress I observed was limited. I did observe the fidelity with which the online courses were implemented. Having conducted a program evaluation of the proposed program, I noted that the course design aligned with the goals of the program and offered topics that were pertinent to any new faculty. Nonetheless, the content implementation was fragmented, and the facilitation did not inspire participants revisit key themes once they had completed a learning module. In the G10 course, there was no culminating assignment to connect all the aspects of the course. Sparks and Hirsh's work about change in professional development models indicates that institutions must shift from fragmented content to a coherent plan with plan that focuses on job-embedded learning (1997).

Outcomes. Outcomes indicate high standards as a driver for faculty performance. Although the observation of this initial course offers only a glance at the outcomes, it prompted me to think what the indicators of performance are for faculty. Given that the institution differs from the K-12 realm, we have no system of accountability. The evaluations used to assess faculty performance occur once a year and have no links to the NFD program. Furthermore, student-learning outcomes do not relate to the evaluation of faculty members. Therefore, helping new faculty connect the dots between the student learning and their effectiveness seems far-fetched and disingenuous. In fact, I would note this as a flaw in the online learning environment according to the SREB Standards for Professional Learning (n.d.). The Leadership Standard directs leaders to consider how the online learning environment fits into the overall PD plan at the institution. In addition, the Evaluation Standard (SREB, n.d.) highlights the need for online assessments with timely feedback. These seem to occur in the courses, but I did not observe that the rubrics connected to program goals or performance evaluations.

Analysis in relation to adult learner theory. Many of the elements observed in these standards also pertain to adult learning theory. For example, conducting a self-evaluation and using this data to guide learning is an essential standard, but it also provides choice and motivation to the adult learner. Dalellew and Martinez (1988 as cited in Zepeda, 2012) describe the adult learner as “self-directed” and therefore require control of the what, how and when they learn (p. 48). The online learning being an asynchronous environment provides convenience to learn at a comfortable pace. However, there was limited choice beyond the early scavenger hunt assignment in the G10 course. Participants had choice in the unit and lesson they designed and could elect

to teach live or record their lesson. This course addresses Dallelle and Martinez's suggestion of setting up opportunities to find knowledge that apply directly to an authentic situation also (Zepeda, 2012). Likewise, participants engaged in concrete tasks over time. An observation I made was that the sense of community or cohort was absent from the G10 course. Zepeda (2012) touts the importance of the social aspect of learning, which was less engaging in the online environment where students worked in isolation on individual assignments.

Summary and Implications of Results

Program Outcomes

In conclusion, the New Faculty Development program at Delaware Tech has proven to be somewhat successful in meeting its goals. As roles require faculty to be versed in student-centered practices that prepare learners for the 21st century, instructors of new faculty must continue to stay abreast of advances in technology and their appropriate use in the classroom. In this first semester, it is clear that the focus of the course content exposes new faculty to key concepts about teaching and learning, provides a forum for interaction within the new LMS environment and emphasizes the needs of 21st century learners. The shift from novice faculty to seasoned instructor does not occur rapidly, but rather through the gradual approach, that CCIT currently employs. As Jacobs (2012) points out, teachers can commit to change by addressing one unit at a time to improve upon, consider the approaches and technology that best suit the learning objectives, and finally seek evidence from student products and performance to determine if they have been successful (p. 22).

Implementation Fidelity

The analysis of the program implementation reinforced the notion that written curriculum and content delivery are distinct features of curriculum. In previous experiences, the College has made efforts to align curriculum by comparing syllabi, textbooks, materials, and assessments. While these efforts are important, they will not affect student engagement and achievement without deeper buy-in from instructors who deliver the content. The concept of transformative teaching outlines the differences in the technical component and artistic component of teaching (Henderson & Hawthorne, 2000). My perception of the NFD program may be skeptical as I tend to seeing teaching as a balance of the art and technical. Thus, the activities and reflections through technical modules are somewhat sterile steps toward achieving program goals.

Transfer of Knowledge

A major obstacle is how to overcome instructors' epistemological view about knowledge. Faculty are often divided between those who lecture and see themselves as the source of knowledge and those who facilitate student-centered learning environments (Teacher Beliefs, n.d.). That said, another less desirable form of knowledge that adult learners bring to teaching, according to Boyd, Gorham, Justice, and Anderson, is Lortie's "apprenticeship of observation" theory (Boyd et al., 2013, p. 1). Lortie claims that a struggle with producing effective teachers is overcoming the teacher candidate's perception that what they have observed in school, as either a student or observer, is the best approach. That is, many teachers teach the way they were taught if not challenged to innovate and think critically about what engages their students.

Communicating this theory explicitly to new faculty and engaging them in a series of activities that challenge them to find the most effective techniques would prove beneficial. For example, the cycle of continuous improvement, originally touted by John Dewey, as the means for enhancing teaching has more recently been associated with transformative teaching. If CCIT's philosophy of teacher and learning is rooted in a transformative process as described by Henderson and Hawthorne (2000) it should help shape the expectations of a new faculty development program. As Bullock pointed out (in Sutton, 2011), new teachers "need to see models for how educational practices transfer from the classroom to real-life situations" (p. 43).

Furthermore, the notion that macro values influence how people think about curriculum has resonated with me in my experiences as a faculty member. Ideologies permeate the content delivery. Likewise, the CCIT team has thoughtfully debated and carefully planned the content, but each will deliver it in her own teaching style.

In essence, the NFD program facilitators act as "curriculum disseminators" according to Schiro (2013), and as such must be responsible for considering different points of view and illustrate via metacognition the instructional design and planning decisions they make. NFD participants need to see the process of planning and designing from various instructors to develop a personal approach for teaching. Likewise, during reflection and evaluation it is important that NFD participants understand that teaching is not a formula and cannot be gleaned from peer observation or direct instruction. On the other hand, novice instructors need to understand that charisma and style alone cannot produce student achievement, so they must integrate planning and evidence-based techniques, learn to collect and analyze student performance data and adjust teaching.

Feedback and Coaching

Considering the motivation and preferences of adult learners, the team of trainers for new faculty needs to support the individual in a student-centered program and encourage trial, error, and reflection. Therefore, trainers must be well prepared to coach new faculty through their existing views of effective instruction and shuttle them toward a more effective approach when necessary. This means that communication, in the form of cognitive coaching supported by observation and data, becomes critical to developing faculty.

Faculty charged with teacher development hold a unique responsibility. In order to be qualified, instructors must have an understanding of pedagogy and technology, confidence in their practice, and a willingness to model metacognition for students. The instructor will be a facilitator of content, but must also feel comfortable supporting novice faculty through cognitive coaching. These faculty members should be familiar with common struggles new faculty face to help new faculty think about teaching and learning. Their styles tremendously affect implementation through the issues and strategies they use to teach course content.

Learning Communities

Learning communities exist informally as the result of the design professional development opportunities, during which faculty members meet in face-to-face in campus sessions. Furthermore, instructors of CCIT's Instructional Design and Technology program course work leverage the new Learning Management System to maintain communication among participants. While not formally labeled, participants do enjoy the benefits of collaborative learning. The CCIT team is dedicated to working

with faculty and redesigning PD to improve. The CCIT team also dedicates time to managing and teaching the NFD program, but more should be done to emphasize the cohort model for learning. To further encourage benefits of a cohort model, there should be a deliberate framework for establishing collegiality in the online learning environment as well as the face-to-face meetings. Peers could offer suggestions and additional support to further the impact on student engagement and achievement.

Data-driven decisions

First, the collection of data could be strategic. Specifically, novice faculty, in the identification of their goal setting, could engage in a goal for action research, implement the technique, collect data from their students, and make adjustments based on the analysis of data in order to engage in job-embedded learning. Likewise, the CCIT team should continue to measure effectiveness in the parameters of how effective the professional development model meets the needs of novice faculty and how it affects student engagement and achievement. The surveys conducted by student affairs regarding student-faculty engagement and end of course surveys would be effective measures for determining growth in new faculty development.

Course Design

The overall course goal should set out to foster instructors who engage in continued learning, personal reflection, data collection and improved practice. Within this framework, course content should focus on well-identified common weaknesses of novice teachers, particularly those coming from other professions driven by data. Likewise, if there are need-to-know skills specific to the institution, they should be strategically integrated in the objectives. Furthermore, novice teachers' training must

integrate skills that are essential for the 21st century learner. Trilling and Fadel (cited in Kivunja, 2014) recommend a shift to student-centered, investigative questioning and critical thinking, and application to authentic problems.

This same strategy could be applied to relating content to novice faculty to serve as a model for what they will be expected to do with their students. Porter (2011) redesigned a course to encompass three themes, “The Reflective Practitioner, Education Professionalism, and Practical Application,” that allowed for self-directed study and job-embedded learning. Pennington (2015) used action research or job-embedded professional development to identify weaknesses in her instruction and tallied how integrating innovative techniques changed her students’ engagement and behavior.

Limitations

Participant-observer

One limitation to this observational study is the phenomenon known as the observer effect. That is, the presence of an observer can affect the behavior of participants. To counter this, I had to balance my role as note-taker observer with participant-observer considering how I would feel as a new faculty member perceiving the information for the first time. I also had to deliberately plan when it would be appropriate to respond or provide coaching with these participants. Secondly, given my close proximity to the program and involvement in studying the program over the past three years, I was prone to biases. For example, I had completed a preliminary study evaluating the program curriculum and a second that reviewed the program proposal and plans for implementation. Therefore, I had an understanding of the programs strengths and weaknesses also known as observer expectations. Although qualitative data analysis

is often subjective by nature, I constantly reminded myself to revisit the data associated with this study before drawing conclusions. Another way I overcame subjectivity and speculation was to ask for clarification from the program leaders to balance what I observed with what they intended the outcome to be. Likewise, I collected extensive data to be sure that I could find patterns over various experiences in several locations with different participants. My notes were detailed and took account of behaviors, conversations, non-verbal cues, and circumstances.

Limit to Online Access

An additional limiting factor was my limited access to the online courses in the new Learning Management Framework. First, I was only able to gain access to the courses near the end of the semester and had to request access again once courses had closed. This limited the time I had to pull data from the participants' posts. Secondly, and perhaps more significantly, was the observer view. I was limited to the view as a student, so I could see the interactions among participants. However, observing the courses as the other New Faculty Development Participants were did not allow me access to individual's assignments, the scores, or feedback from the instructors. I recognize that this offers additional insight into the online learning and professional development of participants. Therefore, I addressed this in follow-up questions in the focus group.

Early Phase of Implementation

As discussed in my ELP proposal defense, this program underwent a redesign and is in the first semester of implementation. Therefore, making sweeping program recommendations based on a limited perspective would be unfair. To make informed decisions about the program, I will consider the copious data I have collected in this

observational study as a participant-observer a single source. In order to increase my understanding of the program, I will triangulate data with other sources including focus groups of this sample and surveying program alumni.

Conclusion

Currently, the New Faculty Development program lacks the evidence-based approach to ensure meaningful change. The intent of this analysis was to determine which components of the New Faculty Development program at Delaware Tech are effective. The findings of this study serve as one source of data to define what is working and what is not. The changes to content and practice seem to be moving toward best practices, as there are some direct correlations in recommendation from the standards and evidence-based practice. The New Faculty Development program (NFD) has been thoughtfully redesigned to spiral learning, include important reflection activities, and integrate technology. However, the program does not consider participants' individual needs, derive from student data, or have a valid means for evaluating its effectiveness. The data collected from this observational study coupled with other valuable data will allow the College administration to make an informed, data-driven decision regarding program design and consider the appropriate actions to enhance the program moving forward.

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Overview

Background and Need for Change

CCIT has developed a robust program of courses for new faculty at Delaware Technical Community College. All new faculty currently take part in NFD 101, IDT G21, IDT G22, and IDT G31. In addition, they create a professional development plan that is then approved by the Dean of Instruction at each campus as well as create an e-portfolio that is presented at the campus level. NFD 101 provides resources needed for new teacher to Delaware Technical Community College, IDT G21 focuses on Foundational Technologies, and IDT G31 focuses on Teaching with Technology while also serving as a required course in order to teach online.

Over the past few years, CCIT has run into some challenges with the current structure of NFD. First, NFD 101 is currently offered in a hybrid format. Six out of eight classes require face-to-face interaction on Fridays during the second eight weeks of the spring semester. Due to the scheduling difficulties in some departments and the increase in Friday course offerings, faculty release time in order to attend NFD 101 poses a challenge. If a department is facing a high turnover of faculty, this becomes even more problematic. The result, at times, has been the hiring of adjuncts to cover the full-time faculty member needing to take NFD 101. Another result has been many new faculty do not take the course until spring semester of their second year of employment. The

feedback from new faculty is that the information received in NFD 101 is needed sooner in their teaching career at the college. This is especially true of many of the college-wide presentations embedded into NFD 101 such as meeting the Deans, learning about Planning and Assessment, and understanding the College Matrix.

Another challenge faced under the current system is that some faculty come with background skills that place them above the level geared towards in NFD 101. Currently, NFD 101 has to assume no one has an educational background. Because of this, faculty coming to us with K-12 experience or any prolonged experience in education are not necessarily getting what they need when they need it. A similar situation is faced in courses such as IDT G21. As it stands, most new faculty with educational background waive IDT G21 yet we offer nothing in its place for them to better develop them as faculty. Those faculty coming to us without educational experience still do not get any in-depth assistance on how to plan lessons and plan for the day to day aspect of teaching either in the current NFD 101 or IDT G21.

Another challenge is the Professional Development Plan and e-Portfolio. Currently, the PD plan is not quite as customizable as we want because all faculty go through the same series of courses. In addition, the e-Portfolio presentations have become a little flat at some locations. Our hope with our proposed change is that the PD plan becomes more of a guide for the first two years and involves the input of our mentors and the e-Portfolio presentation turns into a more meaningful experience for both presenters and attendees. Finally, we need to better-include our adjunct faculty in our plan. As it stands, adjuncts are invited to an adjunct inservice once each semester.

We feel we need change our program to better meet the needs of our faculty and our departments. We need a means to offer some information sooner in their employment and offer more flexibility for departments in how they obtain the information needed to become better educators. This will require a restructuring of the current New Faculty Development Program for the College.

Purposes of Change

- Get key college-wide information to new faculty sooner.
- Allow for some customization of courses in acknowledgement of the background of some new faculty.
- Remove NFD 101 from Fridays to ease departmental scheduling.
- Make creation of PD plan more meaningful.
- Make e-Portfolio more meaningful.
- Provide more PD opportunities for adjuncts and recognition for adjuncts.

Timetable/Plan

- All new faculty will be expected to take a 0-credit Orientation course during their first semester of hire. Faculty will be enrolled on a semester basis into the course. One component of the course will be a one-day meeting in Dover where the following information would be presented:

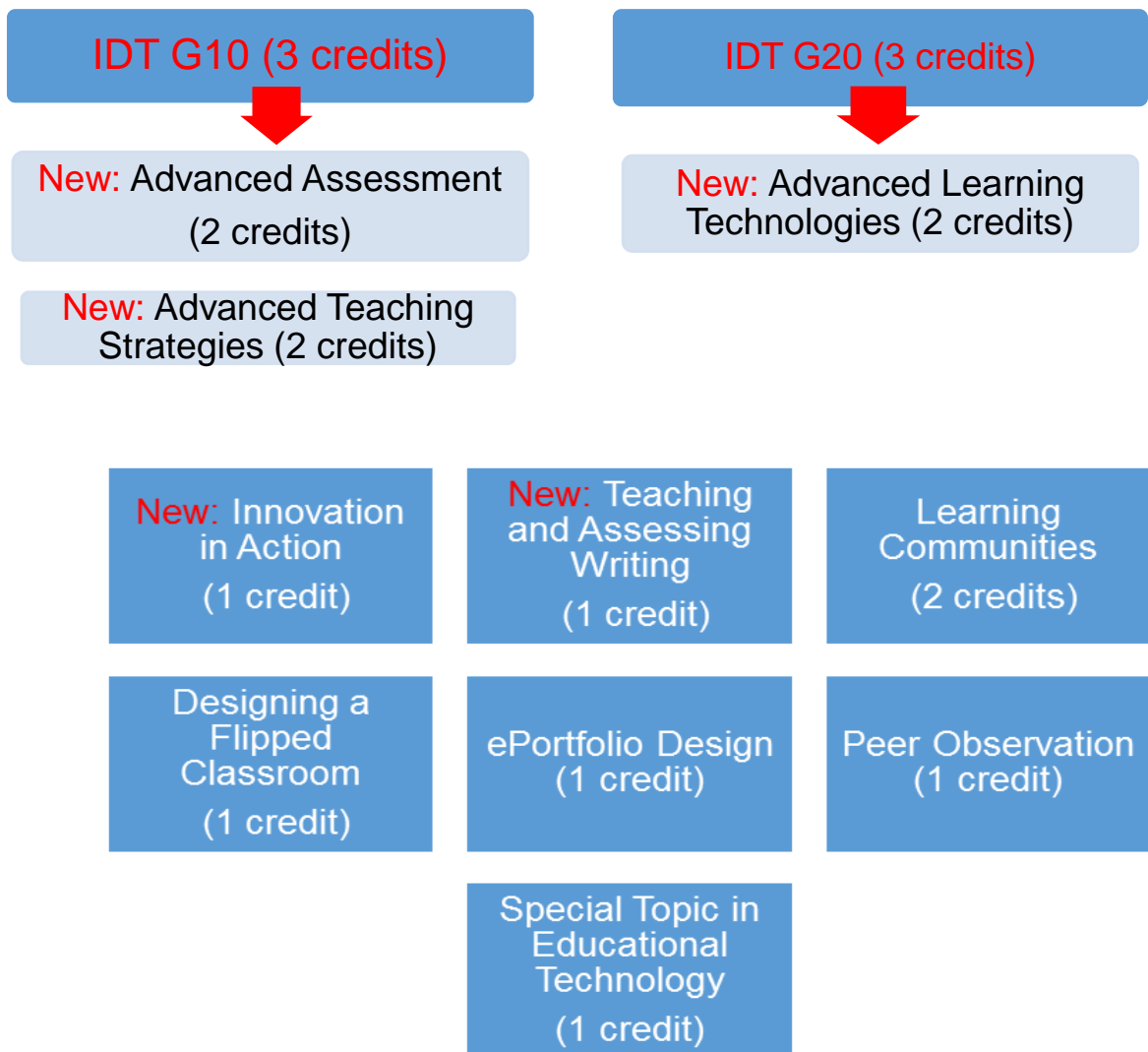
- Meet with the Deans of Instruction and Student Affairs
- Title I
- Library
- Faculty Handbook
- FERPA

- Meet CCIT
- In addition to this one-day meeting in Dover, faculty will be expected to view video presentations on the College Matrix, Assessment, Planning and Accreditation. These videos will be available in the Blackboard Course (Course not connected to Banner)
- Advising will be addressed via the campus-based sessions that currently occur. Our suggestion is that faculty shadow advising during their first semester.
- Faculty would be required to take two new 3-credit IDT Courses: IDT G10 Foundations of Effective Teaching (Replacing NFD 101 and IDT G21) and IDT G20 Essentials of Distance Education (Replacing IDT G22 and IDT G31). These courses will serve as pre-requisites for some advanced courses.
- In addition to IDT G10 and IDT G20, faculty would then pick two additional credits offered in the new IDT series that best suits their needs to reach a total of 8 required credits. These courses include: Advanced Assessment, Advanced Learning Technologies, Advanced Teaching Strategies, Innovation in Action, and Teaching and Assessing Writing. Also remaining a part of the IDT series that were previously part of the program are: Learning Communities, ePortfolio Design, Designing a Flipped Classroom, Peer Observation, and Special Topics in Educational Technology

Sequence of Courses:

0 credit course

- Meet with the Deans of Instruction and Student Affairs
- Title IX
- Library
- Faculty Handbook
- FERPA
- PD Plan
- Meet CCIT
- In addition to this one-day meeting in Dover (set date every fall/spring), faculty will be expected to view video presentations on the College Matrix, Assessment, Planning, and Accreditation. These videos will be available in the LMS (Course not connected to Banner).
- ePortfolio – we are proposing that faculty still keep an ePortfolio in the new LMS. However, they will no longer present this and, in its place, they will be videod and showcased during the August edCamp.



- Faculty will still complete PD plan during the Orientation Course. This plan will guide their coursework and be the time in which they think about their elective course. Mentors will act as advisors in their role in helping new faculty make a choice that is best suited for their background.
- E-Portfolio presentations will be replaced by a video showcasing new faculty that will be shown during August inservice.

Adjuncts:

- Adjuncts will be invited to attend the Orientation class and will continue to be able to take all IDT courses. There will be a workshop schedule developed and published prior to the academic year outlining all workshops for the year to allow both adjuncts and full-time faculty to better plan.
- Proposed adjunct recognition at each campus on a monthly/semester basis. This could be paired with a full-time faculty member.

Future LMS Support:

- Faculty will be offered LMS training as we transition to a new LMS. After this transition period, a module will be created to help new faculty (and veteran faculty) learn the LMS. The IDT G20 will NOT be a course on the LMS.

Expected Outcomes

- Departments no longer need to plan for release time of faculty.
- Faculty get time-sensitive material in first semester.
- Faculty given choice in one of the courses taken.
- All new faculty walk away with 8 credits (if courses are waived, we are suggesting that all faculty still take 8 credits worth of professional development).
- As the structure and purpose of CCIT has developed to be more than just technology, the need for a more robust course on teaching has become more noticeable.
- As distance education becomes more wide-reaching, the need for a more robust course that truly gets faculty ready to deliver and teach in the distance education environment has become more noticeable.

- PD plan and e-portfolio become more meaningful for faculty.

Implementation Plan

- CCIT completing a program review to be submitted to Curriculum Committee
January 2017
- New faculty entering Fall 2017 would complete this new program of study.
- IDT G10 and IDT G20 will be offered Fall 2017 with other courses rolling out
after that.
- No new courses will be offered Summer 2017 to allow for the change to the new
LMS. A limited schedule of IDT G21, G22, and G31 will be created to allow for
those faculty needing to teach online and/or wrap-up NFD.
- All faculty currently in NFD will either finish up this May or substitutions will be
made on a one on one basis so as not to extend the time needed to complete the
program. Approval and Authority to Proceed

We approve the project as described above, and authorize the team to proceed.

Name	Title	Date

Appendix B: Self-Evaluation Goal Setting Worksheet

Delaware Technical Community College Self-Evaluation Goal Setting Worksheet



Directions: This Customized Professional Development Mentoring Plan Self-Evaluation/Goal Setting Worksheet has been designed to help you, the new faculty member, to identify your instructional strengths – as well as your opportunities for improvement.

You can use this self-assessment as a conversation starter between you (the new faculty member) and your mentor. Be sure to ask questions and discuss strategies and tactics. If done properly, this document will help you to uncover your strengths as well as target areas for improvement. The more discussion and reflection this inspires, the better.

Use the information gathered from this exercise as the basis for your Customized Mentoring Plan.

Complete each section of the worksheet. Use the rating key below to assign a numerical value to each statement, and use the space at the end of each section to reflect on your ratings.

Ratings Key:

I could use some coaching/training in this area from my mentor, peer, and/or my department chair.

This area requires my attention, as well as some training.

Some attention is required in this area, but it is not a high priority. I will work on this independently.

I feel that I am sufficiently strong this area. No further attention required.

Part One: Knowledge of Subject and Organization of Subject Delivery	1	2	3	4
Material is organized and presented systematically and sequentially.				
I deliver the material at a depth, breadth, and pace appropriate for the level of my student groups.				
I develop a course calendar that can be effectively delivered in my allotted course time – eg. 8 week, 12 week, 16 week, online, hybrid.				
I carefully plan lectures, demonstrations, discussions, and other classroom activities.				
I use Blackboard and other technologies effectively to help me deliver my content.				
I am able to respond readily to questions from students on the subject matter.				
I use real life examples to illuminate core learning				

concepts and increase subject matter relevance for students.				
I use correct grammar and technical terminology while teaching.				
As I look at my responses to this section, I would like to work on:				

Part Two: Instructional Methods	1	2	3	4
I use teaching strategies that help guide students to be independent learners.				
I inform students of the intended learning objectives for the course and check that learning outcomes have been met in a review at the end of the course.				
I use teaching strategies that challenge and extend students' assumptions, competence, and understandings.				
I encourage cooperation and active learning by encouraging collaborative student activities.				
I give my students real life situations to analyze, and offer real-world learning opportunities including: simulations, role-playing, research, and independent study. I provide appropriate supervision and in-the-moment feedback during these activities.				
I encourage students to challenge my ideas, the ideas of other students, or those presented in textbooks or course				

materials. Class discussions are lively and purposeful.				
I help students set challenging goals for their own learning.				
I use methods to address the needs of each learning style in every class including well-planned lectures, illustrated with visual aids and link new concepts back to old concepts or to prior knowledge.				
I use planned repetition strategies and regularly check that students understand material before moving on to new material.				
Learning experiences are diversified, and I regularly utilize a variety of methods, including lecture, demonstration, group discussion, independent study projects, and hands-on work.				
I make use of equipment and supplies during class time including visual aids, PowerPoint's, models, videos, diagrams, and the chalkboard/whiteboard.				
I use new and innovative technologies regularly in the classroom.				
As I look at my responses to this section, I would like to work on:				

Part Three: General Classroom Management	1	2	3	4
Classes start on time and end on time.				

I make clear my verbal and written expectations at the beginning of the course and periodically during the course.				
I discourage snide remarks, sarcasm, kidding, and other classroom behaviors that may embarrass some students or promote an unsafe learning environment.				
I set a positive tone for the class and handle classroom tensions in a timely manner.				
I communicate regularly with my students via Blackboard, email, and Wimba.				
As I look at my responses to this section, I would like to work on:				

Part Four: Feedback for and from students	1	2	3	4
I use an efficient system to provide feedback to students on their progress.				
I prepare practical exercises that give students immediate, detailed feedback on particular skills and allow them to adjust techniques right away.				
I return examinations and homework assignments in a timely manner and take the time to give written feedback on progress.				
I follow up with students who are not making adequate progress in class and form learning contracts to help them				

get back on track.				
I reinforce positive behaviors and progress in students.				
I utilize the grade book in Blackboard and other early warning/progress monitoring technologies.				
As I look at my responses to this section, I would like to work on:				

Part Five: Student Relations	1	2	3	4
Students perceive me as being helpful and available to discuss their concerns about their progress and difficulties with course content after class and during office hours.				
I know my students by name in a reasonable amount of time given method of delivery.				
I meet with students who fall behind to discuss their study habits, schedules, and other commitments. I help students brainstorm workable solutions.				
I foster an environment that encourages students to speak up when they don't understand, and I treat students respectfully.				
I can balance various student personalities, work with students at many different levels, and be respectful of different cultural identities.				
When I look out at my students, they appear attentive, enthusiastic, interested, and focused. I know from their				

attitudes that I am able to engage them in class content.				
I work hard to build a sense of community in the classroom and in Blackboard.				
As I look at my responses to this section, I would like to work on:				

Part Six: Ideal Teacher Characteristics. I would describe myself as ...	1	2	3	4
Fair to all students and responsive to student needs.				
Understanding of students' commitments and conflicts while upholding the highest standards.				
Stimulating. I encourage student to think creatively, to offer opinions, to participate, and to get excited about their learning				
Responsible and reliable. I own my mistakes and model accountability. I do not evade students when I may fail to return homework or examinations in a timely manner.				
Confident. I know my stuff and it shows. I still allow room for student opinions and exploration.				
Innovative. I am dedicated to learning about, and deploying, new and innovative learning technologies.				
Adaptable. I always have a plan but can go with the flow if it will improve student comprehension.				
Dedicated to integrating class content to other classes, real				

life experiences, and professional life.				
Enthusiastic. I enjoy teaching; I enjoy the students; I enjoy the class content, and I share this enthusiasm with my students.				
Aware. I look for and capitalize on “teachable” moments. I look for and capitalize on “a ha!” moments.				
Humorous. I use humor appropriately in the classroom to facilitate active learning.				
Optimistic. I regularly state high expectations to the students and expect students to meet challenges. I believe in my students’ abilities and I reinforce their capacity to be successful.				
As I look at my responses to this section, I would like to work on:				

Section Seven: Instructional Goal Setting

This worksheet helps you to classify your strengths, opportunities for improvement, and goals. The purpose of goal setting is to assist you in outlining your course of actions to reach your goal. This should be accomplished before you meet with a potential mentor. Goals are not necessarily etched in stone. They need to be revised constantly.

Take about 3 minutes to write, in the space below, the professional and personal values you hold:

- *Write your professional and personal values here*

As I review this self-evaluation, the goals I would like to work on, and the tasks I will undertake to meet these goals are:

Goal 001:

- What do I have to do to achieve this goal? (Please list your enabling objectives for this goal)
- I plan to achieve this goal on or before:

Goal 002:

- What do I have to do to achieve this goal? (Please list your enabling objectives for this goal)
- I plan to achieve this goal on or before:

Goal 003:

- What do I have to do to achieve this goal? (Please list your enabling objectives for this goal)
- I plan to achieve this goal on or before:

Goal 004:

- What do I have to do to achieve this goal? (Please list your enabling objectives for this goal)
- I plan to achieve this goal on or before:

Goal 005:

- What do I have to do to achieve this goal? (Please list your enabling objectives for this goal)
- I plan to achieve this goal on or before:

Appendix F

ARTIFACT 5: SURVEY OF NFD ALUMNI ANALYSIS

Survey of New Faculty Development Program Alumni

At Delaware Technical Community College

Lisa Peel

January 1, 2018

University of Delaware

Survey of New Faculty Development Program Alumni

Delaware Technical Community College's Center for Creative Instruction and Technology (CCIT) provides a New Faculty Development (NFD) program for all newly hired faculty to become oriented to the practices of the College and develop their instructional repertoire to engage and teach students. The explicit goals for this program include strengthening faculty contributions to the College, increasing "student success, engagement, performance, and satisfaction," and for faculty to understand the mission and goals of the institution (CCIT, n.d.).

To accomplish these goals, the program involves prescribed coursework and colloquia activities, which focus on a "foundation for quality instruction and advisement" (CCIT, n.d.). During the program, new faculty collaborate with an assigned mentor and Learning Strategies Coordinator (LSC) to complete a self-evaluation followed by a customized professional development plan. After this planning phase, faculty participate in a series of courses (CCIT, n.d.). The program's initial redesign has led to a change in the prescribed courses to prioritize pedagogy and instructional design in the online environment.

Currently, the New Faculty Development program taxes College resources, including personnel, but it lacks the evidence-based approach to ensure meaningful change. The existing program does not consider participants' individual needs, derive from student data, or have a valid means for evaluating its effectiveness. My proposed improvement action is to conduct a comprehensive program review to determine the areas of strength and weakness in the NFD program. Through this evaluation, College

administration will be able to make an informed, data-driven decision regarding program design and consider the appropriate actions to enhance the program moving forward.

Instrument design

In the proposal defense, my committee discussed the necessity of elaborating on the research to broaden the data set. They suggested two options: focus groups and survey questions. In the spirit of conducting an authentic program evaluation, I discussed the options with the Vice President for Information and Instructional Technology. According to Survey Fundamentals developed by the University of Wisconsin (2010), the first step in developing an effective survey is to determine the goal, what information is necessary, and the target population. Therefore, I worked with Dr. Kravich to identify an appropriate sample. I decided to administer an electronic survey as the most practical option to engage a large number of participants. As McNamara (2007) points out, surveys meet the purpose of gathering “lots of information from people in a nonthreatening way” and there is a body of samples to use as a framework for survey design (Zepeda, 2012, p. 38).

To that effect, I considered previous studies that measure the first two tiers of Guskey’s levels of evaluation: participants’ satisfaction with and reactions to their learning and (2000). Given the lack of baseline data on the subsequent three tiers (organizational support, use of skills, and impact on student learning outcomes), I choose not to measure these. However, in conducting this research regarding effective evaluation of professional development, I understand that these tiers are essential and will lay out a plan for collecting this data with future cohorts in the final program evaluation.

The survey consists of several closed-ended questions and a few open-ended questions. The first two questions asked about the participants start and finish date of the

program. Since there was some question about some of the hire dates provided from the database, I included these questions to make determinations about which responses to exclude from the survey. I also asked participants to identify their previous teaching experience. Following the initial questions, I asked them a series of close-ended questions that offered choices to rate their satisfaction, acquired knowledge, convenience, and other components of the program such as mentor, cohort, and delivery. Next, to address application of knowledge, I asked a series of close-ended questions that asked subjects to rank how much impact the program had on their interactions with students, delivery of content, and if the frequency with which they continued to apply the techniques they had learned. Additionally, I offered subjects the opportunity to share what they liked the most and the least about the program via open-ended responses. Finally, I asked subjects to respond to the open-ended prompt: is there anything else that they wanted to share for the good of the program. The complete survey instrument is available in Appendix A.

Sample

The survey sample identified those who have enrolled in the New Faculty Development program since 2011 across all four locations of Delaware Tech. The rationale for selecting 2011 is that the program was not cohesive or consistent among the different locations prior to that year. It was determined with the input of Dr. Kravovich that anyone entering the program prior to 2011 would have had an entirely different experience. Since 2011, CCIT's database had archived 190 alumni of the NFD program. Of those, 19 no longer work at the College. I emailed the survey to 171 New Faculty Development program alumni. Two of the surveys returned as "undeliverable" to the designated email addresses. One of the surveys was partially completed, so I excluded it.

Eighty-four alumni completed the survey. In summary, the sample size was 84 (a 49.7% response rate).

Methodology

I created the survey and administered it electronically via an anonymous link in an email to the participants' Delaware Tech email address. Prior to administering the survey to the entire sample, I tested the survey on a small subset of participants. Many of these participants are peers in the Ed. D program at the University and obliged in serving as the test group. They completed the survey and offered insight about the clarity of the questions and made suggestions about additional information to include.

Participants received an email stating that this was a voluntary survey to gather information about their experiences in the New Faculty Professional Development program. I asked participants to give anonymous input and told them how the information be used. I offered a ten-day period and sent the email at the end of the semester to encourage maximum faculty participation. The initial email yielded a healthy response. I sent a follow-up reminder three days before the survey closed, which yielded additional responses. I closed the survey noting there were not partial responses to manage.

Results

Descriptive Findings

The survey data indicates that the sample consists of 84 responses who begin working at Delaware Tech as full time faculty. Table 1 shows the distribution of responses. I excluded two responses from participants who indicated (in question 1 of the survey) that they had started prior to 2011. The survey sample for content questions (beyond descriptive findings) is 82.

Table 15

New Faculty Program Alumni Year of Hire

<u>Answer</u>	<u>Count</u>
Prior to 2011	2
2011	12
2012	19
2013	20
2014	11
2015	12
2016	8
Total	84

Question 2 asked how long it took participants to complete the New Faculty Development program. Table 2 shows that nearly 75 percent of participants completed in two years. I received an email from one person who said she did not answer this question because she had completed the program in one year, so I have reflected her response here. CCIT advertises this program as the first two years upon hire, so it appears the duration of completion is consistent with the administration's expectations.

Table 16

New Faculty Program Alumni Timeframe for Completion

<u>Answer</u>	<u>%</u>	<u>Count</u>
I have not completed the program.	11.76%	10
1 year	1.18%	1
2 years	74.12%	63
3 years	8.24%	7
4 years	3.53%	3
5 years or more	1.18%	1
Total	100%	85

Question 3 polled participants about their previous teaching experience before becoming a full time faculty member at Delaware Tech. The majority of alumni brought prior knowledge and experience with them to their role as a full time faculty member. Table 3 shows the distribution of how new faculty had gained their prior knowledge and experience. This answer allowed participants to check all boxes that applied to them as many may have varied teaching experience. Although the count of responses is 108, several participants checked more than one box (n=82). Most had worked as an adjunct faculty member at the College prior to becoming full-time faculty while about half had experience at another institution including K-12. In fact, only 13 alumni reported that they came to the College with now teaching experience at all.

Table 17

New Faculty Program Alumni Teaching Experience Upon Becoming Full-time Faculty

<u>Answer</u>	<u>%</u>	<u>Count</u>
Adjunct faculty member at Delaware Tech	40%	43
Adjunct or full-time faculty member at another institution	26%	28
K-12 teacher	22%	24
No prior teaching experience	12%	13
Total		108

Participants' perceptions of the NFD program.

Following the descriptive information, I posed a series of questions that asked participants to rate various elements of the New Faculty Development Program. The answers offered a range of options with no neutral choices.

Question 4. This question surveyed participants' overall satisfaction with the program. Responses (n=82) indicate general satisfaction with the program. In fact, only 17 % of the alumni report being dissatisfied with the program. Table 4 shows an overview of the data collected from this question.

Table 18

New Faculty Program Alumni Overall Satisfaction With Program

	<u>Satisfaction Rate</u>	<u>%</u>	<u>Count</u>
Extremely satisfied		9.76%	8
Moderately satisfied		47.56%	39
Slightly satisfied		25.61%	21
Slightly dissatisfied		8.54%	7
Moderately dissatisfied		7.32%	6
Extremely dissatisfied		1.22%	1

Question 5. Question 5 asked participants how much they had learned because of the program. Responses (n=82) indicate that about a third of participants had learned “a great deal” or “a lot”. Just under a third of participants said they learned “a little” or “nothing at all.” Table 5 shows the range of learning respondents selected. I was curious if there was any correlation to the prior knowledge candidates brought to the program and how much they reported to learn, so I completed a cross-tabulation of questions 3 and 5. Figure 17 shows that the prior experience did not influence how participants responded to this question. Those with prior experience still reported learning “a lot” or “a moderate amount.”

Table 19

New Faculty Program Alumni Report of Learning

	<u>Answer</u>	<u>%</u>	<u>Count</u>
A great deal		9.76%	8
A lot		25.61%	21
A moderate amount		35.37%	29
A little		28.05%	23
Nothing at all		1.22%	1

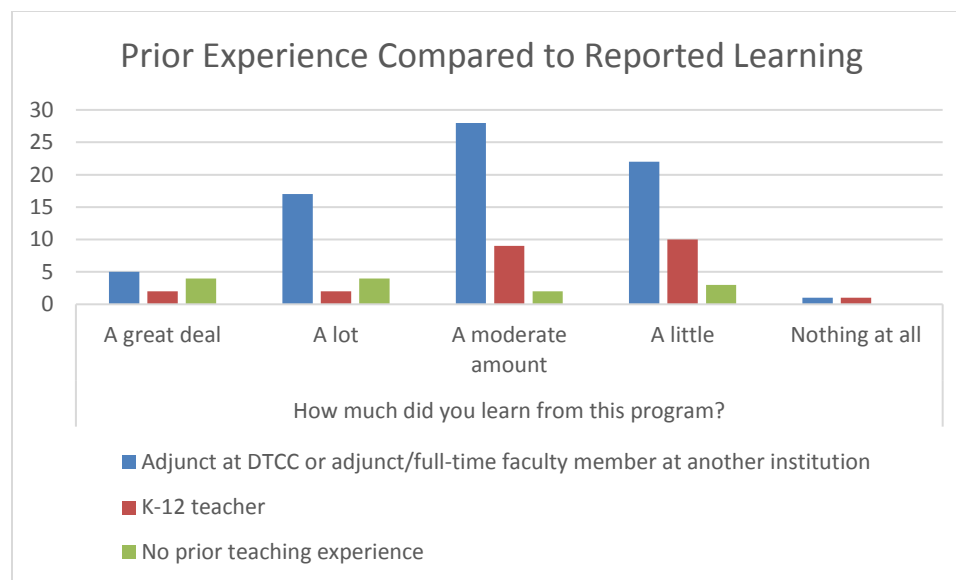


Figure 17. A representation of how alumni reported learning compared to their prior experience.

Question 6. Question 6 asked participants to determine how reasonable the workload was concerning time dedicated to the program. Seventy-five percent of alumni shared that the workload and time spent were extremely or moderately reasonable.

Question 22. Note an error occurred in the automated numbering. This question appeared in this sequence where Question 7 should be, but was mislabeled as question 22. It prompted alumni to select the best format for delivering the program content. Responses indicate that sixty-five percent of alumni prefer a blended learning model. The remaining alumni were nearly equally divided between a preference for face-to-face (18.5%) and online (16%) learning.

Question 7. Question 7 prompted alumni to reflect on the sequence of topics and its fit with their needs as a new instructor. Responses (n=81) indicate that 42 alumni (52%) found the sequence was a good fit. Table 6 shows the preferences of respondents.

Only 20 report that it was probably or definitely not sequenced according to their learning needs as a new faculty.

Question 8. Question 8 asked about the relevance of the program content to the courses the new faculty taught. Responses (n=82) indicate more than fifty percent of alumni felt the content was extremely or moderately relevant. Thirteen responses report that it was irrelevant to varying degrees (slightly to extremely).

Question 9. Question 9 asked about the value of the cohort model. Nearly two thirds of alumni report that the cohort model was moderately to extremely valuable. Twenty-three (n=82) found that it added slight to no value to the New Faculty Development program.

Question 10. Question 10 asked about the quality of mentoring participants received during the NFD program. Responses indicate a clear difference of opinions regarding the mentor experience. Table 10 shows the opinions of alumni. Overall, more than a quarter of participants report that it added no value at all whereas just under a quarter found it extremely valuable.

Table 20
New Faculty Program Alumni Perception of Mentoring Component

	<u>Answer</u>	<u>%</u>	<u>Count</u>
Extremely valuable		21.95%	18
Very valuable		17.07%	14
Moderately valuable		17.07%	14
Slightly valuable		17.07%	14
Not valuable at all		26.83%	22

Question 11. Question 11 shifts the focus from alumni satisfaction to application and influence the program had on new faculty. This question specifically asked about the program's impact on interactions with students. Forty-one participants (50 %) report that

the NFD program affected their interactions with students. However, the other half say that the program had little to no influence on how their interactions with students.

Question 12. Question 12 shifts the focus from interactions with students to ask about influence on teaching. This question yielded similar results to the previous. Nineteen participants (23%) say that the program affected their teaching a great deal or a lot. Over a third (37.8%) shared that it influenced their teaching a moderate amount. However, thirty-two alumni (39%) say that the program had little to no impact on how they taught.

Question 13. Question 13 asks specifically how much alumni use the concepts and strategies from the program. A similar distribution occurred with 23 participants reporting that they use the concepts a great deal or a lot; 35 participants said they still use the concepts a moderate amount, and 24 people said they only used the concepts a little or none at all.

Questions 14, 15 and 16. This set of questions appeared to participants based on their responses to question 12: How much did this program influence the way you teach. If participants indicated “moderate,” “a little” or “none at all,” they were prompted to give more detail about why the program had limited influence on their teaching. Responses indicate overwhelmingly that the “content was not new” to them. Of those who report that the content just moderately influenced their teaching, 48% say it was because it was not new. Of those who said it had little influence 52% say it was not new, and of those who responded it had no influence on their practice, 71% say it is because it was not new to them. The second most popular reason for the program not influencing participants’ practice was that the content was irrelevant to their needs. Of the 60 people

who reported the program having moderate, little or no impact on their teaching, 11 cited its lack of relevance as the reason. Next, three participants, of the 60 who answered that the program had only moderate to no impact on their teaching, claimed they were overwhelmed by the content at that point in time. Table 14 shows the reasons participants give for the limited impact of the NFD program. Finally, ten people selected other as their rationale. Some of the participants took time to elaborate on what they meant by “other.” Table 7 illustrates their rationales. Some of them fit within the categories offered, but participants selected “other” and offered a more detailed response.

Table 21

“Other” Reasons for the NFD Program Not Influencing Participants’ Teaching

<u>Person</u>	<u>Response</u>
1	“It took time away from developing courses. I was trying to just get my class schedule, policies, and other classroom essentials developed. NFD took time from that. For instance, I couldn't design a flipped classroom if I didn't even have my classroom designed yet.”
2	“I thought some of the material was a little insulting. Since I was hired to teach, I'd hoped it was believed that I knew how to do introductions in the class, and survey understanding.”
3	“I'm always open to improvement and advancement, but any new ideas I've wanted to try, I've researched on my own.”
4	“Explaining the inner workings of the College would have been more beneficial.”

Question 17. This open-ended question asked participants to reflect on what they liked most about the NFD program. Participants (n=65) reported what they liked, and many listed more than one item as their favorite part of the program. Aside from reporting, “it was free,” “it exists,” and “it was easy,” participants shared several highlights from the program. I categorized them by theme. Their favorite aspects of the

program were overwhelmingly interactions with peers (40%) and learning about technology (20%). Ranking third among participants' favorite aspects of the program were the CCIT staff and orientation to College policy, resources, and administrators with just under ten percent each. Learning strategies for teaching, taking the IDT courses and earning credits toward a lane change or becoming eligible to teach online came ranked toward the bottom. Three participants directly related that being able to take a course that involved improving their course and authentic learning was the best part for them. Likewise, two other valued the reflection offered by the program specifically the e-portfolio.

Table 22

What NFD Alumni Liked Most About the Program

<u>Impact</u>	<u>n</u>
Opportunity for promotion or additional pay	3
Engaging in job-embedded learning	3
Taking the IDT courses	4
Interactions with peers	26
Learning about technology	13
Interactions with CCIT team	6
Learning about the College	6
Reflecting on practice/e-Portfolio	2
Learning strategies for teaching	5

Question 18. Conversely, this open-ended question asked participants to reflect on what they liked least about the NFD program. Participants (n=64) listed various concerns they had the program with some listing several of their least favorite parts of the program. The least popular

aspect of the program that the sequencing of content did not match when participants needed to learn it. The next two complaints about the program were that the content was not new and that the demands of the program were too overwhelming. Participants listed the inconvenience of the program, specifically the schedule, format, and location, as their next biggest concern. The relevance of the content to the subject matter or needs of faculty and the content being overwhelming for newcomers in their first semester were also concerns listed nine times respectively. Six people mentioned their concerns about the courses, specifically the poor teaching, lack of feedback, and unprofessional demeanor of instructors as a major drawback. Lastly, a hand full of participants suggested that the program was not meaningful and that it described it as a “box to check,” “hoop to jump through,” or a “waste of time.”

Table 23

What NFD Alumni Liked Least About the Program

<u>Impact</u>	<u>n</u>
Program content irrelevant (“not what I needed to know”)	9
Information not new	11
Demands of the program overwhelming (too much time, travel to other campus)	11
Content overwhelming (too much new information; too rushed)	9
Quality of teaching was poor (bad model for new teachers)	6
Course offerings/meetings inconvenient (schedule, format, location)	10
Not meaningful (“just checking a box,” “hoop to jump through,” “waste of time”)	5
Timing/Sequencing inappropriate to new faculty needs	13

Question 19. This open-ended question asked the program alumni how the program could be improved. The primary responses related to making the program less standardized with 42 mentions among the 67 respondents. I further reduced this data in

the coding process. to consider how participants define a more personalized approach. I broke the responses into two categories. First, I captured what the participants outlined as an update the content based on immediate needs of the instructor (based on their content area, prior knowledge, strengths and weaknesses). Secondly, I categorized responses that requested CCIT provide more opportunity for authentic, job-embedded learning, which participants outlined as action research, peer coaching, instructional coaching, observation and feedback, setting and working on specific goals as an individual and within a department or team of peers. Following these key recommendations, the other suggestions fell into a variety of categories as outlined in Table 9.

Table 24

How To Improve the NFD Program According to Program Alumni

<u>Impact</u>	<u>n</u>
Lessen the requirements (less courses and/or shorten the duration of program)	3
Postpone the program until faculty's second year	2
Make it less prescribed (more choice) to be more authentic, job-embedded	16
Change format and/or timing (choice of online, face-to-face, one-week courses)	9
Update the sequence and/or content (based on participants' needs)	26
Exempt faculty who have mastered the content	3
Communicate expectations better and sooner	2
Personalize content to fit with content area	4
Offer course reduction to new faculty while in program	2
Improve the mentor component	2

Question 20. This prompt allowed one last opportunity for respondents to share any additional information regarding the New Faculty Development Program at Delaware Tech. There were 35

distinct responses to this prompt although one two said “none” or “n/a.” Most of them took this as an opportunity to outline if their experience was positive or negative while a few offered final suggestions to improving the program. I coded the responses based on the summative feeling of the respondent (looking for value words such as “happy,” “amazing,” and “helpful,” or “waste,” “didn’t work,” and “not effective”). Of the 33 substantive responses, 19 were positive, and 14 were negative. Regardless of the tone, many offered ways to improve that are encompassed by question 19. In this case the most mentioned suggestion was to consider the needs of the faculty-“what they come in with and what they need immediately and long-term”-to make the program more worthwhile.

Discussion

Data-driven decisions

This survey data offers valuable insight into the NFD program from program alumni. By including such a broad section of past participants with a significant portion of those surveyed responding, the data yielded offers key findings that could help enhance the current program. First, the descriptive statistics and demographic information pulled for and because of this study provides CCIT with a baseline of findings. It is fascinating that a significant number of new faculty hires come with a wealth of prior knowledge from adjuncting for the College or another institution of higher education. This should provoke some consideration into the opportunities provided for adjuncts to engage in professional development. Likewise, this underscores the necessity for a needs-based assessment to best serve the population of new faculty hires. In a preliminary program evaluation, I identified this as a key need. The responses of participants regarding why the program had little to no impact (questions 14, 15, and 16) show that

many of them feel the content is irrelevant or redundant. Likewise, an overwhelming number of participants responding to this survey gave the need to personalize the program based on participants' needs as a priority for program improvement. There is no way to determine if the goals participants create genuinely align to their learning needs without data driving the program goals or content.

It is apparent from survey results that getting to know the participants' needs is essential to enhancing the program. When asked how to improve the program (question 19), alumni gave responses that indicated a need to adjust content based on participants' needs. These needs ranged from whether or not the program used distance learning, if the participant was an advisor, if the program required a unique teaching approach like the flipped classroom, and if the person had no teaching experience or a wealth of teaching experience. Some participants went on to suggest ways that they would like to learn, and they described various evidence-based approaches to job-embedded learning.

Job-embedded learning

Participants' responses throughout the survey indicated a desire for more authentic approaches to learning. Given the participants are adult learners, it is essential to embrace the characteristics of adult learners based on Knowles' five assumptions (The Adult Learning Theory, 2014). First, the opportunity for self-directed learning was listed a favorite part of the program in question 17. Then it was suggested 16 times when participants were asked how to improve the program. Participants wrote repeatedly about the experience they brought with them from other professions, and only ten (of 85) had no prior teaching exposure. To accommodate adult learners, this experience CCIT must take inventory of and appreciate this experience. Third, the learning opportunities did not

relate to issues that the new faculty encountered. They addressed the irrelevance of the topics or mismatched sequence of topics to their needs repeatedly (questions 7, 8, 14-16, and 17-19). Fourth, the participants enjoyed the opportunity for problem-centered learning when taking the IDT courses although many stated how limited these opportunities were. Fifth, NFD alumni were eager to learn. Very few (question 2, 4, 6 and 17-19) comparatively were concerned about the burden of time or suggested reducing the workload. The faculty expressed a willingness to complete any professional development if it was meaningful and relevant. Job-embedded experiences provide meaningful learning and could address other issues expressed by survey data such as transfer of knowledge.

Transfer of Knowledge

Although two thirds of the program alumni expressed satisfaction with the program, it is paramount that CCIT move beyond measuring satisfaction to evaluate if the program is influencing participants enough to reach the students they teach. Engagement in evidence-based experiences is just the first step in the theory of change surrounding PD. Questions 12 and 13 revealed that a third or more of participants did not make changes to the way they interacted with students, taught their students, or still applied concepts after completing the program. While many did, the indication that many did not is worth CCIT's consideration. The question remains: how can we guarantee participants apply new knowledge and skills during and after the program? The answer lies in job-embedded learning.

This same strategy would be useful in the NFD program to relate content to novice faculty and model what they are expected to do with their students. Porter (2011)

redesigned a course to encompass three themes, “The Reflective Practitioner, Education Professionalism, and Practical Application,” that allowed for self-directed study and job-embedded learning. Pennington (2015) used action research or job-embedded professional development to identify weaknesses in her instruction and tallied how integrating innovative techniques changed her students’ engagement and behavior. The overall program goal should set out to foster instructors who engage in continued learning, personal reflection, data collection and improved practice. Within this framework, course content should focus on well-identified common weaknesses of novice teachers, particularly those coming from other professions. Likewise, if there are need-to-know skills specific to the institution, they should be strategically integrated in the objectives. Furthermore, novice teachers’ training must integrate skills that are essential for the 21st century learner. Trilling and Fadel (cited in Kivunja, 2014) recommend a shift to student-centered, investigative questioning and critical thinking, and application to authentic problems.

Blended learning and community building

A final understanding that derives from this survey data is that participants strongly valued their peers and learning alongside them in the face-to-face model. Over two thirds of respondents commented that the cohort was a valuable aspect of the program (question 9). However, 65 % preferred a blend of face-to-face peer interactions and online learning. Several touted the online model as convenient (question 19) while others pointed out how much they liked learning about new technology (question 17). Blended learning is a viable option when participants feel the content is worthwhile and well-facilitated (Mazat, 2012). Furthermore, it is not necessary that CCIT manage all of

the online learning. Simply providing a model and forum to get faculty started in “bottom up online communities” is an important step in PD that triggers social constructivism (Vgotsky, 1978 cited in Macia and Garcia) around a common problem (2016, p. 290). This type of network reduces some of the burden from mentors and CCIT staff to create a network of peers to support one another’s immediate learning needs.

Limitations

According to Mizell (2003), there are several goals of PD (Zepeda, 2012). To understand if the delivery format is working the questions posed via a survey suffice. However, when considering if educators apply their learning and if students are impacted, further evaluation must take place. I propose that information be combined with other sources of data such as an observational study of the program’s implementation and focus groups of how current participants perceive the program. This survey process, if followed by additional data collection conducted by LSCs, supervisors, and administrators in subsequent evaluations, could be effective for determining if shifts in thinking have occurred. Since PD would be happening simultaneously across the College and may vary, administrators would be charged with designing a continuum of systemic change (such as the CBAM stages of concern outlined in Zepeda, 2012) and making adjustments. However, this survey serves a valid first step in data collection to record information about the program since its 2011 inception.

Conclusion

Currently, the New Faculty Development program places a burden on College resources, including personnel, but it lacks the evidence-based approach to ensure meaningful change. The existing program does not consider participants’ individual

needs, derive from student data, or have a valid means for evaluating its effectiveness.

My proposed improvement action is to conduct a comprehensive program review to determine the areas of strength and weakness in the NFD program. The data collected from this survey of alumni coupled with other valuable data will allow the College administration to make an informed, data-driven decision regarding program design and consider the appropriate actions to enhance the program moving forward.

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New Faculty Development Program Alumni Survey

Q1 When did you begin as a full-time instructor at Delaware Tech?

- ☐ Prior to 2011 (1)
- ☐ 2011 (2)
- ☐ 2012 (3)
- ☐ 2013 (4)
- ☐ 2014 (5)
- ☐ 2015 (6)
- ☐ 2016 (7)

Q2 How long did it take you to complete the New Faculty Development Program?

- ☐ 2 years (1)
- ☐ 3 years (2)
- ☐ 4 years (3)
- ☐ 5 years or more (4)
- ☐ I have not completed the program. (5)

Q3 Which of the following describes your teaching experience prior to becoming a full-time instructor at Delaware Tech? Check all that apply.

- ☐ Adjunct faculty member at Delaware Tech (1)
- ☐ Adjunct or full-time faculty member at another institution (2)
- ☐ K-12 teacher (3)
- ☐ No prior teaching experience (4)

Q4 Overall, how satisfied or dissatisfied were you with the New Faculty Development Program?

- ☐ Extremely satisfied (1)
- ☐ Moderately satisfied (2)
- ☐ Slightly satisfied (3)
- ☐ Slightly dissatisfied (4)
- ☐ Moderately dissatisfied (5)
- ☐ Extremely dissatisfied (6)

Q5 How much did you learn from this program?

- ☐ A great deal (1)
- ☐ A lot (2)
- ☐ A moderate amount (3)
- ☐ A little (4)
- ☐ Nothing at all (5)

Q6 How reasonable or unreasonable was the workload/time dedicated to this program?

- ☐ Extremely reasonable (1)
- ☐ Moderately reasonable (2)
- ☐ Slightly reasonable (3)
- ☐ Slightly unreasonable (4)
- ☐ Moderately unreasonable (5)
- ☐ Extremely unreasonable (6)

Q22 What is the best method of delivery for this program content?

- ☐ Mostly face-to-face (1)
- ☐ Mostly online (2)
- ☐ Hybrid-a balance of face-to-face and online (3)

Q7 Did the sequence of topics fit your needs as a new instructor?

- ☐ Definitely yes (1)
- ☐ Probably yes (2)
- ☐ Might or might not (3)
- ☐ Probably not (4)
- ☐ Definitely not (5)

Q8 How relevant or irrelevant was the content to the courses you teach?

- ☐ Extremely relevant (1)
- ☐ Moderately relevant (2)
- ☐ Slightly relevant (3)
- ☐ Slightly irrelevant (4)
- ☐ Moderately irrelevant (5)
- ☐ Extremely irrelevant (6)

Q9 How valuable was the cohort model (group of peers) to your learning?

- ☐ Extremely valuable (1)
- ☐ Very valuable (2)
- ☐ Moderately valuable (3)
- ☐ Slightly valuable (4)
- ☐ Not valuable at all (5)

Q10 How valuable was the guidance from your mentor during this program ?

- ☐ Extremely valuable (1)
- ☐ Very valuable (2)
- ☐ Moderately valuable (3)
- ☐ Slightly valuable (4)
- ☐ Not valuable at all (5)

Q11 How much did this program impact your interactions with students?

- ☐ A great deal (1)
- ☐ A lot (2)
- ☐ A moderate amount (3)
- ☐ A little (4)
- ☐ None at all (5)

Q12 How much did this program influence the way you teach?

- ☐ A great deal (13)
- ☐ A lot (14)
- ☐ A moderate amount (15)
- ☐ A little (16)
- ☐ None at all (17)

Q13 How often do you still use concepts and strategies from this program in your teaching?

- ☐ A great deal (1)

- ☐ A lot (2)
- ☐ A moderate amount (3)
- ☐ A little (4)
- ☐ None at all (5)

Display This Question:

If How much did this program influence the way you teach? = A moderate amount

Q14 You described this program as moderately effective at improving your teaching. Tell why.

- ☐ The content was not new to me. (1)
- ☐ The content was not relevant to my needs. (2)
- ☐ The content was overwhelming at that point. (3)
- ☐ Other (4) _____

Display This Question:

If How much did this program influence the way you teach? = A little

Q15 You described this program having little influence on your teaching. Tell why.

- ☐ The content was not new to me. (1)
- ☐ The content was not relevant to my needs. (2)
- ☐ The content was overwhelming at that point. (3)
- ☐ Other (4) _____

Display This Question:

If How much did this program influence the way you teach? = None at all

Q16 You described this program as not having an effect on your teaching. Tell why.

- ☐ The content was not new to me. (1)
- ☐ The content was not relevant to my needs. (2)
- ☐ The content was overwhelming at that point. (3)
- ☐ Other (4) _____

Q17 What did you like most about this program?

Q18 What did you like least about this program?

Q19 How could this program be improved?

Q20 Please share any additional information that you would like the researcher to know about the program .

End of Block: New Faculty Development Program Alumni Survey

Appendix G

ARTIFACT 6: FOCUS GROUP ANALYSIS

Focus Group Study of the New Faculty Development Program

At Delaware Technical Community College

Lisa Peel

December 20, 2017

University of Delaware

Focus Group Study of the New Faculty Development Program

Delaware Technical Community College's Center for Creative Instruction and Technology (CCIT) provides a New Faculty Development (NFD) program for all newly hired faculty to become oriented to the practices of the College and develop their instructional repertoire to engage and teach students. The explicit goals for this program include strengthening faculty contributions to the College, increasing "student success, engagement, performance, and satisfaction," and for faculty to understand the mission and goals of the institution (CCIT, n.d.).

To accomplish these goals, the program involves prescribed coursework and colloquia activities, which focus on a "foundation for quality instruction and advisement" (CCIT, n.d.). During the program, new faculty collaborate with an assigned mentor and Learning Strategies Coordinator (LSC) to complete a self-evaluation followed by a customized professional development plan. After this planning phase, faculty participate in a series of courses (CCIT, n.d.). The program's initial redesign has led to a change in the prescribed courses to prioritize pedagogy and instructional design in the online environment.

Currently, the New Faculty Development program uses College resources, including personnel, but it lacks the evidence-based approach to ensure meaningful change. The existing program does not consider participants' individual needs, derive from student data, or have a valid means for evaluating its effectiveness. My proposed improvement action is to conduct a comprehensive program review to determine the areas of strength and weakness in the NFD program. Through this evaluation, College

administration will be able to make an informed, data-driven decision regarding program design and consider the appropriate actions to enhance the program moving forward.

Purpose

The purpose of these focus groups is to gather information about the new faculty's perceptions of the program at the end of their first semester teaching full time at the College and engaging in the New Faculty Development program. This data, coupled with data from an observational study and surveys of the NFD alumni will serve to inform a comprehensive program evaluation in the form of an Educational Leadership Portfolio (ELP).

Sample

Twenty-five participants were invited via an email from their respective Learning Strategies Coordinators (or program leaders) to participate in a focus group. One participant no longer worked for the College at the time of the focus group and did not attend. I removed him from the total number. I had pre-empted this invitation by introducing myself and giving a rationale for my attendance during the observations to campus colloquia. I mentioned in each colloquium that participants would have the opportunity to share more information at the end of the first semester in a series of voluntary focus groups at each campus. I coordinated with the Learning Strategies Coordinators (LSCs) to poll the participants for the most convenient time and set up a location on each campus. I sent a reminder email within 24 hours of each focus group as a reminder of time, location, and expectations for duration. I asked the LSCs not to be present during the focus groups, so participants could speak openly about the program.

Fifteen participants took part in three focus groups that occurred on three different campuses. The focus group participation differed from 41.6 percent to 87.5 percent to 100 percent. There was no correlation between participation and the proximity to the end of the semester. There did not seem to be any difference in the tone or expectation expressed in the email sent by the LSCs. Based on responses there did not seem to be a correlation between satisfaction with the program and participation. In fact, the campus with the least number of participants noted that they mistakenly thought it was a mandatory colloquium, since the email invitation was from their program leader.

Procedure

The voluntary focus groups took place at the end of the first semester for new faculty program participants approximately four and a half months into the program. Using a semi-structured approach, I led the focus group participants through a series of questions about the New Faculty Development program as outlined in the New Faculty Development Focus Group protocol (Appendix A). Each participant received a copy of the questions upon entering the room.

I read the introduction and risks involved and reminded participants that I was recording the audio to transcribe later. I prompted participants to speak freely and honestly. I also gave participants the opportunity to record thoughts on the question sheets in case someone did not feel comfortable speaking in the group. One person had written on the response sheets, but no extemporaneous information was included that had not been documented in the transcribed recording. Focus groups lasted from 40-70 minutes each depending on the group size and participants' response.

Design

The focus group included sixteen questions to guide discussion. The idea of a focus group derived from my ELP proposal defense when the committee recommended that interviews may not generate as much enthusiasm and would be time consuming. In the ELP proposal defense, the committee members recommended some updates to enhance my survey design that I applied to this instrument as well. Namely, they suggested that I consider the components of the program to see if they are meeting participants' needs, reorganize the instrument to cluster questions into categories, and allow open-ended responses. Since they urged me to consider what I hoped to gather from the data, the specific questions evolved because of discussions I had with the LSCs during my preliminary program review and Dr. Krlevich to determine which aspects of the program should be assessed.

In addition to primary sources, I based the design of this instrument on literature that outlines evidence-based components of effective professional development. Desimone (2009) conducted a meta-analysis of research that outlined critical components worth evaluating with this tool. First, she noted the content focus as a crucial component; however, since approximately half of the participants had completed an NFD course, it seemed too soon to measure this. Second, active learning related to the effectiveness of professional development. Therefore, I asked to what extent program leaders had engaged faculty in the program in section two. Desimone's also cited coherence in summary as an important component; this refers to buy in, and I ask questions such as "how well is this program helping you reach your professional goals?" Duration is another aspect that Desimone (2009) considers, but given that the participants are in the initial phase of a mandatory two-year program, I did not ask about this. However, I asked

a number of questions about scheduling. Finally, collective participation is a critical feature of effective professional development, which I address in the first section with questions about peer support and follow up prompts specifically about the cohort mode I as opportunities arose.

The first section of the focus group addresses support participants had received in the program. I asked about support in general, prompted them for specific examples, and then asked about peers and faculty support. The Learning Forward Standards for Professional Learning (2011) explicitly outline the value of learning communities as a critical factor for quality professional development (PD). Zepeda points out that it is critical to “create an ethos of care for the individual and the collective” if institutions want to successfully build a culture of professional learning (2012, p. 3). Therefore, it is important for me to gain an understanding of how supported participants feel in the New Faculty Development program.

The second section of the focus group asked about expertise and enthusiasm of the program leaders. Research indicates that adult learners thrive in a culture where a number of conditions exist. Ferguson (2006) indicates that one of those conditions is an enjoyable experience. A second is that leaders are “encouraging and insistent” according to Ferguson (as cited in Zepeda, 2012, p. 2). Another notable point researcher make is that an important characteristic of change is the individuals charged with implementation of a program. “Materials do not effect change; people do (Hord, Rutherford, Huling-Austin, and Hall as cited in Zepeda, 2012, p. 25). Therefore, I asked participants to give specific examples of how program leaders and their instructors had engaged them in the content over the first four months of their enrolment in the NFD program.

The third section of the focus group protocol prompted participants to think about the ideal format for delivery and scheduling. Researchers debate the notion of blended learning, as a best format for providing professional development to new faculty. While this format allows learners to manage their time, challenges arise when faculty feel isolated by technology or struggle to navigate the virtual environment. Mazat (2012) conducted a study of online learning communities and found that they were more beneficial when integrated with face-to-face learning. Since the NFD program offers a blended learning opportunity with the mixture of face-to-face meetings and online coursework, I wanted to learn if the integration was effective.

Another aspect of professional development that often burdens faculty is time, which I tackled in the fourth section of the focus group questions. Often new faculty are asked to perform a variety of tasks and do not have adequate time to allocate to each. Without the dedication of resources and considerations of policy, research tells us that the demands of professional development become a burden rather than an opportunity for learning (Learning Forward, 2011). This series of questions addresses any scheduling conflicts, convenience or inconvenience of course offerings, or any other struggles balancing this program with an individual's job assignment.

In section five of the focus group protocol, I asked participants about communication and any other factors that have influenced their ability to participate in the program. I included communication in the instrument because the program is in the first round of implementation following a re-design. One of the major updates was eliminating the standard orientation meetings and replacing it with a series of colloquia. Colloquia topics were not pre-determined, but rather driven by participant interest. Given

that the College has recently undergone a shift to a “one college” model and incurred the growing pains of aligning four locations, I thought a measure of communication and any unknown campus-specific factors would emerge here.

Section six spoke to the correlation of the program to participants’ professional goals, skills and knowledge, and changes in attitude and/or practice. Killion (2013 in Zepeda, 2012) explores how change occurs through a well-conceived professional development plan. He purports that in order for a transfer of knowledge to occur, a clear logical theory of change has to occur. In the NFD program, the assumption is that participants will engage in quality professional learning, which they will in turn apply to their classrooms. If this initial stage does not occur then the NFD program cannot realize enhanced student learning experiences.

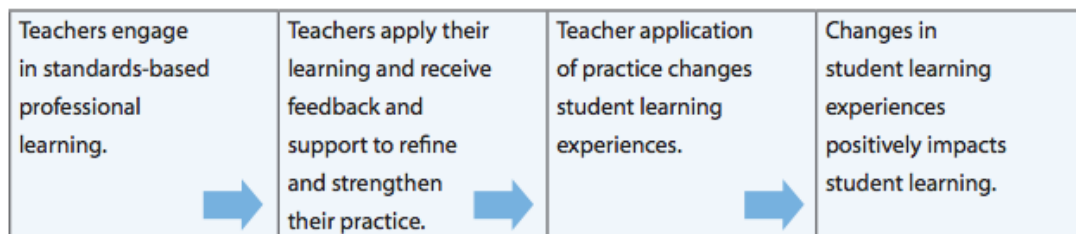


Figure 18. Generic theory of change for professional development (Killion, 2013). This figure shows the general assumptions associated with stages of successful professional development.

Although it was early in the program, I thought asking for specific examples of skills and knowledge acquired in the program and a description of changes participants’ had made would reveal the initial impact of the program. This information could become a baseline for subsequent measures. Finally, I closed the focus group by asking participants, “Is there anything else you would like to share about this program to enhance it for future semesters and participants?”

Results

Question 1

I asked participants what support they had received in the program, how it occurred and prompted them to give specific examples. Participants noted the program leader or learning strategies coordinator (LSC) as the primary source of support. Many of the participants responded that their campus LSC had reached out to them to set up an initial meeting. These occurred one-on-one on campus and lasted approximately one hour. One participant cited that her LSC “has been very helpful,” and her peers nodded in agreement. Some participants discussed the CCIT website as a resource when they needed support. One participant noted that she enjoyed having a mentor because she felt like that relationship was less formal and she could “drop in unscheduled with a quick question.” Another agreed and pointed out that sharing an office with her mentor had been convenient. Others discussed how their departments were supportive and offered tips. They reported that there was not time to seek out help from CCIT, and it was more convenient to ask other members of the department when they needed help.

Although I did not directly prompt participants to speak about the prior knowledge and skills they brought, several of them referenced them as a reason for needed less support. For instance, one person said her situation was different because she was a “late arrival” in the hiring process, but she felt comfortable because she had been adjuncting at another institution of higher education for a number of years. She pointed out that there were a few differences specifically with the community college student body, and she sought answers as issues arose from the LSC. Another person described his experience as “strange” to get all this attention and support because he had been

employed by Delaware Tech for more than ten years. He claimed his support prior to being hired had come from the current and former department chairs and now he had the attention of a whole other division. He did appreciate the technical support from CCIT.

Another participant felt more strongly about the lack of appreciation for existing knowledge and skills. He had been adjuncting for the College for more than fifteen years and said the program is a burden as it “hinders his other responsibilities to the department.” He stated that now he has to “go through all these things...initiatives...” when he has been doing the job for years. Another expressed agreed with the idea that she came with prior knowledge based on her adjunct experience, but acknowledged that her responsibilities were more as a full-time faculty member including procedural understanding and student advisement. Six participants noted having significant teaching experience prior to starting as a *new* faculty member this fall.

A smaller set of participants expressed that they had not received support for various reasons including lack of support from a department chair (who does not believe in the program), the absence of CCIT team members, not having enrolled in a CCIT course, not realizing they had been labeled “new faculty” and needed to participate. Others confessed they had been too busy to seek out help from anyone unless it related to an immediate need with a course or student need.

Question 2

I asked participants how their peers (and other NFD participants) had supported them during the program. When I asked this question, participants talked about meetings with their mentors, relationships with other faculty (based on adjunct experience), having an open-door policy with people in their office areas. None of them identified the people

sitting in the room with them (other NFD participants) as their peers. I thought my question was unclear, so I asked the follow up question: “do you feel the support of *this* group has been helpful?” One group answered yes. A second group said they had not interacted until the focus group. The third group answered with a unanimous NO and then clarified he did not know one another’s names. The others admitted they did not know one another’s names either. This piqued my curiosity, so I asked them if they were familiar with a cohort model and if they thought it was beneficial to learn that way. Several said they had a cohort experience in their doctoral program or other schooling. Others were familiar with the concept because they teach student cohorts. All of them thought the cohort model would be more beneficial. In summary, one asked, “Wait, is this supposed to be a cohort? Because I feel like I’m on an island trying to figure things out.”

Question 3

I asked participants how other faculty members had supported them during the first semester of the program. This question showed some disparities in the support offered by department administration and mentors. First, one participant expressed gratitude for the three-credit course reduction; everyone in the room was surprised to hear this existed. They thought it would be nice to have, but did not feel that this program was enough a priority for them to teach one less class and burden someone else in their departments. A participant said that she felt supported by faculty because her entire department had signed up for the required IDT course she was enrolling in this fall. Others shared different experiences particularly about their mentors. Table 1 shows the descriptions of mentors and other faculty. Nearly half of the

Table 25

Description of Support from Mentor and Other Faculty

<u>Person</u>	<u>Description</u>
1	“My mentor is in my department and doesn’t have a clue what his responsibility is.”
2	“It’s like you are asking someone to become a trainer, who hasn’t been trained. I just figure it out on my own.”
3	“My mentor is wonder, but we are in different departments. She is great but she said I don’t know what I’m supposed to do. We are figuring stuff out together. They don’t know what their purpose is. They don’t have a clue.”
4	“It would be better to have a mentor in the same department. Each department is different and faculty will have different needs.”
5	“The mentor is there. We share an office. He has been great to ask questions, but he is busier than me. I tend to call on the other team members I have there. They have been supportive. It is not always easy to continuously ask questions. We shouldn’t have to keep asking. Someone should have a master list to guide us.”
6	“People don’t have any information in my department because they went through too long ago. I don’t have anyone to go to.”
7	“I don’t see my mentor as having time to see me teach or seeing him teach. Is that his responsibility?”

participants describe a negative experience regarding the support they have received from mentors and faculty members in their departments.

Question 4

I asked to discuss the experience with the program leaders and to evaluate the expertise of the program leaders. Three responded that they had not had enough

interaction with the person to make this judgment. Others opened a discussion regarding pedagogical content knowledge. Of the fifteen participants, eleven said that the program coordinators were experts in *their* content, but they did not understand the participant's content area and the complexities of their teaching. Therefore, what they were teaching in colloquia and online courses was not relevant.

Table 26
New Faculty Perceptions of Program Expertise

<u>Person</u>	<u>Description</u>
1	"...hard to tell because it's not pertinent to our program."
2	"Some of the strategies we talk about we can't incorporate."
3	"We can't change the core objectives, the flipped classroom-contingent on accreditation."
4	"... frustrating to do the assignments. Even though I put it down on paper, I can't do it."Great ideas for interactions, but there's stuff we can't implement. We did a lesson plan, grading rubrics, but we can't make a single one of those changes. It's all hypothetical. And even the feedback, we write in our professional terminology, but the feedback is standard to what they want, and doesn't fit with what we teach. It's too complex of a topic for the instructor to understand."
5	"We have to find ways in what we do (regulation/accreditation) to make this fit in the College's box to complete this program. In G10, we are asked to...but that doesn't necessarily fit our program. You have to make the assignments fit."
6	"G20 developing an online course, but I will never have an online course in our program. I looked into opting out."
7	"I would say they were experts in the content, but not my content."
8	"Often times, I wish there was something different that that went beyond . . .for people that are coming from the classroom. Some of the things I've learned are not best practices. I wish that the NFD looked different for people coming in with teaching background."

Table 26 Continued

<u>Person</u>	<u>Description</u>
9	“I wish NFD looked different for people from different departments. For example, in G10 all the resources and assignments were interesting. They weren’t useful because it’s different in science. What I teach is a lot different than other classes...the stuff that might fly in other classes, just don’t in mine.”
10	My field is different too...like what she’s [participant 9] saying
11	Mine too. [in agreeance with participants 9 and 10]

Question 5

I asked participants if and how the program leaders (LSCs) engaged them in the program content. They provided examples of how the instructor for the online course provided weekly updates touched based individually, and offered in-person and virtual office hours. One participant described her instructor as “amazing” citing responsiveness and feedback in the online course as a key strength. Several described confusion with the online course being in a new LMS and how the instructors encouraged feedback on any issues. A participant said the LSC is as engaging as possible “for an online course.” Another said he was not as concerned with engagement as he was with understanding the connection between the meetings and the course. “It feels scattered. I don’t see the connection. What’s the ultimate goal of the program anyway?” he asked. Finally, three participants continued to describe how the online content was not as engaging because it did not fit with their program. One suggested “the instructional coaching come from the field that the person teaches, since it’s so different.”

Questions 6 and 7

I asked participants which format they preferred for learning such as the content of the NFD program and presented them with three formats: face-to-face, hybrid (or blended), and online. As a follow up, I asked participants to describe their experiences in the formats offered this first semester namely the face-to-face meetings and online courses. The participants differed in response to their preferences. Table 3 shows the preference for how to engage in PD.

Table 27

New Faculty Development program participants' preferences for learning

<u>Online</u>	<u>Face-to-face</u>
8	6

One person did not commit because he did not know that he had to sign up for a course and expressed frustration that no one told him this. Those who preferred online primarily selected it because of convenience. They said time is always an issue. Others, who preferred face-to-face chose it because of the quality of interaction and absence of distraction they had experienced with online learning. "I like the face-to-face because we sit down and talk about it. Not with 100 different things going on; the doors closed, and no random students stop by, phones are not ringing. You're not pulled from the topic at hand. You get that instant feedback too without having to email and wait for a response." An interesting idea that came from this discussion was the idea of a four-day 'boot camp' to kick off the semester prior to classes beginning and another one in the final weeks before faculty go off contract but after the semester had ended. Once this idea arose in the first focus group, I floated it to the others. It received positive response overall.

Questions 8 and 9

I asked participants if they had any scheduling conflicts and to describe how the class schedule was convenient. The overwhelming response to this was time. In fact, participants talked about time in most of the previous questions. They exhausted the topic by this point in the focus group. They appreciated the opportunity for online classes because the face-to-face meetings burdened their departments to find coverage or rearrange schedules. In fact, one participant expressed his “lack of focus on this training was hindering” his development. Several others agree. Another added, “I have only been here six months, and my focus has been on getting my job done. Not the training.” Three participants said that they had put their pursuit of a degree on hold whereas two others said this program was a detriment to their postgraduate program. One even went on to say, “IF the course focused on prep for the next semester or making adjustments from the previous then it would be a worthwhile. If developing the course were my PD then it would be perfect. I have to do that anyway. The problem is the people training me have no background in what I’m doing.”

Question 10

I asked participants if they had struggled in any way with the program requirements. Aside from time, the primary struggle was that the participants saw the content as irrelevant to their teaching. Table 4 outlines the descriptions of the struggles they described from the first semester as they tried to reconcile the expectations of the NFD program and their job requirements.

Table 28

New Faculty Primary Struggles with the NFD Program

<u>Person</u>	<u>Description</u>
1	“Navigation with Brightspace, watching videos to have to figure it out.”
2	“My chair told me that the NFD program was updated and now tailored, but I feel like it’s still pretty standard. I come with teaching experience, and I was hoping for something different v. someone who’s never been in the classroom before. I’d like something personalized. I took courses like this as electives in my BA. I have to take it again. I would waive it, but it doesn’t count toward the required NFD required credits, which I don’t agree with, so I have to do other courses. If you’ve mastered one of those classes, those credits should count. Right? If we look at it that way, many people have masters in education on my hall. Why am I taking these classes again for the topics I have already covered?”
3	“I would rather have more of a menu for things that could help with PD and growth vs making another lesson plan. I felt like it was a check off.”
4	“I don’t know if I would have taken the job if I had known about this program. It was never mentioned to me during the hiring process. I considered bailing because this is a lot of stuff to do and it is information I have already covered. I think you should know this before you are hired.”
5	“We learned in G10 alternative methods of teaching, but our chair has to approve that. We don’t have the freedom to do/implement what the course is trying to get us to implement.”
6	“I’m not sure what the requirements of the programs are. I have met with someone for an hour about the program. I don’t think I could remember any of it. Especially not how to sign up for the class. We all had that meeting, but then there is so much else to do. The only thing I remember is the form with the goals. But anything I need I have to email and ask. I’m afraid to think about what I need to do. I’m blocking out the program requirements because I know the expectations for the next semester is all on me. We have to develop lessons and courses, and my program has gotten rid of the publisher’s material. I spend 12 hours a day already. I’m not focused on signing up for a class. My primary focus is students.”

Table 28 Continued

<u>Person</u>	<u>Description</u>
7	“Regarding the form with goals it took me forever and a year. It was never on my list or at the top at least. I did mine finally this week. At the end of the semester. It’s all about time and balance. That’s one of my goals. I don’t think I’m doing a great job-I’m just trying to figure it.”
8	“The program has tripped over communication.”
9	“I’m still trying to figure out the program. It would be nice upon hire to get an overview of the program, what it offers, what resources are there, and what is required of me.”
10	“Most people in our department are in this program, so we can’t all attend everything. We need to be more strategic, creative about how to team teach, so we can all attend the required meetings.”

Question 11

I asked participants what communication had helped them understand the expectations and program requirements. They listed the sources of information as outlined in the table.

Table 29

New Faculty Development Source of Receiving Information

<u>Source</u>	<u>Number of Participants</u>
Mentor	2
Program Leaders (LSCs)	7
CCIT Website	2

One person suggested that it might be better to have a second year NFD participant or recent alumnus serve as a program guide, since many of the people she had encountered were too far removed from the program because they had gone through it long ago or not at all. Four of the participants mentioned that they had not received feedback on their goals and were not sure what to do with them once they had been submitted. Another underscored that there seemed to be a disconnect between that first meeting and tracking progress through the first semester.

Question 12

I asked participants for any other factors (aside from schedule) that affected their ability to participate in the program. In all three sessions, participants defaulted to their previous answers and did not have anything to add for this question.

Questions 13 and 14

I asked participants how well the program aligned with their professional goals and what knowledge and skills they had acquired because of the program so far. Their responses for the first question fell into three categories as outlined in Table 6. Those who responded yes cited strategies learned in the G10 course, resources and videos that modeled best practices, and practice with Brightspace. All of those who responded “no” felt the content was not relevant to their field and/or was not new knowledge and therefore did not further their goals. The “not yet” category was summed up by a participant who responded: “The resources are helpful. I’ve saved some of the links that I might use later when I have time.”

Table 30

NFD Participants' Opinions About Program Content Furthering Professional Goals

<u>Source</u>	<u>Number of Participants</u>
Yes	9
No	4
Not Yet	2

When I asked NFD participants about the skills and knowledge they had acquired from the program, they listed several items, which I grouped into key themes in the table 7.

Table 31

New Faculty Development Participants' Key Learning

<u>Theme</u>	<u>Number of Participants</u>	<u>Examples</u>
Resources	1	Websites from G10
Advisement	2	Information from the advisement colloquia
Student Engagement	2	Updating PowerPoints to include more engagement activities; seek student input;
Technology	4	Brightspace, Kahoot, Monopoly for review

Question 15

I asked participants to describe any changes they had made to their teaching or interactions with students based on what they had learned in the program. For those who had made changes, the answers correlated to their key learning outlined in Table 7.

However, a number of participants had not made changes because of the program. Those who reported no changes listed the various reasons for not applying new knowledge to their classroom setting. Table 8 highlights their thinking.

Table 32

Reasons For Not Making Changes Based on NFD Program

<u>Person</u>	<u>Reason</u>
1	“Flipped classroom, is the biggest struggles, I see the same issue with students not being prepared for class. They have to watch Ppt and voice over before they come in, but I have to revisit because they haven’t memorized what they need to I wanted to use Kahoot. I liked Kahoot because of the music. I learned about Kahoot in the NFD welcome meeting with the DOSAs. I just made my first one. Of all the things I can’t change about the program, I can use Kahoot. This is my only way to make it my own...but I haven’t done it yet.”
2	“I feel like the topics are very random. I don’t think it builds from one topic to the next. I’m not sure how to use the ideas from this course.”
3	“Trying to function in a flipped classroom is frustrating because I don’t know anything about it. I go and watch others, but I don’t know the right way to do it. Until I take the course, which is not a required course, so I could have taught for a year and a half without any idea of how to teach in a flipped classroom.”
4	“G10 and G20 don’t give you a lot of options to take what you’re interested in. Right now, I have to take these standardized courses while there are others that might be a better fit. You only get one elective, and e-portfolio is one required elective. I want to take the interesting ones—the stuff I can actually use—a class on classroom management. In the faculty meeting scenarios, I had nothing even close. I would have handled the issues all wrong.”
5	“Too soon. It will take me another six months just to go through the stuff.”
6	“I’ve tried a little bit on the spot—engaging students in conversation. I didn’t know anything before G10, but I’m not really sure how frequently to use it. Some of it I see the validity, but some I’m considering the validity. It might be my bias/ignorance, but some things I can see will not work.”
7	“Program Manager came to see us teach. It’s weird for this to have to happen in an online course. We developed a lesson to be graded, and we presented the lesson or simulate in 20-25 students, but it was not with students. The timing was bad because it was when most students were wrapping up for the semester. The tricky part was to do the lesson on a course you’re actually teaching. Because the course is eight weeks, and our course was eight weeks, the timing was awkward. I haven’t had the time to try the stuff she suggested.”
8	“I taught, but it had nothing to do with what the lesson plan I had done for G10. The lesson plan was really just for the course.”

Table 32 Continued

<u>Person</u>	<u>Reason</u>
9	"I teach a class that has a lot of content and is lectured based. I don't have time, so I just found a way to have students interact-not in groups. They pay attention because they are going to be called on. It's not something I learned here."
10	"I don't think as a result of the program. I am just getting better as I teach. I did include some field trips. I brought the connections with theory to life. I don't think it's because of the program just that this is my full time job now and I'm dedicated."
11	"I wouldn't say I've changed anything. But in my first session I learned the importance of not boring the students making the class interactive and blending the lessons. In a sense that I lecture for a bit and then in the course of the one class I do Kahoot or have presentations scheduled. I change it back and forth, and I introduce maybe four methodologies-the program emphasized the importance of not boring them. I didn't want to be <i>that</i> teacher."

Question 16

Finally, I asked participants if there was any other information they would like to share.

One person had a final thought to share whereas most of the participants were growing impatient. The statement he made was profound: "I think you learn it in the classroom by doing." Although they did not have any more information, two of the groups had questions that they wanted me to record for the CCIT team and College Administrators:

1. What is the difference between adjunct PD and new faculty PD?
2. What is the ultimate goal of this program anyway?
3. Is there a more in-depth orientation that could be provided?
4. Can you tell us the rationale for changing the program?
5. Can a flipped classroom course be first for programs that use this model?

Discussion

A number of key themes emerged from these focus groups. The patterns of data in the participants' responses correspond to professional literature on the topic. Therefore, I found it useful to discuss the emergent themes organized by evidence-based practices. One area that appeared repeatedly was the need for the program to be relevant to participants' content areas or pedagogical content knowledge (PCK). Along the same lines, job-embedded learning, or as the participant expressed "learn it in the classroom by doing," addresses another key concern of participants: time. A second key problem with the participants not finding the material relevant is their resistance to applying what they have learned. This disrupts the logic outlined in Killion's theory (figure 1). Therefore, I will discuss the how the adult learner engages in transformational learning. Next, I will discuss their preferences for learning environment and share research about the blended learning approach. Finally, although it is not in the scope of CCIT to remedy the mentor situation, I think it is worth including information in this study to inform the program evaluation and initiate change in this area.

Pedagogical Content Knowledge

Many new faculty come from a technical field and do not have a background in pedagogy or pedagogical content knowledge (PCK), so the focus should be to help them identify professional development goals that fit within their particular content area, but also link to the College's initiatives and program goals. In order to meet the goals of faculty, this program would some sort of professional learning communities as a best practice for improving one's craft. According to practitioner insights offered by the Math

and Science Partnership (n.d.), designing PD to fit the content, audience, and goals helps engage instructors in improving their content area and pedagogical knowledge.

One recommendation for doing this effectively is “study groups” (Math and Science Partnership, n.d., para. 8). While goal is for faculty to seek out their own professional development opportunities, faculty must first be taught the benefits and perhaps strategies for engaging with peers surrounding issues of student achievement relevant to their content areas. Furthermore, Snyder (2012) cites “collegial relationships and supports” as an essential component to how adults learn and transform their practices. Content-specific pedagogy is essential to teacher quality. Therefore, teachers need the opportunity to work in groups based on content. The Math and Science Partnership defines teacher study groups as a forum for teachers to define their “own agendas based on problems they’ve encountered in their classrooms” (Math and Science Partnership, n.d., para. 9).

Transforming the adult learner

Adult learners share a unique set of attributes that must be at the foundation of the program. First, adult learners seek to construct meaning based on prior learning, or existing schema. Mezirow (cited in Snyder, 2012) suggests adult learners come with a wealth of knowledge that can be leveraged to make sense of a new situation with proper guidance through a series of ten phases. Communicating Mezirow’s transformative learning theory explicitly to new faculty will help participants recognize their current understanding with a more critical eye. Snyder (2012) suggests five attributes to teacher training that provide an optimal environment for transforming professionals to effective instructors. These include spiraling, or revisiting big ideas to allow enduring

understandings, authentic learning, experiential learning, collegial support, and reflective discourse.

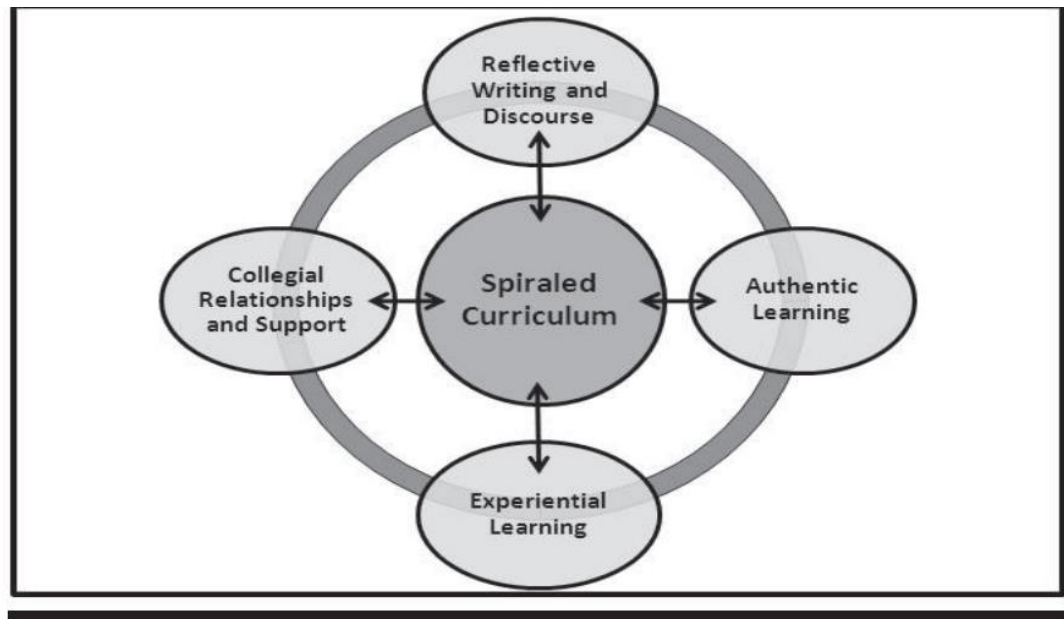


Figure 19. Transformative Components of Effective Teacher Education. This figure illustrates the key characteristics to ensure successful professional development of novice teachers (Snyder, 2012).

Data-driven decisions. John Dewey’s research tells us “one who truly wishes to grow as a teacher must be a student of teaching” (Pennington, 2015, p.1). Since many of the participants in this program come with background knowledge of content, technology, pedagogy or any combination of the three, a careful analysis of individual strengths and weaknesses can be used as a basis for goal setting and reflection. This data in the form of a collective needs-assessment should also be a priority for CCIT designers at the onset of the new program. Furthermore, CCIT may leverage participants’ knowledge from previous professional occupations to build their notion of self-efficacy to deliver content rich in experiential learning and close to the real world their students will encounter (Wagner & Imanuel-Noy, 2014).

Job-embedded learning. Participant data should guide the learning experiences during the NFD program. Therefore, experiences can be curated to explicitly connect to student engagement and learning as outlined by Darling-Hammond’s “five critical elements” of teacher development (Teacher Development Researcher Review, 2013, pp. 3-4). Likewise, research surrounding adult learners’ motivation suggests that learning activities should be meaningful and applicable to their current needs. Therefore, job-embedded professional development provides them the opportunity to apply course content to the classroom, reflect, and make adjustments with just-in-time support from a supportive network of peers, coaches, and colleagues. Zepeda (2012) supplies the following benefits of job-embedded professional development that can also help balance the allocation of resources.

11. addresses the issue of time
12. encourages immediate application
13. shifts between informal and formal (depending on the context)
14. links current learning to prior knowledge
15. supports innovation and exchange of new ideas

Mentoring

Mentoring is a universal element of many teacher development models and serves as an effective strategy for supporting new teachers. While mentoring activities vary, the typical structure involves pairing a novice and veteran teacher. Mentors can play a significant role in shaping the new teachers’ perspective of their institution and improving their craft. In fact, Wagner and Imanuel-Noy (2014) found mentor teachers have a critical effect on the self-efficacy of a novice teacher. However, various concerns

arose with mentor programs and relationships. For instance, Anthony, et al. (2011) point out several flaws with mentoring such as discouraging the adoption of innovative practices out of resistance to change and veteran faculty burdened with mentoring as another assignment outside teaching duties. Porter (2011) suggests that a lack of clear guidelines and a designated schedule detract from mentoring programs. Given the criticism of the NFD mentorship, CCIT should advocate for proper guidance and training, so appropriately matched mentors can be supportive and beneficial.

Delivery format

While institutions enjoy the benefits of technology when it comes to delivering content, it is important to choose the most appropriate technology to deliver the content of new faculty professional development. One study (Porter, 2011) concluded that online courses could be an effective way to engage new teachers and can provide a support system for busy instructors if the course is “appropriately structured” (p. 26). Porter recommends carefully curated prompts and activities that encourage meta-analysis through individual, small group, and whole group interaction (2011). Porter also cautions designers to provide clear and elaborate guidelines and to consider learners’ needs and comfort with the online learning environment. Pennington (2015) echoes the notion that facilitators of PD programs are open about adjustments to the program or course to model changes based on student data. Therefore, the delivery format should be dynamic.

Given the practice many institutions have with web tools to enhance the classroom experience, special consideration should be given to which aspects of a new faculty development program can leverage the online learning environment. Pennington (2015) found pre-service teachers enjoyed seeing videos online prior to class discussion

and implementation of a strategy. Pennington used videos “to push students thinking” and as a catalyst for reflection assignments and inspiration for innovative techniques (2015, p. 8). Porter (2011) found that busy teachers appreciated the online community of learners and access to readings and videos selected to facilitate their learning, but some yearned for more face-to-face interactions. A hybrid (partially online and face-to-face) delivery format seems ideal because it can include on-demand resources, quiet reflection through journaling or blogging, but also allow for a weekly face-to-face meeting with a cohort or mentor.

Research suggests several ways to employ the online environment. First, a study by Anthony, Gimbert, Fultz, and Parker (2011) found that novice teachers entering the field from other professional backgrounds, who engaged in “e-coaching,” increased their self-efficacy, instructional strategies, and pedagogical content knowledge (p. 56). Second, Kivunja (2014) urges teachers to educate themselves for the 21st century learner meaning that they themselves engage in online collaboration and projects, as they will expect their students to do. Third, McNulty and Cuenca (2014) found creating the space and time for professional discussion and collaboration could be challenging but very beneficial. The opportunity to post authentic problems and allow the cohort to make suggestions could be a valuable use of technology outside of the course content.

For the online or hybrid format to be effective, the trainers must be “qualified to demonstrate and model the vision of technology integration they promote” according to Sutton (2011, p. 44). Finally, the reflective process is a critical part of teacher development. As Snyder (2012) points out, it should be “overt” with the goal of automatization (p. 49). To engage students in this practice, journaling or blogging about

the authentic trial and error in their classrooms is an opportunity to leverage technology. In a study by Boyd et al., in-service teachers overcame the apprenticeship of observation (teach-the-way-I-was-taught) and improved their pedagogical approaches because of blogging (2013). The authors suggest blogs offer “an opportunity for disruption” in a novice teacher’s way of thinking about his or her practice.

Limitations

As discussed in my ELP proposal defense, this redesigned program is in the first semester of implementation. Therefore, making sweeping program recommendations based on a limited perspective would be unfair. To make informed decisions about the program, I will consider the copious data I have collected in this study as a single source. In order to increase my understanding of the program, I will triangulate my data with other sources including an observational study of this same sample and surveying program alumni.

Conclusion

Currently, the New Faculty Development program weighs on College resources, including personnel, but it lacks the evidence-based approach to ensure meaningful change. The existing program does not consider participants’ individual needs, derive from student data, or focus on job-embedded authentic learning that appeals to adult learners. My proposed improvement action is to conduct a comprehensive program review to determine the areas of strength and weakness in the NFD program. The data collected from the focus groups coupled with other valuable data will allow the College administration to make an informed, data-driven decision regarding program design and consider the appropriate actions to enhance the program moving forward.

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Appendix A: Focus Group Instrument

New Faculty Development Focus Group Protocol

Hello, my name is Lisa Peel, and I am the Instructional Director at Delaware Technical Community College Terry Campus and a doctoral student at the University of Delaware. I am requesting your participation in a focus group about the New Faculty Development program the College offers to all new full-time faculty. Participants in the program at all of our campuses are being offered the opportunity to participate in the focus group. The process should take approximately 45 minutes to complete.

A summary report will be produced based on the information collected. The analysis will be distributed to the Vice President for Information and Instructional Technology and the Director of the Center for Creative Instruction and Technology (CCIT), and my doctoral committee. The results of this project will be used to inform the enhancement of the New Faculty Development program.

There are no risks to you participating. Participation is entirely voluntary, but your perspectives are greatly appreciated. All responses are confidential. You will not be asked for any personally identifying information, and none of your responses will be associated with you personally. There are no consequences if you choose not to participate.

If you have any questions concerning the focus group, please contact me at lpeel@dtcc.edu.

If you agree to participate, please kindly reply to this email, and I will arrange a mutually convenient time to meet in person or talk over the phone. Thank you in advance for your assistance.

I will notify the participants that the focus group will be recorded for transcription purposes. Then I will follow the questions below in a semi-structured approach. I may ask for clarification or elaboration on any of these questions if necessary.

Questions:

1. What support have you received in the program?

-How did this support occur?

-Can you give specific examples?

2. In what ways have your peers helped you progress during the program?

3. Please describe the ways in which faculty have supported you in achieving your goals in this program.

4. Are the program leaders/instructors experts in the content of this program?

5. Do program leaders engage you in the content? Describe how.
6. Which format do you prefer for NFD meetings and courses and why? (face to face, hybrid, online)
7. Describe your experience with each format in this program.
8. Have you had any course conflicts/scheduling conflicts?
9. In what ways is the class schedule convenient?
10. Have you struggled in any way with the requirements of this program?
11. What communications, meetings or discussions have helped you understand/interpret the requirements?
12. Are there any other factors that have affected your ability to participate in this program?
13. How well is this program helping you to reach your professional goals?
14. What important skills and knowledge have you acquired that will help in your current position?
15. Describe any changes you have made to your teaching/and or interactions with students because of this program.
16. Is there anything else you would like to share about this program to help enhance it for future semesters and participants?

Appendix H

ARTIFACT 7: EXECUTIVE SUMMARY MEMO

memo

Delaware Technical Community College

To: Justina Sapna, Vice President for Academic Affairs

Dr. Richard Kravich, Vice President for Information and Technology

From: foobar

CC:

Date: 2/1/2018

Re: New Faculty Development Program Review

Comments: This memo serves to provide you with an executive summary of the findings of a program review I conducted of the New Faculty Development Program. Through my doctoral program work, I have conducted a lengthy study of the program curriculum updates as well as a review of the program implementation during the fall semester. The evaluation sought to determine how the NFD program aligned to evidenced-based practices, modeled professional development standards, and to consider the overall strengths and needs of the program determined by alumni and current participants.

During our upcoming meeting, I will provide details about the major findings and make recommendations based on my research. Currently, the New Faculty Development program requires dedicated College resources, including personnel, but it lacks some components that are essential to effective PD. The major findings of the evaluation are outlined below.

-
- First, the program leaders have a genuine interest in the program and feel a strong sense of ownership and pride over their role in supporting new faculty. The designers have a number of responsibilities, but recognize how important this program is to the success of the new faculty and ultimately the students they serve.
 - Second, there is not a needs-assessment to establish a baseline of participants' strengths and needs. Many of our faculty start as adjuncts at the College. Understanding the knowledge and skills they bring is a critical component to designing a meaningful program and placing value on the adult learners' prior experience.
 - Third, the recent redesign has led to more personalized content, particularly in G10; however, the delivery does not offer sufficient opportunity for job-embedded practical application. Therefore, it is not likely that a transfer of knowledge will occur. That is, without the opportunity to practice and reflect, faculty will not apply the practice to enhance student learning experiences. The design should be learner-focused, not content-focused to accomplish the program outcomes.
 - Fourth, the existing program does not utilize data to increase educator effectiveness and results for students. Student data should be central to goal setting, activities, assignments, coaching, and collaboration. This may be in the form of College data, course-specific data, and/or instructor-specific data.
 - Finally, a key consideration in effective professional development programs is the plan for evaluating the program. This should be determined from the onset and explicitly aligned to intended outcomes of the program.

Appendix I

ARTIFACT 8: PROGRAM EVALUATION

Lisa Peel
New Faculty Development Program
Program Evaluation Report
January 10, 2018
University of Delaware

Executive Summary

Delaware Technical Community College's Center for Creative Instruction and Technology (CCIT) provides a New Faculty Development (NFD) program for all newly hired faculty to become oriented to the practices of the College and develop their instructional repertoire to engage and teach students. The explicit goals for this program include strengthening faculty contributions to the College, increasing "student success, engagement, performance, and satisfaction," and ensuring faculty to understand the mission and goals of the institution (CCIT, n.d.).

To accomplish these goals, the program involves prescribed coursework and colloquia, which focus on a "foundation for quality instruction and advisement" (CCIT, n.d.). During the program, new faculty collaborate with an assigned mentor and Learning Strategies Coordinator (LSC) to complete a self-evaluation followed by a customized professional development plan. After this planning phase, faculty participate in a series of courses (CCIT, n.d.). The program's recent redesign has led to a change in the prescribed courses to prioritize pedagogy and instructional design in the online environment.

Currently, the New Faculty Development program requires dedicated College resources, including personnel, but it lacks some components that are essential to effective PD. The major findings of the evaluation are outlined below.

- First, the program leaders have a genuine interest in the program and feel a strong sense of ownership and pride over their role in supporting new faculty. The designers have a number of responsibilities, but recognize how important this

program is to the success of the new faculty and ultimately the students they serve.

- Second, there is not a needs-assessment to establish a baseline of participants' strengths and needs. Many of our faculty start as adjuncts at the College. Understanding the knowledge and skills they bring is a critical component to designing a meaningful program that values the adult learners' prior experience.
- Third, the recent redesign has led to more personalized content, particularly in G10; however, the delivery does not offer sufficient opportunity for job-embedded practical application. Therefore, it is not likely that a transfer of knowledge will occur. That is, without the opportunity to practice and reflect, faculty will not apply the practice to enhance student learning experiences. The design should be learner-focused, not content-focused to accomplish the program outcomes.
- Fourth, the existing program does not utilize data to increase educator effectiveness and results for students. Student data should be central to goal setting, activities, assignments, coaching, and collaboration. This may be in the form of College data, course-specific data, and instructor-specific data.
- Finally, a key consideration in effective professional development programs is the plan for evaluating the program. This should be determined from the onset and explicitly aligned to intended outcomes of the program.

Table of Contents

Executive Summary	i
Introduction	1
Purpose of Evaluation	1
Description of Program	2
Evaluation Questions	5
Design Methodology	6
Data Analysis	18
Findings	20
Conclusions	78
Recommendations	91

Introduction

Purpose of the Evaluation

The purpose of this evaluation is to provide administrators at Delaware Tech with the framework to consider data, make decisions to enhance the program, and evaluate the program's effectiveness moving forward. The data derives from three key sources: focus groups (Appendix A), a survey of program alumni (Appendix B), and an observational study. The purpose of the focus groups was to gather information about the new faculty's perceptions of the program at the end of their first semester teaching full time at the College and engaging in the New Faculty Development program. This data, coupled with data from surveys of the NFD alumni will serve to inform a comprehensive program evaluation in the form of an Educational Leadership Portfolio (ELP).

The purpose of the observational study was to gather information about how the program operates. The preliminary program evaluation (Artifact 5), which considered the redesign process and proposal (Appendix C), revealed some gaps in the program structure. In order to assess strengths and weaknesses that exist in the implementation of the proposal, it is necessary to become a participant-observer in the program. Likewise, this observational study will evaluate the program delivery in conjunction with evidenced-based practices.

Finally, Guskey, (cited in Kreider & Bouffard, 2006) suggests that a critical component is "organizational support and change" to inform future efforts (p. 4). Therefore, this evaluation was grounded in research on the linear steps and critical elements for establishing effective professional development. The findings provide a comprehensive evaluation to the program administrators with recommendations to enhance the program.

Description of Program

Delaware Technical Community College's Center for Creative Instruction and Technology (CCIT) provides a New Faculty Development (NFD) program for all newly hired faculty to become oriented to the practices of the College and develop their instructional repertoire to engage and teach students. The explicit goals for this program include strengthening faculty contributions to the College, increasing "student success, engagement, performance, and satisfaction," and for faculty to understand the mission and goals of the institution (CCIT, n.d.).

To accomplish these goals, the program involves prescribed coursework and colloquia activities, which focus on a "foundation for quality instruction and advisement" (CCIT, n.d.). During the program, new faculty collaborate with an assigned mentor and Learning Strategies Coordinator (LSC) to complete a self-evaluation followed by a customized professional development plan. After this planning phase, faculty participate in a series of courses (CCIT, n.d.). During the 2017 academic year, the CCIT team dedicated effort to redesigning the NFD program to better meet faculty needs. The program's recent redesign has led to a change in the prescribed courses to prioritize pedagogy and instructional design in the online environment. The proposed redesign was approved by the College's senior administration and is in the implementation phase in the fall of 2017.

Colloquia

A challenge of the former version of the New Faculty Development program was the scheduling and content of the NFD 101 course. This was a hybrid course that required

face-to-face meetings on Fridays. This course presented many logistical challenges with scheduling courses, finding coverage, and placed burden on those faculty not at the primary meeting location. Therefore, one of the major changes outlined in the proposal was a shift to campus-based meetings called colloquia.

A second problem with the former NFD 101 format was that the course did not meet the skill set of incoming employees. Many newly hired faculty reported that the information was too basic or a waste of time, particularly those who were coming from an educational background. The revised program sets to customize the content to better fit the needs of the participants by allowing each campus Learning Strategies Coordinator (LSC), the program leader, to poll participants and set convenient times, dates, locations, and topics for these colloquia.

In the spirit of maintaining the College is a single organization, despite multiple campus locations, the program offers a one-day face-to-face orientation that brings all of the participants together in Dover. This orientation provides the opportunity for new faculty to meet all of the CCIT team, administration from the Academic Affairs division, and gain a better understanding of College initiatives. The meeting is planned by CCIT and the deans of instruction and of student affairs in order to allow each division an opportunity to represent its most pressing issues and initiatives. This College-wide face-to-face meeting occurs each fall and spring semester.

Online Courses

A second forum for delivering professional development content for new faculty is through a series of Instructional Design and Technology (IDT) courses offered by CCIT. New faculty are required to complete two IDT courses (three credits each). These courses were recently designed by the CCIT team and combined information that existed in the former version of program's series of courses including NFD 101. The first of the required courses is IDT G10 Foundations of Effective Teaching, which, according to the course description, is "designed to prepare educators to develop instructional strategies, curriculum, lesson planning, and assessment" as well as help participants "self-reflect as they develop and enhance effective teaching practices" (Delaware Technical Community College, 2017, p. 1). This eight-week online course is taught by one of the LSCs whose welcome letter and course overview outline the three stages of the course inspired by backward design: identifying desired results, determining acceptable evidence, and planning activities for both. This is also the course where students complete a self-evaluation worksheet and plan goals using the Customized Professional Development Plan distributed by CCIT (Appendix D).

The second required three-credit course, IDT G20 Essentials of Distance Education, focuses on the pedagogy and design principles for distance learning. This involves selecting appropriate tools and resources for distance education and managing online courses through the College's Learning Management System (LMS). It is important to note that the College is embarking on a transition from the Blackboard LMS to the Brightspace D2L LMS. All of the online courses offered in the New Faculty

Development program are delivered in the new LMS. The proposal addresses this shift as an opportunity to pilot the system with CCIT team members as the designers, and new faculty are among the first to experience this system from the student perspective.

Veteran faculty will be exposed to the new LMS in phases beginning in the spring of 2018 with trainings and experimental “sandbox” courses prior to full implementation.

The LSCs address the opportunities for learning together in the new LMS in their course welcome letters to new faculty. Finally, both of these online courses are pre-requisites for a series of elective courses. Therefore, these courses are not exclusive to new faculty members as some veteran faculty complete these courses in order to pursue the advanced IDT certificate or update their skills to meet the requirements to teach an online or hybrid course.

Mentoring

Given the concerns raised in my research about the NFD mentorship, CCIT should advocate for proper guidance and training, so appropriately-matched mentors can be supportive and beneficial despite this aspect being beyond the scope of this ELP. Mentoring is a universal element of many teacher development models and serves as an effective strategy for supporting new teachers. While mentoring activities vary, the typical structure involves pairing a novice and veteran teacher. Mentors can play a significant role in shaping the new teachers’ perspective of their institution and improving their craft. In fact, Wagner and Imanuel-Noy (2014) found mentor teachers have a critical effect on the self-efficacy of a novice teacher. However, various concerns arose with mentor programs and relationships. For instance, Anthony, et al. (2011) point out several flaws with mentoring such as discouraging the adoption of innovative

practices out of resistance to change and veteran faculty burdened with mentoring as another assignment outside teaching duties. Porter (2011) suggests that a lack of clear guidelines and a designated schedule detract from mentoring programs.

Evaluation Questions

In order to collect data to inform my ELP, I proposed the following questions:

1. What is working and what is not working in the implementation of the program?
2. To what extent do the program practices align with evidence-based practices?

The justification for the first question lies in the complexities associated with the development and implementation of professional learning opportunities for an organization. Including this question to collect data regarding the implementation served two purposes. First, it offered a simplified approach for a participatory evaluation, which Aubel (in Zepeda, 2012) suggests provides focus on prioritized areas, so the evaluator addresses the appropriate issues. Second, it provided the information necessary for administrators to make data-driven decisions about the program. The results from the focus groups, surveys, and observational study enable program administrators to carefully consider the areas of strength and weakness. My rationale for asking the second question was to provide data on how closely aligned the curriculum and activities are to the Learning Forward Standards for Professional Learning (2011) and evidence-based practices for professional development. The questions related in that they address specific parts of the program as well as the overall program design and theory allowing me to provide a more thorough evaluation.

Design Methodology

Sample

Focus groups. Twenty-five participants were invited via an email from their respective Learning Strategies Coordinators (or program leaders) to participate in a focus group. One participant no longer worked for the College at the time of the focus group and did not attend. I removed him from the total number. I had pre-empted this invitation by introducing myself and giving a rationale for my attendance during the observations to campus colloquia. I mentioned in each colloquium that participants would have the opportunity to share more information at the end of the first semester in a series of voluntary focus groups at each campus. I coordinated with the Learning Strategies Coordinators (LSCs) to poll the participants for the most convenient time and set up a location on each campus. I sent a reminder email within 24 hours of each focus group as a reminder of time, location, and expectations for duration. I asked the LSCs not to be present during the focus groups, so participants could speak openly about the program. Fifteen participants took part in three focus groups that occurred on three different campuses. The focus group participation differed from 41.6 percent to 87.5 percent to 100 percent. There was no correlation between participation and the proximity to the end of the semester. There did not seem to be any difference in the tone or expectation expressed in the email sent by the LSCs. Based on responses there did not seem to be a correlation between satisfaction with the program and participation. In fact, the campus with the least participants noted that they mistakenly thought it was a mandatory colloquium, since the email invitation was from their program leader.

Alumni survey. The survey sample identified those who have enrolled in the New Faculty Development program since 2011 across all four locations of Delaware Tech. The rationale for selecting 2011 is that the program was not cohesive or consistent among the different locations prior to that year. It was determined with the input of Dr. Kravevich that anyone entering the program prior to 2011 would have had an entirely different experience. Since 2011, CCIT's database had archived 190 alumni of the NFD program. Of those, 19 no longer work at the College. I emailed the survey to 171 New Faculty Development program alumni. Two of the surveys returned as "undeliverable" to the designated email addresses. One of the surveys was partially completed, so I excluded it. Eighty-four alumni completed the survey. In summary, the sample size was 84 (a 49.7% response rate).

Observational study. There are 23 New Faculty Development program participants. Originally, there were 24 newly hired faculty, but the College no longer employs one. The attendance at the NFD kickoff included 17 of the 23 new faculty, and attendance varied by campus at subsequent colloquia. All of the participants received an email about the events from their respective program leader. Of the 23 new faculty, 13 participants enrolled in a course in the fall semester. Of those, ten enrolled in the IDT G10 Foundations of Effective Teaching course. Although there were 17 total students enrolled in the IDT G10 Foundations of Effective Teaching course for professional enrichment, I excluded anyone who was not currently enrolled in the New Faculty Development program. One participant enrolled in the IDT G 20 Essentials of Distance Education online course. Two participants received a waiver (based on sufficient post-graduate coursework) for the pre-requisite courses to be permitted into the more

advanced IDT G42 6WI Motivational Teaching. They enrolled in the same section of this course with veteran faculty. Table 1 shows a summary of enrollment for each course highlighting the distribution of NFD participants enrolled.

Table 33
Enrollment in IDT Courses

<u>Course</u>	<u>Total Enrollment</u>	<u>NFD participants enrolled</u>
IDT G 10 5W1 Foundations of Effective Teaching	17	10
IDT G 20 2W1 Essentials of Distance Education	22	1
IDT G42 GW1 Motivational Teaching	14	2

It is notable that ten faculty did not participate in a fall course. I made some discoveries during the focus groups about the obstacles with enrolling and NFD participants' intentions for spring enrollment that help explain the different reasons for only 57 percent enrollment

Instruments

Focus group. The focus group included sixteen questions to guide discussion. The idea of a focus group derived from my ELP proposal defense when the committee recommended that interviews may not generate as much enthusiasm and would be time consuming. In the ELP proposal defense, the committee members recommended some updates to enhance my survey design that I applied to this instrument as well. Namely, they suggested that I consider the components of the program to see if they are meeting participants' needs, reorganize the instrument to cluster questions into categories, and allow open-ended responses. Since they urged me to consider what I hoped to gather from the data, the specific questions evolved because of discussions I had with the LSCs

during my preliminary program review and Dr. Krlevich to determine which aspects of the program should be assessed.

In addition to primary sources, I based the design of this instrument on literature that outlines evidence-based components of effective professional development. Desimone (2009) conducted a meta-analysis of research that outlined critical components worth evaluating with this tool. First, she noted the content focus as a crucial component; however, since approximately half of the participants had completed an NFD course, it seemed too soon to measure this. Second, active learning related to the effectiveness of professional development. Therefore, I asked to what extent program leaders had engaged faculty in the program in section two. Desimone's also cited coherence in summary as an important component; this refers to buy in, and I ask questions such as "how well is this program helping you reach your professional goals?" Duration is another aspect that Desimone (2009) considers, but given that the participants are in the initial phase of a mandatory two-year program, I did not ask about this. However, I asked a number of questions about scheduling. Finally, collective participation is a critical feature of effective professional development, which I address with questions about peer support and follow up prompts specifically about the cohort model as opportunities arose.

The first section of the focus group addresses support participants had received in the program. I asked about support in general, prompted them for specific examples, and then asked about peers and faculty support. The Learning Forward Standards for Professional Learning (2011) explicitly outline the value of learning communities as a critical factor for quality professional development (PD). Zepeda points out that it is

critical to “create an ethos of care for the individual and the collective” if institutions want to successfully build a culture of professional learning (2012, p. 3). Therefore, it is important for me to gain an understanding of how supported participants feel in the New Faculty Development program.

The second section of the focus group asked about expertise and enthusiasm of the program leaders. Research indicates that adult learners thrive in a culture where a number of conditions exist. Ferguson (2006) indicates that one of those conditions is an enjoyable experience. A second is that leaders are “encouraging and insistent” according to Ferguson (as cited in Zepeda, 2012, p. 2). Another notable point researchers make is that an important characteristic of change is the individuals charged with implementation of a program. “Materials do not effect change; people do (Hord, Rutherford, Huling-Austin, and Hall as cited in Zepeda, 2012, p. 25). Therefore, I asked participants to give specific examples of how program leaders and their instructors had engaged them in the content over the first four months of their enrollment in the NFD program.

The third section of the focus group protocol prompted participants to think about the ideal format for delivery and scheduling. Researchers debate the notion of blended learning, as a best format for providing professional development to new faculty. While this format allows learners to manage their time, challenges arise when faculty feel isolated by technology or struggle to navigate the virtual environment. Mazat (2013) conducted a study of online learning communities and found that they were more beneficial when integrated with face-to-face learning. Since the NFD program offers a blended learning opportunity with the mixture of face-to-face meetings and online coursework, I wanted to learn if the integration was effective.

Another aspect of professional development that often burdens faculty is time, which I tackled in the fourth section of the focus group questions. Often new faculty are asked to perform a variety of tasks and do not have adequate time to allocate to each. Without the dedication of resources and considerations of policy, research tells us that the demands of professional development become a burden rather than an opportunity for learning (Learning Forward, 2011). This series of questions addresses any scheduling conflicts, convenience of course offerings, or any other struggles balancing this program with an individual's job assignment.

In section five of the focus group protocol, I asked participants about communication and any other factors that have influenced their ability to participate in the program. I included communication in the instrument because the program is in the first round of implementation following a re-design. One of the major updates was eliminating the standard orientation meetings and replacing it with a series of colloquia. Colloquia topics were not pre-determined, but rather driven by participant interest. Given that the College has recently undergone a shift to a "one college" model and incurred the growing pains of aligning four locations, I thought a measure of communication and any unknown campus-specific factors would emerge here.

Section six spoke to the correlation of the program to participants' professional goals, skills and knowledge, and changes in attitude and/or practice. Killion (2013 in Zepeda, 2012) explores how change occurs through a well-conceived professional development plan. He purports that in order for a transfer of knowledge to occur, a clear logical theory of change has to occur. In the NFD program, the assumption is that participants will engage in quality professional learning, which they will in turn apply to

their classrooms. If this initial stage does not occur then the NFD program cannot realize enhanced student learning experiences.

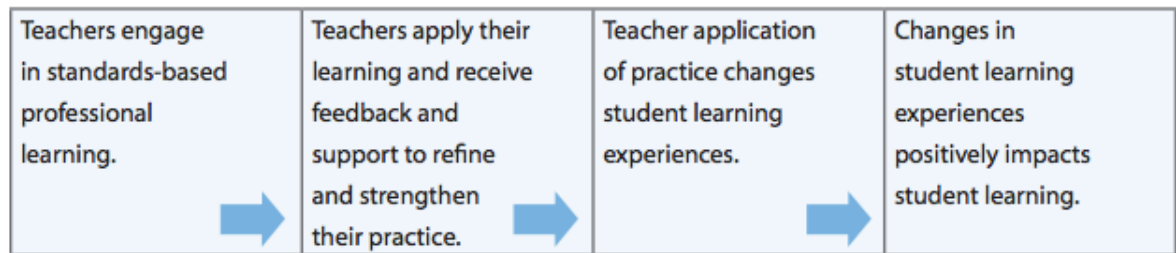


Figure 20. Generic theory of change for professional development (Killion, 2013). This figure shows the general assumptions associated with stages of successful professional development.

Although it was early in the program, I thought asking for specific examples of skills and knowledge acquired in the program and a description of changes participants had made would reveal the initial impact of the program. This information could become a baseline for subsequent measures. Finally, I closed the focus group by asking participants, “Is there anything else you would like to share about this program to enhance it for future semesters and participants?”

Alumni survey. In the proposal defense, my committee discussed the necessity of elaborating on the research to broaden the data set. They suggested two options: focus groups and survey questions. In the spirit of conducting an authentic program evaluation, I discussed the options with the Vice President for Information and Instructional Technology. According to Survey Fundamentals developed by the University of Wisconsin (Thayer-Hart, Dykema, Elver, Schaeffer & Stevenson, 2010), the first step in developing an effective survey is to determine the goal, what information is necessary, and the target population. Therefore, I worked with Dr. Kravovich to identify an appropriate sample. I decided to administer an electronic survey as the most practical

option to engage a large number of participants. As McNamara (2007) points out, surveys meet the purpose of gathering “lots of information from people in a nonthreatening way,” and there is a body of samples to use as a framework for survey design (Zepeda, 2012, p. 38).

To that effect, I considered previous studies that measure the first two tiers of Guskey’s levels of evaluation: participants’ satisfaction with and reactions to their learning (2000). Given the lack of baseline data on the subsequent three tiers (organizational support, use of skills, and impact on student learning outcomes), I chose not to measure these. However, in conducting this research regarding effective evaluation of professional development, I understand that these tiers are essential and will advocate for collecting this data with future cohorts in the program evaluation.

The survey consists of several closed-ended questions and a few open-ended questions. The first two questions asked about the participants start and finish date of the program. Since there was some question about some of the hire dates provided from the database, I included these questions to make determinations about which responses to exclude from the survey. I also asked participants to identify their previous teaching experience. Following the initial questions, I asked them a series of close-ended questions that offered choices to rate their satisfaction, acquired knowledge, convenience, and other components of the program such as mentor, cohort, and delivery. Next, to address application of knowledge, I asked a series of close-ended questions that asked subjects to rank how much impact the program had on their interactions with students, delivery of content, and if the frequency with which they continued to apply the techniques they had learned. Additionally, I offered subjects the opportunity to share what they liked the most

and the least about the program via open-ended responses. Finally, I asked alumni to respond to the open-ended prompt: is there anything else that they wanted to share for the good of the program. The complete survey instrument is available in Appendix B.

Theoretical framework for observation

Goals. According to Zepeda (2012) effective professional development involves specific goals, activities executed to meet those goals, evaluation to measure progress toward the goals, and adjustment of activities to better meet these goals. Porter underscores this notion by stating “meaningful learning does not take place when learners are left to sink or swim” (2011, p. 14). Therefore, to evaluate what is working in regard to program implementation, I will observe through the lens of the program goals. According to the CCIT website, the goals of this program are to help the New Faculty Development participants:

- Strengthen their ability to make significant contributions within the College community
- Increase student success, engagement, performance, and satisfaction
- Better understand the mission, goals and objectives of the institution

Standards for professional learning. Learning Forward, formerly known as the National Staff Development Council, presents the widely accepted standards for the field of teaching. These Standards for Professional Development (2011) offer insight into the key elements of effective professional development. Therefore, I will use them as guidance to establish evidence-based practices.

Figure 21. Learning Forward Standards for Professional Learning reference guide (2011)

STANDARDS FOR PROFESSIONAL LEARNING			
<i>Professional learning that increases educator effectiveness and results for all students ...</i>	LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.	OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Standards for online learning. The Southern Regional Education Board (SREB) developed a supplement to the Learning Forward Standards as more opportunities emerge of online professional development (Standards for Online Professional Development, n.d.) These Standards for Online Professional Development elaborate to include guidance on context, process, and content citing specific examples as they relate to the online environment. Since a portion of this program is offered online, I will also consider these standards in my observations of the NFD program.

Adult learner theory. Consideration of theories of adult and teacher learning is essential for the success of the NFD program. Knowles' four principles of andragogy are the standard-bearer for designing adult learning opportunities (Adult Learning Theory, 2014):

5. Adults need to be involved in the planning and evaluation of their instruction
6. Experience provides a basis for learning
7. Adults are most interested in subjects with immediate relevance and impact on their job.

8. Adult learning is problem-centered rather than content-oriented. (Kearsley, 2010 in Knowles, 2014)

As such, I will also use Knowles' principles to establish a comparison of evidence-based climate to motivate the adult learners in the New Faculty Development program (The Adult Learning Theory, 2014).

Data Collection

Focus groups. One source of data collection was to conduct voluntary focus groups at the end of the first semester for new faculty program participants approximately four and a half months into the program. Using a semi-structured approach, I led the focus group participants through a series of questions about the New Faculty Development program as outlined in the New Faculty Development Focus Group protocol (Appendix A). Each participant received a copy of the questions upon entering the room. I read the introduction and risks involved and reminded participants that I was recording the audio to transcribe later. I prompted participants to speak freely and honestly. I also gave participants the opportunity to record thoughts on the question sheets in case someone did not feel comfortable speaking in the group. One person had written on the response sheets, but no extemporaneous information was included that had not been documented in the transcribed recording. Focus groups lasted from 40-70 minutes each depending on the group size and participants' response.

Alumni survey. I created the survey and administered it electronically via an anonymous link in an email to participants' Delaware Tech email address. Prior to administering the survey to the entire sample, I tested the survey on a small subset of participants. Many of these participants are peers in the Ed. D program at the University

and obliged in serving as the test group. They completed the survey and offered insight about the clarity of the questions and made suggestions about additional information to include.

Participants received an email stating that this was a voluntary survey to gather information about their experiences in the New Faculty Professional Development program. I asked participants to give anonymous input and told them how the information would be used. I offered a ten-day period and sent the email at the end of the semester to encourage maximum faculty participation. The initial email yielded a healthy response. I sent a follow-up reminder three days before the survey closed, which yielded additional responses. I closed the survey noting there was one partial response to exclude.

Observational study. In order to become a participant-observer, I communicated with the LSCs via email to determine the schedule for each campus's colloquia at the onset of the semester. I also obtained permission (via Delaware Tech's IRB process) to attend the NFD full-day orientation kickoff event. Gaining access to the online courses was more complicated, since I did not yet have user privileges for the new Learning Management System that housed the IDT courses. Again, I worked with CCIT and sought permission from the appropriate administrators through the IRB process to become a "student" in all of the IDT online courses offered in the fall 2017 semester.

During the face-to-face kickoff meeting and subsequent colloquia, I sat and made notes on my laptop of the presentation content, reactions and discussion among participants, and questions asked and answered. This part of the observation was more casual and allowed me to get a feeling for the program as a participant. I noted my opinions about the presentations and content.

To collect and analyze the data from the online courses, I used a systematic approach. First, I took a virtual tour of the G10 course to become acclimated to the content in which the majority of participants engaged. I spent time in the “Overview” reviewing the introduction to the course. Next, I reviewed the course schedule to get a perspective of how the curriculum and activities would be organized for the eight-weeks. Since I was limited to student access of the course, I decided that the most meaningful data would derive from the discussion board posts, so I devised a plan for collecting and analyzing this data.

Data Analysis

Focus Group

Following the focus groups, I listened to the recordings and transcribed the responses into recording sheets. In order to analyze the qualitative data collected in the semi-structured focus groups, I reviewed my transcribed notes to get a holistic picture of the responses before seeking common themes. Then I reviewed the responses to each question about the New Faculty Development program, I subsequently looked for key words and phrases that indicate the design of quality programs that relate to the generic theory of change and professional development design elements outlined by research. I analyzed the recorded data by coding the responses with key phrases that correspond to what research indicates are best practices of professional development programs.

Alumni Survey

To review the discussion board data systematically, I created a table coded with students numbered one to ten. Then I scoured the discussion boards pulling the data person by person and placing it into the table rows. There were four discussion boards

with distinct prompts and topics. Since there was a delay in gaining access to the courses in the new LMS, I pulled the data at the end of the semester when all participants had completed the courses.

Observational Study

I reviewed the detailed notes from my observations of the kick-off meeting and colloquia. To analyze the data, I reviewed the information through the theoretical framework that considers various aspects of effective professional development:

1. Goals
2. Standards for professional development
3. Standards for online learning (through observation of courses)
4. Adult learning theory

To review the discussion board data systematically, I created a table coded with students numbered one to ten. Then I scoured the discussion boards pulling the data person by person and placing it into the table rows. There were four discussion boards with distinct prompts and topics. Since there was a delay in gaining access to the courses in the new LMS, I pulled the data at the end of the semester when all participants had completed the courses.

Once I had tables of qualitative data from the discussion posts, I began to look for emergent themes in the text. I used color-coding to indicate patterns I noticed. For instance, in the first discussion board, participants were asked to tell their three goals, and I looked for the identified themes such as technology, assessment, organization, etc. I then measured the frequency that these themes appeared in the sets of goals. In other instances, I evaluated the themes as they aligned with the goals of the program and course

or evidence-based practices. I eventually looked for evidence that corresponded to the aspects of my theoretical framework.

Findings

Focus Group

Question 1. I asked participants what support they had received in the program, how it occurred and prompted them to give specific examples. Participants noted the program leader or learning strategies coordinator (LSC) as the primary source of support. Many of the participants responded that their campus LSC had reached out to them to set up an initial meeting. These occurred one-on-one on campus and lasted approximately one hour. One participant cited that her LSC “has been very helpful,” and her peers nodded in agreement. Some participants discussed the CCIT website as a resource when they needed support. One participant noted that she enjoyed having a mentor because she felt like that relationship was less formal and she could “drop in unscheduled with a quick question.” Another agreed and pointed out that sharing an office with her mentor had been convenient. Others discussed how their departments were supportive and offered tips. They reported that there was not time to seek out help from CCIT, and it was more convenient to ask other members of the department when they needed help.

Although I did not directly prompt participants to speak about the prior knowledge and skills, several of them referenced them as a reason for needing less support. For instance, one person said her situation was different because she was a “late arrival” in the hiring process, but she felt comfortable because she had been an adjunct at another institution of higher education for a number of years. She pointed out that there were a few differences specifically with the community college student body, and she

sought answers as issues arose from the LSC. Another person described his experience as “strange” to get all this attention and support because he had been employed by Delaware Tech for more than ten years. He claimed his support prior to being hired had come from the current and former department chairs and now he had the attention of a whole other division. He did appreciate the technical support from CCIT.

Another participant felt more strongly about the lack of appreciation for existing knowledge and skills. He had been an adjunct for the College for more than fifteen years and said the program is a burden as it “hinders his other responsibilities to the department.” He stated that now he has to “go through all these things...initiatives...” when he has been doing the job for years. Another agreed with the idea that she came with prior knowledge based on her adjunct experience, but acknowledged that her responsibilities were more as a full-time faculty member including procedural understanding and student advisement. Six participants noted having significant teaching experience prior to starting as a *new* faculty member this fall.

A smaller set of participants expressed that they had not received support for various reasons including lack of support from a department chair (who does not believe in the program), the absence of CCIT team members, not having enrolled in a CCIT course, not realizing they had been labeled “new faculty” and needed to participate. Others confessed they had been too busy to seek out help from anyone unless it related to an immediate need with a course or student need.

Question 2. I asked participants how their peers (other NFD participants) had supported them during the program. When I asked this question, participants talked about meetings with their mentors, relationships with other faculty (based on adjunct

experience), having an open-door policy with people in their office areas. None of them identified the people sitting in the room with them (other NFD participants) as their peers. I thought my question was unclear, so I asked the follow up question: “do you feel the support of *this* group has been helpful?” One group answered yes. A second group said they had not interacted until the focus group. The third group answered with a unanimous, “NO!” and then one clarified he did not know anyone’s name. The others admitted they did not know one another’s names either. This piqued my curiosity, so I asked them if they were familiar with a cohort model and if they thought it was beneficial to learn that way. Several said they had a cohort experience in their doctoral program or other schooling. Others were familiar with the concept because they teach student cohorts. All of them thought the cohort model would be more beneficial. In summary, one asked, “Wait, is this supposed to be a cohort? Because I feel like I’m on an island trying to figure things out.”

Question 3. I asked participants how other faculty members had supported them during the first semester of the program. This question showed some disparities in the support offered by department administration and mentors. First, one participant expressed gratitude for the three-credit course reduction; everyone in the room was surprised to hear this existed. They thought it would be nice to have, but did not feel that this program was enough of a priority for them to teach one less class and burden someone else in their department. A participant said that she felt supported by faculty because her entire department had signed up for the required IDT course she was enrolling in this fall. Others shared different experiences, particularly about their mentors.

Table 2 shows the descriptions of mentors and other faculty. Nearly half of the participants describe a negative experience.

Table 34

Description of Support from Mentor and Other Faculty

<u>Person</u>	<u>Description</u>
1	“My mentor is in my department and doesn’t have a clue what his responsibility is.”
2	“It’s like you are asking someone to become a trainer, who hasn’t been trained. I just figure it out on my own.”
3	“My mentor is wonderful, but we are in different departments. She is great but she said I don’t know what I’m supposed to do. We are figuring stuff out together. They don’t know what their purpose is. They don’t have a clue.”
4	“It would be better to have a mentor in the same department. Each department is different and faculty will have different needs.”
5	“The mentor is there. We share an office. He has been great to ask questions, but he is busier than me. I tend to call on the other team members I have there. They have been supportive. It is not always easy to continuously ask questions. We shouldn’t have to keep asking. Someone should have a master list to guide us.”
6	“People don’t have any information in my department because they went through too long ago. I don’t have anyone to go to.”
7	“I don’t see my mentor as having time to see me teach or seeing him teach. Is that his responsibility?”

Question 4. I asked to discuss the experience with the program leaders and to evaluate the expertise of the program leaders. Three responded that they had not had enough interaction with the person to make this judgment. Others opened a discussion regarding pedagogical content knowledge. Of the fifteen participants, eleven said that the program coordinators were experts in *their* content, but they did not understand the

participant's content area and the complexities of their teaching. Therefore, what they were teaching in colloquia and online courses was not relevant. Table 3 offers a closer look at the responses to this question.

Table 35

New Faculty Perceptions of Program Leaders' Expertise

<u>Person</u>	<u>Description</u>
1	"...hard to tell because it's not pertinent to our program."
2	"Some of the strategies we talk about we can't incorporate."
3	"We can't change the objectives, the flipped classroom- accreditation."
4	"... frustrating to do the assignments. Even though I put it down on paper, I can't do it."Great ideas for interactions, but there's stuff we can't implement. We did a lesson plan, grading rubrics, but we can't make a single one of those changes. It's all hypothetical. And even the feedback, we write in our professional terminology, but the feedback is standard to what they want, and doesn't fit with what we teach. It's too complex of a topic for the instructor to understand."
5	"We have to find ways in what we do (regulation/accreditation) to make this fit in the College's box to complete this program. In G10, we are asked to...but that doesn't necessarily fit our program. You have to make the assignments fit."
6	"G20 developing an online course, but I will never have an online course in our program. I looked into opting out."
7	"I would say they were experts in the content, but not my content."
8	"Often times, I wish there was something different that went beyond...for people that are coming from the classroom. Some of the things I've learned are not best practices. I wish that the NFD looked different for people coming in with teaching background."
9	"I wish NFD looked different for people from different departments. For example, in G10 all the resources and assignments were interesting. They weren't useful because it's different in science. What I teach is a lot different than other classes...the stuff that might fly in other classes, just don't in mine."
10	"My field is different too...like what she's [participant 9] saying."
11	"Mine too." [in agreeance with participants 9 and 10]

Question 5. I asked participants if and how the program leaders (LSCs) engaged them in the program content. They provided examples of how the instructor for the online course provided weekly updates touched based individually, and offered in-person and virtual office hours. One participant described her instructor as “amazing” citing responsiveness and feedback in the online course as a key strength. Several described confusion with the online course being in a new LMS and how the instructors encouraged feedback on any issues. A participant said the LSC is as engaging as possible “for an online course.” Another said he was not as concerned with engagement as he was with understanding the connection between the meetings and the course. “It feels scattered. I don’t see the connection. What’s the ultimate goal of the program anyway?” he asked. Finally, three participants continued to describe how the online content was not as engaging because it did not fit with their program. One suggested “the instructional coaching come from the field that the person teaches, since it’s so different.”

Questions 6 and 7. I asked participants which format they preferred for learning such as the content of the NFD program and presented them with three formats: face-to-face, hybrid (or blended), and online. As a follow up, I asked participants to describe their experiences in the formats offered this first semester namely the face-to-face meetings and online courses. The participants differed in response to their preferences. Eight said they prefer online while six prefer face-to-face. One person did not commit because he did not know that he had to sign up for a course and expressed frustration that no one told him this. Those who preferred online primarily selected it because of convenience. They said time is always an issue. Others, who preferred face-to-face chose it because of the quality of interaction and absence of distraction they had experienced

with online learning. “I like the face-to-face because we sit down and talk about it. Not with 100 different things going on; the doors closed, and no random students stop by, phones are not ringing. You’re not pulled from the topic at hand. You get that instant feedback too without having to email and wait for a response.” An interesting idea that came from this discussion was the idea of a four-day ‘boot camp’ to kick off the semester prior to classes beginning and another one in the final weeks before faculty go off contract but after the semester had ended. Once this idea arose in the first focus group, I floated it to the others. It received positive response overall.

Questions 8 and 9. I asked participants if they had any scheduling conflicts and to describe how the class schedule was convenient. The overwhelming response to this was time. In fact, participants talked about time in most of the previous questions. They exhausted the topic by this point in the focus group. They appreciated the opportunity for online classes because the face-to-face meetings burdened their departments to find coverage or rearrange schedules. In fact, one participant expressed his “lack of focus on this training was hindering” his development. Several others agree. Another added, “I have only been here six months, and my focus has been on getting my job done. Not the training.” Three participants said that they had put their pursuit of a degree on hold whereas two others said this program was a detriment to their postgraduate program. One even went on to say, “IF the course focused on prep for the next semester or making adjustments from the previous then it would be a worthwhile. If developing the course were my PD then it would be perfect. I have to do that anyway. The problem is the people training me have no background in what I’m doing.”

Question 10. I asked participants if they had struggled in any way with the program requirements. Aside from time, the primary struggle was that the participants saw the content as irrelevant to their teaching. Table 4 outlines the descriptions of the struggles they described from the first semester as they tried to reconcile the expectations of the NFD program and their job requirements. The key challenges were lack of relevant content, poor communication, and balancing NFD work with other responsibilities.

Table 36
New Faculty Primary Struggles with the NFD Program

<u>Person</u>	<u>Description</u>
1	"Navigation with Brightspace, watching videos to have to figure it out."
2	"My chair told me that the NFD program was updated and now tailored, but I feel like its still pretty standard. I come with teaching experience, and I was hoping for something different v. someone who's never been in the classroom before. I'd like something personalized. I took courses like this as electives in my BA. I have to take it again. I would waive it, but it doesn't count toward the required NFD required credits, which I don't agree with, so I have to do other courses. If you've mastered one of those classes, those credits should count. If we look at it that way, many people have masters in education on my hall. Why am I taking these classes again for the topics I have already covered?"
3	"I would rather have more of a menu that could help with PD and growth vs making another lesson plan. I felt like it was a check off."
4	"I don't know if I would have taken the job if I had known about this program. It was never mentioned to me during the hiring process. I considered bailing because this is a lot of stuff to do and it is information I have already covered. I think you should know this before you are hired."
5	"We learned in G10 alternative methods of teaching, but our chair has to approve that. We don't have the freedom to do what the course is trying to get us to do."
6	"I'm not sure what the requirements are. I have met with someone for an hour about the program. I don't think I could remember any of it. Especially not how to sign up for the class. We all had that meeting, but then there is so much else to do. The only thing I remember is the form with the goals. But anything I need I email and ask. I'm afraid to think about what I need to do. I'm blocking out the program requirements because I know the expectations for the next semester is all on me. We have to develop lessons and courses, and my program has gotten rid of the publisher's material. I spend 12 hours a day already. I'm not focused on signing up for a class. My primary focus is students."
7	"Regarding the form with goals it took me forever and a year. It was never on my list or at the top at least. I did mine finally at the end of the semester. It's all about time and balance. That's one of my goals. I don't think I'm doing a great job-I'm just trying to figure it."
8	"The program has tripped over communication."
9	"I'm still trying to figure out the program. It would be nice upon hire to get an overview of the program, what it offers, what resources exist, and what is required"
10	"Most people in our department are in this program, so we can't all attend everything. We need to be more strategic, creative about how to team teach, so we can all attend the required meetings."

Question 11. I asked participants what communication had helped them understand the expectations and program requirements. Fifty percent listed the LSCs as the key source; others used their mentor and the CCIT website as a means to access information about the program.

One person suggested that it might be better to have a second year NFD participant or recent alumnus serve as a program guide, since many of the people she had encountered were too far removed from the program because they had gone through it long ago or not at all. Four of the participants mentioned that they had not received feedback on their goals and were not sure what to do with them once they had been submitted. Another underscored that there seemed to be a disconnect between that first meeting and tracking progress through the first semester.

Question 12. I asked participants for any other factors (aside from schedule) that affected their ability to participate in the program. In all three sessions, participants defaulted to their previous answers and did not have anything to add for this question.

Questions 13 and 14. I asked participants how well the program aligned with their professional goals and what knowledge and skills they had acquired because of the program so far. Their responses were primarily “yes” with nine answering affirmatively. Four said “no,” and two said “not yet. Those who responded “yes” cited strategies learned in the G10 course, resources and videos that modeled best practices, and practice with Brightspace. All of those who responded “no” felt the content was not relevant to their field and/or was not new knowledge and therefore did not further their goals. The “not yet” category was summed up by a participant who responded: “The resources are helpful. I’ve saved some of the links that I might use later when I have time.”

When I asked NFD participants about the skills and knowledge they had acquired from the program, they listed several items, which I grouped into key themes in Table 5.

Table 37

New Faculty Development Participants' Key Learning

<u>Theme</u>	<u>Number of Participants</u>	<u>Examples</u>
Resources	1	Websites from G10
Advisement	2	Information from the advisement colloquia
Student Engagement	2	Updating PowerPoints to include more engagement activities; seek student input;
Technology	4	Brightspace, Kahoot, Monopoly for review

Question 15. I asked participants to describe any changes they had made to their teaching or interactions with students based on what they had learned in the program. For those who had made changes, the answers correlated to their key learning outlined in Table 7. However, a number of participants had not made changes resulting from the program. Those who reported no changes listed the various reasons for not applying new knowledge to their classroom setting. Table 6 highlights their thinking.

Table 38

Reasons For Not Making Changes

<u>Person</u>	<u>Reason</u>
1	“Flipped classroom, is the biggest struggle, I see the same issue with students not being prepared for class. They have to watch Ppt and voice over before they come in, but I have to revisit because they haven’t memorized what they need to I wanted to use Kahoot. I liked Kahoot because of the music. I learned about Kahoot in the NFD welcome meeting with the DOSAs. I just made my first one. Of all the things I can’t change about the program, I can use Kahoot. This is my only way to make it my own...but I haven’t done it yet.”
2	“I feel like the topics are very random. I don’t think it builds from one topic to the next. I’m not sure how to use the ideas from this course.”
3	“Trying to function in a flipped classroom is frustrating because I don’t know anything about it. I go and watch others, but I don’t know the right way to do it. Until I take the course, which is not a required course, so I could have taught for a year and a half without any idea of how to teach in a flipped classroom.”
4	“G10 and G20 don’t give you a lot of options to take what you’re interested in. Right now, I have to take these standardized courses while there are others that might be a better fit. You only get one elective, and e-portfolio is one required elective. I want to take the interesting ones—the stuff I can actually use—a class on classroom management. In the faculty meeting scenarios, I had nothing even close. I would have handled the issues all wrong.”
5	“Too soon. It will take me another six months just to go through the stuff.”

Table 38 Continued

<u>Person</u>	<u>Reason</u>
6	“I’ve tried a little bit on the spot—engaging students in conversation. I didn’t know anything before G10, but I’m not really sure how frequently to use it. Some of it I see the validity, but some I’m considering the validity. It might be my bias/ignorance, but some things I can see will not work.”
7	“Program Manager came to see us teach. It’s weird for this to have to happen in an online course. We developed a lesson to be graded, and we presented the lesson to 20-25 students, but it was not with students. The timing was bad because it was when most students were wrapping up for the semester. The tricky part was to do the lesson on a course you’re actually teaching. Because the course is eight weeks, and our course was eight weeks, the timing was awkward. I haven’t had the time to try the stuff she suggested.”
8	“I taught, but it had nothing to do with what the lesson plan I had done for G10. The lesson plan was just for the course.”
9	“I teach a class that has a lot of content and is very lectured based. I don’t have time, so I just found a way to have students interact-not in groups. They pay attention because they are going to be called on. It’s not something I learned here.”
10	“I don’t think as a result of the program. I am just getting better as I teach. I did include field trips. I brought the connections with theory to life. I don’t think it’s because of the program just that this is my full time job now and I’m dedicated.”
11	“I wouldn’t say I’ve changed anything. But in my first session I learned the importance of not boring the students making the class interactive and blending the lessons. In a sense that I lecture for a bit and then in the course of the one class I do Kahoot or have presentations scheduled. I change it back and forth, and I introduce maybe four methodologies-the program emphasized the importance of not boring them. I didn’t want to be <i>that</i> teacher.”

Question 16. Finally, I asked participants if there was any other information they would like to share. One person had a final thought to share whereas most of the participants were growing impatient. The statement he made was profound: “I think you learn it in the classroom by doing.” Although they did not have any more information, two of the groups had questions that they wanted me to record for the CCIT team and College administrators:

6. What is the difference between adjunct PD and new faculty PD?
7. What is the ultimate goal of this program anyway?
8. Is there a more in-depth orientation that could be provided?
9. Can you tell us the rationale for changing the program?
10. Can a flipped classroom course be first for programs that use this model?

Alumni Surveys

Descriptive findings. The survey data indicates that the sample consists of 84 responses who begin working at Delaware Tech as full time faculty. Table 7 shows the distribution of responses. I excluded two responses from participants who indicated (in question 1 of the survey) that they had started prior to 2011. The survey sample for content questions (beyond descriptive findings) is 82.

Table 39
New Faculty Program Alumni Year of Hire

<u>Answer</u>	<u>Count</u>
Prior to 2011	2
2011	12
2012	19
2013	20
2014	11
2015	12
2016	8
Total	84

Question 2 asked how long it took participants to complete the New Faculty Development program. Table 8 shows that nearly 75 percent of participants completed in two years. I received an email from one person who said she did not answer this question because she had completed the program in one year, so I have reflected her response here. CCIT advertises this program as the first two years upon hire, so it appears the duration of completion is consistent with the expectations.

Table 40
New Faculty Program Alumni Timeframe for Completion

<u>Answer</u>	<u>%</u>	<u>Count</u>
I have not completed the program.	11.76%	10
1 year	1.18%	1
2 years	74.12%	63
3 years	8.24%	7
4 years	3.53%	3
5 years or more	1.18%	1
Total	100%	85

Question 3 polled participants about their previous teaching experience before becoming a full time faculty member at Delaware Tech. The majority of alumni brought prior knowledge and experience with them to their role as a full time faculty member. Table 9 shows the distribution of how new faculty had gained their prior knowledge and experience. This answer allowed participants to check all boxes that applied to them as many may have varied teaching experience. Although the count of responses is 108, several participants checked more than one box (n=82). Most had worked as an adjunct faculty member at the College prior to becoming full-time faculty while about half had

experience at another institution including K-12. In fact, only 13 alumni reported that they came to the College with no teaching experience at all.

Table 41

New Faculty Program Alumni Teaching Experience Upon Becoming Full-time Faculty

<u>Answer</u>	<u>%</u>	<u>Count</u>
Adjunct faculty member at Delaware Tech	40%	43
Adjunct or full-time faculty member at another institution	26%	28
K-12 teacher	22%	24
No prior teaching experience	12%	13
Total	-	108

Participants’ perceptions of the NFD program. Following the descriptive information, I posed a series of questions that asked participants to rate various elements of the New Faculty Development Program. The answers offered a range of options with no neutral choices.

Question 4. This question surveyed participants’ overall satisfaction with the program. Responses (n=82) indicate general satisfaction with the program. In fact, only 17 % of the alumni report being “dissatisfied” with the program. Table 10 shows an overview of the data collected from this question.

Table 42

New Faculty Program Alumni Overall Satisfaction With Program

<u>Rating</u>	<u>%</u>	<u>Count</u>
Extremely satisfied	9.76%	8
Moderately satisfied	47.56%	39
Slightly satisfied	25.61%	21
Slightly dissatisfied	8.54%	7
Moderately dissatisfied	7.32%	6
Extremely dissatisfied	1.22%	1

Question 5. Question 5 asked participants how much they had learned because of the program. Responses (n=82) indicate that about a third of participants had learned “a great deal” or “a lot.” Just under a third of participants said they learned “a little” or “nothing at all.” Table 11 shows the range of learning respondents selected. I was curious if there was any correlation to the prior knowledge candidates brought to the program and how much they reported to learn, so I completed a cross-tabulation of questions 3 and 5. Prior experience did not influence how participants responded to this question. Those with prior experience still reported learning “a lot” or “a moderate amount.”

Table 43
New Faculty Program Alumni Report of Learning

<u>Answer</u>	<u>%</u>	<u>Count</u>
A great deal	9.76%	8
A lot	25.61%	21
A moderate amount	35.37%	29
A little	28.05%	23
Nothing at all	1.22%	1

Question 6. Question 6 asked participants to determine how reasonable the workload was concerning time dedicated to the program. Seventy-five percent of alumni shared that the workload and time spent were “extremely” or “moderately reasonable.”

Question 22. An error occurred in the automated numbering. This question appeared in this sequence where Question 7 should be, but was mislabeled as question 22. Alumni selected the best format for delivering the program content. Responses indicate that sixty-five percent of alumni prefer a blended learning model. The remaining alumni were nearly equally divided between face-to-face (18.5%) and online (16%) learning.

Question 7. Alumni reflected on the sequence of topics and if it fit their needs as a new instructor. Responses (n=81) indicate that 42 alumni (52%) found the sequence was a good fit. Only 20 report that it was “probably” or “definitely not” sequenced according to their learning needs as a new faculty.

Question 8. This asked about the relevance of the program content to the courses the new faculty taught. Responses (n=82) indicate more than fifty percent of alumni felt the content was “extremely” or “moderately” relevant. Thirteen responses report that it was “irrelevant” to varying degrees (“slightly” to “extremely”).

Question 9. Question 9 asked about the value of the cohort model. Nearly two thirds of alumni report that the cohort model was “moderately” to “extremely valuable”. Twenty-three (n=82) found that it added “slight” to “no value” to the New Faculty Development program.

Question 10. Question 10 asked about the quality of mentoring participants received during the NFD program. Responses indicate a clear difference of opinions regarding the mentor experience. Table 12 shows the opinions of alumni. Overall, more than a quarter of participants report that it added “no value” at all whereas just under a quarter found it “extremely valuable.”

Table 44
New Faculty Program Alumni Perception of Mentoring Component

<u>Answer</u>	<u>%</u>	<u>Count</u>
Extremely valuable	21.95%	18
Very valuable	17.07%	14
Moderately valuable	17.07%	14
Slightly valuable	17.07%	14
Not valuable at all	26.83%	22

Question 11. Question 11 shifts the focus from alumni satisfaction to application and influence the program had on new faculty. This question specifically asked about the program's impact on interactions with students. Forty-one participants (50 %) report that the NFD program affected their interactions with students. However, the other half say that the program had little to no influence on how their interactions with students.

Question 12. Question 12 shifts the focus from interactions with students to ask about influence on teaching. This question yielded similar results to the previous. Nineteen participants (23%) say that the program affected their teaching "a great deal" or "a lot." Over a third (37.8%) shared that it influenced their teaching "a moderate amount." However, thirty-two alumni (39%) say that the program had "little" to "no impact" on how they taught.

Question 13. Question 13 asks specifically how much alumni use the concepts and strategies from the program. A similar distribution occurred with 23 participants reporting that they use the concepts "a great deal" or "a lot;" 35 participants said they still use the concepts "a moderate amount," and 24 people said they only used the concepts "a little" or "none at all."

Questions 14, 15 and 16. This set of questions appeared to participants based on their responses to question 12: "How much did this program influence the way you teach?" If participants indicated "moderate," "a little," or "none at all," they were prompted to give more detail about why the program had limited influence on their teaching. Responses indicate overwhelmingly that the "content was not new" to them. Of those who report that the content just "moderately" influenced their teaching, 48% say it was because it was not new. Of those who said it had "little" influence 52% say it was

not new, and of those who responded it had “no influence” on their practice, 71% say it is because it was not new to them. The second most popular reason for the program not influencing participants’ practice was that the content was irrelevant to their needs. Of the 60 people who reported the program having “moderate,” “little,” or “no impact” on their teaching, 11 cited its lack of relevance as the reason. Next, three participants, of the 60 who answered that the program had only “moderate” to “no impact” on their teaching, claimed they were overwhelmed by the content at that point in time. Finally, ten people selected “other” as their rationale. Some of the participants took time to elaborate on what they meant by “other.” Table 13 illustrates their rationales. Some of them fit within the categories offered, but participants selected “other” and offered a more detailed response.

Table 45

“Other” Reasons for the NFD Program Not Influencing Participants’ Teaching

<u>Person</u>	<u>Response</u>
1	“It took time away from developing courses. I was trying to just get my class schedule, policies, and other classroom essentials developed. NFD took time from that. For instance, I couldn't design a flipped classroom if I didn't even have my classroom designed yet.”
2	“I thought some of the material was a little insulting. Since I was hired to teach, I'd hoped it was believed that I knew how to do introductions in the class, and survey understanding.”
3	“I'm always open to improvement and advancement, but any new ideas I've wanted to try, I've researched on my own.”
4	“Explaining the inner workings of the College would have been more beneficial.”

Question 17. This open-ended question asked participants to reflect on what they liked most about the NFD program. Participants (n=65) reported what they liked, and

many listed more than one item as their favorite part of the program. Aside from reporting, “It was free,” “it exists,” and “it was easy,” participants shared several highlights from the program. I categorized them by theme. Their favorite aspects of the program were overwhelmingly interactions with peers (40%) and learning about technology (20%). Ranking third among participants’ favorite aspects of the program were the CCIT staff and orientation to College policy, resources, and administrators with just under ten percent each. Learning strategies for teaching, taking the IDT courses and earning credits toward a lane change or becoming eligible to teach online ranked toward the bottom. Three participants directly related that being able to take a course that involved improving their course and authentic learning was the best part for them. Likewise, two others valued the reflection offered by the program specifically the e-portfolio.

Table 46
What NFD Alumni Liked Most About the Program

<u>Impact</u>	<u>N</u>
Opportunity for promotion or additional pay	3
Engaging in job-embedded learning	3
Taking the IDT courses	4
Interactions with peers	26
Learning about technology	13
Interactions with CCIT team	6
Learning about the College	6
Reflecting on practice/e-Portfolio	2
Learning strategies for teaching	5

Question 18. Conversely, this open-ended question asked participants to reflect on what they liked least about the NFD program as outlined in Table 15. Participants (n=64) listed various concerns they had the program with some listing several of their least favorite parts of the program. The least popular aspect of the program that the sequencing of content did not match when participants needed to learn it. The next two complaints about the program were that the content was not new and that the demands of the program were too overwhelming. Participants listed the inconvenience of the program, specifically the schedule, format, and location, as their next biggest concern. The relevance of the content to the subject matter or needs of faculty and the content being overwhelming for newcomers in their first semester were also concerns listed nine times respectively. Six people mentioned their concerns about the courses, specifically the poor teaching, lack of feedback, and unprofessional demeanor of instructors as a major drawback. Lastly, a hand full of participants suggested the program was not meaningful, but a “box to check,” “hoop to jump through,” or a “waste of time.

Table 47

What NFD Alumni Liked Least About the Program

<u>Impact</u>	<u>n</u>
Program content irrelevant (“not what I needed to know”)	9
Information not new	11
Demands of the program overwhelming (too much time, travel to other campus)	11
Content overwhelming (too much new information; too rushed)	9
Quality of teaching was poor (bad model for new teachers)	6
Course offerings/meetings inconvenient (schedule, format, location)	10
Not meaningful (“just checking a box,” “hoop to jump through,” “waste of time”)	5
Timing/Sequencing inappropriate to new faculty needs	13

Question 19. This open-ended question asked the program alumni how the program could be improved. The primary responses related to making the program less standardized with 42 mentions among the 67 respondents. I further reduced this data in the coding process to consider how participants define a more personalized approach. I broke the responses into two categories. First, I captured what the participants outlined as an update to content based on immediate needs of the instructor (based on their content area, prior knowledge, strengths and weaknesses). Secondly, I categorized responses that requested CCIT provide more opportunity for authentic, job-embedded learning, which participants outlined as action research, peer coaching, instructional coaching, observation and feedback, setting and working on specific goals as an individual and within a department or team of peers. Following these key recommendations, the other suggestions fell into a variety of categories as outlined in the table.

Table 48

How To Improve the NFD Program According to Program Alumni

<u>Impact</u>	<u>N</u>
Lessen the requirements (less courses and/or shorten the duration of program)	3
Postpone the program until faculty's second year	2
Make it less prescribed (more choice) to be more authentic, job-embedded	16
Change format and/or timing (choice of online, face-to-face, one-week courses)	9
Update the sequence and/or content (based on participants' needs)	26
Exempt faculty who have mastered the content	3
Communicate expectations better and sooner	2
Personalize content to fit with content area	4
Offer course reduction to new faculty while in program	2
Improve the mentor component	2

Question 20. This prompt allowed one last opportunity for respondents to share any additional information regarding the New Faculty Development Program at Delaware Tech. There were 35 distinct responses to this prompt although two said “none” or “n/a.” Most of them took this as an opportunity to outline if their experience had been positive or negative while a few offered final suggestions to improve the program. I coded the responses based on the summative feeling of the respondent (looking for value words such as “happy,” “amazing,” and “helpful,” or “waste,” “didn’t work,” and “not effective”). Of the 33 substantive responses, 19 were positive, and 14 were negative. Regardless of the tone, many offered ways to improve that are encompassed by question 19. In this case the most mentioned suggestion was to consider the needs of the faculty- “what they come in with and what they need immediately and long-term”-to make the program more worthwhile.

Observational study

September orientation summary. First, I attended the New Faculty Development program kickoff on September 29, 2017 at the Terry Campus in Dover. Attending were 17 of the 23 new faculty, the CCIT team, the deans of instruction from each campus, the deans of student affairs from each campus, and the vice presidents of academic affairs and information and instructional technology. I sat at a round table in the back of the room with the Learning Strategies Coordinators and made notes on my laptop about key themes, table conversations, and the content delivered for participants. As I typed, I struggled with my role as observer v. participant-observer. It was not until my ELP defense proposal that I resolved my identity as participant-observer based on the recommendations of my committee.

Because of this, my notes from the first event seem somewhat removed compared to the subsequent events. The kickoff started with an introduction from the CCIT team including Dr. Kravich, Vice President of Information and Instructional Technology and Kelly McVeigh, Director of CCIT. Both shared the value of transformative education and the important role faculty play in transformative education at community college. They prompted participants to consider how they were feeling at the onset of the program and make note of their growth throughout. They shared the notion that participants were amongst a team of administrators, faculty, and staff who would constitute their “tribe” and provide support throughout the program. There was a brief overview of the program expectations and discussion of its goal-oriented approach. Additionally, CCIT team members introduced themselves to the group.

Following the presentation by CCIT, Justina Sapna, Vice President of Academic Affairs led an “Introduction to Academic Affairs” which included three key themes:

4. Description of the role and responsibilities of this position
5. Vision-teachers encompass the disposition that helps students succeed
6. Expectations- teachers’ work goes beyond pedagogical skills to include compassion, empathy, passion, determination to move toward the finish line (as it moves forward week to week), and reasonable rigor

Having been a faculty member, she offered a reflection of what she considered best practice in teaching community college students and how that guided her vision for the academic division.

The presentation was casual without any visual aids as the presenter stood at the front table (not behind the presenter’s podium), spoke with her natural voice (not a microphone), and shared anecdotes from her time in the classroom. The vice president’s address led to her introducing the team of deans of instruction.

Each dean of instruction took a moment for introductions and then shared their stories. They each talked about their path to becoming dean of instruction and shared two memories they were fond of as faculty members. They shared various anecdotes about their A-ha moments, stories of perseverance and kids’ (their own and students’) success. After the introduction and storytelling, they led an interactive scenario discussion. Participants received scenarios on cards and were asked to collaborate with others at their tables to plan a course of action. This was the first point of interaction among participants. The next group of presenters, the deans of student affairs, presented a well-

rehearsed presentation that included a Kahoot polling game to which participants responded to trivia questions about the student affairs including student issues.

Analysis in relation to goals. I drew several conclusions from this first event based on what I know to be effective professional development. First, regarding the goals of the New Faculty Development Program, the administration modeled contributions within the College community through their anecdotes. However, I do not know that this necessarily resonated with the new faculty primarily because most of the event was passive listening. Concerning the second part of the goal “increase student success, engagement, performance, and satisfaction,” the administration touched on some of the key themes necessary to build a culture of student success. For example, Ms. Sapna explored her vision and shared key traits faculty should possess to execute this vision-all of which centered on the students’ needs. Likewise, both representatives of the CCIT’s administration alluded to transformational learning and how this program should serve as a catalyst for reflection and professional development. The third prong of the NFD program goal is to “better understand the mission, goals and objectives of the institution,” and this was outlined through the presentations of the respective divisions.

Analysis in relation to standards. The Learning Forward Standards for Professional Learning (2011) address various features of professional development (PD). Since this one-day workshop offers a snapshot of the program, not all of the standards are observable.

This table displays examples as they correlate to the standards and some aspects of this event that do not meet the standards.

Table 49

Examples and Non-Examples of Learning Forward Standards Observed in the NFD Kickoff

<u>Standard</u>	<u>Example</u>	<u>Non-example</u>
Learning Communities	<ul style="list-style-type: none"> • Participants sat at round tables and shared a meal provided by the College prior to the first speaker. • Participants had two opportunities to collaborate during the event to examine case studies in small groups and answer trivia questions about student issues. • Identification of shared goals as a collective responsibility 	<ul style="list-style-type: none"> • No icebreaker or introduction occurred to allow participants to get to know one another outside of their tablemates. • Limited opportunity to collaborate in the scope of the full event.
Leadership	<ul style="list-style-type: none"> • Many key administrators were present and spoke directly to the value of this program. • CCIT spoke about the “tribe” or network of support that existed for NFD participants 	n/a
Resources	<ul style="list-style-type: none"> • Lunch provided • CCIT staff available and assigned NFD as a priority • Instructional coaches in the form of LSCs available for their respective campus groups • Time during work day for this event • Comprehensive LMS for online learning showcased 	n/a

Examples and Non-Examples of Learning Forward Standards Observed in the NFD Kickoff

Data	<ul style="list-style-type: none"> • Some student engagement data presented in the dean of student affairs trivia game. • Promotional video shared by CCIT where NFD program alumni talk about the effectiveness of the program 	<ul style="list-style-type: none"> • No reference to data for continuous improvement of the program when outlining highlights • No reference to the use of student data as a catalyst for learning • Minimal reference to self-evaluation, but needs-assessment not conducted for participants • Limited time spent discussing the individual goals for the program • No monitoring of case study discussion by CCIT or program leaders • No documentation of common misconceptions or incorrect answers during share out of case study • No collection of data during polling game (formative assessment) despite notable misconceptions
Learning Designs	<ul style="list-style-type: none"> • Some attention to engagement in the case study • Some attention to engagement in the Kahoot trivia game 	<ul style="list-style-type: none"> • Only surface level learning • Limited time for application • No analysis of participants needs at this point • Limited active engagement • Poor model of what teaching should look like • No choice in activity • Limited time for collaboration
Implementation	n/a	<ul style="list-style-type: none"> • Program framework not discussed despite this being an orientation
Outcomes	n/a	<ul style="list-style-type: none"> • Program outcomes not discussed despite this being an orientation

Learning communities. Concerning learning communities, the event did offer some time for collegiality during lunch. However, there was limited time for interactions and no icebreaker activities, which seemed odd as this was the first time all participants were together.

Leadership. There were some examples of leadership support namely in the presentations regarding program value and support. It was too short to identify if leadership advocates for the program through the creation of policy and allocation of resources.

Resources. There were several examples of resources including the lunch and time provided. More significantly, the staffing of CCIT incurs the oversight of this program. Each campus has a Learning Strategies Coordinator (LSC), who serves as an instructional coach and program leader for the NFD group. At this point, it is too soon to determine an allocation of resources on an ongoing basis or in times of budget shortfalls.

Data. A primary area of weakness was apparent in respect to data. In the description and orientation the program, there was no mention of data as a driver. Furthermore, there was no discussion of evaluation of the program and its effectiveness despite having just had a review and changes to the program. There was some indication that alumni had enjoyed the program in the promotional video shared by CCIT. The most glaring missed opportunity for data collection existed in getting to know the participants. Zepeda, in a meta-analysis of self-evaluation and goal setting, tells us “prior experiences are powerful sources of knowledge and need to be considered as a map to future learning opportunities” (2012, p. 53). Therefore, it was surprising to discover that CCIT had not conducted a needs-based assessment of NFD participants. Furthermore, the self-

evaluation was never collected in an effort to create a safe environment and encourage an honest evaluation. There was no inventory of prior experience charting the course for these participants.

The lack of attention to data extended during the two interactive portions of the program. First, when the deans distributed the case studies, participants engaged in discussion at their table sharing what they would do in the situation. The deans and CCIT members sat at their tables away from participants to allow them to discuss freely. During debrief and sharing out, a time to dispel misconceptions, the deans disagreed on some of the appropriate actions and resorted to looking up the answer on their devices. Unfortunately, the collaborative activity ended early because the introductions and overview had gone over the allotted time. The second collaborative activity was another missed opportunity to gather prior knowledge. For example, one of the questions in the trivia game asked participants what to do when a student would not stop talking in class. One of the answers was to report the student immediately to the dean. Five participants (29%) selected this response. Although the deans led a discussion about why this was not the correct answer, I felt this should have been a documented need to address in the colloquia. The other questions provided similar insight, but no data was collected from this formative assessment.

Learning design. The design of the program did not take inventory of learners' needs nor did it promote active engagement. For the most part, participants were passive learners in their table groups. Some efforts included engagement activities, but the majority of the event lacked choice, personalization, and impact. In retrospect, having triangulated these data with survey and focus group data, communication and goal setting

could have been a priority at the kick off. Furthermore, considering the discrepancies found in focus group reporting, a singular message College-wide would have benefitted participants.

Implementation and outcomes. I made limited observations regarding these two standards given they relate more to the ongoing implementation and eventual outcomes of the program. However, I did note my confusion that the overview of the program including the expectations and outcomes did not take place at this orientation event. Based on my informal interviews with the LSCs, I discovered that individual meetings had taken place with the participants to spend approximately an hour orienting them to the program.

Analysis in relation to adult learner theory. Teachers do not want to waste time sitting in a workshop nor do they learn best in a large group workshop (Tienken and Stonaker, 2007). The format of this program as outlined above in relation to the standards was primarily a “sit and get” type of workshop offering little relevance to the learners’ immediate needs. The event did not consider the characteristics of adult learners based on Knowles five assumptions (Adult Learning Theory, 2014). First, the event lacked any opportunity for self-directed learning. Second, prior experience was not considered or valued. Third, the learning opportunities were oriented to a role of the NFD participants in that they were participating in an orientation in a mandatory program. Fourth, the only opportunity for problem-centered learning occurred in the case studies, which were limited due to time constraints. Fifth, there was an apparent motivation to learn among participants, but the opportunities for authentic learning were limited.

Colloquia summary

Georgetown campus. Following the September orientation, I engaged as a participant-observer in colloquia on each of the campuses. The first I attended was the Owens Campus in Georgetown, where ten (of 12) participants took part in a baseball-themed session about advisement presented by an academic advisor and the acting dean of student affairs at that campus location. This was a 90-minute session offered in a computer lab. The participants had watched the general advisement update video administered to all faculty. Participants reflected on their undergraduate advisor and his impact on their academic experience. Then participants worked in pairs to develop responses to advisement case studies. At about one hour into the program, I noticed that six of the ten new faculty essentially disengaged despite the theme-oriented PowerPoint and case studies. At one hour 15 minutes, the presenters prompted participants to log in to the computers where they were seated to access the College's virtual advisement system the Student Education Plan (SEP). The demeanor of the participants changed as they actively engaged in an authentic practice that they would be required to do in the coming semester. Since there were only 15 minutes remaining, the LSC polled the participants to ask which areas of advisement they would like to learn more about. She referenced online resources for advisement and offered the opportunity to shadow expert advisors.

As the session wrapped up, several participants stayed to ask the LSC questions. It was clear that there was an established rapport among the LSC and the participants. Some participants seemed more collegial and friendly with one another as evidenced in planning to get together to work on tasks; others left immediately. One person asked what the purpose of the colloquia was, and the LSC shared that it was an opportunity to learn

about a popular topic. The group had decided that the next colloquium would be on the topic of teaching ideas.

Dover campus. The second colloquium I observed was in Dover and pertained to advisement. All three of the new faculty members attended. Two members of the College advisement team, who have been with the College for more than 20 years, presented using a PowerPoint. They asked about advisement experience to start, and one participant reported that she was already advising while the others would start advisement in January. This presentation strongly paralleled the presentation offered at the Georgetown Campus without the baseball theme. About one hour of the presentation involved shared information and experiences by the presenters, and the last 30 minutes was designated to practice within the Student Education Plan (SEP) at the computer.

As the presentation wrapped up, participants were eager for more. Participants proposed that this be an NFD course because it was important information. One commented that this was a lot of information, and she felt overloaded. She suggested having a couple of hours each week that was situation-based with the opportunity to engage in the practice with advisement and the SEP. The LSC discussed the feasibility of making this an IDT course choice for new faculty.

As participants exited, one asked about a problem with a student, who was using electronics (headphones) and not engaged. She reports that the student speaks on the phone to someone during class, and the instructor (participant) asked how to deal with this situation. She admits that she has no 'ground rules' for technology use in class. When the teacher called on the student (whom she knew did not know the answer), the student demonstrated a poor attitude. She reported that other students are disruptive during group

work. The LSC and I shared information on classroom management techniques. We coached her to think through the situation and draw conclusions by prompting her with questions such as:

- Why do you think students are not engaged?
- Do you notice any trigger for these behaviors?
- Looking ahead...what do you think your policy/ground rules should be?
- Does proximity seem to influence student behavior and engagement?

The participant thanked us and noted how helpful the impromptu coaching session had been.

Stanton/Wilmington campus. Given the overlap in scheduling of the colloquia, I was unable to attend the advisement session at this campus. However, I attended the colloquium entitled: “Reflection: What Does Learning Look Like?” The LSC started the presentation at the white board gathering ideas from participants in a comparison of “behaviors to encourage” and “behaviors to discourage.” The responses are outlined in Figure 22. This was the first learner-centered event; most of the time NFD participants engaged in two small groups completing a worksheet with nine reflection prompts.

Figure 22. T-chart Comparing Positive and Negative Classroom Behaviors

<u>Positive Behaviors</u>	<u>Negative Behaviors</u>
Attentive	Off-task behaviors
Engaged	-Cell phones
Participating	-Sidebar conversations
Utilizing Strategies/Practice Outside of Classroom	Late to class
Prepared/Awareness of Material	Disrespect
Flexibility	Not engaged
Maturity	Negative vibes/speak
	Lack of participation
	Unprepared for class
	“The princess” powerful personality- as single student that overpowers the class conversation

After this assessment of participants’ perspectives, the LSC sorted the participants into two groups. One group had three people, and he joined the other group of two to make them even. I situated myself between the two groups to observe the conversations. The attitudes and beliefs of the two groups were drastically different. Table 18 shows a comparison of the group conversations and differing epistemologies about learning.

Table 50
Comparison of Responses To Reflection Questions

<u>Reflection Prompt</u>	<u>Group 1</u>	<u>Group 2</u>
What does learning look like? How do you establish, teach, and positively state classroom expectations?	<ul style="list-style-type: none"> • Discussed how to earn students' respect • Discussed lack of self-motivation and not "doing their part" to learn • Discussed setting the tone: "I'm in charge. There is opportunity for discussion, but class has boundaries. I'm the teacher, and we have a lot to cover." • "I read the syllabus to them." • "I give them a timed policy quiz." 	<ul style="list-style-type: none"> • Discussed how generational gaps impact this idea • Discussed active engagement strategies, how to optimize student learning through thoughtful interactions with peers and material.
How do you manage behavior (to both minimize negative behaviors and maximize positive behaviors) through effective instructional delivery?	<ul style="list-style-type: none"> • "I go over the schedule in week 1 because it's important. They should know it and not ask me about it again." • "I give ground rules on professionalism and proper attire and have students sign that they understand." • Discussion of students' attempts at cheating/taking shortcuts and how there should be a class on this topic • "When students argue with me, I tell them to see me after class if they want to discuss the topic." • "I don't entertain negative talk. I say something like 'moving on.' It's not the place for negative. We have a lot to cover." 	<ul style="list-style-type: none"> • Discussed creating a safe culture and use of language or non-verbal cues for encouragement. • I say things like, "Explain your thinking...you're on the right track, but I want to be sure."
How do you actively engage student though use of varied instructional strategies?	<ul style="list-style-type: none"> • "I did an activity that would only work with this one lecture. I assigned each student two vocabulary words and let them use their phone to look up the definition. It was so 	<ul style="list-style-type: none"> • Discussion of case studies, collaborative tasks, and opportunities to break up the lesson into smaller activities

Comparison of Responses To Reflection Questions

	much content I broke it up this way, and they were probably wanting to be on our phone anyway.”	
How do you use ongoing assessment and effective feedback to evaluate instructional effectiveness?	<ul style="list-style-type: none">• “I use my lab through the publisher to have them drop and drag labels. It’s interactive.”• Discussion of assessments that are graded including tests, quizzes, simulations, and labs• “I share averages because I want them to know if they are failing.”• “Not everyone is cut out to be a [profession], so feedback keeps it real.”• Students use lowercase “I” so I have to give back the assessment and tell them unacceptable. You can only misspell three things or you fail. Back in my day, we didn’t have spellcheck, so I have no tolerance for it.	<ul style="list-style-type: none">• “I think feedback is really important because in anything we do we want our efforts validated. It should go beyond the rubric to maximize growth. Then they can apply the feedback to future assignments.”• “I also connect it to their career by giving specific praise and pointing out how that will serve them in their future role.”• “I use a negative sandwiched between two positives.”
List any helpful resources that you would like to share with your colleagues.	<ul style="list-style-type: none">• Discussion of publisher content, dry erase boards, and PowerPoint	<ul style="list-style-type: none">• Discussion of graphic organizers to promote critical thinking

Analysis in relation to goals. This series of campus-based meetings provided additional insight into how the goals of the New Faculty Development program were addressed. First, there was limited discussion of contributions within the College community with the exception of the two advisement sessions. However, I do not know that this necessarily resonated with the new faculty primarily because the content is extensive, and only one had practiced advising. About the second part of the goal “increase student success, engagement, performance, and satisfaction,” the LSCs addressed advisement as a tool for student success, but most of the quality discussions followed the advisement session. (CCIT, n.d.) For example, when the participant at the Dover event asked about the issue about classroom management. Likewise, a great deal of focus took place in the third colloquium that focused on effective classroom environments. The third prong of the NFD program goal is to “better understand the mission, goals and objectives of the institution,” and this was outlined through the presentations about advisement, as a key facet of the College’s mission to serve students and prepare them for career or transfer (CCIT, n.d.).

Analysis in relation to standards. The Learning Forward Standards (2011) address various features of professional development (PD), which I observed in the series of colloquium.

Learning communities. There was limited time for interactions during the advisement colloquia. However, in both sessions reflecting on experiences helped participants bond. Furthermore, the shared goal of taking on advisement as a responsibility prompted participants to discuss how they could help each other, seek support from the LSC and observe advisors. In the session about effective classroom

environments, the learners shared ideas and formed a sense of community. In this session, a collaborative learning environment offered a forum for group discussion and exchange of ideas. Unfortunately, a common pitfall of learning communities occurred: divergent views. DuFour and Eaker (1998 as cited in Lujan and Day, 2009) discuss this concern and emphasize the power of leadership and group norms to overcome this roadblock.

Resources. The key resources employed in these sessions were time and staffing. Ironically, by attending these sessions and traveling from campus to campus, I noted how much time and planning LSCs spent on the events. Furthermore, they serve as go-to resources between colloquia holding meetings with the NFD participants and ushering them through the program. They had helped mediate mentor assignments between the deans' office and department chair, advise participants on how to enroll in the required IDT coursework, and responded to impromptu needs.

Data. As with the September kickoff, a primary area of weakness was the lack of data. Data was not used in any of the casual discussions at the colloquia or in either of the advisement presentations.

Learning design. The design of the program attempted to assess of learners' prior knowledge in all three sessions. In the advisement sessions, the presenters began with reflections to assess the participants' perspective of the advisor role based on personal and professional experience. Although the participants were passive learners for the most part in these sessions, all three seemed to promote active engagement toward the end of each workshop. Specifically in the third session participants spent the majority of their time discussion questions in their table groups.

Implementation. There was limited opportunity for participants to apply their professional learning. In the case of the advisement workshops, only one participant had advised students and could relate to the scenarios. Others became overwhelmed by the amount of information and actually requested job-embedded follow up support in the form of resources and expert guidance. The participants in the third session engaged in a hypothetical discussion with no application. It is unknown at this point if the learning has extended over time with support, constructive feedback and opportunity for reflection about any of the sessions. There were some examples of salient coaching practice, but I noted missed opportunities particularly in session three for coaching and constructive feedback considering the LSC was in the group with generally positive attitudes toward student interactions.

Outcomes. There was no indication of how the colloquia are measured or connected to student learning outcomes. There was some evidence of spiraling, or building on participants' prior knowledge. In fact, participants were polled to select topics for the subsequent sessions. However, the colloquia did not deliberately relate to the NFD participants' formal goals.

Analysis in relation to adult learner theory. The colloquia partially embraced the characteristics of adult learners based on Knowles' five assumptions (The Adult Learning Theory, 2014). First, the third event offered limited opportunity for self-directed learning. Conversely, the presenters, LSCs, and participants shared prior experiences and valued the experiences others contributed in all three sessions. Third, the learning opportunities related to issues that the new faculty would encounter. Fourth, the only opportunity for problem-centered learning occurred in the case studies in the first session

on advisement. The second session attempted to share some hypothetical student SEPs, but the discussion was limited due to time constraints and participants lacking access to the advisement system. Fifth, NFD participants were eager to learn. Several were motivated to stay after the sessions had finished and ask additional questions. The requested additional learning opportunities in the form of colloquia, courses, coaching, and shadowing.

Online Courses

To systematically evaluate the professional development that occurred in the online courses, I pulled the discussion board posts of the ten participants on a variety of topics.

Discussion board 1. The first discussion prompt involved participants outlining three professional goals. They received a self-evaluation tool to analyze various aspects of their performance. The goals could be based on this self-evaluation and/or encompass the PD goals participants create at the beginning of the program. Since many of these participants enrolled in this course in the first semester of their program, the goals paralleled their PD plans. Table 19 provides an overview of themes that emerged in the participants' goals. Six participants mentioned peer observation as a means to learn more and achieve their goals.

Discussion board 2. The second virtual discussion centered on assessment and the use of student data to inform instruction. The discussion board prompt encouraged participants to summarize their existing knowledge of formative assessment, explain how they use it in the

courses they teach, identify any obstacles to using it effectively, and to set two goals for improvement in the area of assessment. Since the course facilitator provided videos and

Table 51

Emergent Themes in Goals of NFD Participants

<u>Focus of Goal</u>	<u>Number (out of 30)</u>	<u>Examples</u>
Technology	4	Brightspace LMS, SMART board, videos for flipped classroom, industry-specific tools
Improved student interaction	5	Interventions with failing students, student action plans, academic advisement process
Student engagement	14	Real-world learning, games, videos, classroom management, project-based learning, active learning technique
General Self-help	1	Better time management
Standardized, mandated assessment	1	Program Accreditation requirements
Participate in College events	1	Faculty Senate, career fair, service learning
Subject Matter	2	Training on equipment/techniques
College Initiative	2	Learning communities, Flipped classroom

resources to display best practices in formative assessment prior to participants

responding, it is difficult to assess how much participants knew and how much they gleaned from the resources to produce answers outlining the desired approach. Therefore, few differences occurred in their summary of how data informs the programs and courses participants teach.

Several themes were consistent among participants' answers. First, the majority (or 70 percent) of participants noted that assessment was essential to ensuring student understanding. The same number of participants discussed how important feedback was to the assessment cycle. Half of the participants described formative assessment in their classroom as a means to determine if students could transfer knowledge from a pencil-and-paper test to apply it to a performance task in a lab setting. Four of the ten faculty mentioned that assessment outcomes influenced their approaches to teaching. Primarily, they shared that when students did not understand, it required a review of the content. Another way participants adjusted instruction was to find a way to re-teach or make their lectures more interesting. Two participants connected the outcome of student assessment measures to the effectiveness of their teaching specifically. Finally, three participants discussed the importance of varied methods of formative assessment.

The second part of this discussion prompt was obstacles that prevent the use of formative assessment in their specific contexts. The participants named "time" as the greatest challenge. Some elaborated that there was "too much content to cover" in the allotted time. Others cited lack of time to prepare materials for more authentic assessments. Another mentioned the time that lapses between the students completing an assessment and the instructor supplying feedback being a challenge; this is due to other obligations outside of teaching. One participant noted that the curriculum was inflexible and that the assessment design was impractical to the program. Yet another talked about the inflexible program design limiting how students were scored; this participant said that students did not value (and thus did not put effort into) formative assessments because they were not heavily weighted. One participant talked about class size being a limiting

factor because it took too much time and effort to reach each student. A participant confessed that a lack of pedagogical content knowledge contributed to his struggle with creating formative assessments. Finally, a participant cited a limited budget for materials to design elaborate performance assessments in the lab setting.

The third part of the assessment discussion asked participants to identify goals regarding formative assessment. Ten participants wrote 15 goals. It became apparent in the text that participants felt more vulnerable in this area. They cited feelings such as “I have become very rusty” and “I can tell from assessments that I am unclear to students.” However, participants also elaborated in their goals to describe how they might learn better and improve. One writes, “Experience and continued development through faculty meetings structured around classroom activities would be helpful.” Another states, “I find myself touching base with other instructors...checking in.”

Clear patterns emerged in the goals they listed. First, several expressed the desire to improve their instructional techniques and saw that they were linking to assessments (and student understanding). Secondly, four of the goals involved providing feedback to help students to improve. New faculty seemed to understand the need for feedback and reflection to help students grow, particularly in lab or practical settings. Third, four of the participants cited technology, could be used as a quick way to pull data on student performance. Kahoot was a tool that several indicated would be useful for creating reviews or formative assessments. This is interesting because the learning materials do not mention Kahoot; however, it was used in the presentation at the September kickoff meeting and embraced by participants. The other participants listed better time management, varied assessment formats, and better understanding of subject matter as

goals for improving their assessment technique. Table 20 shows the focus for NFD participants' improvement actions regarding assessment.

Table 52

NFD Participants Improvement Actions Regarding Formative Assessment

<u>Improvement</u> <u>Action</u>	<u>Number</u>	<u>Details</u>
Instructional Techniques	3	Develop presentation to make information is clear to students. Increase opportunity for collaboration Better questioning techniques (open ended)
Feedback to Students	4	Progress checks for better feedback More critical feedback time Time for 1-1 conferencing in lab Student goal setting and action plans
Technology Integration	4	Case studies with snap shot to see who is struggling Kahoot for review game; Kahoot for class review Game for final exam review
Assessment Format	1	“Quizzes are one of my go to assessments, I aim to implement assessments that place the student in more control of displaying their understanding of the material as opposed to me always selecting parts of the content to assess them on.”
Time management	2	Create formative assessment during lesson planning Set aside time for conferencing with students

Discussion board 3. The next discussion board engaged participants in the topic of Universal Design for Learning (UDL) by asking them to respond to:

- Explain your understanding of UDL. In a new discussion post, answer these questions: What is Universal Design for Learning? How can it help you meet the needs of students and address learning goals?
- Share an example of UDL. After answering the previous questions, provide at least one specific way that you can incorporate the principles of UDL in one of your lessons. Please describe the lesson in enough detail for us to understand the activities involved.

The participants' responses to the first bullet were standard given that they received the same information, resources, and videos about UDL in the discussion board to summarize. The second prompt yielded data that are more interesting. The variation in examples of UDL the NFD participants gave from their classrooms are outlined in Table 21. These show a vast discrepancy in how they apply this concept in their classrooms and offers insight into their beliefs about teaching and learning. Most of the participants show limited understanding of Universal Design for Learning despite offering a summary of the topic in the same response post. It is apparent that participants 7 and 9 have a more advanced understanding and could contribute ideas that would benefit the other participants.

Table 53
Examples NFD Participants Gave of UDL

<u>Participant</u>	<u>Response</u>
Participant 1	"I did this without realizing what it was because of my profession."
Participant 2	"I use multi-media and case studies to allow for discussion."

Examples NFD Participants Gave of UDL

Participant 3	“I use a flipped classroom and voiced over PowerPoints to lecture. I engage the students with questions followed by a case study.”
Participant 4	“I worked out a special lesson plan for a struggling student and allowed extra time.”
Participant 5	“I allow students to organize material for memorization in their own way.”
Participant 6	“I have updated my PowerPoints to include videos and questions to check for understanding.”
Participant 7	“The information I present via PowerPoint is applied in practice problems from a choice board.”
Participant 8	“I have a lot of students who lack background knowledge and a resource might be for them to use a vocabulary resource to define key words before the lecture, so they can understand the content better.”
Participant 9	“I allow students to use alternative assignments like videos, podcasts, or comic strips to show their understanding of content.”
Participant 10	“I represent the material in a number of ways including video, vocabulary practice, lecture, and text to enhance learning.”

Discussion board 4. The final discussion board topic is an area that many new teachers struggle with: classroom management. The participants wrote about their current classroom environment and set one or two goals for improvement. Specifically, the prompts asked what they did to “encourage an inclusive and collaborative learning environment,” about challenges they faced, and goals for improvement. Table 22 shows the responses participants gave.

Table 54

NFD Participants Responses Regarding Classroom Environment and Management

<u>Current Practice</u>	<u>Challenges</u>	<u>Goals</u>
Icebreaker	Balancing student participation Planning for issues during active lessons (v. lecture)	Develop better lessons that engage students and anticipate management issues
Group sharing from practical experience	Students talking too much and getting us off topic during lectures	Engage students and incorporate more technology in my flipped classroom
Icebreaker activities and introducing myself by sharing my background to leverage credibility from my experience	Classes last four hours making it hard to keep their attention.	Create a learning contract with clear expectations. Create at least one interactive activity per lecture.
Icebreakers on the first day and get to know one another interviews. Have students work in different teams.	Students are overly talkative during lectures-especially the younger ones.	Institute a “life happens” card to students for a one time extension on homework.
A safe environment where I encourage participation even if students answer incorrectly	Time needed for preparation Restrictions to changing curriculum	Use ideas learned in this course Engage students in more fun tasks
Give everyone an equal opportunity to participate and ask questions	Students oversharing personal information not related to content Students not participating	Engage students in creating class rules together Incorporate more group activities and participation

NFD Participants Responses Regarding Classroom Environment and Management

Icebreaker activity	Passive inattentiveness during	Develop collaborative learning opportunities
Sign a contract with rules and expectations	lectures Usually one student monopolizes class	Address this behavior quickly, but in a positive fashion
Arrive early to get my PowerPoints set up	n/a	Design a creative review to start each class session
Include humor in my lectures		Establish participation norms
Class introductions, Icebreaker, talk about myself	Covering all the content and having time for collaborative learning	Find ways to engage students during lecture after the semester by reflecting on what worked and updating lessons.
Fun activities (i.e. potluck) for students to engage with students from other classes in program	Generational differences between me and 18-22 ranged students	Remind myself of the student perspective and listen to them more effectively.

Discussion board 4. The participants' responses to the post regarding current practice gave a surface level view of participants' classrooms. Fifty percent of the new faculty listed icebreakers as a key way to encourage an inclusive classroom environment. Given that this post occurred at the end of their first semester teaching as full-time faculty at the College, this indicates a lack of awareness of other techniques. Either the participants did not recognize strategies they used to engage students, or they are not encouraging students in an inclusive and collaborative learning environment. The others responded with vague techniques such as "give everyone an opportunity to answer questions" and "encourage participation." None of the participants spoke specifically about strategies for engaging students-a key goal of the NFD program.

Concerning challenges associated with setting the tone in the classroom and creating an interactive environment for learning, similar patterns appeared. Seventy percent of participants provided answers that indicated the problem was students. They cited issues with students being too passive or single students monopolizing the class discussion. One noted generational differences as the key issue. Others talked about the time needed to plan more interactive activities and time needed to implement these activities as detractors from establishing a more collaborative environment. To counter these challenges, participants listed their goals for improvement.

The majority of participants stated student engagement was their goal. Their plan to improve this was through technology, more thoughtfully planned activities, deliberately incorporating more interaction ("one activity per lecture"), making class more fun, and including more group work. One participant said he would use activities

learned in the G10 course. Three goals included establishing rules, participation norms, and addressing behavior concerns in a positive manner. From my observation, there is not follow up on these goals.

G10 Online Interactions. In each of the discussion boards, participants offered an initial post and then replied to the requisite “at least” two peers. Typically, each initial post received one to eight replies. The number of replies a post received corresponded to how early the initial post occurred. I identified one post made by the instructor, who addresses someone’s concern about the challenge of including more interaction without sacrificing time to “cover content.” He offered project-based learning (PBL) as a solution and recommended two resources: an IDT advanced course and University of Delaware’s PBL institute. Other interactions were not directly among new faculty, since this class included seven students who are not in the NFD program.

In general, I would describe the tone of the response posts as contrived, superficial, and terminal. Most responses took the approach of empathizing with the problem or concern listed by stating “I understand” or “I have the same issue.” The solutions presented were most frequently suggestions pulled from the individual’s original post about goals. Furthermore, there was little to no connection from one topic to the next or references to the resources provided to challenge participants’ thinking about the topic

G10 Assignments. Aside from the discussion board, there were key assignments for this course that I could access from the student view as a participant-observer. To start the course, there was an assignment call “College Resource Scenarios” that offered

a choice of nineteen different scenarios about students, instruction, resources, and technology. Participants chose eight of the 19. This appeared to be more of a scavenger hunt to look for resources to solve problems like “projector not working” or finding the approved syllabus for a course. Other minor assignments included a series of brief reflections worth five points each. Topics comprised of the practice of reflection, pedagogical content knowledge (PCK), student-centered learning, and copyright laws. These assignments were privately submitted to the instructor.

The major assignment was a unit plan incorporating three phases followed by a lesson plan and demonstration. The unit and lesson plan templates incorporated essential questions, assessment, and offered an outline to break down the learning to activities for students. The lesson demonstration required participants to teach a 20-30 minute lesson. They had the option of recording or live presentation to their campus LSC. The rubric for scoring assessed two items: lesson flow and student engagement. Next, the course included two “quizzes” which were reflection activities. The first asked participants to reflect on a resource “7 Keys to Effective Feedback,” and the other asked them to reflect on their lesson. Finally, participants outlined their (400-750 word) teaching philosophy. They scored how well the philosophy related to the College’s curriculum guidelines and mastery learning, a theory to which the College subscribes.

Other Courses. Of the 23 New Faculty Development participants, three enrolled in courses that were not recommended as the first course for the program. One participant enrolled in the G20 Essentials of Distance Education course to qualify to teach hybrid and online courses. The other two enrolled in an advanced IDT course

called Motivational Teaching. Given the low “n” for each of these courses, it is challenging to pull data without sharing information that would reveal the employees’ identity. Therefore, I can speak generally about the courses. The Essentials of Distance Education explores concepts in designing quality distance education including the design, facilitation, and evaluation culminating in a project where participants create a unit in the new Brightspace Learning Management System (LMS). The focus of the advanced Motivational Teaching course was the application of motivational interviewing to instruction. Participants look at learning as a change (or transformational process) and design instruction to motivate students. Topics include stages of change, how learning and change intermingle, how mindset affects learning and change, and motivational interviewing techniques. The final assignment was an analysis of instruction and how has changed to be more motivating; participants had a choice of the mode of presentation for how to depict the transformation they had made because of the course by pulling artifacts from their teaching.

Analysis in relation to goals. First, I observed limited evidence of activities to address the goal of helping participants contribute to the College community in the online courses. Other than refining their roles as instructor, advisor, facilitator to online learning and motivational teacher, there is not specific reference to this program goal in any online materials or assignments. Some participants did discuss the limitations and challenges that stem from program accreditation, which alludes to their understanding of contributions the faculty make to the College. Secondly, participants in the G10 online course took part in a learning module that encompassed College resources and

how to employ them to resolve eight different scenarios. Third, the online courses focused a great deal on the goal to “increase student success, engagement, performance and satisfaction” (CCIT, n.d.).

Analysis in relation to standards. According to Zepeda (2012), a relationship exists between improved teaching and student learning. In order for the latter to happen, there must be an environment that supports the former. As such, the Learning Forward Standards for Professional Learning (2011) and the Standards for Online Professional Learning (n.d.) provide guidance to what that environment should look like and outline the essential components for quality PD.

Learning communities. The Learning Forward Standards define learning communities as groups that convene regularly to engage in collaborative professional learning. Although the online environment provides a forum for participants to share ideas and information around common academic goals, the learning I observed was not collaborative. Furthermore, the activities did not focus on the common goal of student results. The focus was on content, not practice. The essence of community, supplied when a group works together to improve institutional goals, was lacking in the online environment (SREB Collaboration Standard, n.d.). Additionally, the Learning Communities Standard emphasizes continuous improvement, collective responsibility, and alignment. I argue that while the online courses offered participants a forum to engage in discussions asynchronously over the course of eight weeks, continuous improvement was not measured. The G20 and G42 classes outlined assignments for continuous improvement through job-embedded practice and culminated in an

assignment that highlighted learning. However, the G10 course, with the majority of NFD participants, did not. According to the SREB Standards (n.d.), offering teams opportunities for follow up discussions is essential to online learning; I did not observe any opportunity for this. Thus, the follow up collaboration shown to enhance online learning and build a sense of community did not occur.

Resources. According the Learning Forward website, availability and allocation of resources influence the effectiveness of professional learning. In the case of the online learning environment, the dedication of CCIT staff, the application of a high-quality Learning Management System, and the creation and deployment of thoughtful content illustrate the College's dedication to the NFD program. This dedication of resources also aligns with the Resources Standard of SREB Standards for Professional Learning (n.d.) as the CCIT team provides invaluable support and coaching in regard to the use of technology including a separate course dedicated to quality online design (G20) as a requirement to teach hybrid or online. Another indicator of quality by SREB (Standards for Online Professional Development, n.d.) is the infrastructure of the LMS; the College is dedicating the necessary resources to successfully and thoughtfully transition to an improved LMS. Finally, the College incentivizes online learning through lane change credits (SREB, n.d.).

Conversely, the issue of time dedicated for learning is a key concern given the schedule of new faculty and the demands of other responsibilities. When analyzing the time of day that participants engaged in online discussion forms, I observed key patterns. The frequency of discussion board posts that happened before and especially

after the workday (defined as later than 5 pm) show that participants do not have the time allocated in their workday for professional development. Thus, placing an additional burden on new faculty as they acclimate to their new role. “Job-embedded learning does not require participants to set aside a separate time to learn” (Zepeda, 2012, p. 76). The figures below illustrate the frequency of discussion board posts that occurred after work hours.

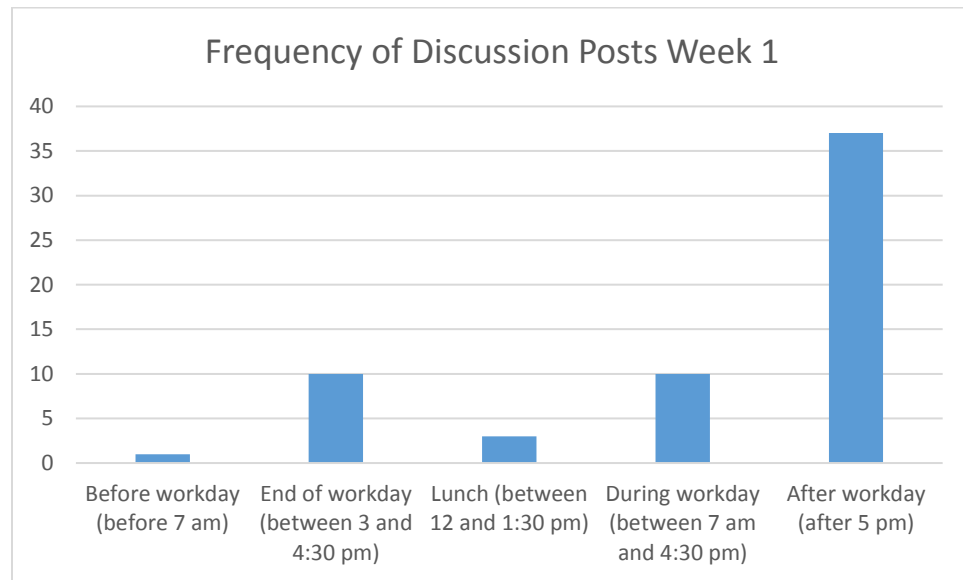
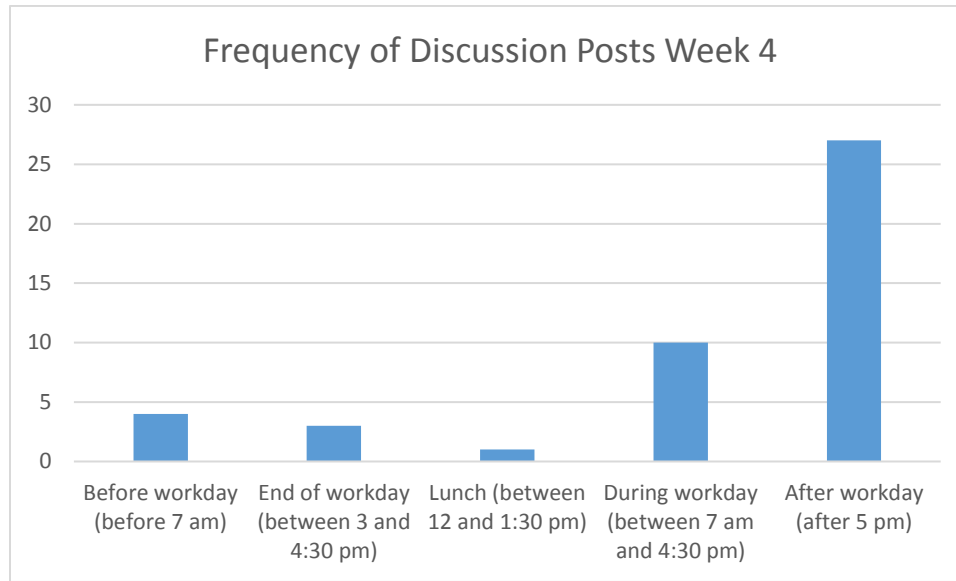
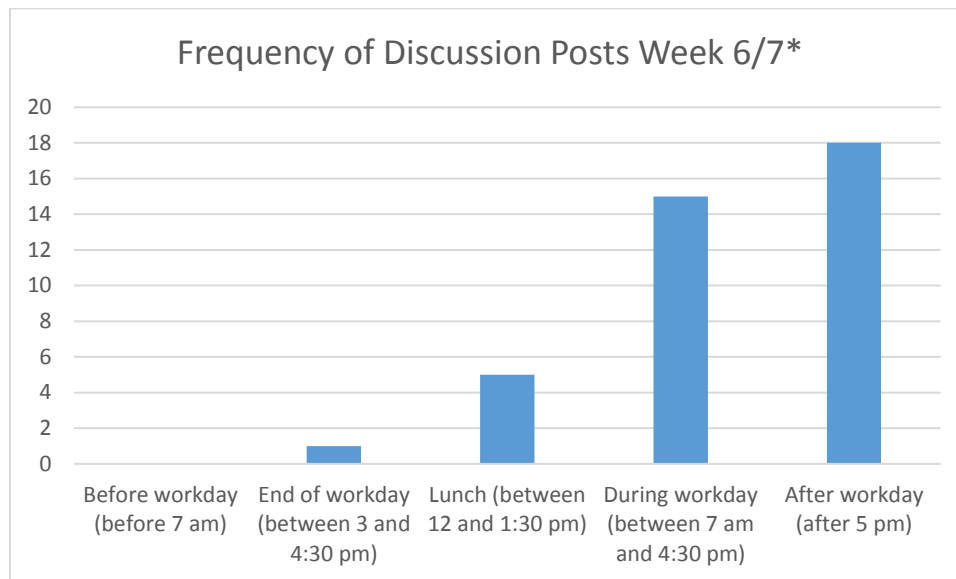


Figure 23. Frequency of discussion board (week 1) posts at different points in the day.



*Figure 24.*Frequency of discussion board (week 4) posts at different points in the day.



*Figure 25.*Frequency of discussion board (week 6/7) posts at different points in the day
 *This discussion overlapped with the Thanksgiving holiday break. Twelve participants posted during the break.

Data. As with the other meeting and colloquia, data did not enrich the professional learning. There are two levels of data that the NFD program that were

absent from these observations. First, as noted in the analysis of the September meeting, the program leaders did not conduct a needs-based analysis of the participants. While participants completed a self-assessment at the onset of the program, the program leaders did not collect this information. There is no way to determine if the goals participants created genuinely align to their learning needs. Likewise, data about the participants was not a driver of the program goals or content. The professional standards tell us that data is essential for informing learning opportunities for staff and well as a catalyst for how faculty approach problems and improve their effectiveness with students (Learning Forward, 2011). SREB's Standards echo this notion in the Equity Standard, which supports the use of data to meet the varied needs of all learners (n.d.).

Zepeda (2012) stresses the value of finding patterns about faculty to understand the overall learning needs of a group or organization. The second notable absence regarding data was in the online coursework. Upon analyzing all of the assignments and discussions, none prompted NFD participants to analyze data. The professional standards tell us that data is essential for informing learning opportunities for staff and well as a catalyst for how faculty approach problems and improve their effectiveness with students. The goals set in each of the discussion boards seemed arbitrary and roughly linked to anecdotal evidence of students the faculty encountered in their first semester. While early in the program, data collection and analysis could have provided a baseline for faculty growth and progress with learning goals. The Standards for Online Professional Learning underscore the prioritization of student data as a catalyst for

professional development in the online environment (n.d.). The primary reason the online courses did not center on data was the design of the G10 course.

Learning design. An overwhelming body of research tells us that students learn more when given opportunities to actively engage, practice, reflect, and receive feedback. This is the essence of the College's philosophy for student learning centered on mastery learning. The design of the eight-week online courses allow for asynchronous discussion and participation that focuses on key concepts for effective teaching. It provides the participants opportunities for low-risk practice after observing models (via video) and engaging in readings and multimedia that show best practices. Technology offers new faculty a convenient way to access these materials. It also met the SREB Standard for Online Learning regarding learning in participants engaged in various learning activities that leveraged various technologies (n.d.).

Nonetheless, the limited opportunity for new faculty enrolled in the G10 course to have sustained practice with ongoing support and feedback discourages the transfer of knowledge. They summarize what they learn in from the resources and set goals on each of the topics, but there is not attention to how the topics interact. Teaching is not a set of isolated skills; therefore, the opportunities for application should provide holistic practice. According to the Standards, effective PD surpasses basic understanding of a new idea or practice to improve participants' understanding of its rationale, essential attributes, implication and connection to their approaches. From my observation, I did not find evidence that the course succeeded at this. Nor did I find evidence of SREB

(n.d.) Learning Standard concerning “a continuum of online courses to accommodate the varied readiness level of participants.”

Implementation. The rationale for quality professional development opportunities is a sustained environment that allows participants’ practice to grow gradually. Given that this observation occurred over one semester, the progress I observed was limited. I did observe the fidelity with which the online courses were implemented. Having conducted a program evaluation of the proposed program, I noted that the course design aligned with the goals of the program and offered topics that were pertinent to any new faculty. Nonetheless, the content implementation was fragmented, and the facilitation did not inspire participants revisit key themes once they had completed a learning module. In the G10 course, there was no culminating assignment to connect all the aspects of the course. Sparks and Hirsh’s work about change in professional development models indicates that institutions must shift from fragmented content to a coherent plan with plan that focuses on job-embedded learning (1997).

Outcomes. Outcomes indicate high standards as a driver for faculty performance. Although the observation of this initial course offers only a glance at the outcomes, it prompted me to think what the indicators of performance are for faculty. Given that the institution differs from the K-12 realm, we have no system of accountability. The evaluations used to assess faculty performance occur once a year and have no links to the NFD program. Furthermore, student-learning outcomes do not relate to the evaluation of faculty members. Therefore, helping new faculty connect the dots between the student learning and their effectiveness seems far-fetched and

disingenuous. In fact, I would note this as a flaw in the online learning environment according to the SREB Standards for Professional Learning (n.d.). The Leadership Standard directs leaders to consider how the online learning environment fits into the overall PD plan at the institution. In addition, the Evaluation Standard (SREB, n.d.) highlights the need for online assessments with timely feedback. These seem to occur in the courses, but I did not observe that the rubrics connected to program goals or performance evaluations.

Analysis in relation to adult learner theory. Many of the elements observed in these standards also pertain to adult learning theory. For example, conducting a self-evaluation and using this data to guide learning is an essential standard, but it also provides choice and motivation to the adult learner. Dalellew and Martinez (1988 as cited in Zepeda, 2012) describe the adult learner as “self-directed” and therefore require control of the what, how and when they learn (p. 48). The online learning being an asynchronous environment provides convenience to learn at a comfortable pace. However, there was limited choice beyond the early scavenger hunt assignment in the G10 course. Participants had choice in the unit and lesson they designed and could elect to teach live or record their lesson. This course addresses Dalellew and Martinez’s suggestion of setting up opportunities to find knowledge that apply directly to an authentic situation also (Zepeda, 2012). Likewise, participants engaged in concrete tasks over time. An observation I made was that the sense of community or cohort was absent from the G10 course. Zepeda (2012) touts the importance of the social aspect of

learning, which was less engaging in the online environment where students worked in isolation on individual assignments.

Conclusions

A number of key themes emerged from these data. The patterns of data in the participants' responses correspond to professional literature on the topic. Therefore, I found it useful to discuss the emergent themes organized by evidence-based practices and standards. The first area that I address is learning communities. Secondly, I address recommendations surrounding leadership. Third, I discuss how to repurpose existing resources to leverage them as support of this program. Fourth, a theme that appeared repeatedly was the need for the program to be relevant to participants' needs; therefore, I explore how data is essential to evaluating their needs and monitoring progress. Along the same lines, to make the learning relevant the learning design must be considered with strategies such as job-embedded learning. This addresses another key concern of participants: time. A key problem with the participants not finding the material relevant and meaningful is their resistance to applying what they have learned. This disrupts the logic outlined in Killian's theory (figure 1). Therefore, I discuss implementation and how the adult learner engages in transformational learning. Next, I discuss their preferences for learning environment and share research about implementation of the blended learning approach. Finally, I share considerations for evaluating outcomes given the resources dedicated to this program.

Learning Communities

Learning communities exist informally as the result of the design of NFD professional development program, during which faculty members meet in face-to-face in campus sessions. Furthermore, instructors of CCIT's Instructional Design and Technology program leverage the Learning Management System to maintain communication among participants. While not formally labeled, participants do enjoy the benefits of collaborative learning. The CCIT team is dedicated to working with faculty to help them improve. The CCIT team also dedicates time to managing and teaching the NFD course, but more should be done to emphasize the cohort model for learning. To further encourage benefits of a cohort model, there should be a deliberate framework for establishing collegiality in the online learning environment as well as the face-to-face meetings. Peers could offer suggestions and additional support to further the impact on student engagement and achievement.

One recommendation for effectively engaging new faculty in communities of learners is "study groups" (Math and Science Partnership, n.d., para. 8). While the goal is for faculty to engage in meaningful professional development opportunities, faculty must first be taught the benefits and perhaps strategies for engaging with peers surrounding issues of student achievement relevant to their content areas. Furthermore, Snyder (2012) cites "collegial relationships and supports" as an essential component to how adults learn and transform their practices. Content-specific pedagogy is essential to teacher quality. Therefore, teachers need the opportunity to work in groups based on content with peers. The Math and Science Partnership defines teacher study groups as a

forum for teachers to define their “own agendas based on problems they’ve encountered in their classrooms” (Math and Science Partnership, n.d., para. 9).

A final understanding that derives from the survey data is that participants strongly valued their peers and learning alongside them in the face-to-face model. Over two thirds of respondents commented that the cohort was a valuable aspect of the program (survey question 9). However, 65 % preferred a blend of face-to-face peer interactions and online learning. Several touted the online model as convenient (survey question 19) while others pointed out how much they liked learning about new technology (survey question 17). Blended learning is a viable option when participants feel the content is worthwhile and well-facilitated (Mazat, 2012). Furthermore, it is not necessary that CCIT manage all of the online learning. Simply providing a model and forum to get faculty started in “bottom up online communities” is an important step in PD that triggers social constructivism (Vgotsky, 1978 cited in Macia and Garcia) around a common problem (2016, p. 290). This type of network reduces some of the burden from mentors and CCIT staff to create a network of peers to support one another’s immediate learning needs.

Leadership

Considering the motivation and preferences of adult learners, the team of trainers for new faculty needs to support the individual in a student-centered program and encourage trial, error, and reflection. Therefore, trainers must be well prepared to coach new faculty through their existing views of effective instruction and shuttle them toward a more effective approach when necessary. This means that communication, in

the form of cognitive coaching supported by observation and data, becomes critical to developing faculty.

Faculty charged with teacher development hold a unique responsibility. In order to be qualified, instructors must have an understanding of pedagogy and technology, confidence in their practice, and a willingness to model metacognition for students. The instructor will be a facilitator of content, but must also feel comfortable supporting novice faculty through cognitive coaching. These faculty members should be familiar with common struggles new faculty face to help new faculty think about teaching and learning. CCIT leadership and coaching styles, through the issues and strategies they use to teach course content, tremendously affect the program's success. The standards remind us that effective professional learning requires skillful leaders who advocate for and support the program.

Resources

According to the Learning Forward Standards for Professional Development (2011), effective professional development uses a variety of resources such as personnel, time, materials, and technology. Furthermore, Zepeda (2012) emphasizes the need to prioritize, monitor, and coordinate these resources. It is apparent that the College has dedicated personnel, materials, and technology to supporting new faculty. Given the dedication of those resources, the program should be well-designed to capitalize on the time dedicated by the CCIT team, mentors, and new faculty. Two considerations should be given regarding resources. First, leveraging the new academic calendar to better engage new faculty at critical times such as the weeks prior to the

semester start, reading days, and designated PD times. Secondly, the Instructional Innovation Network with key members on each campus should be leveraged to provide additional support and coaching alongside the LSCs and mentors. This may require additional resources in the form of training, but the network exists and could serve this program.

Data

John Dewey's research tells us "one who truly wishes to grow as a teacher must be a student of teaching" (Pennington, 2015, p.1). Since many of the participants in this program come with background knowledge of content, technology, pedagogy or any combination of the three, a careful analysis of individual strengths and weaknesses can be used as a basis for goal setting and reflection. This data in the form of a collective needs-assessment should also be a priority for CCIT team members at the onset of the new program. Furthermore, CCIT may leverage participants' knowledge from previous professional occupations to build their notion of self-efficacy to deliver content rich in experiential learning and close to the real world their students will encounter (Wagner & Imanuel-Noy, 2014).

The survey data offers valuable insight into the NFD program from program alumni. By including such a broad section of past participants, with a significant portion of those surveyed responding, the data yielded offers key findings that could help enhance the current program. First, the descriptive statistics and demographic information pulled for and because of this study provides CCIT with a baseline of findings. It is fascinating that a significant number of new faculty hires come with a

wealth of prior knowledge from teaching part-time for the College or another institution of higher education. This should provoke some consideration into the opportunities provided for adjuncts to engage in professional development. Likewise, this underscores the necessity for a needs-based assessment to best serve the population of new faculty hires. In a preliminary program evaluation, I identified this as a key need. The responses of participants regarding why the program had little to no impact (survey questions 14, 15, and 16) show that many of them feel the content is irrelevant or redundant. Likewise, an overwhelming number of participants responding to the survey gave the need to personalize the program based on participants' needs as a priority for program improvement. There is no way to determine if the goals participants create genuinely align to their learning needs without data driving the program goals or content.

It is apparent from survey results that getting to know the participants' needs is essential to enhancing the program. When asked how to improve the program (question 19), alumni gave responses that indicated a need to adjust content based on participants' needs. These needs ranged from whether or not the program used distance learning, if the participant was an advisor, if the program required a unique teaching approach like the flipped classroom, and if the person had no teaching experience or a wealth of teaching experience. Some participants went on to suggest ways that they would like to learn, and they described various evidence-based approaches to job-embedded learning.

The collection of data should be strategic. Specifically, novice faculty, in the identification of their goal setting, could engage in a goal for action research, implement the technique, collect data from their students, and make adjustments based on the

analysis of data in order to engage in job-embedded learning. Likewise, the CCIT team should continue to measure effectiveness in the parameters of how effective the professional development model meets the needs of novice faculty and how it affects student engagement and achievement. The surveys conducted by student affairs regarding student-faculty engagement, scores on College-wide aligned evaluation measures, student learning outcomes assessment, and end of course surveys would be effective measures for determining growth in new faculty.

Learning designs

Many new faculty come from a technical field, and some have experience in pedagogy or pedagogical content knowledge (PCK); therefore, the focus should be to help them identify professional development goals that fit within their particular content area, but also link to the College's initiatives and program goals. In order to meet the goals of faculty, this program could allow for partnering within content areas with PCK coaches as a best practice for improving one's craft. According to practitioner insights offered by the Math and Science Partnership (n.d.), designing PD to fit the content, audience, and goals helps engage instructors in improving their content area and pedagogical knowledge.

Participants' responses throughout the survey indicated a desire for more authentic approaches to learning. Given participants are adult learners, it is essential to embrace the characteristics of adult learners based on Knowles' five assumptions (The Adult Learning Theory, 2014). First, the opportunity for self-directed learning was listed a favorite part of the program in survey question 17. Then it was suggested 16 times when

participants were asked how to improve the program. Participants wrote repeatedly about the experience they brought with them from other professions, and only ten (of 85) had no prior teaching exposure. To accommodate adult learners, CCIT must take inventory of and appreciate this experience. Third, the learning opportunities did not relate to issues that the new faculty encountered. They addressed the irrelevance of the topics or mismatched sequence of topics to their needs repeatedly (survey questions 7, 8, 14-16, and 17-19). Fourth, the participants enjoyed the opportunity for problem-centered learning when taking the IDT courses although many stated how limited these opportunities were. Fifth, NFD alumni were eager to learn. Very few (survey questions 2, 4, 6 and 17-19) comparatively were concerned about the burden of time or suggested reducing the workload. The faculty expressed a willingness to complete any professional development if it was meaningful and relevant. Job-embedded experiences provide meaningful learning and could address other issues expressed by survey data such as transfer of knowledge.

While institutions enjoy the benefits of technology when it comes to delivering content, it is important to choose the most appropriate technology to deliver the content of new faculty professional development. One study (Porter, 2011) concluded that online courses could be an effective way to engage new teachers and can provide a support system for busy instructors if the course is “appropriately structured” (p. 26). Porter recommends carefully curated prompts and activities that encourage meta-analysis through individual, small group, and whole group interaction (2011). Porter also cautions designers to provide clear and elaborate guidelines and to consider

learners' needs and comfort with the online learning environment. Pennington (2015) echoes the notion that facilitators of PD programs are open about adjustments to the program or course to model changes based on student data. Therefore, the delivery format should be dynamic.

Given the practice many institutions have with web tools to enhance the classroom experience, special consideration should be given to which aspects of a new faculty development program can leverage the online learning environment. Pennington (2015) found pre-service teachers enjoyed seeing videos online prior to class discussion and implementation of a strategy. Pennington used videos "to push students thinking" and as a catalyst for reflection assignments and inspiration for innovative techniques (2015, p. 8). Porter (2011) found that busy teachers appreciated the online community of learners and access to readings and videos selected to facilitate their learning, but some yearned for more face-to-face interactions. A hybrid (partially online and face-to-face) delivery format seems ideal because it can include on-demand resources, quiet reflection through journaling or blogging, but also allow for a regular face-to-face meeting with a cohort or mentor.

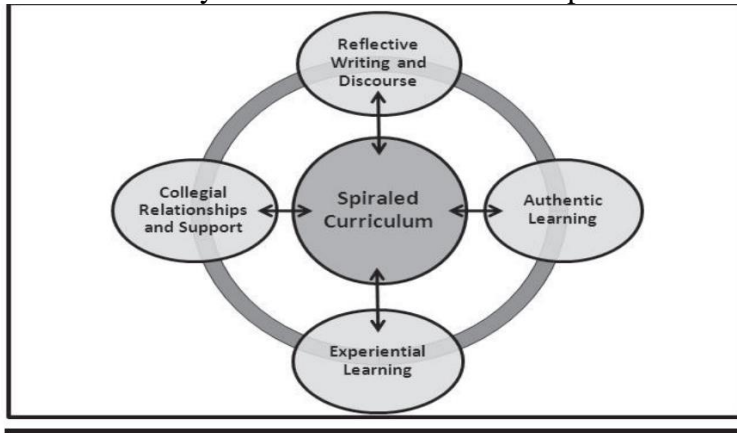
The analysis of the program implementation reinforced the notion that written curriculum and content delivery are distinct features of curriculum. In previous experiences, the College has made efforts to align curriculum by comparing syllabi, textbooks, materials, and assessments. While these efforts are important, they will not affect student engagement and achievement without deeper buy-in from instructors who deliver the content. The concept of transformative teaching outlines the differences in

the technical component and artistic component of teaching (Henderson & Hawthorne, 2000). My perception of the NFD program may be skeptical as I tend to seeing teaching as a balance of the art and technical. Thus, in my opinion, the activities and reflections through technical modules are somewhat sterile steps toward achieving program goals.

Implementation

Adult learners share a unique set of attributes that must be at the foundation of the program. First, adult learners seek to construct meaning based on prior learning, or existing schema. Mezirow (cited in Snyder, 2012) suggests adult learners come with a wealth of knowledge that can be leveraged to make sense of a new situation with proper guidance through a series of ten phases. Communicating Mezirow's transformative learning theory explicitly to new faculty will help participants recognize their current understanding with a more critical eye. Snyder (2012) suggests five attributes to teacher training that provide an optimal environment for transforming professionals to effective instructors. These include spiraling, or revisiting big ideas to allow enduring understandings, authentic learning, experiential learning, collegial support, and reflective discourse.

Figure 26. Transformative Components of Effective Teacher Education. This figure illustrates the key characteristics to effective professional development (Snyder, 2012).



To do this, participant data should guide the learning experiences during the NFD program. Therefore, experiences can be curated to explicitly connect to student engagement and learning as outlined by Darling-Hammond’s “five critical elements” of teacher development (Teacher Development Researcher Review, 2013, pp. 3-4). Likewise, research surrounding adult learners’ motivation suggests that learning activities should be meaningful and applicable to their current needs. Therefore, job-embedded professional development provides them the opportunity to apply course content to the classroom, reflect, and make adjustments with just-in-time support from a supportive network of peers, coaches, and colleagues. Zepeda (2012) supplies the following benefits of job-embedded professional development that can also help balance the allocation of resources.

- 16. addresses the issue of time
- 17. encourages immediate application
- 18. shifts between informal and formal (depending on the context)

19. links current learning to prior knowledge
20. supports innovation and exchange of new ideas

Research suggests several ways to leverage a blended environment for implementation of job-embedded learning. First, a study by Anthony, Gimbert, Fultz, and Parker (2011) found that novice teachers entering the field from other professional backgrounds, who engaged in “e-coaching,” increased their self-efficacy, instructional strategies, and pedagogical content knowledge (p. 56). Second, Kivunja (2014) urges teachers to educate themselves for the 21st century learner meaning that they themselves engage in online collaboration and projects, as they expect their students to do. Third, McAnulty and Cuenca (2014) found creating the space and time for professional discussion and collaboration could be challenging but very beneficial. The opportunity to post authentic problems and allow the cohort to make suggestions could be a valuable use of technology *outside* of the course content.

For the online or hybrid format to be effective, the trainers must be “qualified to demonstrate and model the vision of technology integration they promote” according to Sutton (2011, p. 44). Finally, the reflective process is a critical part of teacher development. As Snyder (2012) points out, it should be “overt” with the goal of automatization (p. 49). To engage students in this practice, journaling or blogging about the authentic trial and error in their classrooms is an opportunity to leverage technology. In a study by Boyd et al., in-service teachers overcame the apprenticeship of observation (teach-the-way-I-was-taught) and improved their pedagogical approaches

because of blogging (2013). The authors suggest blogs offer “an opportunity for disruption” in a novice teacher’s way of thinking about his or her practice.

Outcomes

Although two thirds of the program alumni expressed satisfaction with the program, it is paramount that CCIT move beyond measuring satisfaction to evaluate if the program is influencing participants enough to reach the students they teach. Engagement in evidence-based experiences is just the first step in the theory of change surrounding PD. Survey questions 12 and 13 revealed that a third or more of participants did not make changes to the way they interacted with students, taught their students, or still applied concepts after completing the program. While many did, the indication that many did not is worth consideration. The question remains: how can we guarantee participants apply new knowledge and skills during and after the program? The answer lies in job-embedded learning.

This strategy would be useful in the NFD program to relate content to new faculty and model what they are expected to do with their students. Porter (2011) redesigned a course to encompass three themes, “The Reflective Practitioner, Education Professionalism, and Practical Application,” that allowed for self-directed study and job-embedded learning. Pennington (2015) used action research or job-embedded professional development to identify weaknesses in her instruction and tallied how integrating innovative techniques changed her students’ engagement and behavior. The overall program goal should set out to foster instructors who engage in continued learning, personal reflection, data collection and improved practice. Within this

framework, course content should focus on -identified weaknesses of the new faculty, particularly those coming from other professions. Likewise, if there are need-to-know skills specific to the institution, they should be strategically integrated in the objectives. Furthermore, new instructors' training must integrate skills that are essential for the 21st century learner. Trilling and Fadel (cited in Kivunja, 2014) recommend a shift to student-centered, investigative questioning and critical thinking, and application to authentic problems.

A major obstacle is how to overcome instructors' epistemological view about knowledge. Faculty are often divided between those who lecture and see themselves as the source of knowledge and those who facilitate student-centered learning environments (Teacher Beliefs, n.d.). This is also evident in primary data from the observational study (Table X). That said, another less desirable form of knowledge that adult learners bring to teaching, according to Boyd, Gorham, Justice, and Anderson, is Lortie's "apprenticeship of observation" theory (Boyd et al., 2013, p. 1). Lortie claims that a struggle with producing effective teachers is overcoming the teacher's perception that what they have observed in school, as either a student or observer, is the best approach. Furthermore, the notion that macro values influence how people think about curriculum permeates the content delivery. That is, many teachers teach the way they were taught if not challenged to innovate and think critically about what engages their students.

Communicating this theory explicitly to new faculty and engaging them in a series of activities that challenge them to find the most effective techniques would

prove beneficial. For example, the cycle of continuous improvement, originally touted by John Dewey, as the means for enhancing teaching has more recently been associated with transformative teaching. If CCIT's philosophy of teacher and learning is rooted in a transformative process as described by Henderson and Hawthorne (2000) it should help shape the expectations of a new faculty development program. As Bullock pointed out (in Sutton, 2011), new teachers "need to see models for how educational practices transfer from the classroom to real-life situations" (p. 43).

In essence, the NFD program facilitators act as "curriculum disseminators" according to Schiro (2013), and as such must be responsible for considering different points of view and illustrate via metacognition the instructional design and planning decisions they make. NFD participants need to see the process of planning and designing from various instructors to develop a personal approach for teaching. Likewise, during reflection and evaluation it is important that NFD participants understand that teaching is not a formula and cannot be gleaned from peer observation or direct instruction. On the other hand, instructors need to understand that charisma and style alone cannot produce student achievement, so they must integrate planning and evidence-based techniques, learn to collect and analyze student performance data and adjust teaching. This reflective feedback cycle should be practiced until it becomes instinctive.

In conclusion, the New Faculty Development program at Delaware Tech has proven to be somewhat successful in meeting its goals. As roles require faculty to be versed in student-centered practices that prepare learners for the 21st century, instructors

of new faculty must continue to stay abreast of advances in technology and their appropriate use in the classroom. In this first semester, it is clear that the focus of the course content exposes new faculty to key concepts about teaching and learning, provides a forum for interaction within the new LMS environment and emphasizes the need to engage students. The shift from novice faculty to seasoned instructor does not occur rapidly, but rather through a gradual approach, much like that of this two-year program. As Jacobs (2012) points out, teachers can commit to change by addressing one unit at a time to improve, consider the approaches and technology that best suit the learning objectives, and finally seek evidence from student products and performance to determine if they have been successful (p. 22). The key to reaching this program's outcomes is ensuring that each stage of the learning process is meaningful and implemented with skill, zeal, and fidelity to the program's intended goals.

Recommendations

- Provide strategic communication and training to inform stakeholders of program updates.
 - Offer training to LSCs as needed for key skills to support participants.
 - Engage IIN members to ensure peer support and PCK development.
 - Identify and train mentors to better serve faculty.
- Improve the NFD program with a focus on data. Data should be used to identify incoming participants' strengths and needs, to align learning with student outcomes, and to measure progress toward individual goals as well as program outcomes.

- Design a needs-assessment to establish a baseline of participants' strengths and needs. Understanding the existing knowledge and skills new faculty have is a critical component to designing a meaningful program that values the adult learners' prior experience.
- Leverage student data in the form of College data, course-specific data, and instructor-specific data to inform goal setting, activities, assignments, coaching, and collaboration.
- Devise a plan for monitoring and evaluating the program that explicitly aligns to intended outcomes of the program.
- Review the content delivery to ensure implementation aligns to participants' needs in a timely manner.
 - Update the course design, particularly G10, to be more learner-focused, not content-focused.
 - Capitalize on the shift to a new academic calendar to frontload essential skills while allowing for self-paced development and reflection through the semester followed by a wrap-up that benchmarks progress
 - Balance online learning with face-to-face activities to meet the needs of different learning styles.
- Promote enduring understandings by engaging faculty in authentic, reflective learning experiences.
 - Facilitate connections among course content, colloquia, and their students.

- Provide time for faculty to engage with colleagues informally and repeatedly reflect and analyze learning.
- Provide coaching that is respectful, supportive, and insistent as learners experience disequilibrium between prior understanding and new concepts, beliefs, and attitudes.

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Appendix A: Focus Group Instrument

New Faculty Development Focus Group Protocol

Hello, my name is Lisa Peel, and I am the Instructional Director at Delaware Technical Community College Terry Campus and a doctoral student at the University of Delaware. I am requesting your participation in a focus group about the New Faculty Development program the College offers to all new full-time faculty. Participants in the program at all of our campuses are being offered the opportunity to participate in the focus group. The process should take approximately 45 minutes to complete.

A summary report will be produced based on the information collected. The analysis will be distributed to the Vice President for Information and Instructional Technology and the Director of the Center for Creative Instruction and Technology (CCIT), and my doctoral committee. The results of this project will be used to inform the enhancement of the New Faculty Development program.

There are no risks to you participating. Participation is entirely voluntary, but your perspectives are greatly appreciated. All responses are confidential. You will not be asked for any personally identifying information, and none of your responses will be associated with you personally. There are no consequences if you choose not to participate.

If you have any questions concerning the focus group, please contact me at lpeel@dtcc.edu.

If you agree to participate, please kindly reply to this email, and I will arrange a mutually convenient time to meet in person or talk over the phone. Thank you in advance for your assistance.

I will notify the participants that the focus group will be recorded for transcription purposes. Then I will follow the questions below in a semi-structured approach. I may ask for clarification or elaboration on any of these questions if necessary.

Questions:

1. What support have you received in the program?

-How did this support occur?

-Can you give specific examples?

2. In what ways have your peers helped you progress during the program?

3. Please describe the ways in which faculty have supported you in achieving your goals in this program.
4. Are the program leaders/instructors experts in the content of this program?
5. Do program leaders engage you in the content? Describe how.
6. Which format do you prefer for NFD meetings and courses and why? (face to face, hybrid, online)
7. Describe your experience with each format in this program.
8. Have you had any course conflicts/scheduling conflicts?
9. In what ways is the class schedule convenient?
10. Have you struggled in any way with the requirements of this program?
11. What communications, meetings or discussions have helped you understand/interpret the requirements?
12. Are there any other factors that have affected your ability to participate in this program?
13. How well is this program helping you to reach your professional goals?
14. What important skills and knowledge have you acquired that will help in your current position?
15. Describe any changes you have made to your teaching/and or interactions with students because of this program.

16. Is there anything else you would like to share about this program to help enhance it for future semesters and participants?

New Faculty Development Program Alumni Survey

Q1 When did you begin as a full-time instructor at Delaware Tech?

☐ Prior to 2011 (1)

☐ 2011 (2)

☐ 2012 (3)

☐ 2013 (4)

☐ 2014 (5)

☐ 2015 (6)

☐ 2016 (7)

Q2 How long did it take you to complete the New Faculty Development Program?

☐ 2 years (1)

☐ 3 years (2)

☐ 4 years (3)

☐ 5 years or more (4)

☐ I have not completed the program. (5)

Q3 Which of the following describes your teaching experience prior to becoming a full-time instructor at Delaware Tech? Check all that apply.

- ☐ Adjunct faculty member at Delaware Tech (1)
- ☐ Adjunct or full-time faculty member at another institution (2)
- ☐ K-12 teacher (3)
- ☐ No prior teaching experience (4)

Q4 Overall, how satisfied or dissatisfied were you with the New Faculty Development Program?

- ☐ Extremely satisfied (1)
- ☐ Moderately satisfied (2)
- ☐ Slightly satisfied (3)
- ☐ Slightly dissatisfied (4)
- ☐ Moderately dissatisfied (5)
- ☐ Extremely dissatisfied (6)

Q5 How much did you learn from this program?

- ☐ A great deal (1)
- ☐ A lot (2)
- ☐ A moderate amount (3)
- ☐ A little (4)
- ☐ Nothing at all (5)

Q6 How reasonable or unreasonable was the workload/time dedicated to this program?

- ☐ Extremely reasonable (1)
- ☐ Moderately reasonable (2)
- ☐ Slightly reasonable (3)
- ☐ Slightly unreasonable (4)
- ☐ Moderately unreasonable (5)
- ☐ Extremely unreasonable (6)

Q22 What is the best method of delivery for this program content?

- ☐ Mostly face-to-face (1)
- ☐ Mostly online (2)
- ☐ Hybrid-a balance of face-to-face and online (3)

Q7 Did the sequence of topics fit your needs as a new instructor?

- ☐ Definitely yes (1)
- ☐ Probably yes (2)
- ☐ Might or might not (3)
- ☐ Probably not (4)
- ☐ Definitely not (5)

Q8 How relevant or irrelevant was the content to the courses you teach?

- ☐ Extremely relevant (1)
- ☐ Moderately relevant (2)
- ☐ Slightly relevant (3)
- ☐ Slightly irrelevant (4)
- ☐ Moderately irrelevant (5)
- ☐ Extremely irrelevant (6)

Q9 How valuable was the cohort model (group of peers) to your learning?

- ☐ Extremely valuable (1)
- ☐ Very valuable (2)
- ☐ Moderately valuable (3)
- ☐ Slightly valuable (4)
- ☐ Not valuable at all (5)

Q10 How valuable was the guidance from your mentor during this program ?

- ☐ Extremely valuable (1)
- ☐ Very valuable (2)
- ☐ Moderately valuable (3)
- ☐ Slightly valuable (4)
- ☐ Not valuable at all (5)

Q11 How much did this program impact your interactions with students?

- ☐ A great deal (1)
- ☐ A lot (2)
- ☐ A moderate amount (3)
- ☐ A little (4)
- ☐ None at all (5)

Q12 How much did this program influence the way you teach?

- ☐ A great deal (13)
- ☐ A lot (14)
- ☐ A moderate amount (15)
- ☐ A little (16)
- ☐ None at all (17)

Q13 How often do you still use concepts and strategies from this program in your teaching?

- ☐ A great deal (1)
- ☐ A lot (2)
- ☐ A moderate amount (3)
- ☐ A little (4)
- ☐ None at all (5)

Display This Question:

If How much did this program influence the way you teach? = A moderate amount

Q14 You described this program as moderately effective at improving your teaching. Tell why.

- ☐ The content was not new to me. (1)
- ☐ The content was not relevant to my needs. (2)
- ☐ The content was overwhelming at that point. (3)
- ☐ Other (4) _____

Display This Question:

If How much did this program influence the way you teach? = A little

Q15 You described this program having little influence on your teaching. Tell why.

- ☐ The content was not new to me. (1)
 - ☐ The content was not relevant to my needs. (2)
 - ☐ The content was overwhelming at that point. (3)
 - ☐ Other (4) _____
-

Display This Question:

If How much did this program influence the way you teach? = None at all

Q16 You described this program as not having an effect on your teaching. Tell why.

- ☐ The content was not new to me. (1)
- ☐ The content was not relevant to my needs. (2)
- ☐ The content was overwhelming at that point. (3)
- ☐ Other (4) _____

Q17 What did you like most about this program?

Q18 What did you like least about this program?

Q19 How could this program be improved?

Q20 Please share any additional information that you would like the researcher to know about the program .

End of Block: New Faculty Development Program Alumni Survey



Overview

Background and Need for Change

CCIT has developed a robust program of courses for new faculty at Delaware Technical Community College. All new faculty currently take part in NFD 101, IDT G21, IDT G22, and IDT G31. In addition, they create a professional development plan that is then approved by the Dean of Instruction at each campus as well as create an e-portfolio that is presented at the campus level. NFD 101 provides resources needed for new teacher to Delaware Technical Community College, IDT G21 focuses on Foundational Technologies, and IDT G31 focuses on Teaching with Technology while also serving as a required course in order to teach online.

Over the past few years, CCIT has run into some challenges with the current structure of NFD. First, NFD 101 is currently offered in a hybrid format. Six out of eight classes require face-to-face interaction on Fridays during the second eight weeks of the spring semester. Due to the scheduling difficulties in some departments and the increase in Friday course offerings, faculty release time in order to attend NFD 101 poses a challenge. If a department is facing a high turnover of faculty, this becomes even more problematic. The result, at times, has been the hiring of adjuncts to cover the

full-time faculty member needing to take NFD 101. Another result has been many new faculty do not take the course until spring semester of their second year of employment. The feedback from new faculty is that the information received in NFD 101 is needed sooner in their teaching career at the college. This is especially true of many of the college-wide presentations embedded into NFD 101 such as meeting the Deans, learning about Planning and Assessment, and understanding the College Matrix.

Another challenge faced under the current system is that some faculty come with background skills that place them above the level geared towards in NFD 101. Currently, NFD 101 has to assume no one has an educational background. Because of this, faculty coming to us with K-12 experience or any prolonged experience in education are not necessarily getting what they need when they need it. A similar situation is faced in courses such as IDT G21. As it stands, most new faculty with educational background waive IDT G21 yet we offer nothing in its place for them to better develop them as faculty. Those faculty coming to us without educational experience still do not get any in-depth assistance on how to plan lessons and plan for the day to day aspect of teaching either in the current NFD 101 or IDT G21.

Another challenge is the Professional Development Plan and e-Portfolio. Currently, the PD plan is not quite as customizable as we want because all faculty go through the same series of courses. In addition, the e-Portfolio presentations have become a little flat at some locations. Our hope with our proposed change is that the PD plan becomes more of a guide for the first two years and involves the input of our

mentors and the e-Portfolio presentation turns into a more meaningful experience for both presenters and attendees.

Finally, we need to better-include our adjunct faculty in our plan. As it stands, adjuncts are invited to an adjunct inservice once each semester.

We feel we need change our program to better meet the needs of our faculty and our departments. We need a means to offer some information sooner in their employment and offer more flexibility for departments in how they obtain the information needed to become better educators. This will require a restructuring of the current New Faculty Development Program for the College.

Purposes of Change

- Get key college-wide information to new faculty sooner.
- Allow for some customization of courses in acknowledgement of the background of some new faculty.
- Remove NFD 101 from Fridays to ease departmental scheduling.
- Make creation of PD plan more meaningful.
- Make e-Portfolio more meaningful.
- Provide more PD opportunities for adjuncts and recognition for adjuncts.

Timetable/Plan

- All new faculty will be expected to take a 0-credit Orientation course during their first semester of hire. Faculty will be enrolled on a semester basis into the course. One component of the course will be a one-day meeting in Dover where the following information would be presented:
 - Meet with the Deans of Instruction and Student Affairs
 - Title I
 - Library
 - Faculty Handbook
 - FERPA

- Meet CCIT

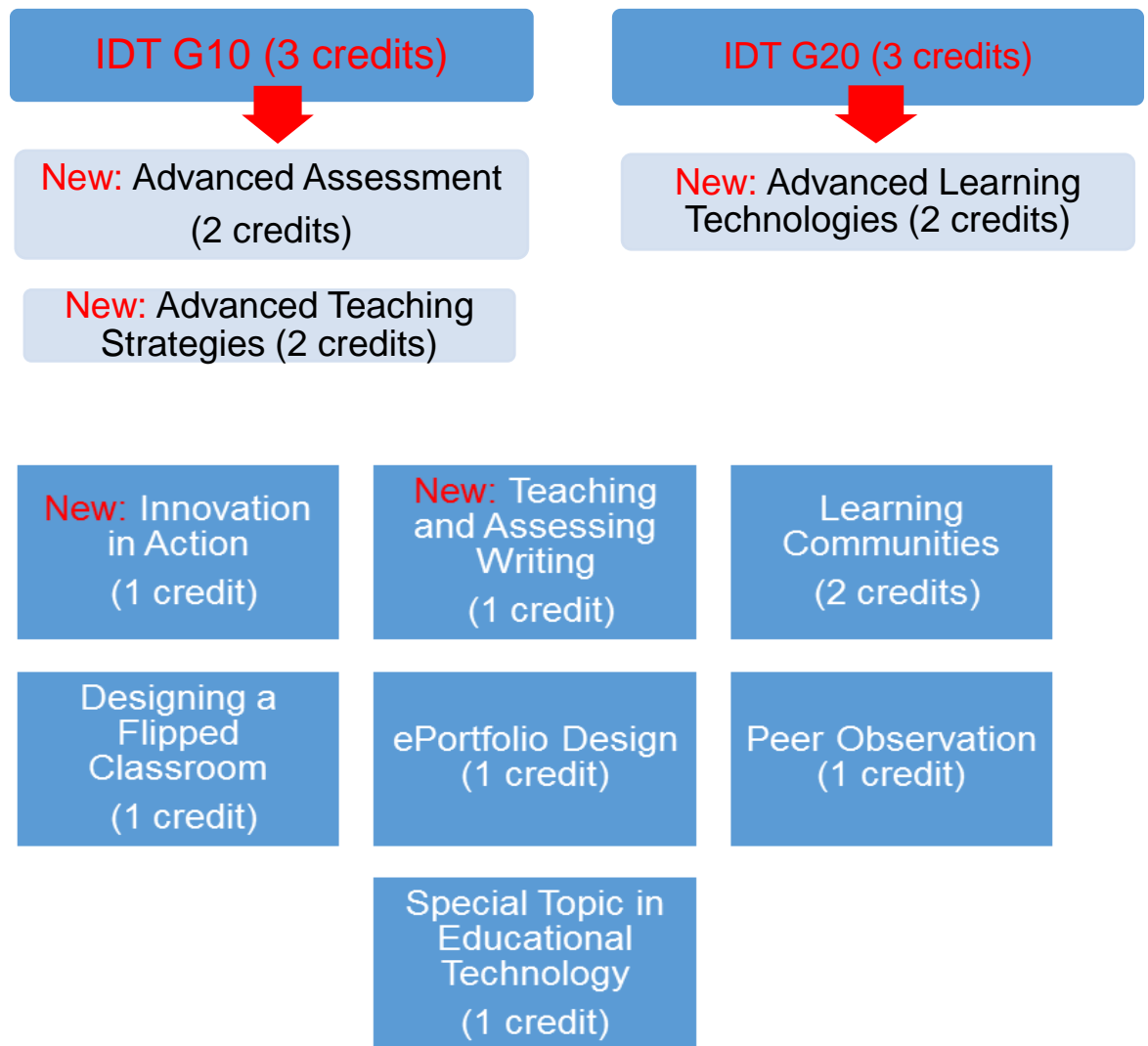
 - In addition to this one-day meeting in Dover, faculty will be expected to view video presentations on the College Matrix, Assessment, Planning and Accreditation. These videos will be available in the Blackboard Course (Course not connected to Banner)
 - Advising will be addressed via the campus-based sessions that currently occur. Our suggestion is that faculty shadow advising during their first semester.
 - Faculty would be required to take two new 3-credit IDT Courses: IDT G10 Foundations of Effective Teaching (Replacing NFD 101 and IDT G21) and IDT G20 Essentials of Distance Education (Replacing IDT G22 and IDT G31). These courses will serve as pre-requisites for some advanced courses.
 - In addition to IDT G10 and IDT G20, faculty would then pick two additional credits offered in the new IDT series that best suits their needs to reach a total of 8 required credits. These courses include: Advanced Assessment, Advanced Learning Technologies, Advanced Teaching Strategies, Innovation in Action, and Teaching and Assessing Writing. Also remaining a part of the IDT series that were previously part of the program are: Learning Communities, ePortfolio Design, Designing a Flipped Classroom, Peer Observation, and Special Topics in Educational Technology
- Sequence of Courses:

0 credit course

- Meet with the Deans of Instruction and Student Affairs
- Title IX
- Library
- Faculty Handbook
- FERPA
- PD Plan
- Meet CCIT
- In addition to this one-day meeting in Dover (set date every fall/spring), faculty will be expected to view video presentations on the College

Matrix, Assessment, Planning, and Accreditation. These videos will be available in the LMS (Course not connected to Banner).

- ePortfolio – we are proposing that faculty still keep an ePortfolio in the new LMS. However, they will no longer present this and, in its place, they will be videoed and showcased during the August edCamp.



- Faculty will still complete PD plan during the Orientation Course. This plan will guide their coursework and be the time in which they think about their elective course. Mentors will act as advisors in their role in helping new faculty make a choice that is best suited for their background.

- E-Portfolio presentations will be replaced by a video showcasing new faculty that will be shown during August inservice.

Adjuncts:

- Adjuncts will be invited to attend the Orientation class and will continue to be able to take all IDT courses. There will be a workshop schedule developed and published prior to the academic year outlining all workshops for the year to allow both adjuncts and full-time faculty to better plan.
- Proposed adjunct recognition at each campus on a monthly/semester basis. This could be paired with a full-time faculty member.

Future LMS Support:

- Faculty will be offered LMS training as we transition to a new LMS. After this transition period, a module will be created to help new faculty (and veteran faculty) learn the LMS. The IDT G20 will NOT be a course on the LMS.

Expected Outcomes

- Departments no longer need to plan for release time of faculty.
- Faculty get time-sensitive material in first semester.
- Faculty given choice in one of the courses taken.
- All new faculty walk away with 8 credits (if courses are waived, we are suggesting that all faculty still take 8 credits worth of professional development).
- As the structure and purpose of CCIT has developed to be more than just technology, the need for a more robust course on teaching has become more noticeable.
- As distance education becomes more wide-reaching, the need for a more robust course that truly gets faculty ready to deliver and teach in the distance education environment has become more noticeable.
- PD plan and e-portfolio become more meaningful for faculty.

Implementation Plan

- CCIT completing a program review to be submitted to Curriculum Committee January 2017
- New faculty entering Fall 2017 would complete this new program of study.
- IDT G10 and IDT G20 will be offered Fall 2017 with other courses rolling out after that.

- No new courses will be offered Summer 2017 to allow for the change to the new LMS. A limited schedule of IDT G21, G22, and G31 will be created to allow for those faculty needing to teach online and/or wrap-up NFD.
- All faculty currently in NFD will either finish up this May or substitutions will be made on a one on one basis so as not to extend the time needed to complete the program.

Approval and Authority to Proceed

We approve the project as described above, and authorize the team to proceed.

Name	Title	Date

Appendix D: Self-Evaluation Goal Setting Worksheet

Delaware Technical Community College Self-Evaluation Goal Setting Worksheet



Directions: *This Customized Professional Development Mentoring Plan Self-Evaluation/Goal Setting Worksheet has been designed to help you, the new faculty member, to identify your instructional strengths – as well as your opportunities for improvement.*

You can use this self-assessment as a conversation starter between you (the new faculty member) and your mentor. Be sure to ask questions and discuss strategies and tactics. If done properly, this document will help you to uncover your strengths as well as target areas for improvement. The more discussion and reflection this inspires, the better.

Use the information gathered from this exercise as the basis for your Customized Mentoring Plan.

Complete each section of the worksheet. Use the rating key below to assign a numerical value to each statement, and use the space at the end of each section to reflect on your ratings.

Ratings Key:

I could use some coaching/training in this area from my mentor, peer, and/or my department chair.

This area requires my attention, as well as some training.

Some attention is required in this area, but it is not a high priority. I will work on this independently.

I feel that I am sufficiently strong this area. No further attention required.

Part One: Knowledge of Subject and Organization of Subject Delivery	1	2	3	4
1. Material is organized and presented systematically and sequentially.				
2. I deliver the material at a depth, breadth, and pace appropriate for				

the level of my student groups.				
3. I develop a course calendar that can be effectively delivered in my allotted course time – eg. 8 week, 12 week, 16 week, online, hybrid.				
4. I carefully plan lectures, demonstrations, discussions, and other classroom activities.				
5. I use Blackboard and other technologies effectively to help me deliver my content.				
6. I am able to respond readily to questions from students on the subject matter.				
7. I use real life examples to illuminate core learning concepts and increase subject matter relevance for students.				
8. I use correct grammar and technical terminology while teaching.				
9. As I look at my responses to this section, I would like to work on:				

Part Two: Instructional Methods	1	2	3	4
10. I use teaching strategies that help guide students to be independent learners.				
11. I inform students of the intended learning objectives for the course and check that learning outcomes have been met in a review at the end of the course.				
12. I use teaching strategies that challenge and extend students' assumptions, competence, and understandings.				
13. I encourage cooperation and active learning by encouraging collaborative student activities.				
14. I give my students real life				

situations to analyze, and offer real-world learning opportunities including: simulations, role-playing, research, and independent study. I provide appropriate supervision and in-the-moment feedback during these activities.				
15. I encourage students to challenge my ideas, the ideas of other students, or those presented in textbooks or course materials. Class discussions are lively and purposeful.				
16. I help students set challenging goals for their own learning.				
17. I use methods to address the needs of each learning style in every class including well-planned lectures, illustrated with visual aids and link new concepts back to old concepts or to prior knowledge.				
18. I use planned repetition strategies and regularly check that students understand material before moving on to new material.				
19. Learning experiences are diversified, and I regularly utilize a variety of methods, including lecture, demonstration, group discussion, independent study projects, and hands-on work.				
20. I make use of equipment and supplies during class time including visual aids, PowerPoint's, models, videos, diagrams, and the chalkboard/whiteboard.				
21. I use new and innovative technologies regularly in the classroom.				
22. As I look at my responses to this section, I would like to work on:				

--

Part Three: General Classroom Management	1	2	3	4
23. Classes start on time and end on time.				
24. I make clear my verbal and written expectations at the beginning of the course and periodically during the course.				
25. I discourage snide remarks, sarcasm, kidding, and other classroom behaviors that may embarrass some students or promote an unsafe learning environment.				
26. I set a positive tone for the class and handle classroom tensions in a timely manner.				
27. I communicate regularly with my students via Blackboard, email, and Wimba.				
28. As I look at my responses to this section, I would like to work on:				

Part Four: Feedback for and from students	1	2	3	4
29. I use an efficient system to provide feedback to students on their progress.				
30. I prepare practical exercises that give students immediate, detailed feedback on particular skills and allow them to adjust techniques right away.				
31. I return examinations and homework assignments in a timely manner and take the time to give written feedback on progress.				
32. I follow up with students who are				

not making adequate progress in class and form learning contracts to help them get back on track.				
33. I reinforce positive behaviors and progress in students.				
34. I utilize the grade book in Blackboard and other early warning/progress monitoring technologies.				
35. As I look at my responses to this section, I would like to work on:				

Part Five: Student Relations	1	2	3	4
36. Students perceive me as being helpful and available to discuss their concerns about their progress and difficulties with course content after class and during office hours.				
37. I know my students by name in a reasonable amount of time given method of delivery.				
38. I meet with students who fall behind to discuss their study habits, schedules, and other commitments. I help students brainstorm workable solutions.				
39. I foster an environment that encourages students to speak up when they don't understand, and I treat students respectfully.				
40. I can balance various student personalities, work with students at many different levels, and be respectful of different cultural identities.				
41. When I look out at my students, they appear attentive, enthusiastic, interested, and focused. I know from their attitudes that I am able to engage them in class content.				

42. I work hard to build a sense of community in the classroom and in Blackboard.				
43. As I look at my responses to this section, I would like to work on:				

Part Six: Ideal Teacher Characteristics. I would describe myself as ...	1	2	3	4
44. Fair to all students and responsive to student needs.				
45. Understanding of students' commitments and conflicts while upholding the highest standards.				
46. Stimulating. I encourage student to think creatively, to offer opinions, to participate, and to get excited about their learning				
47. Responsible and reliable. I own my mistakes and model accountability. I do not evade students when I may fail to return homework or examinations in a timely manner.				
48. Confident. I know my stuff and it shows. I still allow room for student opinions and exploration.				
49. Innovative. I am dedicated to learning about, and deploying, new and innovative learning technologies.				
50. Adaptable. I always have a plan but can go with the flow if it will improve student comprehension.				
51. Dedicated to integrating class content to other classes, real life experiences, and professional life.				
52. Enthusiastic. I enjoy teaching; I enjoy the students; I enjoy the class content, and I share this				

enthusiasm with my students.				
53. Aware. I look for and capitalize on “teachable” moments. I look for and capitalize on “a ha!” moments.				
54. Humorous. I use humor appropriately in the classroom to facilitate active learning.				
55. Optimistic. I regularly state high expectations to the students and expect students to meet challenges. I believe in my students’ abilities and I reinforce their capacity to be successful.				
56. As I look at my responses to this section, I would like to work on:				

Section Seven: Instructional Goal Setting

This worksheet helps you to classify your strengths, opportunities for improvement, and goals. The purpose of goal setting is to assist you in outlining your course of actions to reach your goal. This should be accomplished before you meet with a potential mentor. Goals are not necessarily etched in stone. They need to be revised constantly.

Take about 3 minutes to write, in the space below, the professional and personal values you hold:

- *Write your professional and personal values here*
- *Write your professional and personal values here*
- *Write your professional and personal values here*

As I review this self-evaluation, the goals I would like to work on, and the tasks I will undertake to meet these goals are:

Goal 001:

- What do I have to do to achieve this goal? (Please list your enabling objectives for this goal)
- I plan to achieve this goal on or before:

Goal 002:

- What do I have to do to achieve this goal? (Please list your enabling objectives for this goal)
- I plan to achieve this goal on or before:

Goal 003:

- What do I have to do to achieve this goal? (Please list your enabling objectives for this goal)
- I plan to achieve this goal on or before:

Goal 004:

- What do I have to do to achieve this goal? (Please list your enabling objectives for this goal)
- I plan to achieve this goal on or before:

Goal 005:

- What do I have to do to achieve this goal? (Please list your enabling objectives for this goal)
- I plan to achieve this goal on or before:

Appendix J

ARTIFACT 9: PRESENTATION TO ADMINISTRATORS



Summary of Findings &
Recommendations for New
Faculty Development Program
at Delaware Tech

Problem Statement:

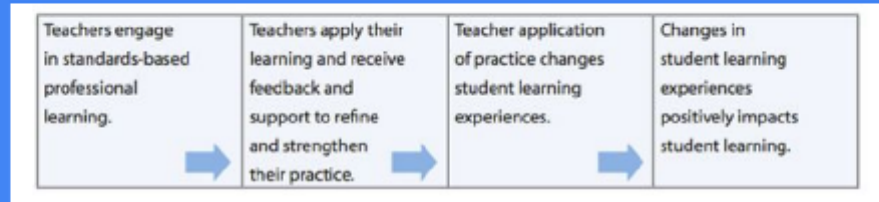
Delaware Tech currently offers a two-year professional development program that lacks strong alignment to research and standards. The program should be strengthened by considering culture, leadership, and resources as well standards for effective professional development.

The rationale for investing in new faculty development is to enhance faculty practices to engage students and support student success.

The quality of instruction strongly correlates to student engagement and success.



Change Theory (Killion, 2013)



Let's talk about some of the underlying assumptions regarding change theory and effective PD that served as a theoretical framework for my work.

Standards as a Foundation for the NFD Program

STANDARDS FOR PROFESSIONAL LEARNING			
<i>Professional learning that increases educator effectiveness and results for all students ...</i>	LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
	DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.	OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

The logo for Delaware Technical Community College features the words "DELAWARE" and "COLLEGE" in a large, blue, serif font. Between them, the words "TECHNICAL" and "COMMUNITY" are written in a smaller, blue, serif font, separated by a green diamond-shaped graphic. Below the main text, the tagline "A degree different" is written in a green, sans-serif font.

Overview of Research and Data to Inform Findings

Analysis of Written Curriculum for NFD courses

Literature Review of Best Practices

Preliminary Review of Proposed Changes

Observational Study (as participant-observer) of Kick-off, Colloquia, and Online Course

Survey of Program Alumni since 2011

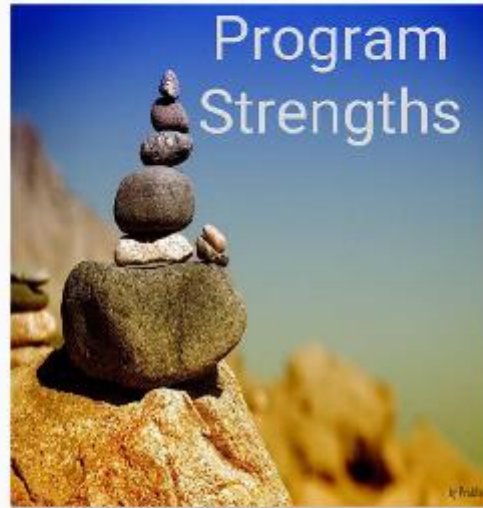
Focus Groups with Current Participants

Triangulate data from:

23 new faculty currently-15 participated in end of semester focus groups (65% participation overall)

190 alumni since 2011 (some no longer work here) sent survey to 171 still employed and 84 responded (nearly a 50% response rate)

Observational study-includes kick-off event in Sept., colloquia and G10 course



The College offers **dedicated resources** to the implementation of new faculty development.

Program leaders have a genuine interest in the program and feel a strong sense of ownership and pride over their role in supporting new faculty. The designers have a number of responsibilities, but recognize how important this program is to the success of the new faculty and ultimately the students they serve.

Key administrators possess a **willingness to enhance the program.**

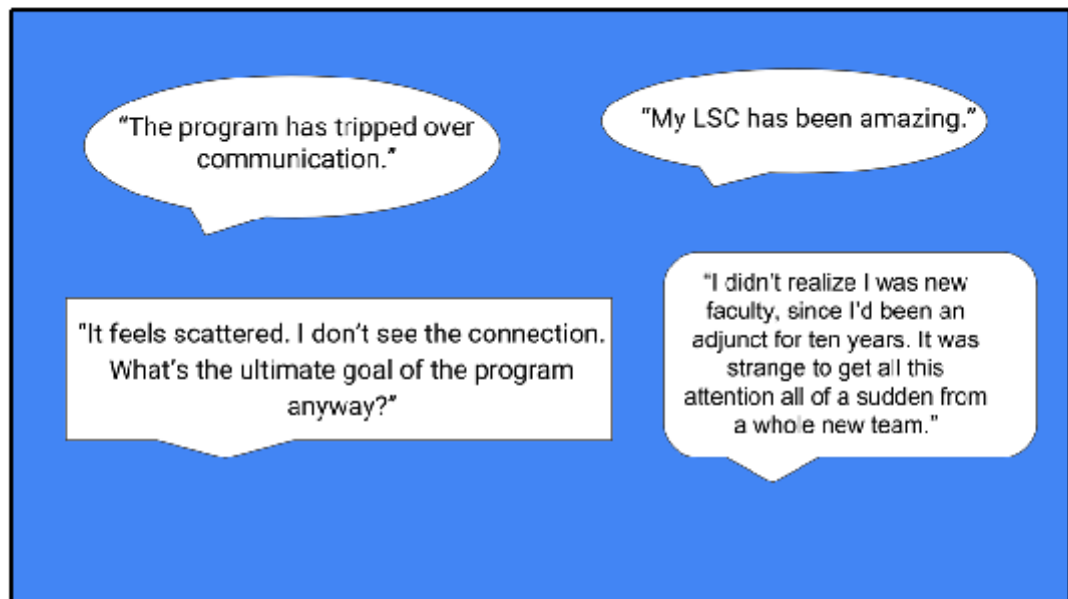
Universal Challenges with Professional Development (Ferguson, 2005)		
Challenge	Explanation	Recommendation for Leaders
Establishing trust and interest with participants	Participants need to feel "trustful, secure, and interested" in the agenda (p. 5). Focus groups revealed inconsistencies with the messaging and expectations.	<ul style="list-style-type: none"> → Offer a College-wide event to launch the program as the first impression → Discuss rationale, details and expectations, and resources available
Balancing external control and personal autonomy	Participants begin the "real work" and struggle with the expectations, coming to grips with balancing what they know and what they are learning. All data sources underscore the need for faculty to buy in and see value in the program.	<ul style="list-style-type: none"> → Dedicate resources to a needs-assessment of newly hired faculty and discuss how to make learning meaningful for the adult learner. → Enhance the content to make it learner-focused, job-embedded, and timely
Fostering ambitiousness	Participants decided to participate wholeheartedly, ambivalently or to resist. Data show the candidates in these distinct states.	<ul style="list-style-type: none"> → Make student data central to the work → Provide choice for participants in deciding which skills they will hone. → Provide cognitive coaching (firm but supportive)
Sustaining industriousness	Participants come to terms with student data and decide if they will become discouraged/disengaged with setbacks or relentless toward student achievement.	<ul style="list-style-type: none"> → Celebrate growth → Be explicit about how transformative teaching and learning works → Leverage IIN to model ongoing growth
Achieving mastery	Participants complete the program and must autonomously sustain the practices as routine.	<ul style="list-style-type: none"> → Celebrate achievements → Assign alumni as coaches, mentors, and ambassadors → Engage alumni in the IIN

These are the challenges associated with any PD program. These are sequential and each step is dependent upon the success of overcoming the previous challenge. We can think of them much like what we see with students in the classroom.

The first challenge strongly parallels the first 60 minutes that we expect of teachers in the classroom. Participants want to understand what is expected of them, how to be successful, which parts pertain to them, how they will be judged, and how they should access help when needed. We started with a CW kick off, but I would recommend that this is the first time participants hear the message, so the expectations are consistent College-wide. Focus groups revealed some misunderstandings. Furthermore, I think the activities and message should encourage more interaction to foster the sense of community at that first event.

The second focuses on the stage when participants start the work. This stage is a challenge because they may feel they already know this or that it doesn't pertain to them. I discovered this time and time again in my research with participants and alumni. This could be classified as excuses that participants give for not buying into the work. It's not unlike reasons students give in the classroom. To overcome this challenge, we have to gauge their interest and needs and design content to meet them where they are. They need to see this as meaningful and relevant, not a check off or hoop or hypothetical way of thinking about their teaching.

Third, in order to foster ambitiousness we must assure participants that the work is valuable and pays off. One way to do this is to allow them the freedom to set goals



Other data to support this recommendation:

p. 8 table 1 57 % enrollment in the courses-challenge with forms and communication

Focus group-didn't know one another's names, didn't understand expectations, were not sure of their responsibilities

While participants cite the LSCs as their number one source of information and support,

47%

of the program participants report that the support they received from other colleagues (including mentors, department chairs, and other faculty) has led to a negative and confusing experience.

Recommendation #1: Communication and Training

Provide strategic communication and training to inform stakeholders of program updates.

- Offer training to LSCs as needed for key skills to support participants.
- Engage IIN members to ensure peer support and PCK development.
- Identify and train mentors to better serve faculty.



Do not undervalue the most valuable resource—humans, and consider the existing culture (Morris, 2016)

Assets include “instructional asset” or coach, who works alongside new faculty to engage around a common goal. (Dvivedi, 2015).

Employ shared leadership practices to coordinate efforts and capitalize on different participants’ strengths (Creanor, 2014)

Transformational leadership should be used to set the vision and support “scholarly incitement.” (Dvivedi, 2015, p. 39)

Use communities of practice to enrich professional discussion (Evans, 2013)



88%

of the program alumni responding to the survey had prior teaching experience
as an adjunct here or as faculty at another institution.

63%

When asked how to improve the program 42 of the 67 alumni responding to this question said to update the content to match participants' needs. The second most popular response was "make it more personalized and authentic, less prescribed."

Other data to support this recommendation:

p. 8 table 1 57 % enrollment in the courses-challenge with forms and communication

Focus group-didn't know one another's names, didn't understand expectations, were not sure of their responsibilities

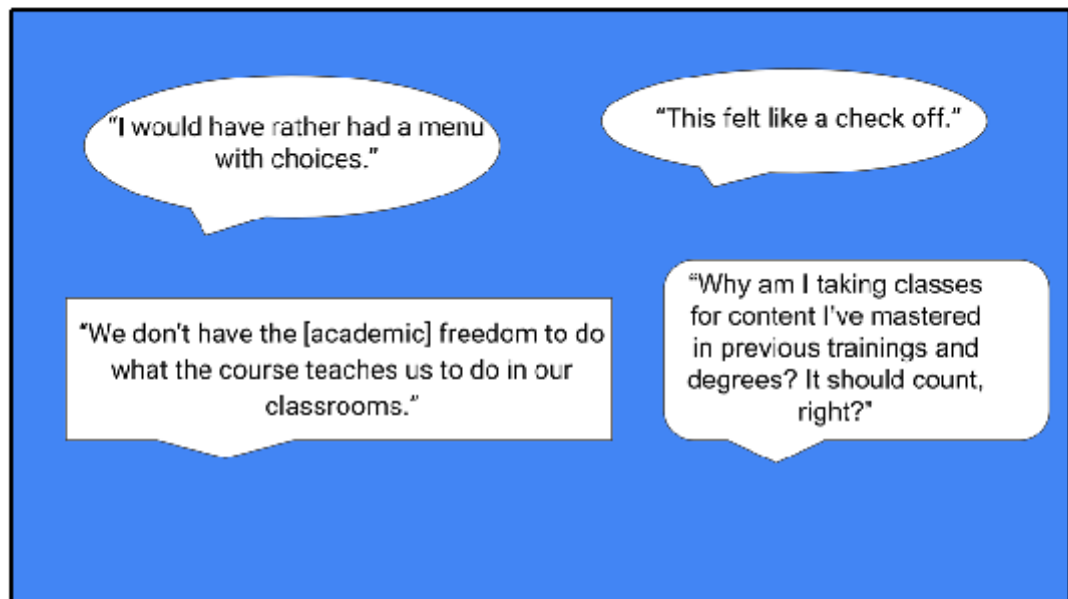
Recommendation #2: Use



Use data to identify incoming participants' strengths and needs, to align learning with student outcomes, and to measure progress toward individual goals as well as program outcomes.

- o Design a needs-assessment to establish a baseline of participants' strengths and needs.
- o Leverage student data in the form of College data, course-specific data, and instructor-specific data to inform goal setting, activities, assignments, coaching, and collaboration.
- o Devise a plan for monitoring and evaluating the program that explicitly aligns to intended outcomes of the program.

A missing piece to this program is data. We need to focus on data in a few key ways to improve the program. First, understanding the existing knowledge and skills new faculty have is a critical component to designing a meaningful program that values the adult learners' prior experience. It was clear from surveys and focus groups that alumni and participants were concerned about the content not fitting their needs because it was overwhelming or redundant. In fact, several felt unmotivated as a result. Remember those first two challenges Ferguson found. We can't get to the next steps if we don't value what they bring. Second, we want all of our employees to use data regularly to inform their



Other data to support this recommendation:

Show figure with discrepancy in groups from George colloquium

Recommendation #3: on the Learner

Review the content delivery to ensure implementation aligns to participants' needs in a timely manner.

- Update the course design, particularly G10, to be more learner-focused, not content-focused.
- Capitalize on the shift to a new academic calendar to frontload essential skills while allowing for self-paced development and reflection through the semester followed by a wrap-up that benchmarks progress.
- Balance online learning with face-to-face activities to meet the needs of different learning styles.

Consider PD for new faculty beyond the scope of producing a desired behavior, but rather what conditions can be orchestrated to allow for authentic learning (Evans, 2013)

Use the calendar as a means to establish systems to manage formative and summative assessment of the practices and facilitate planning cycles (Dvivedi, 2015).

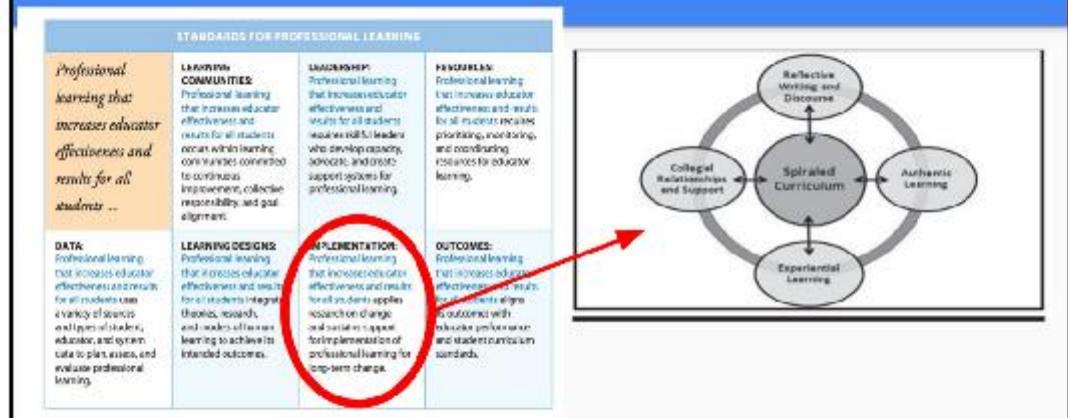
Possible format:

Before Semester (1-2 weeks)	During Semester	Reading Day/ Spring Break	During Semester	End of Semester
Kick-off, goal setting, and high-priority content	Implement strategies, monitor student reaction, and reflect	Review data, evaluate progress, adjust goals	Implement strategies, monitor student reaction, and reflect	Review data, evaluate progress, adjust goals

This is how the calendar might look for new faculty. The first semester should be an overview of the program, getting ready to teach, identifying strengths and weaknesses, selecting ideas from content and resources to try, reviewing course content and known challenges based on student data, planning with peers and coaches for implementation. Then when the semester starts the implementation and reflection is self-paced with online and/or face-to-face support as needed. Monitoring could come in the form of video, peer observation, coaching, and/or student performance. Then faculty can take a breather and engage with one another in a face-to-face session to troubleshoot and celebrate before heading back into the classroom. The second semester may focus on an advisement seminar in the first few weeks before the semester with key items to look for through the semester during shadowing of an adviser (i.e. FASAPs in Jan, advisement month, mid-term interventions, registration issues, graduation audits, etc.)

As far as course content, some faculty need flipped classroom before they need G20...considerations to program offerings. Likewise, this semester I attended colloquia on advisement mid-semester in year 1. No one should be advising yet and they were overwhelmed by the information and wouldn't be applying it for another three months at least.

Recommendation #4: Promote Enduring Understandings



We can start by taking a look at the program and evaluating procedures and policies to determine if they support or hinder authentic PD for new faculty (Morris, 2016)

Rouse inspiration by giving new faculty authentic learning experiences that link to program outcomes and College initiatives (Dvivedi, 2015)

Accept that implementation will take time and require a gradual shift in culture, systems, and practices. (Creanor, 2014)

Let's build on our culture of innovation by

Allowing (new)faculty to explore for the sake of learning "a better way" based on Dewey's model of experiential learning (Evans, 2013, p. 187)

Allowing teacher agency as new faculty (re)define themselves as professionals to discover innovative ways to connect with students and reward innovation (Shirley & Miller, 2016)

Questions and Discussion

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Appendix K

IRB APPROVAL



RESEARCH OFFICE

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DATE: September 29, 2017

TO: Lisa Peel, Ed. D
FROM: University of Delaware IRB

STUDY TITLE: [1128639-1] Study of New Faculty Development Program at Delaware
Technical Community College

SUBMISSION TYPE: New Project

ACTION: DETERMINATION OF EXEMPT STATUS
DECISION DATE: September 29, 2017

REVIEW CATEGORY: Exemption category # (2)

Thank you for your submission of New Project materials for this research study. The University of Delaware IRB has determined this project is EXEMPT FROM IRB REVIEW according to federal regulations.

We will put a copy of this correspondence on file in our office. Please remember to notify us if you make any substantial changes to the project.

If you have any questions, please contact Nicole Farnese-McFarlane at (302) 831-1119 or nicolefm@udel.edu. Please include your study title and reference number in all correspondence with this office.