

# Sample Professional Development and Assessment Tools

The assessment tools included here are offered as specific examples or suggestions of ways the skill standards can be integrated into a professional development framework. All tools are intended to be used for self-assessment as well as to track and integrate assessment feedback from multiple sources.

## THE INVENTORIES

The Inventories are each designed to bring a different range of skills to the attention of the certification candidate, and to provide a format and a forum for soliciting feedback on these skill sets.

### Critical Skills Inventory

The Critical Skills Inventory is comprised of performance indicators from skill standard areas identified as essential elements of quality instruction. These performance indicators are listed as criteria for two of the suggested learning outcomes for initial certification. The Inventory also incorporates levels of skill performance that are described with the learning outcomes in Section III of this Resource Guide. This tool does not incorporate a rating of the relative importance of each performance indicator to the instructional setting. It is intended as a screening or first-level diagnostic aide for all instructors, to be used for self-assessment or by hiring and tenure committees, supervisors, and others who might help an instructor incorporate multiple perspectives of his or her performance of critical skills into the professional development plan.

### Comprehensive Skill Standards Inventory

The Comprehensive Skill Standards Inventory lists all ten critical functions and each respective key activity included in the Skill Standards for Professional-Technical College Instructors. Two sets of columns are provided next to each key activity, one in which to indicate the relative importance of this activity for the specific position, and the other in which to indicate the level of skill demonstrated by the instructor. This tool is included both here and in the Curriculum Guide, and is designed to be filled out collaboratively by the instructor and his or her supervisor and/or peers. Areas listed as most important in which the instructor's skill is seen to be at the novice level might become key elements of a professional development plan. Areas listed as less important might indicate opportunities for program or position growth. Skills in which mastery is evident may be developed into opportunities to share with colleagues.

## THE PROFESSIONAL DEVELOPMENT GUIDES

The Professional Development Guides are each presented as two-part forms. One part, the Planning Form, is offered as a tool to help organize assessment feedback from the inventories and other sources into a direction for development and certification. The Planning Forms use the learning outcomes for each level of certification as a framework for listing the skills that will be addressed in the certification period and how these skills will be developed, measured, and documented. The other part, the Assessment Form, is to help monitor progress toward the development and demonstration of these skills as the certification cycle continues. Assessment Forms can be used to solicit feedback similar to that provided by the inventories, but focused on the specific skill areas selected by the individual.

### Professional Development Guide for Initial Certification

The Professional Development Guide for Initial Certification organizes assessment results from the Critical Skills Inventory, the Comprehensive Skill Standards Inventory, and other assessment tools

and discussions into a standards-based framework. All four suggested learning outcomes for initial certification are included. The spaces beneath each of the first three learning outcomes are to be filled in with performance indicators or assessment criteria selected or developed by the certification candidate in collaboration with his or her tenure committee, supervisor, and others involved in the professional development and certification of the candidate. Performance indicators for the fourth learning outcome, relating to the development of the professional development plan itself, are taken directly from the Skill Standards for Professional-Technical College Instructors.

#### **Professional Development Guide for Standard Certification: Core Skills**

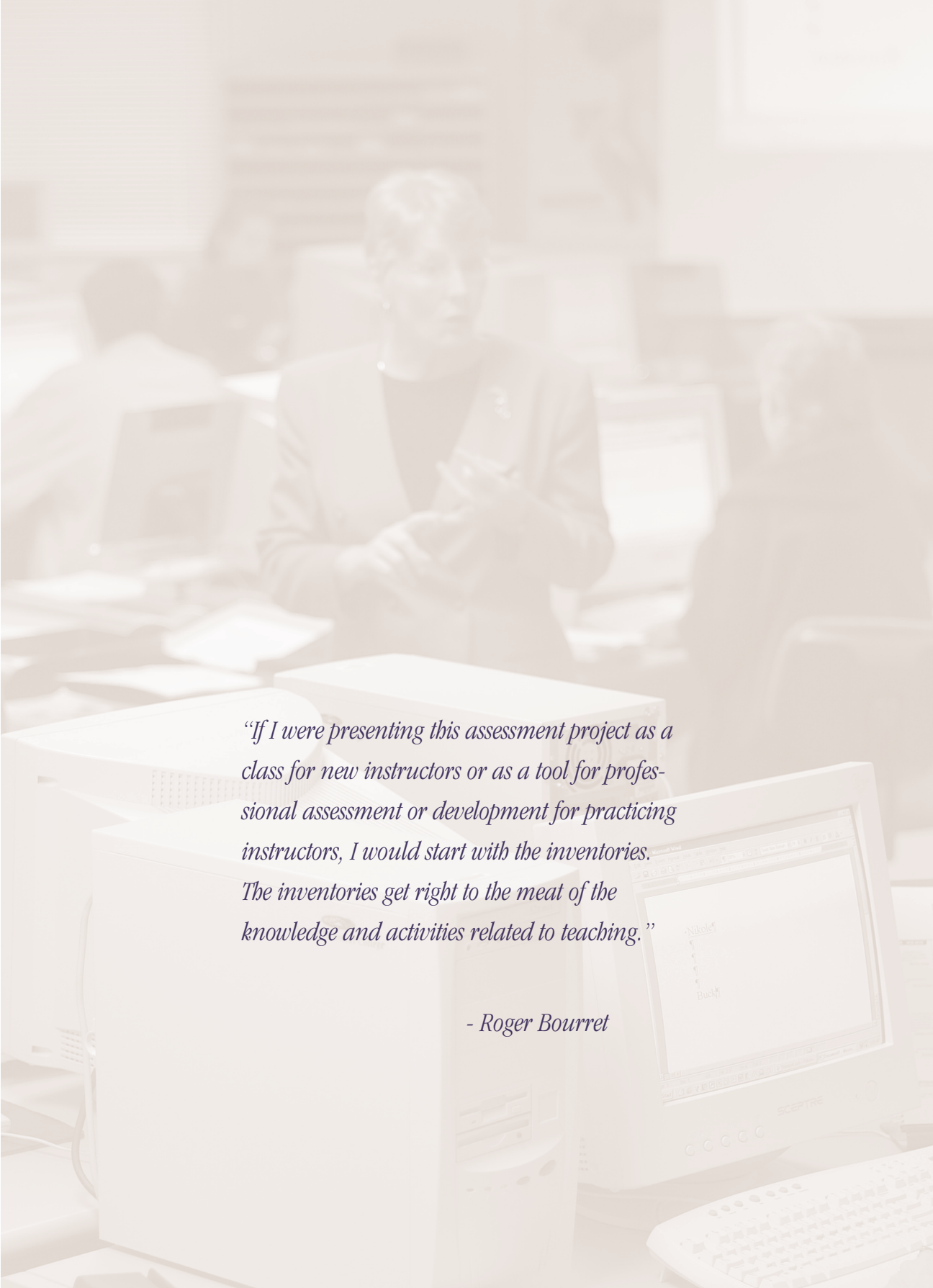
The Professional Development Guide for core skills is designed to help the continuing instructor integrate the assessment of core teaching skills into a customized professional development plan. The learning outcomes focus on common themes of professional development and certification for all teaching personnel. Spaces are provided for performance criteria, to be selected or developed by the certification candidate in collaboration with his or her post-tenure committee, supervisor, and others involved in the continuing professional development and certification of the candidate. This form is not intended to provide space for all professional development plan assessment information, and it is assumed that other standards and indicators will be selected and assessed based on the context and skill level of the instructor being certified.

#### **Professional Development Guide for Standard Certification: Program-level and Other Skills**

Similar to the guide above, the Professional Development Guide for program-level and other skills is intended to help summarize assessment-related performance indicators and strategies for program management and other skills around which professional development is to be designed and focused during the assessment period.

### **ASSESSMENT TOOLS AVAILABLE ELSEWHERE**

Industry-based assessments and the Skill Standards assessments that are included in the Curriculum Guide can also be integrated into the assessment and certification process. These assessment tools are narrow in focus and may be used to help refine assessment information once a general direction or area of interest has been identified.



*“If I were presenting this assessment project as a class for new instructors or as a tool for professional assessment or development for practicing instructors, I would start with the inventories.*

*The inventories get right to the meat of the knowledge and activities related to teaching.”*

*- Roger Bourret*

# Critical Skills Inventory

Inventory requested by:	
Inventory completed by:	
Date:	

Performance Indicators	Skill Standard reference	Demonstrated level of skill				Notes, comments, references, and description of evidence
		Not evident or observed	Novice	Skilled	Master	
<b>1. Design and deliver a learner-centered instructional activity</b>						
A. Learning is supported and facilitated by the appropriate use of instructional media and equipment	A5					
B. Learner performance is assessed in relation to published outcomes	B4					
C. Instructional materials and strategies appeal to multiple learning styles and diverse learners	D1, D4					
D. Learners are effectively oriented to the learning task, including outcomes, assessments, and prior and related skills and abilities	D2					
E. Learning is facilitated with clear and effective presentations, demonstrations, and active learner involvement	D2					
F. Regular opportunities are provided for learners to practice, perform, and receive feedback on all required knowledge, skills and abilities	D2					
G. Instruction promotes the application, transfer and retention of learning	D2					
H. Learner behavior standards are consistently and constructively reinforced	D2					
I. Learner questions and discussions are effectively acknowledged, guided, and integrated in the learning process in a positive way	D2					

## Critical Skills Inventory (cont.)

Performance Indicators	Skill Standard reference	Demonstrated level of skill				Notes, comments, references, and description of evidence
		Not evident or observed	Novice	Skilled	Master	
<b>2. Design and describe a learner-centered course</b>						
A. Outcomes are written for learner comprehension	B1					
B. All necessary skills are included in the outcomes	B1					
C. Appropriate learning activities are selected and described	B2					
D. Course and grading requirements are included	B2					
E. Flexibility is built into the course to address multiple learning styles and individual learner needs	B2					
F. Outcomes are assessed by a variety of measurements	B3					
G. Assessments include a variety of activities including performance-based and theory-based assessments	B3					
H. Industry standards are integrated where appropriate	B4					
I. Learners are thoroughly informed of safety and other policies	D2					
J. Instructor contact and access information is provided in a clear manner	E1					
General comments on instructional methods and materials:						

# Comprehensive Skill Standards Inventory: Standard A

On the chart below, rate the level of importance and your ability for the key activity noted.

<b>Level of Importance</b> How important or relevant is this activity for my job?					<b>Critical Function A: Manage Learning Environments</b>	<b>Self-Assessment</b> How well am I performing this activity for my job?				
N/A	Low	Mod	High	Very High		N/A	Low	Mod	High	Very High
					<b>A1:</b> Obtain required equipment, systems, tools, supplies, and materials.					
					<b>A2:</b> Set up instructional systems, equipment and /or tools.					
					<b>A3:</b> Maintain instructional systems, equipment and/or tools.					
					<b>A4:</b> Develop a growth and replacement plan for systems, equipment and/or tools.					
					<b>A5:</b> Supervise learning environments.					
					<b>A6:</b> Research, select, and evaluate off-campus learning environments.					
					<b>A7:</b> Evaluate and monitor the safety of the instructional areas and practices.					
Notes and Comments:										

# Comprehensive Skill Standards Inventory: Standard B

On the chart below, rate the level of importance and your ability for the key activity noted.

<u>Level of Importance</u> How important or relevant is this activity for my job?					<b>Critical Function B: Develop Outcomes, Assessments and Curricula</b>	<u>Self-Assessment</u> How well am I performing this activity for my job?				
N/A	Low	Mod	High	Very High		N/A	Low	Mod	High	Very High
					<b>B1:</b> Identify, evaluate, and modify current outcomes.					
					<b>B2:</b> Create, evaluate, and modify curriculum.					
					<b>B3:</b> Create, evaluate, and modify assessments.					
					<b>B4:</b> Implement curriculum, outcomes, and assessments.					
					<b>B5:</b> Integrate curriculum with other faculty in the department and in other instructional areas/institutions.					
Notes and Comments:										

# Comprehensive Skill Standards Inventory: Standard C

On the chart below, rate the level of importance and your ability for the key activity noted.

<b>Level of Importance</b> How important or relevant is this activity for my job?					<b>Critical Function C: Develop and Review Programs</b>	<b>Self-Assessment</b> How well am I performing this activity for my job?				
N/A	Low	Mod	High	Very High	<b>Key Activity and Description</b>	N/A	Low	Mod	High	Very High
					<b>C1:</b> Develop, review, and update program course plan.					
					<b>C2:</b> Recruit and work with advisory committee and employers to meet changing needs of the program and industry.					
					<b>C3:</b> Identify, evaluate, and modify program outcomes and assessments.					
					<b>C4:</b> Identify and develop core and support courses.					
					<b>C5:</b> Maintain (or obtain) program accreditation.					
					<b>C6:</b> Research, identify, evaluate, and implement current industry standards and trends.					
					<b>C7:</b> Coordinate program development with other college programs and institutions.					
Notes and Comments:										

# Comprehensive Skill Standards Inventory: Standard D

On the chart below, rate the level of importance and your ability for the key activity noted.

<b>Level of Importance</b> How important or relevant is this activity for my job?					<b>Critical Function D: Provide Student Instruction</b>	<b>Self-Assessment</b> How well am I performing this activity for my job?				
N/A	Low	Mod	High	Very High	<b>Key Activity and Description</b>	N/A	Low	Mod	High	Very High
					<b>D1:</b> Prepare and/or gather current instructional materials and equipment.					
					<b>D2:</b> Provide individual and group instruction.					
					<b>D3:</b> Initiate, develop, and implement student assessments.					
					<b>D4:</b> Modify instructional material and methods based on student and industry assessments and feedback.					
Notes and Comments:										

# Comprehensive Skill Standards Inventory: Standard E

On the chart below, rate the level of importance and your ability for the key activity noted.

<b>Level of Importance</b> How important or relevant is this activity for my job?					<b>Critical Function E: Provide Support and Guidance to Students</b>	<b>Self-Assessment</b> How well am I performing this activity for my job?					
N/A	Low	Mod	High	Very High		Key Activity and Description	N/A	Low	Mod	High	Very High
					E1: Respond to student needs.						
					E2: Provide information or referrals to meet student needs.						
					E3: Assist students with job placement.						
					E4: Provide academic advising						
					E5: Provide career advising.						
					E6: Serve as student activity advisor as applicable.						
Notes and Comments:											

# Comprehensive Skill Standards Inventory: Standard F

On the chart below, rate the level of importance and your ability for the key activity noted.

<b>Level of Importance</b> How important or relevant is this activity for my job?					<b>Critical Function F: Perform Administrative Functions</b>	<b>Self-Assessment</b> How well am I performing this activity for my job?				
N/A	Low	Mod	High	Very High		N/A	Low	Mod	High	Very High
					<b>F1:</b> Perform documentation and record keeping duties.					
					<b>F2:</b> Record and submit student grades.					
					<b>F3:</b> Serve on departmental and college committees.					
					<b>F4:</b> Provide input for program, schedules, and college publications.					
					<b>F5:</b> Develop and manage budgets.					
					<b>F6:</b> Research and assist with writing and implementing grants and targeting financial resources.					
Notes and Comments:										

# Comprehensive Skill Standards Inventory: Standard G

On the chart below, rate the level of importance and your ability for the key activity noted.

<b>Level of Importance</b> How important or relevant is this activity for my job?					<b>Critical Function G: Create and Maintain a Professional Environment</b>	<b>Self-Assessment</b> How well am I performing this activity for my job?					
N/A	Low	Mod	High	Very High		Key Activity and Description	N/A	Low	Mod	High	Very High
					<b>G1:</b> Collaborate with college staff, faculty, and students.						
					<b>G2:</b> Work with program advisory committee.						
					<b>G3:</b> Serve on departmental and college committees.						
					<b>G4:</b> Maintain current knowledge of the field.						
					<b>G5:</b> Participate in professional networking.						
					<b>G6:</b> Develop a professional development plan.						
					<b>G7:</b> Promote a professional instructional environment.						
Notes and Comments:											

# Comprehensive Skill Standards Inventory: Standard H

On the chart below, rate the level of importance and your ability for the key activity noted.

<b>Level of Importance</b> How important or relevant is this activity for my job?					<b>Critical Function H: Promote the Program and Recruit Students</b>	<b>Self-Assessment</b> How well am I performing this activity for my job?				
N/A	Low	Mod	High	Very High		N/A	Low	Mod	High	Very High
					<b>H1:</b> Participate in campus and community events.					
					<b>H2:</b> Serve on high school advisory committees, Tech Prep consortia, and other community organizations.					
					<b>H3:</b> Develop promotional plan.					
					<b>H4:</b> Provide information for prospective students.					
					<b>H5:</b> Develop and manage public relations information.					
					<b>H6:</b> Perform recruiting activities.					
Notes and Comments:										

# Comprehensive Skill Standards Inventory: Standard I

On the chart below, rate the level of importance and your ability for the key activity noted.

<b>Level of Importance</b> How important or relevant is this activity for my job?					<b>Critical Function I: Learn and Adapt New Technologies</b>	<b>Self-Assessment</b> How well am I performing this activity for my job?				
N/A	Low	Mod	High	Very High		N/A	Low	Mod	High	Very High
					<b>I1:</b> Obtain and maintain certification on program-specific technology.					
					<b>I2:</b> Maintain current knowledge of technology in the field.					
					<b>I3:</b> Identify, evaluate and implement emerging technologies according to industry needs.					
					<b>I4:</b> Identify, evaluate, and implement new instructional technologies.					
Notes and Comments:										

# Comprehensive Skill Standards Inventory: Standard J

On the chart below, rate the level of importance and your ability for the key activity noted.

<b>Level of Importance</b> How important or relevant is this activity for my job?					<b>Critical Function J: Perform Program</b>	<b>Self-Assessment</b> How well am I performing this activity for my job?				
N/A	Low	Mod	High	Very High	<b>Key Activity and Description</b>	N/A	Low	Mod	High	Very High
					<b>J1:</b> Perform documentation and record keeping duties.					
					<b>J2:</b> Mentor, orient, and support new and part-time faculty.					
					<b>J3:</b> Develop criteria, recruit, and make recommendations regarding hiring of faculty.					
					<b>J4:</b> Manage instructional and program assistants.					
					<b>J5:</b> Develop and manage budgets.					
					<b>J6:</b> Research and assist with writing and implementing grants and targeting financial resources.					
Notes and Comments:										

# Professional Development Guide for Initial Certification

## *Planning Form*

Certification Candidate::	
Date:	

Performance Indicators	Skill Standard reference	Strategies, Activities and Resources	Assessment Methods
<b>1. Design and deliver a learner-centered instructional activity</b>			
A.			
B.			
C.			
<b>2. Design and describe a learner-centered course</b>			
A.			
B.			
C.			
<b>3. Evaluate learning environments and methods (Instructor-developed criteria and their application during visits, observations, and study of other faculty, trainers, and instructional or industry settings.)</b>			
A.			
B.			
C.			
<b>4. Design an individualized professional development plan</b>			
A. Retraining and back-to-industry are included in the professional improvement plan	C6		
B. Appropriate activities are thoroughly researched and properly identified and completed	G6		
C. Plan includes activities to address areas for improvement and professional growth	G6		

# Professional Development Guide for Initial Certification

## Assessment Form

Certification Candidate::	
Date:	

Performance Indicators	Skill Standard Reference	Demonstrated level of skill				Notes, comments, references, and description of evidence
		Not evident or observed	Novice	skilled	master	
<b>1. Design and deliver a learner-centered instructional activity</b>						
A.						
B.						
C.						
<b>2. Design and describe a learner-centered course</b>						
A.						
B.						
C.						
<b>3. Evaluate learning environments and methods (Instructor-developed criteria and their application during visits, observations, and study of other faculty, trainers, and instructional or industry settings.)</b>						
A.						
B.						
C.						
<b>4. Design an individualized professional development plan</b>						
A. Retraining and back-to-industry are included in the professional improvement plan	C6					
B. Appropriate activities are thoroughly researched and properly identified and completed	G6					
C. Plan includes activities to address areas for improvement and professional growth	G6					

# Professional Development Guide for Standard Certification: Core Skills

## *Planning Form*

Certification Candidate::	
Date:	

Performance Indicators	Skill Standard reference	Strategies, Activities and Resources	Assessment Methods
<b>1. Design, evaluate, revise, and deliver learner-centered instruction, using a variety of media, resources, and industry and other standards</b>			
A.			
B.			
C.			
D.			
<b>2. Provide students with appropriate academic and professional advising, assistance, and referrals.</b>			
A.			
B.			
C.			
D.			
<b>3. Evaluate learning systems and programs.</b>			
A.			
B.			
C.			
D.			

# Professional Development Guide for Standard Certification: Core Skills

## *Assessment Form*

Certification Candidate::	
Date:	

Performance Indicators	Skill Standard Reference	Demonstrated level of skill				Notes, comments, references, and description of evidence
		not evident or observed	novice	skilled	master	
<b>1. Design, evaluate, revise, and deliver learner-centered instruction, using a variety of media, resources, and industry and other standards.</b>						
A.						
B.						
C.						
D.						
<b>2. Provide students with appropriate academic and professional advising, assistance, and referrals.</b>						
A.						
B.						
C.						
D.						
<b>3. Evaluate learning systems and programs.</b>						
A.						
B.						
C.						
D.						

# Professional Development Guide for Standard Certification: Program-level and Other Skills

## *Planning Form*

Certification Candidate::	
Date:	

Performance Indicators	Skill Standard reference	Strategies, Activities and Resources	Assessment Methods
<b>1. Design and manage a support and development proposal and implementation plan for an instructional program or system.</b>			
A.			
B.			
C.			
D.			
<b>2.</b>			
A.			
B.			
C.			
D.			
<b>3.</b>			
A.			
B.			
C.			
D.			

# Professional Development Guide for Standard Certification: Program-level and Other Skills

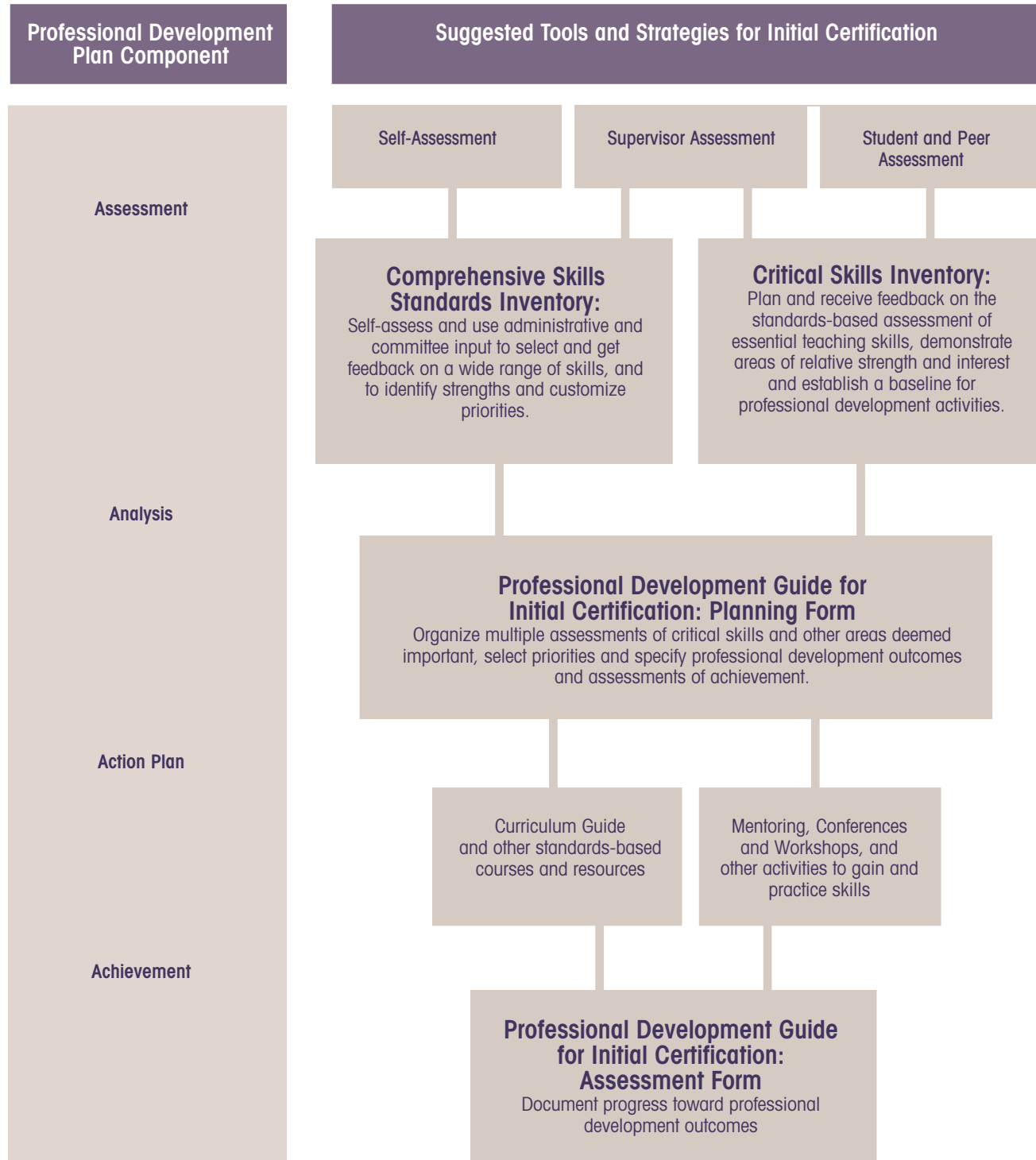
## *Assessment Form*

Certification Candidate::	
Date:	

Performance Indicators	Skill Standard Reference	Demonstrated level of skill				Notes, comments, references, and description of evidence
		Not evident or observed	Novice	Skilled	Master	
<b>1. Design and manage a support and development proposal and implementation plan for an instructional program or system.</b>						
A.						
B.						
C.						
D.						
<b>2.</b>						
A.						
B.						
C.						
D.						
<b>3.</b>						
A.						
B.						
C.						
D.						

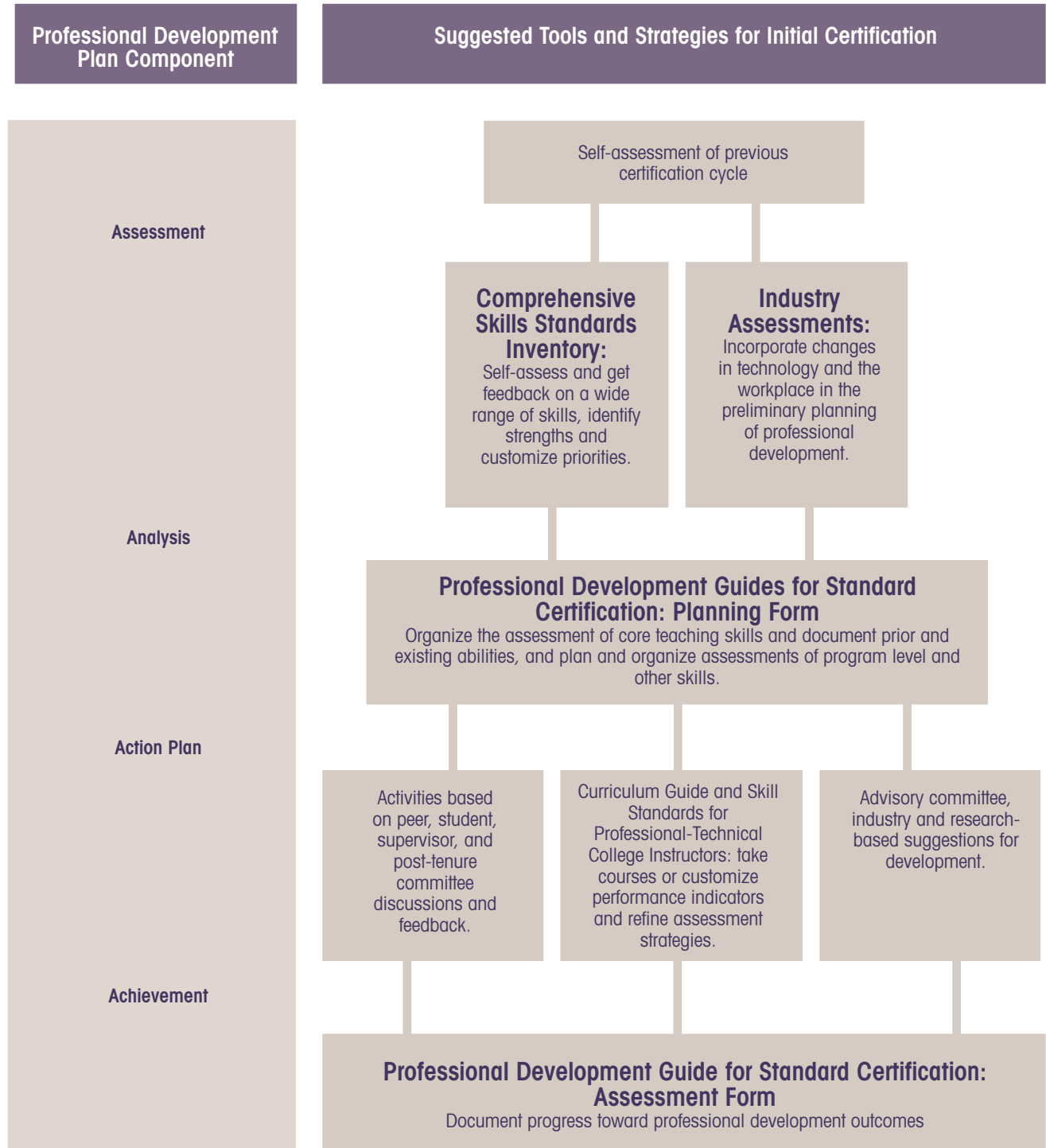
# Flowchart for Initial Certification

For initial certification, the assessment process begins in collaboration, with self-assessment guided and complemented by discussions with administration, the tenure committee, and others. The result is a process that pulls together multiple perspectives on prior and existing knowledge, skills, and achievements, identifies strengths, and focuses on an initial set of priorities and strategies for development.



# Flowchart for Standard Certification

For standard certification, the assessment process begins in reflection on and self-assessment of core skills, gathers multiple perspectives and types of evidence, and facilitates the broadening and deepening of skills as part of building continuity, mastery and leadership. Though depicted in linear form, the natural continuation would be for the achievement of professional development outcomes to lead into the next cycle of assessment.



## The Scenario of the Novice Teacher

Professor J. brings to the community college a wealth of technical expertise but no formal training or experience as a teacher. When she is hired as a classroom instructor she meets with her dean to fill out the Comprehensive Skill Standards Inventory, the dean specifying perceived levels of importance (the left side of the form) and Professor J. using the right side of the form to begin self-assessment. The dean encourages the professor not only to rate herself and her skill levels but also to begin thinking about ways evidence or rationale in support of these ratings might be represented. At the recommendation of her dean Professor J. enrolls in an intensive pre-instructional workshop offered by the college focusing on the first learning outcome described in the Professional Development Guide for Initial Certification: design and deliver a learner-centered instructional activity.

The Critical Skills Inventory had been used during Professor J's hiring process, both as a rating sheet for her teaching demonstration and as a self-assessment form. As instruction begins Professor J. uses this tool as a starting place for discussions with her tenure committee, and as a classroom observation aid to elicit early feedback.

Based on these early assessments and discussions Professor J. designs a professional development plan using the Guide. Her first learning outcome is demonstrated by her satisfactory completion of the pre-instruction workshop, and she will use Critical Skills Inventory feedback to show relevant application of these new skills. Learning outcomes 2 and 4 (design and describe a learner-centered course; design an individualized professional development plan) she will address by taking on-line courses and by inviting further classroom observations and feedback. The third learning outcome (evaluate learning environments and methods) will involve visits to classrooms of her colleagues, focusing particularly on classroom management strategies and the integration of learner self-assessment into entry-level courses. A draft of the Planning Form from Professor J's Professional Development Guide for Initial Certification is included here as an example.



# The Scenario of the Novice Teacher (cont.)

## Professional Development Guide for Initial Certification

### *Planning Form*

Certification Candidate:	<i>Professor J.</i>
Date:	

Performance Indicators	Skill Standard reference	Strategies, Activities and Resources	Assessment Methods
<b>1. Design and deliver a learner-centered instructional activity</b>			
A. As listed on Critical Skills Inventory		Take Course 1: Teaching and Facilitating Learning, Level I	Peer, self, student and supervisor use of Critical Skills Inventory
<b>2. Design and describe a learner-centered course</b>			
A. As listed on Critical Skills Inventory		Take Course 3: Planning for Instruction	Peer, self, student and supervisor use of Critical Skills Inventory
<b>3. Evaluate learning environments and methods (Instructor-developed criteria and their application during visits, observations, and study of other faculty, trainers, and instructional or industry settings.)</b>			
A. Evaluate and implement the teaching and use of self-assessment and peer-assessment methods.	D3	<ul style="list-style-type: none"> <li>Visit classrooms recommended by tenure committee to observe the teaching and use of self-assessment and peer-assessment methods.</li> <li>Research industry practice regarding the teaching and use of self-assessment and peer-assessment methods.</li> </ul>	Have peers evaluate Professor J's teaching and use of self-assessment and peer-assessment methods.
<b>4. Design an individualized professional development plan</b>			
A. Retraining and back-to-industry are included in the professional improvement plan	C6	Take Course 13: Professionalism and Professional Development	Supervisor and tenure committee assessment of professional development plan and related activities
B. Appropriate activities are thoroughly researched and properly identified and completed	G6		
C. Plan includes activities to address areas for improvement and professional growth	G6		

## The Scenario of the Experienced Newcomer

Professor K. has experience not only as a practitioner, but also as a consultant, curriculum designer, and trainer for a faceless global conglomerate. When he meets with his dean to fill out and discuss the Comprehensive Skill Standards Inventory, most of the skills rated as important are also well documented from Professor K's time in industry. He will organize and submit this evidence to demonstrate competence in the four learning outcomes on the Professional Development Guide for Initial Certification, perhaps with assistance from his tenure committee. One area identified as a focus for development is student advising, and Professor K. decides to enroll in an online section of Course 11: Student Support and Guidance, as well as to attend campus advising workshops for new advisors.

Based on hiring committee feedback and early tenure committee observations using the Critical Skills Inventory, Professor K. wants to develop his use of learner-centered teaching and assessment strategies. He finds these to be quite different from those of the corporate culture he left behind, and his tenure committee helps him find a mentor to assist him with this process. Professor K. will also enroll in Course 2: Teaching and Facilitating Learning, Level II, and will use the Critical Skills Inventory to measure his effectiveness in the application of these skills. A draft of the Planning Form from Professor K's Professional Development Guide for Initial Certification is included here as an example.



# The Scenario of the Experienced Newcomer (cont.)

## Professional Development Guide for Initial Certification

### *Planning Form*

Certification Candidate:	<b>Professor K.</b>
Date:	

Performance Indicators	Skill Standard reference	Strategies, Activities and Resources	Assessment Methods
<b>1. Design and deliver a learner-centered instructional activity</b>			
A. Assessment tools and curricula provide relevant feedback for learner self-assessment and improvement.	B3	Take Course 2: Teaching and Facilitating Learning, Level II, and update industry-based teaching and instructional design portfolio	<ul style="list-style-type: none"> <li>* Mentor, student, peer, self, and supervisor assessment and feedback using Critical Skills Inventory</li> <li>• Supervisor and trainee assessments of training courses delivered while in industry</li> </ul>
B. Student questions and discussions are effectively acknowledged, guided, and integrated into the learning in a positive way.	D2		
C. Assessment feedback is provided in a timely manner, is guided by assessment criteria, and is clearly supportive of student learning and success.	D3		
<b>2. Design and describe a learner-centered course</b>			
A. Outcomes are written for learner comprehension.	B1	Take Course 2: Teaching and Facilitating Learning, Level II, and update industry-based teaching and instructional design portfolio	<ul style="list-style-type: none"> <li>* Mentor, student, peer, self, and supervisor assessment and feedback using Critical Skills Inventory</li> <li>• Supervisor and trainee assessments of training courses delivered while in industry</li> </ul>
B. Instructional materials appeal to multiple learning styles and diverse learners.	D1		
C. Instructional materials are customized to meet student needs and program outcomes.	D1		
<b>3. Evaluate learning environments and methods (Instructor-developed criteria and their application during visits, observations, and study of other faculty, trainers, and instructional or industry settings.)</b>			
A. Evaluate and implement effective academic and career advising.	E4, 5	<ul style="list-style-type: none"> <li>• Take Course 11: Student Support and Guidance</li> <li>• Attend campus advising workshops</li> <li>• Advising mentoring by advisors and tenured faculty</li> </ul>	Develop assessment form using performance indicators from standards E4 and E5 and have them filled out by advisors and other observers
<b>4. Design an individualized professional development plan</b>			
A. Retraining and back-to-industry are included in the professional improvement plan	G6	Collaboration with tenure committee and mentor on final draft	Supervisor, mentor, and tenure committee assessment of professional development plan and related activities
B. Appropriate activities are thoroughly researched and properly identified and completed	G6		
C. Plan includes activities to address areas for improvement	G6		

## The Scenario of the Newly Tenured Professor

Professor L. earned tenure and completed his initial certification cycle last year, and so begins by self-assessing what worked, did not work, and was and was not accomplished during that previous professional development process. The learning outcomes listed as core skills on the Professional Development Guide for Standard Certification provide a framework within which Professor L. would like to deepen, broaden, and refine the skill development already begun during his probationary period.

Several courses and workshops are available to help address these interests. Professor L. uses the Comprehensive Skill Standards Inventory to solicit information from his dean and other faculty in his discipline on relative priorities and perceptions within and between areas listed in the Skill Standards for Professional-Technical College Instructors. Four standards, selected in collaboration with his post-tenure review committee and his dean, are determined to be priorities for development activities. These include the following, for which Professor L. uses the detailed assessments provided in the Curriculum Guide for Professional-Technical College Instructors to further assist him with course and workshop selection.

Standard B: Develop outcomes, assessments, and curricula

Standard D: Provide student instruction

Standard G: Create and maintain a professional environment

Standard H: Promote the program and recruit students

A draft of the Planning Form from Professor L's Professional Development Guide for Standard Certification is included here as an example, and lists the course selected as professional development activities toward each learning outcome.



# The Scenario of the Newly Tenured Professor (cont.)

## Professional Development Guide for Standard Certification: Core Skills

### *Planning Form*

Certification Candidate:	<b>Professor L.</b>
Date:	

Performance Indicators	Skill Standard reference	Strategies, Activities and Resources	Assessment Methods
<b>1. Design, evaluate, revise, and deliver learner-centered instruction, using a variety of media, resources, and industry and other standards.</b>			
A. Assessment of student learning is ongoing.	D3	<ul style="list-style-type: none"> <li>Take Course 4: Assessment for Learning.</li> </ul>	Course assessments and student and peer feedback.
B. Student feedback is appropriately solicited, acknowledged, and applied to the improvement of instruction	D4		
C. A variety of instructional strategies is applied.	D4		
<b>2. Provide students with appropriate academic and professional advising, assistance, and referrals.</b>			
A. Information sessions are properly scheduled, advertised, and conducted.	H4	<ul style="list-style-type: none"> <li>Take Course 16: Program Management, Promotion, and Recruitment</li> <li>Develop and update promotional and advising materials for program</li> </ul>	Course assessments and student and peer feedback.
B. Accurate information packets are developed and disseminated to prospective students.	H4		
C. Accurate information is provided to appropriate college entities for creation and modification of published materials regarding program.	H5		
<b>3. Evaluate learning systems and programs.</b>			
A. Advisory board productivity is actively encouraged.	G2	<ul style="list-style-type: none"> <li>Take Course 13: Professionalism and Professional Development</li> <li>Network and attend workshops and seminars on industry developments and trends</li> </ul>	Advisory committee feedback on applications and uses of skills and knowledge gained in courses and seminars.
B. A variety of resources is utilized to network with people working and/or teaching in the field.	G4		
C. Seminars, workshops, and local, regional, and national meetings are attended as appropriate.	G5		

## The Scenario of the Senior Faculty Member

Professor M. is the senior faculty member in her instructional area, and she has seen administrators and educational fads come and go like the tide. She is interested in one thing: providing her students with the best learning experience possible.

After reviewing her previous certification cycle and meeting with her post-tenure review committee, she identifies two areas of focus. She wants to use the learning outcomes from the Professional Development Guide for Standard Certification: Core Skills and the Critical Skills Inventory to look at her own teaching skills and to investigate and perhaps improve the process itself whereby instructors receive, interpret, and respond to feedback on their teaching effectiveness. She also wants to attend some workshops and engage in professional networking to research grants and other alternate funding sources for her program, and she will use the Professional Development Guide for Standard Certification: Program-level Skills to organize and document her efforts.

Drafts of Professor M's two Planning Forms are included here as examples.



## The Scenario of the Senior Faculty Member (cont.)

### Professional Development Guide for Standard Certification: Core Skills

#### *Planning Form*

Certification Candidate:	<i>Professor M</i>
Date:	

Performance Indicators	Skill Standard reference	Strategies, Activities and Resources	Assessment Methods
<b>1. Design, evaluate, revise, and deliver learner-centered instruction, using a variety of media, resources, and industry and other standards.</b>			
A. As listed on Critical Skills Inventory		Have program and classroom visitors and participants assess instruction using the Critical Skills Inventory.	
<b>3. Evaluate learning systems and programs.</b>			
A. When applicable, performance is properly assessed, feedback is provided and recommendations are made as appropriate.	G1	Research and implement revisions to college use of the Resource Guide for Professional Development and Assessment	Visit and assess and be visited by and assessed by probationary and adjunct faculty using the revised tools.
B. Professional growth is promoted among staff and faculty.	G1		
C. Current professional literature about the application of emerging technology is selected and read on a regular basis.	I 2		

### Professional Development Guide for Standard Certification: Program Level and Other Skills

#### *Planning Form*

Certification Candidate:	<i>Professor M</i>
Date:	

Performance Indicators	Skill Standard reference	Strategies, Activities and Resources	Assessment Methods
<b>1. Design and manage a support and development proposal and implementation plan for an instructional program or system.</b>			
A. Research and assist with writing and implementing grants and targeting financial resources.	F6 J6	Take Course 15: Grant Writing, and research, develop and submit grant proposal for program supplemental funds	Grant request approval or denial.

