Assumptions/myths/attitudes about Professional Development

- One trained – now an expert
- Having an advanced degree equates to effective teaching
- Professional development is for classified only
- Professional development is for technical training

- People don't have time
- Not effective, won't make any difference
- Already doing everything right, perfectly

Professional Learning & Teaching	- Affective domain training - Distance education-related training - How to: motivate students, promote energy in the classroom; create student-centered lectures - Training in speaking/teaching techniques from professions outside education - Learning about our students and where they come from – take tours of East Palo Alto, Half Moon Bay, Police Activities League - How to serve disabled students - Working with students with mental illness - How to use WebAccess - Supporting AB540 students - Supporting students with Traumatic Brain Injury & PTSD - Supporting Students in the Autism Spectrum - Providing great customer service - Grant writing & project management - Understanding legislation and legal issues - Using Banner, Excel, Acrobat, Office, Omni Update, and other applications - Partner with "educators for fair consideration" , "youth leadership institute" - Basics of Financial Aid - Technology trainer to help flip classrooms - Learn how to use student recordings effectively - Curated library of visual aids that combine outside expert content and technology with input from professors as to what is needed in the classroom - Ongoing FINs to examine model instructional practices in each department and provide support: look at data, share current strengths and key practices, look at literature, visit other campuses, find points of collaboration - Broader learning communities	- Addressing students' direct needs - Active learning in the classroom - Creating safe places/zones - Clearly communicating goals - The role and consequences of fear (College Fear Factor) - Social isolation (especially for minority students) - Deficit models implicit in curriculum - Specific issues and fears associated with International Students, Undocumented Students, Generation 1.5, African American, Etc. - Promoting best practices such as :"made us to stand up and talk, work in groups", made it so students WANT to come to class, make it engaging, connecting students to events, resources, and other activities on campus - Diversity multicultural issues including LGBT - Hot topics in education (e.g. GE pathways, growth mindset interventions) - Spanish for the workplace - Public speaking and presentations - Social media and today's students - Privacy and FERPA - Self-advocacy - TED Talk level editing services – edit recorded lectures by professors - Create a video library of professional development workshops so that faculty and staff can participate at their convenience - Technology training workshops with a big cohort so professors can support each other and help ensure faculty don't fall behind - New-hire orientation that is a full day including a clar explanation of what faculty activities are part of contractual responsibilities and what and what things go beyond that - Host an EdD program - Advance teaching and learning for the organization and individuals

Professional Learning & Teaching	• College-wide lecture program to underscore our identity as an institution of higher learning • Use of resources – instructional strategies • Expand knowledge base • Training to do greater things for the self, department, and college • Build awareness • Technology tools and apps for online and face-to-face instruction • Exposure to new knowledge • Training in areas lacing – stretch beyond niche • Training on compliance • Develop a skill set • Training for specific tasks – learning convened to students; mentoring students • Develop sensitivity for various learnings (language guidelines or requirements for courses) • Expanding, updating, and customizing repertoires, making tool boxes bigger, meeting student needs • Stay current (be efficient with new processes, policies, technology) • Keep up with changes in department/content • Open up our minds and consciousness • Promote and share opportunities • Engages faculty = engaged students; engaged administrators = engaged faculty • Get to know programs on campus (especially adjuncts) – information disseminated and promoted to students • Help students where they are by advancing teaching in the classroom and everything that happens outside the classroom • Responds to a changing environment – meets the demands of the organization while meeting the needs of the individual • Where we cultivate: what do we want to be innovative in? • Try something new, see how it works, reflect, and refine • Figure out what students are doing to be successful and incorporate that into the curriculum	• Make me a better teacher • Deeper understanding of current knowledge • Training, information, and skill-building • Talk about skill area and build skills in other areas • Training and development • Enhance or learn new skills (technical guidelines, soft skills) • Update skills • Do jobs better by learning skills • Grow with changing technology and methodology • Improve teaching • Respond to differences in learning and communication • What can I ask of students to engage them more in the learning? • Retrain • Exposure to new knowledge and deeper understanding of current knowledge • Gaining skills and knowledge to support students • Bring teaching in the classroom and ancillary supports together • Refreshers and updates to make the work environment more effective, efficient, and productive • PD opportunities for adjunct give them a chance to invest in the college • Develop clear expectations, form bond, personalize instruction • Ideas for new programs • Exposure to new ideas • Will move us forward • Keep up with changes in skill needs – stay current • What can the organization give to the employee to serve the students better? • Enrich school community • Bring in speakers/facilitators to open up our minds and consciousness • Why do some instructors' classes fill first – instructors whose classes are cancelled should look at this, reflect, and improve

Communication & Collaboration	- How to help triage services (counseling and student services) - How to work better as a college using our resources effectively - How to effectively use embedded tutors (EPIC / Slammers) - Creating a faculty portfolio - Self-advocacy - Departmental mentorship/collaboration - Department-based focus groups - Opportunity to observe classes within and outside the District - Outside observers visit classes and offer feedback - Streamlined communication regarding Campus Resources and events: currently multiple newsletters/emails from different programs - A 'how things work here' orientation for those who are new to academia. - Orientation on faculty-staff-administrators' relationships - A list of 'Important phone numbers," in a plastic cover for safe keeping - Emergency booklet explaining Lockdowns, Earthquake Drills, CARES, etc. - A list of acronyms and what they stand for - Communication of shared goals - A real college 'retreat' off campus where activities are planned for people to know each other better - Venues to take ideas to others; workshops are good but maybe connect to community at large? Get people active and moving. - Mentorship - Serve members of our community – learners – faculty – needs of the community – administration – what is needed to support the faculty to serve students? - Increase network – create opportunities to collaborate and stay fresh - Networking - Support the excellence that happens here - Re-inspired, motivated passion for what you do - Renew passion and purpose – redirect if needed - Connect, renew, refresh – expanding knowledge base - Positive, energizing, refreshing - Share – pass it on – dissemination	- Grant writing & project management - Communication and active listening skills - Supporting and supervising student workers - Developing cohesive teams - Conflict management - FINs – how can they be more effective? - Professional development in the form of a retreat that gets us together as a community and incorporates all past workshops/seminars/retreats so that we can pool all the skills/resources/teaching strategies/expertise our faculty and staff possess. - Passport to Cañada Programs & Services: annual event in which the college community visits stations representing each program/service on campus to become familiar with what is occurring on campus. Another possible variant could be a 'speed-dating' sessions between faculty and staff in which each shares about their area - Show online resources - Community college think tank - Consistent, uniform project management process and language training with inspiring approach - Incentivize committee/council service - Collaboration/networking with other community college(s) or district(s) - Establish spring/fall cohorts that train and work together - Expand what you know – a chance to collaborate with peers – Flex Day opportunities are important for this - Enhance what we offer – grow as our community grows - Connect, renew, refresh - Bring together different employee groups and support the excellence that happens here - Stronger sense of community after PD opportunities - Bring out the strengths of our faculty and ritualize and celebrate those strengths - Feel good about being here - Embody principles of the institution - Share what we learn - Conversations with colleagues - Find a place for connecting, growth, exposure to new ideas

Communication & Collaboration	- Shared learning, shared experiences, shared growth - Intersection between instruction and student support - Collaboration - Mentoring – share information - Communication between faculty - Community building	- Teambuilding - Sense of community and getting to know colleagues – vulnerability, safe space to learning - Engage in participating in the community - Place to share learning and projects
Career & Personal Growth & Learning	- How to use WebAccess - Stress management and personal resiliency - Self-advocacy - Time management - Increase tuition reimbursement - Stress management, work-life balance – not to take work home - Learn potential and options - Enrich the employee to keep growing within the organization - Grow yourself as a person and professional - Implementing best practices to be better at your job; problem solve, mentor others, how to solve and how to evolve plans for business practices, and respond to culture change - Make us better humans in the work place - Builds passion - Transformative - Choice and freedom in how to use PD - Personalized – interested in what you want to learn – person al interest – specific areas	- Identifying your leadership style - Conflict management - Accounting and tax preparation - Career advancement training (faculty to coordinator to dean) - Mini-sabbaticals (co-teaching; teach only part of a semester) – presentation on work - Grow into different roles – pathways –enhance a role - Career advancement - Make someone more efficient in the position and as a person - Learn to manage and leadership development - Create positive workplace and self-esteem in the environment - Prevent 'getting stuck' always room for growth - Avoid boredom - Strengthen the institution and people who work here so our students benefit from it - Support, enrich, and streamline work – make it faster and more efficient - Overlap between benefitting the individual and institution
Student-focused	- Learning about our students and where they come from – - Technology Jam for students: crash course in online and campus tech resources (WebSMART, Canvas, Google Docs, Word, ePortfolios, etc.) - Ink achievement of PD with earning a 'degree'/ Faculty educational advancement - Instill and model life-long learning for students - Keep student-centered focus – build awareness of what our students experience - Making more resources available for students on campus - Provide information to students that they need: lockdown, resources	- Recording students so they can see themselves; - Faculty advisors/mentors for students - Ask our students what they need to help them. Creating a sense of community in the class so that students feel included. - Listen to our students' experiences - Create a system where faculty can work toward earning release time, bank time to be used for PD - Guide students to assistance and resources - Find out about students – what are you good at; what are areas you struggle – survey students - Allow students to guide in order to feel included in the process – what do they need - Responding to student needs (listening to students)

Student-focused	• Allow students to guide in order to feel included in the process – what do they need? • Successive planning – develop so the organization is giving the best education, the best environment • Give information to students – what happens to faculty evaluations; how is it used for PD?	• Get to know students • Create a more convenient environment for students • For students to see a model of professionalism
Other	• Financial support (including paying for subs) and expectation that departments will travel together to annual discipline conferences • Use enticing off-campus venues • Release time or full coverage for all costs • Close campus services for a day so that all can participate • Required for adjuncts (funds to pay them) • Redesign Trustee Fund for Program Improvement to give faculty the choice of money or release time • Speakers and expert panelists • Planning and implementing activities • Equal opportunities for faculty and staff • Supports employees, students, institution • Move college forward • Culture that embraces PD	• Release time, stipends, or credit through the University Center for every employee to participate in a PD program for a semester or a year with college credit attached and portfolio requirement and dissemination/presentation requirement at a PD event once a semester or once a year. • Reduce faculty load. Schedules are difficult – more fixed times where everyone comets to do PD Faculty Dev. Hour • Substitutes for classes missed due to professional development • Built in time & ongoing training; Not in the form of retreats; possible release time • Who we are; what do we stand for; what do we want to be; what do we value and act on? • Ongoing opportunities on campus • Enhance us as an institution

Goals for PL Plan:

- Goals should be visionary – forecast over the next few years
- Pre-planning, evaluating and reflecting who we are and what is needed
- Intentional with Professional Development – PD is used
- Flexibility to meet current and upcoming needs of students and guidelines
- Short-term goals – individual
- Long-term goals – community and engagement
- Counselors – be informed, develop skills to respond to student issues, help students reach their goals
- Take us outside current role
- Best practices – what other institutions are doing
- Inclusive – help everyone succeed
- Some learning needs to be specialized
- Work more closely together – remove ourselves from silos – opportunities and right climate – use campus talent
- Strengthening bonds with local community
- Collaborative relationships on campus
- Need to become informed and better connect with community resources
- Collaboration builds our community and who we are as a college
- Breaking down silos – being a collective – representing ourselves as a whole unit
- Every member of our community feels valued – we value one another to give the opportunity to advance
- Rich and vibrant place in the institution for everyone
- Students have the best prep to move forward
- Stronger sense of campus community after sessions
- Easy way to find out how to learn: can access information on campus; network on campus; interconnecting to facilitate improving learning
- Making it easy to be successful to have access to what they need to do tier job well – more accessible
- Build community relations
- Assess – pre-test, post-test; what has been learned and retained?
- Enhancement – helping faculty provide better instruction in their field
- Retention – more invested and engaged students
- Central place in the community – community connections
- Constantly learning – always involved in the learning process at all levels