

## PROFESSIONAL DEVELOPMENT PLAN for 2015-2016

### **1. Assessing Development**

Summarize the development activities you did in 2014-2015:

*Outside of BMCC pre/in-service activities and workshops, I attended BMCC's OER conference in March and took the Applying the QM Rubric course online (Mar 30-Apr 13<sup>th</sup>). I also introduced Clickers to both Majors and Non majors biology sections.*

Assess what you gained from those activities:

*This OER Conference, allowed me to share my experiences rather than learn from others, which enabled me to showcase the changes our Biology department have undergone and coach other science department faculty from around Oregon in similar quests. Additionally, getting more feedback from Cable Green on the ease of modifying current OER, encouraged Michelle Miller and I to revise the Non-Majors Concepts of Biology text (to include additional content/chapters that had been lacking) and publish a more comprehensive course textbook. The Quality Matters Rubric course informs instructors for the grading scheme of online courses that may be up for QM review. This is something I strongly want to pursue for the Online Non Majors Biology course BI 101. Taking the class, opened my eyes to the changes I would need to complete (in terms of structure and organization) to increase student learning and ease of navigation. The application of Clickers to the classroom was geared to increased class engagement.*

### **2. Areas of Development**

Below, state areas in which you plan to seek development for improvement. Remember that these are developmental objectives, not activities. For example, you may desire to attend a national conference, but here you would want to state what you plan to learn as a result of that conference. You should have at least two or three objectives listed:

- 1. Learn more about distance education pedagogy (to couple with the BI 101 online restructuring).*
- 2. Research apiaries (design, establishment and yearly maintenance) to determine if a grant can be written to cover costs required for 2 apiaries on campus for student exploration/experiments.*
- 3. Research/examine data from Eastern Promise initiatives and continue to shape this early college program to be both "proficiency" and college level.*

### **3. Activities for Development**

If applicable, use the development recommendations that were produced as a result of your evaluation as the basis for writing what development activities you would like to undertake. If you haven't yet had an evaluation that produced recommendations to guide you, use the space to detail what activities you would like to do to improve:

- 1. Non-Majors student success in Biology suffered across all 3 sections this past year, upon reflection Michelle Miller and I noted that we used the same lecture materials, labs and types of exams. The only variable, aside from a different student body make up, was the change in textbook. We questioned whether, the material may have been too summarized, or excluded*

*too much background information required to help drive home content discussed in class. A Distance Education Grant was able to fund a large overhaul to the textbook, where we incorporated new material from the majors level, having first revised the content to a non-majors level of comprehension. Completed Summer 2015.*

- 2. The Greenhouse was cleaned, organized and a starter set of plants were obtained. At present there are 2 biomes growing (desert and tropical), with 23 different specimens currently growing. Additionally, we have an active compost pile. Completed Fall 2015. Next step, continued maintenance and the filing of a grant for additional specimens and new equipment.*
- 3. Apply materials learned about QM to redesign the online BI101 course in preparation of submitting this course for review. To be completed Spring 2015.*
- 4. Created Ecompanion Shells for all Eastern Promise sections of biology. Inputting test banks, easy labs and activities, rubrics, etc. so to increase commonality amongst sections and more effectively encourage the "lab portion" of the course without having students travel to BMCC for Saturday labs, which were largely a flop this past year. This is ongoing, as more OER materials are reviewed.*

#### **4. Connecting Activities with Objectives**

Please cross-reference what you wrote above in the "2. Areas of Development" section, with the activities in the "3. Activities for Development" section:

*Bullet 2.1 directly coincides with Bullet 3.3, Bullet 2.1 was fulfilled by attending the Teaching in Technology National Conference in New Orleans this past October (Fall 2015) which showcased many online and free tools which can make online course proctoring more engaging and replicate the dynamic setting of a classroom. Bullet 2.2 is an extension of the work completed in Bullet 3.2, which aims to make BI102 and BI 213 (botany based Biology) more dynamic. I hope to feature enough plant variety for inquiry based explorations, as well as a few new labs, which will be more engaging and experimental in nature. Bullet 2.3 corresponds well with the changes being done in Bullet 3.4, in an effort to increase transparency between my classes and those of the high school instructors as we go forward with the peer review protocol this year. While this does not yet include data (although it has been requested), my hopes is that my forthcoming presentation will lead to increased adaptation of my activities/assessments and less push back from faculty as I request the same artifacts of teaching from them.*

#### **5. SETE Survey Response**

In which of the following areas of the Student Evaluation of Teaching Effectiveness results did you score lowest? Based on those and results of your own internal surveying of students, select at least two of the following areas in which you would like to receive development by placing an X at the beginning of that line.

1. Organizing for effective teaching.
- X 2. Course design for creating stimulating learning environments.
3. Efficient and effective strategies for providing progress feedback.
4. Listening in learning: coping strategies for the busy instructor.
- X5. Planning and designing for course grading consistency.
6. Projecting enthusiasm: Focusing energy for effective teaching.
7. Strategies for communicating clearly, without ambiguity.

*Out of all the science courses in the 2013-2014 academic year, my averaged lowest SETE score (3.57) was with regards to an engaging environment. While this varied by course (as some courses allow for more dynamic instruction), course design (bullet 2) is at the top of my list of priorities. Students appear to*

*enjoy the clickers, but still want lectures to be broken up into short engaging segments, which I continue to try and incorporate where applicable and appropriate. Unfortunately, not every topic has a short and dynamic demonstration. I hope to participate in a OER grant to review content and hopefully build my repertoire here at that time.*

*The second lowest SETE average (3.61) regarded equitable assessments, which I feel corresponds well to bullet 5. I would love to hear from more faculty about modifying assessments for those with documented disabilities. I already provide more time, allow verbal assessments, and have allowed notecards based upon provided study guides. However, I would love to hear more from other departments.*

SAMPLE