

Institutional
Development

Professional
Development

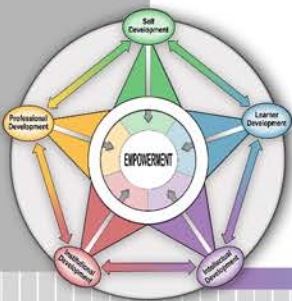
Self
Development

Learner
Development

Intellectual
Development

Faculty Development Catalog 2020/2021

*Faculty success is
everyone's success*



**Pacific
Crest**

www.pcrest.com

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Section 1:

Process Education and Pacific Crest

Process Education™ is a performance-based philosophy of education which integrates many different educational theories, processes, and tools in emphasizing the continuous development of learning skills through the use of assessment principles in order to produce learner self-development.

Implementation of Process Education philosophy means using processes and tools to create new types of learning environments in which students take center stage and discover how to improve their learning and self-assessment skills within a discipline. This philosophy also supports the current institutional reform movement that calls for a shift in emphasis from an agenda driven by teachers' desires and designs to one focused on student learning outcomes. It consistently seeks answers to the question:

How do students learn most effectively and enduringly?

Pacific Crest works to translate the answers into teaching practice and, ultimately, institutional policy. To these ends, we offer a variety of Faculty Development Institutes, Custom Publishing Services and the centerpiece of our ongoing commitment to Process Education™, the *Faculty Guidebook*.

Implementing Process Education involves using innovative processes and tools to create enriched learning environments that are instructive and enlightening, and which help students strengthen their learning and self-assessment skills.

This philosophy is guided by 10 core principles.

We believe:

1. Every learner can learn to learn better, regardless of current level of achievement; one's potential is not limited by current ability.
2. Although everyone requires help with learning at times, the goal is to become a capable, self-sufficient, life-long learner.
3. An empowered learner is one who uses learning processes and self-assessment to improve future performance.
4. Educators assess students regularly by measuring accomplishments, modeling assessment processes, providing timely feedback, and helping students improve their self-assessment skills.
5. Faculty accept fully the responsibility for facilitating student success.
6. To develop expertise in a discipline, a learner develops a specific knowledge base in that field, but also acquire generic, life-long learning skills that relate to all disciplines.
7. In a quality learning environment, facilitators of learning (teachers) focus on improving specific learning skills through timely, appropriate, and constructive interventions.
8. Mentors use specific methodologies that model the steps or activities they expect students to use in achieving their own learning goals.
9. An educational institution can continually improve its effectiveness in producing stronger learning outcomes in several ways:
 - by investing in faculty development, curricular innovation, and design of performance measures
 - by embracing an assessment culture
 - by aligning institutional, course, and program objectives
10. A Process Educator can continuously improve the concepts, processes, and tools used by performing active observation and research in the classroom.

Why did I persist in my goal of being a facilitator of learning using the tools, techniques, methodologies and philosophy experienced in Process Education workshops? The vision that I saw of where my classroom experiences could be, for both myself and my students, was so powerful that I had to persist. My experiences with Process Education took me on a wonderful journey of growth and renewal for the later years of my teaching career. —Rich Armstrong, Madison Area Technical College

Section 1:

Process Education and Pacific Crest

Improvement-based Assessment

The purpose of evaluation is to judge the level of quality of a performance.

The purpose of improvement-based assessment is to provide feedback in order to elevate performance.

In the traditional educational model, the focus is upon evaluation—an educator judges a student’s efforts against an objective criteria. The outcome is a grade or rating on a continuum between success and failure. While this does provide a useful “snapshot” of performance, it does not encourage the growth of that performance, not to mention the person. In the model of Process Education™, through the careful use of assessment, both instructors and learners can continually improve the quality of their performance. A useful assessment provides information about a performance: its strengths, areas for improvement and important insights.

Levels of Learner Performance

The aim of Process Education is to move individuals along the continuum from Trained Individuals towards Self-Growers.

Trained Individuals have developed a specific knowledge base, with specific skills for a specific context.

Learned Individuals have acquired a broad base of general knowledge and can apply it to related contexts.

Lifelong Learners have developed the skills and motivation to self-facilitate their ongoing learning and can apply it to a variety of contexts.

Enhanced Learners have developed a higher level of performance skills and actively seek new knowledge and contexts for application in a constantly changing environment.

Self-Growers continually develop by using strong self-assessment skills to improve future performance. This highest level of learner performance denotes those who:

- Seek to improve their own learning performance
- Create their own challenges
- Serve as a leader and mentor to others
- Take control of their own destiny — “there are no bounds”
- Self-assess and self-mentor to facilitate their own growth

A Process Educator...

trusts and respects students
wants to see growth in others
can handle and adapt to change
has the desire to be a self-grower
is willing to shift control to students
is willing to innovate and experiment
enjoys assessment and is open to feedback
utilizes self-assessment to improve performance
works well with others and uses time efficiently
and effectively

www.processeducation.org

What an awesome experience for an educator, to see transformation and growth of students in just a few short weeks. Students were taking ownership of their learning and didn’t even know it. Can it get any better than that? I actually think it can (and will) as I become more adept in facilitating this kind of classroom and my students become more engaged in the learning process.

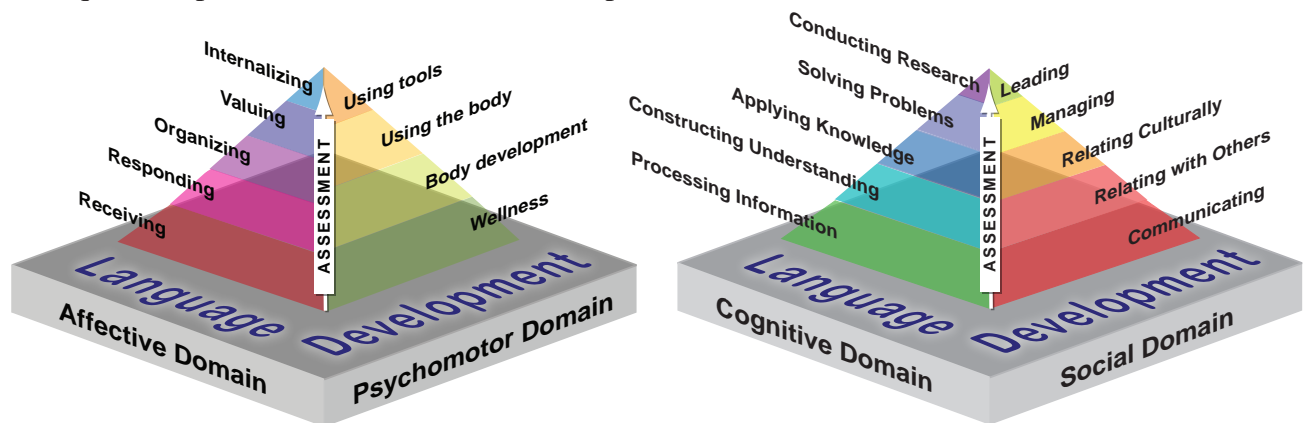
—Mary Roslonowski, Brevard Community College, Florida

Section 1:

Process Education and Pacific Crest

Learning Skills

The Classification of Learning Skills for Educational Enrichment and Assessment (CLS) represents a 15-year research effort by a team of process educators who created this resource to assist with the holistic development of their students. Used by both faculty and students, the CLS is a valuable tool which helps to identify key processes and skills fundamental to learning. It also provides the framework for making quality assessments of performance and serves as a guide for improving assessment and self-assessment skills. Faculty who teach using active learning formats will find this resource especially useful when measuring, assessing, and improving student performance. Students can use the CLS to identify the most important skills required to perform at the level of a skilled practitioner in various content areas.



What is a Learning Skill?

Learning skills are discrete entities that are embedded in everyday behavior and operate in conjunction with specialized knowledge. They can be consciously improved and refined. Once they are, the rate and effectiveness of overall learning increases. They can be identified at an early stage of a learner's development. No matter what the person's age or experience, learning skills can be improved to higher levels of performance through self-assessment, self-discipline, or guidance by a mentor. This growth in learning skill development is usually triggered by a learning challenge of some kind and is facilitated by actions built on a shared language between mentor and mentee.

Development of the Classification

Initial work on The Classification of Learning Skills focused on the cognitive domain, looking primarily at critical thinking and problem solving skills. Benjamin Bloom's Taxonomy of Educational Objectives served as a resource during the construction of the cognitive domain. Efforts to build the social domain coincided with research projects such as the SCANS Report (*Secretary's Commission on Achieving Necessary Skills*), which pointed out the need to help students develop communication, teamwork, and management skills. Daniel Goleman's seminal work on emotional intelligence profoundly informed the work on the affective domain learning skills.

I am convinced that the concepts and models stressed at the teaching institutes can revolutionize education and help students become lifelong learners. You provide an invaluable service to the educational community.
—Peter Smith, St. Mary's College

As a result of participation in Pacific Crest facilitated teaching institutes and workshops, the educational efforts of my entire department have improved tremendously.
—Vicky Minderhout, Seattle University

Section 1:

Process Education and Pacific Crest

VISION: Pacific Crest is the leader and preferred strategic partner of higher education institutions in building human and organizational capacity in learning, teaching, mentoring, designing instruction, measuring, and assessing.

MISSION: Pacific Crest builds capacity and improves the quality of individual and institutional educational outcomes through transformational educational leadership, professional development, innovative tools and publications. Pacific Crest empowers its employees and associates, expands its resources, and provides value to its stakeholders.

A Brief History of Pacific Crest

In 1983, Pacific Crest Software was created as a designer of high-quality software for problem solving for professionals in the workplace. As we worked to support and train our customers to work with our products, we discovered that there was a need to help people better develop their own problem solving skills. Focus on this prevalent need led us to begin working with higher education institutions. Our initial efforts in that arena trained faculty in the effective use of technology to improve teaching and student learning processes. The associated curricula integrated active learning strategies with technology.

Pacific Crest Software became *Pacific Crest* and we offered our first Teaching Institute in the summer of 1991 at Wells College in upstate New York. Since then, we have developed additional institutes, each of which focuses on different yet critical aspects of learning and teaching. All our institutes are “hands-on” and put participants in the role of learner, educator, and researcher.

In 1992, we developed a learning process methodology and published, *Learning Through Problem Solving*. With this book, we began to focus on implementing into curriculum design all that we had learned about helping students learn. Other publications soon followed. By 1996, the main focus of Pacific Crest had become the educational philosophy called Process Education.

On the basis of our experience and expertise, we provide a wide variety of workshops, institutes, and consultation services tailored to the needs of clients that effect change for both individuals and institutions. We publish products for students and faculty that enhance growth and personal development. We also offer custom publishing so that educators may integrate our

products with their own materials. We foster networks within and between individuals and institutions that cultivate the changes necessary to produce meaningful learning and development for each.

During our 25 years working with higher education, Pacific Crest has proved to be a valuable partner to institutions seeking to support the growth of faculty and the positive transformation of educational culture and processes at their campuses. Our reputation as a provider of quality faculty development services has been built as the result of working with hundreds of colleges and universities in all educational contexts. Working with such a diverse range of institutions (including technical colleges, community colleges, liberal arts colleges, and research universities) enables us to draw upon a broad range of experiences and provides a background that allows us to bring a uniquely helpful perspective to our clients.

How to Create a Process Education Learning Environment

1. Establish initial respect
2. Start by moving beyond prejudging
3. Obtain shared commitment
4. Foster and support risk-taking
5. Permit the learner to fail
6. Set high expectations
7. Establish clear performance criteria
8. Implement a quality assessment system
9. Document performance
10. Continually challenge performance

Section 2:

Faculty Development and Growth

Educators and administrators within educational institutions are the professionals who know the most about learning. Educational institutions increasingly recognize that if they want to follow a learning-centered, student success model, the engine for successful transformational change is Faculty Development. In the past the freedom of faculty to develop their own individual practices and approaches has been held sacred. While such potentially opens space for innovation, what a student experienced in one class might have been totally different from what he or she experienced in another. Student success in such an environment was very much dependent upon the student.

Strong Faculty Development programs share the following characteristics:

- They are grounded in a set of agreed-upon principles and they promote researched practices
- There is strong buy-in by faculty and strong faculty leaders serve as role models
- They foster risk taking and reward those who are willing to try new things
- The institution assures that solid resources will support the programming over time
- Practices are aligned with the institution's strategic plan
- Outside expertise is valued and solid relationships are built over time for mentoring purposes

We support faculty in their efforts as they take on new challenges such as creating a new course, designing learning activities, encouraging the continual improvement of student learning skills, and incorporating assessment in the educational process.

In our proven model for successful learning and teaching, a faculty member designs a course by incorporating long-term behaviors, learning

outcomes, and performance criteria into the course design, all of which align with the program profile, as well as the goals of the institution. The course structure includes effective performance measures, tasks or projects, and both assessment and evaluation systems. The faculty member includes quality learning activities that take diverse learners into account and create effective learning experiences and outcomes. These activities are implemented in an environment of mutual respect, where high expectations and increasing challenges are also upheld. The faculty member facilitates the use of assessment and self-assessment for students (and self), while also benefitting personally from the course, which can become a personal learning and growth experience.

Pacific Crest has developed an array of institutes and workshops as part of a comprehensive curriculum for Faculty Development that turns what seems promising but potentially overwhelming into a “do-able” and rewarding journey.

Whether you are an individual faculty member interested in improving your skills and the outcomes of your students, a dean or chairperson looking to boost the performance of your college or department, or an administrator who is ready to positively transform your institution, Pacific Crest is ready to help you achieve your goals.

Pacific Crest models a wide array of intervention techniques throughout their Institutes...they apply strategies developed through and consistent with solid literature and research. Unlike many workshops, the tools and techniques developed with Pacific Crest expand after one leaves an Institute and reflects on one's classes.

—Dr. Ken Newgren, Illinois State University

Pacific Crest has been the strongest change agent that I have had on campus for positive growth among faculty for the improvement of learning and teaching. I highly recommend Pacific Crest.

—William C. Bosch, CELT Director, SUNY Oswego

Section 2:

Interest and Focus Survey

I am interested in achieving empowerment (organizational effectiveness, faculty excellence, and improved student learning) through:

_____ *focusing on the continuous improvement of quality at an institutional level or through an administrative or leadership position*



Key processes: assessing, measuring, planning, innovating, innovating, designing

Institutes designed to meet your needs and interests:

Program Assessment Institute, Performance Measures Institute, Strategic Planning Institute, Change Projects Institute, Program Design Institute

_____ *focusing on the use of best researched educational practices to consistently improve my professional performance*



Key processes: teaching, innovating, learning, designing, facilitating

Institutes designed to meet your needs and interests:

Teaching Institute, Faculty Development Institute, Advanced Teaching Institute, Course Design Institute, Facilitator's Institute

_____ *focusing on my continual development, as well as the development of my students, through self-assessment and reflective practice*



Key processes: teaching, assessing, mentoring, learning

Institutes designed to meet your needs and interests:

Teaching Institute, Assessment Institute, Student Success Institute, Mentoring Institute, Learning to Learn Camp

_____ *focusing on helping learners improve and grow their learning skills and learning processes*



Key processes: mentoring, assessing, designing, teaching, facilitating

Institutes designed to meet your needs and interests:

Student Success Institute, Assessment Institute, Mentoring Institute, Activity Design Institute, Learning to Learn Camp

_____ *focusing on the construction of knowledge (information, understanding, application, working expertise, research) within the educational system*



Key processes: teaching, problem-solving, designing, planning, researching, learning

Institutes designed to meet your needs and interests:

Teaching Institute, Course Design Institute, Activity Design Institute, Research on the Scholarship of Teaching and Learning Institute

Section 3: Program Information (Roles and Criteria)

Pacific Crest has designed its Faculty Development Program to grow performance in not only faculty but also in staff and administration; our goal is to produce quality performers in higher education across 14 key performance areas.

Assessor: Focuses on the assessee's needs; collaboratively designs an assessment process; stays focused on chosen design through careful observation; analyzes the data for meaning; uses interactive feedback to solidify strengths; offers clear action plans; shares insights to produce significant understanding without being judgmental.

Collaborator: Values the synergy of relationships and teams; plays a variety of roles effectively while helping others perform their role effectively; compromises self for the betterment of all.

Designer: Clearly defines desired results; creates precise dimensional learning outcomes; defines the activities and processes used to produce the results; identifies ways to embed assessment in order to increase quality; produces an evaluation system to assure desired results.

Evaluator: Knows where value is essential; designs the appropriate times for determining whether or not value is being produced by setting clear expectations and standards; uses unbiased judgments to reward performance.

Facilitator: Inventories and monitors collective needs; helps synthesize a clear set of outcomes; focuses on process rather than content; shares ownership in making decisions; and constantly strives for improved quality by strengthening the process.

Innovator: Is willing to take the risk of trying new perspectives, approaches, and ways of working in order to improve educational outcomes; not only accepts that willingness to change is a key component of growth, but also embraces the idea that creativity and experimentation are positive attributes for both learners and educators.

Leader: Cultivates a clear vision of a desired future and ably shares through understandable stories; develops plans others can follow and models behavior for others while conveying belief in their ability and helping them succeed in realizing this vision.

Learner: Constantly seeks additional knowledge by systematically using professional development plans; leverages experts and resources; assesses own learning performance; and validates own learning.

Measurer: Identifies critical qualities; creates performance criteria; identifies best items to measure; effectively times when and how to measure with appropriate accuracy and precision.

Mentor: Enters into a defined relationship with respect for the potential of the mentee; plays the role of coach and advisor by helping establish the mentee's personal goals; identifies activities and means to grow performance to achieve the desired results within a specific time period.

Planner: Identifies the people, resources, and organizational studies required to produce desired outcomes; aligns resources to support activities in pursuit of chosen outcomes; understands the importance of sequencing and timelines; appreciates the nature of explicit milestones and measurements.

Problem Solver: Aply identifies and defines problems frequently not seen by others; identifies issues and clarifies assumptions necessary to solve the problem; and effectively closes the gap between expectations and reality by using previous solutions to build upon past successes.

Researcher: Identifies and states quality research questions by operating from a consistent inquiry mindset; uses appropriate methods; effectively articulates findings to a community of scholars.

Teacher: Uses a learner-centered approach to help learners prepare learning plans; cultivates productive learning communities; bonds with learners; helps learners meet their intended outcomes through the use of embedded assessment.

Section 3: Program Information (Performance Areas)

Each of Pacific Crest's Faculty Development Institutes focuses upon at least three key performance areas:

| Institute | Area 1 | Area 2 | Area 3 |
|--------------------------------|-------------|--------------|----------------|
| Activity Design Institute | Designer | Planner | Problem Solver |
| Advanced Teaching Institute | Learner | Teacher | Researcher |
| Assessment Institute | Assessor | Measurer | Evaluator |
| Chairperson's Institute | Leader | Collaborator | Facilitator |
| Change Projects Institute | Innovator | Planner | Leader |
| Course Design Institute | Designer | Planner | Evaluator |
| Facilitator's Institute | Facilitator | Innovator | Planner |
| Faculty Development Institute | Innovator | Planner | Leader |
| Leadership Institute | Leader | Facilitator | Problem Solver |
| Learning to Learn Camp | Mentor | Assessor | Facilitator |
| Learning to Learn Institute | Facilitator | Teacher | Mentor |
| Mentoring Institute | Mentor | Facilitator | Assessor |
| Performance Measures Institute | Measurer | Researcher | Evaluator |
| Program Assessment Institute | Measurer | Designer | Assessor |
| Program Design Institute | Designer | Collaborator | Problem Solver |
| Research on SoTL Institute | Researcher | Innovator | Collaborator |
| Strategic Planning Institute | Planner | Collaborator | Problem Solver |
| Student Success Institute | Mentor | Innovator | Teacher |
| Teaching Institute | Teacher | Learner | Collaborator |
| Teaching Institute Online | Teacher | Learner | Collaborator |

Unlike many of my colleagues, I see myself learning and growing almost as much as my students on a year-in and year-out basis. This is the legacy of Process Education for me. The legacy is affirmed by the servant leadership role I play for my students, graduate mentees, and colleagues.

—Steve Beyerlein, University of Idaho, Moscow

Section 3: Program Information (Sequencing)

Pacific Crest has designed its Faculty Development Program to grow the performance of faculty, staff, and administration in higher education in producing high-quality performers. Below is our suggested sequencing of Faculty Development Institutes, in order to maximize this growth. Each of the five ovals represents one of the key faculty roles in an enriched learning environment. To learn more about these roles, we invite you to view and explore the **Compass of Higher Education** at www.pcrest.com



Receptivity to institutional change and employing continuous quality improvement.

Program Assessment Institute
 Performance Measures Institute
 Strategic Planning Institute
 Change Projects Institute
 Program Design Institute
 Chairperson's Institute
 Leadership Institute



Faculty embrace best researched practices in their professional functions as well as in education.

Teaching Institute
 Teaching Institute Online
 Assessment Institute
 Faculty Development Institute
 Advanced Teaching Institute
 Course Design Institute
 Facilitator's Institute
 Leadership Institute
 Learning to Learn Institute



Teaching is the quality facilitation of learning at higher levels, creating an increase in knowledge construction.

Teaching Institute
 Teaching Institute Online
 Course Design Institute
 Activity Design Institute
 Research on the Scholarship of Teaching and Learning Institute
 Advanced Teaching Institute
 Learning to Learn Institute



The growth of key transferable skills such as critical thinking, communication and teamwork.

Student Success Institute
 Assessment Institute
 Mentoring Institute
 Activity Design Institute
 Learning to Learn Camp
 Learning to Learn Institute



Individuals learn to self-mentor their own growth through self-assessment and reflection.

Teaching Institute
 Teaching Institute Online
 Assessment Institute
 Student Success Institute
 Mentoring Institute
 Learning to Learn Camp
 Learning to Learn Institute

Section 3: Program Information (Institute Pricing)

| Pricing for Host Institution <i>(not a Regional Professional Development Center)</i> | | |
|---|---------------------------------|--------------------------|
| Length of Event | Cost to Host Institution | Participant Limit |
| 2 days | \$8,000 | 40 people or 15 Teams* |
| 3 days | \$10,000 | 40 people or 15 Teams* |
| 4 days | \$12,000 | 40 people or 15 Teams* |

The maximum number of participants for any event is 50. Registration for additional participants over 40 are billed to the host institution at \$200, \$250, and \$300 respectively for 2-day, 3-day, and 4-day Institutes.

| Attending Another Institution's Event | | |
|--|-------------------------|--|
| Length of Event | Registration Fee | Participant Limit |
| 2 days | \$400 | Group rate for a team of 3: \$1,000 any event* |
| 3 days | \$500 | Group rate for a team of 3: \$1,200 any event* |
| 4 days | \$600 | Group rate for a team of 3: \$1,500 any event* |

Visit us online at www.pcrest.com to view our Schedule of Events, learn more and register for any event.

* *The Program Assessment, Course Design, and Activity Design Institutes are all **team-only** events. A "team" is comprised of three individuals from the same institution who will work together on a single program, course, or activity.*

| Teaching Institute Online <i>(2 parts, 8 Weeks per part; pricing is per part)</i> | | |
|---|---|--|
| Individual | Team <i>(3 from the same institution)</i> | Institution <i>(30 participants)</i> |
| \$395 | \$1000/team | \$250/person |

| Learning to Learn Camp (5 Days) | | | |
|--|---|--------------------------------|---------------------------------------|
| Facilitation Fee | Materials (Student Learning Kit) | Food Budget (suggested) | Supplies, Prizes, Awards, etc. |
| \$14,000 + expenses | \$100/Student | \$12 person/day | \$500 for the event |

Visit www.pcrest.com to learn more about our innovative and successful Learning to Learn Camps!

Cancellation and Refund Policy

Registrations cancelled more than 30 days in advance of an event will receive a 100% refund. A 75% refund is given if a cancellation is received within 1 week of the event. A 50% refund is given if a cancellation is received within 24 hours of the event. This penalty offsets the expenses to Pacific Crest resulting from the cancellation.

Prices shown above are subject to change without notification. Please contact us for a specific event quote.

This section contains a menu of the Institutes we offer, arranged in alphabetical order:

| | |
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| Assessment Institute..... | 14 |
| Chairperson’s Institute | 15 |
| Change Projects Institute | 16 |
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| Facilitator’s Institute | 18 |
| Faculty Development Institute..... | 19 |
| Leadership Institute..... | 20 |
| Learning to Learn Camp | 21 |
| Learning to Learn Institute..... | 22 |
| Mentoring Institute..... | 23 |
| Performance Measures Institute..... | 24 |
| Program Assessment Institute | 25 |
| Program Design Institute | 26 |
| Research on the Scholarship of Teaching and Learning Institute | 27 |
| Strategic Planning Institute..... | 28 |
| Student Success Institute..... | 29 |
| Teaching Institute..... | 30 |
| Teaching Institute Online | 31 |

You will find a partial listing of our customized institutes and one-day workshops following the listing of Institutes. These provide either an overview of more narrow focus on one of the multi-day institutes. More information can be found on our web site at www.pcrest.com.

For Hosting Institutions:

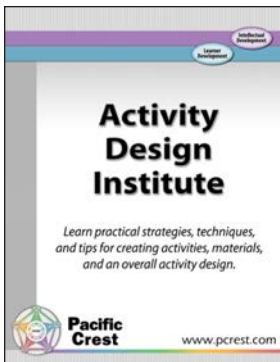
Your main responsibilities will be to designate a logistics coordinator, arrange for a suitable meeting room and necessary equipment, and organize lunch and refreshment breaks. Please contact us for further information; we have a variety of tools and forms on hand to help make your event go smoothly from marketing the event through to seeing the last satisfied participant leave on the final day.

For Institute Participants:

Your main responsibilities will be to register in plenty of time for your event, complete any pre-institute reading or activity, and come prepared to transform yourself and your practices. If you have any questions at all, please feel free to contact us.

About Our Institute facilitators:

Each individual representing Pacific Crest, whether an employee or contract facilitator, possesses a strong and diverse skill set. Dr. Daniel Apple, President of Pacific Crest, has more than twenty years of experience in higher education, including thousands of hours facilitating faculty development events. The professionals who support this work include performing faculty and administrators, who bring their own unique skills and expertise to bear. Pacific Crest utilizes the resources of an ever-growing community of educators from across the country, which is committed to improving learning and teaching in higher education.

**DEVELOPMENTAL FOCUS***Intellectual, Learner***LENGTH***3 days*

Curriculum design is an extremely important process because the type of curriculum used, along with its quality, significantly influences the manner in which students learn and the way faculty teach. Traditional curricula are written to support traditional methods of instruction. Using such traditional material makes it more difficult for faculty who utilize student-centered, active learning approaches to achieve the process outcomes they desire.

By integrating learning theory into the design process, curricula can be created that support Process Education approaches, thereby creating learning environments which challenge students to develop essential learning skills while mastering content. This Institute offers practical strategies, techniques, and tips for creating activities and materials in addition to designing courses and programs to support process-oriented guided-inquiry approaches to learning and teaching for in-person, hybrid, and online environments.

OUTCOMES

- Learn to structure and write quality process-oriented guided-inquiry materials for use in courses.
- Practice integrating a learning methodology and learning theory (cognitive models) into the design of curricula.
- Define appropriate learning objectives, learning outcomes, and performance criteria for activities within a course.
- Link assessment strategies to activity types.
- Write critical thinking questions that support different levels of cognitive development.
- Create skill exercises and problems that are meaningful, challenging, and effective in raising the level of student learning.
- Receive real-time feedback from peers and consultants that enhances curriculum products and tools created during the institute.

SAMPLE AGENDA (INSTITUTE ACTIVITIES)**Day 1**

Overview of the course design process, Establishing outcomes for the institute, Designing an activity—walkthrough the process, Writing session (Activity 1), Writing effective learning outcomes, Elements of a “knowledge table”, Creating methodologies/performance criteria, Writing session—Activity 1 revisited, Exploring the peer assessment process

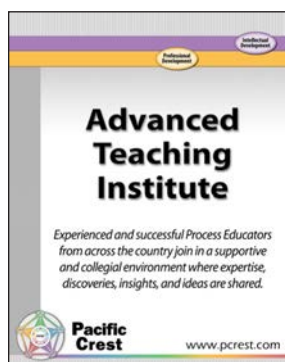
Day 2

Sharing learning from the first day, Types of activities, Identification of learning skills, Writing Session (Activity 2), Writing effective critical thinking questions, Writing session (Activity 2 revisited), Peer assessment

Day 3

Sharing learning from the second day, Constructing engaging interactive models, Creating effective skill exercises and problems, Writing session (Activity 3), Setting the stage for an activity, Writing session (Activity 3 revisited), Peer assessment of learning activities

PERFORMANCE AREASAssessor
LearnerCollaborator
MeasurerDesigner
MentorEvaluator
PlannerFacilitator
Problem SolverInnovator
ResearcherLeader
Teacher



DEVELOPMENTAL FOCUS

Professional, Intellectual

LENGTH

3 days

Pacific Crest's Advanced Teaching Institutes bring together the most experienced and successful process educators from across the country in a supportive and collegial environment where expertise, discoveries, and insights are shared openly. Building upon personal experience and a knowledge base established at previous Teaching Institutes, participants engage in activities and research that generate new knowledge and enhance personal growth.

OUTCOMES

- The main objective of the Advanced Teaching Institute is to help participants improve their performance as mentors, teachers, faculty members, and agents for change in higher education.
- Since assessment is essential for improving performance, assessment will be practiced in different contexts and forms throughout the Institute.
- The themes to be pursued at the event are determined by the needs and priorities of the participants.
- Educational research and generating new knowledge are priorities.
- Participants are kept abreast of new discoveries, projects and practices within the broader process education community.
- A community of practitioners evolves as individuals with common interests and shared goals learn together and from one another.
- Individual skill development and personal growth is a high priority for everyone involved.

INSTITUTE FOCUS

- Participants from past Teaching Institutes are welcome to attend.
- Make new friends and network with quality educators from around the country.
- Keep updated with new discoveries and research related to Process Education.
- Enhance your growth and development as a process educator.
- Address important issues and topics in various contexts within a community of knowledgeable and supportive colleagues.

How will this Institute be different from a beginning Teaching Institute?

The content will be new, different, and more advanced. The pacing will assume familiarity with Process Education techniques. There will be a greater emphasis on personal growth and the development of skills. There will be a greater orientation toward research (especially action research) and generating new knowledge.

PERFORMANCE AREAS

Assessor
Learner

Collaborator
Measurer

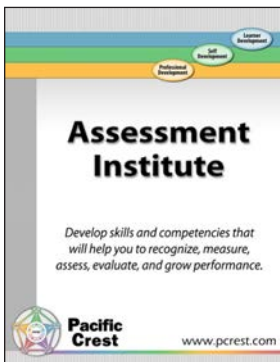
Designer
Mentor

Evaluator
Planner

Facilitator
Problem Solver

Innovator
Researcher

Leader
Teacher



DEVELOPMENTAL FOCUS

Learner, Professional, Self

LENGTH

4 days

Improvement-based assessment (also called SII-Assessment) is used to improve quality and is critical for growing life-long learning skills and elevating performance in diverse contexts. However, the value of this kind of assessment is not always apparent, nor is the process always understood. Also, the lack of clarity in higher education between two necessary but complementary processes—evaluation and SII-Assessment—has made the effective use of improvement-based assessment more difficult. A major aim of this event is to build a greater understanding of assessment and its practice, resulting in cultural change at institutions and serving as a catalyst for elevating learning and teaching performance. Participants will develop skills and competencies in recognizing high performance, measuring performance, assessing performance for the purpose of improving performance, growing performance, and evaluating performance not only for themselves and their students, but those who they manage or lead.

OUTCOMES

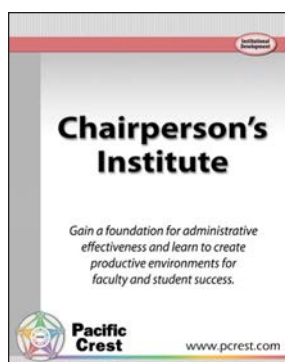
- Experience and validate new tools and techniques for performing quality assessment.
- Improve your ability to perform high quality self-assessment.
- Strengthen facilitation and mentoring skills so you can improve the growth in your students' life-long learning skills.
- Learn the design principles and processes for building appropriate assessment systems and data collection tools.
- Embed formative assessment in classroom practices, instructional design, program design, annual review, and strategic planning processes and systems.

SAMPLE AGENDA (INSTITUTE ACTIVITIES)

| | |
|--------------|--|
| Day 1 | Performance and measurement, Introduction to SII-Assessment (Strengths, Areas for Improvement, Insights), Roles for assessment and evaluation, Initial self-assessment and outcomes, Team learning outcomes, Writing performance criteria, Designing an assessment |
| Day 2 | Assessing an assessment, Using learning skills to anchor assessment, Fishbowl learning activity, Designing a rubric, Self-assessment and outcomes, Creating a peer coaching system, Modeling an evaluation, Designing a grading system, Implementing team assessment designs, Mid-term assessment |
| Day 3 | Team meeting, Assessing professional planning work, Performance measures, Overview of program assessment, Institutional assessment, Academic quality improvement project, Inventorying best practices in assessment |
| Day 4 | The final day of this institute is largely devoted to deeper consideration of assessment topics of particular interest to participants. Activities may include peer-assessment practice, turning evaluation into assessment, assessing performance in specific contexts (e.g., problem solving or learning mathematics), etc. Final day also includes an in-depth assessment of the institute. |

PERFORMANCE AREAS

| | | | | | | |
|---------------------|--------------------------|--------------------|----------------------|-------------------------------|-------------------------|-------------------|
| Assessor Learner | Collaborator Measurer | Designer Mentor | Evaluator Planner | Facilitator Problem Solver | Innovator Researcher | Leader Teacher |
|---------------------|--------------------------|--------------------|----------------------|-------------------------------|-------------------------|-------------------|

**DEVELOPMENTAL FOCUS***Institutional***LENGTH****3 days**

A Chairperson's Institute provides a foundation for administrative effectiveness. This event helps current and future chairpersons strengthen their academic environments by 1) Taking a leading role in the change process, 2) Assisting with improvements in teaching and learning practices, 3) Embracing a student-centered philosophy, 4) Creating productive environments for faculty success and 5) Putting together effective Quality Enhancement Projects to improve student learning and success.

Definitions of effective academic leaders/ managers and their roles (e.g., Covey, Senge, Gmelch, Bollman & Deal) will be examined from the perspectives of:

Structure and rules • Models and symbolic frameworks • Mental models and systems thinking • Empowerment
 Vision & pathfinding • Personal mastery • Alignment & political framework
 Leadership, team skills, & relating with others

Personnel /Base level competency

Hiring/recruiting/orienting
 Disciplining, supervising & terminating
 Understanding affirmative action/accreditation/
 certification/ADA
 Complying with external rules and internal policies

Systems Thinking – Mental Models

Learning, curricular background/credibility, and
 assessment of student learning
 Are students getting most up to date and highest
 quality services available?

Departmental Vision/Mission/Goals

Aligning with institutional vision/mission/goals
 Strategic plan development/implementation
 Tactical plan/implementation

Growing departmental capacity

Nurturing, coaching, self-growth and staff
 development

Business

Budgeting, balancing, prioritizing, generating
 revenue, grant writing and fund raising
 Managing FTE's, managing advisory boards and
 recruiting students

OUTCOMES

- Understand the relationship between federal policy making and student learning.
- Provide opportunities for group discussions about faculty scholarship and department administration, and ways to integrate the two.
- Gain familiarity with strategies (regarding standards, curriculum, accountability, and assessment) to lead change both inside and outside the departments.
- Forge a network with other department chairs.
- Establish a draft of departmental goals for student learning.
- Create “enriched learning environments.” Empower faculty to propose projects for improving students learning and success, including writing and receiving educational grants.
- Clarify the differences between assessment and evaluation. Be able to implement an annual assessment report that is derived from using quality program assessment systems.
- Improve student success by improving faculty knowledge and skills with respect to assessment, mentoring, and facilitation. Encourage and make use of communities of practice

PERFORMANCE AREAS

Assessor
Learner

Collaborator
Measurer

Designer
Mentor

Evaluator
Planner

Facilitator
Problem Solver

Innovator
Researcher

Leader
Teacher



| DEVELOPMENTAL FOCUS | LENGTH |
|--|---------------|
| <i>Institutional</i> | <i>3 days</i> |
| <p>The Change Projects Institute has been designed to help leaders throughout the organization to facilitate change process from a variety of roles. The challenges facing Higher Education mean that most universities and colleges need to transform themselves. This is evident when analyzing strategic plans and their initiatives. This event provides strong grounding in change process within Higher Education and helps participants build the skills that facilitate success in the change process.</p> | |

OUTCOMES

- Create a work plan for advancing change at your institution
- Assess one’s own performance as a facilitator of change
- Enhance appreciation of current trends influencing higher education
- Develop skills in establishing priorities among competing demands for change
- Improve understanding of the role of internal versus external facilitators of change

INSTITUTE THEME AREAS

Administrators as Agents of Change

- Are they part of the solution or part of the problem?
- Is a new administrative paradigm required?

Thinking in New Ways

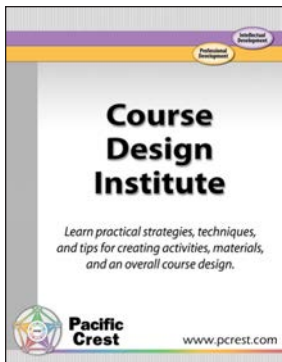
- How does the level of past investments affect the willingness to embrace change?
- Why do so many find it hard to acquire new behaviors?
- When is it right to change and when is change not appropriate?
- How do you free people up to think and act in new ways?

Tangible Take-Aways

Each participant/college group will leave the institute with: an annotated bibliography of valuable resources/ readings with brief descriptions of their value, a collection of best practices presented at the institute by the attending participants, a networking contact list including performance vitas and self assessments of the participants, and two readings (sent in advance so participants can prepare for the event).

PERFORMANCE AREAS

| | | | | | | |
|----------|--------------|----------|-----------|----------------|------------|---------|
| Assessor | Collaborator | Designer | Evaluator | Facilitator | Innovator | Leader |
| Learner | Measurer | Mentor | Planner | Problem Solver | Researcher | Teacher |

**DEVELOPMENTAL FOCUS***Professional, Intellectual***LENGTH****4 days**

The Course Design Institute (for in-person, hybrid, and online courses) offers practical strategies, techniques, and tips for creating activities and materials, and designing courses and programs which support process-oriented approaches to learning and teaching and improve student learning and success. By integrating learning theory into the course design process, curricula can be created which support Process Education approaches. Such learning environments challenge students to develop essential learning skills and master content.

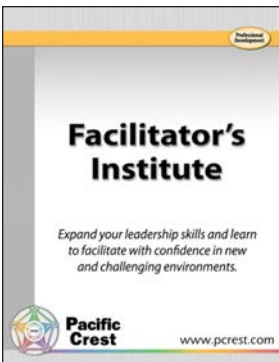
OUTCOMES

- Learn to structure and write quality process-oriented materials for use in their own courses.
- Practice integrating a learning methodology and learning theory into the design of their content-specific curriculum.
- Set criteria for assessing the quality of curricula and aligning it with QEP.
- Link assessment strategies to specific activity types for improving student success.
- Identify and assess key learning skills students must develop to meet general education guidelines.
- Learn to write high quality critical thinking questions.
- Explore how learning journals and portfolios can be integrated in the design of curriculum.
- Have the opportunity to receive real-time feedback while working through the design process.
- Discover key design features which increase student success.

SAMPLE AGENDA (INSTITUTE ACTIVITIES)

| | |
|--------------|---|
| Day 1 | Overview of the curriculum design process, Determining goals and institute outcomes, Construct long-term behaviors, Identifying course intentions, Construct measurable learning outcomes, Constructing a knowledge table for a course |
| Day 2 | Choose themes for a course, Creating methodologies for key processes in a course, Identify a set of activities, Identify a set of specific learning skills for the course, Producing key performance criteria, Identify activity preference types, Match the activity types with the chosen activities, Choose the in-class and out-of-class activities |
| Day 3 | Allocating time across course themes, Sequence the activities across the term, Create individual activities from a prioritized list, Enhance activities by using technology, Assessing and peer reviewing an activity |
| Day 4 | Locate or build key performance measures, Designing a course assessment system, Designing a course evaluation system, Designing a course syllabus, Assessment of the Institute |

PERFORMANCE AREASAssessor
LearnerCollaborator
MeasurerDesigner
MentorEvaluator
PlannerFacilitator
Problem SolverInnovator
ResearcherLeader
Teacher



| DEVELOPMENTAL FOCUS | LENGTH |
|--|---------------|
| <i>Professional</i> | <i>3 days</i> |
| <p>The focus of this institute is to develop participants’ professional facilitation skills for in-person, hybrid, and online environments. In addition, participants will expand their leadership skills and leave this high-powered event with confidence in their ability to facilitate in new and challenging environments. During the Institute, the facilitation process will be modeled, practiced, analyzed, and assessed. Participants will be able to take risks and practice new behaviors in a supportive environment.</p> | |

OUTCOMES

- Planned outcomes will be supplemented based upon the interests and needs of the participants. However, the following are outcomes to be expected from this institute.
- Participants enhance understanding and internalize the criteria that define quality facilitator’s performance.
- Knowledge and skills are practiced in different contexts as a way of preparing people to face increasingly more challenging situations.
- Research skills are developed in facilitation, mentoring, and social change.
- Individuals establish personal goals and standards for their own learning and professional growth.
- Opportunities for practicing facilitation skills are expanded to new situations.
- Change agent skills are developed in areas of greatest interest to the individual.
- An environment rich in diverse perspectives and values allows the group to resolve conflicts and build amicable consensus that can be later transferred to other communities of practice.

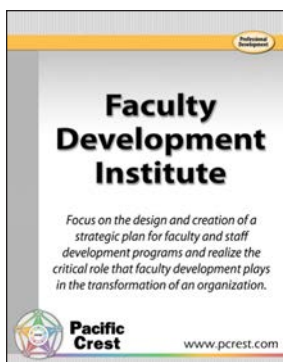
INSTITUTE FOCUS AND ACTIVITIES

The Institute will address numerous topics related to facilitation, including:

- Valuing characteristics of a quality facilitator
- Establishing clear outcomes for an event or process
- Pre-assessing participants expertise and needs
- Constructing/designing quality activities
- Identifying and solving key problems/issues
- Designing work groups
- Facilitating discussions
- Inventorying and recording
- Learning how to ask questions
- Conducting a mid-term assessment
- Using a Facilitation Methodology
- Handling facilitators’ worst nightmares
- Facilitating a group from a failure
- Determining what produces a long-term behavior
- Using peer assessment
- Applying alternative assessment techniques
- Challenging performance
- Achieving closure
- Using real-time reflection within a process
- Facilitating change in a culture
- Facilitating a hostile group
- Addressing the needs of a group of skeptics
- Rephrasing effectively
- Preparing for an effective process
- Taking feedback non-defensively
- Managing/leading mentors and co-facilitators
- Providing amenities (food, resources, environment)

PERFORMANCE AREAS

| | | | | | | |
|----------|--------------|----------|-----------|----------------|------------|---------|
| Assessor | Collaborator | Designer | Evaluator | Facilitator | Innovator | Leader |
| Learner | Measurer | Mentor | Planner | Problem Solver | Researcher | Teacher |

**DEVELOPMENTAL FOCUS***Professional***LENGTH***3 days*

This event focuses on the design and creation of a three-year strategic plan for faculty and staff development programs or Centers of Excellence in Learning and Teaching. Participants conduct an in-depth analysis of their institution's strategic plan to optimize its successful implementation. They ensure that their faculty/staff development plans align with and support the strategic plans of their institutions. Faculty/staff development plays a critical role in the transformation of an organization.

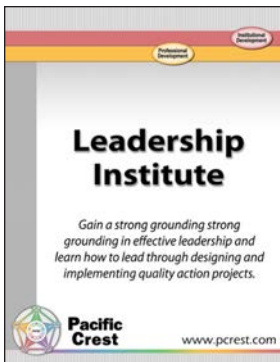
OUTCOMES

- Develop an appreciation of the change process, the various roles played in the change process, the phases of change, and the role of resistance.
- Analyze the tools and skills that one needs to be an agent of change within one's own work environment.
- Develop the draft of a strategic plan document. The strategic plan will contain the following: a vision statement, a mission statement with objectives, operating principles, measurable outcomes, an operating plan, a resource plan (that includes internal funding, collaborative funding, external funding, and grant writing), a management plan, annual activities, a faculty recruitment plan, a marketing plan, an assessment plan, and a communication plan.
- Determine the design specifications for a Center of Excellence in Learning and Teaching. Discuss topics such as physical space, location, a resource library, meeting places, a learning environment, capital resources, and interfaces with other units and spaces.
- Develop a network by working with colleagues from around the country and sharing ideas, problems, resources and collaborative projects.

INSTITUTE FOCUS AND ACTIVITIES

This three-day event is set up to result in real work occurring in real time. On the first day, teams from the participating institutions are expected to declare their goals for the event so that others can assist them in meeting their desired ends. The workshop guides teams through a series of discovery questions that serve to facilitate the background analysis needed and the subsequent development of the strategic plan. Throughout the event, there are large group discussions as portions of the individual plans are developed so that teams have the opportunity to receive feedback in real time and consider improvements based upon the feedback received.

PERFORMANCE AREASAssessor
LearnerCollaborator
MeasurerDesigner
MentorEvaluator
PlannerFacilitator
Problem SolverInnovator
ResearcherLeader
Teacher



| DEVELOPMENTAL FOCUS | LENGTH |
|------------------------------------|---------------|
| <i>Institutional, Professional</i> | 3 days |

The Leadership Institute has been designed to help grow leaders throughout the organization to create visions and facilitate change from a variety of roles. The challenges that are confronting Higher Education require that most universities and colleges transform themselves. This is evident when analyzing strategic plans and their strategic initiatives.

This event provides strong grounding in effective leadership, the change process within Higher Education, the development of leadership skills that integrate into this change process, and how to design and implement quality action projects with strong leadership.

OUTCOMES

- Develop an understanding of the importance of leadership in fostering transformational organizational change
- Create a passion for leadership and help individuals see their potential as leaders who accept the challenges, risks and opportunities of leadership
- Explore the concepts and dynamics of organizational change, developing an understanding of three key phases of organizational change
- Develop an understanding of one’s own leadership style and how to identify effective leadership styles
- Strengthen essential characteristics of effective leadership within context of various roles leaders play
- Broaden individual competence and excellence as leaders, change agents and problem solvers
- Empower a local community of leaders who will support one another in addressing a variety of strategic initiatives

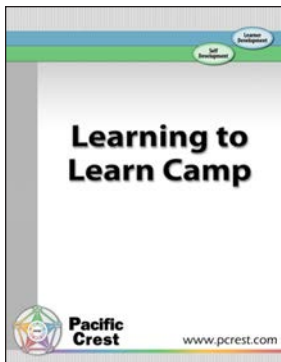
INSTITUTE FOCUS

Some of the questions that will be addressed during this Institute include:

- What are the major leadership styles? How do these correlate with the critical aspects of organizational transformation?
- What are the hazards involved in a leader’s lack of involvement in the planning process?
- What is the correlation between the planning process and the leader roles in various stages?
- How can transformative leaders use systems thinking to initiate and sustain change?
- How does the process of delegation affect the various roles a leader plays? What rationales justify (or don’t justify) delegation during the planning process?
- What are the values of identifying stakeholders? How do you go about segmenting stakeholders in the most beneficial way?

PERFORMANCE AREAS

| | | | | | | |
|---------------------|--------------------------|--------------------|----------------------|-------------------------------|-------------------------|-------------------|
| Assessor Learner | Collaborator Measurer | Designer Mentor | Evaluator Planner | Facilitator Problem Solver | Innovator Researcher | Leader Teacher |
|---------------------|--------------------------|--------------------|----------------------|-------------------------------|-------------------------|-------------------|

**DEVELOPMENTAL FOCUS***Learner, Self***LENGTH***5 days*

Through a rigorous and diverse set of camp activities, students develop cognitive, social, affective, and academic skills. Mentors work with students to facilitate the process of developing learner ownership, self-esteem, and empowerment. As a result of both success and risk-taking, students gain confidence in their ability to perform in areas such as writing, time management, problem identification, listening, adapting to change, personal reflection, coping, teamwork, and articulating an idea.

OUTCOMES

- Create a quality learning community in which bonds are built among and between students, mentors/coaches (faculty and staff), and facilitators.
- Address issues related to retention, student readiness, and academic performance.
- Provide a model for learner empowerment and growth that can be replicated in many contexts within the institution.
- Grow the performance skills of students, faculty, and staff.
- The learning community environment of the camp helps students to build relationships, gain a sense of “belonging” and improve their ability to perform in the classroom.

Who benefits from a Learning to Learn Camp?

Student participants can include entering college students already enrolled at an institution, or high school students with the potential to go on to college. In the case of entering college students, a learning to learn camp increases retention and the likelihood for success. With high school students, the camp serves not only as a positive and significant learning experience for students and faculty but also a marketing tool for the host school.

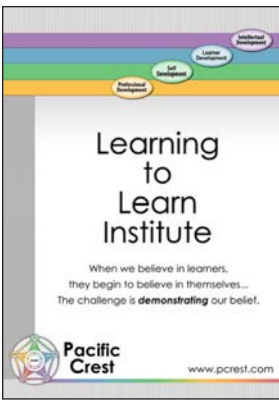
Both faculty and staff are encouraged to serve as mentors and coaches. New insights will be gained about teaching, learning, and mentoring while facilitating the growth of learners.

SAMPLE AGENDA (ACTIVITIES)

Learning to Learn Camps change lives in a positive and dramatic manner by (1) challenging and inspiring students to grow and develop skills essential for success in college and beyond, and (2) motivating faculty and staff to mentor student growth and improve the teaching/learning processes they use with students.

| | |
|--------------|---|
| Day 1 | Building Learning Communities and Learning Teams, Student Success Toolbox, Exploring the Campus, Who am I?, Reading Skills, Math Skills, Values Clarification, Reading Methodology, Learning Community Time |
| Day 2 | The Learning Process Methodology, Math Skills, Becoming a Self-Grower, Learning Community Time, Time Analysis, Using the Internet, Writing Methodology |
| Day 3 | Personal Development Methodology, Math Skills, Coping Skills, Game—Pictionary, Educational Goals and Objectives, Quality of Internet Information, Using the Library, Portfolio Preparation |
| Day 4 | Communication Methodology, Math Skills, Game—Charades, Assessing Journals, Career Search, Using E-mail, Using a Textbook, Learning Assessment Journal preparation, Buffet Dinner, Talent Show |
| Day 5 | Problem Solving Contest, Speech Contest, Writing Contest, Math Skills, Art Contest, Awards Celebration |

PERFORMANCE AREASAssessor
LearnerCollaborator
MeasurerDesigner
MentorEvaluator
PlannerFacilitator
Problem SolverInnovator
ResearcherLeader
Teacher



| DEVELOPMENTAL FOCUS | LENGTH |
|--|---------------|
| <i>Learner, Professional, Intellectual, Self</i> | 3 days |

This 3-day institute will help participants discover ways to turn their courses into growth environments where students are willing to get outside their comfort zones, take risks, and appreciate that failure can be a productive step on the road to success.

Participants will learn that having high expectations communicates belief in the potential of students to grow and succeed and that a classroom culture of assessment is the key to improvement. Participants will increase their ability to mentor and assess student learning skills, thereby improving student performance in reading,

learning, problem solving, and writing. Participants will learn to create and use facilitation plans and learn how to get students to come to class not only prepared, but ready to actively learn and collaborate with other students. Participants will also learn how to shift ownership of learning to the students, allowing them to take responsibility for their own learning and growth...becoming self-growers. By the time you finish this exciting institute, you'll be prepared to teach the Learning to Learn Course!

OUTCOMES

Participants will learn how to help students achieve the following:

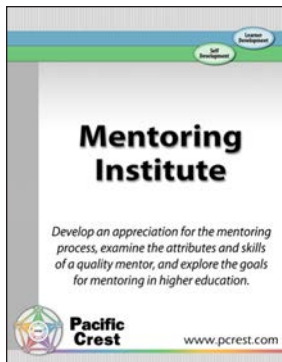
- 1 Increased learning so that individuals meet learning challenges in half the time of previous attempts
- 2 Significant increase in self-efficacy and self-esteem
- 3 The ability to appreciate and use methodologies
- 4 Observable desire for self-growth realized through the practice of self-assessment
- 5 A powerful life vision and development of a life plan to realize that vision
- 6 Willingness to take risks and appreciate failure as a productive pathway to success
- 7 Increase in self-regulation, self-motivation and ownership of learning
- 8 Learning to perform effectively and successfully while being evaluated
- 9 Increased teamwork skills and experience as an effective member of a learning community
- 10 Significant gains in metacognition and self-awareness

INSTITUTE FOCUS AREAS AND ACTIVITIES

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 Performing Like a Star 2 Becoming a Master Learner 3 Your Past Doesn't Define Your Future 4 Self-Assessment: The Engine of Self-Growth 5 Time, Planning, and Productivity 6 Methodologies: Unlocking Process Knowledge 7 Visioning Your Future 8 Performing in Teams and within a Community | <ol style="list-style-type: none"> 9 Performing when Being Evaluated 10 Reading for Learning 11 Metacognition: Thinking about My Thinking 12 Using Failure as a Stepping Stone for Success 13 Choosing and Using Mentors Effectively 14 My Turn to Shine 15 Shifting from Extrinsic to Intrinsic Motivation |
|--|--|

PERFORMANCE AREAS

| | | | | | | |
|---------------------|--------------------------|--------------------|----------------------|-------------------------------|-------------------------|-------------------|
| Assessor Learner | Collaborator Measurer | Designer Mentor | Evaluator Planner | Facilitator Problem Solver | Innovator Researcher | Leader Teacher |
|---------------------|--------------------------|--------------------|----------------------|-------------------------------|-------------------------|-------------------|

**DEVELOPMENTAL FOCUS***Learner, Self***LENGTH****3 days**

The goal in mentoring is to help students evolve as learners to the point of being in charge of their own learning—in other words, to help them become “self-growers.” Society increasingly expects educators not simply to foster the success of individuals as students, but also to help them succeed in their careers and in life. This workshop is designed to help educators understand the unique role of mentoring in the learning process. Participants will also consider the evolution of an educator through a hierarchy of performance levels, the highest level being that of a mentor. This

institute helps individuals consider the mentor’s attributes, skills, and “way of being,” and to self-assess their own development as it relates to this role.

OUTCOMES

- Develop an appreciation for what a quality mentoring process is and what it is not.
- Become familiar with the principles that guide the mentoring process.
- Examine attributes and skills of a quality mentor and self-assess one’s own alignment with these attitudes and behaviors.
- Become familiar with an 11-step methodology for mentoring.
- Explore common goals for mentoring in higher education.
- Consider common issues one faces when one strives to become a mentor.

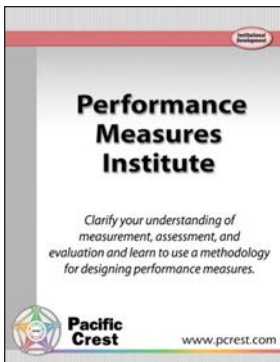
INSTITUTE FOCUS AREAS AND ACTIVITIES**Focus Areas**

- The Performance Model
- Profile of a Mentor
- Principles of Mentoring
- Learning vs. Growth
- The Classification of Learning Skills
- Determining Needs for Mentors and Mentees
- Establishing a Mentor Relationship
- Mentoring Agreement
- Mentoring Methodology
- Personal Development Methodology
- Assessment in Mentoring
- Challenging Performance
- Motivation and Maintenance
- Creating and Expanding a Life Vision

Activities

- Analyzing a Performance
- What Makes Mentoring Relationships Special?
- Speed Mentoring
- Boundaries of a Mentoring Relationship
- Tough Love
- Constructive Intervention
- Mentoring with a Vision
- Celebrating Success
- Structured Reflection: Ready to Mentor

PERFORMANCE AREASAssessor
LearnerCollaborator
MeasurerDesigner
MentorEvaluator
PlannerFacilitator
Problem SolverInnovator
ResearcherLeader
Teacher



DEVELOPMENTAL FOCUS

Institutional

LENGTH

3 days

Both professional and institutional accrediting agencies are calling upon professional programs and institutions to give evidence that, not only have learning exercises been well planned, but also that there are measurable ways to show that the learner has demonstrated what has been learned. Institutions need to be able to show that assessment and evaluation techniques are clearly expressed in all courses. This expectation is more difficult because of ongoing confusion about language in the literature and among academics related to measurement, assessment, and evaluation.

A new set of tools is needed to help educators measure the critical skills and processes expected of students.

A key component in a quality assessment system is the design and implementation of quality performance measures. By creating performance measures which include detailed instructions for their use, faculty can improve the quality of assessment that takes place in classes, courses, and programs. One can facilitate the development of quality measures and performance assessment by clearly defining the skills and processes being developed and identifying the most significant criteria for them.

OUTCOMES

- Learn a method for constructing performance measures
- Refine your collaboration skills and sharpen your awareness of assessment versus evaluation.
- Obtain valuable insight into the relationship among measurement, assessment and evaluation.
- Gain experience using performance rubrics (scoring definitions).

INSTITUTE ACTIVITIES

All activities are based upon modules from the *Faculty Guidebook* as well as existing performance rubrics. The activities will give participants the opportunity to practice the following skills:

- Differentiating assessment from evaluation and determining the appropriate use of each.
- Brainstorming and prioritizing factors related to each skill, write descriptive statements for different performance levels ranging from novice to expert, and synthesize work products from all teams.
- Designing new measures using teams of experts.
- Testing the reliability of a measure.
- Preparing to implement a measure in a class, a course and a program.
- Integrating measurement into both assessment and evaluation.
- Inventorying and evaluating existing measures.
- Aligning data collection for measurement at the class, course and program levels.
- Designing a measure and peer-assessing the quality of the measures.

PERFORMANCE AREAS

Assessor
Learner

Collaborator
Measurer

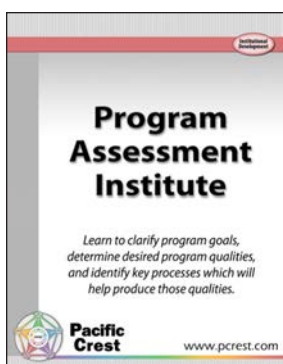
Designer
Mentor

Evaluator
Planner

Facilitator
Problem Solver

Innovator
Researcher

Leader
Teacher



DEVELOPMENTAL FOCUS

Institutional

The Program Assessment Institute comes at time when there is a strong need to improve existing program assessment systems within higher education. The increasing demands of external accrediting organizations require institutions to take a new look at their programs and outcomes. A new set of questions is being asked and must be addressed.

LENGTH

3 days

OUTCOMES

- Clarify your program's processes, systems, and structures, and identify how these help to produce the qualities of the program.
- Produce a program assessment system to help meet program goals and standards.
- Gain understanding of the relationship between measurement, assessment, and evaluation.
- Learn to design a system that benefits your program (not solely to please external evaluators).
- Understand the role of self-study in building a program assessment system.

INSTITUTE THEMES

A quality program assessment system has two main components (assessment and evaluation) along with a strong measuring system. These form the three main theme areas for the institute:

- (1) the measuring system
- (2) the evaluation component
- (3) the assessment component

The Measuring System

A measuring system is used to help know *what* you are trying to do (goals); determine *how well* you are doing it; analyze *how* you are doing it; determine *which qualities* that you want and how you are going to *measure* those qualities, and determine the *level of quality* you want. Therefore, a measuring system is used to assess current effectiveness (i.e., a self-study of current performance against stated goals), *as well as identify* program goals/objectives, key processes that significantly influence quality and effectiveness, and clear performance criteria and standards for the program.

The Evaluation Component

The design of an evaluation component requires creating an annual program evaluation process and a plan of

action to produce the outcomes that match the standards. Individual accountability within a program involves setting standards and then identifying which individual (or individuals) is responsible for each measure. The evaluation component also involves designing a data collection and reporting system to measure performance against standards as well as timely reporting about performance to the appropriate individuals. In addition, there should be summative evaluation of annual performance against standards and opportunities for rewarding performance.

The Assessment Component

The design of an assessment component involves identifying the strong aspects of a program and separating them from aspects that need to be improved. Appropriate assessors should be identified for each performance area that needs the greatest improvement. Factors within each measure for the assessment need to be identified. Constant feedback should be provided until the performance reaches the desired level. Contingency funds should be set aside for providing critical resources to make needed improvements. Finally, study the use of feedback to determine its impact for future improvements.

PERFORMANCE AREAS

Assessor
Learner

Collaborator
Measurer

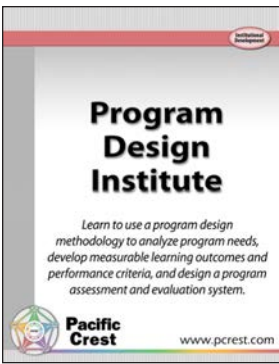
Designer
Mentor

Evaluator
Planner

Facilitator
Problem Solver

Innovator
Researcher

Leader
Teacher



| DEVELOPMENTAL FOCUS | LENGTH |
|--|---------------|
| <i>Institutional</i> | <i>4 days</i> |
| <p>Program design is a process of translating general principles of learning and instruction into plans for producing learning outcomes for a program and its related courses. Participants in this institute conceptualize the program outcomes which they derive from the intentions of the program and the professional behaviors that are sought. Using a 21-step methodology, participants analyze needs, design a program, and set up methods of assessment and evaluation to measure the program’s effectiveness.</p> | |

OUTCOMES

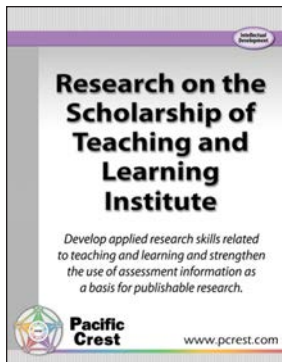
- Learn to use a program design methodology.
- Conduct an analysis of what the learner is to learn and what prerequisite knowledge is needed.
- Develop measurable learning outcomes for the program.
- Produce a disciplinary profile.
- Write performance criteria for the program.
- Identify key learning skills for the program.
- Identify key performance measures for the program.
- Create a “meta” knowledge table for the program.
- Design a program assessment and evaluation system to measure effectiveness.

SAMPLE AGENDA (INSTITUTE ACTIVITIES)

| | |
|-----------------|--|
| Day 1 | Conduct an analysis of what learner is to know, what needs to be known in advance, and what will be learned outside the program, Align the program with learning outcomes of the institution and the specific discipline, Identify professional behaviors desired, Identify program intentions, Construct measurable learning outcomes, Construct a meta-knowledge table |
| Day 2 | Choose themes for the courses and knowledge to support the learning outcomes of each course, Learn how to create the appropriate methodologies, Describe a set of experiences, Identify a set of learning skills for the program |
| Days 3/4 | These days are dedicated to the development of the program focusing on construction and selection of experiences and themes. It involves decisions about time allocation, sequencing, prioritizing of experiences, incorporation of technology, and development of performance criteria and performance measures. Participants develop a program assessment and evaluation system, and the program description and schedule. |

PERFORMANCE AREAS

| | | | | | | |
|---------------------|--------------------------|--------------------|----------------------|-------------------------------|-------------------------|-------------------|
| Assessor Learner | Collaborator Measurer | Designer Mentor | Evaluator Planner | Facilitator Problem Solver | Innovator Researcher | Leader Teacher |
|---------------------|--------------------------|--------------------|----------------------|-------------------------------|-------------------------|-------------------|

**DEVELOPMENTAL FOCUS***Intellectual***LENGTH****3 days**

Faculty members throughout higher education are being asked to become better researchers of their own practices—whether it be in disciplinary context, teaching, or other areas of (faculty) performance. Since scholarly effort is a component of most faculty members’ tenure, promotion, and merit systems, it is important that individuals receive credit for additional research that is not published in discipline journals. In response to these increasing research demands, this institute focuses on helping faculty members further develop their scholarly efforts, as it pertains to their

role as an educator. Participants will gain a greater sense of confidence and professionalism with respect to researching about the scholarship of teaching and learning.

This event provides an excellent opportunity to network with faculty committed to their professional performance, especially as it pertains to teaching and learning in the classroom. Specific areas of interest and expertise include: mentoring, student-centered learning, student success (increasing performance of the “at-risk” students), instructional design, effective use of technology, assessment, and evaluation. As a result, there will be many opportunities for participants to collaborate in grant writing, the writing of papers, and sponsoring collaborative research.

OUTCOMES

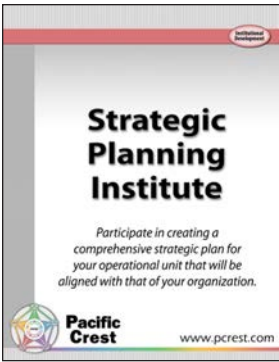
- Develop a network of educators committed to advancing research related to teaching and learning in the classroom.
- Develop applied research skills related to teaching and learning.
- Individuals improve their ability to use assessment data and information as the basis for publishable research.
- Strengthen one’s ability to get published in various contexts.

INSTITUTE FOCUS AND ACTIVITIES

Participants will engage in a series of activities and explore various topics throughout the institute. Some of the activities and topics that may be explored include:

- How to conduct a research design around learning outcomes and specific to environments in which one is involved
- How to effectively make use of appropriate tools for data collection
- How to properly identify the appropriate audience related to the research being performed
- Exploring the process of classroom research
- Determining the criteria for high quality qualitative research
- Developing ideas for a research program in teaching and learning
- Developing collaborative relationships
- Effectively integrating peer review into the rewriting of proposals and papers
- Complementing disciplinary research with scholarship on teaching and learning
- Building credibility with respect to one’s own scholarship
- How to perform peer review of scholarship

PERFORMANCE AREASAssessor
LearnerCollaborator
MeasurerDesigner
MentorEvaluator
PlannerFacilitator
Problem SolverInnovator
ResearcherLeader
Teacher



DEVELOPMENTAL FOCUS

Institutional

LENGTH

2 days

Institutions that are attempting to develop comprehensive plans which are aligned at all levels of the organization will benefit from our Strategic Planning Institute. Many institutions of higher learning claim to want to transform how they deliver education and services so that they are more learning and learner centered. To achieve this goal they must deconstruct existing bureaucracies to a significant degree. The task becomes overwhelming when this is only done from the top of an organization.

It is common for colleges and universities to have strategic plans that are quite broad in scope, but which are too general to be meaningfully applied to programs and work units. We help these units within an organization to carefully think through and align their work with that of the broader institution, and to do so in a way that has real meaning, local ownership, and which is aligned with the broader institutional strategic plan.

OUTCOMES

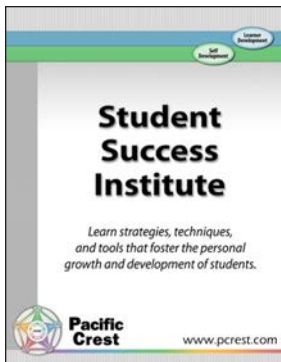
- Participants will have a comprehensive strategic plan for their operational unit that will be aligned with that of the larger organization.
- Shared ownership will result from environmental scanning, and clarification of values, vision, mission, and prioritized goals.
- Participants will establish priorities for both the short term (one year) and the long term (five to ten years).
- Action plans will be established with clarification of resources needed, time lines for accomplishment, and identification of the individuals accountable for specific objectives being met.
- An assessment system will be designed in advance so that there is shared understanding of how the effectiveness of the program will be measured and improved periodically.
- A matrix system will be designed for shared understanding of the standards deemed appropriate for measuring accomplishment that is considered acceptable in achieving the vision, mission and goals of the unit.
- A review and analysis schedule will be determined to clarify the schedule for monitoring effectiveness and making appropriate adjustments for improvement.

SAMPLE AGENDA (INSTITUTE ACTIVITIES)

- Day 1** This time is dedicated to building shared understanding and ownership of the future direction based upon environmental scanning, clarification of the vision, mission and values, and prioritization of goals and objectives.
- Day 2** During this time smaller teams usually flesh out the action plans. Once that is accomplished the group as a whole designs the assessment system, the matrix and standards to be used for measuring effectiveness, and the review and analysis schedule for continuous improvement.

PERFORMANCE AREAS

| | | | | | | |
|---------------------|--------------------------|--------------------|----------------------|-------------------------------|-------------------------|-------------------|
| Assessor Learner | Collaborator Measurer | Designer Mentor | Evaluator Planner | Facilitator Problem Solver | Innovator Researcher | Leader Teacher |
|---------------------|--------------------------|--------------------|----------------------|-------------------------------|-------------------------|-------------------|



DEVELOPMENTAL FOCUS

Learner, Self

LENGTH

3 days

The Student Success Institute is based on the premise that a key role of educators in higher education is that of a mentor who fosters a learner's growth and the development of his or her cognitive, social, and affective skills. Success is referred to not simply in terms of academic success but rather in terms of a broad set of those skills required for success beyond college.

OUTCOMES

The institute will provide strategies, techniques, and tools which foster personal growth and development of students in the context of first-year courses and learning-to-learn camps. Institute participants will learn how to:

- Create a productive learning environment,
- Elevate the use of assessment and integrate an assessment system into a course
- Design, build, and facilitate effective learning teams and cooperative learning
- Facilitate active learning with timely constructive interventions on key issues and skills
- Use journaling and self-reflection
- Foster learner ownership and implement strategies for resistance to behavioral change
- Challenge performance (raising the bar)
- Grow learner performance (including a special emphasis on reading)
- Pre-assess individuals and assess learning outcomes
- Design a process-oriented syllabus with clearly defined expectations and requirements
- Connect with students, believe in their potential, and publicly commit to their success
- Help students take ownership for their own success (student buy-in)
- Help students to build strong individual identities that are consistent with their life visions

INSTITUTE FOCUS AND THEMES

The institute will provide strategies, techniques, and tools which foster personal growth and development of students in the context of first-year courses and learning-to-learn camps. During the institute, participants will be introduced to a variety of tools which support the philosophy of Process Education and lead to a quality first-year course. These tools include:

- life vision portfolio
- self-growth paper
- the Student Success Toolbox
- methodologies
- levels of knowledge
- peer assessments
- guided-discovery activities
- learning communities
- classification of learning skills
- performance measures

PERFORMANCE AREAS

Assessor
Learner

Collaborator
Measurer

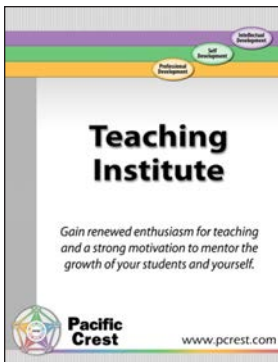
Designer
Mentor

Evaluator
Planner

Facilitator
Problem Solver

Innovator
Researcher

Leader
Teacher



| DEVELOPMENTAL FOCUS | LENGTH |
|---|---------------|
| <i>Professional, Intellectual, Self</i> | <i>3 days</i> |

A Teaching Institute is our foundational faculty development event. This event offers institutions or individuals interested in converting from a traditionally-oriented classroom to one that is learner and learning-centered a base for further growth and development. Attendees actively participate in a learning community that mirrors a Process Education classroom. Participants leave with renewed enthusiasm for teaching and a strong motivation to mentor the growth of their students and themselves.

During a Teaching Institute, participants observe and learn the professional practices of a process educator from the perspective of a student. They experience what it feels like to analyze, learn, and apply new material. At the same time, participants are asked to routinely reflect on what it is like to be a learner in this environment. How easily does understanding come? What does it feel like to be a student in this situation? What would I do if I were a teacher in this situation? Often when teachers learn new content, they can do so without having to reflect on their own learning processes. Similarly, when teachers practice a new teaching technique, they often practice it using material with which they are comfortable. This event uses challenging content that requires participants to cognitively explore the learning process as well as the affective issues associated with learning.

OUTCOMES

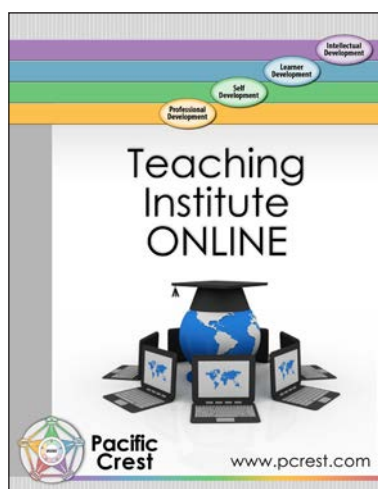
- Each participant experiences learning within a team environment by contributing to the achievement of a set of team learning outcomes
- A wide variety of techniques and tools for teaching and student learning are used during the institute. Participants act as researchers, deciding which strategies, tools and techniques might work well (or not) in their particular learning environments.
- Participants value the importance of self-assessment in the growth process and identify ways to make better use of specific assessment tools with students and themselves
- Participants develop an understanding of an instructional design process that supports active learning, critical thinking, and assessment

SAMPLE AGENDA (INSTITUTE ACTIVITIES)

| | |
|--------------|---|
| Day 1 | Welcoming and Introductions, Preparing for the Teaching Institute, Overview of Process Education, Constructing Team Objectives, Teaching the Reading Methodology, Levels of Knowledge, Forms of Knowledge (optional), Exploring the Learning Process Methodology, Engaging Learners in a Quality Learning Environment, Inventory of Learning and Teaching Tools |
| Day 2 | Team Reflection, Overview of Assessment (optional), Comparing Assessment and Evaluation, Facilitation Planning, Modeling a Process Education Classroom, Modeling a Problem Solving Session (alternative activity), Midterm Assessment |
| Day 3 | Team Meeting, Overview of Course Design, Creating a Syllabus, Analyzing an Activity Design, Creating an Activity (alternate activity), Professional Planning, Assessment of Institute |

PERFORMANCE AREAS

| | | | | | | |
|---------------------|--------------------------|--------------------|----------------------|-------------------------------|-------------------------|-------------------|
| Assessor Learner | Collaborator Measurer | Designer Mentor | Evaluator Planner | Facilitator Problem Solver | Innovator Researcher | Leader Teacher |
|---------------------|--------------------------|--------------------|----------------------|-------------------------------|-------------------------|-------------------|



DEVELOPMENTAL FOCUS

Professional, Intellectual, Self, Learner

LENGTH

16 weeks
(2 parts, 8 wks each)

The Teaching Institute ONLINE is our foundational faculty development event reconceived for an online environment and taking full advantage of the powerful learning objectives and content available in *Learning to Learn: Becoming a Self-Grower*. This event offers institutions or individuals interested in converting from a traditionally-oriented classroom to one that is learner and learning-centered a base for further growth and development. Participants are part of an interdisciplinary learning community online and practice all that Process Education and active learning has to offer.

During this Institute, participants observe and learn the professional practices of a Process Educator from the perspective of a student. They experience what it feels like to analyze, learn, and apply new material. At the same time, participants are asked to routinely reflect on what it is like to be a learner in this environment. How easily does understanding come? What does it feel like to be a student in this situation? What would I do if I were a teacher in this situation? Often when teachers learn new content, they can do so without having to reflect on their own learning processes. Similarly, when teachers practice a new teaching technique, they often practice it using material with which they are comfortable. This event uses challenging content that requires participants to cognitively explore the learning and teaching processes as well as the affective issues associated with learning.

OUTCOMES

- The ability to appreciate and use methodologies as a way to increase the level of learning
- Significant gains in metacognition and self-awareness
- Increase in self-regulation, self-motivation and ownership of learning
- Observable self-growth realized through the practice of self-assessment
- Willingness to take risks and appreciate failure as a pathway to success
- Increased teamwork skills from active participation in a learning community

TOPICS (INSTITUTE ACTIVITIES)

- Part 1: Learning Online, Facilitating Learning, Assessing Learning, Mentoring Learner Development
- Part 2: Creating a Culture of Success, Advancing Active Learning, Embedding Assessment Practices, Transforming Learners

LOGISTICS

This institute consists of 2 parts, each part consists of 4 modules. Each module features two learning experiences, each taking 1 week to complete. Participants should plan to devote 4 to 6 hours per week, for a total of approx. 32 to 48 hours for each of the two parts of this institute. **Everything** is web-based and may be accessed through any popular web browser.

PERFORMANCE AREAS

| | | | | | | |
|---------------------|--------------------------|--------------------|----------------------|-------------------------------|-------------------------|-------------------|
| Assessor Learner | Collaborator Measurer | Designer Mentor | Evaluator Planner | Facilitator Problem Solver | Innovator Researcher | Leader Teacher |
|---------------------|--------------------------|--------------------|----------------------|-------------------------------|-------------------------|-------------------|

Section 4:

Faculty Development Institutes (Customized)

We are always ready and happy to create customized Institutes and Workshops to meet the individual needs of your department or campus. Recent custom Institutes include: **Critical Thinking in Disciplinary Contexts, Classroom Assessment, Developmental Mathematics, Learning to Learn Calculus**, and more. We have delivered dozens of Institutes tailored to disciplinary contexts and are comfortable abridging any of our multi-day events to suit a shorter time frame.

In addition to multi-day Institutes Pacific Crest offers a wide variety of ready or custom-designed workshops to meet the needs of your institution. The workshops listed below range in length from two hours to two days. Contact Pacific Crest with respect to your particular workshop needs or interests.

Developing Student Learning Skills

- Understanding the Learning Process
- The Role of Critical Thinking in Learning
- Improving Student Self-assessment Skills
- Teaching Problem Solving (process and skills)
- Teaching a Quality Reading Process
- The Role of Information Processing in Learning
- The Role of Language Development in Learning
- Identifying Process Learning Skills for an Activity

Developing Quality Curricula

- Creating a Knowledge Map
- Creating a Methodology for a Process
- Designing Quality Performance Criteria
- Building Quality Concept Models
- Designing a Guided Discovery Activity
- Identifying Learning Skills for an Activity
- Peer Assessing the Quality of an Activity

Designing a Quality Course

- Creating Measurable Outcomes
- Designing a Course Assessment System
- Designing a Course Evaluation System
- Designing a Quality Syllabus
- Effectively Use of a Learning Assessment Journal
- Creating a Profile for Long-term Behaviors
- How to Increase Levels of Knowledge
- Peer Assessing the Quality of an Activity

Facilitating Institutional Change

- Designing an Annual Review Process
- Creating an Operational Plan
- Learning to Do Action Research
- Creating a Teacher Portfolio System
- Facilitating an Educational Focus Group Session

Assessment

- Effectively Using Assessment Tools
- Assessing Assessments with Quality
- Effective Placement through Assessing
- Annual Self-study and Assessment (individual, department, and program levels)
- Improving Students Self-Assessment Skills

Active Learning/Process Education

- Becoming a High Quality Teacher
- Creating a Productive Learning Environment
- Modeling a Process Education Classroom
- Constructive Intervention Techniques
- Using a Learning Assessment Journal
- Designing an Effective Peer Coaching System
- Designing an Effective Teaching/Learning Support Group
- Designing a Facilitation Plan
- Effectively Using Cooperative Learning

My whole way of thinking about teaching and learning changed the day I attended my first Pacific Crest Institute. Since then, I have attended eight or nine other Institutes, every one of which has added tremendously to both my understanding of essential educational issues and to my “bag of tricks” for helping students to learn. I strongly urge any teacher interested in turning her or his students into self-growers to look into the offerings at Pacific Crest.

—Eric Myrvaagnes, Suffolk University, Boston MA

THE TRANSFORMATION OF EDUCATION

HISTORICAL TENDENCY

FUTURE DIRECTION

CHALLENGE *The degree to which increasing the level of difficulty is used in order to grow capacity for learning and performing*

| | |
|---|--|
| <p>Enabling Is concerned for comfort/safety; Accommodates for weakness and/or disability; Offers gratuitous praise; Sets limitations on the basis of cultural bias</p> | <p>Empowering Concerned for enduring personal/professional growth; Asks others to do things that exceed their current capabilities; Offers well-founded praise; Believes in unlimited potential</p> |
|---|--|

COGNITIVE COMPLEXITY *Degree to which training and doing is elevated to problem solving & research*

| | |
|---|---|
| <p>Memorizing Has implicit assumptions; Relies on the static and historical; Believes analysis is the most important thinking skill; Values expediency; "Practice makes perfect;" Limits context to immediate need</p> | <p>Problem Solving Is aware of assumptions (they are explicit); Thinks critically, is innovative and creative; Uses models; Sees value in situations that are dynamic and evolving; Believes synthesis is an important skill, Seeks to support high levels of learning (working expertise, problem solving, research, transference to new context)</p> |
|---|---|

CONTROL *Locus of power/authority for the learning situation or experience*

| | |
|--|---|
| <p>Faculty-Centered Has the mindset of an expert; Is concerned with instructional efficiency, Overcompensates for fear/inexperience by controlling, Holds traditional faculty assumptions/perspective; Asks, "Have I covered the syllabus?"; Values dictation over facilitation</p> | <p>Learner-Centered Believes learner engagement is critical for learning success; Concerned with instructional effectiveness; Trusts in ability/experience and support; Able to hold student assumptions/perspective; Asks, "Have I helped my students achieve the learning objectives?"; Values facilitation over dictation</p> |
|--|---|

DELIVERY *The means by which information/knowledge is obtained by learners*

| | |
|--|---|
| <p>Presentation Prefers a lecture format and dissemination of knowledge/information; Believes that students/learners are empty vessels or blank slates, and that they should passively and meekly absorb knowledge; 'Sage on the stage'</p> | <p>Active Learning Believes that curiosity motivates learning and that discovery is education; the Montessori method; Sees the educator as facilitator or 'guide on the side'; Believes students should actively learn by doing; Seeks out knowledge/information</p> |
|--|---|

DESIGN *Purposeful arrangement of instructional environment, materials and experiences to support learning*

| | |
|---|---|
| <p>Rigid Is a design 'traditionalist;' Always uses designs in a specific way; Believes that design is linear and immutable; Supports designs on the basis of historical goals, values, definitions, and identities</p> | <p>Responsive Is a design innovator; Uses designs in multiple ways; Believes that design is often non-linear, easily reconfigured, and adaptable; Makes design changes based on shifting needs and context; Values relevance more than consistency</p> |
|---|---|

EFFICACY *Well-founded belief in capacity to change and to make a difference*

| | |
|---|---|
| <p>Doubt Believes that success depends on others; Often rationalizes, complains, demonizes; Is negative and defeatist; Is unable to internalize success and accurately self-assess</p> | <p>Conviction Believes that success is up to ME; Demonstrates self-confidence, and willingness to take responsibility; Able to validate (and self-validate) learning and performance; Is able to internalize success and recognition of accomplishments, as well as accurately self-assess</p> |
|---|---|

FEEDBACK *Information about what was observed in a performance or work product*

| | |
|--|--|
| <p>Assessment Believes that feedback is most needed by third party; Is judgmental; Uses standards to judge performance; Demonstrates a compliance mindset</p> | <p>Evaluation Believes that feedback is most useful to the performer; Is interested in improving performance; Uses criteria to analyze performance; Demonstrates an added-value mindset</p> |
|--|--|

MEASUREMENT *Process of determining the level of quality surrounding a performance or product*

Subjective Determination Trusts personal judgement above formal measurement methods; Believes that statistics always lie; Awkwardly uses even simple measurement tools; Relies on personal preference/taste/predilection; Amenable to accusations of favoritism or preferential treatment

Objective Determination Adept at using both holistic and analytic rubrics; Seeks to eliminate personal bias in data collection, interpretation, and decision-making; Examines outliers for new insights; Thoughtfully connects research questions, measurement methods, and analysis

OWNERSHIP *Degree to which the learner accepts responsibility and accountability for achieving learning outcomes*

Directed Requires prompting and monitoring by others in order to initiate and persist; Is sensitive to activities having well-defined resource requirements; Believes that resources need to be introduced and integrated in participant instructions; Relies on extrinsic motivation for meeting requirements; Micro-manages (not allowing others to demonstrate ownership); Is passive (refuses to demonstrate ownership)

Self-Directed Demonstrates initiative and persistence without prompting; Often moves in unanticipated, but fruitful directions; Believes that resources should be independently identified and accessed; Displays self-monitoring and self-regulation; Has high or increasing level of self awareness; Is intrinsically motivated to learn and a self-grower; Actively engages with others and situations

RELATIONSHIP *The degree of emotional investment an instructor or mentor has in his or her students or mentees*

Emotionally Distant Values objectivity; Believes that thinking is more important than feeling (emotions are transient and irrational); Sees learning as a cognitive operation

Emotionally Invested Able to see current performance in the context of personal situations and backgrounds; Projection of positive feeling towards all learners no matter what their background or past performance

SCOPE OF LEARNING *The contexts across which learning occurs and its application is demonstrated*

Situational Understanding Pursues the acquisition of knowledge and skills that are narrowly contextual; Tends to content-focused or discipline-focused

Interdisciplinary Understanding Pursues the growth of knowledge and skills that are applicable across different contexts; Tends to be process-oriented; Is aware of patterns, similarities, commonality, and basic principles

SELF-AWARENESS *The degree to which reflective and self-assessment practices are used by the individual to foster the growth of his or her learning skills across the cognitive, affective, and social domains*

Self-Consciousness "Do what you're told;" Doesn't question; Believes learning is a mystery; Demonstrates unawareness of emotional or social 'rules;' Acts out; Has knee-jerk reactions; Rationalizes behavior, Is task-oriented, blind to self, reactive, selfish, narcissistic, unable/unwilling to work with others, incurious, self-satisfied

Self-Growth "Learning how to learn;" Steps back from doing; Self-assesses; Questions actions, Explores self, Works on self-development, Is proactive, open to feedback and constructive criticism; Seeks self-knowledge and self-actualization; Demonstrates increased metacognition, self-discipline, self-mentoring

SOCIAL ORIENTATION *The investment, interdependence, and responsibility for learning throughout a community*

Individual Values self-sufficiency and individual responsibility above interdependence and shared accountability; Identifies collaborative groups with bureaucracy (believes that collaboration is inefficient)

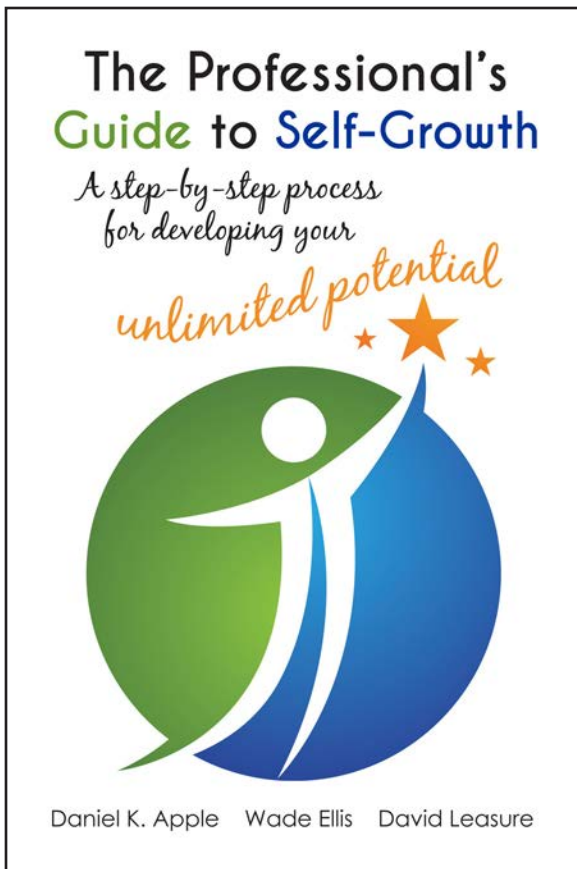
Community Values interdependence and shared accountability above individualism; Demonstrates appreciation for cooperation, teamwork, flexibility, and synergy

TRANSPARENCY *Degree to which stakeholders can view individual, team or collective performance*

Private Fears judgment; is a perfectionist; Believes that preparation & practice come before any demonstrated performance; Sees outstanding performances as highly controlled and scripted; Has a high affective filter (fear, alienation, isolation, discomfort)

Public Is willing to model desired behaviors; Trust in self and others, Prefers a collaborative or supportive environment; Is willing to innovate and improvise; Has a lowered affective filter (evidences humor, identification, comfort)

Visit www.transformation-of-education.com to learn more!



What is a Self-Grower?

Self-growers are life-long learners who are focused, highly motivated, responsible and take ownership of their own learning process. They are committed to their success towards their life vision through hard work, persistence, and self-efficacy. They seek challenges to develop self-growth: take risks to get outside their comfort zone, embrace failures, seek feedback and use self-assessment.

The Professional's Guide to Self-Growth presents the 50 characteristics that you'll need to reach your goals of self-improvement and self-growth. You likely have strengths in many of the characteristics. **But you can always improve.** Our approach is to first survey the strength of any of 35 risk factors that are the most common areas that impact your career. You'll create a prioritized list of risk factors to reduce, strengthening your professional characteristics.

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Instead of sending out dismissal letters to students who have failed, we have a different idea:

Give these students the chance to prove not only that they want to stay in school, but that they have what it takes to succeed.

The Academic Recovery Course

is an intensive 1-week course where students confront and own their failure, work through it, and actively demonstrate they have the will and grit to turn things around.

The college or university decides the standards for success... Our job is to equip these students with the skills to meet those standards.

Learn more at pcrest.com/recovery

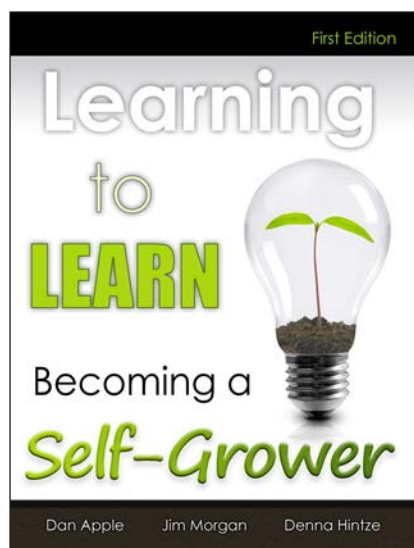
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We've been engaged in researching, practicing, and teaching the concept of LEARNING TO LEARN for 20+ years, working to transform learners with a powerful set of outcomes.

With the new ***Learning to Learn: Becoming a Self-Grower***, any educator can realize these outcomes. Tailored for a 1 or 2-credit course, the curricula consists of 15 experiences, each containing a pre-activity (On My Own), an in-class activity (In My Class) and a post-class activity (My Learning and Growth).

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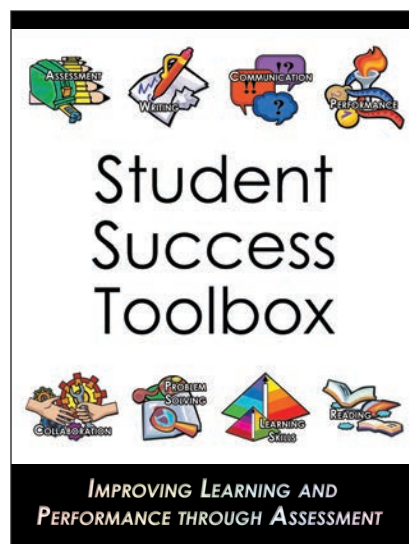
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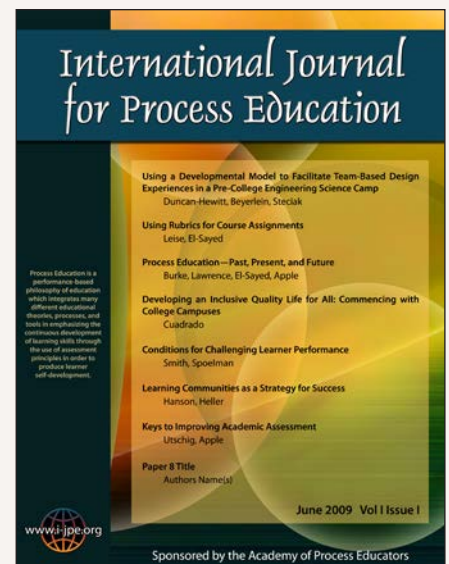
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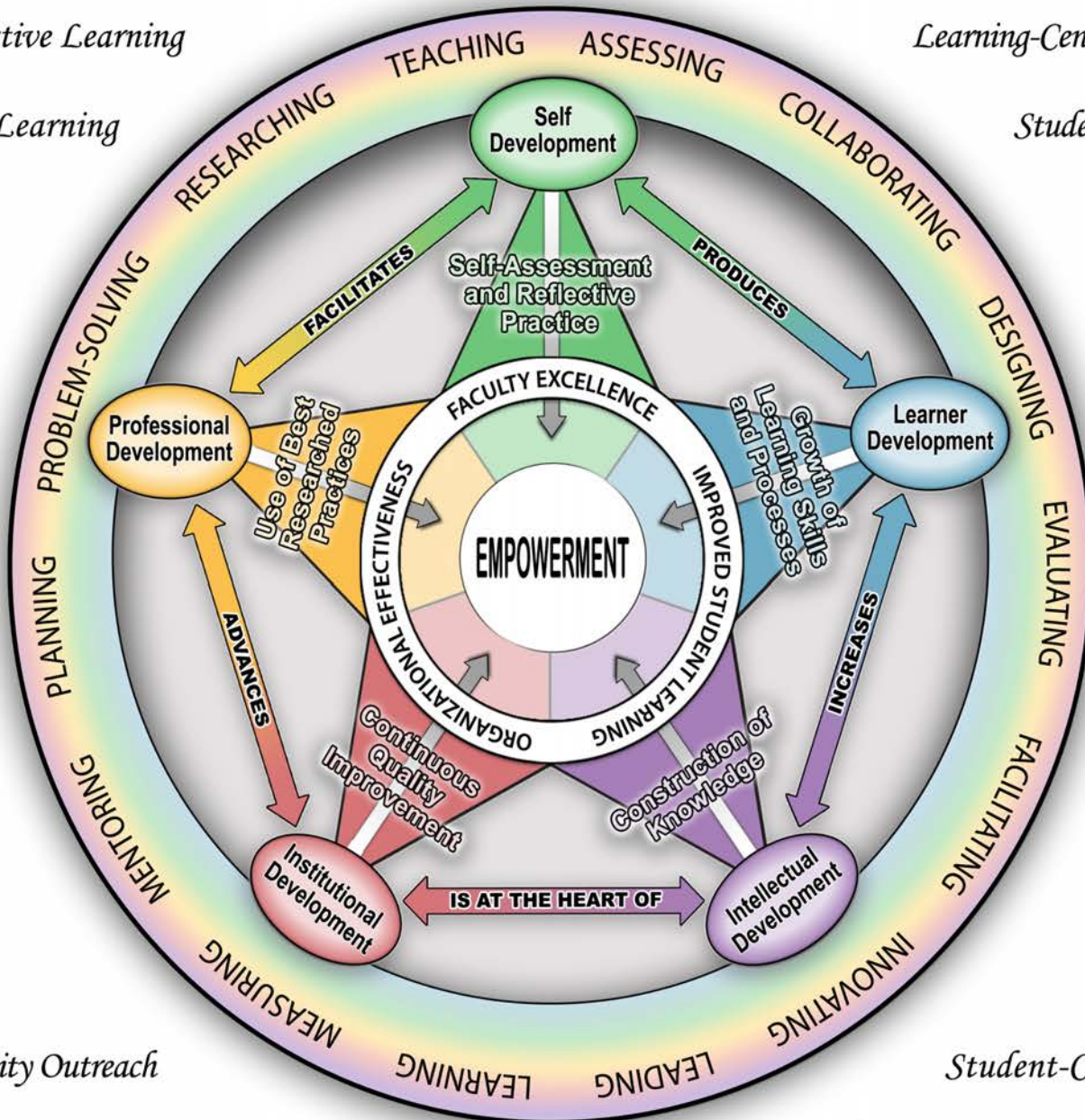
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