Using Professional Learning Communities for Faculty Development in Your QEP

Eastern Kentucky University
QEP Co-Directors
Lisa Bosley and Jill Parrott

Session Objectives

- Describe EKU's QEP
- Discuss the role of PLCs in QEP professional development
- Review history of PLCs for faculty development and student learning
- Discuss attendees' experiences with PLCs to support student learning
- Explain PLC assessment outcomes, including participants' research projects
- Reflect on applications of session information and methods to local needs

The Eastern Kentucky University QEP
seeks to develop critical readers
through the use of metacognitive strategies.

QEP Assessment

1. Students will demonstrate <u>critical reading</u> of academic texts and materials.
2. Students will report awareness and use of <u>metacognitive</u> reading strategies.
3. Students will express confidence (self-efficacy) in their abilities as <u>critical readers</u>.
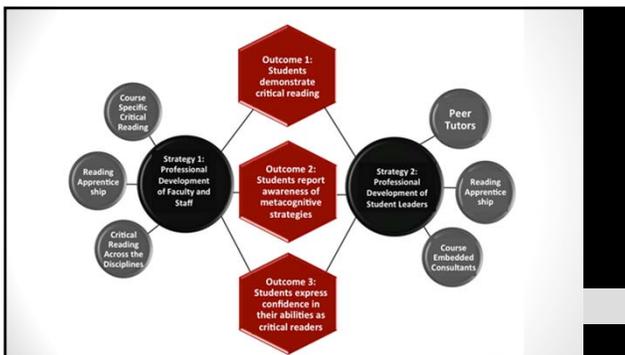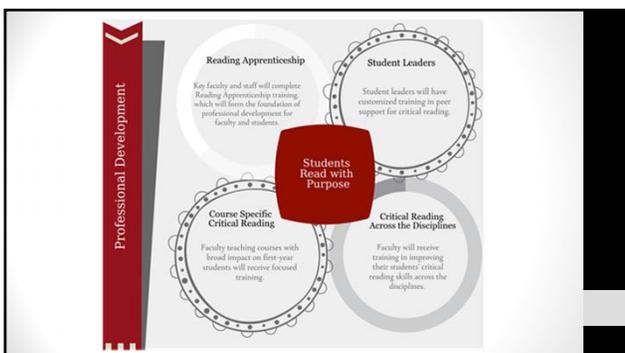
EKU QEP PLC: Assessment

Each department or program will assess a critical reading focused student learning outcome that will be sustainable once the project is finished.

The PLC structure is a key component in engaging faculty in every discipline in deeper consideration of critical reading pedagogy and the role of reading in students' academic success.

All faculty (not just English or writing instructors) need to teach disciplinary reading for students to develop as critical readers.

Horning, Gollnitz, & Haller (2017)

Activity: Think, Pair, & Share

- What is your role in the QEP at your university or college?
- How does faculty development fit into your school's QEP?
- How do you see professional learning communities (PLCs) supporting faculty development for your QEP?
- What experiences have you had with PLCs in the past?

History of Professional Learning Communities (PLCs, FLCs, FIGs)

Goals:
- Develop innovative teaching methods
- Enhance teaching effectiveness

Methods:
- Encourage active, reflective learning
- Engage in inquiry and/or problem posing
- Encourage collegiality, interdisciplinary collaboration, and community building

Cox, 2004

Professional Learning Communities

- Foster interdisciplinary relationships
- Enhance confidence in unfamiliar or innovative teaching practices
- Significantly improve student learning
- Result in more scholarly teaching and scholarship of teaching and learning

(Flores & Olivas, 2017)

PLCs at EKU since 2007

- Use the traditional structure described by Cox (2004)
- Meet for at least a semester
- Are voluntary
- Are made of eight to twelve members
- Are multidisciplinary
- Include both faculty and professional staff
- Are scholarly and action oriented
- Promote community building around common topics

PLC Data for QEP

1. Results of pre-post survey
2. Comments from post PLC reflections
3. Comments from Spotlights
4. Faculty Forum agenda
5. Resulting SoTL projects, presentations, and articles

Our Experience

- First pilot limited to members of the Occupational Science & Occupational Therapy department; two thirds of departmental faculty participated.
- PLC resembled a departmental action team (DAT). DATs are comprised of members of the same department "working on a single, collective enterprise" with a goal of "creating lasting structural changes" (Reinholz, Corbo, Dancy, & Finkelstein, 2017, p. 6).
- OS & OT faculty developed critical reading assignments and assessments in each course and at each level of the curriculum to impact student learning in their programs.

Faculty participated in Critical Reading PLC. Inspired to better teach critical reading and share importance for disciplinary education.

Designed Research Study – submitted abstract to the American Occupational Therapy Association National Conference.

Mixed Method Research Study: Implementation and data collection phase. Study accepted for American Occupational Therapy Association National Conference.

Data Analysis & dissemination. Submit to Pedagogicon.

Submission to Journal of Faculty Development

| Spring 2017 | Summer 2017 | Fall 2017 | Spring 2018 | Summer 2018 |

Professional Literacy: Using metacognitive strategies to promote evidence-based practitioners

n=31 graduate students

Metacognitive Awareness of Reading Strategies Inventory- Pretest

Weekly Role modeling Critical Reading Techniques, provide feedback

Qualitative reflections from directed writing prompts

Metacognitive Awareness of Reading Strategies Inventory- Post-test

Critique Quantitative Study

Critique Qualitative Study

| Week 3 | Week 4 | Week 3-13 | Week 6 | Week 10 | Week 13 |

Activity: Reading a PLC Project

1. Take one minute to look at the annotated article we've handed out.

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2. What's one questions you have about the annotated article or its annotations?

Pre-Post Test Changes in Metacognition (n=31)
All improvements are statistically significant
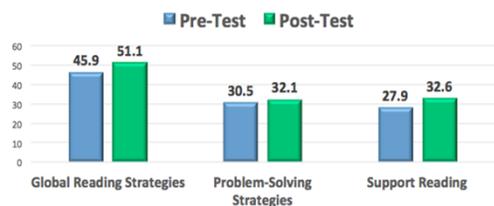
Activity: Reading a PLC Project

1. Take one minute to look at the annotated article we've handed out.
2. What's one question you have about the annotated article or its annotations?
3. Write for 3 minutes: What value could faculty at your institution find in connecting their disciplinary work and research to the topic of your Quality Enhancement Plan?

Activity: Reading a PLC Project

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2. What's one question you have about the annotated article or its annotations?
3. Write for 3 minutes: What value could faculty at your institution find in connecting their disciplinary work and research to the topic of your Quality Enhancement Plan?
4. Now, take 4 minutes to draw out--as a visual--how you could see PLCs fitting into your Quality Enhancement Plan. You might also think about your role in that and put yourself into the visual.
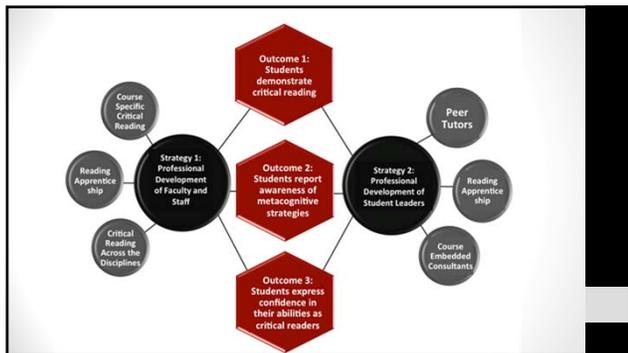
Activity: Graphic Organizer

In groups of about 3-4 share your individual graphic organizers with one another briefly. Then, take the rest of your 15 minutes to share individual Graphic Organizers and discuss the similarities and differences. What themes do you see emerging?

Activity: Graphic Organizer

Share for 10 minutes

Questions
&
Discussions