CAÑADA COLLEGE PROFESSIONAL LEARNING FRAMEWORK
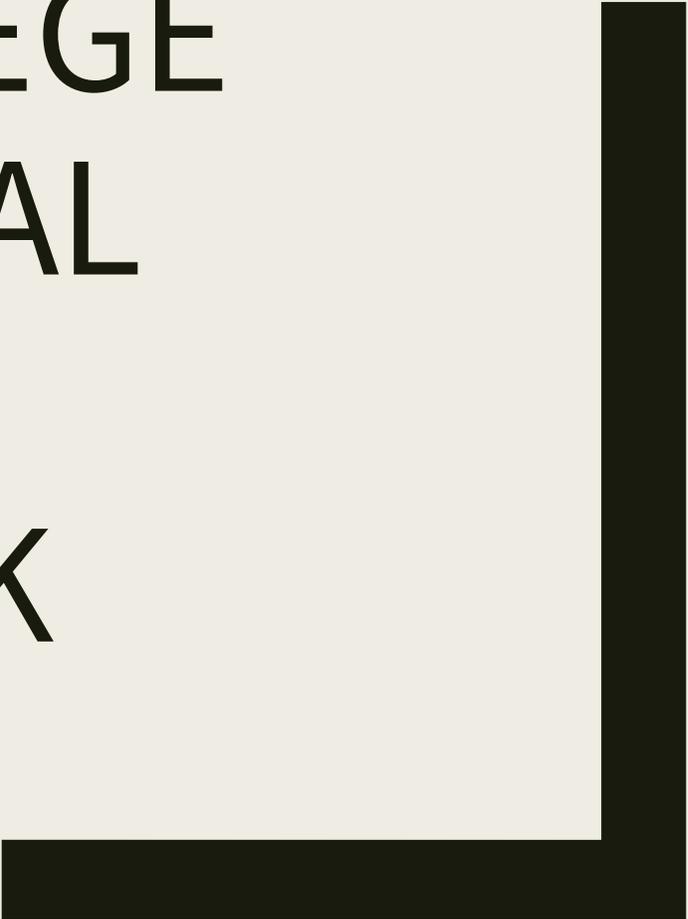
The Journey and the Draft

Leading From the Middle (LFM) Team

Team member	
Alison Field	History Faculty - ACES, DREAMers Task Force
Melinda Ramzel	Early Childhood Education/Child Development Faculty - ACES, Teaching, Learning and Assessment (TLA)
Trish Guevarra	Program Services Coordinator for Bridge to Opportunities Peer Mentorship Program, and Veterans Resource and Opportunity Center - ACES, Communities of Practice
Erin Moore	Director of Professional Development and Innovation
Chialin Hsieh	Dean of Planning, Research, and Institutional Effectiveness, ACES, Teaching, Learning and Assessment (TLA)

LFM Team Task

Create a Professional Learning Framework for Cañada College

▪Develop a clear picture of professional learning at Cañada

▪Increase access and utilization of professional learning

▪Improve communication about professional learning

▪Build on what we do well and incorporate new practices and ideas

▪Increase collaboration and integration among groups across campus and beyond as related to professional learning

Creating a Professional Learning Framework

Non-linear process

Many steps repeated

- Analyze and categorize Cañada PD data
- Review SMCCD evaluation competencies
- Draft and discuss visual representations
- Determine a timeline
- Draft vision, mission, and values of PD at Cañada
- Distinguish framework from plan
- Receive feedback on vision, mission, and values
- Create a concept map
- Revise vision, mission, and values
- Review sample frameworks for content and format
- Develop presentation for campus committees
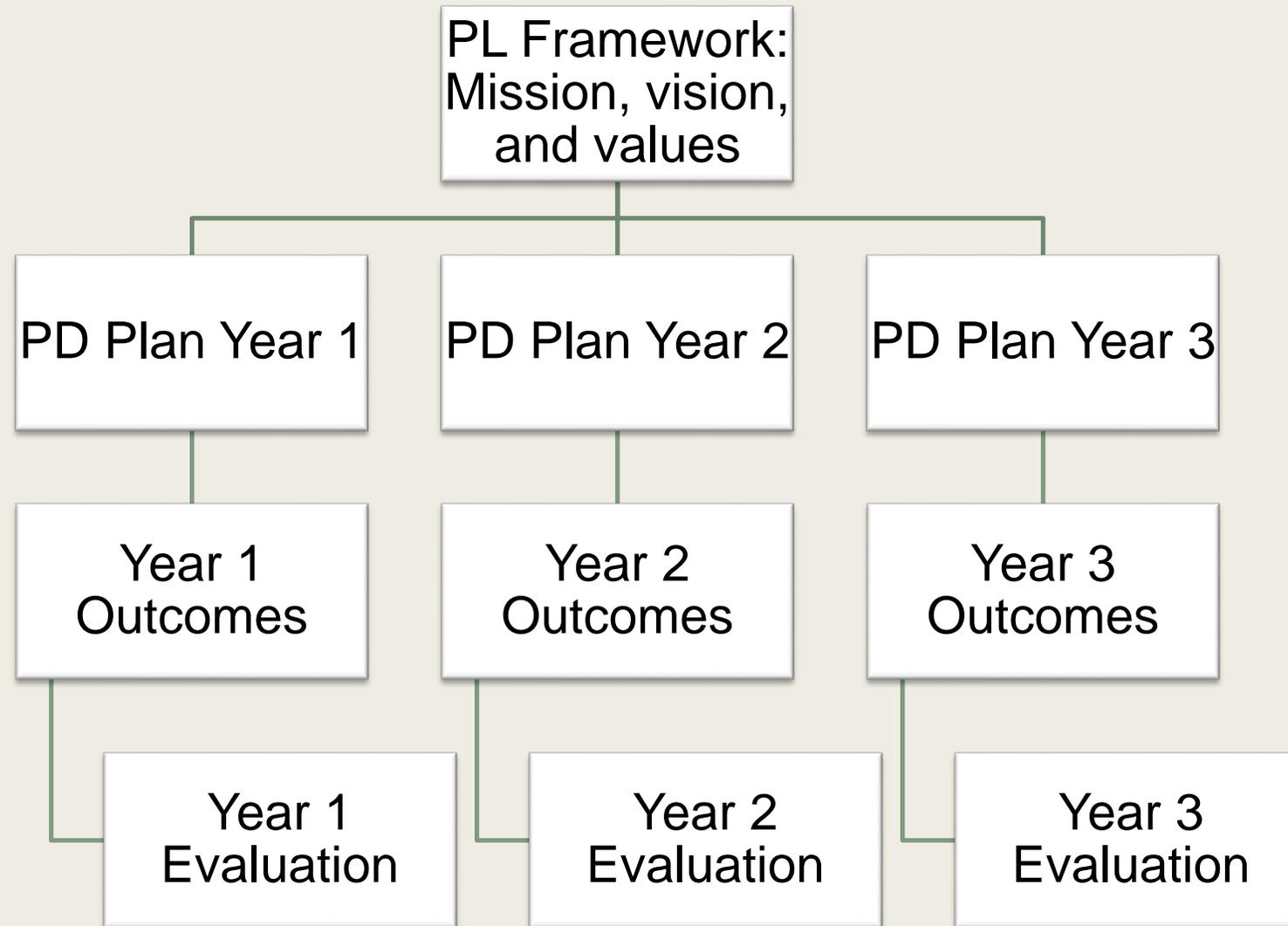
Professional Learning Framework

Campus-wide Input

- Collected input from existing PD/PL groups, campus committees and divisions
- Determined information applicable to PL framework
- Analyzed and sorted information into categories (mission, vision, values, core concepts)
- Reviewed and revised categories
- Tailored draft framework to our campus

Timeline for PL Framework

Date	Goal
February 2016	Attend LFM workshop – developed concept map of professional Learning
March – May 2016	Review samples and develop a first draft of the Cañada PL Framework (get informal feedback on the draft – update progress with Cabinet)
June 2016	Attend LFM workshop – get external feedback on draft, refine, and revise framework, identify fall 2016 tasks
Summer 2016	Present the PL framework draft to Cabinet for feedback
September – October 2016	Present the PL framework draft to campus committees for feedback
September – October 2016	Revise draft based on feedback and recommendations from IEPI.
October 2016	Complete final draft of PL framework including final LFM convening
November 2016	Present final PL framework to PBC for approval

Connection between a Framework and a Plan

Revision Suggestions

- Please review the 4 parts of the framework (Mission, Vision, Values, Framework) and provide feedback on the following:
  - *How does this framework apply to your professional learning work/experience?*
  - *What's missing, repetitious, unclear, or inaccurate?*
  - *What's logical, purposeful, exciting, or beneficial?*
  - *Does this capture our concept for Professional Learning at Cañada College?*
  - *What other recommendations do you have for the framework?*

Revision Process

- Collected feedback from campus committees and through a campus-wide, online survey

- Distributed feedback among the LFM Team

- Reviewed feedback and made changes accordingly
  - *Determined feedback appropriate for Framework and for the Plan*
  - *Identified areas to keep the same*
  - *Prioritized feedback received in multiple settings*
  - *Discussed methods for addressing feedback unrelated to the Framework*

- Developed a plan for sharing feedback
  - *Provide draft, feedback, and final on the PL Framework webpage*
  - *Meet with the Campus-Wide PL Committee*

Summary of feedback & revisions

Feedback	Revision
Appreciation for length of mission and values	Kept each statement at 1 sentence
Appreciation for the categories of PL	Kept the categories
What is the purpose of PL, to inspire, or to act?	Replaced "inspire" with "actively engage"
What does "sustainable" mean in the vision?	Replaced "sustainable" with "ongoing" in the vision
Learners and students are synonyms (values), make sure the statement is inclusive	Removed "students" from the values statement and changed "teachers" to "educators"
Ingenuity and creativity are synonyms (values)	Discovered these are not synonyms but part of the creative process and reordered the terms (values)
More details specific to an educational institution	Added details to the first item under Professional Learning and Teaching (also identified education-specific terminology)
Highlight the importance of choice and growth	Added details to the mission; added bullets to Career and Personal Growth and Development
Information on resource allocation (funds and time), implementation of framework	Developed a statement of intentionality

Lessons Learned/Reinforced- Campus

- Collecting feedback
  - *Meaningful*
  - *Informative*

- Developing a draft as a prototype
  - *Ideal for collecting feedback*
  - *Encourages a transparent process*
  - *Involves multiple opportunities to engage the campus community*

- Everyone on campus is a stakeholder in professional development
  - *Faculty*
  - *Staff*
  - *Administrators*
  - *Committees*

Lessons Learned/Reinforced -Leading from the Middle

- Key Activities
  - *Attended all convenings of LFM*
  - *Developed a logic model*
  - *Created a case study*
  - *Presented on our work*

- Feedback
  - *Guidance from LFM coach*
  - *Specific ideas from Butte College*
  - *Sharing and Q &A from all LFM participants*

Next Steps

- Present to PBC for final approval – November 2016

- Make revisions to the Framework

- Meet with Campus-Wide PL Committee to discuss Framework and learning

- Create the Cañada Professional Learning Plan – Spring 2017

- Design a visual representation for the Cañada Professional Learning Framework – 2017-18 Academic year