A commitment to professional development provides each of us with an opportunity to dream big and work to achieve our professional goals. For the purpose of instructional improvement, each faculty member is required to develop their own professional development plan. (Title 5; Section 55724(a)).

New – Fall 2012/Spring 2013

Intentionality in planning your professional development activities for the academic year is an expectation of the Flexible Calendar Program. Official tracking of flex hours is maintained by the Professional Development Faculty Coordinator. Full-time faculty receive several updated flex summaries throughout the academic year.

Absent from the existing process for flex tracking:

- Professional development goals in advance of the academic year
- Acknowledgement of goal achievement at the conclusion of the academic year

This document has been developed to ensure compliance with Title 5.

Instructor ___________________________ Department ___________________________
Year _________

PART ONE:
Professional Development Goals/Measurable Objectives for Fall 2012/Spring 2013

What does the faculty member anticipate accomplishing during this time period?

Examples:
1) I will reinforce professional connections and currency by attending a conference/workshop in my field.
2) I will improve my knowledge and use of Blackboard 9 by: attending the 5th Annual Blackboard Community Exchange in January 2013; meeting one-on-one with TMI Staff; etc.
3) I will increase my networking abilities and develop greater collegiality by: participating in flex workshops outside my discipline, attending Great Teachers, etc.

1) __________________________________________________________
   __________________________________________________________
2) __________________________________________________________
   __________________________________________________________
3) __________________________________________________________
   __________________________________________________________

PART TWO: Options for flex hours to achieve your goals:
Indicate all programs you plan to participate in to complete your flex obligation

☐ Butte College – sponsored August/January Flex Workshops & Activities
  o (Presenters receive double credit for workshops)
  o These workshops are all approved flex and are given flex #s by Professional Development. Listed in the flex booklets.

☐ Flex Workshops throughout the semester
  o Pre-approved and given flex #s by Professional Development

☐ Department Projects and Activities
  # 30 – 90 (See your department chair)

☐ #4000 – Travel & Conference

☐ #2000 – Individual Activity Contracts (pre-approval by Deans/Directors)

☐ #2010 – Fall Partnerships   ☐ # 2020 Spring Partnerships

☐ #2500 – Learning Group Program (pre-approval by Professional Development Faculty Coordinator)

☐ #1500 – Mentorship Program

☐ Other programs as approved
PART THREE:  
(To be submitted when your flex hours are completed Spring 2013):

What impact has the total flex time had on you, your students and/or the institution? (Please include at least one measurable outcome, e.g. student outcomes, improved morale, new skills/knowledge attained, etc.)

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Identify and describe the Professional Development opportunity that most helped you achieve your goals, and why?

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TOTAL FLEX HOURS

The full-time faculty flex obligation is 72 hours per academic year.
12 Flex Days

I certify that I have completed the above hours and attended all activities listed.


Faculty Signature

_________________________________________ Date____________

Print Name

For Pro Development use only. Date approved_______ PDFC_______ Hours____
Butte College Staff Development Teacher Learning Outcomes

Fall 2012

The learner can reach these Teacher Learning Outcomes through a number of different opportunities. Please check all that apply to your situation:

☐ Attending Professional Development activities (at least 50% of the opportunity)
  ☐ Teaching and Learning
    ☐ Course Instruction Techniques
    ☐ Classroom Assessment of Learning
  ☐ Update or maintain current academic and/or technical knowledge and skills
  ☐ In-service training

☐ Learning Resources

☐ Individual Activity Contracts (no more than 50% of contract hours)

☐ Student Services Focus

☐ Partnerships

☐ Learning Groups

☐ Conferences

☐ Department Planned Activities

☐ Technology Development

☐ College-wide Community Development

☐ Curriculum Development outside that links to other departments or educational
  ☐ Facilities (like CSU, UC)

☐ HR and Finance Activities (such as Sexual Harassment Prevention, EO, and Budget)

☐ Institutional Effectiveness

☐ Leadership Development

☐ Health and Wellness
The learner will have achieved any or all of the following; please check all that apply to your situation:

☐ Apply student learning activities in the classroom.
☐ Apply classroom assessment or evaluation tools in the classroom.
☐ Describe teaching techniques that promote student learning.
☐ Employ technology in the classroom.
☐ Discuss how technology may be used in the classroom to enhance learning.
☐ Identify available student services and how students can access them.
☐ Discuss how individual student services (EOPS, DSPS etc.) can enhance our students learning.
☐ Explain how the workshop updated or increased knowledge in the field.
☐ Discuss how stress and health can affect performance in the classroom.
☐ Participate in team or community building activities that enhance classroom performance.
☐ Discuss new areas of knowledge attained in this workshop.
☐ Recognize how team and community building enhance institutional effectiveness.
☐ Utilize partnerships to build relationships and improve instructional delivery.
☐ Develop links and share curriculum with other disciplines and other educational levels (HS, CSU, UC) to enhance student learning.
☐ Maintain current knowledge of institutional policies and procedures to promote a stronger learning community. (EO, sexual harassment prevention, budget e.g.)
☐ Enhance leadership skills to improve student learning outcomes and increase institutional effectiveness.