

**QEP Leadership Team and Professional Learning Groups Member
Welcome and Orientation
Friday, September 12, 2014
9:30am – 11:15am
Lake Worth Campus, Room CRB 108**

Attendance (* indicates QEP leadership)		
<input checked="" type="checkbox"/> Debbie Beres	<input checked="" type="checkbox"/> Arthur Brockway	<input checked="" type="checkbox"/> Lauren Chambers
<input checked="" type="checkbox"/> Carleton Chernehoff *	<input checked="" type="checkbox"/> Lyam Christopher	<input checked="" type="checkbox"/> Laura Clouse
<input checked="" type="checkbox"/> Charles Cuthbertson	<input checked="" type="checkbox"/> Sandy DeMauro	<input checked="" type="checkbox"/> Ruth Ann Guerra
<input checked="" type="checkbox"/> Mauvette Joseph	<input checked="" type="checkbox"/> Nataliya Knysh	<input checked="" type="checkbox"/> Manuel Larenas*
<input checked="" type="checkbox"/> Lisa MacMullen	<input checked="" type="checkbox"/> Eliana C. Mukherjee*	<input checked="" type="checkbox"/> Marcie Pachter
<input checked="" type="checkbox"/> Karen Pain, Chair*	<input checked="" type="checkbox"/> Christopher Schmersahl	<input checked="" type="checkbox"/> Vanger A. Simmons
<input checked="" type="checkbox"/> Deborah Snowberger	<input checked="" type="checkbox"/> Steven Stemle	<input checked="" type="checkbox"/> Timi Storms
<input checked="" type="checkbox"/> Kristy Taylor*	<input checked="" type="checkbox"/> Carrie Thompson	<input checked="" type="checkbox"/> Connie Tuisku
<input checked="" type="checkbox"/> David Wells*	<input checked="" type="checkbox"/> Shannon Whitman*	<input checked="" type="checkbox"/> Elizabeth Wilber*
<input checked="" type="checkbox"/> Mindy Yale*		

Item 1: Introductions

Discussion:

Karen Pain welcomed everyone and asked for introductions.

Item 2: Overview of Professional Learning Groups

She then explained that the professional learning groups (PLGs) are new this year and that they are meant to provide faculty with an opportunity to support and be supported by each other as well as staff members. Groups should be a place for autonomy, mastery of teaching skills, and a place to help members identify and achieve purpose. Groups are meant to be something for faculty, not something being done 'to' faculty, and the focus should always be on "the good of the group" unless otherwise a meeting is planned to help a particular faculty/staff member address a specific challenge. PLGs are not intended to be "gripe" sessions.

Item 3: Structure of PLG Meetings

Each group has a facilitator. Equity in participation will always be a goal, and facilitators have had some training, though limited, to ensure that all group members have similar opportunities to share and grow professionally. Group members were asked to "trust the process" if their facilitator is trying a particular method to encourage group participation. Group members were also asked to suggest useful resources to their facilitators who will report any requests to the QEP manager for consideration.

Item 4: Assessing Critical Thinking

Another goal with PLGs is to work toward better assessment of students' critical thinking skills. Ms. Pain shared the QEP rubric, explained that it is editable, and asked participants to be mindful of this when trying to be intentional about critical thinking in the classroom. The rubric provides explicit language and an opportunity to

discuss critical thinking with students and measure their related skills. Volunteers will be recruited near the end of the year (but are encouraged to contact Ms. Pain sooner if they are interested) to use the rubric or otherwise assess critical thinking in the classroom in an effort to better assess student learning related to critical thinking.

Item 5: Summer Institute

Ms. Pain reported that the College has secured a Title V grant (Hispanic Serving Institution – HSI). Professional development is an element of the HSI grant, and will offer \$1000 stipends to faculty and staff members who participate in an annual summer institute beginning 2015. The idea behind the institute is to give faculty in particular dedicated time to develop plans to implement best practices for teaching and assessing or document already implemented practices and their results and to coordinate sustained PLGs during fall and spring semesters. Faculty and staff who participate in PLGs this year will be asked to provide feedback on their experience in an effort to develop an institute that is most beneficial to improving or enhancing classroom practices.

Item 6: Documenting Participation

Ms. Pain concluded the meeting by suggesting that participants record their personal progress to include on their annual performance appraisals, and let participants know that professional development will be recorded for PLG participation as long as group members sign in when they attend. Facilitators will be required to submit a monthly report that includes participants' names and activity. Participants do not have to record their attendance, but professional development hours will only be recorded in employee files when the employee signs in to the meeting.

Action: Item 6 is an actionable item. Facilitators will submit monthly report to QEP manager as typed documents, hand-written and scanned documents, or printed copies (a standard form has been provided already for this purpose). Reports should include an overview of the activity and a roster of participants who wish to have their professional development hours may be recorded in their employee file.

Meeting was adjourned at 11:15am.

Respectfully submitted,

Karen Pain
QEP Manager and Chair