

New Brunswick Association of Career Colleges Components of Instructor Development Program

The Instructor Development Program of the NBACC is comprised of the following components: Orientation, Talking About Teaching Seminars, Leadership Training, and a Practicum.

I. Orientation

Orientation is simply best practice. Provision of an orientation for new employees has tremendous benefits for both the employer and employee. NBACC will develop a standardized orientation for all new instructors. The orientation program will consist of general information to assist an instructor in “getting started”. A package will include a range of information which will give a new employee that “just in time training” to help get organized. It will provide basic information on adult education and address basic lesson planning and delivery. As well there will be site specific information that will help to personalize the information and familiarize the new employee with the working environment, colleagues and contacts.

A standardization of an orientation package is one step in providing quality assurances for new employees. This package can be delivered in part or whole in a number of ways. Some of the material could be reviewed independently but personal contact is part of what makes orientation a success.

II. Talking About Teaching Seminars

The second component of the Instructor Development Program is a series of five day long seminars. During these workshops, instructors will be actively engaged in presentations focused on teaching and learning. Through a variety of instructional strategies, instructors will acquire knowledge and skills about teaching and learning. The *Talking About Teaching Seminars* combined with the Orientation will give participants approximately 45 hours of training focused on effective teaching and learning (theory and practical). While it will be mandatory to do the orientation first, an instructor will be able to participate in the seminars in any order. They will not be sequential. A tracking system will be used to manage instructor participation and a certificate of participation will be given following the completion of all five workshops.

One factor in effective instruction is having a good understanding of the needs of the students. It is key to “begin with the end in mind” and it is just as important to have an understanding of the starting points for the learners. The “*Talking About Teaching Series*”, will enable a learner to gain the knowledge, skills and attitudes recognized as attributes of quality teaching.

The outcomes of each of the Talk About Teaching workshops are:

Talking About Teaching 1:

Participants will be able to:

- Articulate beliefs and expectations about teaching and learning
- Identify skills for quality instruction
- Recognize their personal learning style
- Identify other learning styles
- Apply test questioning skills
- Identify a variety of teaching strategies

Talking About Teaching 2:

Participants will be able to:

- Identify characteristics of adult learning
- Identify the multiple intelligences and adapt lesson plans accordingly
- Recognize personal learning style
- Develop assessments according to purpose and accepted practices

Talking About Teaching 3:

Participants will be able to:

- Identify and apply elements of a lesson plan
- Reflect own teaching and planning
- Identify a variety of teaching skills and activities for the classroom
- Select ideas to put into practice in the classroom

Talking About Teaching 4:

Participants will be able to:

- Articulate concepts related to the brain and learning
- Explain and apply differentiated learning
- Use elements of cooperative learning
- Apply elements of a Positive Learning Environment to the classroom
- Engage in reflective practice

Talking About Teaching 5:

Participants will be able to:

- Identify issues related to retaining students
- Identify and apply retention strategies
- Apply strategies for managing unwanted classroom behaviours

- Develop professional growth plans

III. Practicum

It is one thing to attend seminars and workshops, but the value of the learning is measured in the application of the learning. The Instructor Development Program provides for the assessment of the application of the learning through a three part practicum.

Practicum Components:

- Responding to Reading
- Professional portfolio
- Classroom observations

Staying current is essential. In the Responding to Reading component, instructors will be asked to make selections from a recommended reading list developed specifically for this phase of the program and to then submit a written response paper that illustrates how the instructor applies the learning to their current teaching. Alternatively, instructors will be able to provide a critique of the reading with examples of current use and an argument to support what may not fit within specific types of training.

Each instructor will be required to compile a professional portfolio. This is intended to be a manageable portfolio that shows evidence of strengths as they relate to the current job. This evidence can be shown through certificates, personal notes, photos and videos to name a few examples. Instructors will compile a number of such items to illustrate their current level of expertise. As an added component, instructors will be required to identify 2-4 goals to address identified professional growth targets.

Portfolio components:

- Current resumé
- Evidence of lifelong learning
- Evidence of quality work
- Growth plans

As a final assessment procedure the instructor will be observed in actual instruction. A minimum of three observations will occur. These observations will be 45 minutes to 1 hour in duration. Following the observation the instructor will meet with the “observer” for discussion and feedback. Following the observation and meeting, written feedback will be provided to the instructor with copies to the employer and a copy to be kept at NBACC.

IV: Leadership Training

While it is important for instructors to add to their personal skills and knowledge, it is important to ensure they apply it to their teaching. Students complete an evaluation of the course and instructor, but it is also the responsibility of each college to complete a performance review for employees. This review should look at the performance, skills and attitudes in relation to an educational focus. In many instances the leaders doing this performance review do not have the expertise nor background to complete this task.

This educationally focused leadership training will be delivered in a 1 ½ day workshop. The target group is managers, immediate supervisors and owners of colleges. It is a supervisory role to evaluate employees so this is not a training opportunity for instructors. This leadership training will serve a dual purpose for the program. It will:

- provide leaders and immediate supervisors with the “look fors” in effective instruction enabling them to effectively evaluate instruction, and
- provide a starting point in building a review team to be used in the process for instructor certification.