

Kirkwood Community College
Quality Faculty Plan
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Preface

The faculty, administrators and support staff who drafted this plan came together at the prompting of the Iowa legislature, which in April of 2002 determined that local boards, not the State, should be responsible for guaranteeing the quality of community college faculty. Each of the fifteen community colleges was charged with developing a plan to meet local needs while adhering to North Central Association (NCA) and State accreditation standards.

As soon as we began the planning process at Kirkwood, we realized we were fortunate in many ways:

- Our hiring practices already conformed to the guidelines of the State, the NCA and, where applicable, other accrediting agencies.
- Comprehensive orientation activities were already in place, including a mentoring program.
- Continuing professional development was already part of the faculty evaluation process and applicable toward advancement on the salary scale.
- The relationship between the administration and the faculty association was one of cooperation and respect.

Most of all we were fortunate in our current faculty, represented by the eight who served on the committee and the many who read and commented on drafts as the process unfolded, who at all times displayed an abiding passion for good teaching and an unwavering dedication to student learning.

Our hope is that this document will clarify our expectations for excellence in our faculty, guide faculty and deans in selecting appropriate and useful professional development activities, and affirm Kirkwood's commitment to lifelong learning.

All aspects of this plan were in place July 1, 2003.

I. Quality Faculty Plan Committee Bylaws

A. Historical Overview

In April 2002, the State of Iowa ceased licensing community college faculty, administrators, counselors, librarians and coaches and moved to a system of local responsibility effective August 2003. Each community college was charged with submitting a Professional Preparation plan for its new faculty by August 2003. The makeup of each community college's Quality Faculty Plan committee was to be equal representation from the Arts and Sciences and Applied Sciences and equal representation of gender.¹ Faculty representation was to be approved by the Kirkwood Faculty Association. The Kirkwood committee was formed in April 2002.

1. The plan was brought to the Kirkwood Board of Trustees for approval in January 2003 and then submitted to the State Department of Education. Portions of the plan were already part of Kirkwood's professional development program and were well under way by fall 2002. The remaining portions of the plan were ready for implementation by fall 2003.
2. The plan was brought to the Kirkwood Board of Trustees in September 2015 for re-affirmation, since there have been changes to the plan since their initial approval. The updated plan was also submitted to the State Department of Education.
3. The ad hoc committee that developed the original plan became the permanent Quality Faculty Plan Committee in August 2003.
4. The Quality Faculty Plan Committee assumed oversight of the new plan for faculty during their probationary period.
5. The KCELT Faculty Development Specialist and Professional Renewal Committee continue overseeing the plan.

B. Objectives of the Quality Faculty Plan Committee

1. To ensure the highest possible quality of performance of faculty, administrators, counselors, and librarians so that Kirkwood can fulfill its mission of quality lifelong learning.
2. To meet new state requirements for the professional preparation of Kirkwood Community College faculty, administrators, counselors, and librarians.
3. To determine professional competency areas for these groups of professional educators.
4. To devise and implement an effective and efficient plan for professional preparation at Kirkwood Community College.
5. To provide a system for the review of the effectiveness of the Professional Preparation Plan process and the implementation of necessary revisions.
6. To approve equitable individual Professional Preparation Plans.
7. To provide necessary consultation for the completion of the plan by each individual faculty member, counselor, or librarian with his/her supervising administrator.
8. It is neither the objective nor the responsibility of this committee to be involved in any evaluation of individual job performance.

C. Procedures of the Quality Faculty Plan Committee

1. Distribution of Committee Appointments
 - a. One dean from each division, to be appointed by the Vice President of Academic Affairs (2).

¹ The make-up of the committee was revised by the 82nd General Assembly in spring 2008. Iowa Code 260C.36 currently reads: The committee must include both faculty and administrators...; must not have more than a simple majority of a single gender; must be equally representative of the arts & science and career & technical education; must be appointed by the certified employee organization... and college administrators must be appointed by the college administration.

- b. Four full-time faculty representatives (8 total) from each of the Arts and Sciences and Career and Technical divisions of the college to be determined by the Kirkwood Faculty Association². An effort will be made to maintain diversity on the committee by selecting members from different departments including but not limited to: Agriculture, Arts & Humanities, Business and IT, English, Industrial Technologies, Iowa City campus, Distance Learning, Allied Health, Nursing, Math/Science, Social Science, and Culinary Arts.
 - c. A representative for librarians, counselors, and Secondary Programs instructors will be appointed to serve during the professional preparation of new hires in those job categories.
2. Term Length
 - a. Terms shall be for three years.
 - b. One-third of the membership will rotate each year.
 3. Meetings Schedule
 - a. Meetings shall be scheduled three times during the regular academic year with the chair calling other meetings as necessary.
 - b. For meetings where individual professional preparation plans are to be reviewed for approval a quorum (1 more than 1/2 of the members) must be present.
 4. Organizational Roles and Responsibilities
 - a. Chair
 - (1) The Chair of the committee will be elected by committee members. S/he will have served at least two full years on the committee before assuming the chair.³
 - (2) The Chair is responsible for calling meetings, distributing necessary documents, and communicating committee actions to all relevant parties paying special attention to communicating necessary revisions to Professional Preparation Plans (PPP) to both faculty and relevant dean or supervisor.
 - b. Secretary
 - (1) The committee chair will keep meeting notes with the aid of the members of the committee.
 - (2) As a standing committee, notes for public consumption are required to be sent Human Resources for posting on the Kirkwood website.
- D. Procedural Plan and Timeline for Completion of Professional Preparation
1. Timeline for Quality Faculty Plan Committee tasks
 - a. The individual Professional Preparation Plan (see Appendix B) will be submitted to the chair by October 1st during the first year of hire. Extensions may be requested of the Vice President for Academic Affairs if necessary. Extensions will be reported by Vice President of Academic Affairs to KCELT Faculty Development Specialist/chair of the committee.
 - b. The committee will approve or deny the plan.
 - c. A plan will be approved or denied if a simple majority of a quorum votes for approval or denial.
 - d. If denied, the plan needs to be resubmitted with revisions.

² Make-up of the committee was changed in May 2011 from nine faculty from individual departments to eight faculty evenly split between the two divisions of the college. As the college grows, more departments could be added and this broader definition doesn't put restrictions on who could be a member of the committee.

³ Beginning January 2010 the office of the Vice-President of Instruction will compensate the chair with three-hours of release time for each semester.

- e. An approved plan needs to be on file no later than the end of December during the first year of employment.
 - f. It is recommended that the supervising dean will review progress towards the completion of the plan each year.
 - g. The annual evaluation and final review of the individual are the responsibilities of the supervising dean and Academic Vice President.
 - h. The supervising dean will send a copy of the Professional Preparation Record along with the annual evaluation for each probationary hire to Human Resources for his/her permanent record. Part-time records will be kept within the department.
- E. Evaluation of the Professional Preparation process
- 1. The committee will conduct evaluations no less than once every three years.

II. Professional Renewal Committee By-Laws

Updated September 2004

F. Historical Overview

In 1973 a Certificate Renewal Planning Committee conducted a survey of the Career Education staff to determine interest in subject areas for certificate renewal offerings. This was accomplished by distributing to all staff members an interest survey questionnaire, and conducting a general Career Education staff meeting. The purpose of the meeting was to explain the proposed experimental certificate renewal plan, and to answer any questions the staff might have concerning it.

The results of the survey showed great interest in several course offerings that could be developed by the Kirkwood staff and in earning renewal credits by occupational or workshop experience. Fifty-two percent (52%) of the respondents to the questionnaire expressed interest in course work in individualized instruction, evaluation, and A-V media. An additional 36% of the respondents also requested instruction in the use of data processing equipment for educational purposes. But for the greatest majority of all respondents, 92% expressed interest in earning renewal credits through structured work experience and seminars or workshops in their occupational specialty.

The survey also demonstrated great interest by staff in specialized course work either in the field of education or within their occupational specialty. The Committee felt that these needs could best be served on an individual basis by existing course offerings of various colleges and universities.

In response to the needs expressed by the Career Education staff in the survey, the Certificate Renewal Planning Committee proposed to implement the following plan:

- a. A method of approving, accounting for, and reporting renewal credits earned through college or university course work.
- b. A method for approving, accounting for, and reporting renewal credits earned through structured work experience.
- c. A method for approving, accounting for, and reporting renewal credits earned through workshops, seminars, and related meetings.
- d. A method for approving, accounting for, and reporting renewal credits earned through independent study.
- e. Approved renewal credits are filed in HR in the employee's personnel file.

The Kirkwood Certificate Renewal Program was originally established to provide alternative renewal methods for Applied Science and Technology faculty. As a result of major changes in teacher licensing set forth by the Department of Education, effective October 1, 1988, the Program was expanded to include all licensed faculty. Adjustments to the program were made to accommodate Arts & Sciences, Development Education, Counselors, etc.

A new provision in the Kirkwood Faculty Association Master Agreement, effective August 30, 1991, allowed faculty to receive educational salary adjustment through alternative methods. Because of these changes, the former Certificate Renewal Committee was restructured into the Professional Renewal Committee and became responsible for approving credits for license renewal units and educational salary adjustment units.

In March, 2002 legislation was passed during the 79th General Assembly (House File 2394) eliminating community college licensure through the Board of Educational Examiners in lieu of each college developing a faculty plan, to be in effect by July 1, 2003, to manage faculty qualifications and professional development. The elimination of licensure resulted in changing

the main focus of the Professional Renewal Committee to approving professional units for educational salary adjustment as set forth in the Kirkwood Faculty Association Agreement (Article II, Section 3).

G. Objectives of the Professional Renewal Committee

As a result of the Professional Renewal Program the following outcomes are hoped for:

1. Instructors will update knowledge/skills appropriate to the specialty for which they are preparing students.
2. Modified or new instructional strategies will be introduced.
3. Programs and curricula will be modified as appropriate because of changes in the occupations for which students are being prepared.
4. Instructors will be more aware of alternative teaching and learning strategies, including the use of educational media.
5. Greater awareness will prevail among instructors concerning problems facing educators in Iowa and nationwide.
6. Instructors and administrators will express greater satisfaction with the extent to which individual instructor needs and interests for professional development are consistent with instructional goals and requirements.

H. Procedures for Professional Renewal Committee Composition and Method of Selection

Information about the procedures and method of selection for the Professional Renewal Committee can be obtained through the committee's website and in the Employee Forms Plus area in the KIN.

III. Professional Credentialing

A. Fulltime Instructors

1. Hiring

a. Practices

(a) College hiring practices will ensure the following credentials for full-time instructors:

- (i) Instructors have attained knowledge and competencies in their subjects or discipline areas as documented by the attainment of the minimum hiring requirements specified in Iowa Code in Iowa Code 281-21.3 and 281-21.3(2).
- (ii) All hiring is in compliance with the faculty accreditation standards of the North Central Association of Colleges and Schools and with faculty standards required under specific programs offered by the community college and accredited by other accrediting agencies.
- (iii) All newly hired faculty must submit to a criminal background check including fingerprinting.
- (iv) Costs associated with fulfilling the above are the responsibility of the instructor.

(b) Record Keeping

- (i) The college's Human Resources office will maintain records related to the hiring process, specifically
 1. Records documenting actions related to hiring new instructors in accordance with state and federal laws.
 2. Records documenting that an instructor has passed a background check.
 3. Records documenting that an instructor has met minimum hiring standards specified in Iowa Code.

2. Orientation

a. Practices: To forge a strong connection between new full-time instructors and the college. The college will provide orientation activities as described below, beginning within six months of the hiring date:

(a) Required participation in a two day orientation including but not limited to the following sessions:

- (i) Presentation by an association representative
- (ii) Presentation on faculty rights and responsibilities
- (iii) Presentation on the employee handbook and the master agreement
- (iv) Presentation on working with students with disabilities and ADA requirements
- (v) Presentation on counseling services
- (vi) Presentation on student behavior guidelines, plagiarism policy and productive learning environment statement
- (vii) Presentation on services available to students
- (viii) Tour of the campus

(b) Assigned mentors for new instructors, including training for mentors in how to fulfill their role.

(c) Required group meetings of new instructors and mentors featuring opportunities for socialization and the continuation of orientation topics, including but not limited to sessions on the following:

- (i) Panel of instructors
- (ii) Panel of students
- (iii) Enrollment Services
- (iv) Financial Aid
- (v) Off-campus centers
- (vi) Alternative delivery systems
- (vii) Scholarship opportunities for students
- (viii) Continuing Education (Workforce Training Services)

(d) Required activity with the Board of Trustees

b. Record Keeping

(a) Records of attendance at orientation activities will be kept by KCELT and made available to deans and directors upon request.

3. Professional Preparation for New Instructors

a. Practices

(a) The college has established areas of competence and will ascertain that new faculty have attained competency as indicated below:

1. **Student Learning:** Demonstrate understanding of ways students learn by providing learning opportunities that support intellectual, career, and social development.
2. **Diverse Learners:** Demonstrate an understanding of ways students differ in approaches to learning both individually and culturally, by adapting instruction for diverse learners.
3. **Instructional Planning:** Plan instruction based on understanding of subject matter, students, the community, and learning outcomes.

4. **Instructional Strategies:** Integrate instructional strategies that encourage students' development of critical thinking, problem solving and performance skills.
 5. **Learning Environment/Classroom Management:** Use understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
 6. **Communication:** Use effective verbal and nonverbal techniques as well as other forms of symbolic representation to foster active inquiry and collaboration.
 7. **Technology Related to Instruction:** Use appropriate technology in the planning, delivery and assessment of instruction.
 8. **Assessment:** Use formative and summative assessment strategies to monitor and evaluate student learning.
 9. **Professional Ethics:** Foster professional relationships with students, colleagues, and the community to support learning. Follow guidelines for ethical behavior and confidentiality for educators.
 10. **Community College:** Describe the mission and history of community colleges and the structure and scope of Kirkwood Community College.
 11. **Contribution to the College:** Contribute to the institution through active participation in departmental and institutional tasks.
 - 12a. **Professional Development - A:** Actively seek out opportunities to grow professionally by maintaining professional competency in fields of expertise.
 - 12b. **Professional Development - B:** Actively seek out opportunities to grow professionally by focusing on pedagogy/andragogy, learning, and/or the scholarship of teaching.
- (b) Ascertaining that new full-time instructors have attained the competencies listed above will be achieved in the following ways:
1. All new instructors will be required to attend and successfully complete the three year Master Teacher Program.
 2. All new instructors will be required to attend and successfully complete an approved course (credit or non-credit) in the history and mission of the community college before the end of the instructor's probationary period.⁴
 3. By October 1st of the first year of hire, the academic dean and new fulltime instructor will develop a professional preparation plan (PPP) to ensure new instructors have attained the competencies listed above. The plan will be submitted in accordance with the by-laws of the Quality Faculty Plan Committee.
 4. All competencies must be attained before the end of the instructor's first three years of employment. Those on a one year probation are still required to finish the three year Master Teaching Program requirements.⁵

⁴ This course is not an Iowa Code requirement. It is a requirement of the committee that developed Kirkwood's Quality Faculty Plan. In fall 2008, the committee further clarified that a course in the community college which did not focus substantially on Iowa community colleges does not satisfy this requirement.

⁵ Refer to Iowa Code section 279.13, paragraph 4 for probationary period lengths. Iowa Code section 219.19 specifies that the secondary teaching license which reduces probation to a one year period must be an Iowa k-12 license.

5. The Quality Faculty Plan Committee will review and approve all plans.
 6. Progress toward attaining competencies will be monitored by the dean and the Vice President Academic Affairs, following normal evaluation procedures.
 7. Completion of the Professional Preparation Plan is a necessary but not sufficient condition for continuous employment.
- (c) If an instructor and dean decide that a competency will be met through an activity for which tuition or another fee is charged, that cost is the responsibility of the instructor. This includes any course in the history and mission of the community college (see number 2 above) for which tuition is charged.
- (i) A new instructor's teaching load will be reduced two or three credit hours in the instructor's first fall semester. All release time given for this purpose must be completed within the first five semesters of employment, not counting summers. The dean may also release a new instructor an additional three credit hours during any semester after the first in which the new faculty member is pursuing a credit course required to meet competencies.
- (d) Record Keeping
1. Records documenting achievement of competencies will be accumulated in a professional portfolio and submitted by the instructor to his/her dean or director. The evaluating supervisor's written summary of the annual evaluation conference will be submitted for the faculty member's evaluation file as per Article XVI, Section 2 of The Agreement between the Kirkwood Faculty Association and Kirkwood Community College – referred to throughout the rest of this document as "the contract."
 2. The KCELT office will provide attendance records of probationary faculty to deans or directors upon request.
4. Continuing Professional Growth and Development for Faculty Past the Probationary Period, hereafter referred to as "Professional Growth Track faculty"
- a. Practices
- (a) Upon successful completion of the probationary period, oversight for faculty professional record becomes the responsibility of the faculty member and his/her dean or director.
 - (b) Evaluation procedures for Professional Growth Track faculty are stipulated in Article XVI, Sections 3 and 4 of The Agreement between Kirkwood Faculty Association and Kirkwood Community College.
 - (c) Professional Growth Track Evaluation Criteria: Instructors, Counselors, Librarians – See Appendices B, C, D respectively.
 - (d) The Professional Renewal Committee, which meets at least once each semester, reviews faculty submissions of activities offered outside of the college. If the Committee agrees that said activities have contributed to developing a faculty member's instructional competencies and/or knowledge of subject or technical area, the committee awards professional renewal credit which may be accumulated toward salary adjustments.
 - (i) All activities offered by Kirkwood's Center for Excellence in Learning and Teaching (KCELT) have been approved for Professional Renewal Credit and will not need to be submitted for approval to that committee.

- (ii) Collaborative Learning Day activities have been approved for Professional Renewal Credit and will not need to be submitted for approval to that committee.
- (e) Full-time instructors may receive funding for professional development activities through the Faculty Professional Development Committee, and/or their departments.
- b. Record Keeping
 - (a) Records documenting continuing professional development activities will be submitted by the instructor to his/her dean and recorded in the evaluating supervisor's written summary of the annual evaluation conference for the faculty member's evaluation file as per Article XVI, Section 3 of the contract.
 - (b) Faculty members keep copies of self-evaluation materials, evidence and any other related documentation.

B. Adjunct Instructors

1. Hiring

a. Practices

- (a) College hiring practices will ensure the following credentials for adjunct instructors:
 - (i) Faculty have attained knowledge and competencies in their subjects or discipline areas as documented by the attainment of the minimum requirements specified in Iowa Code 281-21.3 and 281-21.3(2).
 - (ii) All hiring is in compliance with the faculty accreditation standards of the North Central Association of Colleges and Schools and with faculty standards required under specific programs offered by the community college that are accredited by other accrediting agencies.
 - (iii) All newly hired adjunct faculty must submit to a criminal background check including fingerprinting.
 - (iv) Costs associated with fulfilling the above are the responsibility of the instructor.

(b) Record Keeping

- (i) The college will maintain records related to the hiring process, specifically
 - 1. Records documenting the actions of administration and the Human Resources Office are maintained in the appropriate academic department/s.
 - 2. Records documenting that an adjunct instructor has passed a background check.
 - 3. Records documenting that faculty have met the minimum requirements specified in Iowa Code 281-21.3 and 281-21.3(2) are also maintained in the appropriate academic departments for five (5) years after the instructor's employment with the college.

2. Orientation

- a. Practices: To forge a strong connection between new adjunct instructors and the college, the college will provide orientation activities which may include the following:
 - (a) A four--hour orientation, held before the beginning of every semester, and including but not limited to the following presentations:
 - (i) The Adjunct Faculty Advisory Committee
 - (ii) Working effectively with office support staff
 - (iii) Working with students with disabilities, ADA requirements, and FERPA
 - (iv) Counseling services

- (v) Student behavior guidelines, plagiarism policy and productive learning environment statement
 - (vi) Services available to students
 - (vii) Syllabus construction
 - (viii) Opportunity to work with a mentor
 - b. Record Keeping
 - (i) Records of attendance at orientation activities offered by KCELT will be kept by KCELT and made available to the appropriate dean.
 - (ii) Records of attendance at orientation activities offered by departments will be kept by department deans.
3. Preparation
- a. Practices
 - (a) The college will provide a one day workshop in the basic principles of teaching prior to the beginning of every regular teaching term (fall, spring and summer).
 - (b) Deans may require adjunct faculty to attend as a condition of employment.
 - (c) Adjuncts who successfully complete the orientation and a workshop will receive a stipend.
 - b. Record Keeping
 - (a) Records documenting the successful completion of Orientation and the Teaching Basics Workshop will be maintained by KCELT and provided to the adjunct instructor and the dean upon request.
4. Continuing Professional Growth and Development
- a. Practices
 - (a) Adjunct instructors may receive support for professional development activities through a fund administered by the Vice President, Academic Affairs. They are also eligible to receive stipends for some activities funded through the Kirkwood Center for Excellence in Learning and Teaching (KCELT).
 - b. Record Keeping
 - (a) KCELT will document the successful completion of all activities it sponsors and provide a copy to the adjunct instructor upon request.

C. Librarians

- 1. Hiring
 - a. Practices
 - (a) College hiring practices will ensure the following for both full-time and part-time librarians
 - (i) Librarians have attained a master's degree from a program accredited by the American Library Association.
 - (ii) All hiring is in compliance with the accreditation standards of the North Central Association of Colleges and Schools.
 - (iii) All newly hired librarians must submit to a criminal background check including fingerprinting.
 - (iv) Costs associated with fulfilling the above are the responsibility of the librarian.
 - (b) Record Keeping

- (i) The college's Human Resources office will maintain records related to the hiring process, specifically
 1. Records documenting actions related to hiring new librarians in accordance with state and federal laws.
 2. Records documenting that a librarian has passed a background check.
 3. Records documenting that a librarian has met minimum hiring standards specified in Iowa Code.

2. Orientation

a. Practices: To forge a strong connection between new full-time librarians and the college, the college will provide orientation activities including the following:

(a) Required participation in a two day orientation including but not limited to the following sessions:

- (i) Presentation by an association representative
- (ii) Presentation on faculty rights and responsibilities
- (iii) Presentation on the employee handbook and the master agreement
- (iv) Presentation on the college as a learning-centered institution
- (v) Presentation on working with students with disabilities and ADA requirements
- (vi) Presentation on counseling services
- (vii) Presentation on student behavior guidelines, plagiarism policy and productive learning environment statement
- (viii) Presentation on services available to students
- (ix) Tour of the campus

(b) Assigned mentors for new librarians, including training for mentors in how to fulfill their role.

(i) Required group meetings of new librarians and mentors featuring opportunities for socialization and the continuation of orientation topics, including but not limited to sessions on the following:

1. Enrollment Services
2. Financial Aid
3. Off-campus centers
4. Alternative delivery systems
5. Scholarship opportunities for students
6. Continuing Education (Workforce Training Services)

(ii) Required activity with the Board of Trustees

b. Record Keeping

(a) Records of attendance at orientation activities offered by KCELT will be kept by KCELT and made available to the library dean.

(b) Records of attendance at orientation activities offered by departments will be kept by department deans.

3. Professional Preparation for New Librarians

(a) Practices -

(i) The college has established areas of competence and will ascertain that new librarians have attained competence as indicated below:

1. **Student Learning:** Demonstrate understanding of ways students learn by providing learning opportunities that support intellectual, career, and social development.
2. **Diverse Learners:** Demonstrate an understanding of ways students differ in approaches to learning both individually and culturally, by adapting instruction for diverse learners.
3. **Instructional Planning:** Plan instruction based on understanding of subject matter, students, the community, and learning outcomes.
4. **Instructional Strategies:** Integrate instructional strategies that encourage students' development of critical thinking, problem solving and performance skills.
5. **Learning Environment/Classroom Management:** Use understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
6. **Communication:** Use effective verbal and nonverbal techniques as well as other forms of symbolic representation to foster active inquiry and collaboration.
7. **Technology Related to Instruction:** Use appropriate technology in the planning, delivery and assessment of instruction.
8. **Assessment:** Use formative and summative assessment strategies to monitor and evaluate student learning.
9. **Professional Ethics:** Foster professional relationships with students, colleagues, and the community to support learning. Follow guidelines for ethical behavior and confidentiality for educators.
10. **Community College:** Describe the mission and history of community colleges and the structure and scope of Kirkwood Community College.
11. **Contribution to the College:** Contribute to the institution through active participation in departmental and institutional tasks.
- 12a. **Professional Development - A:** Actively seek out opportunities to grow professionally by maintaining professional competency in fields of expertise.
- 12b. **Professional Development - B:** Actively seek out opportunities to grow professionally by focusing on pedagogy/andragogy, learning, and/or the scholarship of teaching.
13. **Reference Services:** Use effective techniques of approachability, interest, listening and inquiring, searching and follow-up in reference transactions.
14. **Resource Organization:** Demonstrate an understanding of the principles of collection development and maintenance
15. **Information Access:** Demonstrates working knowledge of information literacy as it relates to appropriate use and evaluation of information regardless of its format.

(b) Ascertaining that new full-time librarians have attained the competencies listed above will be achieved by the following.

1. All new librarians will be required to attend and successfully complete the three year Master Teacher Program.
 2. All new librarians will be required to attend and successfully complete an approved course (credit or non-credit) in the history and mission of the community college before the end of the probationary period.⁶
 3. By October 1st of the first year of hire, the Library Director and the new librarian will develop a personal professional plan (PPP) to ensure the new librarian has attained or has a path of attainment toward the competencies listed above. The plan will be submitted in accordance with the by-laws of the Quality Faculty Plan Committee.
 4. All competencies must be attained before the end of the librarian's first three years of employment. Those on a one year probation are still required to finish the three year Master Teaching Program requirements.⁷
 5. The Quality Faculty Plan Committee will review and approve all plans.
 6. Progress toward attaining competencies will be monitored by the Dean and the Vice President of Academic Affairs following normal evaluation procedures.
 7. Completion of the Professional Preparation Plan is a necessary but not sufficient condition for continuous employment.
- (c) If a librarian and his or her dean decide that a competency will be met though an activity for which tuition or another fee is charged, that cost is the responsibility of the librarian. This includes any course in the history and mission of the community college (see number 2.a. above) for which tuition is charged.
1. A librarian's "teaching load" consists of time spent at the reference desk and in the delivery of bibliographic instruction. The reference desk and bibliographic instruction load for new librarians will be reduced to accommodate supervised learning activities in the library and participation in activities that lead to the completion of the librarian's Professional Preparation Plan. The dean may also release a new librarian the equivalent of another three credit hours (128 hours) during a semester in which the new librarian is pursuing a credit course required to meet competencies. All release time given for this purpose must be completed with the first five semesters of employment.
- (d) Record Keeping
1. Records documenting professional development activities will be submitted by the librarian to his/her dean and recorded in the evaluating supervisor's written summary of the annual evaluation conference for the librarian's evaluation file as per Article XVI, Section 3 of the contract.
 2. KCELT will provide attendance records of probationary librarians to deans upon request.

⁶ This course is not an Iowa Code requirement. It is a requirement of the committee that developed Kirkwood's Quality Faculty Plan. In fall 2008, the committee further clarified that a course in the community college which did not focus substantially on Iowa community colleges does not satisfy this requirement.

⁷ Refer to Iowa Code section 279.13, paragraph 4 for probationary period lengths. Iowa Code section 219.19 specifies that the secondary teaching license which reduces probation to a one year period must be an Iowa k-12 license.

4. Continuing Professional Growth and Development for Librarians Past the Probationary Period, hereafter referred to as Professional Growth Track Librarians
 - a. Practices
 - (a) Upon successful completion of the probationary period, oversight for librarian professional records becomes the responsibility of the librarian and his/her Dean.
 - (b) Evaluation procedures for Professional Growth Track Librarians are stipulated in Article XVI, Sections 3 and 4 of The Agreement between the Kirkwood Faculty Association and Kirkwood Community College.
 - (c) Professional Growth Track Evaluation Criteria: Librarians – See Appendix D
 - (d) The Professional Renewal Committee, which meets at least once each semester, reviews submissions of activities offered outside of the college. If the Committee agrees that said activities have contributed to developing a librarian’s instructional competencies and/or knowledge of subject or technical areas, the committee awards professional renewal credit which may be accumulated toward salary adjustments.
 - (i) All activities offered by Kirkwood’s Center for Excellence in Learning and Teaching have been approved for Professional Renewal Credit and will not need to be submitted for approval to that committee.
 - (ii) Collaborative Learning Days activities have been approved for Professional Renewal Credit and will not need to be submitted for approval to that committee.
 - (e) Full-time librarians may receive funding for professional development activities through the Professional Development Committee, and/or their departments.
 - b. Record Keeping
 - (a) Records documenting continuing professional development activities will be submitted by the librarian to his/her dean and recorded in the dean’s written summary of the annual evaluation conference for the librarian’s evaluation file as per Article XVI, Section 3 of the contract.
 - (b) Librarians keep copies of self-evaluation materials and other related documentation.

D. Counselors

1. Hiring

a. Practices

College hiring practices will ensure the following for both full-time and part-time counselors

- (i) Counselors have attained knowledge and competencies in their subjects or discipline areas as documented by the attainment of a master’s degree in counseling or student development from an accredited institution.
- (ii) All hiring is in compliance with the accreditation standards of the North Central Association of Colleges and Schools.
- (iii) All newly hired counselors must submit to a criminal background check including fingerprinting.
- (iv) Costs associated with fulfilling the above are the responsibility of the counselor.

b. Record Keeping –

- i. The college’s Human Resources office will maintain records related to the hiring process, specifically

1. Records documenting actions related to hiring new counselors in accordance with state and federal laws.
2. Records documenting that a counselor has passed a background check.
3. Records documenting that a counselor has met minimum hiring standards specified in Iowa Code.

2. Orientation

- a. Practices: To forge a strong connection between new fulltime counselors and the college, the college will provide orientation activities including but not limited to the following:
 - (i) Required participation in a two-day orientation held, and including the following sessions:
 1. Presentation by an association representative
 2. Presentation on faculty rights and responsibilities
 3. Presentation on the employee handbook and the master agreement
 4. Presentation on working with students with disabilities and ADA requirements
 5. Presentation on counseling services
 6. Presentation on student behavior guidelines, plagiarism policy and productive learning environment statement
 7. Presentation on services available to students
 8. Tour of the campus
 - (ii) Assigned mentors for new counselors, including training for mentors in how to fulfill their role.
 - (iii) Required group meetings of new counselors and mentors featuring opportunities for socialization and the continuation of orientation topics, including but not limited to sessions on the following:
 1. Enrollment Services
 2. Financial Aid
 3. Off-campus centers
 4. Alternative delivery systems
 5. Scholarship opportunities for students
 6. Continuing Education (Workforce Training Services)
 - (iv) Required activity with the Board of Trustees
- b. Record Keeping
 - (i) Records of attendance at KCELT offered orientation activities will be kept by the KCELT and conveyed to the appropriate dean.
 - (ii) Records of attendance at department offered activities will be kept by the dean.

3. Professional Preparation for New Counselors

- a. Practices
 - (i) The college will ascertain that new fulltime counselors have met the following competencies:
 1. **Student Learning:** Demonstrate understanding of ways students learn by providing learning opportunities that support intellectual, career, and social development.

2. **Diverse Learners:** Demonstrate an understanding of ways students differ in approaches to learning both individually and culturally, by adapting instruction for diverse learners.
3. **Instructional Planning:** Plan instruction based on understanding of subject matter, students, the community, and learning outcomes.
4. **Instructional Strategies:** Integrate instructional strategies that encourage students' development of critical thinking, problem solving and performance skills.
5. **Learning Environment/Classroom Management:** Use understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
6. **Communication:** Use effective verbal and nonverbal techniques as well as other forms of symbolic representation to foster active inquiry and collaboration.
7. **Technology Related to Instruction:** Use appropriate technology in the planning, delivery and assessment of instruction.
8. **Assessment:** Use formative and summative assessment strategies to monitor and evaluate student learning.
9. **Professional Ethics:** Foster professional relationships with students, colleagues, and the community to support learning. Follow guidelines for ethical behavior and confidentiality for educators.
10. **Community College:** Describe the mission and history of community colleges and the structure and scope of Kirkwood Community College.
11. **Contribution to the College:** Contribute to the institution through active participation in departmental and institutional tasks.
- 12a. **Professional Development - A:** Actively seek out opportunities to grow professionally by maintaining professional competency in fields of expertise.
- 12b. **Professional Development - B:** Actively seek out opportunities to grow professionally by focusing on pedagogy/andragogy, learning, and/or the scholarship of teaching.

(Please note: the numbering of competencies may appear to be incorrect on this page. It is not. The first twelve of Kirkwood's professional competencies (above) apply to all professional staff: counselors, librarians and classroom faculty. Librarians additionally have competencies 13 – 15 and counselors additionally have competencies 16-18.)

16. **Counseling Services – A:** Demonstrate understanding of student development concepts.
17. **Counseling Services – B:** Use appropriate assessments and counseling techniques to provide academic, career and personal counseling.
18. **Crisis Intervention:** Demonstrate understanding of the dynamics of a crisis situation and help meet the concerns of all involved by working closely with students, staff, administrators and community agencies.

- (b) Ascertaining that new full-time counselors have attained the competencies listed above will be achieved by the following:
1. All new counselors will be required to attend and successfully complete the three year Master Teacher Program.
 2. All new counselors will be required to attend and successfully complete an approved course (credit or non-credit) in the history and mission of the community college before the end of his/her probationary period.⁸
 3. By October 1st of the first year of hire, the Dean of Students and new counselor will develop a personal professional plan (PPP) to ensure the new counselor has attained the competencies listed above. The plan will be submitted in accordance with the by-laws of the Quality Faculty Plan Committee.
 4. All competencies must be attained before the end of the counselor's first three years of employment. Those on a one year probation are still required to finish the three year Master Teaching Program requirements.⁹
 5. The Quality Faculty Plan Committee will review and approve all plans.
 6. Progress toward attaining competencies will be monitored by the dean and the Vice President Academic Affairs, following normal evaluation procedures.
 7. Completion of the Professional Preparation Plan is a necessary but not sufficient condition for continuous employment.
- (c) If a counselor and his or her dean decide that a competency will be met though an activity for which tuition or another fee is charged, that cost is the responsibility of the counselor. This includes any course in the history and mission of the community college (see number 2 above) for which tuition is charged.
- (i) A new counselor's schedule will be reduced by the equivalent of two or three credit hours in the counselor's first fall semester. The dean may also release a new counselor the equivalent of another three credits during any semester after the first in which the new counselor is pursuing a credit course required to meet competencies. All release time given for this purpose must be completed within the first five semesters of employment, not counting summers.
- (d) Record Keeping
1. Records documenting continuing professional development activities will be submitted by the counselor to his/her dean and recorded in the evaluating supervisor's written summary of the annual evaluation conference for the counselor evaluation file as per Article XVI, Section 3 of the contract.
 2. Counselors keep copies of self-evaluation materials and any related documentation.

⁸ This course is not an Iowa Code requirement. It is a requirement of the committee that developed Kirkwood's Quality Faculty Plan. In fall 2008, the committee further clarified that a course in the community college which did not focus substantially on Iowa community colleges does not satisfy this requirement.

⁹Refer to Iowa Code section 279.13, paragraph 4 for probationary period lengths. Iowa Code section 219.19 specifies that the secondary teaching license which reduces probation to a one year period must be an Iowa k-12 license.

4. Continuing Professional Growth and Development for Counselors Past the Probationary Period, hereafter referred to as Professional Growth Track Counselors
 - a. Upon successful completion of the probationary period, oversight for faculty professional record becomes the responsibility of the faculty member and his/her dean.
 - b. Evaluation procedures for Professional Growth Track Counselors are stipulated in Article XVI, Sections 3 and 4 of The Agreement Between the Kirkwood Faculty Association and Kirkwood Community College.
 - c. Professional Growth Track Evaluation Criteria: Instructors, Counselors, Librarians – See Appendix C
 - d. The Professional Renewal Committee, which meets at least once each semester, reviews submissions of activities offered outside of the college. If the Committee agrees that said activities have contributed to developing a counselor's instructional competencies and/or knowledge of subject or technical area, the committee awards professional renewal credit which may be accumulated toward salary adjustments.
 - (a) All activities offered by Kirkwood's Center for Excellence in Learning and Teaching have been approved for Professional Renewal Credit and will not need to be submitted for approval to that committee.
 - (b) Collaborative Learning Days activities have been approved for Professional Renewal Credit and will not need to be submitted for approval to that committee.
 - e. Full-time counselors may receive funding for professional development activities through the Professional Development Committee, and/or their departments.
 - f. Record Keeping
 - (a) Records documenting continuing professional development activities will be submitted by the counselor to his/her dean and recorded in the evaluating supervisor's written summary of the annual evaluation conference for the librarian's evaluation file as per Article XVI, Section 3 of the contract.
 - (b) Counselor keep copies of self-evaluation materials, evidence and any other related documentation.

IV. Appendix

I. **Appendix A: Professional Growth Track Evaluation Criteria for Fulltime Faculty**

Professional Growth Track Support Memo

Evaluation is a process that provides the faculty member, the supervisor, and the college with important information leading to improvements. Professional Growth Track faculty will complete two components for the formal evaluation process: 1) a goal attainment narrative and 2) artifacts, which support the narrative and represent professional work. (Faculty are encouraged to organize their artifacts in a professional portfolio or e-portfolio.)

Goal Attainment Narrative

Professional Growth Track faculty are expected to establish a minimum of three major goals and their related strategies and measures of success, with at least one in each of the three areas: student learning, service to the college, and professional development. The establishment of the goals is the first stage of the evaluation cycle. Faculty will complete part A in each section (I, II, III) and schedule a meeting with the dean to discuss and formally approve the goals. Annual meetings will be scheduled with the dean to reaffirm or modify the goals, strategies, and measures of success. These may be formal or informal meetings, depending upon the length of time agreed upon between formal evaluations. The supervisor and faculty member must schedule formal evaluations at least once every three years.

At the end of the formal evaluation cycle, the faculty member and the supervisor will complete part B in each section (I, II, III). Faculty commentaries will highlight goal attainment by describing the work that has been completed, any changes that were made in strategies or to the goal itself, and the evidence that the goal has been accomplished.

I) Faculty Responsibilities for Student Learning

A) Goal Setting and Informal Reporting

- 1) What is a brief statement of your goal?
- 2) How do you plan to accomplish your goal? In other words, what steps, strategies and timeline will you use to reach it?
- 3) What artifacts will you provide to measure the success and demonstrate the completion of your goal?
- 4) Which areas of your work with students does this goal touch? Check any that apply:
 - Student learning
 - Learning environment / classroom management
 - Diverse learners
 - Communication
 - Instructional planning
 - Technology related to instruction
 - Instructional strategies
 - Assessment

These areas represent competencies #1 through #8 in the Quality Faculty Plan.

B) Formal Evaluation

- 1) Before meeting with the dean or supervisor, the faculty member will write a self-evaluation. The self-evaluation should include commentary on goal attainment, a description of additional activities or accomplishments and supporting artifacts.
- 2) After the meeting, the dean or supervisor will respond with written comments. The faculty member will receive a copy of the written comments, and will sign and date that document.

The signed document will then be placed in the faculty member's record in Human Resources.

II) Faculty Responsibilities to the College

A) Goal Setting and Informal Reporting

- 1) What is a brief statement of your goal?
- 2) How do you plan to accomplish your goal? In other words, what steps, strategies and timeline will you use to reach it?
- 3) What artifacts will you provide to measure the success and demonstrate the completion of your goal?
- 4) Which areas of your work with students does this goal touch? Check any that apply:
 - Professional ethics
 - Knowledge of the community college
 - Contribution to Kirkwood Community College

These areas represent competencies #9 through #11 in the Quality Faculty Plan.

B) Formal Evaluation

- 1) Before meeting with the dean or supervisor, the faculty member will write a self-evaluation. The self-evaluation should include commentary on goal attainment, a description of additional activities or accomplishments and supporting artifacts.
- 2) After the meeting, the dean or supervisor will respond with written comments. The faculty member will receive a copy of the written comments, and will sign and date that document. The signed document will then be placed in the faculty member's record in Human Resources.

III) Faculty Responsibilities for Professional Development

A) Goal Setting and Informal Reporting

- 1) What is a brief statement of your goal?
- 2) How do you plan to accomplish your goal? In other words, what steps, strategies and timeline will you use to reach it?
- 3) What artifacts will you provide to measure the success and demonstrate the completion of your goal?
- 4) Which areas of your work with students does this goal touch? Check any that apply:
 - Professional development (subject area)
 - Professional development (teaching techniques)

These areas represent competencies #12a and 12b for faculty, #13, #14, and #15 for librarians, and #16, #17, and #18 for counselors in the Quality Faculty Plan.

B) Formal Evaluation

- 1) Before meeting with the dean or supervisor, the faculty member will write a self-evaluation. The self-evaluation should include commentary on goal attainment, a description of additional activities or accomplishments and supporting artifacts.
- 2) After the meeting, the dean or supervisor will respond with written comments. The faculty member will receive a copy of the written comments, and will sign and date that document. The signed document will then be placed in the faculty member's record in Human Resources.

Suggested Organization of Artifacts in a Recommended Portfolio

Faculty are encouraged to organize any artifacts in a professional portfolio or e-portfolio with three sections. In each section, briefly describe your activities and analyze your results. Include artifacts that are indicators of success.

I) Faculty Responsibilities for Student Learning	
1) Student Learning	Demonstrate an understanding of ways students learn by providing learning opportunities that support intellectual, career, and social development.
2) Diverse Learners	Demonstrate an understanding of ways students differ in approaches to learning both individually and culturally, by adapting instruction for diverse learners.
3) Instructional Planning	Plan instruction based on understanding of subject matter, students, the community, and learning outcomes.
4) Instructional Strategies	Integrate instructional strategies that encourage students' development of critical thinking, problem solving and performance skills.
5) Learning Environment / Classroom Management	Use understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
6) Communication	Use effective verbal and nonverbal techniques as well as other forms of symbolic representation to foster active inquiry and collaboration.
7) Technology Related to Instruction	Use appropriate technology in the planning, delivery and assessment of instruction.
8) Assessment	Use formal and informal, formative and summative, assessment strategies to evaluate student learning.
<i>Note: You are required to utilize evaluative devices for measuring teaching effectiveness. Please include student feedback instruments at the end of this section. A data summary, analysis and reflection should be included.</i>	
II) Faculty Responsibilities to the College	
9) Professional Ethics	Foster professional relationships with students, colleagues, and the community to support learning. Follow guidelines for ethical behavior and confidentiality for educators.
10) Community College	Describe the mission and history of community colleges and the structure and scope of Kirkwood Community College.
11) Contribution to the College	Contribute to the institution through active participation in departmental and institutional tasks.
III) Faculty Responsibilities for Professional Development	
12) Professional Development	Actively seek out opportunities to grow professionally by maintaining professional competency in fields of expertise.
	Actively seek out opportunities to grow professionally by focusing on pedagogy/andragogy, learning and/or the scholarship of teaching.

II. Appendix B: *Professional Growth Track Evaluation Criteria for Librarians*

I. Responsibilities to the Department

- A. Library personnel will be evaluated on job specific criteria related to the unique nature of their assignments as well as item II below.

II. Responsibilities as a Faculty Member

- A. Librarians will follow the evaluation criteria as explained for faculty in Appendix A above.

III. Appendix C: *Professional Growth Track Evaluation Criteria for Counselors*

I. Responsibilities to the Department

- A. Counselors will be evaluated on job specific criteria related to the unique nature of their assignments as well as item II below.

II. Responsibilities as a Faculty Member

- A. Counselors will follow the evaluation criteria as explained for faculty in Appendix A above.

IV. Appendix D: Competencies for the Master Teacher Program

The Master Teacher Program (MTP) is three-year program required of all new full-time faculty (including instructors, librarians, and counselors). It is designed to meet many of the competencies listed in the Quality Faculty Plan (QFP), but not all of them. Some of the QFP competencies will be met by the faculty through other means, particularly through an additional professional development activities discussed with that specific faculty member’s dean. It is also designed to provide to new faculty not only a set of minimum competencies for the classroom, but also an opportunity to grow as innovative practitioners in a cohort over the first three years of employment.

The QFP committee approves all Professional Preparation Plans of the new faculty and the MTP is a major part of this plan. The QFP committee also periodically reviews the MTP curriculum to make sure it meets the competencies as outlined below.

Master Teacher Program	Critical Topics	Major Assessments
------------------------	-----------------	-------------------

Each year of the Master Teacher Program aids a new faculty member with their individual professional growth needs as a teacher. All QFP competencies are discussed throughout the three-year program, but not in any specific order.

Year 1: Research Informed Practitioners

Main QFP Competencies Discussed	Creating The Learning Environment	Self Growth Paper
#1 - Student Learning	• Effective attendance	• Collaborate/perform in a team
#2 - Diverse Learners	• policy and practices	
#3 - Instructional Planning	• Homework/expectations	• Transfer research-
#4 - Instructional Strategies	• Learner engagement	informed practices into
#5 - Learning Environment & Classroom Management	• practices	action
#6 - Communication	• Visible, explicit learning	• Accommodate diverse
#8 - Assessment	• targets	learners
	• Success criteria	• Design engaging student
	• Learning-centered	learning experiences
	• feedback	• Reflect deeply upon own
	• Setting a student learning	professional growth
	community/network	
	• Formative assessment	
	• Classroom assessment	
	techniques	

Master Teacher Program	Critical Topics	Major Assessments
------------------------	-----------------	-------------------

Year 2: Innovative Designers

Main QFP Competencies Discussed

- #1 - Student Learning
- #3 - Instructional Planning
- #4 - Instructional Strategies
- #5 - Learning Environment & Classroom Management
- #8 - Assessment

Design Principles/Practices

- Understanding By Design
- Backward design practices
- Standards-based grading
- Using student performance data
- Diverse learning strategies

Course Design Worksheet

- Ability to see themselves both as assessors and designers;
- Design courses based on Dee Fink’s model of outcomes- based assessment.

Significant Learning Design (Applied Fink Model)

- Course, unit, and activity designs

Master Teacher Program	Critical Topics	Major Assessments
------------------------	-----------------	-------------------

Year 3: Reflective Scholars

Main QFP Competencies Discussed

- #1 - Student Learning
- #3 - Instructional Planning
- #4 - Instructional Strategies
- #5 - Learning Environment & Classroom Management
- #8 - Assessment
- #9 - Professional Ethics

Classroom Research/ Curriculum Assessment

- Gathering data on course knowledge and skills attitudes/values/self-awareness, or student satisfaction

Scholarship of Teaching and Learning (SOTL) Project

- Identify a student learning need, design an intervention, deploy the intervention, and reflect on effects;
- Create shareable learning solutions.

Professional Preparation Plan
Kirkwood Community College
Part of the Quality Faculty Plan for New Faculty, Librarians, and Counselors
Revised June 2015

Name:		Hire Date:	
Department:		End of probation:	May
Discipline:		Submission Date:	

This document establishes a plan for growing professionally as an educator and a content expert in the first three years of employment as required by the Quality Faculty Plan approved by the Iowa Department of Education.

Please identify if any of the following apply to you with a check mark in the left hand column. It is possible that more than one of the descriptors below will apply.

<input type="checkbox"/>	I have a current Iowa teaching license. A copy of my teaching license is attached.
<input type="checkbox"/>	I have successfully completed all probationary requirements at another <u>Iowa</u> community college. Documentation from the relevant Iowa community college is attached.

To be signed during the committee review process.

Please submit a signed copy each time you send this to the Quality Faculty Plan committee.

After the committee review process and any necessary revisions, send signed version to the chair of the Quality Faculty Committee. This needs to be completed by October 1st. (It will be forwarded to Human resources and kept on-file for drop-in visits by the Iowa Department. of Education and in case of records lost by supervisor or faculty member.)

Instructor: _____
 Dean: _____

Date: _____
 Date: _____

To be signed upon completion/at the end of probation.

Instructor: _____
 Dean: _____
 VP Instruction: _____

Date: _____
 Date: _____
 Date: _____

Notes on Filling out this form:

- Avoid field-specific jargon. Please spell-out ALL acronyms. The audiences for this document are the Iowa Department of Education and colleagues from across the disciplines.
- New faculty are reminded to complete only the sections through 12b, while librarians and counselors should complete the additional competencies listed after 12b.
- You may add lines to these boxes by placing your cursor in a line and right clicking. Hover over “insert,” and select the appropriate option in the dropdown box.
- If asked, you must be able to produce the items listed in your “Evidence” column. Place the dates or projected dates of completion in the “Date Completed” column.
- Areas of the form that you must pay special attention.

Competency #5 - You must provide a date that you will take the *Responding to Disruptive Behavior in the Classroom* workshop. The staff in KCELT should be able to tell you when they have it scheduled.

Competency #7 - You must list additional technology related to instruction items for competency #7. Your dean or mentor should have some suggestions for you.

Competency #10 – You will need to list a date of expected completion for the History of the Community College course.

Competency #11 – All new faculty are expected to provide some service to the college before the end of their three year probation period. We realize new faculty may have some problems finding opportunities by October 1st, so you are allowed to indicate that you will find something in your second or third years of service. Your dean or mentor should be able to give you some suggestions.

Competencies 12a and 12b – Faculty are required to have regular professional development in both pedagogy and their field of expertise. You do not have to have all your professional activities in your first year of service, but you can project activities into your second and third years of service. Your dean or mentor can make suggestions of good activities that fit these areas.

1. Student Learning: Demonstrate an understanding of ways students learn by providing learning opportunities that support intellectual, career, and social development.			
Means	Status Key: 1 = No Evidence 2 = Work Progressing 3 = Completed		
	Status	Evidence	Date Completed
Master Teacher Program Year 1	2	Artifacts in Portfolio	May, 2016
Master Teacher Program Year 2	1	Artifacts in Portfolio	May, 2017
Master Teacher Program Year 3	1	Artifacts in Portfolio	May, 2018

2. Diverse Learners: Demonstrate an understanding of ways students differ in approaches to learning both individually and culturally, by adapting instruction for diverse learners.			
Means	Status Key: 1 = No Evidence 2 = Work Progressing 3 = Completed		
	Status	Evidence	Date Completed
Master Teacher Program Year 1	2	Artifacts in Portfolio	May, 2016

3. Instructional Planning: Plan instruction based on understanding of subject matter, students, the community, and learning outcomes.			
Means	Status Key: 1 = No Evidence 2 = Work Progressing 3 = Completed		
	Status	Evidence	Date Completed
Master Teacher Program Year 1	2	Artifacts in Portfolio	May, 2016
Master Teacher Program Year 2	1	Artifacts in Portfolio	May, 2017
Master Teacher Program Year 3	1	Artifacts in Portfolio	May, 2018

4. Instructional Strategies:			
Integrate instructional strategies that encourage students' development of critical thinking, problem solving and performance skills.			
Means	Status Key: 1 = No Evidence 2 = Work Progressing 3 = Completed		
	Status	Evidence	Date Completed
Master Teacher Program Year 1	2	Artifacts in Portfolio	May, 2016
Master Teacher Program Year 2	1	Artifacts in Portfolio	May, 2017
Master Teacher Program Year 3	1	Artifacts in Portfolio	May, 2018

5. Learning Environment/Classroom Management:			
Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.			
<i>Required: Responding to Disruptive Behavior in the Classroom (Kirkwood).</i>			
Means	Status Key: 1 = No Evidence 2 = Work Progressing 3 = Completed		
	Status	Evidence	Date Completed
REQUIRED: Responding to Disruptive Behavior in the Classroom		KCELT Records and Artifacts in Portfolio	
Master Teacher Program Year 1	2	Artifacts in Portfolio	May, 2016
Master Teacher Program Year 2	1	Artifacts in Portfolio	May, 2017
Master Teacher Program Year 3	1	Artifacts in Portfolio	May, 2018

6. Communication:			
Use effective verbal and nonverbal techniques as well as other forms of symbolic representation to foster active inquiry and collaboration.			
<i>Examples: Experience or education, KCELT learning sessions (name them), Master Teacher Program sessions (as listed), new college course work, etcetera.</i>			
Means	Status Key: 1 = No Evidence 2 = Work Progressing 3 = Completed		
	Status	Evidence	Date Completed
Master Teacher Program Year 1	2	Artifacts in Portfolio	May, 2016

7. Technology Related to Instruction:

Use appropriate technology in the planning, delivery and assessment of instruction.

Examples: Experience, Power Point Beginning, Power Point Advanced, Pod-casting in the Classroom, learning management system (i.e. TALON) training, KIN training, etcetera.

*Please Note: Faculty are encouraged to **develop or improve** their technology skill set as it applies to their classroom teaching, planning, and assessment. New Teachers Workshop and Master Teacher Program are NOT sufficient even as minimum competency here. **Concentrated work in new E-platforms or technologies rather than attending a show-and-tell is necessary.***

Means	Status Key: 1 = No Evidence 2 = Work Progressing 3 = Completed		
	Status	Evidence	Date Completed
Ask your dean and mentor for additional suggestions			

8. Assessment:

Use formative and summative assessment strategies to monitor and evaluate student learning.

Means	Status Key: 1 = No Evidence 2 = Work Progressing 3 = Completed		
	Status	Evidence	Date Completed
Master Teacher Program Year 1	2	Artifacts in Portfolio	May, 2016
Master Teacher Program Year 2	1	Artifacts in Portfolio	May, 2017
Master Teacher Program Year 3	1	Artifacts in Portfolio	May, 2018

9. Professional Ethics: Foster professional relationships with students, colleagues, and the community to support learning. Follow guidelines for ethical behavior and confidentiality for educators.

Means	Status Key: 1 = No Evidence 2 = Work Progressing 3 = Completed		
	Status	Evidence	Date Completed
Master Teacher Program Year 3	1	Artifacts in Portfolio	May, 2018

10. Community College: Describe the mission and history of community colleges and the structure and scope of Kirkwood Community College.

Examples: College level courses about the community college system in Iowa and the U.S. Please Note: New Teachers Workshop, New Faculty Orientation, and Master Teacher Program are NOT sufficient even as minimum competency here.

On-line or face-to-face course work in the subject is expected. Kirkwood hopes to have such a course available on campus at least one semester each academic year. But, if it doesn't, employees are required to find (and pay for) such a course before probation is completed.

If you have taken this course elsewhere, indicate that here and provide transcript.

Means	Status Key: 1 = No Evidence 2 = Work Progressing 3 = Completed		
	Status	Evidence	Date Completed
History of the Community College Course		Certificate of completion and Artifacts in Portfolio	

11. Contribution to the College: Contribute to the institution through active participation in departmental and institutional tasks.

Examples: Committee service, sponsorship of student organizations, community service representative for the college, officer on a professional board, etcetera.

*Name specific college-wide committees, student organizations, new departmental or college initiatives, etc., that you **plan to join before** your probationary period ends.*

Evidence can include meeting minutes, a new advisory board roster, agenda for a completed event you helped to plan, etc.

*Kinds of Participation that **do not count**:*

- *New Teachers Workshop, New Faculty Orientation and Master Teacher Program*
- *Simple membership in an external organization is not enough; however, active participation in the organization does count.*
- *Attendance at your regular departmental meetings is considered part of your job and does not count as contribution to the college.*
- *Tasks for which you are given release time or which fall under the normal expectations for your job (such as regular curriculum development and updates) do not count as contributions to the college.*

Means	Status Key: 1 = No Evidence 2 = Work Progressing 3 = Completed		
	Status	Evidence	Date Completed
Ask your dean and mentor for suggestions			

12a Professional Development -- Subject Area: Actively seek out opportunities to grow professionally in your specific field of expertise (Examples: nursing, biology, literature, etc.)

Examples: Please Note: New Teachers Workshop, New Faculty Orientation and Master Teacher Program **do not** count here.

*Kinds of participation that **do count** are Conference attendance, participation in workshops, publication, completing Continuing Education Units required by a professional license, discipline specific course work, appropriate KCELT sponsored reading groups or department/KCELT sponsored learning.*

Means	Status Key: 1 = No Evidence 2 = Work Progressing 3 = Completed		
	Status	Evidence	Date Completed
Ask your dean and mentor for suggestions			

12b Professional Development -- Teaching Techniques: Actively seek out opportunities to grow professionally by focusing on pedagogy/andragogy, learning and/or the scholarship of teaching.

Examples: Please Note: New Teachers Workshop, New Faculty Orientation and Master Teacher Program sessions do not count here.

Conference attendance if pedagogy or andragogy focused, participation in pedagogy or andragogy workshops, publication relative to teaching and learning, graduate course work or KCELT sponsored events focused on teaching, learning, curriculum development, assessment, etcetera.

Means	Status Key: 1 = No Evidence 2 = Work Progressing 3 = Completed		
	Status	Evidence	Date Completed
Ask your dean and mentor for suggestions			

Teaching faculty need not continue beyond this point.

Librarians, in addition to those items above, complete competencies 13-15.

Counselors, in addition to those items above, complete competencies 16-18.

<p>13. Reference Services: Use effective techniques of approachability, interest, listening and inquiring, searching and follow-up in reference transactions.</p> <p><i>Examples: Experience or education, KCELT learning sessions (name them), and new college course work, etcetera.</i></p>			
Means	Status Key: 1 = No Evidence 2 = Work Progressing 3 = Completed		
	Status	Evidence	Date Completed

<p>14. Resource Organization: Demonstrate an understanding of the principles of collection development and maintenance.</p> <p><i>Examples: Experience or education, KCELT learning sessions (name them), and new college course work, etcetera.</i></p>			
Means	Status Key: 1 = No Evidence 2 = Work Progressing 3 = Completed		
	Status	Evidence	Date Completed

15. Information Access: Demonstrates working knowledge of information literacy as it relates to appropriate use and evaluation of information regardless of its format.

Examples: Experience or education, KCELT learning sessions (name them), Master Teacher Program sessions, and new college course work, etcetera.

Means	Status Key: 1 = No Evidence 2 = Work Progressing 3 = Completed		
	Status	Evidence	Date Completed

16. Counseling Services – A: Demonstrate an understanding of student development concepts.			
<i>Examples: Conference attendance, participation in workshops, publication, completing Continuing Education Credits required by a professional license, graduate course work either discipline specific, or pedagogy focused.</i>			
Means	Status Key: 1 = No Evidence 2 = Work Progressing 3 = Completed		
	Status	Evidence	Date Completed

17. Counseling Services – B: Use appropriate assessments and counseling techniques to provide academic career and personal counseling			
<i>Examples: Conference attendance, participation in workshops, publication, completing Continuing Education Credits required by a professional license, graduate course work either discipline specific, or pedagogy focused.</i>			
Means	Status Key: 1 = No Evidence 2 = Work Progressing 3 = Completed		
	Status	Evidence	Date Completed

18. Crisis Intervention: Demonstrate an understanding of the dynamics of a crisis situation and help meet the concerns of all involved by working closely with students, staff, administrators, and community agencies.			
<i>Examples: Conference attendance, participation in workshops, publication, completing Continuing Education Credits required by a professional license, graduate course work either discipline specific, or pedagogy focused.</i>			
Means	Status Key: 1 = No Evidence 2 = Work Progressing 3 = Completed		
	Status	Evidence	Date Completed