A Faculty-driven Comprehensive Model for Diversifying ESL Professional Development (PD)

By Smoky Kelly and Elizabeth Musil

English Language Program: Kansas State University

English USA, Professional Development Conference – January 21, 2016
Agenda

- Model of Faculty-Driven Professional Development at K-State
  - History/formation
  - Professional development options
  - Strategies for success

- Adapting the model for diverse programmatic needs
  - Needs assessment
  - Budget Scenario
  - Group Brainstorming

- Conclusion/Question and Answer
Professional Development at K-State

ELP: Overview

- Organized by a committee
- All volunteer faculty
  - Currently 1 chair (with release time), 3 faculty members
- Meet twice monthly

“Faculty-involvement in decision making is essential because “collective decision making” results in increased morale, ownership, understanding about the direction and processes of change, shared responsibility for student learning, and a sense of professionalism, all of which help to sustain improvement efforts.” (McRel, 2003); (Zepeda, 2012, p. 5)
Development of Committee: History

- PD - ad-hoc at discretion of directors
  - Required: attendance at regional TESOL conference
  - Only funded for major conferences if presenting

- Problems:
  - Relied on directors for decisions
  - No system for delegating and distributing PD funds
  - PD budget was first to be cut
Formation of Committee

- 2007-2008
  - CEA accreditation
  - Growing student population/faculty

- 2009 – first committee formed
  - Create a selection process
  - Expand PD options
PD Committee Today

- Set PD Budget

- Maintain and revise documents for distribution of funds
  - Selection processes and policies
  - Application and Rubric revisions
    - Examples
    - Fairness

- Make decisions
  - Minor (regional) funding: PD committee evaluates
  - Major (national) funding: Temporary committee of faculty volunteers

- Investigate new PD opportunities
  - Elicit ideas from faculty
  - Notify faculty of PD options available

- Plan In-Service events and other faculty events
How are we Faculty-driven?

- Faculty-led PD committee manages professional development opportunities
  - Elicits ideas from faculty
  - Decides how to allocate funding

- Administration
  - Supports, encourages, and provides funding
  - Provides guidance when needed
  - Oversight – conform to state and university policies
What we Offer

- Conference attendance:
  - Major (National)/Minor (Regional)
  - Presenter funding

- On-campus events
  - On-campus departmental professional development
    - Teaching and Learning Center, Leadership Studies, Provosts Office
  - In-house (ELP) Professional Development
    - Guest speakers
    - Mini-conferences
    - Technology training
  - Peer observation
What we Offer: Continued

» Furthering education
  » ELP Scholarships:
    » Course fees/Employee Tuition Re-imbursement
  » Software (ie. Rosetta Stone)
  » Books/journals/other resources
  » Webinars

» Professional memberships
  » TESOL, Mid-TESOL, other

» Other PD venues as suggested by faculty
Funds Allocation

- How can we best allocate funds among the different PD areas?
PD BUDGET BREAKDOWN

13% Guest Speaker; Travel, hotel, fees

35% Major Conferences: TESOL, NCTE

8% Presenters' Funding - Major Conferences

13% Minor Conferences: midTESOL, Jan. Campus Training

1% Online Training

2% In-Service Room fees

1% PD Materials for PD Committee

12% Professional Membership* TESOL / midTESOL, NCTE

5% University & Global Campus Fees

5% Course Credit HRS above 3 HRS - Fees

3% Marginal funds / Hospitality form: food item

1% PD Materials for PD Committee

5% University & Global Campus Fees

5% Course Credit HRS above 3 HRS - Fees
Survey example

- How are the faculty utilizing the variety of professional development opportunities?
Past/Future Ideas

- Some ideas good in theory, but unsuccessful
  - Book club
  - Lunch hour language lessons
  - Coffee hour

- Ideas for future:
  - PD collaboration with other area universities
    - Mini-conferences
  - Action research
  - Online training
Successful Elements of our Model

- Support from administration (programmatic, university)

- Diversity of PD opportunities
  - High vs. low-budget
  - Appeal to different faculty
  - Differing levels of time commitment
  - Differing modes of participation (i.e., Passive, active, interactive)

- Formation of committee
  - Chair with release time
  - Faculty committee members
  - Regular meetings

- Clear guidelines
  - Policies routinely updated and posted
  - Deadlines enforced
  - Limits on funding (every 2 years/second round funding)

- Ethics and transparency
Needs Assessment: Adapting the model for diverse programs

- Handout: Needs Assessment Handout

- How can ideas from our model be adapted to the unique needs of your own program?
  - One size does NOT fit all!
Program Structure and Support

1. Who is the faculty?
   - Full-time vs. adjunct
   - Level of education
   - Experience in the field
   - Dedication to the field

2. Will the faculty buy into professional development?
   - Recognize need for
   - Time and resources
   - Faculty reasons for PD
Program Structure and Support: Continued

3. Will the administration buy into professional development?
   - Funding
   - Substitution
   - Materials
   - Time
   - Paperwork
   - Department Accountants

4. How are new ideas implemented within the program?
   - Committees
   - Top-down vs. Bottom-up
   - Other

5. Other: What other structure and support issues do you have to consider in implementing professional development in your program?
Resources

1. How to fund professional development?
   - Low-budget vs. high-budget opportunities
   - Funding sources – budget; provosts office; professional organizations
     - Free sources! - Use them!
     - On-campus opportunities

2. Do we have time for professional development?
   - Number of contact hours
   - Other faculty job responsibilities
   - Differing ability to commit time
     - Life circumstances
   - PD days
3. What local and/or institutional resources are available?
   - Large vs. small communities
   - University affiliation vs. independent entity

4. How can you locate new professional development opportunities?
   - Memberships
   - Online resources
   - Local libraries
   - Moocs
   - Networking
   - Awareness of opportunities
Budget Practice: Scenario

- Your IEP has unexpectedly enrolled fewer students due to various socioeconomic factors. In addition, the program was notified that there will be a decline in program funding. Due to these external and internal factors, the program’s professional development budget is greatly influenced. Your annual professional development budget is $25,000 for 30 instructors in the program. With your group, discuss and complete the chart in how you will disperse and allocate this year’s professional development funding. Remember, you have to work within the given budget, program parameters and allocate funding in an ethical, fair, and professional way in meeting diverse faculty needs.

- Work with a neighbor to create a budget for the scenario. Keep in mind the budget creation guidelines on your handout, and the questions from the previous worksheet.
Wrap-Up

- Ferguson (2006) - Effective Professional Development Framework
  - “People are more likely to be ambitious and industrious when five conditions are satisfied, which are critical to support a culture that engenders professional development and learning.” (Zepeda, 2012, p. 4)

The five conditions are:

- 1. Success seems feasible on goals that are clearly defined
- 2. The goals seem important
- 3. The experience is enjoyable
- 4. Supervisors are both encouraging and insistent
- 5. Peers are supportive
Questions?

- Smoky Kelly – Professional development chair
  - slkelly@ksu.edu

- Elizabeth Musil – faculty member of professional development committee
  - emusil@ksu.edu

- A special thanks to:
  - Mary Wood and Beverley Earles
  - Ketty Reppert, Taylor Jennings
  - Christina Kitson, AnnaBell Carel, Diane Smolenski
  - KSU ELP faculty and administration

- PowerPoint and additional handouts will be available at the K-State English Language Program website:
  - http://www.k-state.edu/elp/professional_presentations/
Sources Cited


# Program Structure and Support

<table>
<thead>
<tr>
<th>Question</th>
<th>Problems</th>
<th>Possible Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who is the faculty?</td>
<td></td>
<td></td>
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<tr>
<td>2. Will the faculty buy into professional development?</td>
<td>Time, compensation, variety of teachers, full-time vs part-time (long</td>
<td></td>
</tr>
<tr>
<td></td>
<td>timers are set in their ways,</td>
<td></td>
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<tr>
<td>3. Will the administration support professional development?</td>
<td>Substitution, administration’s guidelines are tied, limited to what</td>
<td></td>
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<tr>
<td></td>
<td>we work with,</td>
<td></td>
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<tr>
<td>4. How are new ideas implemented and administered within the program?</td>
<td>Committees does PD one year, report on the sessions,</td>
<td></td>
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<tr>
<td>5. Other</td>
<td></td>
<td></td>
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<tr>
<td>6. Other</td>
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</table>
**Resources:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Problems</th>
<th>Possible Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do we have funding for professional development?</td>
<td></td>
<td></td>
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<tr>
<td>2. Do we have time for professional development?</td>
<td></td>
<td></td>
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<tr>
<td>3. What local and/or institutional resources are available?</td>
<td></td>
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<tr>
<td>4. How can you find professional development opportunities?</td>
<td></td>
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<tr>
<td>5. Other</td>
<td></td>
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<tr>
<td>6. Other</td>
<td></td>
<td></td>
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</tbody>
</table>
Scenario:
Your IEP has unexpectedly enrolled fewer students due to various socioeconomic factors. In addition, the program was notified that there will be a decline in program funding. Due to these external and internal factors, the program’s professional development budget is greatly influenced. Your annual professional development budget is $25,000 for 30 instructors in the program. With your group, discuss and complete the chart in how you will disperse and allocate this year’s professional development funding. Remember, you have to work within the given budget, program parameters and allocate funding in an ethical, fair, and professional way in meeting diverse faculty needs.

Program parameters / constraints: limited budget, substitution issues, etc.

Things to consider:

- Programmatic Needs
- Make-up of faculty (full-time vs adjunct)
- Faculty interests for professional development
- Faculty needs for professional development
- Time available for professional development
- Local professional development opportunities
- Room and facilities fees
- Equality/fair distribution of funds
<table>
<thead>
<tr>
<th>Professional Development Item</th>
<th>Budget</th>
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<tbody>
<tr>
<td>Conference attendance</td>
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<tr>
<td>Presenter funding</td>
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<td>Books and Materials</td>
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<tr>
<td>Webinars/online training</td>
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<tr>
<td>Furthering education (coursework)</td>
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<tr>
<td>Local workshops</td>
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<tr>
<td>Professional Memberships</td>
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<tr>
<td>Guest Speakers</td>
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<tr>
<td>Room/facility fees</td>
<td></td>
</tr>
</tbody>
</table>

**Total:**
1. Download 2015 Application form from ELP 101 PD Canvas page - Professional Development – Major or Minor Application Funding Folders

2. Complete all questions on Major / TESOL Conference Application. + If applying for Presenter Funding (at Major conference level), complete P. 5.

3. Applying for Major Conference Funding: Send application (including p. 5 if applying for presenter funding) to ELP OFFICE (ELP@KSU.edu)

4. A Review Committee reviews and rates Major Conference Applications.

4a. Presenter Applications reviewed by PD Committee.

5. Unapproved / Lowest average scored applications will be out. PD Chair will notify applicants.

5. + Approved applications go on to the Directors to sign.

6. + ELP Directors review application(s) (Form A & B are approved by ELP Directors and area Supervisor(s).

6. - Application not approved by ELP Directors. PD Chair will notify applicant

7. The PD Chair will notify applicant(s) by email of Major funding, Minor presenter funding & Minor funding application details.

8. Applicants will meet with Senior Admin. Assistant to set up conference expenses (registration, hotel, flight, per diem).

9. For Out-of-State Conferences: OIP Accountant will send email asking you to complete forms. Complete and return to her.

10. KSU policy, all instructors complete online HR Leave form. http://k-state.edu/hr/current-employees/leave.

11. At this time, OIP account will notify instructor of "Official/Finalized" Out-of-State-Form to be signed by director Instructor.

End

Conference Application Funding Process

Begin

Revised: 1/15/2016
Name:______________________  Date of Conference: _______________

**Kansas State University - English Language Program - Form A**

Major Conference Funding Application - Applications that are **not completed in full** may not be funded.

(For: Spring, Fall, Summer Semesters) - **Please allow 2 or 3 weeks for the application to be processed.**

- Are you applying for presenter funding?  (check one) □ yes □ no
  - If YES, be sure to complete page 5 of this application.

- Use this form to apply for funding to major conferences relevant to the ELP. When finished, email the application to the ELP office (elp@k-state.edu) by announced due date.

1. What conference are you seeking funding for?
   - a. (Big) TESOL: _____  d. AERA: _____  g. SLWS: _____
   - b. NAFSA National: _____  e. AAAL: _____  h. PDC: _____
   - c. International: _____  f. NCTE: _____  i. Other: _____
     (If other, please answer question 9 - Provide an explanation of the relevance of this conference. If the conference is deemed irrelevant, funding will not be considered.)

1a. When will the conference be held? Please include all travel days when you will be unable to teach classes or be in the office as expected.

2. Do you have any release-time responsibilities on these dates? (check one) □ yes □ no
   - If yes, please specify those for which you are responsible for: ____________________

3. Are classes in session on these dates? (check one) □ yes □ no

4. If yes, what skill(s) and section(s) will be missed: __________________________________
   - NOTE: If you do not know your schedule yet, please initial that you will submit answers to questions 2 - 7 with a plan by week 3 of the new semester to the PD Chair. Initial: _____

**Substitution Plan Presented:**

<table>
<thead>
<tr>
<th>Class, Skill &amp; Section</th>
<th>Instructor’s name who will be substituting</th>
<th>Other / Misc. (Attached plan)</th>
</tr>
</thead>
</table>

If you have any questions, please ask the Professional Development Chair.
5. Is any test administration occurring on these dates? (check one) □ yes □ no
   ○ If yes, please specify those for which you are responsible for and state your plan:

6. Is there any test grading occurring on these dates? (check one) □ yes □ no
   ○ If yes, please specify those for which you are responsible for and state your plan:

7. Is there any ISIS uploading occurring on these dates? (check one) □ yes □ no
   ○ If yes, please specify those for which you are responsible for and state your plan:

8. When did you specifically receive funding from the ELP to attend a major conference as an instructor? (If you were funded for being a chair or as part of a release time position, it does not need to be listed).

9. Write a brief paragraph explaining the significance of this conference in the field of English Language Teaching or to the ELP. (* Don’t need to complete for TESOL, AERA, AAAL, NAFSA, NCTE, SWSL, PDC).

10. Please explain, in no more than 250 words, why you want to attend the conference.

11. What areas of interest do you plan on pursuing while at the conference? That is, what skills (Reading, Writing, Listening, Speaking) or other areas (Technology, Assessment, etc.) do you plan to spend your time learning about?

12. How do you plan on using the information you gain while at this conference to benefit and improve the KSU English Language Program?

13. Are you willing to share what you know with the department? How? Please explain (and check at least one).
   e.g. PowerPoint / Presentation: _____ Summary: _____ Resources: _____ References: _____

If you have any questions, please ask the Professional Development Chair.
14. What recent professional development activities have you participated in, or what upcoming activities do you have plans to participate in?

15. How much money will be needed for you to attend this conference? Please consider all necessary costs. http://www.expedia.com/ Use Expedia to get an estimated cost:

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Approximate Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation</td>
<td></td>
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<tr>
<td>Hotel</td>
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<tr>
<td>Per Diem</td>
<td></td>
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<tr>
<td>Airfare</td>
<td></td>
</tr>
<tr>
<td>Misc. Receipts (toll, gas, etc.)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

- Once your leave has been approved or denied, you will hear back from the Professional Development Chair. If you are denied in Round One, you may reapply for Round Two funding.

- If the application has been approved, ALL KSU Faculty (9 month or 12 month contracts) have to complete an online HR form when missing work days: http://www.k-state.edu/hr/current-employees/leave/leave_request_salaried.html
  ONLINE HR FORM: 1) Fill in personal information and dates and hours of leave 2) Leave type: Select “Other Absence.” 3) Reason: Type in “Conference Attendance” or / and “Professional Development.” 4) Supervisor: Enter in Supervisor’s email: mwood@ksu.edu and Time Keeper: oip@ksu.edu.
Conditions and Approval for (M. Conference) Leave Form B

Conditions communicated to instructor by impacted administrator(s) (e.g. test proctoring, norming sessions, special grading, etc) or submitted plans approved.

Instructor’s Name: ________________  Completed by Directors of ELP:

<table>
<thead>
<tr>
<th>Skill / Class / Section / Level</th>
<th>Administrator(s)’ Signature(s) &amp; Date(s)</th>
<th>Approved: Yes: ____  No: _____  Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Director)</td>
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<tr>
<td></td>
<td>(Associate Director)</td>
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<td></td>
<td>(Curriculum &amp; Assessment Director)</td>
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<td></td>
<td>(Release-time Supervisor, if applicable)</td>
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</table>

After ELP Administrators approval, the PD Chair will notify you by email regarding allowance cap: per diem, hotel, conference registration, and travel. The travel details will be completed with Jessie Jordan, Senior Administrative Specialist. (_____@ksu.edu).

If you have any questions, please ask the Professional Development Chair.
COMPLETE ONLY if you are applying for Presenter Funding

Presenter Funding Application (Additional Qs)

1. Are you presenting? (check one)  □ yes  □ no
   o If yes, please attach a copy of your presentation(s) / abstract that was accepted.

2. When did you last specifically receive Presenter funding? ______________

3. What conference have you submitted your proposal to? ______________

3a. Write a brief paragraph explaining the significance of the conference in the field of English Language Teaching.

4. Please explain how funding your presentation(s) supports the mission of the ELP.

5. Amount of funding requested for Major Conference presenter funding: ______________
   (Complete Question 15 on page 3).

Presenter Funding Review

FUNDING: Approved / Denied by Review Committee (with comments if needed):
Ave. Rubric Score: _____  Amount will fund: _________

FUNDING: Approved / Denied by Associate Director & Director (with comments if needed): ___________________/______________________.

If you have any questions, please ask the Professional Development Chair.
Name: _______________  Major Conference Funding Application - Round One Rubric  EVENT: ______________

For each application, please rate their responses to the following questions according to the following rubric. If a question is not answered, assign a score of zero (0). *If someone has received major conference funding in the last 2 academic years, they are not eligible for major conference funding.*

<table>
<thead>
<tr>
<th>Criterion Item</th>
<th>0 points</th>
<th>1 point</th>
<th>2 points</th>
<th>3 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous Major Conference funding</td>
<td>Not applicable</td>
<td>Last received major conference</td>
<td>Last received major conference</td>
<td>Last received major conference</td>
</tr>
<tr>
<td></td>
<td>funding 3 years ago.</td>
<td>funding 4 years ago.</td>
<td>funding 5 or more years ago.</td>
<td></td>
</tr>
<tr>
<td>Significance of conference.</td>
<td>Provides no description.</td>
<td>Provides a very general description, lacking details and a clear connection to the field of ELT or the ELP.</td>
<td>Provides a somewhat detailed description of significance and/or a somewhat unclear connection to the field of ELT or the ELP.</td>
<td>Provides a clear, detailed description of how this conference is important to the field of English language teaching and/or the ELP.</td>
</tr>
<tr>
<td>Sharing with program</td>
<td>Does not answer / no explanation.</td>
<td>Not sure of sharing / no explanation</td>
<td>Yes, willing to share; has some explanation; PowerPoint, summary, reference, etc.</td>
<td>Yes, willing to share; has detailed explanation; PowerPoint, Summary, reference, resource page, etc.</td>
</tr>
<tr>
<td>Justification for attendance</td>
<td>Provides no justification and details.</td>
<td>Provides a justification for attending lacking details and minimal or no connection to the ELP.</td>
<td>Provides a reasonable explanation of why they should receive funding. Lacks some specificity in justifying their attendance but makes some connection to the ELP.</td>
<td>Provides a logical, detailed, and justified explanation of why they should receive funding making a clear connection to the ELP.</td>
</tr>
<tr>
<td>Recent Professional Development activities</td>
<td>Shows no commitment or doesn't list professional development activities.</td>
<td>Shows little commitment (participating in at least one professional development activity) outside of requirements from the program.</td>
<td>Shows some commitment (participating in at least 2 professional development activities) outside of requirements from the program.</td>
<td>Shows a serious commitment (participating in at least three professional development activities) outside of requirements from the program.</td>
</tr>
</tbody>
</table>

_Question 11 will be used in the case of a tie (only a tie) - After the application(s) has (have) been rated, it (they) will be averaged then discussed in a meeting or via email to further note application is approved or not approved. TOTAL SCORE: _______ A score of 10 or higher is needed for consideration to pass._

THANK YOU FOR YOUR SERVICE TO THE PROGRAM!
# Presenter Funding Application Rubric - (Page 4 of 2015 Major/Minor Conference Application)

For each application, please rate their responses to the following questions according to the following rubric. Incomplete applications will not be considered.

<table>
<thead>
<tr>
<th>Category/Question</th>
<th>0 point</th>
<th>1 point</th>
<th>2 points</th>
<th>3 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Abstract</strong> (Q. 1 on presenter part of application)</td>
<td>No abstract provided.</td>
<td>Provides an abstract of the presentation that relates to English language teaching a little (less than 50% related to English teaching).</td>
<td>Provides an abstract of the presentation that relates to the ELP or English teaching a lot (more than 50% related to English teaching).</td>
<td>Provides an abstract of the presentation that relates to the ELP strongly (100% related to English teaching and related to ELP specifically).</td>
</tr>
<tr>
<td>• Significance of presentation &amp; relationship to ELP mission (Q. 4 on presenter application)</td>
<td>Did not answer or does not clearly relate presentation opportunity to the mission of the KSU ELP</td>
<td>Provides a minimal explanation of the relationship between the presentation opportunity and the mission of the KSU ELP.</td>
<td>Provides a somewhat detailed explanation of the relationship between the presentation opportunity and the mission of the KSU ELP.</td>
<td>Provides a clear, detailed explanation of the relationship between the presentation opportunity and the mission of the KSU ELP.</td>
</tr>
<tr>
<td>• Significance of event (Q. 3 on presenter application)</td>
<td>Did not answer or provided a description that did not connect to ELT or the ELP</td>
<td>Provides a description lacking details and lacking a clear connection to the field of ELT or the ELP.</td>
<td>Provides a somewhat detailed description of significance and/or a somewhat unclear connection to the field of ELT or the ELP.</td>
<td>Provides a clear, detailed description of how this conference is important to the field of English language teaching and/or the ELP (TESOL, AERA, NAFSA, or AAAL).</td>
</tr>
<tr>
<td>• Willing to share (Q. 12 on regular application)</td>
<td>Did not answer/No explanation</td>
<td>Maybe, has little explanation</td>
<td>Yes, has some explanation</td>
<td>Yes – has good explanation</td>
</tr>
</tbody>
</table>

After assigning points to each question, please total the scores for each application.

Note: Duplicated presentation may need approval by ELP Administrators

An average score of 12 is needed to move the candidate on.

Thank you for your service!