



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

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English Language Program: Kansas State University

**English USA, Professional Development Conference –
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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

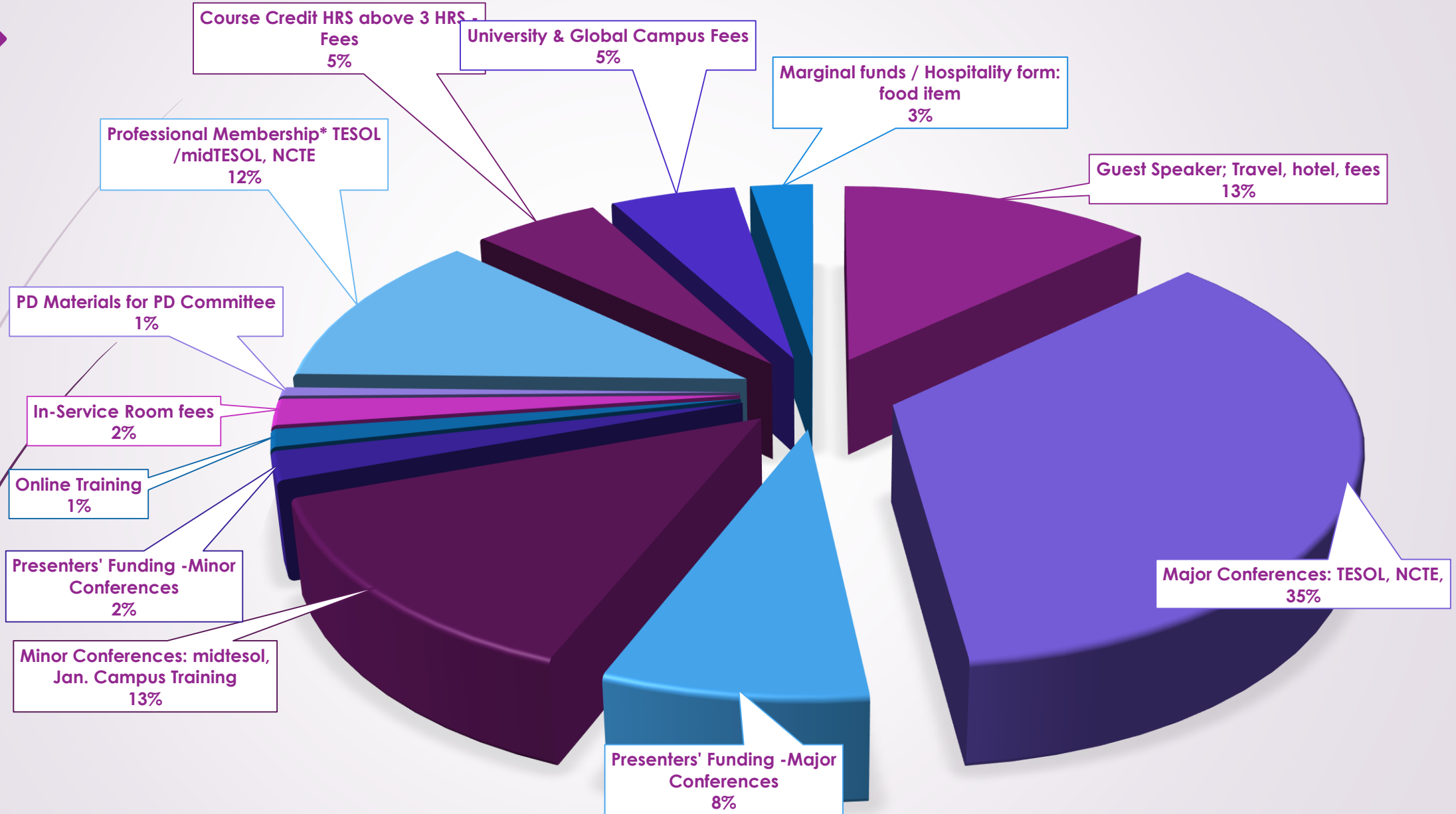
- ▶ Furthering education
 - ▶ ELP Scholarships:
 - ▶ Course fees/Employee Tuition Re-imbusement
 - ▶ Software (ie. Rosetta Stone)
 - ▶ Books/journals/other resources
 - ▶ Webinars
- ▶ Professional memberships
 - ▶ TESOL, Mid-TESOL, other
- ▶ Other PD venues as suggested by faculty

Funds Allocation

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



PD BUDGET BREAKDOWN



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 (ie. 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!



NEEDS
ANALYSIS



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



Resources: Continued



- ▶ 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
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- ▶ 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

- ▶ Ferguson, 2006 as cited in Zepeda, S. J. (2012). *Professional Development: What Works* (2nd ed.). New York, NY: Routledge Taylor & Francis Group
- ▶ McRel, 2003 as cited in Zepeda, S. J. (2012). *Professional Development: What Works* (2nd ed.). New York, NY: Routledge Taylor & Francis Group
- ▶ Sanders, J.R., & Sullins, C.D. (2005). *Evaluating school programs: An educators guide* (3rd ed.). Thousand Oaks: CA, Collin.
- ▶ Zepeda, S. J. (2012). *Professional Development: What Works* (2nd ed.). New York, NY: Routledge Taylor & Francis Group.



Program Structure and Support

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



Resources:

<u>Question</u>	<u>Problems</u>	<u>Possible Solutions</u>
1. Do we have funding for professional development?		
2. Do we have time for professional development?		
3. What local and/or institutional resources are available?		
4. How can you find professional development opportunities?		
5. Other		
6. Other		

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



<u>Professional Development Item</u>	<u>Budget</u>
Conference attendance	
Presenter funding	
Books and Materials	
Webinars/online training	
Furthering education (coursework)	
Local workshops	
Professional Memberships	
Guest Speakers	
Room/facility fees	
Total:	

Conference Application Funding Process

Begin
 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.



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

3. Applying for Minor Conference and presenter funding, send application to PD Chair.

4. PD Committee reviews and rates Minor Conference applications and Presenter Applications.

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

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

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

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



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 . .](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



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. NAFLSA 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:

Class, Skill & Section	Instructor's name who will be substituting	Other / Misc. (Attached plan)



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, NAFLA, 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: _____



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:

Expenses	Approximate Amount
Transportation	
Hotel	
Per Diem	
Airfare	
Misc. Receipts (toll, gas, etc.)	
Total	

➤ **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:

	Skill / Class / Section /Level	Administrator(s)' Signature(s) & Date(s)	Approved: Yes: _____ No: _____ Notes
		(Director)	
		(Associate Director)	
		(Curriculum & Assessment Director)	
		(Release-time Supervisor, if applicable)	

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).*



COMPLETE ONLY if you are applying for Presenter Funding
Presenter Funding Application (Additional Qs)

1. Are you presenting? (check one) yes no
 - 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): _____/_____.



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.**

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

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!



English Language 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.

Category/Question	0 point	1 point	2 points	3 points
Abstract (Q. 1 on presenter part of application)	No abstract provided.	Provides an abstract of the presentation that relates to English language teaching a little (less than 50% related to English teaching).	Provides an abstract of the presentation that relates to the ELP or English teaching a lot (more than 50% related to English teaching).	Provides an abstract of the presentation that relates to the ELP strongly (100% related to English teaching and related to ELP specifically).
<ul style="list-style-type: none"> Significance of presentation & relationship to ELP mission (Q. 4 on presenter application) 	Did not answer or does not clearly relate presentation opportunity to the mission of the KSU ELP	Provides a minimal explanation of the relationship between the presentation opportunity and the mission of the KSU ELP.	Provides a somewhat detailed explanation of the relationship between the presentation opportunity and the mission of the KSU ELP.	Provides a clear, detailed explanation of the relationship between the presentation opportunity and the mission of the KSU ELP.
<ul style="list-style-type: none"> Significance of event (Q. 3 on presenter application) 	Did not answer or provided a description that did not connect to ELT or the ELP	Provides a description lacking details and lacking a clear connection to the field of ELT or the ELP.	Provides a somewhat detailed description of significance and/or a somewhat unclear connection to the field of ELT or the ELP.	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).
<ul style="list-style-type: none"> Willing to share (Q. 12 on regular application) 	Did not answer/No explanation	Maybe, has little explanation	Yes, has some explanation	Yes – has good explanation

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

Note: Duplicated presentation may need approval by

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

Thank you for your service!