

Institutional  
Development

Professional  
Development

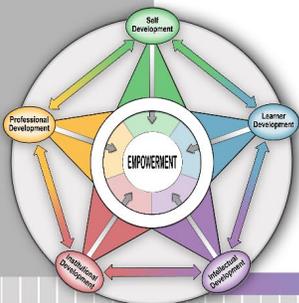
Self  
Development

Learner  
Development

Intellectual  
Development

# Professional Development Catalog

# 2026/2027



**Pacific  
Crest**

[www.pcrest.com](http://www.pcrest.com)

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## Section 1: Process Education and Pacific Crest

Process Education™ is a performance-based philosophy of education which integrates many different educational theories, processes, and tools in emphasizing the continuous development of learning skills through the use of assessment principles in order to produce learner self-development.

Implementation of Process Education philosophy means using processes and tools to create new types of learning environments in which students take center stage and discover how to improve their learning and self-assessment skills within a discipline. This philosophy also supports the current institutional reform movement that calls for a shift in emphasis from an agenda driven by teachers' desires and designs to one focused on student learning outcomes. It consistently seeks answers to the question:

### *How do students learn most effectively and enduringly?*

Pacific Crest works to translate the answers into teaching practice and, ultimately, institutional policy. To these ends, we offer a variety of Professional Development Workshops, Custom Publishing Services and the centerpiece of our ongoing commitment to Process Education™, the *Faculty Guidebook*.

Implementing Process Education involves using innovative processes and tools to create enriched learning environments that are instructive and enlightening, and which help students strengthen their learning and self-assessment skills. This philosophy is guided by 10 core principles.

*We believe:*

1. Every learner can learn to learn better, regardless of current level of achievement; one's potential is not limited by current ability.
2. Although everyone requires help with learning at times, the goal is to become a capable, self-sufficient, life-long learner.
3. An empowered learner is one who uses learning processes and self-assessment to improve future performance.
4. Educators assess students regularly by measuring accomplishments, modeling assessment processes, providing timely feedback, and helping students improve their self-assessment skills.
5. Facilitators accept fully the responsibility for facilitating student success.
6. To develop expertise in a discipline, a learner develops a specific knowledge base in that field, but also acquire generic, life-long learning skills that relate to all disciplines.
7. In a quality learning environment, facilitators of learning (teachers) focus on improving specific learning skills through timely, appropriate, and constructive interventions.
8. Mentors use specific methodologies that model the steps or activities they expect students to use in achieving their own learning goals.
9. An educational institution can continually improve its effectiveness in producing stronger learning outcomes in several ways:
  - by investing in professional development, curricular innovation, and design of performance measures
  - by embracing an assessment culture
  - by aligning institutional, course, and program objectives
10. A Process Educator can continuously improve the concepts, processes, and tools used by performing active observation and research in the classroom.

**Why did I persist in my goal of being a facilitator of learning using the tools, techniques, methodologies and philosophy experienced in Process Education workshops? The vision that I saw of where my classroom experiences could be, for both myself and my students, was so powerful that I had to persist. My experiences with Process Education took me on a wonderful journey of growth and renewal for the later years of my teaching career. —Rich Armstrong, Madison Area Technical College**

## Section 1:

## Process Education and Pacific Crest

### Improvement-based Assessment

The purpose of evaluation is to judge the level of quality of a performance.

The purpose of improvement-based assessment is to provide feedback in order to elevate performance.

In the traditional educational model, the focus is upon evaluation—an educator judges a student’s efforts against an objective criteria. The outcome is a grade or rating on a continuum between success and failure. While this does provide a useful “snapshot” of performance, it does not encourage the growth of that performance, not to mention the person. In the model of Process Education™, through the careful use of assessment, both instructors and learners can continually improve the quality of their performance. A useful assessment provides information about a performance: its strengths, areas for improvement and important insights.

### Levels of Learner Performance

The aim of Process Education is to move individuals along the continuum from Trained Individuals towards Self-Growers.

**Trained Individuals** have developed a specific knowledge base, with specific skills for a specific context.

**Learned Individuals** have acquired a broad base of general knowledge and can apply it to related contexts.

**Lifelong Learners** have developed the skills and motivation to self-facilitate their ongoing learning and can apply it to a variety of contexts.

**Enhanced Learners** have developed a higher level of performance skills and actively seek new knowledge and contexts for application in a constantly changing environment.

**Self-Growers** continually develop by using strong self-assessment skills to improve future performance. This highest level of learner performance denotes those who:

- Seek to improve their own learning performance
- Create their own challenges
- Serve as a leader and mentor to others
- Take control of their own destiny — “there are no bounds”
- Self-assess and self-mentor to facilitate their own growth

#### A Process Educator...

trusts and respects students  
wants to see growth in others  
can handle and adapt to change  
has the desire to be a self-grower  
is willing to shift control to students  
is willing to innovate and experiment  
enjoys assessment and is open to feedback  
utilizes self-assessment to improve performance  
works well with others and uses time efficiently  
and effectively

[www.processeducation.org](http://www.processeducation.org)

**What an awesome experience for an educator, to see transformation and growth of students in just a few short weeks. Students were taking ownership of their learning and didn’t even know it. Can it get any better than that? I actually think it can (and will) as I become more adept in facilitating this kind of classroom and my students become more engaged in the learning process.**

—Mary Roslonowski, Brevard Community College, Florida

## Section 1:

## Process Education and Pacific Crest

### Learning Skills

The Classification of Learning Skills for Educational Enrichment and Assessment (CLS) represents a 15-year research effort by a team of process educators who created this resource to assist with the holistic development of their students. Used by both professional and students, the CLS is a valuable tool which helps to identify key processes and skills fundamental to learning. It also provides the framework for making quality assessments of performance and serves as a guide for improving assessment and self-assessment skills. Facilitators using active learning formats will find this resource especially useful when measuring, assessing, and improving learner performance. Students can use the CLS to identify the most important skills required to perform at the level of a skilled practitioner in various content areas.

### What is a Learning Skill?

Learning skills are discrete entities that are embedded in everyday behavior and operate in conjunction with specialized knowledge. They can be consciously improved and refined. Once they are, the rate and effectiveness of overall learning increases. They can be identified at an early stage of a learner's development. No matter what the person's age or experience, learning skills can be improved to higher levels of performance through self-assessment, self-discipline, or guidance by a mentor. This growth in learning skill development is usually triggered by a learning challenge of some kind and is facilitated by actions built on a shared language between mentor and mentee.

Learn more at [www.processeducation.org/cls/web/](http://www.processeducation.org/cls/web/)



#### Welcome to the Classification of Learning Skills

Learning skills are at the heart of Process Education:

**Process Education** (def.) a performance-based philosophy of education which integrates many different educational theories, processes, and tools in emphasizing the continuous development of **learning skills** through the use of assessment principles in order to produce learner self-development.

**Learning skills** are aptitudes, abilities, and behaviors related to increasing quality of learning performance. Learning skills are distinct from disciplinary content and each skill in this Classification is universal because it applies across all contexts of performance. As performance quality increases it enhances self-efficacy, the positive expectation that one can add new performance capabilities, enhance efficiencies and effectiveness of performances, and can use insights from assessment to raise the quality of performances in ways consistent with one's goals. Self-growth is the increase in the quality of one's learning process in all aspects of life: there is no limit on the extent and quality of development possible. Individual learners can improve their ability to learn by developing learning skills through personal experimentation and intentional practice but also are encouraged to develop mentoring and peer support strategies to increase performance quality.

The learning skills are divided into four different domains: Cognitive, Social, Affective, and Assessment & Evaluation of Quality. Use the navigation wheel at left to explore the CLS.



Cognitive Domain



Social



Affective



Evaluation and Assessment of Quality

Each **DOMAIN** is divided into **PROCESSES**. Each process is divided into **CLUSTERS**. Each cluster contains multiple **LEARNING SKILLS**. All processes and clusters are clickable.

**I am convinced that the concepts and models stressed at the teaching workshops can revolutionize education and help students become lifelong learners. You provide an invaluable service to the educational community.**

—Peter Smith, St. Mary's College

**As a result of participation in Pacific Crest facilitated teaching workshops and workshops, the educational efforts of my entire department have improved tremendously.**

—Vicky Minderhout, Seattle University

## Section 1:

## Process Education and Pacific Crest

**VISION:** Pacific Crest is the leader and preferred strategic partner of higher education institutions in building human and organizational capacity in learning, teaching, mentoring, designing instruction, measuring, and assessing.

**MISSION:** Pacific Crest builds capacity and improves the quality of individual and institutional educational outcomes through transformational educational leadership, professional development, innovative tools and publications. Pacific Crest empowers its employees and associates, expands its resources, and provides value to its stakeholders.

### A Brief History of Pacific Crest

In 1983, Pacific Crest Software was created as a designer of high-quality software for problem solving for professionals in the workplace. As we worked to support and train our customers to work with our products, we discovered that there was a need to help people better develop their own problem solving skills. Focus on this prevalent need led us to begin working with higher education institutions. Our initial efforts in that arena trained faculty in the effective use of technology to improve teaching and student learning processes. The associated curricula integrated active learning strategies with technology.

Pacific Crest Software became *Pacific Crest* and we offered our first Teaching Workshop in the summer of 1991 at Wells College in upstate New York. Since then, we have developed additional workshops, each of which focuses on different yet critical aspects of learning and teaching. All our workshops are “hands-on” and put participants in the role of learner, educator, and researcher.

In 1992, we developed a learning process methodology and published, *Learning Through Problem Solving*. With this book, we began to focus on implementing into curriculum design all that we had learned about helping students learn. Other publications soon followed. By 1996, the main focus of Pacific Crest had become the educational philosophy called Process Education.

On the basis of our experience and expertise, we provide a wide variety of workshops and consultation services tailored to the needs of clients that effect change for both individuals and institutions. We publish products for students and facilitators that enhance growth and personal development. We also offer custom publishing so that educators may integrate our products

with their own materials. We foster networks within and between individuals and institutions that cultivate the changes necessary to produce meaningful learning and development for each.

During our 25 years working with higher education, Pacific Crest has proved to be a valuable partner to institutions seeking to support growth and the positive transformation of educational culture and processes at their campuses. Our reputation as a provider of quality professional development services has been built as the result of working with hundreds of colleges and universities in all educational contexts. Working with such a diverse range of institutions (including technical colleges, community colleges, liberal arts colleges, and research universities) enables us to draw upon a broad range of experiences and provides a background that allows us to bring a uniquely helpful perspective to our clients.

### How to Create a Process Education Learning Environment

1. Establish initial respect
2. Start by moving beyond prejudging
3. Obtain shared commitment
4. Foster and support risk-taking
5. Permit the learner to fail
6. Set high expectations
7. Establish clear performance criteria
8. Implement a quality assessment system
9. Document performance
10. Continually challenge performance

## Section 2:

## Professional Development and Growth

Educators and administrators within educational institutions are the professionals who know the most about learning. Educational institutions increasingly recognize that if they want to follow a learning-centered, student success model, the engine for successful transformational change is Professional Development. In the past the freedom of facilitators to develop their own individual practices and approaches has been held sacred. While such potentially opens space for innovation, what a student experienced in one class might have been totally different from what he or she experienced in another. Student success in such an environment was very much dependent upon the student.

Strong Professional Development programs share the following characteristics:

- They are grounded in a set of agreed-upon principles and they promote researched practices
- There is strong buy-in by facilitators and strong leaders serve as role models
- They foster risk taking and reward those who are willing to try new things
- The institution assures that solid resources will support the programming over time
- Practices are aligned with the institution's strategic plan
- Outside expertise is valued and solid relationships are built over time for mentoring purposes

We support facilitators in their efforts as they take on new challenges such as creating a new course, designing learning activities, encouraging the continual improvement of student learning skills, and incorporating assessment in the educational process.

In our proven model for successful learning and teaching, a facilitator member designs a course by

incorporating long-term behaviors, learning outcomes, and performance criteria into the course design, all of which align with the program profile, as well as the goals of the institution. The course structure includes effective performance measures, tasks or projects, and both assessment and evaluation systems. The facilitator includes quality learning activities that take diverse learners into account and create effective learning experiences and outcomes. These activities are implemented in an environment of mutual respect, where high expectations and increasing challenges are also upheld. The facilitator guides the use of assessment and self-assessment for students (and self), while also benefitting personally from the course, which can become a personal learning and growth experience.

Pacific Crest has developed an array of workshops as part of a comprehensive curriculum for Professional Development that turns what seems promising but potentially overwhelming into a “do-able” and rewarding journey.

*Whether you are an individual facilitator interested in improving your skills and the outcomes of your students, a dean or chairperson looking to boost the performance of your college or department, or an administrator who is ready to positively transform your institution, Pacific Crest is ready to help you achieve your goals.*

**Pacific Crest models a wide array of intervention techniques throughout their Workshops...they apply strategies developed through and consistent with solid literature and research. Unlike many workshops, the tools and techniques developed with Pacific Crest expand after one leaves an Workshop and reflects on one's classes.**

—Dr. Ken Newgren, Illinois State University

**Pacific Crest has been the strongest change agent that I have had on campus for positive growth among faculty for the improvement of learning and teaching. I highly recommend Pacific Crest.**

—William C. Bosch, CELT Director, SUNY Oswego

## Section 3: Program Information (Roles and Criteria)

Pacific Crest has designed its Professional Development Program to grow performance in professionals, facilitators, faculty, staff, and administration; our goal is to produce quality performers across 16 key performance areas.

**Assessor**—Focuses on the assessee's needs; collaboratively designs a process for collecting and sharing feedback focused solely on improvement; stays focused on chosen design through careful observations; analyzes the data for meaning; uses interactive feedback to solidify strengths; offers clear action plans; shares insights to produce significant understanding for more effective interpretation without being judgmental

**Collaborator**—Values the synergy of relationships and teams; plays a variety of roles effectively while helping others perform their roles effectively; willing to compromise at times for the betterment of all

**Designer**—Clearly defines desired results; creates precise dimensional learning outcomes; defines the activities and processes used to produce the results; identifies ways to embed assessment to increase quality; produces an evaluation system to ensure desired results

**Evaluator**—Knows what the essential value is; designs the appropriate times for determining whether value is being produced by setting clear expectations (criteria) and standards; uses unbiased judgments to recognize the quality of the performance

**Facilitator**—Inventories and monitors collective needs; helps synthesize a clear set of outcomes; focuses on process rather than content; shares ownership in making decisions; constantly strives for improved quality by strengthening the process

**Consultant**—Is willing to take the risk of trying new perspectives, approaches, and ways of working to improve processes, systems, structures, and products; accepts that willingness to change is a key component of growth; embraces the idea that creativity and experimentation are positive attributes for both clients and their stakeholders

**Leader**—Cultivates a clear vision of a desired future and adeptly shares it in understandable ways; develops plans others can follow and models behaviors for others while conveying belief in their ability and mentoring them to succeed in realizing this vision

**Learner**—Constantly seeks additional understanding and mastery by systematically using professional development plans; leverages experts and resources; produces insights from life experiences, assesses their own learning performance, and validates their own learning

**Measurer**—Identifies critical qualities; creates criteria or performance criteria; identifies the optimal characteristics to measure; defines scales for measuring these characteristics; effectively determines when and how to measure with the appropriate accuracy and precision

**Performance Mentor**—Enters a defined relationship that respects the potential of the mentee; plays the role of challenger by helping establish the mentee's personal goals; identifies activities and means to grow performance to achieve the desired results within a specific period

**Problem Solver**—Perceives and defines problems frequently not seen by others; identifies issues and clarifies assumptions necessary to satisfactorily resolve issues or remove obstacles; and effectively closes the gap between expectations and reality by using previous solutions to build upon past successes

**Reflector**—Analyzes unresolved life experiences and new discoveries in order to understand underlying causality as well as implications; produces greater clarity and brings forward additional meaning

## Section 3: Program Information

**Researcher**—Identifies and states quality research questions by operating from a consistent inquiry mindset; uses appropriate methods; effectively articulates findings

**Self-Growth Coach**—Assists clients in using the Self-Growth Methodology to capitalize on growth opportunities, address impediments, and make progress in realizing an ideal self; increases self-determination and self-regulation of intentions that enrich quality of life, increase impact (outcomes), and expand growth potential

**Systems Thinker**—Studies the people, resources, and organizational requirements to produce desired results; builds processes and systems that optimally aligns resources to support activities in pursuit of chosen outcomes; understands the importance of sequencing and timelines; appreciates the nature of explicit milestones and measurements to continuously improve quality

**Teacher**—Uses a learner-centered approach to help others perform successfully as learners; cultivates productive learning communities; bonds with learners; helps learners meet their intended outcomes using embedded assessment

## Section 3: Program Information (Performance Areas)

Each Workshop focuses upon at least three key performance areas:

Workshop	Builds Participant Performance in the Role of...			
<b>Activity Design</b>	Designer	Systems Thinker	Problem Solver	
<b>Advanced Teaching</b>	Learner	Teacher	Researcher	
<b>Assessment</b>	Assessor	Reflector	Evaluator	
<b>Change Projects</b>	Consultant	Systems Thinker	Leader	
<b>Course Design</b>	Designer	Systems Thinker	Evaluator	
<b>Facilitator's</b>	Facilitator	Assessor	Systems Thinker	
<b>Faculty Development</b>	Leader	Performance Mentor	Consultant	
<b>Leadership</b>	Leader	Facilitator	Reflector	
<b>Mentoring</b>	Assessor	Performance Mentor	Self-Growth Coach	
<b>Performance Measures</b>	Measurer	Researcher	Evaluator	
<b>Program Assessment</b>	Measurer	Designer	Assessor	
<b>Research on the Scholarship of Teaching and Learning</b>	Researcher	Collaborator	Consultant	
<b>Strategic Planning</b>	Systems Thinker	Collaborator	Problem Solver	
<b>Student Success</b>	Performance Mentor	Facilitator	Self-Growth Coach	
<b>Teaching</b>	Teacher	Learner	Collaborator	
<b>Teaching Learning to Learn</b>	Facilitator	Teacher	Self-Growth Coach	

## Section 3: Program Information (Workshop Pricing)

Open Enrollment Event		
Length of Event	Registration Fee	Group rate for a team of 3 <sup>1</sup>
2 days	\$325	\$1,000
3 days	\$500	\$1,200
4 days	\$600	\$1,500
5 days (Self-Growth Workshop)	\$2,000	No group rate
asynchronous	\$500	\$1,200

<sup>1</sup> From the same institution and working on the same project, if the workshop is team-based (e.g., Course Design, Change Projects, Program Assessment)

Exclusive Event		
Length of Event	Cost to Host Institution	Participant Limit
2 days	\$8,000	40 people or 15 Teams <sup>2</sup>
3 days	\$10,000	40 people or 15 Teams <sup>2</sup>
4 days	\$12,000	40 people or 15 Teams <sup>2</sup>
5 days (Self-Growth Workshop)	\$15,000	40 people (no teams)

<sup>2</sup> The maximum number of participants for any event is 50. Registration for additional participants over 40 are billed to the host of an exclusive event at \$200, \$250, \$300, and \$350 respectively for 2-day, 3-day, 4-day, and 5-day Workshops.

Prices shown here are subject to change without notification. Please contact us for a specific event quote.

### **Cancellation and Refund Policy**

Registrations cancelled more than 30 days in advance of an event will receive a 100% refund. A 75% refund is given if a cancellation is received within 1 week of the event. A 50% refund is given if a cancellation is received within 24 hours of the event. This penalty offsets the expenses to Pacific Crest resulting from the cancellation.

**Unlike many of my colleagues, I see myself learning and growing almost as much as my students on a year-in and year-out basis. This is the legacy of Process Education for me. The legacy is affirmed by the servant leadership role I play for my students, graduate mentees, and colleagues.**

—Steve Beyerlein, University of Idaho, Moscow

## Section 4: Professional Development Workshops

After 40 years of successful collaboration with a wide variety of universities and colleges, Pacific Crest has developed a wealth of professional development resources and tools that have evolved into **Workshops**. These are something between a formal course and a workshop and based on the proven outcomes of the Learning Process Methodology. All workshops encourage participants to focus on any current projects during the event, but participants can learn just as effectively with others' projects. Some workshops like Course Design and Change Projects, are truly project based, where teams work together on a project. If you don't register as part of a team, we'll make sure you find one to work with.

Note that the length of each workshop is shown as one of the following categories:

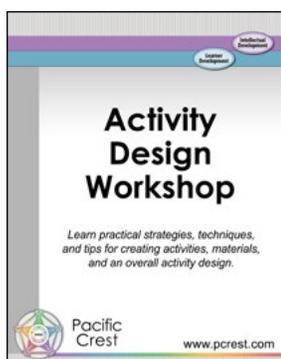
<b>synch</b> synchronous (in person OR online)	<b>asynch</b> asynchronous (online ONLY)	<b>blended</b> synchronous & asynchronous (online ONLY)
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This section contains a menu of the Workshops we offer, arranged in alphabetical order.

Visit us at [www.pcrest.com](http://www.pcrest.com) to see our current schedule of events for specific information.

- Activity Design Workshop..... 10
- Advanced Teaching Workshop..... 11
- Assessment Workshop ..... 12
- Change Projects Workshop ..... 13
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- Performance Measures Workshop..... 19
- Program Assessment Workshop..... 20
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- Teaching Workshop..... 24
- Teaching Learning to Learn Workshop..... 25
- Customized Workshops and Workshops ..... 26

**About Our Workshop facilitators** Each individual representing Pacific Crest, possesses a strong and diverse skill set. The professionals who support this work include performing faculty and administrators, who bring their own unique skills and expertise to bear. Pacific Crest utilizes the resources of an ever-growing community of educators from across the country, all members of which are committed to improving learning and teaching in higher education.

**DEVELOPMENTAL FOCUS***Intellectual, Learner***LENGTH***synch: 3 days*

Curriculum design is an extremely important process because the type of curriculum used, along with its quality, significantly influences the manner in which students learn and the way educators teach. Traditional curricula are written to support traditional methods of instruction. Using such traditional material makes it more difficult for facilitators who utilize student-centered, active learning approaches to achieve the process outcomes they desire.

By integrating learning theory into the design process, curricula can be created that support Process Education approaches, thereby creating learning environments which challenge students to develop essential learning skills while mastering content. This Workshop offers practical strategies, techniques, and tips for creating activities and materials in addition to designing courses and programs to support process-oriented guided-inquiry approaches to learning and teaching for in-person, hybrid, and online environments.

**OUTCOMES**

- Learn to structure and write quality process-oriented guided-inquiry materials for use in courses.
- Practice integrating a learning methodology and learning theory (cognitive models) into the design of curricula.
- Define appropriate learning objectives, learning outcomes, and performance criteria for activities within a course.
- Link assessment strategies to activity types.
- Write critical thinking questions that support different levels of cognitive development.
- Create skill exercises and problems that are meaningful, challenging, and effective in raising the level of student learning.
- Receive real-time feedback from peers and consultants that enhances curriculum products and tools created during the workshop.

**SAMPLE AGENDA (WORKSHOP ACTIVITIES)****Day 1**

Overview of the course design process, Establishing outcomes for the workshop, Designing an activity—walkthrough the process, Writing session (Activity 1), Writing effective learning outcomes, Elements of a “knowledge table”, Creating methodologies/performance criteria, Writing session—Activity 1 revisited, Exploring the peer assessment process

**Day 2**

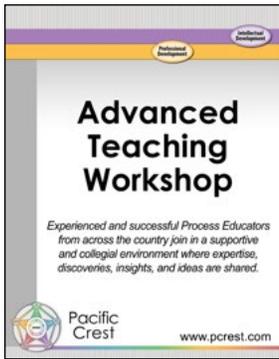
Sharing learning from the first day, Types of activities, Identification of learning skills, Writing Session (Activity 2), Writing effective critical thinking questions, Writing session (Activity 2 revisited), Peer assessment

**Day 3**

Sharing learning from the second day, Constructing engaging interactive models, Creating effective skill exercises and problems, Writing session (Activity 3), Setting the stage for an activity, Writing session (Activity 3 revisited), Peer assessment of learning activities

**PERFORMANCE AREAS**

Assessor	Collaborator	Consultant	Designer	Evaluator	Facilitator	Leader	Learner	Measurer
Performance Mentor	Problem Solver	Reflector	Researcher	Self-Growth Coach	Systems Thinker	Teacher		



DEVELOPMENTAL FOCUS	LENGTH
<b><i>Professional, Intellectual</i></b>	<b><i>synch: 3 days</i></b>
<p>Pacific Crest’s Advanced Teaching Workshops bring together the most experienced and successful process educators from across the country in a supportive and collegial environment where expertise, discoveries, and insights are shared openly. Building upon personal experience and a knowledge base established at previous Teaching Workshops, participants engage in activities and research that generate new knowledge and enhance personal growth.</p>	

**OUTCOMES**

- The main objective of the Advanced Teaching Workshop is to help participants improve their performance as mentors, teachers, facilitators, and agents for change in higher education.
- Since assessment is essential for improving performance, assessment will be practiced in different contexts and forms throughout the Workshop.
- The themes to be pursued at the event are determined by the needs and priorities of the participants.
- Educational research and generating new knowledge are priorities.
- Participants are kept abreast of new discoveries, projects and practices within the broader process education community.
- A community of practitioners evolves as individuals with common interests and shared goals learn together and from one another.
- Individual skill development and personal growth is a high priority for everyone involved.

**WORKSHOP FOCUS**

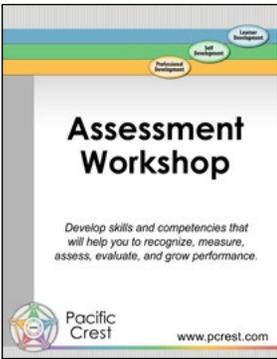
- Participants from past Teaching Workshops are welcome to attend.
- Make new friends and network with quality educators from around the country.
- Keep updated with new discoveries and research related to Process Education.
- Enhance your growth and development as a process educator.
- Address important issues and topics in various contexts within a community of knowledgeable and supportive colleagues.

**How will this Workshop be different from a beginning Teaching Workshop?**

The content will be new, different, and more advanced. The pacing will assume familiarity with Process Education techniques. There will be a greater emphasis on personal growth and the development of skills. There will be a greater orientation toward research (especially action research) and generating new knowledge.

**PERFORMANCE AREAS**

Assessor	Collaborator	Consultant	Designer	Evaluator	Facilitator	Leader	Learner	Measurer
Performance Mentor	Problem Solver	Reflector	Researcher	Self-Growth Coach	Systems Thinker	Teacher		



DEVELOPMENTAL FOCUS	LENGTH
<i>Learner, Professional, Self</i>	<i>synch: 3 days</i>

Improvement-based assessment (also called SII-Assessment) is used to improve quality and is critical for growing life-long learning skills and elevating performance in diverse contexts. However, the value of this kind of assessment is not always apparent, nor is the process always understood. Also, the lack of clarity in higher education between two necessary but complementary processes—evaluation and SII-Assessment—has made the effective use of improvement-based assessment more difficult. A major aim of this event is to build a greater understanding of assessment and its practice, resulting in cultural change at institutions and serving as a catalyst for elevating learning and teaching performance. Participants will develop skills and competencies in recognizing high performance, measuring performance, assessing performance for the purpose of improving performance, growing performance, and evaluating performance not only for themselves and their students, but those who they manage or lead.

**OUTCOMES**

- Experience and validate new tools and techniques for performing quality assessment.
- Improve your ability to perform high quality self-assessment.
- Strengthen facilitation and mentoring skills so you can improve the growth in your students’ life-long learning skills.
- Learn the design principles and processes for building appropriate assessment systems and data collection tools.
- Embed formative assessment in classroom practices, instructional design, program design, annual review, and strategic planning processes and systems.

**SAMPLE AGENDA (WORKSHOP ACTIVITIES)**

<b>Day 1</b>	Performance and measurement, Introduction to SII-Assessment (Strengths, Areas for Improvement, Insights), Roles for assessment and evaluation, Initial self-assessment and outcomes, Team learning outcomes, Writing performance criteria, Designing an assessment
<b>Day 2</b>	Assessing an assessment, Using learning skills to anchor assessment, Fishbowl learning activity, Designing a rubric, Self-assessment and outcomes, Creating a peer coaching system, Modeling an evaluation, Designing a grading system, Implementing team assessment designs, Mid-term assessment
<b>Day 3</b>	Team meeting, Assessing professional planning work, Performance measures, Overview of program assessment, Institutional assessment, Academic quality improvement project, Inventorying best practices in assessment

**PERFORMANCE AREAS**

Assessor	Collaborator	Consultant	Designer	Evaluator	Facilitator	Leader	Learner	Measurer
Performance Mentor	Problem Solver	Reflector	Researcher	Self-Growth Coach	Systems Thinker	Teacher		



DEVELOPMENTAL FOCUS	LENGTH
<p style="text-align: center;"><i>Institutional</i></p> <p>The Change Projects Workshop has been designed to help leaders throughout the organization to facilitate change process from a variety of roles. The challenges facing Higher Education mean that most universities and colleges need to transform themselves. This is evident when analyzing strategic plans and their initiatives. This event provides strong grounding in change process within Higher Education and helps participants build the skills that facilitate success in the change process.</p>	<p style="text-align: center;"><i>asynch: 4 weeks; synch: 3 days</i></p>

**OUTCOMES**

- Create a work plan for advancing change at your institution
- Assess one’s own performance as a facilitator of change
- Enhance appreciation of current trends influencing higher education
- Develop skills in establishing priorities among competing demands for change
- Improve understanding of the role of internal versus external facilitators of change

**WORKSHOP THEME AREAS**

**Administrators as Agents of Change**

- Are they part of the solution or part of the problem?
- Is a new administrative paradigm required?

**Thinking in New Ways**

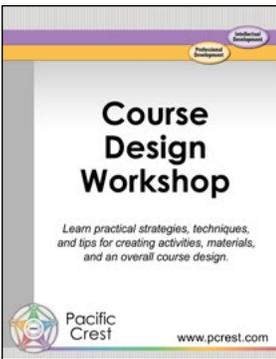
- How does the level of past investments affect the willingness to embrace change?
- Why do so many find it hard to acquire new behaviors?
- When is it right to change and when is change not appropriate?
- How do you free people up to think and act in new ways?

**Tangible Take-Aways**

Each participant/college group will leave the workshop with: an annotated bibliography of valuable resources/ readings with brief descriptions of their value, a collection of best practices presented at the workshop by the attending participants, a networking contact list including performance vitas and self assessments of the participants, and two readings (sent in advance so participants can prepare for the event).

**PERFORMANCE AREAS**

Assessor	Collaborator	Consultant	Designer	Evaluator	Facilitator	Leader	Learner	Measurer
Performance Mentor	Problem Solver	Reflector	Researcher	Self-Growth Coach	Systems Thinker	Teacher		

**DEVELOPMENTAL FOCUS***Professional, Intellectual***LENGTH***Blended: 2 weeks; synch: 3 days*

The Course Design Workshop (for in-person, hybrid, and online courses) offers practical strategies, techniques, and tips for creating activities and materials, and designing courses and programs which support process-oriented approaches to learning and teaching and improve student learning and success. By integrating learning theory into the course design process, curricula can be created which support Process Education approaches. Such learning environments challenge students to develop essential learning skills and master content.

**OUTCOMES**

- Learn to structure and write quality process-oriented materials for use in their own courses.
- Practice integrating a learning methodology and learning theory into the design of their content-specific curriculum.
- Set criteria for assessing the quality of curricula and aligning it with QEP.
- Link assessment strategies to specific activity types for improving student success.
- Identify and assess key learning skills students must develop to meet general education guidelines.
- Learn to write high quality critical thinking questions.
- Explore how learning journals and portfolios can be integrated in the design of curriculum.
- Have the opportunity to receive real-time feedback while working through the design process.
- Discover key design features which increase student success.

**SAMPLE AGENDA (WORKSHOP ACTIVITIES)****Day 1**

Overview of the curriculum design process, Determining goals and workshop outcomes, Construct long-term behaviors, Identifying course intentions, Construct measurable learning outcomes, Constructing a knowledge table for a course

**Day 2**

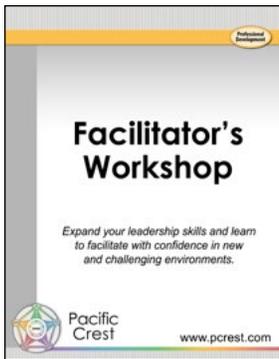
Choose themes for a course, Creating methodologies for key processes in a course, Identify a set of activities, Identify a set of specific learning skills for the course, Producing key performance criteria, Identify activity preference types, Match the activity types with the chosen activities, Choose the in-class and out-of-class activities

**Day 3**

Allocating time across course themes, Sequence the activities across the term, Create individual activities from a prioritized list, Enhance activities by using technology, Assessing and peer reviewing an activity. Locate or build key performance measures, Designing a course assessment system, Designing a course evaluation system, Designing a course syllabus, Assessment of the Workshop

**PERFORMANCE AREAS**

Assessor	Collaborator	Consultant	Designer	Evaluator	Facilitator	Leader	Learner	Measurer
Performance Mentor	Problem Solver	Reflector	Researcher	Self-Growth Coach	Systems Thinker	Teacher		



DEVELOPMENTAL FOCUS	LENGTH
<i>Professional</i>	<i>synch: 3 days</i>
<p>The focus of this workshop is to develop participants’ professional facilitation skills for in-person, hybrid, and online environments. In addition, participants will expand their leadership skills and leave this high-powered event with confidence in their ability to facilitate in new and challenging environments. During the Workshop, the facilitation process will be modeled, practiced, analyzed, and assessed. Participants will be able to take risks and practice new behaviors in a supportive environment.</p>	

**OUTCOMES**

- Planned outcomes will be supplemented based upon the interests and needs of the participants. However, the following are outcomes to be expected from this workshop.
- Participants enhance understanding and internalize the criteria that define quality facilitator’s performance.
- Knowledge and skills are practiced in different contexts as a way of preparing people to face increasingly more challenging situations.
- Research skills are developed in facilitation, mentoring, and social change.
- Individuals establish personal goals and standards for their own learning and professional growth.
- Opportunities for practicing facilitation skills are expanded to new situations.
- Change agent skills are developed in areas of greatest interest to the individual.
- An environment rich in diverse perspectives and values allows the group to resolve conflicts and build amicable consensus that can be later transferred to other communities of practice.

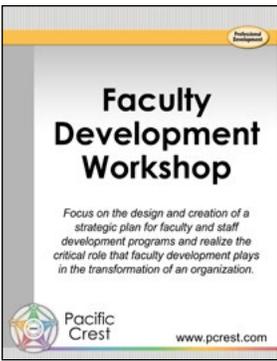
**WORKSHOP FOCUS AND ACTIVITIES**

The Workshop will address numerous topics related to facilitation, including:

- Valuing characteristics of a quality facilitator
- Establishing clear outcomes for an event or process
- Pre-assessing participants expertise and needs
- Constructing/designing quality activities
- Identifying and solving key problems/issues
- Designing work groups
- Facilitating discussions
- Inventorying and recording
- Learning how to ask questions
- Conducting a mid-term assessment
- Using a Facilitation Methodology
- Handling facilitators’ worst nightmares
- Facilitating a group from a failure
- Determining what produces a long-term behavior
- Using peer assessment
- Applying alternative assessment techniques
- Challenging performance
- Achieving closure
- Using real-time reflection within a process
- Facilitating change in a culture
- Facilitating a hostile group
- Addressing the needs of a group of skeptics
- Rephrasing effectively
- Preparing for an effective process
- Taking feedback non-defensively
- Managing/leading mentors and co-facilitators
- Providing amenities (food, resources, environment)

**PERFORMANCE AREAS**

Assessor	Collaborator	Consultant	Designer	Evaluator	Facilitator	Leader	Learner	Measurer
Performance Mentor	Problem Solver	Reflector	Researcher	Self-Growth Coach	Systems Thinker	Teacher		



DEVELOPMENTAL FOCUS	LENGTH
<p style="text-align: center;"><i>Professional</i></p> <p>This event focuses on the design and creation of a three-year strategic plan for faculty and staff development programs or Centers of Excellence in Learning and Teaching. Participants conduct an in-depth analysis of their institution’s strategic plan to optimize its successful implementation. They ensure that their faculty/staff development plans align with and support the strategic plans of their institutions. Faculty/staff development plays a critical role in the transformation of an organization.</p>	<p style="text-align: center;"><i>synch: 3 days</i></p>

**OUTCOMES**

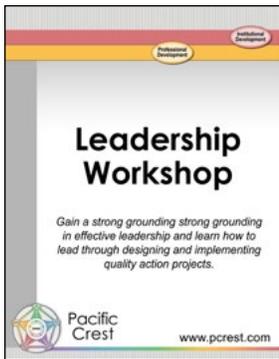
- Develop an appreciation of the change process, the various roles played in the change process, the phases of change, and the role of resistance.
- Analyze the tools and skills that one needs to be an agent of change within one’s own work environment.
- Develop the draft of a strategic plan document. The strategic plan will contain the following: a vision statement, a mission statement with objectives, operating principles, measurable outcomes, an operating plan, a resource plan (that includes internal funding, collaborative funding, external funding, and grant writing), a management plan, annual activities, a faculty recruitment plan, a marketing plan, an assessment plan, and a communication plan.
- Determine the design specifications for a Center of Excellence in Learning and Teaching. Discuss topics such as physical space, location, a resource library, meeting places, a learning environment, capital resources, and interfaces with other units and spaces.
- Develop a network by working with colleagues from around the country and sharing ideas, problems, resources and collaborative projects.

**WORKSHOP FOCUS AND ACTIVITIES**

This three-day event is set up to result in real work occurring in real time. On the first day, teams from the participating institutions are expected to declare their goals for the event so that others can assist them in meeting their desired ends. The workshop guides teams through a series of discovery questions that serve to facilitate the background analysis needed and the subsequent development of the strategic plan. Throughout the event, there are large group discussions as portions of the individual plans are developed so that teams have the opportunity to receive feedback in real time and consider improvements based upon the feedback received.

**PERFORMANCE AREAS**

Assessor	Collaborator	Consultant	Designer	Evaluator	Facilitator	Leader	Learner	Measurer
Performance Mentor	Problem Solver	Reflector	Researcher	Self-Growth Coach	Systems Thinker	Teacher		



**DEVELOPMENTAL FOCUS**

*Institutional, Professional*

**LENGTH**

*synch: 3 days*

The Leadership Workshop has been designed to help grow leaders throughout the organization to create visions and facilitate change from a variety of roles. The challenges that are confronting Higher Education require that most universities and colleges transform themselves. This is evident when analyzing strategic plans and their strategic initiatives.

This event provides strong grounding in effective leadership, the change process within Higher Education, the development of leadership skills that integrate into this change process, and how to design and implement quality action projects with strong leadership.

**OUTCOMES**

- Develop an understanding of the importance of leadership in fostering transformational organizational change
- Create a passion for leadership and help individuals see their potential as leaders who accept the challenges, risks and opportunities of leadership
- Explore the concepts and dynamics of organizational change, developing an understanding of three key phases of organizational change
- Develop an understanding of one’s own leadership style and how to identify effective leadership styles
- Strengthen essential characteristics of effective leadership within context of various roles leaders play
- Broaden individual competence and excellence as leaders, change agents and problem solvers
- Empower a local community of leaders who will support one another in addressing a variety of strategic initiatives

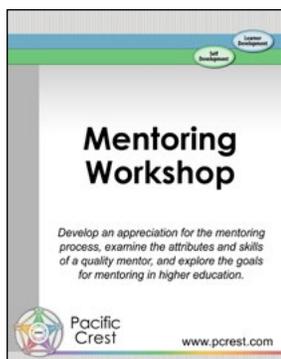
**WORKSHOP FOCUS**

Some of the questions that will be addressed during this Workshop include:

- What are the major leadership styles? How do these correlate with the critical aspects of organizational transformation?
- What are the hazards involved in a leader’s lack of involvement in the planning process?
- What is the correlation between the planning process and the leader roles in various stages?
- How can transformative leaders use systems thinking to initiate and sustain change?
- How does the process of delegation affect the various roles a leader plays? What rationales justify (or don’t justify) delegation during the planning process?
- What are the values of identifying stakeholders? How do you go about segmenting stakeholders in the most beneficial way?

**PERFORMANCE AREAS**

- |                    |                |            |            |                   |                 |         |         |          |
|--------------------|----------------|------------|------------|-------------------|-----------------|---------|---------|----------|
| Assessor           | Collaborator   | Consultant | Designer   | Evaluator         | Facilitator     | Leader  | Learner | Measurer |
| Performance Mentor | Problem Solver | Reflector  | Researcher | Self-Growth Coach | Systems Thinker | Teacher |         |          |

**DEVELOPMENTAL FOCUS***Learner, Self***LENGTH***synch: 3 days*

The goal in mentoring is to help students evolve as learners to the point of being in charge of their own learning—in other words, to help them become “self-growers.” Society increasingly expects educators not simply to foster the success of individuals as students, but also to help them succeed in their careers and in life. This workshop is designed to help educators understand the unique role of mentoring in the learning process. Participants will also consider the evolution of an educator through a hierarchy of performance levels, the highest level being that of a mentor. This

workshop helps individuals consider the mentor’s attributes, skills, and “way of being,” and to self-assess their own development as it relates to this role.

**OUTCOMES**

- Develop an appreciation for what a quality mentoring process is and what it is not.
- Become familiar with the principles that guide the mentoring process.
- Examine attributes and skills of a quality mentor and self-assess one’s own alignment with these attitudes and behaviors.
- Become familiar with an 11-step methodology for mentoring.
- Explore common goals for mentoring in higher education.
- Consider common issues one faces when one strives to become a mentor.

**WORKSHOP FOCUS AREAS AND ACTIVITIES****Focus Areas**

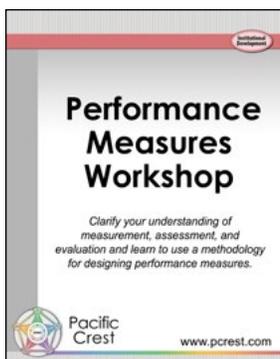
- The Performance Model
- Profile of a Mentor
- Principles of Mentoring
- Learning vs. Growth
- The Classification of Learning Skills
- Determining Needs for Mentors and Mentees
- Establishing a Mentor Relationship
- Mentoring Agreement
- Mentoring Methodology
- Personal Development Methodology
- Assessment in Mentoring
- Challenging Performance
- Motivation and Maintenance
- Creating and Expanding a Life Vision

**Activities**

- Analyzing a Performance
- What Makes Mentoring Relationships Special?
- Speed Mentoring
- Boundaries of a Mentoring Relationship
- Tough Love
- Constructive Intervention
- Mentoring with a Vision
- Celebrating Success
- Structured Reflection: Ready to Mentor

**PERFORMANCE AREAS**

Assessor	Collaborator	Consultant	Designer	Evaluator	Facilitator	Leader	Learner	Measurer
Performance Mentor	Problem Solver	Reflector	Researcher	Self-Growth Coach	Systems Thinker	Teacher		



## DEVELOPMENTAL FOCUS

### *Institutional*

## LENGTH

*synch: 2 days*

Both professional and institutional accrediting agencies are calling upon professional programs and institutions to give evidence that, not only have learning exercises been well planned, but also that there are measurable ways to show that the learner has demonstrated what has been learned. Institutions need to be able to show that assessment and evaluation techniques are clearly expressed in all courses. This expectation is more difficult because of ongoing confusion about language in the literature and among academics related to measurement, assessment, and evaluation.

A new set of tools is needed to help educators measure the critical skills and processes expected of students.

A key component in a quality assessment system is the design and implementation of quality performance measures. By creating performance measures which include detailed instructions for their use, facilitators can improve the quality of assessment that takes place in classes, courses, and programs. One can facilitate the development of quality measures and performance assessment by clearly defining the skills and processes being developed and identifying the most significant criteria for them.

## OUTCOMES

- Learn a method for constructing performance measures
- Refine your collaboration skills and sharpen your awareness of assessment versus evaluation.
- Obtain valuable insight into the relationship among measurement, assessment and evaluation.
- Gain experience using performance rubrics (scoring definitions).

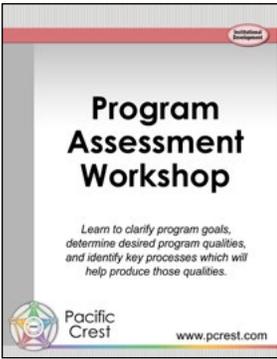
## WORKSHOP ACTIVITIES

All activities are based upon modules from the *Faculty Guidebook* as well as existing performance rubrics. The activities will give participants the opportunity to practice the following skills:

- Differentiating assessment from evaluation and determining the appropriate use of each.
- Brainstorming and prioritizing factors related to each skill, write descriptive statements for different performance levels ranging from novice to expert, and synthesize work products from all teams.
- Designing new measures using teams of experts.
- Testing the reliability of a measure.
- Preparing to implement a measure in a class, a course and a program.
- Integrating measurement into both assessment and evaluation.
- Inventorying and evaluating existing measures.
- Aligning data collection for measurement at the class, course and program levels.
- Designing a measure and peer-assessing the quality of the measures.

## PERFORMANCE AREAS

Assessor	Collaborator	Consultant	Designer	Evaluator	Facilitator	Leader	Learner	Measurer
Performance Mentor	Problem Solver	Reflector	Researcher	Self-Growth Coach	Systems Thinker	Teacher		



DEVELOPMENTAL FOCUS	LENGTH
<i>Institutional</i>	<i>synch: 3 days</i>
<p>The Program Assessment Workshop comes at time when there is a strong need to improve existing program assessment systems within higher education. The increasing demands of external accrediting organizations require institutions to take a new look at their programs and outcomes. A new set of questions is being asked and must be addressed.</p>	

**OUTCOMES**

- Clarify your program’s processes, systems, and structures, and identify how these help to produce the qualities of the program.
- Produce a program assessment system to help meet program goals and standards.
- Gain understanding of the relationship between measurement, assessment, and evaluation.
- Learn to design a system that benefits your program (not solely to please external evaluators).
- Understand the role of self-study in building a program assessment system.

**WORKSHOP THEMES**

A quality program assessment system has two main components (assessment and evaluation) along with a strong measuring system. These form the three main theme areas for the workshop:

- (1) the measuring system
- (2) the evaluation component
- (3) the assessment component

**The Measuring System**

A measuring system is used to help know *what* you are trying to do (goals); determine *how well* you are doing it; analyze *how* you are doing it; determine *which qualities* that you want and how you are going to *measure* those qualities, and determine the *level of quality* you want. Therefore, a measuring system is used to assess current effectiveness (i.e., a self-study of current performance against stated goals), *as well as identify* program goals/objectives, key processes that significantly influence quality and effectiveness, and clear performance criteria and standards for the program.

**The Evaluation Component**

The design of an evaluation component requires creating an annual program evaluation process and a plan of

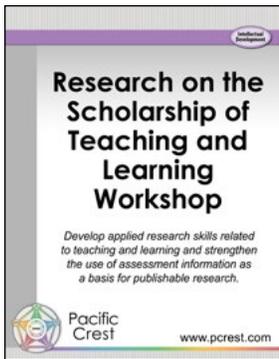
action to produce the outcomes that match the standards. Individual accountability within a program involves setting standards and then identifying which individual (or individuals) is responsible for each measure. The evaluation component also involves designing a data collection and reporting system to measure performance against standards as well as timely reporting about performance to the appropriate individuals. In addition, there should be summative evaluation of annual performance against standards and opportunities for rewarding performance.

**The Assessment Component**

The design of an assessment component involves identifying the strong aspects of a program and separating them from aspects that need to be improved. Appropriate assessors should be identified for each performance area that needs the greatest improvement. Factors within each measure for the assessment need to be identified. Constant feedback should be provided until the performance reaches the desired level. Contingency funds should be set aside for providing critical resources to make needed improvements. Finally, study the use of feedback to determine its impact for future improvements.

**PERFORMANCE AREAS**

Assessor	Collaborator	Consultant	Designer	Evaluator	Facilitator	Leader	Learner	Measurer
Performance Mentor	Problem Solver	Reflector	Researcher	Self-Growth Coach	Systems Thinker	Teacher		



**DEVELOPMENTAL FOCUS**

*Intellectual*

**LENGTH**

*synch: 3 days*

Facilitators are being asked to become better researchers of their own practices—whether it be in disciplinary context, teaching, or other areas of performance. Since scholarly effort is a component of tenure, promotion, and merit systems, it is important that individuals receive credit for additional research that is not published in discipline journals. In response to these increasing research demands, this workshop focuses on helping participants further develop their scholarly efforts, as it pertains to their role as an educator. Participants will gain a greater sense of confidence and

professionalism with respect to researching about the scholarship of teaching and learning.

This event provides an excellent opportunity to network with others committed to professional performance, especially as it pertains to teaching and learning in the classroom. Specific areas of interest and expertise include: mentoring, student-centered learning, student success (increasing performance of the “at-risk” students), instructional design, effective use of technology, assessment, and evaluation. As a result, there will be many opportunities for participants to collaborate in grant writing, the writing of papers, and sponsoring collaborative research.

**OUTCOMES**

- Develop a network of educators committed to advancing research related to teaching and learning in the classroom.
- Develop applied research skills related to teaching and learning.
- Individuals improve their ability to use assessment data and information as the basis for publishable research.
- Strengthen one’s ability to get published in various contexts.

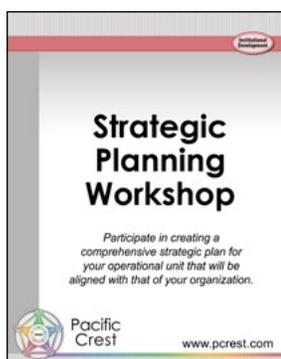
**WORKSHOP FOCUS AND ACTIVITIES**

Participants will engage in a series of activities and explore various topics throughout the workshop. Some of the activities and topics that may be explored include:

- How to conduct a research design around learning outcomes and specific to environments in which one is involved
- How to effectively make use of appropriate tools for data collection
- How to properly identify the appropriate audience related to the research being performed
- Exploring the process of classroom research
- Determining the criteria for high quality qualitative research
- Developing ideas for a research program in teaching and learning
- Developing collaborative relationships
- Effectively integrating peer review into the rewriting of proposals and papers
- Complementing disciplinary research with scholarship on teaching and learning
- Building credibility with respect to one’s own scholarship
- How to perform peer review of scholarship

**PERFORMANCE AREAS**

Assessor	Collaborator	Consultant	Designer	Evaluator	Facilitator	Leader	Learner	Measurer
Performance Mentor	Problem Solver	Reflector	Researcher	Self-Growth Coach	Systems Thinker	Teacher		

**DEVELOPMENTAL FOCUS***Institutional*

Institutions that are attempting to develop comprehensive plans which are aligned at all levels of the organization will benefit from our Strategic Planning Workshop. Many institutions of higher learning claim to want to transform how they deliver education and services so that they are more learning and learner centered. To achieve this goal they must deconstruct existing bureaucracies to a significant degree. The task becomes overwhelming when this is only done from the top of an organization.

**LENGTH***synch: 2 days*

It is common for colleges and universities to have strategic plans that are quite broad in scope, but which are too general to be meaningfully applied to programs and work units. We help these units within an organization to carefully think through and align their work with that of the broader institution, and to do so in a way that has real meaning, local ownership, and which is aligned with the broader institutional strategic plan.

**OUTCOMES**

- Participants will have a comprehensive strategic plan for their operational unit that will be aligned with that of the larger organization.
- Shared ownership will result from environmental scanning, and clarification of values, vision, mission, and prioritized goals.
- Participants will establish priorities for both the short term (one year) and the long term (five to ten years).
- Action plans will be established with clarification of resources needed, time lines for accomplishment, and identification of the individuals accountable for specific objectives being met.
- An assessment system will be designed in advance so that there is shared understanding of how the effectiveness of the program will be measured and improved periodically.
- A matrix system will be designed for shared understanding of the standards deemed appropriate for measuring accomplishment that is considered acceptable in achieving the vision, mission and goals of the unit.
- A review and analysis schedule will be determined to clarify the schedule for monitoring effectiveness and making appropriate adjustments for improvement.

**SAMPLE AGENDA (WORKSHOP ACTIVITIES)****Day 1**

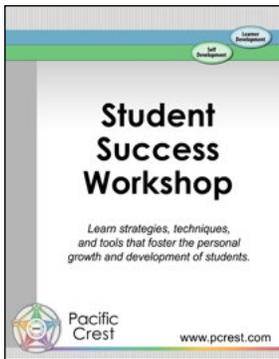
This time is dedicated to building shared understanding and ownership of the future direction based upon environmental scanning, clarification of the vision, mission and values, and prioritization of goals and objectives.

**Day 2**

During this time smaller teams usually flesh out the action plans. Once that is accomplished the group as a whole designs the assessment system, the matrix and standards to be used for measuring effectiveness, and the review and analysis schedule for continuous improvement.

**PERFORMANCE AREAS**

Assessor	Collaborator	Consultant	Designer	Evaluator	Facilitator	Leader	Learner	Measurer
Performance Mentor	Problem Solver	Reflector	Researcher	Self-Growth Coach	Systems Thinker	Teacher		



## DEVELOPMENTAL FOCUS

*Learner, Self*

The Student Success Workshop is based on the premise that a key role of educators in higher education is that of a mentor who fosters a learner's growth and the development of his or her cognitive, social, and affective skills. Success is referred to not simply in terms of academic success but rather in terms of a broad set of those skills required for success beyond college.

## LENGTH

*synch: 3 days*

## OUTCOMES

The workshop will provide strategies, techniques, and tools which foster personal growth and development of students in the context of first-year courses and learning-to-learn camps. Workshop participants will learn how to:

- Create a productive learning environment,
- Elevate the use of assessment and integrate an assessment system into a course
- Design, build, and facilitate effective learning teams and cooperative learning
- Facilitate active learning with timely constructive interventions on key issues and skills
- Use journaling and self-reflection
- Foster learner ownership and implement strategies for resistance to behavioral change
- Challenge performance (raising the bar)
- Grow learner performance (including a special emphasis on reading)
- Pre-assess individuals and assess learning outcomes
- Design a process-oriented syllabus with clearly defined expectations and requirements
- Connect with students, believe in their potential, and publicly commit to their success
- Help students take ownership for their own success (student buy-in)
- Help students to build strong individual identities that are consistent with their life visions

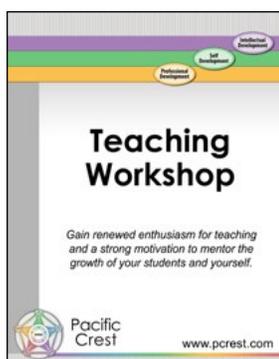
## WORKSHOP FOCUS AND THEMES

The workshop will provide strategies, techniques, and tools which foster personal growth and development of students in the context of first-year courses and learning-to-learn camps. During the workshop, participants will be introduced to a variety of tools which support the philosophy of Process Education and lead to a quality first-year course. These tools include:

- life vision portfolio
- self-growth paper
- the Student Success Toolbox
- methodologies
- levels of knowledge
- peer assessments
- guided-discovery activities
- learning communities
- classification of learning skills
- performance measures

## PERFORMANCE AREAS

Assessor	Collaborator	Consultant	Designer	Evaluator	Facilitator	Leader	Learner	Measurer
Performance Mentor	Problem Solver	Reflector	Researcher	Self-Growth Coach	Systems Thinker	Teacher		

**DEVELOPMENTAL FOCUS***Professional, Intellectual, Self***LENGTH***asynch: 4weeks; synch: 3 days*

A Teaching Workshop is our foundational professional development event. This event offers institutions or individuals interested in converting from a traditionally-oriented classroom to one that is learner and learning-centered a base for further growth and development. Attendees actively participate in a learning community that mirrors a Process Education classroom. Participants leave with renewed enthusiasm for teaching and a strong motivation to mentor the growth of their students and themselves.

During a Teaching Workshop, participants observe and learn the professional practices of a process educator from the perspective of a student. They experience what it feels like to analyze, learn, and apply new material. At the same time, participants are asked to routinely reflect on what it is like to be a learner in this environment. How easily does understanding come? What does it feel like to be a student in this situation? What would I do if I were a teacher in this situation? Often when teachers learn new content, they can do so without having to reflect on their own learning processes. Similarly, when teachers practice a new teaching technique, they often practice it using material with which they are comfortable. This event uses challenging content that requires participants to cognitively explore the learning process as well as the affective issues associated with learning.

**OUTCOMES**

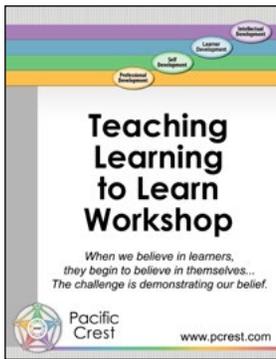
- Each participant experiences learning within a team environment by contributing to the achievement of a set of team learning outcomes
- A wide variety of techniques and tools for teaching and student learning are used during the workshop. Participants act as researchers, deciding which strategies, tools and techniques might work well (or not) in their particular learning environments.
- Participants value the importance of self-assessment in the growth process and identify ways to make better use of specific assessment tools with students and themselves
- Participants develop an understanding of an instructional design process that supports active learning, critical thinking, and assessment

**SAMPLE AGENDA (WORKSHOP ACTIVITIES)**

<b>Day 1</b>	Welcoming and Introductions, Preparing for the Teaching Workshop, Overview of Process Education, Constructing Team Objectives, Teaching the Reading Methodology, Levels of Knowledge, Forms of Knowledge (optional), Exploring the Learning Process Methodology, Engaging Learners in a Quality Learning Environment, Inventory of Learning and Teaching Tools
<b>Day 2</b>	Team Reflection, Overview of Assessment (optional), Comparing Assessment and Evaluation, Facilitation Planning, Modeling a Process Education Classroom, Modeling a Problem Solving Session (alternative activity), Midterm Assessment
<b>Day 3</b>	Team Meeting, Overview of Course Design, Creating a Syllabus, Analyzing an Activity Design, Creating an Activity (alternate activity), Professional Planning, Assessment of Workshop

**PERFORMANCE AREAS**

Assessor	Collaborator	Consultant	Designer	Evaluator	Facilitator	Leader	Learner	Measurer
Performance Mentor	Problem Solver	Reflector	Researcher	Self-Growth Coach	Systems Thinker	Teacher		



### DEVELOPMENTAL FOCUS

*Professional, Intellectual, Self, Learner*

### LENGTH

*asynch: 4weeks; synch: 3 days*

This Workshop is our foundational professional development event reconceived for an online environment and taking full advantage of the powerful learning objectives and content available in *Learn to Learn for Success*. This event offers institutions or individuals interested in converting from a traditionally-oriented classroom to one that is learner and learning-centered a base for further growth and development.

During this Workshop, participants work through the curricula of a Learn to Learn for Success course as both student and facilitator, experiencing the tools and processes from both sides. Participants will learn to successfully facilitate active-learning experiences in areas such as the Learning Process Methodology, Problem Solving, Turning Failure into Success, Letting Go of the Past, and more. This workshop's focus on learning again what it feels like to analyze, learn, and apply new material as a student is eye-opening for most participants. The metacognitive awareness at the center of this workshop will help participants strengthen their own learning. This event uses challenging content that requires participants to cognitively explore the learning and teaching processes as well as the affective issues associated with learning.

### OUTCOMES

- The ability to appreciate and use methodologies as a way to increase the level of learning
- Significant gains in metacognition and self-awareness
- Increase in self-regulation, self-motivation and ownership of learning
- Observable self-growth realized through the practice of self-assessment
- Willingness to take risks and appreciate failure as a pathway to success
- Increased teamwork skills from active participation in a learning community

### TOPICS

- |   |  |
|---|--|
| 1 Performing Like a Star                          | 11 Performing in Teams and Within a Community      |
| 2 Becoming a Master Learner                       | 12 Performing While Being Evaluated                |
| 3 My Past Doesn't Define My Future                | 13 Metacognition: Thinking About My Thinking       |
| 4 Self-Assessment: The Engine of Self-Growth      | 14 Making Failure a Stepping Stone to Success      |
| 5 Time, Planning, & Productivity                  | 15 Optimizing Physical, Mental, & Emotional Health |
| 6 Building and Maintaining Healthy Relationships  | 16 Choosing and Using Mentors Effectively          |
| 7 Methodologies: Unlocking Process Knowledge      | 17 Defusing and Using Evaluation                   |
| 8 Reading for Learning                            | 18 Shifting from Extrinsic to Intrinsic Motivation |
| 9 Visioning My Future by Exploring My Environment | 19 Becoming a Self-Grower                          |
| 10 Financial Health: Managing Personal Finances   |  |

### PERFORMANCE AREAS

Assessor	Collaborator	Consultant	Designer	Evaluator	Facilitator	Leader	Learner	Measurer
Performance Mentor	Problem Solver	Reflector	Researcher	Self-Growth Coach	Systems Thinker	Teacher		

## Section 4: Professional Development Workshops (Customized)

We are always ready and happy to create customized Workshops to meet the individual needs of your department or campus. Recent custom Workshops include: **Critical Thinking in Disciplinary Contexts, Classroom Assessment, Developmental Mathematics, Learning to Learn Calculus**, and more. We have delivered dozens of Workshops tailored to disciplinary contexts and are comfortable abridging any of our multi-day events to suit a shorter time frame.

In addition to multi-day Workshops Pacific Crest offers a wide variety of ready or custom-designed workshops to meet the needs of your institution. The workshops listed below range in length from two hours to two days. Contact Pacific Crest with respect to your particular workshop needs or interests.

### Developing Student Learning Skills

- Understanding the Learning Process
- The Role of Critical Thinking in Learning
- Improving Student Self-assessment Skills
- Teaching Problem Solving (process and skills)
- Teaching a Quality Reading Process
- The Role of Information Processing in Learning
- The Role of Language Development in Learning
- Identifying Process Learning Skills for an Activity

### Developing Quality Curricula

- Creating a Knowledge Map
- Creating a Methodology for a Process
- Designing Quality Performance Criteria
- Building Quality Concept Models
- Designing a Guided Discovery Activity
- Identifying Learning Skills for an Activity
- Peer Assessing the Quality of an Activity

### Designing a Quality Course

- Creating Measurable Outcomes
- Designing a Course Assessment System
- Designing a Course Evaluation System
- Designing a Quality Syllabus
- Effectively Use of a Learning Assessment Journal
- Creating a Profile for Long-term Behaviors
- How to Increase Levels of Knowledge
- Peer Assessing the Quality of an Activity

### Facilitating Institutional Change

- Designing an Annual Review Process
- Creating an Operational Plan
- Learning to Do Action Research
- Creating a Teacher Portfolio System
- Facilitating an Educational Focus Group Session

### Assessment

- Effectively Using Assessment Tools
- Assessing Assessments with Quality
- Effective Placement through Assessing
- Annual Self-study and Assessment (individual, department, and program levels)
- Improving Students Self-Assessment Skills

### Active Learning/Process Education

- Becoming a High Quality Teacher
- Creating a Productive Learning Environment
- Modeling a Process Education Classroom
- Constructive Intervention Techniques
- Using a Learning Assessment Journal
- Designing an Effective Peer Coaching System
- Designing an Effective Teaching/Learning Support Group
- Designing a Facilitation Plan
- Effectively Using Cooperative Learning

**My whole way of thinking about teaching and learning changed the day I attended my first Pacific Crest Workshop. Since then, I have attended eight or nine other Workshops, every one of which has added tremendously to both my understanding of essential educational issues and to my “bag of tricks” for helping students to learn. I strongly urge any teacher interested in turning her or his students into self-growers to look into the offerings at Pacific Crest.**

*—Eric Myrvaagnes, Suffolk University, Boston MA*

## Section 5:

## More Information

# THE TRANSFORMATION OF EDUCATION

HISTORICAL TENDENCY

FUTURE DIRECTION

**CHALLENGE** *The degree to which increasing the level of difficulty is used in order to grow capacity for learning and performing*

**Enabling** Is concerned for comfort/safety; Accommodates for weakness and/or disability; Offers gratuitous praise; Sets limitations on the basis of cultural bias

**Empowering** Concerned for enduring personal/professional growth; Asks others to do things that exceed their current capabilities; Offers well-founded praise; Believes in unlimited potential

**COGNITIVE COMPLEXITY** *Degree to which training and doing is elevated to problem solving & research*

**Memorizing** Has implicit assumptions; Relies on the static and historical; Believes analysis is the most important thinking skill; Values expediency; "Practice makes perfect;" Limits context to immediate need

**Problem Solving** Is aware of assumptions (they are explicit); Thinks critically, is innovative and creative; Uses models; Sees value in situations that are dynamic and evolving; Believes synthesis is an important skill, Seeks to support high levels of learning (working expertise, problem solving, research, transference to new context)

**CONTROL** *Locus of power/authority for the learning situation or experience*

**Faculty-Centered** Has the mindset of an expert; Is concerned with instructional efficiency, Overcompensates for fear/inexperience by controlling, Holds traditional faculty assumptions/perspective; Asks, "Have I covered the syllabus?"; Values dictation over facilitation

**Learner-Centered** Believes learner engagement is critical for learning success; Concerned with instructional effectiveness; Trusts in ability/experience and support; Able to hold student assumptions/perspective; Asks, "Have I helped my students achieve the learning objectives?"; Values facilitation over dictation

**DELIVERY** *The means by which information/knowledge is obtained by learners*

**Presentation** Prefers a lecture format and dissemination of knowledge/information; Believes that students/learners are empty vessels or blank slates, and that they should passively and meekly absorb knowledge; 'Sage on the stage'

**Active Learning** Believes that curiosity motivates learning and that discovery is education; the Montessori method; Sees the educator as facilitator or 'guide on the side'; Believes students should actively learn by doing; Seeks out knowledge/information

**DESIGN** *Purposeful arrangement of instructional environment, materials and experiences to support learning*

**Rigid** Is a design 'traditionalist'; Always uses designs in a specific way; Believes that design is linear and immutable; Supports designs on the basis of historical goals, values, definitions, and identities

**Responsive** Is a design innovator; Uses designs in multiple ways; Believes that design is often non-linear, easily reconfigured, and adaptable; Makes design changes based on shifting needs and context; Values relevance more than consistency

**EFFICACY** *Well-founded belief in capacity to change and to make a difference*

**Doubt** Believes that success depends on others; Often rationalizes, complains, demonizes; Is negative and defeatist; Is unable to internalize success and accurately self-assess

**Conviction** Believes that success is up to ME; Demonstrates self-confidence and willingness to take responsibility; Able to validate (and self-validate) learning and performance; Is able to internalize success and recognition of accomplishments, as well as accurately self-assess

**FEEDBACK** *Information about what was observed in a performance or work product*

**Assessment** Believes that feedback is most needed by third party; Is judgmental; Uses standards to judge performance; Demonstrates a compliance mindset

**Evaluation** Believes that feedback is most useful to the performer; Is interested in improving performance; Uses criteria to analyze performance; Demonstrates an added-value mindset

**MEASUREMENT** *Process of determining the level of quality surrounding a performance or product*

**Subjective Determination** Trusts personal judgement above formal measurement methods; Believes that statistics always lie; Awkwardly uses even simple measurement tools; Relies on personal preference/taste/predilection; Amenable to accusations of favoritism or preferential treatment

**Objective Determination** Adept at using both holistic and analytic rubrics; Seeks to eliminate personal bias in data collection, interpretation, and decision-making; Examines outliers for new insights; Thoughtfully connects research questions, measurement methods, and analysis

**OWNERSHIP** *Degree to which the learner accepts responsibility and accountability for achieving learning outcomes*

**Directed** Requires prompting and monitoring by others in order to initiate and persist; Is sensitive to activities having well-defined resource requirements; Believes that resources need to be introduced and integrated in participant instructions; Relies on extrinsic motivation for meeting requirements; Micro-manages (not allowing others to demonstrate ownership); Is passive (refuses to demonstrate ownership)

**Self-Directed** Demonstrates initiative and persistence without prompting; Often moves in unanticipated, but fruitful directions; Believes that resources should be independently identified and accessed; Displays self-monitoring and self-regulation; Has high or increasing level of self awareness; Is intrinsically motivated to learn and a self-grower; Actively engages with others and situations

**RELATIONSHIP** *The degree of emotional investment an instructor or mentor has in his or her students or mentees*

**Emotionally Distant** Values objectivity; Believes that thinking is more important than feeling (emotions are transient and irrational); Sees learning as a cognitive operation

**Emotionally Invested** Able to see current performance in the context of personal situations and backgrounds; Projection of positive feeling towards all learners no matter what their background or past performance

**SCOPE OF LEARNING** *The contexts across which learning occurs and its application is demonstrated*

**Situational Understanding** Pursues the acquisition of knowledge and skills that are narrowly contextual; Tends to content-focused or discipline-focused

**Interdisciplinary Understanding** Pursues the growth of knowledge and skills that are applicable across different contexts; Tends to be process-oriented; Is aware of patterns, similarities, commonality, and basic principles

**SELF-AWARENESS** *The degree to which reflective and self-assessment practices are used by the individual to foster the growth of his or her learning skills across the cognitive, affective, and social domains*

**Self-Consciousness** "Do what you're told;" Doesn't question; Believes learning is a mystery; Demonstrates unawareness of emotional or social 'rules;' Acts out; Has knee-jerk reactions; Rationalizes behavior, is task-oriented, blind to self, reactive, selfish, narcissistic, unable/unwilling to work with others, incurious, self-satisfied

**Self-Growth** "Learning how to learn;" Steps back from doing; Self-assesses; Questions actions, Explores self, Works on self-development, Is proactive, open to feedback and constructive criticism; Seeks self-knowledge and self-actualization; Demonstrates increased metacognition, self-discipline, self-mentoring

**SOCIAL ORIENTATION** *The investment, interdependence, and responsibility for learning throughout a community*

**Individual** Values self-sufficiency and individual responsibility above interdependence and shared accountability; Identifies collaborative groups with bureaucracy (believes that collaboration is inefficient)

**Community** Values interdependence and shared accountability above individualism; Demonstrates appreciation for cooperation, teamwork, flexibility, and synergy

**TRANSPARENCY** *Degree to which stakeholders can view individual, team or collective performance*

**Private** Fears judgment; is a perfectionist; Believes that preparation & practice come before any demonstrated performance; Sees outstanding performances as highly controlled and scripted; Has a high affective filter (fear, alienation, isolation, discomfort)

**Public** Is willing to model desired behaviors; Trust in self and others, Prefers a collaborative or supportive environment; Is willing to innovate and improvise; Has a lowered affective filter (evidences humor, identification, comfort)

Visit [www.transformation-of-education.com](http://www.transformation-of-education.com) to learn more!

**The Professional's Guide to Self-Growth**  
*A step-by-step process for developing your unlimited potential*



Daniel K. Apple Wade Ellis David Leasure

## What is a Self-Grower?

Self-growers are life-long learners who are focused, highly motivated, responsible and take ownership of their own learning process. They are committed to their success towards their life vision through hard work, persistence, and self-efficacy. They seek challenges to develop self-growth: take risks to get outside their comfort zone, embrace failures, seek feedback and use self-assessment.

*The Professional's Guide to Self-Growth* presents the 50 characteristics that you'll need to reach your goals of self-improvement and self-growth. You likely have strengths in many of the characteristics. **But you can always improve.** Our approach is to first survey the strength of any of 35 risk factors that are the most common areas that impact your career. You'll create a prioritized list of risk factors to reduce, strengthening your professional characteristics.

Visit to learn more and order your copy!

[www.professionalsguidetoselfgrowth.com](http://www.professionalsguidetoselfgrowth.com)

Our **Learn to Learn for Success** course is perfect for students who...

- are not quite ready to take the step from high school to a college environment
- have stopped out / dropped out of college and are ready to go back & succeed
- need to recover from academic dismissal/are appealing academic probation/dismissal



Students **SUCCEED** by learning **how** to learn...

then learning how to **improve** that ability.

Learn more at [pcrest.com](http://pcrest.com)



The course, as a 1-week site-based synchronous course (for college-bound students) or a 4-week online asynchronous course (for academic recovery), teaches students how to learn and helps them develop the persistence to succeed. Those completing the course are more likely to graduate, making it possible to retain/rescue students who are struggling.

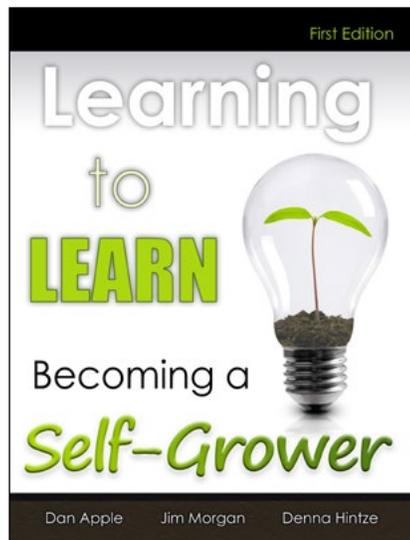
## Enhance Your Professional Development

Education is a journey of discovery for both the learner and the teacher. There can be a lot of twists and turns along the way. And sometimes it's not too clear if you're even headed in the right direction.

Our *Faculty Guidebook* is a wealth of Process Education tools & scholarship. It contains it all, from assessment to design and writing rubrics in 2- to 4-page modules.

*Single copy, Personal e-Guidebook and Institutional Site Licenses available.*

Learn more at [www.facultyguidebook.com](http://www.facultyguidebook.com)



We've been engaged in researching, practicing, and teaching the concept of LEARNING TO LEARN for 20+ years, working to transform learners with a powerful set of outcomes.

With the new ***Learning to Learn: Becoming a Self-Grower***, any educator can realize these outcomes. Tailored for a 1 or 2-credit course, the curricula consists of 15 experiences, each containing a pre-activity (On My Own), an in-class activity (In My Class) and a post-class activity (My Learning and Growth).

Available Instructor Resources include Facilitation Plans, Reading Quizzes, and links to all tools and forms (all of which are also included in the book).

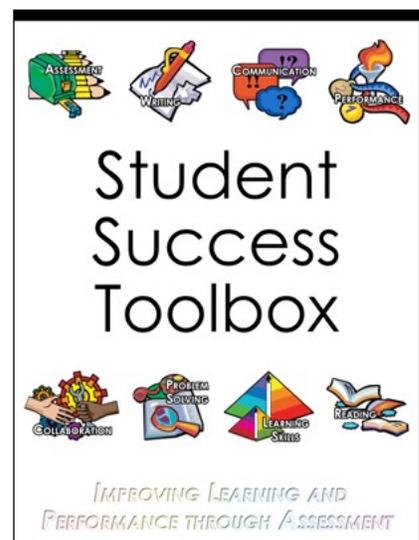
Learn more at [www.pcrest.com](http://www.pcrest.com)

## Give Your Students the Tools they Need to Succeed

Collaborating    Communicating    Reading    Writing  
 Reflecting    Assessing    Thinking    Performing  
 Problem-solving    Improving    Succeeding

20+ years in the making, the ***Student Success Toolbox*** is our definitive collection of tools that make increased success possible for **any** student. With the tools (forms, rubrics, methodologies, and profiles) to support improved performance through assessment, it will help students with organization, reading, writing, thinking, communicating, and collaborating. The **companion web site** contains additional tools such as rubrics and methodologies. Free online access during the semester for both adopting instructors and students.

Learn more at: [www.studentsuccesstoolbox.com](http://www.studentsuccesstoolbox.com)





# International Academy of Process Educators

## The Academy Mission

**The Academy drives transformational change in education by generating, disseminating, and archiving research based on Process Education™ principles through:**

- Delivering an annual conference focused on timely issues
- Advocacy on key educational issues,
- Building an Academy research program,
- Promoting scholarship related to the process model of education
- Reporting research on Process Education™ in a peer-reviewed journal

**The Academy engages, supports, and collaborates with a community of educators by:**

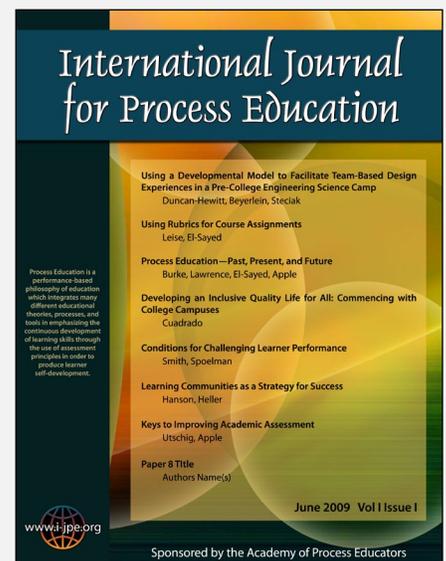
- Partnering in the design and modeling of best practices in Process Education
- Mentoring and coaching professional development in educational practice
- Involving members in the creation of innovative conference programs
- Seeking and supporting partnerships for Academy research
- Facilitating members' participation in other professional venues

## The Benefits of Membership

- Participate in ongoing Academy activities and research
- Contribute to the Process Education community of practice
- Receive the Academy newsletter
- Receive personal access to the electronic *Faculty Guidebook*
- Receive a 35% registration discount for any open enrollment event from Pacific Crest

*At only \$70 yearly, the benefits of membership are clear!*

Visit us online to learn about the annual Process Education Conference.



# The Compass of Higher Education

*Scholarship of Teaching & Learning*

*Servant Leadership*

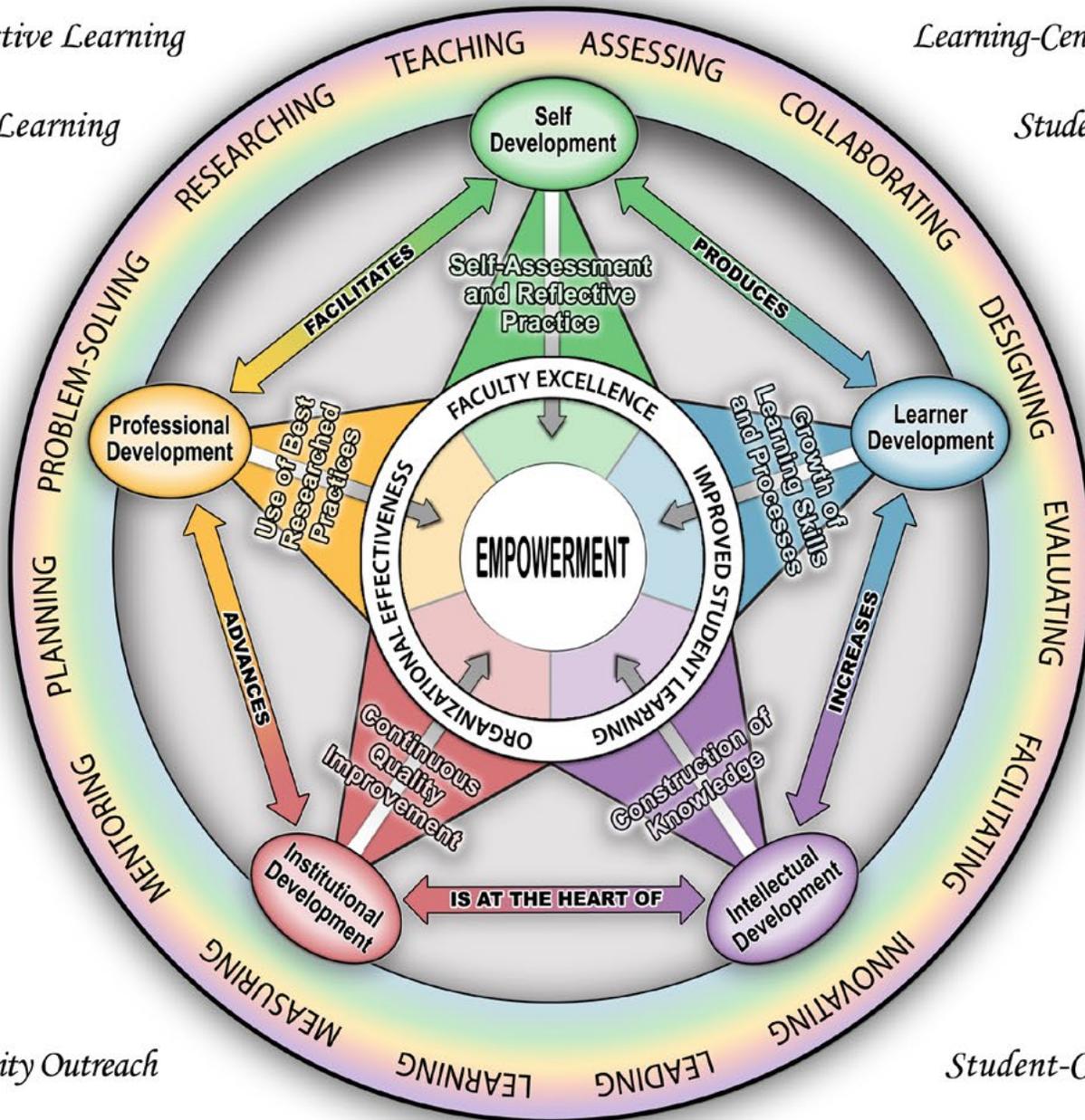
*Assessment Culture*

*Active Learning*

*Learning-Centered*

*Online Learning*

*Student Success*



*Community Outreach*

*Student-Centered*

*Learning Communities*

*Character Development*

*Commitment to Excellence*

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