



Teaching Seriously

Pathways Institute

February 2, 2017

Tempe, Arizona

Dr. Gail O. Mellow

Why Teaching is Important

All CC
Students

- Total student enrollment at community colleges nationally = 8,000,000

Dev Ed
Students

- (low) Estimate 60% need developmental education = 4,800,000

Dev Ed
Faculty

- Estimate the number of students per class at 28 = 128,571 classes of dev ed each semester

Dev Ed
Adjuncts

- (low) Estimate that 60% of dev ed faculty are adjuncts = 77,263 adjuncts teaching every semester

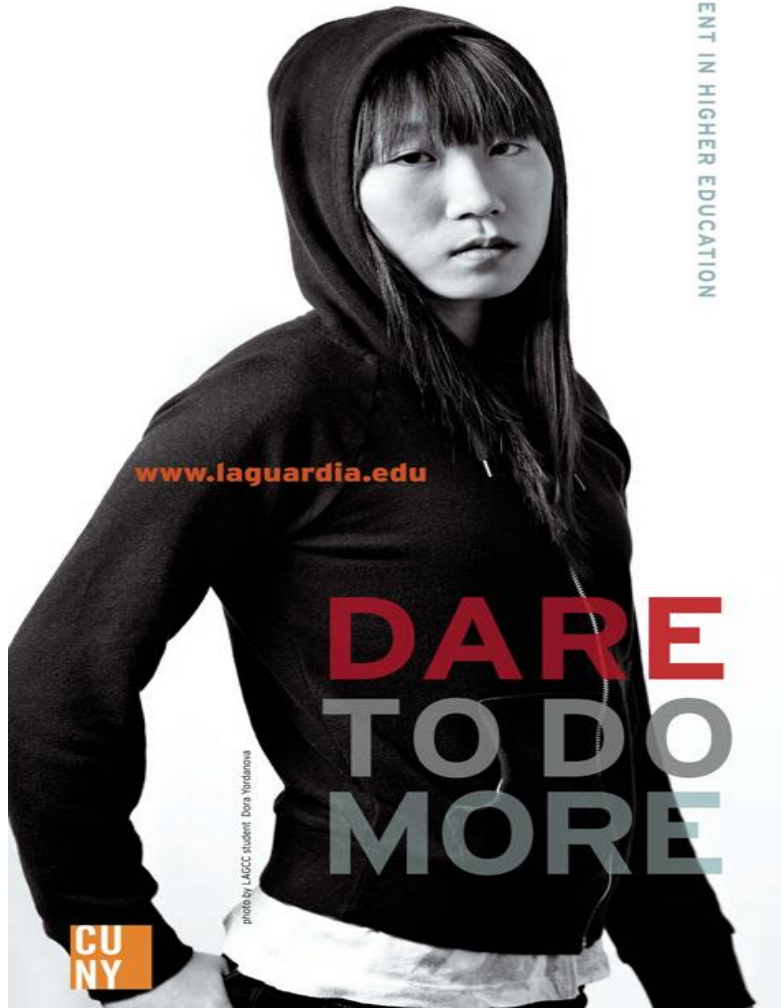




- If each dev ed professor helped 2 more students per class, pass rates go up 7%
- 4 more students, 14%
- **Faculty** - the under-supported part of the ecosystem



WE ARE THE BOLDEST EXPERIMENT IN HIGHER EDUCATION



• **INQUIRY** - getting a real image
of own teaching, described it, see it, measure it.

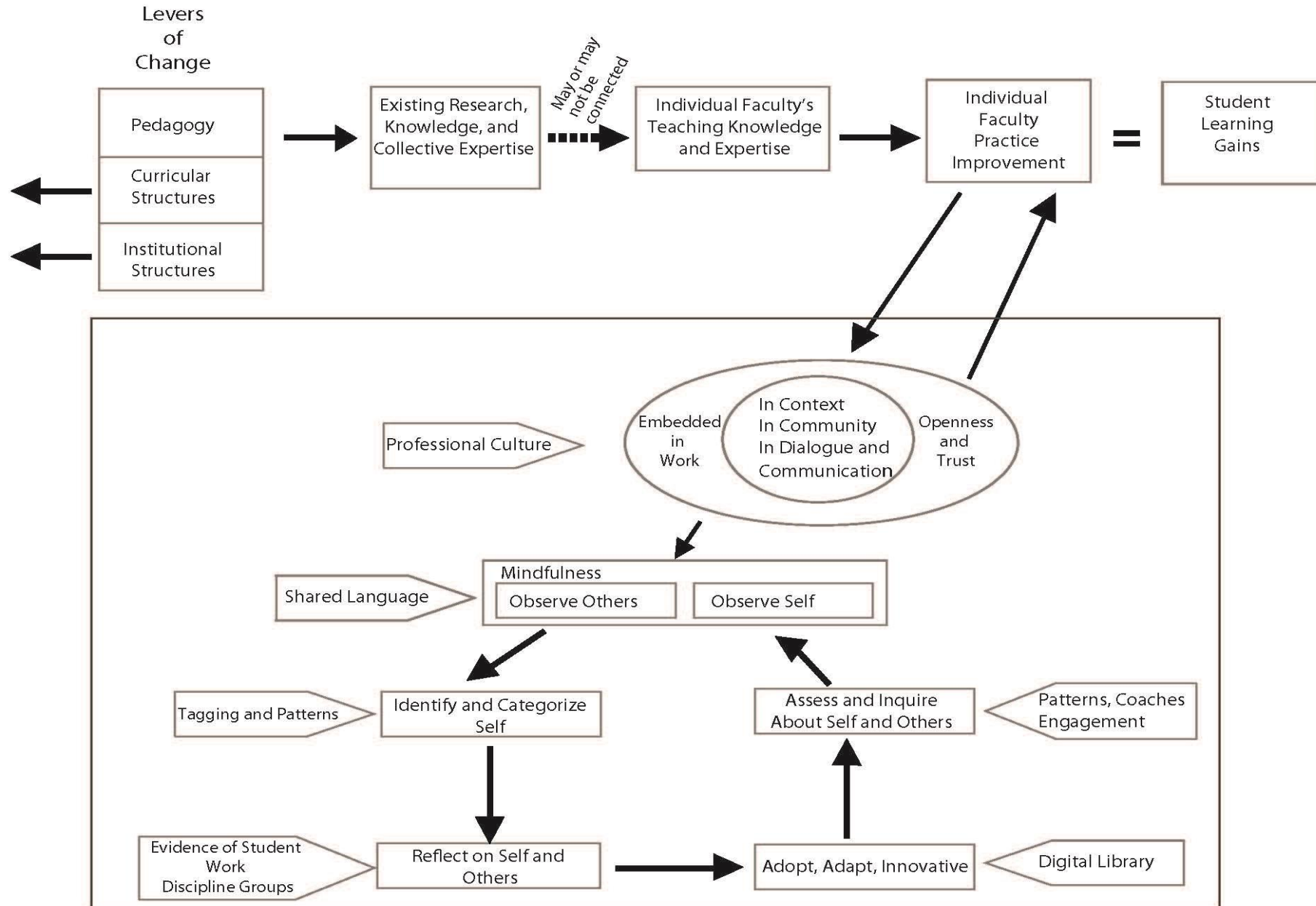
• **REFLECTION** – think
about own teaching, individually and with peers, for
professional-level advancement

• **INTEGRATION** –
takes time to get better in all professions, have to be
willing to try new things, succeed & fail, and move
forward in one's own practice

- Role of Teaching - Theory of Change
- Intrinsic motivation
- Data-driven world needs teaching-generated data



Reflective Pedagogy Improvement





Exemplary Faculty in Complex Teaching Ecosystem

When Tiffany shows me the x-rays of her tumors, I hug her before we walk to the counseling center. Christian's third baby is due next month. Latasha's gunshot wound is healing nicely, and my ballplayers finally turn in their papers after my little talk with their coach."

Professor Terri Shamblin, Monroe CC, NY



Faculty Leaders Create New Ways to Solve Problems

Professional Practice Improvement

- Reflects Faculty **Culture**
- Embedded in actual **Work**
- Backed by **Evidence**
- Made **Visible** - Tags & Patterns
- Powered by **Social**

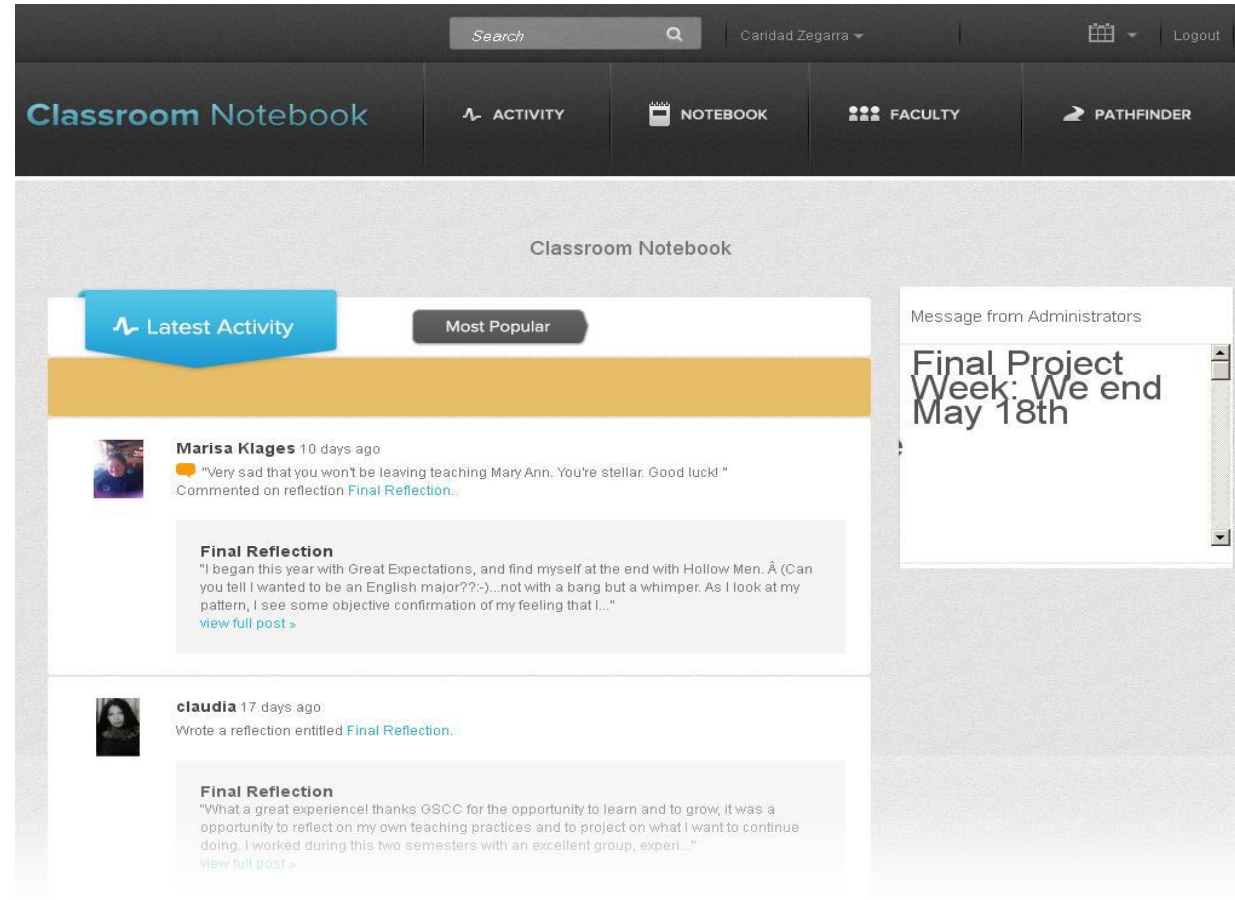
Faculty Use Technology Affordances to Improve the Quality of their Teaching

1. Watched great faculty in action, captured semester of work digitally, derived **TAGS** from this authentic practice in the field, high inter-rater reliability
2. Refined tags to create **PATTERNS**



Better Teachers, Better Students

How Teaching Seriously Works Today



Start with Reflection



Search

Caridad Zegarra

Logout

Classroom Notebook

ACTIVITY

NOTEBOOK

FACULTY

PATHFINDER

Classroom Notebook

Week 7

Simplifying and adding radicals

Jump to question

Is this a new instructional approach?

Yes

What was the best thing to happen in class?

The new piece was Bronte's playmate analogy to simplifying radicals, and students enjoyed it and "got" it.

What were the learning outcomes?

Students will:

1) Simplify radical expressions with various root indices that are rational

2) Simplify radical expressions that are irrational

3) Convert radical expressions to expressions with rational exponents and vice-versa

4) Add/subtract like radicals, simplifying first as needed

Lessons


1. Simplifying and adding radicals

As students arrived, the ones who remembered gave me the CAT I had sent home the week before about how we are doing in class and what needs to happen so they will be successful (thank you, Stephanie!). (See attachment.) It is always interesting to note ...

more

practice midterm exam

Class Detail »



joyce

Math

Email: jllindstrom@stchas.edu

Telephone: 636-922-8344

Last action: about a month ago

Commented on in [Simplifying Logarithmic Statements](#).

Meta Reflection »

February 2013

Su

Mo

Tu

We

Th

Fr

Sa

1

2

Show Actual Faculty and Student Work

Lessons

1. Simplifying and adding radicals

As students arrived, the ones who remembered gave me the CAT I had sent home the week before about how we are doing in class and what needs to happen so they will be successful (thank you, Stephaniel). (See attachment.) It is always interesting to note ...

[more](#)



[practice_midterm_exam](#)



[CAT results for student success 2-26-13](#)



Overall Reflection

After two snow days at the end of last week, it seemed that the whole school was relearning what school is about. Initially, students were sluggish in their thinking and their participation. The only way around that, I figured, was to get them active, and, indeed, that helped considerably. Note to self: How long is it going to take you to learn that students are not interested in what you have to say until they have a problem in front of them that they cannot work? (Oh, yes, now I remember.)

telephone: 030-922-0344

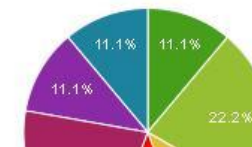
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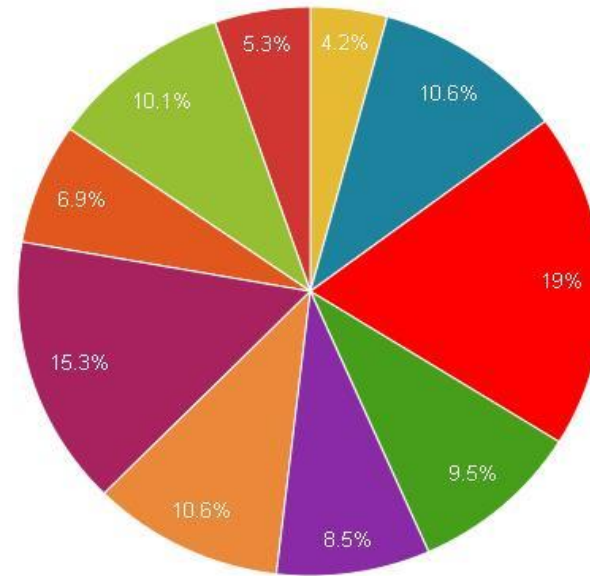
February 2013						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

Theme Tags



Tags and Patterns Guide Improvement

Semester Total



Challenge in Instruction

Classroom Climate Support

Group Activities

Instructional Evaluation

Instructor Personal Qualities

Instructor Skills

Organization in Instruction

Student Support-Individuals

Tailored Instruction

Variety in Instruction



Tags and Patterns

motivators and facilitators of practice improvement

Did you deal with any specific student issues?

A follow-up to last week's student issue: I had a student whose initially strong work had taken a nose dive, and she was no longer on MML. When I checked in with her, I learned that her financial aid had not come through yet, and she had been dropped by MML for non-payment after the 17-day free trial. She said she had contacted the financial aid office several times and had not gotten a reply. I asked if she would like for me to contact them; she replied "yes, please", so I did. I sent an email on Saturday and received a reply on Monday morning that the student's funds would be available by 3:00 PM that afternoon. The student is now re-enrolled in MML and progressing well. Whether the funds would have been available that day without my intervention, I do not know. What I do know is that the student is grateful and knows I am on her team, and I am grateful for that.

Comments



Joan Smith 3 months ago

I too completely agree with your tags and would add Mastery because of your adeptness at knowing why your students would set up #4 incorrectly, planning for that error and intentionally addressing it.



Stephanie 3 months ago

Today you hit a couple of the themes you were trying to work on. Contextualization because of the word problems and higher order thinking when you asked them to think about how long it would take the 2 guys working together. You are quite the master at peer engagement.



Post

Week 6

Week 8



Challenge in Instruction

Classroom Climate Support

Group Activities

Instructional Evaluation

Instructor Personal Qualities

Instructor Skills

Organization in Instruction

Student Support-Individuals

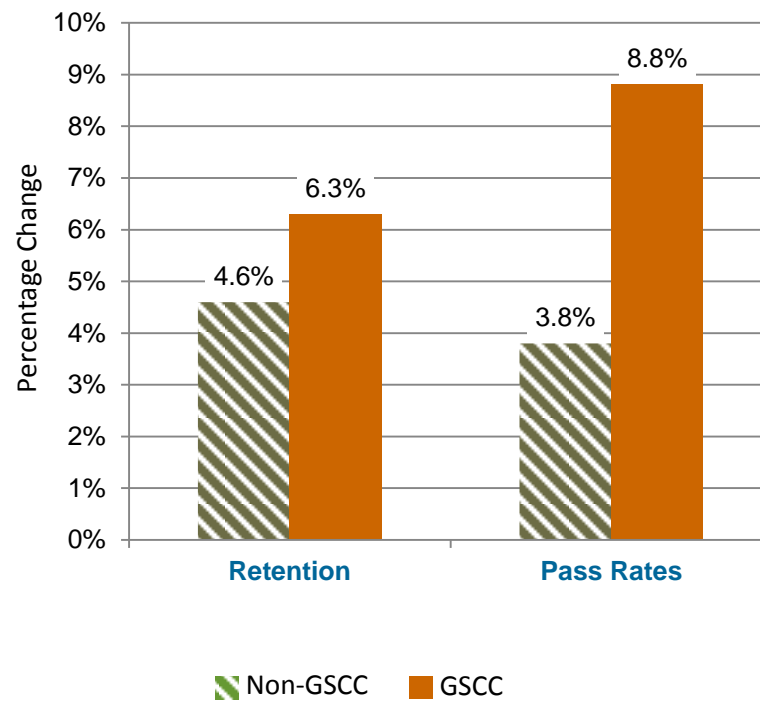
Tailored Instruction

Variety in Instruction

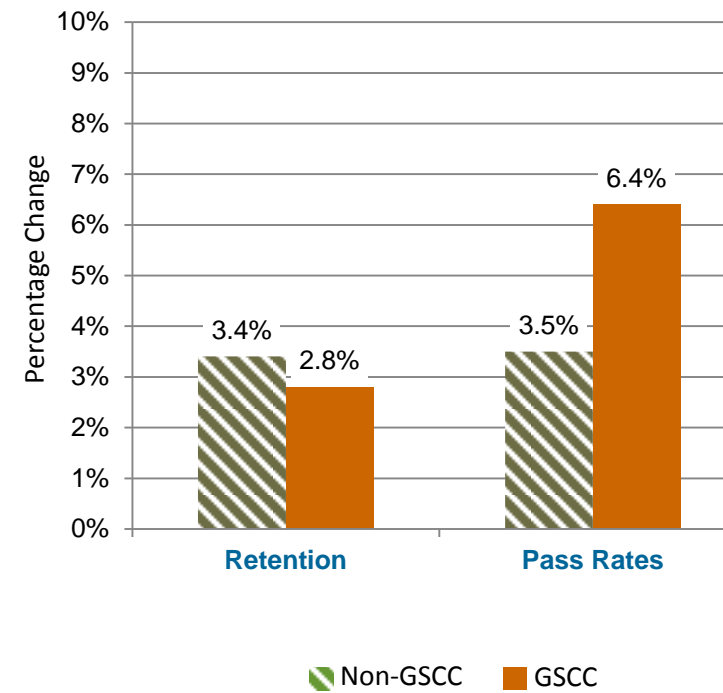
[Details](#)

Power with Social

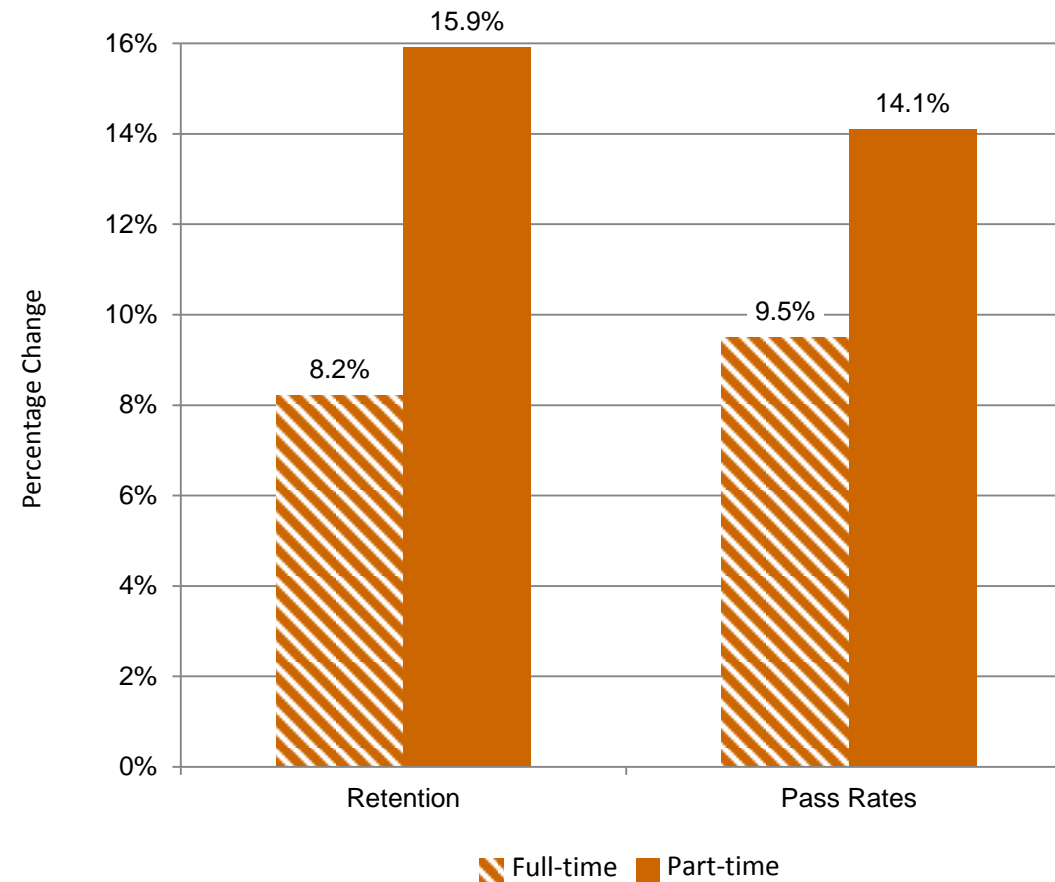
First Cohort
Mathematics
Changes over 4 Semesters – Spring '10 – Fall '11



First Cohort
English
Changes over 4 Semesters – Spring '10 – Fall '11



Cohort 2.0
Math & English combined and Adjuncts separated
Changes over 2 Semesters – Fall '12 – Spring '13



*Participating this year has helped me to be more reflective in every single action. I constantly analyze how each session went...it gave me the tools to think about every minute detail of a classroom. **Tagging the lessons helped me to see how each choice, action and event had a purpose and role in the students' success.** I truly believe (and hope) that this reflective action will follow me for the rest of my teaching career. (Eng. Prof, Kentucky)*



Worth far more to me personally and professionally than any single professional development activity in which I have participated. Of course this makes sense because it was significantly more substantial than most PD in which we engage. (Eng Prof, CO)



*I think the **continual self-evaluation and reflection** allowed us to work together to brainstorm improvements and positive tweaks to be more purposeful in our classrooms as opposed to just randomly reaching in the dark for ideas and techniques in **HOPE** of success. (Math Prof, NJ)*



***Speaking as an adjunct**, I also have valued the chance to share my teaching and get ideas from others. I can honestly say that this experience has been a life-line of sorts this year. In a “magic wand” instructional setting, I’d wish for the kind of honest, respectful and professionally challenging discussions we have online at weekly staff meetings. (Adjunct Math Prof, Mississippi)*



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