Global Skills for College Completion

- Pedagogical Patterning
- Discovering the Pattern of Developmental Educators
- A Story in Three Parts

- Art and Science
- Tools and Routines
- Formative Evaluation

Globalskillscc.org
• **Troubling Statistics**
  – Less than 30% of students complete an Associates Degree
  – 60-80% of students need developmental education
    • Less than 60% of low income adults successfully complete these classes

• **How do we change this?**
  – Saavy faculty engaged in action research
  – Determining successful faculty practices
  – Mapping practices to student learning outcomes
  – Discovering faculty patterns
• Funded by the Bill and Melinda Gates Foundation
• Project between The League, LaGuardia Community College and Knowledge in the Public Interest
  – Principal Investigators:
    • Gail O. Mellow, President, LaGuardia Community College
    • Diana Woolis, Co-Founder, Knowledge in the Public Interest
    • Gerardo de Los Santos, The League for Innovation in the Community College
• Raise Basic Skills Pass Rates to 80% nationally.
• Create a virtual community of practice linking high performing faculty to each other.
• The Project
  – Faculty working independently
  – Community built through virtual medium
  – Developed largely through faculty process
Art and Science
The Design

- 26 highly successful faculty (13 math, 13 English)
- 4 semesters = 104 unique work cycles
- Developing, adopting, adapting pedagogy

Guided Digital Environment Tools Routines

= GSCC PEDAGOGY

80% pass rate
The Requirements

- enable “localness”
- faculty driven
- evidence based
- scale
- combine teaching with the research on teaching
- authentic documentation
What we are looking for is an elegant set of pedagogical patterns that result from the culling and codification of practice across multiple faculty teaching that can be reproduced anywhere not just under special circumstances.

GSCC Digital Story January 2009
How to Raise Dev Ed Pass rates to 80%? Pedagogy!!

Pedagogy is the practice of teaching framed and informed by a shared and structured body of knowledge.

Andrew Pollard
Tools and Routines
TOOLS & ROUTINES

**Generate**
- ePortfolio
- Plan
- Assess
- Document
- Data Collection

**Synthesize**
- Polilogue
- Share
- Test
- Refine
- Build

**Curate**
- Pathfinder
- Identify
- Collect
- Catalogue
- Share

**Communicate**
- Website
- Reflect
- Converse
- Engage
**Routines:** the work processes necessary to achieve the changes in faculty practice that ultimately lead to an 80% pass rate.

Once a week evidence based reflective description
3 videos
3 Meta-Reflections
Pedagogy Circles
Tagging
Coaching Circles
Choice Events
Jams

**Tools:** What we use to make our work routine.
ePortfolio
Polilogue
Pathfinder
• ePortfolio Tool
  • Interactive digital archive for classroom practice, reflection and video.
  • Tagging

• ePortfolio Routines
  – Weekly Classroom Practice Posts
    • Introduction
    • Learning Objectives
    • Reflective Description
    • Student Artifacts
    • Materials and Resources
  – Videos throughout the semester
  – Meta-Reflection
teaching for in this class?

3. What teaching approaches are you using? Does this lesson represent a current approach? An approach you are adapting from a GCC faculty colleague? An innovation? Please explain.

4. Are there any particular aspects of the class that you especially want the observer to focus on?

5. How are you going to know if the students have learned the objective(s)?

6. Any other comments you wish to add?
Meta-Reflections

Reflections on Tools and Routines

Semester II
August Institute Reflection
Midterm Reflection
End of Semester Reflection
Poster Session Reflection

Semester III
January Institute Reflection
Spotlight Reflection
End of Semester Reflection

End of Semester Reflection

Tag Reflections
This has been an entirely new experience for me! I have never done anything like this before online. I didn't even know what a tag was before our Baltimore meeting! It has been very helpful to have the guide we were given as a resource. I have it copied and hanging in front of me on my bulletin board. I find myself thinking more deeply about themes and tags now. I especially appreciated the wiki-opportunity we had to contribute to the definitions and revise them. I agree with what others have said about perhaps even having a list of examples for each of the tags or themes--what fits where. I found it interesting in Baltimore and in my own portfolio that we sometimes have different interpretations of which tags are appropriate given what we are doing in our classes.

Pedagogy Patterns
Pedagogy and teaching patterns (practices?) are always in a state of development and growth. I do find it useful to engage in a dialogue with colleagues about what they see vs. what I intend. I guess I would like some more clarification on what you all are thinking of in the phrase “pedagogy patterns.” Is this finding patterns in the way we teach? I assume this changes from instructor to instructor, from college to college, and from target class to target class. Patterns I use in one semester may not work the second. Most important to me is the consistent reflection on what I am doing, on what is and is not working.
- Polilogue Tool: Managed digital environment
  - Collaborative Workspace with changing set of routines
- Polilogue Routines:
  - Pedagogy Circles
  - Coaching Circles
  - Coffee Klatch
  - Choice Events
Re: Coaching Circle
by Rosemary Arcila - Monday, 24 January 2011, 11:47 PM

I'll echo Terry, brave first soul, and note that the bar is set very high in this coaching circle for sure! I'm still wrestling with timing and infrastructure issues but my real focus this quarter is on the following, since these will be areas of growth for me:

Persistence and Intentionality: What I'm trying to do this quarter is to provide more rapid feedback (direct quote from glossary). My first pass at the Writing Roadmap I used in Wk 2. I'm also trying to structure opportunities for students to work at their own speed by creating choices in activities in a given class. For example, today I had students working in pairs OR conferenceing with me as needed. We called that Essay Triage.

Assessment: I'm trying to be more overt about this with the assessment also serving as teachable moments. Again, the Writing Roadmap will scath this as well as Lor's Edit Marks sheet which I've adapted to use not only as a reference but also as a series of lessons in grammar and mechanics. We'll use it on Wednesday as a Peer Response lens so that in this third draft of the essay due Friday, students will help each other look for patterns of error and revise.

Structure more Direct Instruction (Think: This concept of providing logical progression and models of skills came up in several of our Ped Circles since I seem to default to inductive learning. I'm trying this out but carefully assigned students to develop short presentations on specific punctuation issues the ones listed in our course outline of the course.) my thinking was 1) students learn when they teach so they could devise a short 8-minute lesson on comma splices and explain how to fix them AND 2) the variety of student presentations will keep students focused. I hope. This is a new idea so we'll see how it goes.

My plan is to post to your ePortfolios in the next few days and meet back here before the weekend. Meanwhile I'm screening the MANY apps for the CME notes English position we have here. Looking forward to "seeing" you all!

Re: Coaching Circle
by Terry Shantin - Sunday, 24 January 2011, 01:10 AM

Hello, friends,

Let me start by saying it is an honor to be included in this particular coaching circle, a feeling reinforced for me last night as I began reviewing this term's e-Portfolios. I'm so impressed by the structure and the clear expectations set up by Rosemary and Teresa, areas on which I plan to focus this semester. I'm not sure clarity is a lag anymore, so I'm going with structure, which I plan to achieve through working on clearer communication and deepening the scaffolding I already use.

Since Liz doesn't start until March, I pursued some of her past work and was blown away. Already I'm planning to steal her writing prompts for description (favorite food, unarmed room, and Craig's list ad), because they're cool and they work the contextualization. I'm looking to include this semester. I'm hoping to improve in this area by using more technology and tying the writing assignments to real-world applications. Any help here would be greatly appreciated as I think this is the area I need to work on the most.

This focus on structure and contextualization will hopefully lead to higher expectations, but the last area that I'd really like to work on is deepening my use of reflection/metacognition. I think it's the key to cementing learning. Hopefully I can accomplish this in more structured ways that allow the students to inductively connect course content to their present lives and their future careers.

Even though I mention many tags here and in my e-P, these are my top three for this semester: structure, contextualization, and reflection. I see great models in the work of my circle mates, and I look forward to our continuing discussions.
It’s all about the students.
Knowledge Tags:

• More than keywords or terms
• A type of metadata that captures knowledge in the form of descriptions, categorizations, classifications, semantics, comments, notes, annotations, hyperdata, hyperlinks
• In GSCC themes are knowledge tags
Tools & Routines

Tagging

- A new way to think and look
Tools & Routines

Pathfinder

- a searchable compendium of tagged classroom practices
Tools & Routines

- Winnowing to Fewest & Most Critical
- Nuanced and self-directed
- Inspiration and Visionary faculty
EVALUATION

Formative Evaluation
Overview of Formative Evaluation:

- **Establish the GSCC PD System theory of change:**
  - Provides a starting model against which to track design and development progress

- **Provide design support:**
  - To help develop the GSCC professional development system

- **Conduct focal evaluation:**
  - To provide early data on how elements of the system are working
GSCC’s Theory of Change

Faculty Knowledge and Expertise

Social Networking Tools for Faculty Reflection

Capture: ePortfolio

Consolidate: Polilogue Tags

Innovation

Advance: ePortfolio & Exchange

Basic Skills Pedagogy: Intensification

80% pass rate
Tags: A central element of the GSCC PD System

• Tags support:
  – “Capturing” Pedagogy:
    • Faculty tag pedagogical approaches that they use in weekly lessons in a course over an academic period
  – “Consolidating” Pedagogy:
    • Faculty debate and discuss tag definitions
  – “Advancing” Pedagogy:
    • Seeing their “patterns” in tag usage, faculty decide to try a different pedagogical approach or refine an existing approach
    • Faculty use tags to borrow and use each other’s ideas
    • Faculty substantiate tagged lessons with frequent formative assessment
Formative Evaluation Tasks
Semester 2

• Support System Design:
  – Define the tags based on analysis of faculty practice and developmental education literature review
  – Set up initial process for tagging practice
  – Cluster analysis to develop pedagogical patterns for advanced faculty reflection on pedagogy

• Focal evaluation:
  – Validate tag accuracy and usage by faculty
  – Review consistency of online interactions with capture-consolidate-innovate TOC continuum
Design support: Tag definition

• Procedure: Bottom-up analysis of faculty online interactions and ePortfolios and dev ed lit review
• Results: 26 tags defined for Semester 2; Organized tags categories addressing developmental educators’ instructional priorities, such as:
  – improving student confidence (5 tags)
  – building a positive classroom climate (3 tags)
  – organizing content (3 tags)
  – varying content presentation modalities and activities (4 tags)
  – offering optimal learning challenges (3 tags)
  – And others...
Design support: Finding pedagogical patterns

• Aggregated online tags across 25 faculty over 16 weeks
• Used exploratory cluster analysis (Everitt, 1993) to discover latent categories in tag data
  – Finds patterns of similarity across individual instructors, grouping them into faculty families
• Initial analyses run on Semester 2 data
  – Began with 6 categories comprising 90% of tags used by faculty; faculty reviewed
  – Most recent cluster analysis features 10 categories based on faculty review/input, which we’ve reduced to 3
Design support: Finding pedagogical patterns

3-CATEGORY SCHEME: CLUSTER 1

- Challenge in Instruction
- Instructional Evaluation
- Organization in Instruction
Design support: Finding pedagogical patterns

3-Category Scheme: Cluster 2

- Duckworth, Kristen (Math)
- Hirst, Lori (English)
- Nichols, Katrina (Math)
- Nicoli-Suco, Elizabeth (Math)
- O'Connor, Trisha (English)
- Perino, Kathy (Math)
- Pescarino, Richard (Math)
- Scanlan, LaVache (Math)
- Smith, Kate (Math)
- Watson, Christopher (Math)
- Zollars, Michelle (English)

Graph showing percentages of tags across different areas of instruction.
Design support: Finding pedagogical patterns

3-Category Scheme: Cluster 3

<table>
<thead>
<tr>
<th>DeMonico, Teresa (English)</th>
<th>Getso, Richard (Math)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of tags</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>20</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>

Kraus, Eric (Math)

<table>
<thead>
<tr>
<th>Challenge in Instruction</th>
<th>Instructional Evaluation</th>
<th>Organization in Instruction</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Design support: Finding pedagogical patterns

• Findings: Developmental faculty members differ in how much they emphasize 3 pedagogical approaches:
  – Strong organization of content (math faculty here)
  – Frequency of assessment (Mix)
  – Use of challenging activities (English faculty here)

• Developmental faculty members share these pedagogical approaches:
  – Building individual student study skills/confidence
  – Building a supportive classroom climate
  – Use of group activities and varied ways of presenting content
Formative Evaluation: Next steps

• Design support:
  – Number of tags has been increased to 31
  – Categories and tag definitions continue to be refined based on empirical data
  – Faculty will use as many tags as they feel are applicable, not just 3 (as in Semester 2), per lesson
  – Will re-do cluster analysis; conduct factor analysis
Formative Evaluation: Next steps

- Tag validation:
  - Video validation of self-tags
  - Review of evidence that indicates if tagged pedagogical approaches result in learning and/or engagement

- Analysis of interaction:
  - Examination of faculty reflection/use of tags
  - Review of how much are faculty borrowing/trying out each other’s instructional ideas
    - Are they using alternative pedagogical approaches than what they usually do?
    - Are they pursuing variations and refinements on their usual pedagogical approaches?
Thank You

Email

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