CALIFORNIA COMMUNITY COLLEGES
AND
SONOMA COUNTY
COMMUNITY COLLEGE DISTRICT

#89-0025
California Community Colleges  
Curriculum and Instructional Resources Division

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**PROJECT TITLE**

**Instructional Skills Program Implementation**

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<td>B --- Improving Teaching Ability</td>
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<th>PROJECT DIRECTOR</th>
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<td>Charles Miller, Project Director</td>
<td>Robert Blanchard, Ass’t Dean of Instruction</td>
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**PROPOSAL DESCRIPTION**

The Instructional Skills Workshop Program is a model program designed to improve instruction throughout California Community Colleges. A consortium effort facilitated by Santa Rosa Junior College, involved twenty-three colleges. Funds were used to conduct ten Facilitator Skills Workshops training fifty faculty as ISW Facilitators. Four regional dissemination seminars were presented and a ten minute video was produced.
Instructional Skills Program Implementation

The purpose of the Instructional Skills Workshop (ISW) Program is improvement of instruction. It combines skills enhancement of newly hired faculty with the renewal of experienced faculty through training offered on three levels; for faculty as participants in Instructional Skills Workshops, as facilitators of those workshops, and as facilitator trainers.

The purpose of the Instructional Skills Program Implementation Project (1989-90) is to provide support for implementation of the Instructional Skills Workshop as a model for faculty development throughout the California Community Colleges. The 1989-90 Implementation Project is a continuation of the Instructional Skills Program Implementation Project (Fund for Instructional Improvement project #591-88-01) conducted during 1988-89.

The Instructional Skills Program Implementation Project (1988-89) is a consortium effort facilitated by Santa Rosa Junior College. Currently twenty-three California community colleges are participating in the Instructional Skills Program. The participating colleges have indicated that they will conduct at least twelve Instructional Skills Workshops for sixty faculty participants at district expense during 1989-90.

Grant funds will be utilized to conduct ten Facilitator Skills Workshops to train fifty faculty as ISW Facilitators; to conduct four Trainer Training to train eight faculty as Facilitator Trainers; and to establish a California Instructional Skills Institute to serve twenty faculty who have been trained as ISW Facilitators. Grant funds will also be used to provide four regional dissemination seminars and four conference presentations; production of a 10 10 minute video presentation; and for project coordination and evaluation.

The Instructional Skills Program builds upon the highly successful experience of a similar approach to the improvement of instruction developed by a consortium of colleges in British Columbia over the past ten years and the positive results of the Implementation Project currently being conducted in California.

The Instructional Skills Program addresses the needs of both new and experienced faculty to improve their teaching skills through a laboratory approach in which the participant can review instructional techniques, develop lesson objectives, explore new teaching methods, and receive feedback from colleagues. Thus, the populations served by the Instructional Skills
Program Implementation Project include the students and faculty of the California Community Colleges.

Overall supervisory responsibility will be with Dr. Robert Blanchard, Assistant Dean of Instruction, Santa Rosa Junior College. Grant funding of $48,014 will be used primarily to conduct Regional Facilitator Skills Training and support the training of Facilitator Trainers. The consortium district match of $32,327 will be used primarily to conduct Instructional Skills Workshops.
Instructional Skills Program Implementation

1. Specific Educational Program Being Addressed

EDUCATIONAL PROGRAM
Purpose: The purpose of the Instructional Skills Program is the improvement of teaching abilities of faculty members. The purpose of the 1989-90 Implementation Project is to assist the California Community Colleges in implementing the Instructional Skills Workshop (ISW) Program. The 1989-90 Implementation Project is a continuation of the Instructional Skills Workshop Program Implementation Project (Fund for Instructional Improvement project #591-88-01). The objectives of the 1989-90 Implementation Project are to:

1. provide assistance for the implementation of the Instructional Skills Program in at least fifteen colleges new to the program,
2. coordinate program development for the participating colleges,
3. conduct four regional dissemination seminars.
4. conduct four conference presentations,
5. conduct ten regional facilitator training workshops combined with four regional trainer trainings.
6. conduct an advanced training institute for 20 facilitators, and
7. produce one 10 minute video presentation.

The goal of the Instructional Skills Program is the improvement of instructional skills of both new and experienced instructors and is applicable to both full-time and part-time faculty. The primary vehicle of the program is the Instructional Skills Workshop (ISW), an intensive four-day workshop conducted by community college instructors for community college instructors. The program addresses lesson preparation and presentation skills using mini-lesson teaching in peer groups with written, oral and video evaluation in a structured format.

The Instructional Skills Program is a comprehensive three-tiered training program:

- Instructional Skills Training (the Instructional Skills Workshop, 24-hours) concentrates on development of the fundamental skills of writing instructional objectives, preparing lesson plans, designing pre- and post-assessment strategies, and conducting instructional sessions. The Instructional Skills
Workshop utilizes a peer training model that provides the participant with a small group setting (5 members) in which to work on the improvement of his or her instructional skills.

- Facilitator Skills Training (the Facilitator Skills Workshop, 40-hours) prepares experienced instructors to conduct Instructional Skills Workshops (ISW) at their own institution.
- Trainer Training (the Facilitator Trainer Training, 45-hours) prepares the individual who has completed the Facilitator Skills Training and who has led several Instructional Skills Workshops to lead the Facilitator Skills Workshop.

History of the Instructional Skills Program:

The Instructional Skills Program was originally developed by the Ministry of Postsecondary Education in British Columbia in 1978-79 as the core activity in the province-wide professional development program for the college and institute system. The program spread across Canada and to date an estimated 3,000 faculty members have participated there.

The Instructional Skills Program was introduced in California in June 1986 with the training of faculty as ISW facilitators at Santa Rosa Junior College. With partial support from the Fund for Instructional Improvement, a demonstration project was successfully carried out in 1987-88, and at its conclusion 22 colleges were participating in the program. The current implementation project is expected to expand the program to an additional 15 colleges this year.

Implementation Project Results:

At this writing (March 24, 1989) 72 facilitators have been trained to serve the 23 colleges now participating state-wide. In this academic year 12 facilitators have already been trained and the projection is for training an additional 40 by June 30.

Facilitators at ten colleges have conducted one or more workshops this year and five colleges are planning to conduct workshops by June 30. All report successful results and enthusiastic faculty response to the ISW experience. Participants responding to follow-up questionnaires report better organization and delivery of class presentations, increased use of media in the classroom, more learner-centered instruction, the soliciting of feedback from students, and the use of colleagues as consultants.

As a direct result of activities carried out in accordance with the provisions of the Implementation Project grant, three facilitator trainings have already been conducted this year, and the number of colleges planning to implement the program during the 1989-90 academic year has grown to at least fifteen at this writing, necessitating an expansion of the regional trainings scheduled for June, 1989.
Those colleges planning to implement the program in 1989-90 include: Butte, Canyons, Contra Costa, Cuyamaca, Cypress, Imperial Valley, Kings River, Laney, Las Positas, Merritt, Mission, Moorpark, Pasadena, San Francisco, San Diego Mesa, San Jacinto, Southwestern, and West Hills.

DEFINITION OF THE PROBLEM

Perhaps the clearest articulation of the issues community colleges in the United States must deal with, if they are to fulfill their mission of service to a changing society, is the report of the American Association of Community and Junior Colleges' Commission on the Future of Community Colleges. The report, entitled "Building Communities: A Vision for a New Century," is particularly relevant to the 107 community colleges in California.

The report concludes that the faculty in community colleges face the following challenges:

1. Burnout.
   The Commission reports, "Community college faculty often feel over extended....There is, on all too many campuses, a feeling of burnout and fatigue among faculty, a loss of vitality that weakens the quality of teaching."

2. Isolation.
   "Many feel isolated -- out of touch with colleagues in their fields....63 percent of the community college faculty in a national survey rated the intellectual environment at their institution as 'fair' or 'poor.'"

3. Aging.
   "The average full-time community college faculty member is 50 years of age.' The greying of the faculty contributes to burnout. The Commission report states, "We believe that the renewal of community college faculty is absolutely crucial."

4. Transition.
   "Within the next twelve years, approximately 40 percent of all community college faculty who now teach will retire." Those hired to replace them, while competent in their disciplines, will have had little or no formal training in teaching methodologies.

5. Part-Time.
   "Today part-time teachers comprise about 60 percent of community college faculty." The Commission observes that, "part-time faculty...must be carefully integrated into the institution. For these colleagues, the need for orientation and professional development is even greater."

6. Changing Demographics.
   There are two major trends in the nation's population shift: an increase in the size of non-white groups and the aging of the population as a whole. The open door policy has
meant an increase in enrollments of so-called "non-traditional" students. This trend will continue, and the problem of providing quality education is becoming more critical. The changing character and increasing diversity of the population served by community colleges presents a variety of new challenges to faculty. To meet these students' needs, improvement of instruction is imperative if the colleges are to maintain academic excellence.
2. Specific Problems Being Addressed

Specific problem:

The enhancement of instructional skills is an ongoing need in the community colleges for several reasons. Whereas there are training courses for new instructors in the occupational areas, new liberal arts faculty often have had no specific preparation in instructional techniques and may model their teaching practices on their graduate education experience, which are often not appropriate for the community college setting.

Currently, sufficient resources for the upgrading of instructional skills for experienced faculty are not available. Both new and experienced faculty identify the need for inservice training to enhance teaching effectiveness. The changing college environment, including demographic shifts, the changing nature of student preparedness and their shifting curricular choices, the advent of new technologies and changes in the work environment, and the new Title V regulations regarding objectives and academic standards have increased the need for inservice training.

Absence of problem resolution:

Whereas discipline specific conferences are generally available to faculty, these usually do not address instructional techniques and methodologies. Despite the resurgence in staff development efforts at some colleges, few have developed models that address the ongoing need for preparation of new faculty and the renewal of experienced faculty.

Addressing the Problem:

The Instructional Skills Program addresses the problems listed above by providing an opportunity for the improvement of instructional techniques while contributing to individual renewal and the development of a sense of community among faculty.

While participants report the immediate classroom application of a variety of skills developed during the course of an Instructional Skills Workshop, the potential benefits of the program are far-reaching and directly address the problems identified in the Commission report cited above. A summation of potential benefits follows:

- Learner-centered.
  The program addresses the need for a learner-centered faculty development program by creating an environment where faculty become sensitive to different learning styles and practice engaging all learners by conducting mini-lessons and receiving immediate feedback.
• Building community. The program addresses the need to build community in several ways. Built around the central theme of mutual support for instructional improvement, the small group format contributes to an intense experience in which closeness and a new sense of community develops. The workshops are conducted by regular faculty members who have been trained to be facilitators, and participants are drawn from across disciplines, so that a basis for an on-campus instructional development network is established. New faculty participate with experienced faculty, addressing the need for both training and integrating new faculty.

• Basis for Continued Development. It is through trying new techniques and sharing feedback that a model for further collaborative activities is established, so in this sense the workshop is a beginning. Throughout the teaching year, workshop participants report continued contact through a variety of follow-up activities, e.g. one-on-one consulting, classroom visitations, video-taping, and small group instructional feedback.

• Faculty renewal. Participants report that the sharing of the instructional improvement activities in the workshop coupled with the intense group experience results in an improved sense of personal well-being, increased self-esteem, and renewed excitement about teaching.

• Ease of Replication. The experience in both Canada and California is that faculty trained as ISW facilitators are able to successfully conduct workshops for their colleagues.

• Cost-effectiveness. Once a college has a corps of trained facilitators, the average cost per participant for the 24-hour workshop is measurably less than attendance at a three-day conference. Given the benefits cited, and when compared with other, less substantive activities, the Instructional Skills Program provides a cost-effective faculty development tool.

Rationale for the Implementation Project:

It is evident from the experience of the colleges now participating in the Instructional Skills Program that the model provides an effective vehicle for faculty development that directly affects the quality of instruction. While the model is replicable, implementation of the program on a state-wide basis depends upon the training of a sufficient number of ISW Facilitators and Trainers.

The greatest expense incurred by each college implementing the program is the training of faculty as facilitators. By providing support for regional trainings, not only is the cost to each district for facilitator training defrayed, but training to the standards necessary for successful implementation is ensured.
Program coordination is needed on an ongoing basis to conduct regional trainings, maintain standards, develop appropriate materials, and assist colleges in the start up phase.
3. Population To Be Served

POPULATION TO BE SERVED
Because the Instructional Skills Program concentrates on improving instruction, the ultimate and primary beneficiaries will be community college students. The program will enable new and experienced faculty to more effectively address the needs of the broad spectrum of community college clientele in transfer, general education, occupational and remedial programs.

The Instructional Skills Program will familiarize faculty with the different learning styles and characteristics of adult learners and can sensitize faculty to the needs of nontraditional students. The objectives of the new matriculation and assessment policies will be supported by the development of greater student centered instruction resulting from ISW participation.

The immediate and secondary beneficiaries of the Instructional Skills Program will be faculty members at either the facilitator or participant level. The faculty trained as ISW Facilitators will form the core group at each campus upon which a network of resources for instructional improvement can be built. Faculty who participate in the program will benefit individually and collectively as they begin to network and support improved teaching practices at their institution.

Projected number of participants:

The projected numbers of new participants in the Instructional Skills Program for the 1989-90 academic year are as follows:

- Experienced faculty trained as ISW Facilitators: 50
- Experienced ISW Facilitators trained as Facilitator Trainers: 8
- Newly hired and experienced faculty participants: 60-120
  (District contribution)

In the 1989-90 academic year an estimated 100 to 112 ISW Facilitators will be available state-wide to conduct workshops. During the same period 14 Facilitator Trainers will be available to train 40 to 50 additional Facilitators during the June 1990 regional trainings.

At those colleges now participating in the Instructional Skills Program, faculty members are networking to develop additional services such as facilitating student feedback, videotaping of instruction and consultative evaluation, and developing specialty workshops utilizing micro-teaching and contract lessons. Over a period of time these services have the potential for reaching a much larger portion of the faculty, including part-time instructors.
4. Objectives

WORK STATEMENT
The following is a listing of the objectives for the 1989-90 Implementation Project with measurable outcomes, time schedule for completion, and amount and source of funds budgeted to attain each objective:

DISTRICT GRANT

OBJECTIVE 1:
Project Director to coordinate project development, coordinate and schedule trainings, provide ongoing program coordination, direct advanced institute, conduct dissemination seminars, liaison with Chancellor’s Office, evaluate project, and prepare reports.
TIMELINE:
July 1989 to June 1990:
BUDGET:
$11,960 Grant

OBJECTIVE 2:
Participating colleges to conduct twelve 24-hour Instructional Skills Workshops for 60 faculty at district expense.
TIMELINE:
July 1989 to June 1990
BUDGET
$18,480 District

OBJECTIVE 3:
Project to conduct five 40-hour Facilitator Skills Workshops for twenty-five experienced faculty in northern California combined with two 45-hour Facilitator Trainings for four experienced ISW Facilitators.
TIMELINE:
June 1990
BUDGET:
$3,000 District
$12,689 Grant

OBJECTIVE 4:
Project to conduct five 40-hour Facilitator Skills Workshops for twenty-five experienced faculty in southern California combined with two 45-hour Facilitator Training for four experienced ISW Facilitators.
TIMELINE:
June 1990
OBJECTIVE 5:
Achieve advanced level training by twenty ISW Facilitators through participation in the annual California Instructional Skills Institute.

TIMELINE:
October 1989

BUDGET:
$1,000 Grant

OBJECTIVE 6:
Achieve advanced level training by five ISW Trainers through participation in the annual British Columbia ISW Network Instructional Skills Institute.

TIMELINE:
June 1990

BUDGET:
$3,750 Grant

OBJECTIVE 7:
Production of one 10 minute video tape presentation depicting the Instructional Skills Workshop.

TIMELINE:
July 1989 to June 1990

BUDGET:
$1,000 Grant

Activities to accomplish objectives:

OBJECTIVE 1:
To provide project coordination and conduct eight Instructional Skills Program presentations.

ACTIVITY:
Provide project direction and coordination, develop and present four dissemination seminars or conference presentations for college personnel in northern California and four in southern California, coordinate project evaluation efforts, and write reports.

PERSONNEL:
Project Director, 20% reassignment.

EQUIPMENT/MATERIALS/FACILITIES:
Materials for dissemination seminars to be developed. Facilities to be provided by colleges identified as dissemination seminar sites.

EVALUATION PROCEDURES:
Participants will complete an evaluation instrument at the conclusion of each workshop, training, and seminar. Project Director will conduct an evaluation of the entire project (see Evaluation Plan).

OBJECTIVE 2:
To conduct twelve 24-hour Instructional Skills Workshops.
ACTIVITIES:
PERSONNEL:
2 ISW Facilitators,
5 new and/or experienced faculty per workshop,
Campus Coordinator.
EQUIPMENT/MATERIALS/FACILITIES:
Videotape recording and playback, handouts, all classroom A.V. aids, classroom. Facilities and equipment to be provided by colleges conducting workshops. Materials to be coordinated by Project Director.
EVALUATION PROCEDURES:
Formative and summative evaluations, follow-up questionnaires, observations, participant responses, facilitator critiques.

OBJECTIVES 3 and 4:
To conduct ten 40-hour Facilitator Skills Workshops combined with four Trainer Trainings.
ACTIVITIES:
PERSONNEL:
2 Directors,
4 Trainers,
50 experienced faculty for the Facilitator Skills Workshops and 8 experienced ISW Facilitators for the Trainer Training.
Project Director to coordinate.
EQUIPMENT/MATERIALS/FACILITIES:
Videotape recording and playback, handouts, all classroom A.V. aids, classroom. Facilities and equipment to be provided by colleges conducting workshops. Materials to be coordinated by Project Director.
EVALUATION PROCEDURES:
Formative and summative evaluations, follow-up questionnaires, observations, participant responses, Director and Trainer critiques.
OBJECTIVE 5:
To further training for experienced ISW Facilitators and to support the implementation of the Instructional Skills Program in California.

ACTIVITY:
Attendance at one advanced training activity for ISW Facilitators.

PERSONNEL:
Twenty ISW Facilitators from participating colleges will attend the California Instructional Skills Institute.
Project Director to coordinate.

EVALUATION AND FOLLOW UP:
Participant facilitators will critique their experience, prepare reports, and conduct inservice trainings for other ISW Facilitators.

OBJECTIVE 6:
To further training for experienced ISW Trainers and to support the future development of the Instructional Skills Program in California.

ACTIVITY:
Attendance at one Advanced Training Institute for ISW Facilitators and Trainers.

PERSONNEL:
A team of five ISW Trainers from participating colleges will attend the Instructional Skills Institute in British Columbia.

EVALUATION AND FOLLOW UP:
Participants will critique their experience, prepare reports, and conduct inservice trainings for other ISW Trainers and Facilitators at participating colleges.

OBJECTIVE 7:
To produce one 10 minute video presentation depicting the Instructional Skills Workshop.

ACTIVITIES:
Selecting and editing previously taped material, conducting interviews, developing introduction and conclusion, and production.

PERSONNEL:
Project Director,
Two Trainers, and
Consultant.

EQUIPMENT/MATERIALS/FACILITIES:
Videotape recording equipment to be provided by colleges. Editing equipment and facilities to be provided by consultant.

EVALUATION PROCEDURES:
Usefulness in conducting presentations will be evaluated by questionnaires, observations, and participant responses.
Sequence in which the ISW Program 1989-90 Implementation Project will be conducted: The following sequence highlights the activities and events of the Instructional Skills Program Implementation Project:

1. January to April, 1989: Grant preparation/application, resource needs assessed, outcomes and consequences anticipated, prospective staff and participants considered, grant renewal application completed and submitted


3. July 1989 to June, 1990: Conduct district funded Instructional Skills Workshops at each participating college.


5. January to May, 1990: Conduct Instructional Skills Program Regional Dissemination Seminars

6. June, 1990: Conduct five Facilitator Skills Workshops combined with two Trainer Trainings in northern California.

7. June, 1990: Conduct five Facilitator Skills Workshops combined with two Trainer Training in southern California.

8. June, 1990: Advanced level training: Select five experienced ISW Trainers for participation in the annual Instructional Skills Institute held in British Columbia


11. July, 1989 Reports: A semi-annual report will be prepared and submitted to the to June, 1990: Chancellor's Office in early December. The final program report will be prepared by the Project Director in July of 1990.
5. Workplan Narrative

[SEE “OBJECTIVES” SECTION OF THIS DOCUMENT.]
6. Expected Outcomes

EXPECTED OUTCOMES
The expected outcomes of the Project are several and are described on three levels:

1. Specific outcomes related to individual participants:
   a. Train 50 faculty as ISW Facilitators
   b. Train eight experienced faculty as Facilitator Trainers;
   c. Present 12 Instructional Skills Workshops, to serve 60 faculty members at participating colleges;
   d. Improve teaching capabilities of newly hired as well as experienced faculty in respect to instructional strategies and design, communication, interpersonal skills, sensitivity to needs of the learner, and enhanced self-knowledge;
   e. Establish and reinforce in newly hired and experienced faculty values and attitudes supportive of learner centeredness, flexibility, and experimentation in method, content, and format of instruction.

2. General outcomes related to over-all college programs:
   a. Activate the potential new roles of experienced faculty as facilitators and instructional consultants:
   b. Establish supportive networks among faculty that transcend disciplines, college, generation, gender, ethnicity or other boundaries;
   c. Support improved instructor relationships which will serve to reduce isolation and break the student/teacher and teacher/teacher barriers. This should facilitate the continued improvement of instruction in the face of such challenges as the need for developing responsiveness to non-traditional students and the adaptation of new technologies;
   d. Develop leadership and facilitation skills among faculty to serve as resource persons for effective problem solving/decision making meetings and other campus governance needs.

3. Outcomes related to state-wide implementation:
   a. Increase number of colleges participating in the program from 40 (projected number as of July 1, 1989) to at least 55;
   b. Increase number of faculty trained as ISW Facilitators from 100 (projected number as of July 1, 1989) to 150;
   c. Increase number of faculty trained as Facilitator Trainers from 14 (projected number as of July 1, 1989) to 22;
   d. Conduct eight regional dissemination seminars / conference presentations for faculty and administrators identified as interested in initiating the Instructional Skills Program at their college.
   e. Provide advanced training for 20 ISW Facilitators
   f. Produce one 10 minute video presentation.
PROBABLE IMPACT

The primary impact of the Instructional Skills Program will be the improvement of instruction across disciplines. In both Canada and California experience has shown increased interdisciplinary networking among faculty at their own and at other colleges. Participating colleges report that faculty who have completed an ISW are visiting each other's classrooms and have invited their colleagues to videotape and critique class sessions. Administrators are providing each other with feedback regarding public presentations and techniques in chairing meetings.

An important aspect of the Instructional Skills Program is its grass roots nature. As participating faculty endorse the program, it is expected that other faculty will enroll in an Instructional Skills Workshop. The participating colleges are reporting that this is beginning to occur, and the program is developing on each campus as expected. Furthermore, the program is not limited to workshops, but builds as those who have become re-energized about their teaching share their excitement with their colleagues. To support this continued growth, faculty trained as ISW Facilitators can provide a variety of other spin-off activities to enhance faculty development.

Another benefit of the Instructional Skills Program is the re-energizing and renewal of senior faculty. For those who participate in the Facilitator and Trainer Trainings, there is the additional benefit of assuming new leadership roles, exploring new career options, and the experience of horizontal advancement.

POTENTIAL FOR CONTINUED SUPPORT

Continued support for the development and implementation of the Instructional Skills Program in the California Community Colleges will occur as follows:

The establishment of a core of trained ISW Facilitators and Trainers at participating colleges will support the continued involvement of faculty at those institutions in the Instructional Skills Program and subsequent and related improvement of instruction activities.

Each college implementing the program will commit to the support of continued offerings of Instructional Skills Workshops with district funds. Once established at a college, the Instructional Skills Program will continue with district support limited to stipends or flex credit for Facilitators.

The Academic Senate for the California Community Colleges, the California Association of Community Colleges, and the California Community College Council for Staff Development have indicated their intent to support the continuation of the implementation of the Instructional Skills Program to colleges throughout the state during the 1989-90 academic year.

POTENTIAL FOR ADAPTATION
The Instructional Skills Program features ease of replication, lending itself to adoption as a model for faculty development state-wide. By carefully selecting experienced instructors to be trained as ISW Facilitators, each campus will be able to initiate the Program. The well-developed structure of the Instructional Skills Workshop ensures a quality experience for those faculty who participate.

The elements of the Instructional Skills Workshop build upon established techniques for instructional improvement and have the advantage of a voluntary, peer-based approach which can be offered in a variety of formats.

The Instructional Skills Program is inexpensive considering the potential number of participants and can easily be extended to part-time as well as full-time instructors.

The Instructional Skills Workshop is an excellent precursor for a variety of follow-up activities, e.g. one-on-one consulting, classroom visitations, video-taping, and small group instructional feedback. As an Instructional development activity it complements other models such as the Great Teachers Seminar and Classroom Research.
EVALUATION PLAN
Evaluation is an ongoing process and will continue throughout the project. Each workshop has built-in evaluation procedures. The workshops are designed to develop evaluation skills by the participants, to accustom participants to peer evaluation, and to promote effective self evaluation. A primary goal of the program is to encourage faculty to seek feedback from colleagues and students on instructional practices.

Methods:

A variety of methods will be employed in the evaluation of the Instructional Skills Program Implementation Project. Questionnaires will be developed to gather post-workshop and training data. Each workshop includes both formative and summative evaluation procedures. Other methods to be used include observation, participant observation, surveys, and follow-up interviews. The Project Director will design and conduct the over-all Project Evaluation.

Data will be gathered throughout the year at each participating college. A mid-term evaluation report will be written by the Project Director and submitted in early December 1989. A summative evaluation report will be written by the Project Director and submitted in July, 1990.
8. Dissemination Plan

DISSEMINATION PLAN
Dissemination of the program to the California Community Colleges will be achieved as follows:

- At each college participating in the Instructional Skills Program, those who have completed a workshop will be able to share their experience with their departmental colleagues and with colleagues at other colleges.

- Four one-day regional Dissemination Seminars will be held in the spring of 1989 for faculty and administrators interested in an in-depth exploration of the possibility of establishing the Program at their college. Announcements of the seminars will be distributed to all community colleges in California. Descriptive materials will be developed for distribution at the seminars and by mail as requested.

- Four conference presentations and workshops will enable faculty and administrators to explore implementation issues.

- Descriptive materials will be developed and distributed as requested.

- Journal articles and newsletters such as "The Facilitator" will be published.

- A videotape presentation of the program will be developed and made available to interested individuals and institutions.

- The consortium approach utilized by those colleges participating in the Instructional Skills Program has served to establish a support network among faculty across disciplines and from different colleges. The development of this network will enhance the dissemination of information through additional conference and workshop presentations.

- The following organizations have each pledged support for the dissemination of information about the program: The Academic Senate for the California Community Colleges, California Association of Community Colleges, and the California Community College Council for Staff Development.
[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]