Process Education CONFERENCE

CLOSE THE GAP

2023

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PROCEEDINGS

Conference Schedule

Day One Friday June 9th – 9:00 AM Central

9:00   Conference Opening Session

- Welcome Academy President Ingrid Ulbrich
- Welcome VSU Provost Dr. Donald Palm
- Program Review - Navigating the Online Conference
- Table Team Introductions – Breakout Discussion Activity on the Gaps

10:15   Keynote Speaker - Dr. Nia Haydel

12:15   Breakout sessions #1 Practitioner Workshops

- ► Identifying At-Risk Learners (Watts)
- ► Closing the Gap in Online Learning for Academic Success (Jain, et al.)

Research Paper Shared Session

- ► Growth Potential of Learning Skills in the Social, Cognitive, Affective, and Assessment Domains (Burke, Beyerlein)
- ► Project Knowledge: Countering the cause and effects of Long Educational Covid (Talley)

2:00   Academy Annual Business Meeting Agenda

- Establish a quorum
- Introduction of Executive Board
- Approval of 2021 business meeting minutes
- Approval of 2022 business meeting minutes
- President's report
- Treasurer's reports FY 2020-21, 2021-22, and 2022-23 to date
- Election of Officers (President Elect, Finance Officer, 3 Members at Large)
- Announcements

3:15   Table Team Time

3:45   Hall of Innovation – Interactive Online Poster Session

Day Two Saturday June 10– 9:00 AM Central

9:00   Welcome Session

9:30   Interactive Panel Discussion about the Gaps Representatives from various Academy member institutions and Guests sharing about their efforts to close Gaps.

11:15   Breakout sessions #2

- ► Increasing Learner Engagement & Performance (On Course) (Brennan)
- ► Using Behavior Profiles to Enhance Scripting of Growth Action Plans Closing The Gaps (Leise)

1:15   Breakout sessions #3

- ► It's in the Syllabus! Communicating Equity and Inclusion Through Syllabus Design (Grovergrys, Turner)
- ► Adapting traditional courses to the mastery model using PE to promote equity, learning, and success (Leasure)

3:00   Closing Session

- Team Presentations Insights for 2023
- Incoming President Comments: Sharing Insights/Observations/Ideas for Academy
- Conference Formal Assessment Online survey
- PE Awards
- Announcement of 2024 Conference Plans

Identifying At-Risk Learners

Facilitator: Matthew Watts

Preparation work

Participants should read the article by <u>Horton</u> (2015) and answer the following exploration questions:

a) Of the twenty key risk factors listed in Table 3, which are the most prevalent (top three)
b) Of the twenty key risk factors listed in Table 3, which are the most detrimental to success (top three)
c) What, if any, changes would you make to the list in Table 3, e.g., removing an extraneous risk factor, or adding a missing one

Abstract/Description

There are many different risk factors for college students, but most of them relate to one of the gaps in higher education. By recognizing these individuals and providing interventions and support, we can help to close these gaps. This workshop will build on the seminal article by Horton (2005) that identified the most common risk factors for college students. After reviewing this list, we will consider any changes that may have occurred since as well as discipline/context specific risk factors. Then, techniques for observing these risk factors in learners will be shared and elaborated upon. Finally, best practices for intervening these at-risk individuals will be discussed.

Learning Outcomes

- Validate the list of common risk factors for collegiate learners.
- Identify additional risk factors specific to disciplines.
- Describe best practices for identifying at-risk learners as soon as possible

Facilitation Plan

1. Introduction, motivation, and overview of workshop (5 minutes)
2. Breakout 1: Sharing of responses to pre-workshop questions. (15 minutes)
3. Discipline specific risk factors (10 minutes)
    1. L2L Math Article (page 61)
4. Breakout 2: Identifying discipline specific risk factors (20 minutes)
    1. Each group will pick one discipline (or context).
    2. Identify risk factors from Horton's list of 20 that are most significant to learning in that area.
    3. Identify additional risk factors (not in Horton's list) that are specific to that area.
5. Identifying At-Risk Learners (15 minutes)
6. Breakout 3: Identifying At-Risk Learners (20 minutes)
    1. Pick a risk factor from Horton's list or those generated in Breakout 2
    2. Describe how this risk factor could best be detected in a learner ASAP i.e., the first week of classes.
    3. Repeat with additional risk factors until time is up.
7. Session Assessment (5 minutes)

Readings

- <u>Identifying Risk Factors that Affect College Students - IJPE article by Horton</u>
- <u>Learning to Learn Mathematics: a Learning Sciences Approach to Improving Learning Mathematics - by Watts & Ellis</u>
- <u>Strategies for Identifying At-Risk Learners</u>

Closing the Gap in Online Learning for Academic Success

<div align="right">Facilitator: Chaya Jain</div>

Preparation work

Skim the excerpt from Cuseo's 7 Principles for Academic Success (available here) and answer the following questions on the appropriate forum topic:

a) Which three principles referred to in Cuseo's article are currently being practiced at your institution related to remote/distance learning? How?

b) Which two principles referred to in Cuseo's article are most challenging in remote/distance learning? Why?

Abstract/Description

Chaya Jain, Serena Reese and Jerry Crawford - Virginia State University

The COVID-19 pandemic globally enforced an abrupt change from the existing teaching and learning practices to obligatory online modality. The praxis surfaced multiple gaps for teachers and learners alike including, access, engagement and preparedness, to efficiency of the virtual systems. Using a case study as the basis, this research inquiry explores the question, "which feasible practices can help increase the distance-learning capability?" With Cuseo's Seven Universal Principles for Student Success as a backdrop, this workshop examines (a) systemic approaches involving distance teaching/learning parameters and (b) learner engagement. Employing a team activity approach, we will explore a case study on how Process Education (PE) strategies elevate teacher-learner mindfulness and increase student engagement as well as academic performance.

Learning Outcomes

- Highlight process and procedures critical in establishing institutional standards for distance learning
- Expand knowledge base through new insights from participant community's collective experiences at this workshop
- Brainstorm best practices for improving learner experience through greater engagement and academic success

Facilitation Plan

1. Presenter/Panel comments and Q/A about the case study (25 min)

2. Small Group Discussion: analysis of traditional versus online course implementations (breakout teams to include captain, recorder, spokesperson, etc.) (30 min)

   a) What are key issues in learner preparedness, engagement, access, and usability of learning management system in creating and delivering a high quality online learning experience?

   b) What are two best practices that respond to issues that are listed above?

3. Large group sharing (30 min)

4. Session Assessment (5 min)

Reading(s)

Here is the excerpt in a new window from Joe Cuseo's (2018) article The Seven Central Principles of Student Success. You can also read the excerpt below. (The full article is available via this link).

Seven Central Principles of Student Success: Key Processes Associated with Positive Student Outcomes

The critical first step toward promoting student success is to define it, i.e., to identify positive student outcomes that represent concrete indicators of student success. Step two is to identify the key, research-based principles or processes that are most likely to promote student success and lead to positive student outcomes. Serendipitously, the same success-promoting principles serve to promote three key student outcomes simultaneously: (a) student retention (persistence), (b) student learning (academic achievement), and (c) personal development (holistic outcomes). This serendipity supports the long-held contention among student retention scholars that "successful retention is nothing more than successful education" (Noel, 1985; Tinto, 1993).

The following seven processes are offered as the most potent principles of student success because they are well supported by higher education scholarship and are firmly grounded in research and theory: (1) personal validation (2) self-efficacy (3) sense of purpose (4) active involvement (5) reflective thinking (6) social integration, and (7) self-awareness. What follows is an attempt to clearly define these key principles and to highlight the empirical evidence supporting their positive impact on student success.

1. Personal Validation

Student success is more likely to be realized when students feel personally significant—i.e., when they feel welcomed, recognized as individuals, and that they matter to the institution. In contrast, student success is sabotaged by college practices or policies that depersonalize or marginalize students (Schlossberg, Lynch, & Chickering, 1989). In one of his seminal works on the "freshman year experience," John Gardner (1986) argued that the defining feature of all bona fide freshman-year experience programs is that "they all represent a deliberately designed attempt to provide a rite of passage in which students are supported, welcomed, celebrated, and ultimately assimilated" (p. 266). The importance of personal validation for student retention is highlighted by an extensive national survey of 947 colleges and universities, both two-year and four-year, in which retention officials on these campuses were asked: "What makes students stay?" Ranking first in response to this question was "a caring faculty and staff" (Beal and Noel, 1980). Vince Tinto eloquently captures the importance of personal validation in his book, Leaving College: Rethinking the Causes and Cures of Student Attrition, "Students are more likely to become committed to the institution and, therefore stay, when they come to understand that the institution is committed to them. There is no ready programmatic substitute for this sort of commitment. Programs cannot replace the absence of high quality, caring and concerned faculty and staff" (1987, p.176). A similar conclusion was reached by Terenzini, Rendon, Upcraft, et al. (1994), stemming from their national research on students' transition to college: "The formal and informal mechanisms by which an institution sends subtle signals to students about how valued they are should be reviewed and revised to provide more early feedback and early validation for students" (1993, p. 9).

2. Self-Efficacy

Student success is more likely to take place when students believe that their individual effort matters, i.e., when they believe they can exert significant influence or control over their academic and personal success (Bandura, 1997). Conversely, the likelihood of student success is reduced when students feel hopeless or helpless. Research involving nearly 4,000 college freshmen revealed that the level of students' optimism or hope for success during their first semester on campus is a more accurate predictor of their college grades than are their SAT scores or high school grade-point average (Snyder, et al., 1991). Meta-analysis research indicates that academic selfefficacy is the best predictor for student retention and academic achievement (GPA) (Robbins, et al., 2004), and personal traits such as self-efficacy, self-esteem, and internal locus of control are among the best predictors of job performance and job satisfaction (Judge & Bono, 2001).

3. Personal Meaning

Student success is more probable when students find meaning or purpose in their college experience—i.e., when they perceive relevant connections between what they're learning in college and their current life or future goals. In contrast, lack of personal goals for the college experience and perceived irrelevance of the

college curriculum are major causes of student attrition (Noel, 1985; Levitz & Noel, 1989). Academic skills research indicates that such skills are most effectively learned in a meaningful context—for example, when they are applied to the learning of specific subject matter (Levin & Levin, 1991; Means, Chelemer, & Knapp, 1991). When students are provided with a personally relevant context for a new concept, they continue to think about that concept longer than if they learn it without reference to a personally relevant context (Bransford, Sherwood, & Rieser, 1986), and the more relevant the academic content is to students, the more likely they are to engage in higher-level thinking with respect to it (Roueche & Comstock, 1981).

4. Active Involvement

The probability of student success increases commensurately with the degree or depth of student engagement in the learning process, i.e., the amount of time and energy that students invest in the college experience—both inside and outside the classroom (Astin, 1984). In contrast, student persistence and academic achievement is sabotaged by student passivity and disengagement. Research support for active involvement (engagement) is so formidable that it has been referred to as the "grand meta-principle" of student learning (Cross, 1993). After completing their voluminous and meticulous review of the higher education research literature, Pascarella and Terenzini (1991) reached the following conclusion: "Perhaps the strongest conclusion that can be made is the least surprising. Simply put, the greater the student's involvement or engagement in academic work or in the academic experience of college, the greater his or her level of knowledge acquisition and general cognitive development" (p. 616). This conclusion is consistent with findings reported by the Policy Center on the First Year of College, based on survey data collected from more than 60 postsecondary institutions and over 30,000 students. This national survey revealed that use of "engaging pedagogy" was positively associated with student satisfaction and self-reported learning outcomes in first year seminars (Swing, 2002). Similar findings emerge from research conducted by the Higher Education Research Institute on first-year courses in general. Based on data gathered from almost 25,000 students at 110 institutions, it was found that the pedagogical practices most strongly associated with first-year student satisfaction with the overall quality of instruction were those that emphasized involvement (Keup & Sax, 2002). Research also indicates that student involvement outside the classroom is potent predictor of student retention. For instance, students who utilize such support services, and interact with the professionals involved with the provision of such services, are more likely to persist to college completion (Pascarella & Terenzini, 1991, 2005).

5. Social Integration

Student success is enhanced by human interaction, collaboration, and formation of interpersonal connections between the student and other members of the college community—peers, faculty, staff, and administrators (Astin, 1993; Bruffee, 1993; Johnson, Johnson, & Smith, 1998). In contrast, feelings of isolation or alienation are likely to contribute to student attrition (Tinto, 1993). Studies repeatedly show that students who have become "socially integrated" or "connected" with other members of the college community are much more likely to complete their first-year of college and continue on to complete their college degree (Pascarella & Terenzini, 2005; Tinto, 1993). The importance of social integration and interpersonal interaction for learning is also supported by the epistemological theory of social constructivism According to this theory, human thinking is shaped by social interaction and conversation; an individual's thought process is largely an internalization of these external dialogues (Vygotsky, 1978). Thus, conversing and thinking are held to be causally related, with thought being an artifact or product of verbal interaction.

6. Personal Reflection

Students are more likely to experience success when they make engage in reflective thinking about what they are learning and elaborate on it, transforming it into a form that relates to what they already know or have previously experienced (Ewell, 1997; Flavell, 1985). Successful learning requires not only action, but also reflection. Such reflection or thoughtful review is the flip side of active involvement. Brain research also shows that active involvement and reflective thinking involve two distinct mental states of consciousness, the former characterized by faster, low-amplitude brain waves and the latter by slower, higher-amplitude brain

waves (Bradshaw, 1995). Both mental processes are needed for learning to be complete. Active involvement is necessary for engaging student attention—which enables learners to initially get information into the brain, and reflection is necessary for consolidation—keeping that information in the brain, by locking it into long-term memory (Bligh, 2000).

7. Self-Awareness

Among the man goals of a liberal arts education, the one that has the longest history and most frequent emphasis is self-awareness, i.e., "know thyself" (Cross, 1982). Student success is promoted when students gain greater awareness of their own thinking, learning styles, and learning habits, i.e., when they engage in meta-cognition—when they think about their thinking, when they self-monitor or check their comprehension, and when they self-regulate or accommodate their learning strategies to meet the demands of the learning task at hand (Pintrick, 1995; Weinstein & Meyer, 1991). Research demonstrates that high-achieving college students tend to reflect on their thought processes during learning and are aware of the cognitive strategies they use, i.e., they engage in "meta-cognition" or think about their own thinking (Weinstein & Underwood, 1985). Successful college students also "self-monitor" their academic performance, that is, they maintain awareness of whether or not they are actually learning what they are attempting to learn (Weinstein, 1994), and they self-regulate or adjust their learning strategies in a way that best meets the specific demands of the subject matter they are trying to learn (Pintrich, 1995). Lastly, self-awareness or "mindfulness" has been found to be a critical element of any effective self-management and self-improvement plan (Langer, 1989, 1997), whether it is the management of time, money, or health.

Conclusion

In sum, student success is more likely to be experienced and evidenced when students: (1) feel personally validated and they matter to the college, (2) believe that their effort matters and that they can influence or control the prospects for success, (3) develop a sense of purpose and perceive the college experience as being personally relevant, (4) become actively or engaged in the learning process and in the use of campus resources, (5) become socially integrated or connected with other members of the college community, (6) think reflectively about what they are learning and connect it to what they already know or have previously experienced, and (7) are self-aware and remain mindful of their learning styles, learning habits, and thinking patterns. The next step in the student success-promoting process is to identify how these seven central principles of student success may be implemented most effectively during the undergraduate experiences.

Growth Potential of Learning Skills in the Social, Cognitive, Affective, and Assessment Domains

Presenters: Kathleen Burke and Steve Beyerlein

Abstract & Resources

Kathleen Burke, SUNY Cortland   Steven Beyerlein, University of Idaho   Daniel Apple, Pacific Crest

ABSTRACT

The Classification of Learning Skills (CLS) was created as a tool for promoting Learning to Learn within the Process Education community. With the shift toward personal and professional growth in the last few years, there has been increasing interest in growth potential. A preliminary list of growth skills was proposed based on the following definition: A growth skill improves personal capability through meta-cognitive awareness and motivation to produce new actions that improve performance development in a variety of contexts.

Over the course of the last year, a group of researchers have conducted a more rigorous examination of growth potential for each learning skill in the CLS. We developed a rubric with 16 specific criteria drawn from the performance development methodology, three areas of self-concept, and five mindsets that contribute to growth. These criteria support an updated definition of a growth skill which is consistent with recent Process Education scholarship: A growth skill improves transferable personal performance capability, enhances self, and promotes a growth mindset. Ultimately, CLS skills were categorized as Growth Skills, Growth Contributors, Performance Enhancers or Only a Learning Skill. Beyond the categorization of each skill, include an analysis of high impact growth skills within each domain and process area. Also presented are the fraction of learning skills in every CLS process area that promotes each of the 16 criteria within the rubric. These representations help to identify process areas for greatest leverage in promoting growth as well as matching learning skills to different types and levels of constructive interventions.

RESOURCES

Link to electronic Classification of Learning Skills (CLS)

Link to Hurd IJPE article entitled 'Modeling Growth Capability - What is It? (includes appendix with previously identified growth skills)

Growth Skill Rating Results by Domain/Process (see the following pages)

High Impact Growth Skill List (see the following pages)

Contributors to Each Rubric Criteria by Domain/Process (see the following pages)

Growth Skill Rating Results

High Impact Growth Skills by Domain

Domain	Number of Skills	Percent of High Impact Growth Skills
Cognitive Domain	136	15%
Social Domain	140	16%
Affective Domain	178	11%
Assessment And Evaluation Domain	56	18%
TOTAL	510	72

COGNITIVE DOMAIN

Process	Number of Skills	Percent of High Impact Growth Skills	Percent of Growth Skills	Percent of Growth Contributors	Percent of Performance Enhancing Skills	Other Learning Skills
Information Processing	24	0%	8%	25%	8%	58%
Critical Thinking	29	41%	34%	3%	0%	21%
Generalizing	25	24%	32%	24%	4%	16%
Problem Solving	16	6%	31%	13%	0%	50%
Discovering, Creating, and Innovating	42	2%	24%	21%	2%	50%
Number of Skills	136	20	35	24	4	53

SOCIAL DOMAIN

Process	Number of Skills	Percent High Impact Growth Skills	Percent of Growth Skills	Percent of Growth Contributors	Percent of Performance Enhancing Skills	Other Learning Skills
Communicating	35	14%	26%	14%	0%	46%
Relating with Others	23	6%	3%	0%	9%	49%
Living In Society	29	11%	23%	23%	6%	20%
Managing	30	14%	9%	9%	6%	49%
Leadership	23	17%	23%	11%	9%	6%
Number of Skills	**140**	**22**	**29**	**20**	**10**	**59**

AFFECTIVE DOMAIN

Process	Number of Skills	Percent High Impact Growth Skills	Percent of Growth Skills	Percent of Growth Contributors	Percent of Performance Enhancing Skills	Other Learning Skills
Engaging Emotionally	44	2%	23%	20%	7%	48%
Expanding Self-Efficacy	51	4%	24%	10%	8%	55%
Clarifying, Building, and Refining Values	46	22%	26%	24%	0%	28%
Personal Growth	18	28%	44%	22%	0%	6%
Facilitating Growth Beyond Oneself	19	32%	32%	26%	0%	11%
Number of Skills	**178**	**24**	**48**	**34**	**7**	**65**

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ASSESSMENT AND EVALUATION DOMAIN

Process	Number of Skills	Percent High Impact Growth Skills	Percent of Growth Skills	Percent of Growth Contributors	Percent of Performance Enhancing Skills	Learning Skills
Defining Quality	15	40%	33%	7%	7%	13%
Measuring Quality	5	0%	0%	80%	0%	20%
Assessing Quality	8	38%	50%	13%	0%	0%
Evaluating Quality	5	0%	0%	40%	0%	60%
Providing Feedback on Quality	5	20%	0%	40%	0%	40%
Enhancing Quality	6	0%	17%	67%	0%	17%
Self-Assessing	6	0%	17%	67%	0%	17%
Reflecting	6	0%	17%	67%	0%	17%
Number of skills	**56**	**10**	**12**	**22**	**1**	**11**

COGNITIVE DOMAIN		
Cluster	**High Impact Growth Skill**	**Percent**
Critical Thinking		
1. Analyzing	**4. Inquiring**: asking key questions	94%
	5. Identifying schemas: finding existing models to characterize a phenomenon	75%
2. Reasoning	**1. Interpreting**: adding meaning for better understanding	100%
	4. Inferring: drawing conclusions from evidence and logic	81%
3. Synthesizing	**2. Recognizing patterns:** recognizing and describing the structure of repeating elements	81%
	3. Making connections: reorganizing elements to reveal insights that are of greater value	81%
4. Decision Making	**1. Predicting**: forecasting from experience and current knowledge	88%
	5. Deciding: making a determination based on available information	94%
5. Self-Regulation of Thinking	**1. Thinking agilely:** choosing the appropriate cognitive skills for the context	100%
	2. Thinking tangentially: exploring related ideas sparked from current thought	81%
	3. Redirecting focus: moving back and forth among different processes and contexts	81%
	4. Thinking skeptically: testing against fundamental principles/schemas	75%
Generalizing		
1. Contextualizing	**1. Clarifying conditions:** sizing up a situation	88%
	2. Clarifying expectations: defining a desired standard of quality or outcome	75%
2. Modeling	**1. Identifying factors**: recognizing the important contributions to a situation	94%
3. Systems Thinking	**3. Visualizing:** creating a mental image of how parts make a whole	94%
	7. Being process-oriented: creating and using methodologies	75%
5. Validating Results	**5. Ensuring fitness:** checking that results match parameters of a situation	100%
Problem Solving		
1. Clarifying the Problem	**3. Identifying issues:** pointing out things that must be addressed to get to end state for all stakeholders	81%
Discovering, Creating, and Innovating		
1. Identifying Direction	**1. Defining the current state:** identifying relevant characteristics from the present condition	75%

SOCIAL DOMAIN		
Cluster	**High Impact Growth Skill**	**Percent**
Communicating		
2. Preparing a Message	**3. Articulating an idea:** distilling the essence of the message	81%
4. Writing a Message	**1. Documenting:** capturing the details of something (a solution, a discussion, an incident, etc.)	81%
6. Communicating Informally, Orally	**1. Checking perception:** testing to see if what you think is happening is happening	81%
	3. Opining: speaking from one's perspective, value or beliefs	75%
	4. Conversing: engaging others while exchanging information	88%
Living in Society		
3. Performing in an Institution	**2. Being assertive:** projecting self-assurance and self-confidence	88%
	5. Being principled: applying or standing by your values, convictions, and beliefs in the face of adversity	81%
5. Performing in a Culture	**1. Analyzing a culture:** determining the key societal differences	88%
6. Mentoring	**1. Believing in someone:** transparently providing substance so they believe in what they can become	81%
Managing		
4. Managing Resources	**4. Using information technology:** taking advantage of data management tools	94%
5. Managing Communications	**1. Staying informed**: intentionally acquiring information for decision making	75%
6. Managing Projects	**2. Initiating:** ensuring start of a project	81%
7. Facilitating group process	**1. Developing connectedness:** developing the shared experiences as agency	75%
	3. Creating a growth culture: Building an environment for increasing individuals' capabilities	81%
Leadership		
1. Envisioning	**2. Perceiving implications**: describing the operational social impacts of future trends	94%
	3. Balancing perspectives: avoiding tunnel vision by considering different points of view	75%
2. Building a Following	**4. Demonstrating integrity:** responding to issues with clear and consistent principles	81%
3. Establishing Culture	**3. Maintaining transparency:** ensuring open access to information, data, and strategies	75%
5. Facilitating Change Process	**1. Thinking opportunistically:** using positive strategies to optimize advantage	75%
	2. Responding to change: being flexible in strategic thinking	75%

AFFECTIVE DOMAIN

Cluster	Growth Skill	Percent
Engaging Emotionally		
1. Observing Self	1. **Listening to self:** tracking the focus of your inner voice	63%
	2. **Perceiving emotions**: recognizing and identifying your own and others affective responses	56%
	3. **Discovering motives**: finding situations that lead SOMEONE to act	69%
	4. **Valuing the emotion:** understanding the power of an affective response	56%
2. Checking Emotions	2. **Controlling judgmental self-talk:** confronting and changing negative inner messages	50%
	4. **Energizing:** invigorating or rousing yourself, especially from boredom or lethargy	50%
3. Expanding Emotions	5. **Risking disapproval:** willingness to put yourself in contexts where others may judge you HARSHLY	63%
4. Engaging Situationally	3. **Being focused**: being attentive to what is happening	81%
	6. **Being positive:** initiating activities or changing situations to maintain confident emotional energy	69%
	8. **Living vibrantly**: being mindful in every moment and appreciating what it offers	69%
6. Being Resilient	2. **Adapting:** changing direction when feedback to do so is reasonable and trusted	63%
Expanding Self-Efficacy		
1. Preparing for a Performance	1. **Recognizing unmet need:** finding what is "empty" (missing) in the current situation	81%
	2. **Setting goals:** Identifying the purpose and the associated outcomes	63%
2. Performing in Real-time	5. **Being fully engaged**: being completely immersed in an experience	88%
	6. **Owning performance:** wanting to excel by doing it your own way to produce quality	56%
3. Managing One's Emotions	3. **Identifying stressors:** having a clear sense of work, home, and life pressures	50%
4. Managing Performance Emotions	2. **Dealing with negative outcomes:** accepting and learning from poor results	50%
6. Practicing Social Management	1. **Accepting external expectations**: agreeing to quality expectations and time constraints	50%
7. Practicing Intellectual Management	1. **Reducing self-bias:** being conscious of how your values and feelings influence your thinking	63%
	4. **Managing dissonance**: seeking consistency when addressing unresolved intellectual conflicts	63%
	5. **Suspending closure:** avoiding premature judgements caused by assumptions or unfamiliarity	56%
8. Discerning Reality	1. **Managing a judgment**: realizing that traits often are unreliable predictors of capabilities	63%
9. Strengthening Self-Efficacy	1. **Believing in your potential:** generalizing from achievements to validate a growth trend	56%
	2. **Analyzing performance**: objectively assessing current capacity in a performance area	56%
	3. **Self-challenging:** getting out of your comfort zone to increase growth opportunities	56%
Clarifying, Building, and Refining Values		

1. Discerning Values	3. Sensing wrongness: noticing reactions inconsistent with what you believe and value	50%
	5. Identifying personal values: recognizing what matters most to you as an individual	56%
2. Valuing Independent Self	1. Clarifying interests: discovering what is deeply engaging for producing individual value	63%
	2. Accepting ownership: being responsible about what you promised to contribute	94%
	3. Staying healthy: assuring long-term well-being of mind, body, and spirit	50%
	4. Being true to self: Walking the walk of your values; following your inner compass	100%
3. Valuing Self in Relation to Others	1. Trusting self: knowing that your values and capabilities are the most relevant to your situation	69%
	2. Committing to self: believing that the value of your life is as important as anyone else's	56%
	3. Associating with high performers: seeking out those with integrated achievements and values	75%
	1. Valuing knowledge: learning from any source at any time for any purpose	75%
4. Valuing Intellect	2. Valuing alternate perspectives: wanting to know others' ways of reasoning and making meaning	75%
	3. Valuing thinking: appreciating the power of cognitive processes	75%
	4. Being evidence-based: intentionally focusing on facts and data vs. feelings and opinions	56%
	5. Valuing best practices: being willing to assimilate and integrate what others' do effectively	81%
	6. Enjoying complexity: finding satisfaction in fully engaging with the natural intricacy of life	69%
5. Valuing Life Opportunities	3. Embracing change: thriving on the inconsistencies of life and the unpredictability of the future	63%
	4. Valuing creativity: appreciating using imagination and original ideas to create something	63%
	5. Valuing growth: appreciating opportunities for increasing your capacity	88%
6. Expanding and Validating Your Value System	2. Validating personal impact: recognizing the effect you have	75%
	3. Validating added value: recognizing the worth you have contributed	69%
	4. Extending Values: challenging your principles in new situations and with diverse people	50%
	5. Making meaning: valuing experiences or insights that push you beyond your current concerns	81%
Personal Growth		
1. Clarifying Your Personal Identity	2. **Growing role identities:** Experiencing life to prioritize and identify the key roles to develop	94%
	3. **Motivating self**: setting up conditions that lead to desired actions	69%
	5. **Being passionate**: flourishing by doing those things that create the greatest meaning in your life	56%
2. Visioning Future Self	2. **Setting growth goals:** identifying direction to increase capacity with plans to do so	75%
	3. **Gaining perspective:** navigating among multiple vantage points to obtain true understanding	63%
3. Facilitating Self-growth	1. **Accepting consequences:** agreeing to bear or own the full outcome of an action or decision	81%

	3. **Changing behaviors**: deliberately responding in a new way to old feelings and situations	63%
	4. **Being independent:** seeking an appropriate level of autonomy in each role identity	69%
	5. **Committing to success:** devoting yourself to accomplishing your goals or triumphing in a challenge	100%
4. Self-Regulation	1. **Maintaining balance**: practicing moderation	56%
	2. **Prioritizing**: consistently putting the most important things first	88%
	3. **Being patient**: waiting with equanimity when timing, conditions, and readiness are not right	56%
	4. **Getting unstuck**: recognizing the lack of movement towards life's goals and updates strategies	56%
Facilitating Growth Beyond Oneself		
Moving Out in Front	**1. Feeling empowered:** having all the factors needed to make a significant endeavor possible	81%
	4. Championing: working on behalf of those denied equity or who are victimized	75%
Moving Beyond Yourself Emotionally	**5. Behaving honorably:** exhibiting the highest standards of virtue and integrity	88%
	4. Using one's social power: exerting influence on others to achieve broad goals	75%
Moving Outside of Yourself	**2. Being courageous:** taking action in spite of fear	75%
	4. Being compassionate: being moved by suffering and motivated to show sympathy, kindness, or caring	75%

ASSESSMENT AND EVALUATION DOMAIN

Cluster	High Impact Growth Skill	Percent
Defining Quality		
1. Defining receiver needs	**1. Analyzing needs:** finding the qualities a receiver desires	94%
	2. Defining characteristics: determining the key factors that impact a receiver's affective reaction	88%
	3. Raising expectations: influencing receiver's mindset towards wants, desires or anticipation	81%
2. Defining quality of results	**3. Setting criteria:** choosing the important characteristics that represent quality	88%
3. Defining quality in performance	**1. Describing performance:** preparing a picture of expected actions or steps in process(es)	81%
	2. Defining performance characteristics: recognizing key features of actions or nuances in the process(es)	94%
Assessing Quality		
1. Preparing for Improvement	**2. Being proactive:** seeing opportunities for initiating improvement	94%
	4. Designing an assessment: collaborating with assessee to structure the specific process	75%
2. Implementing assessment	**1. Applying criteria:** aligning observations (evidence), analyses and feedback to focus areas	100%
Providing Feedback on Quality		
1. Providing Feedback on Quality	**2. Being non-judgmental:** withholding or avoiding using one's personal standards or opinions	100%

Contributors to Each Rubric Criteria by Domain/Process

COGNITIVE DOMAIN

	1-Information Processing	2-Critical Thinking	3-Generalizing	4-Problem Solving	5-Discovering, Creating, and Innovating
Essential to Methodology for Developing Performance					
STAGE 0 Performer explores opportunity — Does the skill help in exploring opportunities?	46%	86%	56%	38%	31%
STAGE 1 Performer sizes up expectations — Does the skill help in sizing up expectations?	42%	66%	40%	19%	12%
STAGE 2 Performer plans — Does the skill help while planning for performance?	38%	79%	40%	56%	26%
STAGE 3 Performer prepares — Does the skill help while preparing for performance?	17%	62%	72%	81%	50%
STAGE 4 Performer performs — Does the skill help during performance?	8%	45%	24%	44%	10%
STAGE 5 Judge evaluates — Does the skill help in rating & reporting performance?	38%	28%	20%	13%	7%
STAGE 6 Coach and/or performer assesses — Does the skill help in assessing performance?	33%	55%	52%	25%	21%
STAGE 7 Performer interprets feedback — Does the skill help in interpreting performance feedback?	8%	45%	24%	19%	12%
Self-Concept					
Knowing your Identity/current self — Does the skill help you understand your current self?	33%	72%	52%	38%	26%
Envisioning Ideal Self — Does the skill help you envision your ideal self?	4%	48%	24%	19%	31%
Clarifying Life quality — Does the skill help you clarify life qualities?	33%	76%	64%	44%	45%
Growth Mindset					
Future-oriented — Does the skill promote forward thinking?	13%	59%	56%	44%	48%
Positive — Does the skill promote both positive energy and can-do attitude?	17%	41%	28%	38%	14%
Performance — Does the skill promote performance readiness?	8%	38%	32%	13%	2%
Assessment — Does the skill promote continuous improvement?	42%	69%	60%	94%	52%
Strategic — Does the skill promote strategic thinking?	33%	86%	60%	69%	50%
Yes in all areas	29%	76%	64%	50%	45%

SOCIAL DOMAIN

Essential to Methodology for Developing Performance

		1-Communicating	2-Relating with Others	3-Living in Society	4-Managing	5-Leadership
STAGE 0 Performer explores opportunity	Does the skill help in exploring opportunities?	52%	45%	59%	40%	31%
STAGE 1 Performer sizes up expectations	Does the skill help in sizing up expectations?	62%	34%	31%	20%	17%
STAGE 2 Performer plans	Does the skill help while planning for performance?	45%	45%	52%	60%	38%
STAGE 3 Performer prepares	Does the skill help while preparing for performance?	55%	55%	38%	63%	34%
STAGE 4 Performer performs	Does the skill help during performance?	55%	21%	28%	17%	14%
STAGE 5 Judge evaluates	Does the skill help in rating & reporting performance?	24%	7%	10%	20%	3%
STAGE 6 Coach and/or performer assesses	Does the skill help in assessing performance?	45%	21%	28%	30%	24%
STAGE 7 Performer interprets feedback	Does the skill help in interpreting performance feedback?	62%	21%	7%	20%	24%
Self-Concept						
Knowing your Identity/current self	Does the skill help you understand your current self?	59%	10%	66%	23%	28%
Envisioning Ideal Self	Does the skill help you envision your ideal self?	48%	7%	41%	17%	24%
Clarifying Life quality	Does the skill help you clarify life qualities?	48%	10%	72%	23%	31%
Growth Mindset						
Future-oriented	Does the skill promote forward thinking?	52%	31%	52%	43%	31%
Positive	Does the skill promote both positive energy and can-do attitude?	72%	48%	79%	53%	34%
Performance	Does the skill promote performance readiness?	24%	17%	24%	13%	24%
Assessment	Does the skill promote continuous improvement?	62%	38%	45%	70%	41%
Strategic	Does the skill promote strategic thinking?	62%	31%	45%	47%	28%
Yes in all areas		54%	9%	66%	27%	34%

16

AFFECTIVE DOMAIN

	1-Engaging Emotionally	2-Expanding Self-Efficacy	3-Clarifying, Building, and Refining Values	4-Personal Growth	5-Facilitating Growth Beyond Oneself
Essential to Methodology for Developing Performance					
STAGE 0 Performer explores opportunity — **Does the skill help in exploring opportunities?**	61%	57%	74%	100%	89%
STAGE 1 Performer sizes up expectations — Does the skill help in sizing up expectations?	30%	29%	35%	28%	32%
STAGE 2 Performer plans — Does the skill help while planning for performance?	23%	47%	26%	39%	68%
STAGE 3 Performer prepares — Does the skill help while preparing for performance?	57%	76%	57%	83%	74%
STAGE 4 Performer performs — Does the skill help during performance?	50%	55%	35%	78%	58%
STAGE 5 Judge evaluates — Does the skill help in rating & reporting performance?	9%	20%	11%	22%	16%
STAGE 6 Coach and/or performer assesses — Does the skill help in assessing performance?	23%	25%	46%	28%	37%
STAGE 7 Performer interprets feedback — Does the skill help in interpreting performance feedback?	48%	45%	41%	89%	32%
SELF-CONCEPT					
Knowing your Identity/current self — Does the skill help you understand your current self?	64%	33%	76%	89%	79%
Envisioning Ideal Self — Does the skill help you envision your ideal self?	25%	12%	39%	56%	58%
Clarifying Life quality — Does the skill help you clarify life qualities?	66%	16%	74%	72%	58%
GROWTH MINDSET					
Future-oriented — Does the skill promote forward thinking?	23%	33%	43%	89%	79%
Positive — Does the skill promote both positive energy and can-do attitude?	39%	43%	61%	83%	89%
Performance — Does the skill promote performance readiness?	23%	22%	24%	44%	11%
Assessment — Does the skill promote continuous improvement?	14%	45%	35%	56%	68%
Strategic — Does the skill promote strategic thinking?	7%	49%	48%	50%	32%
Yes in all areas	45%	35%	72%	94%	89%

ASSESSMENT & EVALUATION

		1- Defining Quality	2- Measuring Quality	3- Assessing Quality	4- Evaluating Quality	5- Providing Feedback on Quality	6- Enhancing Quality	7-Self-Assessing	8- Reflecting
Essential to Methodology for Developing Performance									
STAGE 0 Performer explores opportunity	Does the skill help in exploring opportunities?	87%	0%	38%	40%	40%	33%	50%	100%
STAGE 1 Performer sizes up expectations	Does the skill help in sizing up expectations?	67%	0%	63%	80%	40%	33%	17%	33%
STAGE 2 Performer plans	Does the skill help while planning for performance?	53%	60%	50%	60%	20%	33%	17%	67%
STAGE 3 Performer prepares	Does the skill help while preparing for performance?	80%	80%	100%	40%	80%	67%	100%	100%
STAGE 4 Performer performs	Does the skill help during performance?	33%	0%	63%	20%	20%	0%	83%	67%
STAGE 5 Judge evaluates	Does the skill help in rating & reporting performance?	7%	20%	25%	60%	40%	17%	17%	0%
STAGE 6 Coach and/or performer assesses	Does the skill help in assessing performance?	73%	60%	100%	0%	80%	67%	67%	67%
STAGE 7 Performer interprets feedback	Does the skill help in interpreting performance feedback?	67%	0%	63%	0%	20%	50%	100%	100%
Self-Concept									
Knowing your Identity/current self	Does the skill help you understand your current self?	67%	0%	88%	20%	40%	50%	100%	100%
Envisioning Ideal Self	Does the skill help you envision your ideal self?	60%	0%	25%	0%	20%	33%	83%	100%
Clarifying Life quality	Does the skill help you clarify life qualities?	80%	80%	75%	40%	40%	50%	100%	100%
Growth Mindset									
Future-oriented	Does the skill promote forward thinking?	67%	0%	88%	0%	100%	50%	33%	67%
Positive	Does the skill promote both positive energy and can-do attitude?	60%	0%	63%	0%	40%	17%	83%	17%
Performance	Does the skill promote performance readiness?	60%	0%	63%	0%	20%	17%	0%	50%
Assessment	Does the skill promote continuous improvement?	80%	100%	88%	60%	60%	50%	83%	83%
Strategic	Does the skill promote strategic thinking?	87%	100%	88%	60%	60%	33%	83%	67%
	Yes in all areas	80%	80%	100%	40%	60%	83%	100%	100%

Project Knowledge: Countering the Cause and Effects of Long Educational Covid

Presenter: Cheryl Talley

ABSTRACT

Research on disparity in academic achievement often shows difference in outcomes between students of color and white students. Because of the nature of education funding and historical housing patterns in the United States, this comparison then becomes one between adequately resourced vs. under-resourced schools. Research of this nature has been described as "fundamentally flawed" because it does not render information that significantly informs intervention efforts. This presentation will feature outcomes from a 3-year research effort of a near-peer mentoring intervention at a local high school that was first developed for VSU entering first year students. Over 50% of VSU students are eligible for Pell funding and some emerge from challenging backgrounds similar to those of the high school students that reside in the city outside the campus. The goal of the research was first to identify what characteristics made the VSU student resilient and then to design the high school intervention based on that information. VSU students, were assessed and then trained in metacognitive activities aimed to enhance social, emotional, and collective well-being. Intervention activities were designed to train high school students in academic skills that would build a record of success. It was posited that by increasing self-confidence and self-efficacy the result would be enhancing student agency, the sense of being responsible for one's own learning. Participating students increased the time spent on academic tasks after school hours and were less likely to skip classes during the school day. The findings showed that participating students reported improvement in mental and emotional well-being. The findings further suggest that this indirect approach served to build academic motivation and improve academic skills without stigma. Plans to sustain this community-based participatory research program will also be discussed in the conference presentation.

RESOURCES

Project Knowledge at Petersburg High School (see the following pages)

Learning Strategy Retrospective Survey Fall 2022 (see the following pages)

Project Knowledge at Petersburg High School

Feb 22, 2023

Mentee Self-Reported Attendance as Observed on Attendance Forms

Self Reported Attendance at School by Mentees
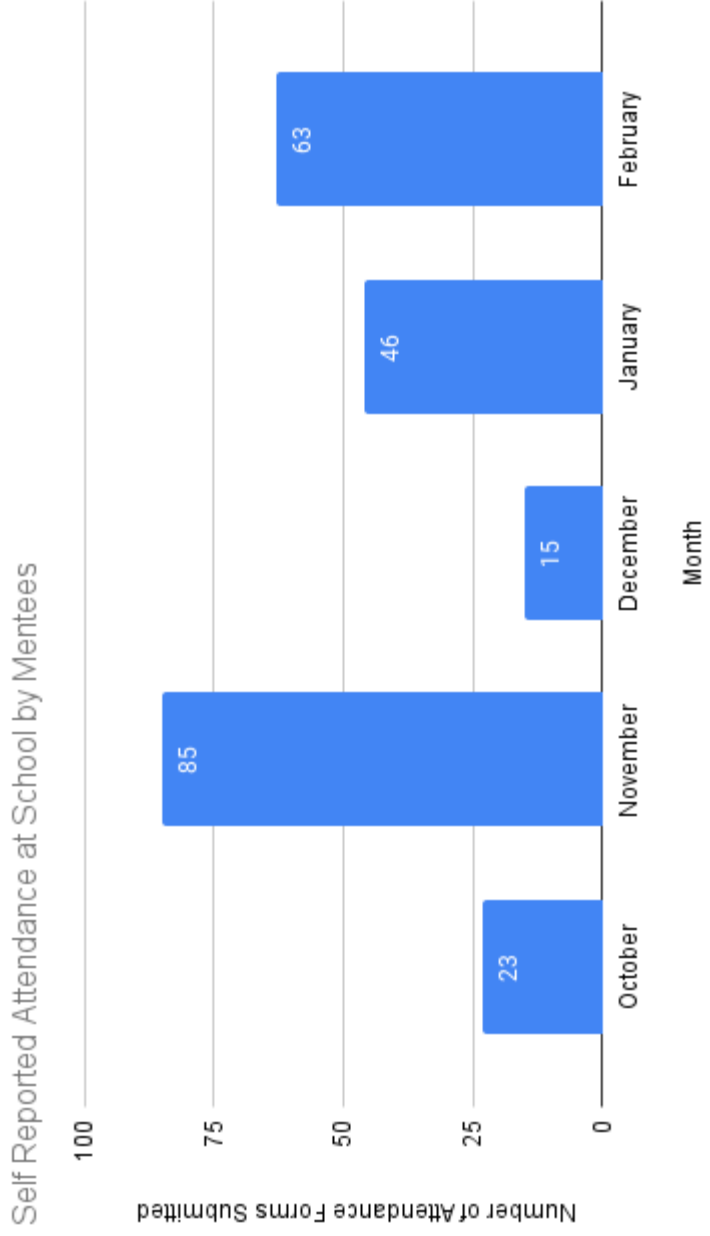
Student Daily Moods

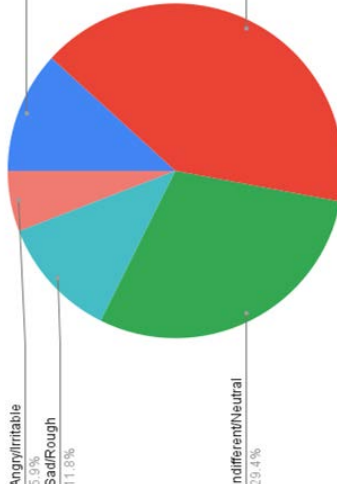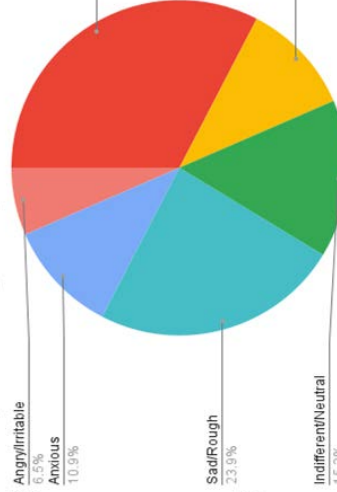"Describe what today was like for you. *Did you have a good day or a rough day? What would you change?"*

Joyful/Elated	Happy/Good	Relaxed	Indifferent/Neutral	Bored/Unexciting	Sad/Rough	Anxious	Angry/Irritable

October "What was your day like?"

Happy/Good
17.6%

Indifferent/Neutral
23.5%

So-so/Unexciting
17.6%

Sad/Rough
41.2%

November "What was your day like?"

Joyful/Elated
2.4%

Happy/Good
25.9%

Relaxed
5.9%

Indifferent/Neutral
27.1%

Angry/Irritable
7.1%

Anxious
3.5%

Sad/Rough
16.5%

So-so/Unexciting
11.8%

December "What was your day like?"

Angry/Irritable
5.9%

Sad/Rough
11.8%

Indifferent/Neutral
29.4%

January "What was your day like?"

Joyful/Elated
11.8%

Angry/Irritable
6.5%

Anxious
10.9%

Happy/Good
41.2%

Sad/Rough
23.9%

Indifferent/Neutral
15.2%

February "What was your day like?"

Happy/Good
26.9%

Relaxed
3.8%

Angry/Irritable
15.4%

Happy/Good
32.6%

Sad/Rough
7.7%

So-so/Unexciting
3.8%

Relaxed
10.9%

Indifferent/Neutral
42.3%

Mentee Class Attendance

Reports of Perfect Attendance by Week

23
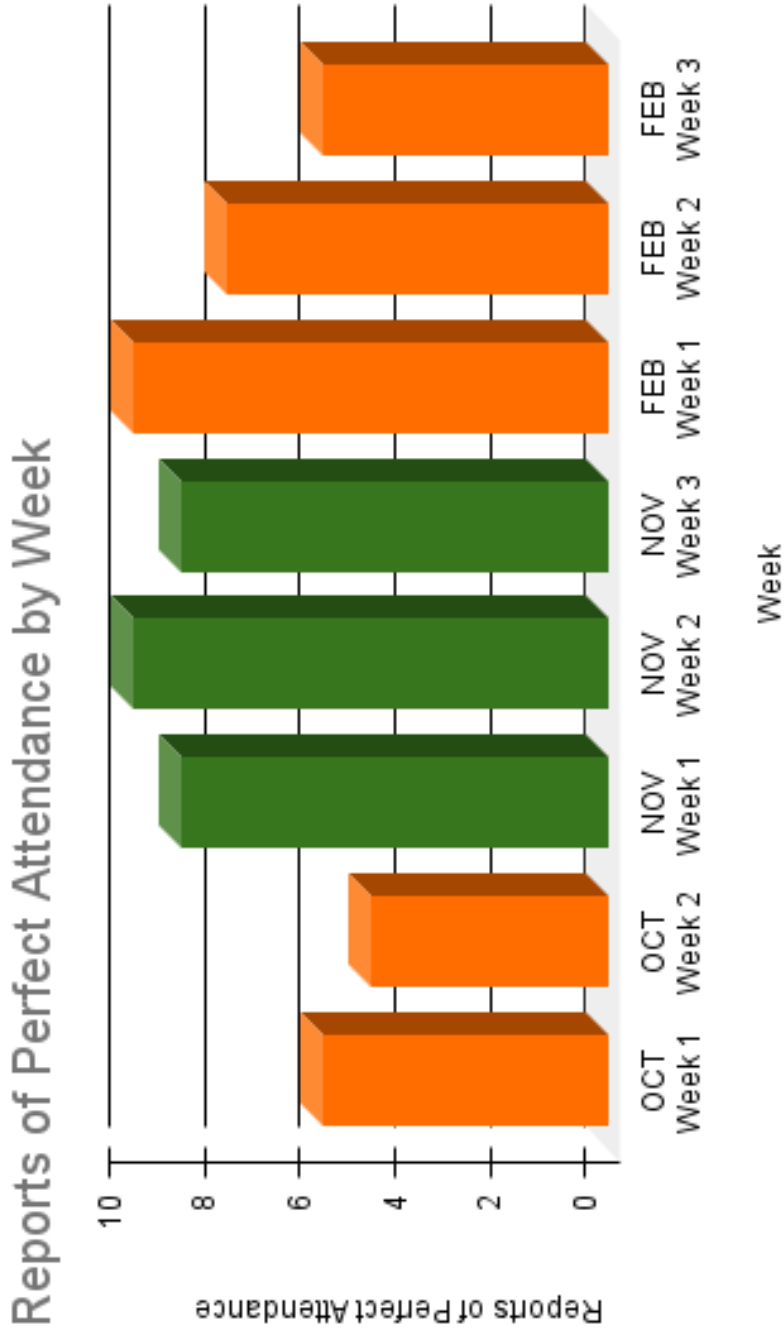
Academic Activities
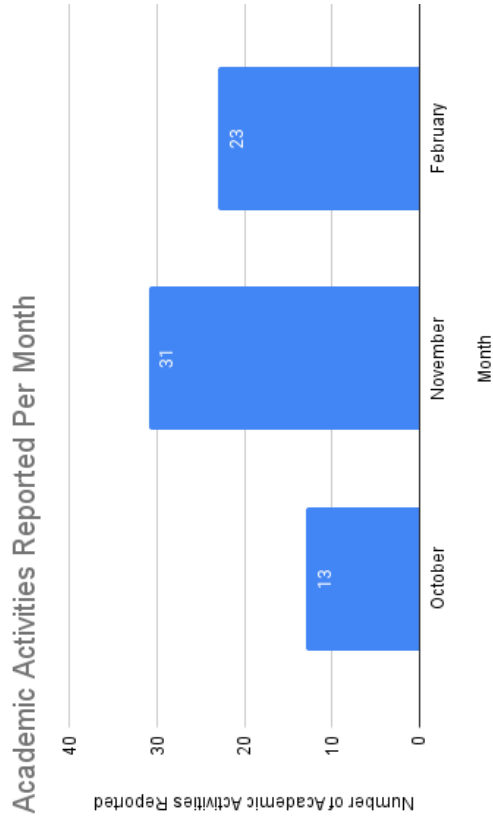
Academic Activities Reported Each Month

Frequency (Number of Reports)

Academic Activity

October: Homework, Make-Up Work, Tutor, Projects, Tests, Being Attentive in Class

November: Homework, Make-Up Work, Afterschool/Tutoring, Classwork, Studying, PK Assignment, Planner, Taking Notes

February: Homework, Schoolwork/Makeup work, Projects, Exams, Studying, Attendance Sheet, iXL

Academic Activities Reported Per Month

Number of Academic Activities Reported

Month	Value
October	13
November	31
February	23

Skill Acquisition

Skill Acquisition Reported Each Month

STUDENTS QUICKVIEW

iXL

Since February 1, your students have...

ANSWERED
8,525
QUESTIONS

SPENT
49 hr 52 min
PRACTICING

MADE PROGRESS IN
343
SKILLS

PRACTICE BY CATEGORY

- 5% Numbers and counting up to 3 (Pre-K)
- 4% Comparing (Pre-K)
- 4% Letter identification (Pre-K)
- 4% Numbers and counting up to 10 (Pre-K)
- 4% Multiplication skill builders (Third grade)
- 79% Other

PRACTICE BY MONTH

Home ■ School

Questions answered

5,000
4,000
3,000
2,000
1,000
0

February — 4,018
March — 1,674
April — 2,833

iXL
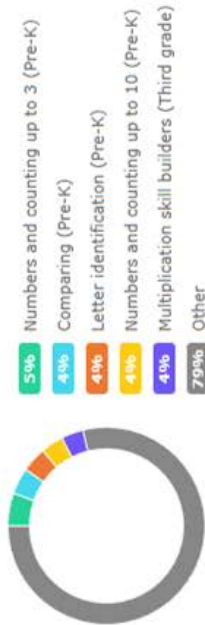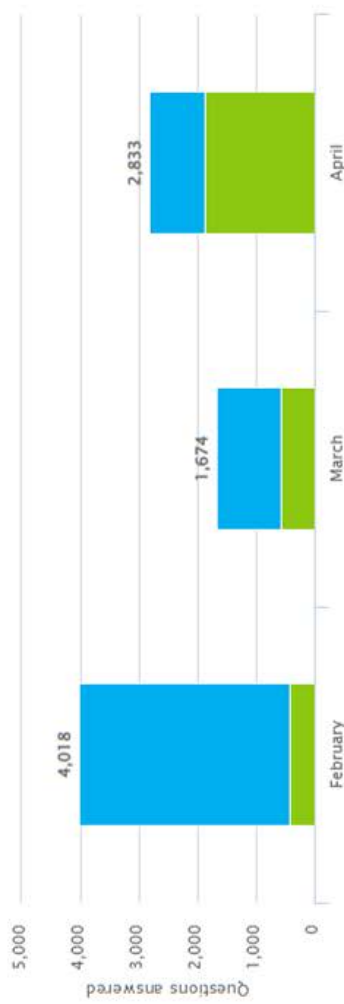
In the last 30 days, your students have...

ANSWERED
3,132
QUESTIONS

SPENT
19 hr 4 min
PRACTICING

MADE PROGRESS IN
154
SKILLS

PRACTICE BY CATEGORY

- **10%** Multiplication skill builders (Third grade)
- **10%** Numbers and counting up to 3 (Pre-K)
- **8%** Numbers and counting up to 10 (Pre-K)
- **7%** Numbers and counting up to 5 (Pre-K)
- **7%** Numbers and counting up to 5 (Kindergarten)
- **58%** Other

PRACTICE BY DAY

Home   School

Questions answered

27
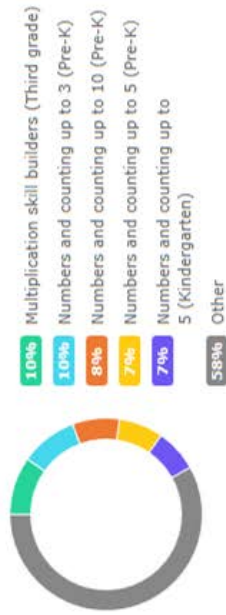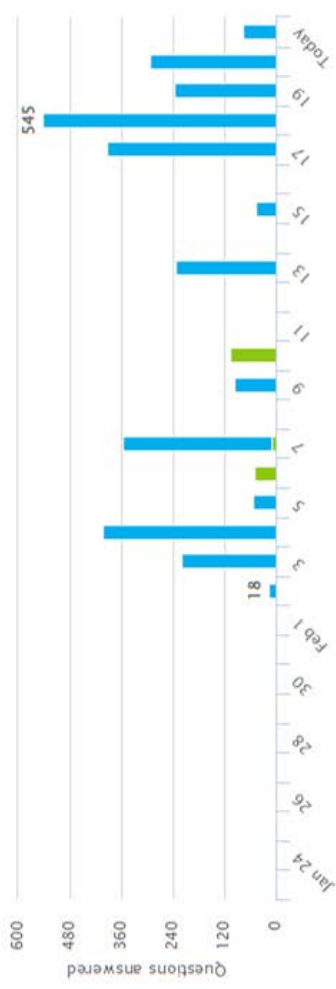
In Conclusion

- When PK is in session, more mentees submit attendance forms
  - They are still submitting attendance forms even when PK isn't in session
- Student moods vary widely during the academic year
  - Mostly we see moods of happiness, indifference, and sadness or roughness
- Mentee perfect attendance appears to have a steady trend thus far
- Students are retaining more skills over time
  - Skills that were demonstrated in PK

Learning Strategy Retrospective Survey Fall 2022 '
Psyc 412 Physiological Psychology
Cheryl P, Talley, Ph,D.
VIRGINIA STATE UNIVERSITY

Study Practices 1#1 - Likelihood of using BEFORE this course

never   now and then   sometime   all the time

- Complete reading of the assigned chapters
- Take detailed notes on the assigned chapters
- Summarize notes on the assigned reading
- Write down questions from your notes about the assigned…
- Review the lecture notes from the previous class session
- Complete assignments before the due date
- Create customized mnemonics (flash cards, concept maps…
- Participate in a study group organized for this course
- Go over quiz or test items to know which questions were…
- Attend every class

Study Practices 1#2 - Likelihood of using AS A RESULT of this course

never   now and then   sometime   all the time

- Complete reading of the assigned ch…
- Take detailed notes on the assigned…
- Summarize notes on the assigned rea…
- Write down questions from your note…
- Review the lecture notes from the p…
- Complete assignments before the due…
- Create customized mnemonics (flash…
- Participate in a study group organi…
- Go over quiz or test items to know …
- Attend every class

Time Management - What percentage of the time do you do the following:
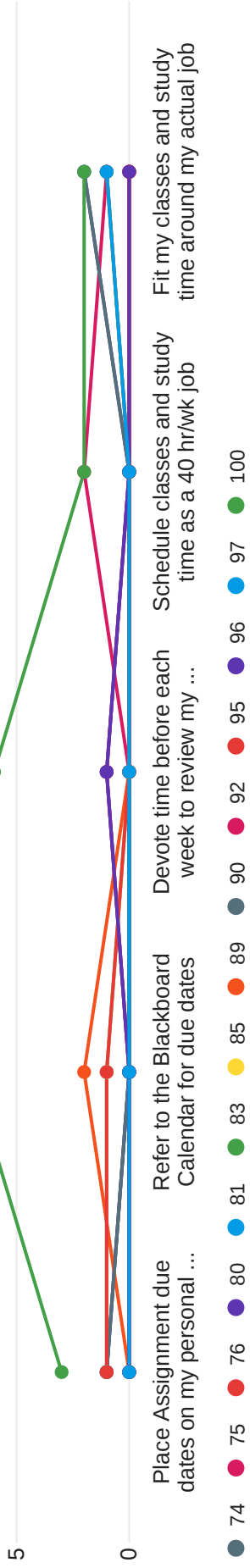
Metacognition - Place the following practices IN THE ORDER OF IMPORTANCE that you feel that...

Field	First	Scnd	Third	Fourth	Fifth	Sixth	Svnth	Total
Monitoring self talk about the course with a goal of staying positive. (Optimism)	4	4	4	3	3	0	1	19
Attribute results to your actions (or inactions) and not your ability (Self-Confidence)	1	0	6	7	1	2	2	19
Being convinced that, with effort, you could learn the material (Growth Mindset)	0	4	4	3	5	3	0	19
Getting adequate rest	4	6	1	2	4	1	1	19
Getting adequate exercise	1	0	1	1	2	7	7	19
Eating healthy	0	1	3	2	4	5	4	19
Being less stressed	9	4	0	1	0	1	4	19

Test Taking_1 - Before the exam I organize the test information in my own form of a study guide

- Choice Count
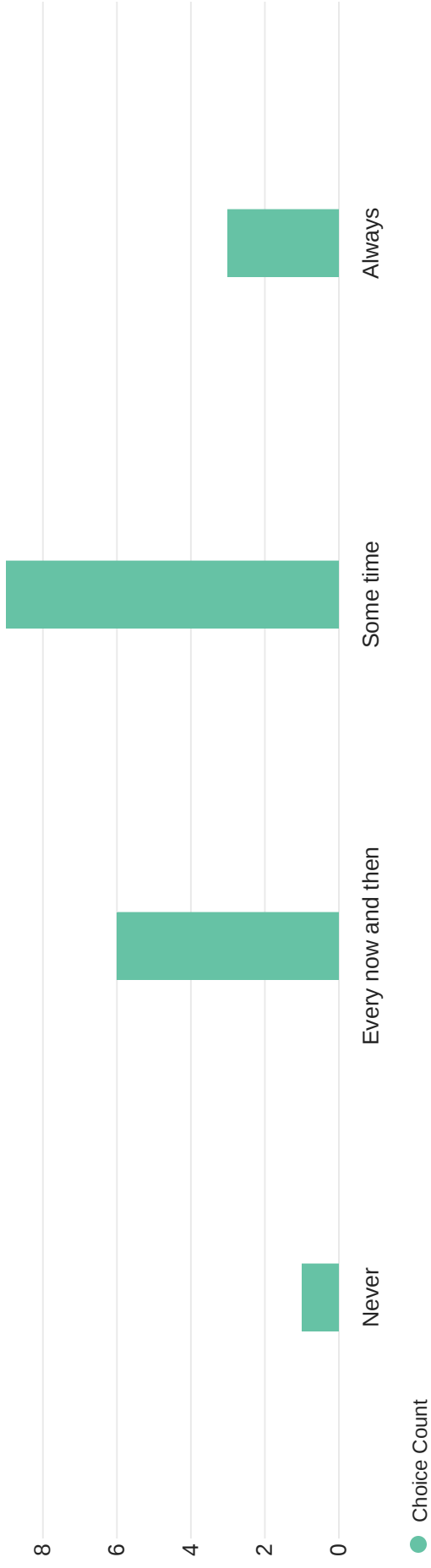
Test Taking_2 - Before the exam, I determine the types of questions that the test may feature and prepare for them (essay, short answer, multiple choice, T/F etc.)

- Choice Count
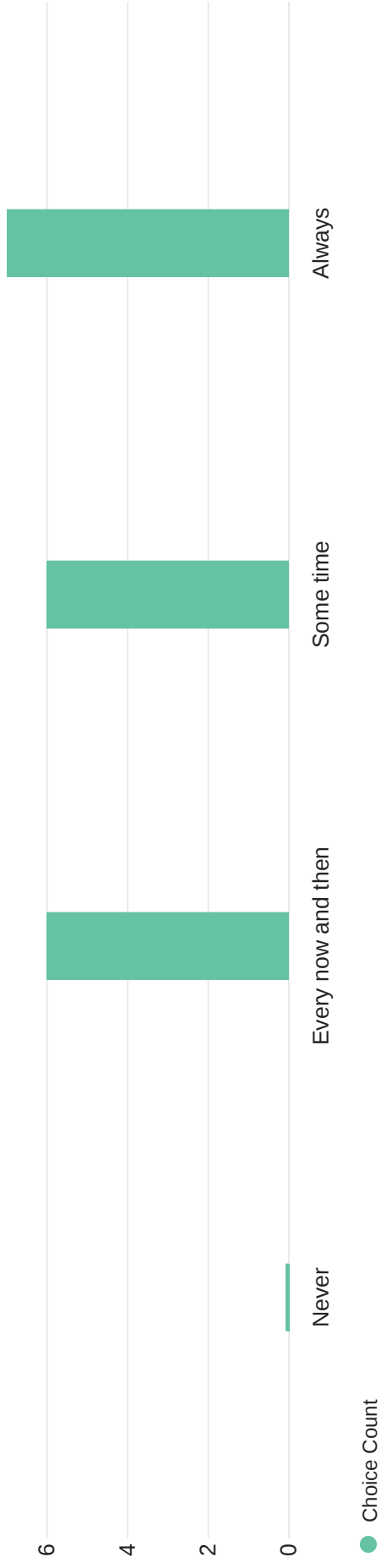
Test Taking_3 - When I get the exam, I read the directions VERY carefully
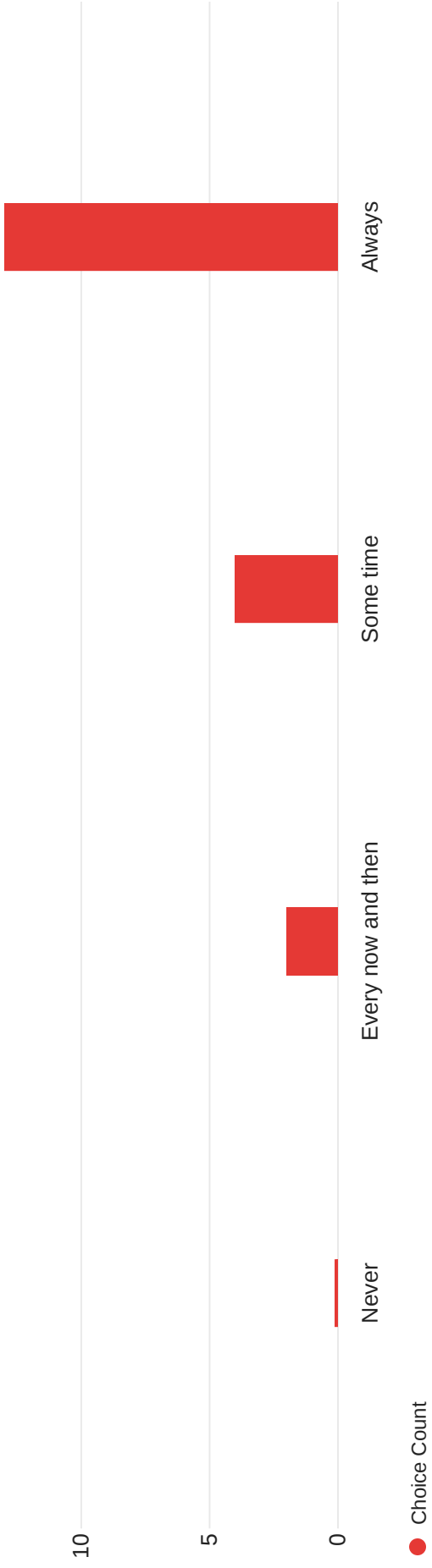
Choice Count

Never	
Every now and then	
Some time	
Always	

Test Taking_6 - While taking the exam I budget my time and make sure that I NEVER leave a question blank.

Choice Count
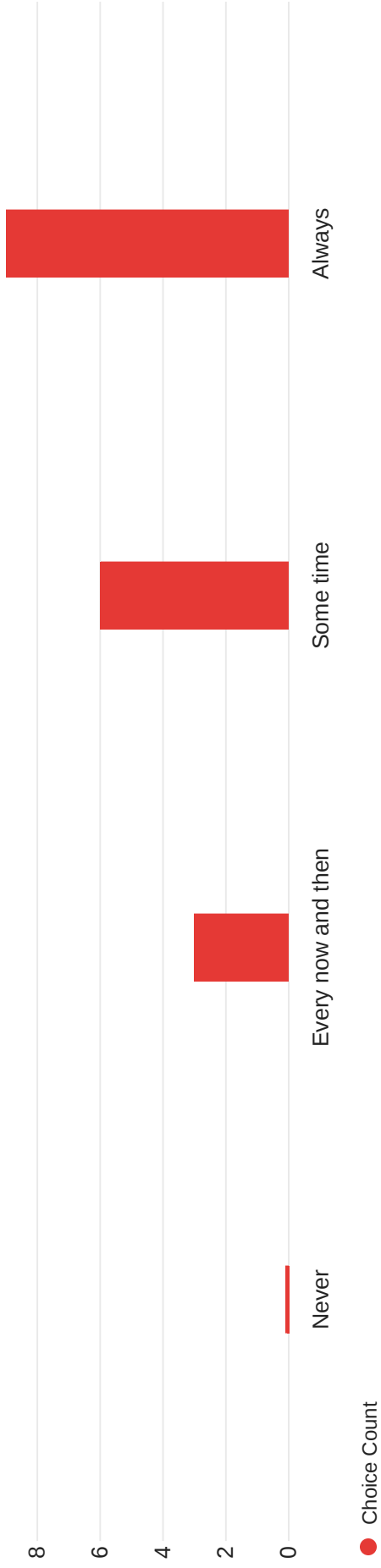
Test Taking_9 - I analyze all returned tests or quizzes and develop a plan for improvement

Bar chart (Choice Count):
- Always: ~8
- Some time: ~7
- Every now and then: ~2
- Never: ~1

Legend: ● Choice Count
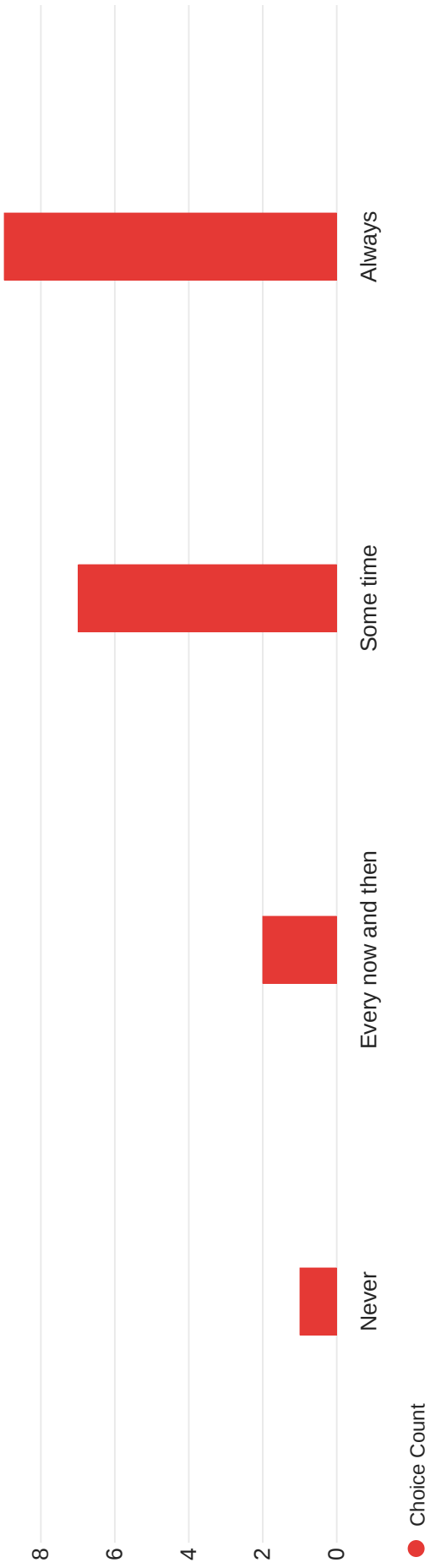
Test Taking_8 - While taking the exam I perform deep breathing to relax and use positive self-talk to reduce test anxiety

Bar chart (Choice Count):
- Always: ~8
- Some time: ~4
- Every now and then: ~6
- Never: ~1

Legend: ● Choice Count
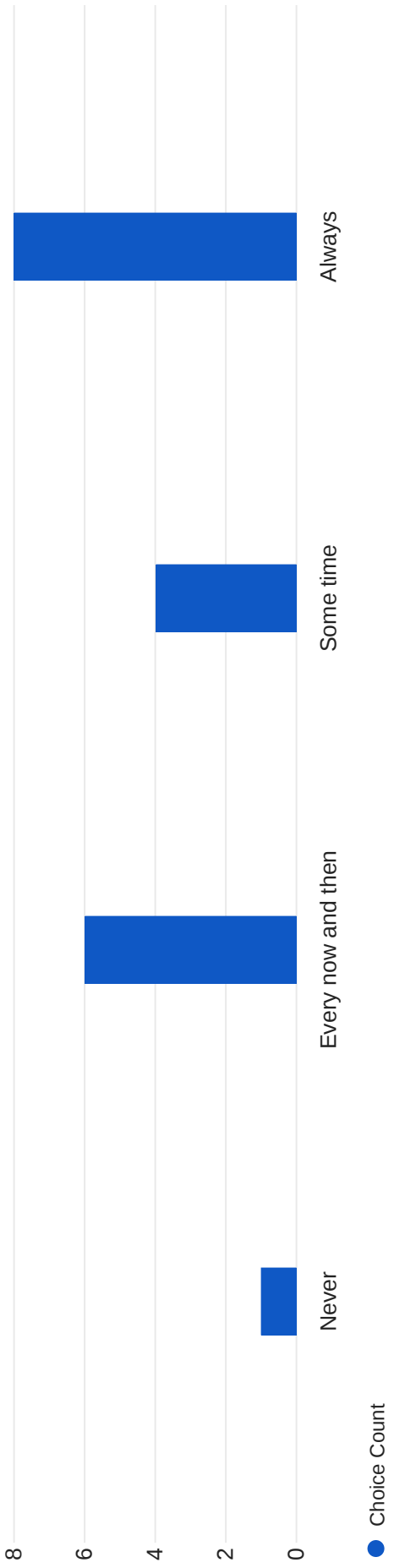
Retrospective - What single piece of advice would you give students who will take this course next semester

What single piece of advice would you give students who will take this course next semester

Zaria Irons

Record the lectures, listen, follow directions, and ask questions if you are unsure about something. Janan Hackett

Maliyah Philpott—When given assignments always start it that day and just do a little bit everyday so you aren't swamped with a lot of work from different classes all at once.

Take great notes and study everyday!

Allocate time to read and do your work prior to the day it's due. Work on assignments day by day so you aren't rushing at the time it's due.

Pray and stay calm.

Study the material little by little

Work smarter not harder!

Make sure you get all the assignments done on time and take advantage when extensions and extra credit and always show up to class

Make sure you study and ask for help if needed.

Take notes and study

Study!

Make sure you read everything and go to every class.

Do the work before the due date/ as soon as possible

Complete all assignments to the best of your ability by the due date. Pay attention to all directions and ask questions when you don't understand. Take advantage of all opportunities to receive extra credit and make up assignments.

The advice I would give to students who will take this course next semester would be to make sure you stay on top of the material for that week and do not procrastinate the assignments given.

Visit office hours, ask questions if you do not understand, sit in front, and truly put forth the effort to better your future; be diligent in your studies. GOOD LUCK!!

Once you receive an assignment, do a little bit of it everyday to not only pace yourself, but to pace your brain and not overload it by trying to cram everything in right before its due. When you do a little at a time, by the time its almost due you only have a little left so you don't have anything to stress about.

It is important to ask questions while in class because there could possibly be miscommunication.
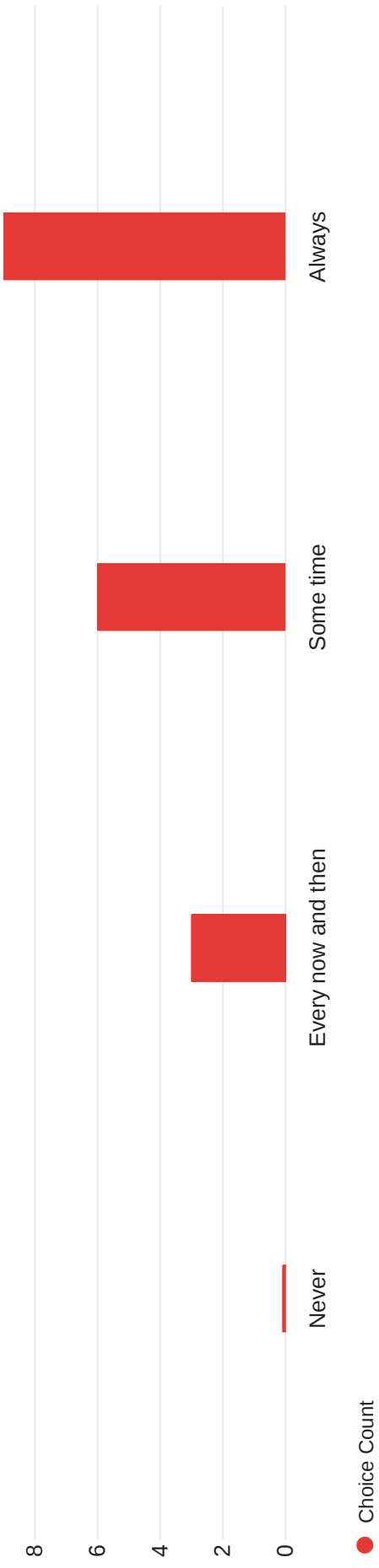
## Test Taking_4 - When I get the exam I survey the exam before starting

- ● Choice Count
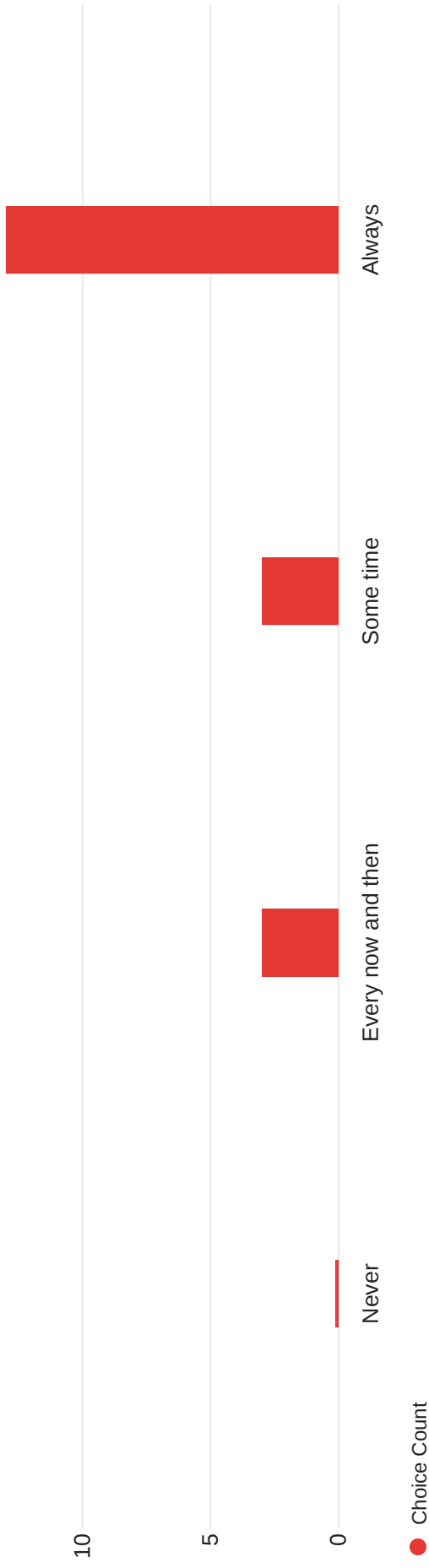
Test Taking_5 - While taking the exam I begin with easy questions and gradually work my way through the harder questions
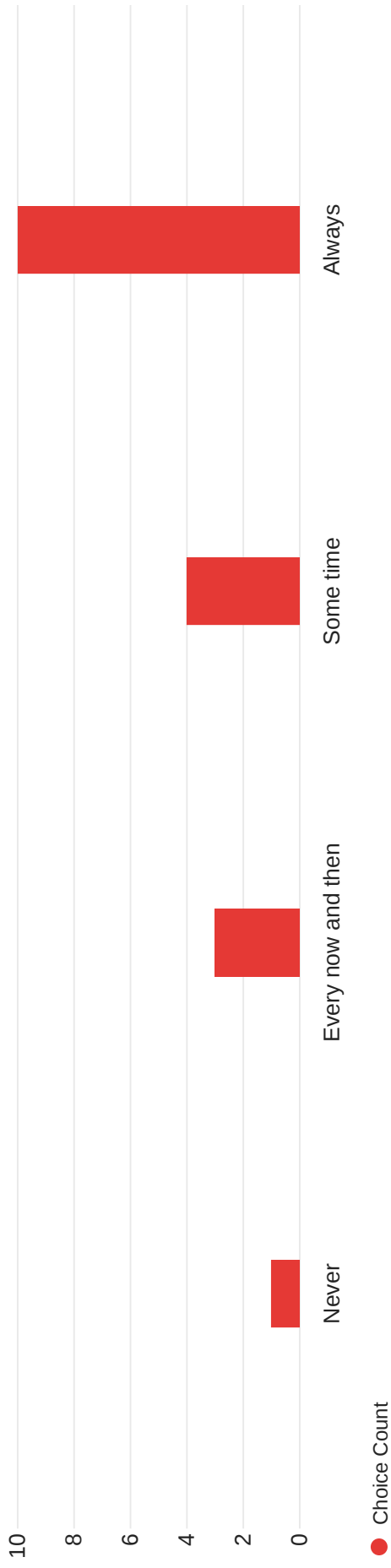
- ● Choice Count

Test Taking_6 - While taking the exam I budget my time and make sure that I NEVER leave a question blank.

Test Taking_7 - While taking the exam if I encounter a memory block, I calmly move to another question knowing the information will come.
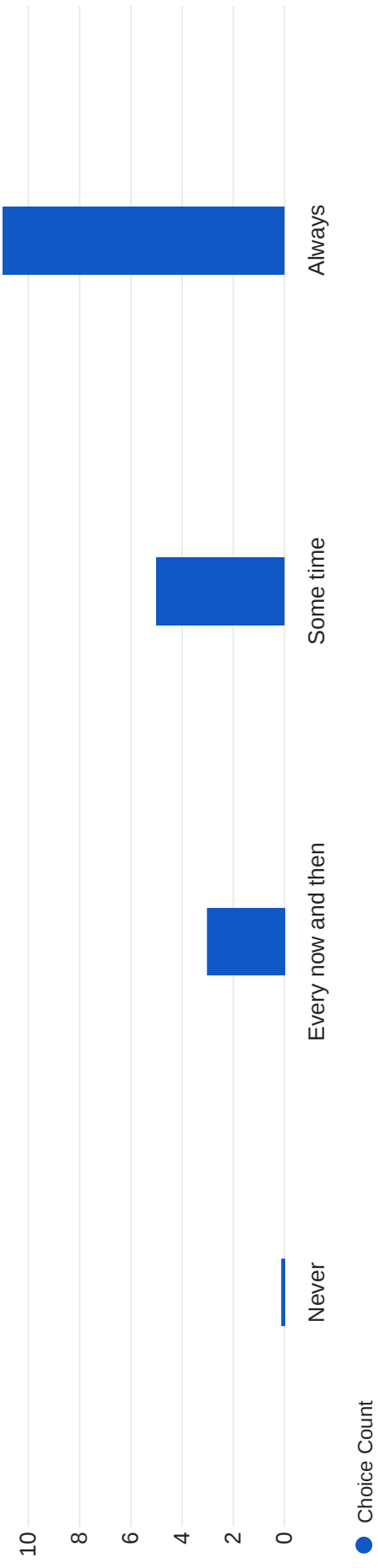
Academy of Process Educators
JUNE 2023 Academy Business Meeting Draft Minutes
Friday, June 9, 2024, 2:00 – 3:00 PM Central Time

Executive Board Members:

Ingrid Ulbrich, Patrick Barlow, Matt Watts, Chaya Jain, Colleen Taylor

Members:

Peter Smith, Cy Leise, David Elden Leasure, Steven Beyerlein, Tris Utschig, Paul Kaseloo, Kenneth Lewis, Leslie Whiteman, Robert White, and Kathy Burke

I. Call to Order at just after 2PM– Ingrid Ulbrich, President

a) A quorum was established via a count of those attending by the President (Ingrid) and Academy Historian (Peter Smith): 18

b) Ingrid Ulbrich introduced adoodle anonymous voting application which member should look for in their spam for the purpose of voting.

c) The agenda was approved hearing no objections.

II. Introduction of the current Executive Board

- Ingrid Ulbrich the current President introduced the current board.

- Patrick Barlow: President Elect who will be the new President after this meeting.

- Matt Watts: Treasurer. They are the conference technology strategist and continuing in their role as treasurer.

- Colleen Taylor: Secretary last year, resigning after this meeting. Thanks for organizing meetings and taking and posting minutes.

- Priscilla Burks: Finance Officer last two years, term ending at this meeting.

- Kim Kilgore: Member-at-Large. Appreciation given to Kim Kilgore for her service. Her term is ending.

- Steve Spicklemire: Member-at-large. Appreciation given to Steve for his service. His term is ending.

- Chaya Jain: Member-at-large for the past year. Helped with conference support at VSU.

- Grace Ndip: Member-at-large VSU for the past year. Expressed regrets about not being able to attend; Thanks, were given in her absence.

III. Approval of Past Business Meeting Minutes

a) The 2021 Online Business Meeting Minutes were approved hearing no objections without modification.

b) The 2022 Business Meeting Minutes changed the 30% to 33% then approved as amended hearing no objections.

IV. President's Remarks

The Academy members are highly resilient based on the President's observations of a stronger mental health after the pandemic relative to non- academy members. Tris Utschig has worked hard to lead sessions as the professional development director. Steven Beyerlein has hosted the self-growth community for the past

few years introducing innovation. Ingrid is grateful for the relationships and friendships centered around conference planning which was led by Patrick Barlow as director. We are looking for new conference leadership. Thanks were given to Leslie Whiteman, Brian Sayre, Colleen Taylor and others for VSU and conference leadership.

Reflecting on the keynote from Nia Haydel, from Complete College America, the President said we have many opportunities moving forward especially with our shared values in equity and success for students. Members are encouraged to continue to participate, read the newsletter and join the community activities.

V. Presentation of Treasurer's Reports – Matthew Watts, Treasurer

Matthew presented the Treasures reports.

a) The FY 2020-21 was not presented previously. The fiscal year Oct. 1st 2020 to Sept. 30th 2021. The starting and ending balances in Bank of America and Pay Pal were about the same given the conference was entirely online. We pay for access to the Faculty Guidebook. The winter meeting has some associated costs. There was a correction on the date as pointed out by Peter Smith.

b) The FY 2021-22 was presented. The fiscal year Oct. 1st 2021 to Sept. 30th 2022. The in-person conference and the payment of the webmaster of $500 per month (well worth it) resulted and less money at the end of the year.

c) The FY 2022-23 to date was presented ending in June 1st. The balance was a little ahead with conference registration and the fact that the conference was online. The new webmaster, Knut Are, now has no responsibility for IJPE and is paid $400 per month. Denna continues her work with IJPE and is paid per issue. Registration helped immensely and helps with putting on events and keeping the website going. The quarterly reports are on the members site.

At the last board meeting we mentioned we would not mail physical copies of the IJPE. However, Ingrid Ulbrich asks for any requests for paper copies and she would see what she could do. It may be possible for those wanting physical copies to use a local print shop and pay for the printed copy. Copies may be brought to the next IJPE meeting. Ingrid explained IJPE access noting six articles this year and Patrick Barlow held up a copy. Kathy Burke called for editorial board members of IJPE. David Leasure is research director for support and mentoring.

VI. Ingrid Ulbrich held the Election of New Board Members (Role Descriptions and Candidate Bios)

The process was explained. The nominations committee was led by Patrick Barlow. Nominations are taken from the floor for members who are present only. Email from adoodle are sent for each member and then closed. Every member is able to vote. No additional candidates were nominated and the slate of candidates was approved by unanimous consent. The candidates listed below were all approved by acclimation.

- President Elect -Chaya Jain.
- Secretary (1 year term)– Steve Spicklemire
- Finance Officer – Peter Smith
- Members at Large - (2 year terms) Will Ofstad, Christopher Sweeney
- Members at Large - (1 year term due to vacancy) Colleen Taylor

Ingrid Ulbrich provided comments of welcome and willingness to collaborate with the board members. Patrick shared that Mickey won over Minnie Mouse by two votes in our test of adoodle, making the effort of using the platform well worth it.

VII. Announcements

Patrick Barlow previewed the conference day 2 session. He highlighted the panel, team time and the individual breakout sessions. He shared his relationships and admiration of the panel members. Steven

Beyerlein mentioned the Hall of Innovation. George Dombi shared that there were 10 presentations. Members were encouraged to watch the HOI recordings. Colleen Taylor requested that the PowerPoints of the presentations be posted as files in addition to the Panopto rendition. Tris Utschig invited members to contribute to professional development series. This summer there will be activities for the mentoring skills book so be on the lookout for that.

VIII. Adjournment

Respectfully Submitted, Colleen Taylor, Academy Secretary (ending today).

June 10, 3:00pm	Academy Awards

The 2023 Academy Awards were announced during the closing session of the PE Conference on June 10, 2023. No red carpet and no speeches. But we honored these deserving winners for their contributions to excellence in Process Education!

Distinguished Process Educator: Tris Utschig

Tris has thoughtfully led and implemented the Academy professional development program, created the PE in a Nutshell resource, and been a leader of the mentoring skills performance measures project. He participates in and contributes to the PE Expert initiative, and has been an effective mentor at the Fall 2022 Self-Growth Institute. Tris has authored multiple IJPE articles that add depth to PE scholarship, been a PE mentor and coach for several colleagues at Kennesaw and in the Academy, authored well-received conference orientation materials used in pre-conference sessions for facilitators and participants, and has been activity on the IJPE editorial review board.

Longstanding Contributor: Mary Moore

Mary is a founding member of the Academy. She has sponsored and co-facilitated many PE events at UIndy over the last 20+ years, and created, organizes, and participates in the Achieving Academic Success and Student Success Institute programs at UIndy. Mary's long-term service to the Academy includes serving in the roles of President, Assessment Director, on the Conference Planning Committee, and as a member of the IJPE editorial team. Mary also disseminates PE principles and practices in program assessment within UINdy's regional accreditation organization.

Newest Star: Grace Onodipe

In Grace's five years of Academy membership, she has co-facilitated numerous Academy PD events and has been an engaged participant of multiple institutes, including Teaching Institute, Teaching Learning to Learn Institute, Performance Measures Institute, and the Scholarship of Teaching and Learning Institute. Grace was also a strong performer at the Fall 2023 Self-Growth Institute and is an active participant in the PE Expert initiative. She has also been a co-author of numerous PE conference presentations.

Exemplary Service: Dan Apple

Dan is a founding member of the Academy and has been a strong force in the organization and the development of our members. Dan has mentored the Academy leadership and challenged the group to raise our expectations and do big and transformational work. He has supported the development of each of us to do more, be more, increase our quality of life, and offer the best we can for our students.

2023 Best IJPE Article:

An Insight Methodology to Guide Creation and Validation of Discoveries
by Cy Leise, George Dombi, and Dan Apple

This upcoming article reveals how to generate learning from "a ha" moments, to capture and deepen insights as consciously elaborated hypotheses or propositions clear enough to be acted upon. This practice supports the intentionality of how to use the learning in the future for performance and/or growth. This methodology can lead to major conceptual breakthroughs with the potential for strengthening learners, practitioners, and researchers. *Check it out, and all of the articles, in the upcoming issue of the IJPE!*

Institutional Leadership: Virginia State University

Active Process Educators at VSU include Dr. Donald Palm (Provost and Senior Vice President of Academic and Student Success and Engagement) and Professors Chaya Jain, Grace Ndip, Brian Sayre, Cheryl Talley, Colleen Taylor, and Leslie Whiteman. VSU has had strong involvement in sponsoring and delivering three Academy conferences in varied formats: face-to-face, hyflex, and online. These events have engaged considerable participation from VSU faculty, staff, and administrators, and several faculty have served on the Academy Board over the years. VSU has expanded the learning and practice of Process Education in connection with their NSF STAR grant, and VSU University administration supports improving student success using PE principles and practices.

1) George W. Dombi, University of Rhode Island

"Closing the Gap on Getting to Your Goals"

https://uri.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=5c704856-b354-405f-8ad2-b010003db92d

2) David Leasure (University of Maryland Global Campus) and George Dombi (University of Rhode Island)

"Closing the Gap between Artificial Intelligence and Human Learning"

https://uri.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=e032f748-551b-42e8-8378-b01900422113

3) Colleen Taylor, Virginia State University

"A Twelve-Week 'Restart' Cohort: Addressing the Foundational Subject-Matter Gap in General Chemistry

https://uri.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=d71b662e-39be-44d4-aca9-b01700508f54

RESOURCE: Taylor Powerpoint

4) Kenneth Lewis, Virginia State University

"Understanding the Stepwise Processes of Certain Statistical Analysis Procedures"

https://uri.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=0ce4dac9-a307-4642-9f92-b0160134add7

5) Kathleen Burke (SUNY Cortland) and Grace Onodipe (Georgia Gwinnett College)

"Faculty Mentoring within the Discipline"

https://uri.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=c56cb851-3183-446c-acd4-b019012ef656

6) Nadia Khartabil, West Coast University - School of Pharmacy

"Unlocking Opportunities, It's Never too Late for Personalized Pharmacy Residency Match Success"

https://uri.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=198dddb0-2597-4a7c-8725-afff00f3c64a

7) Wanda Velez, Virginia State University

"The Effectiveness of Metacognitive Interventions in a Hybrid Non-Majors Biology Course"

https://uri.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=3b8f1c0e-97ba-4004-8e0f-b01601312f48

8) Paul Kaseloo, Virginia State University

"Introducing MetaCognitive Strategies: Bridging the Gap in Learning in an Undergraduate Biology Class"

https://uri.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=8e5a9246-b6bb-49ea-86bb-b01a0137acf9

9) W. Patrick Barlow, Madison College

"Pour yourself into Success. The Policy of Unlimited Revision"

https://uri.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=b15a0cff-6064-466d-aa80-b00d00eefce6

10) Dan Apple (Pacific Crest), Wade Ellis (West Valley College), Ingrid Ulbrich (Achieving Academic Success) and George W. Dombi (University of Rhode Island)

"Closing the Gap on how to make a quality Active Growth Plan"

https://uri.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=0a176441-72ec-4729-8c46-b01a00410a0b

On Course for Student Success

Facilitator: Jonathan Brennan

Abstract/Description

The On Course student success approach closes equity gaps through evidence-based best practices that strengthen student performance competencies. On Course was developed at Baltimore City Community College in a collaborative effort with a primarily African American student population, and resulted in significant improvements in student learning outcomes. This inter-active session will focus on the foundational competencies students can strengthen to improve retention, persistence and graduations rates. We will examine research underlying this approach, specific strategies that can be used by educators to support students, increasing learner engagement, and the integration of neuroscience developments and equitable teaching and learning actions.

On Course Student Success Approach (see following pages)

Learning Outcomes

- This workshop will offer an interactive set of activities designed to model best practices in learner engagement, using synchronous, active learner-centered structures.

Facilitation Plan

This workshop will offer an interactive set of activities designed to model best practices in learner engagement, using synchronous, active learner-centered structures.

Active Learning Structures experienced during the workshop will include:

- Brief Research Reviews
- Polls
- Chat Streams
- Reflection Pairings
- Breakout Room Trios
- Short Solo Reflections
- Group Sharing

Readings General information about On Course offerings can be found here.

The On Course Student Success Approach

The seeds for On Course were planted at Baltimore City Community College. In a collaborative effort with students, educators developed strategies that resulted in a significant increase in students' academic success, retention, persistence and graduation rates.

An essential finding from cognitive neuroscience emphasizes the importance of **engagement** in learning. On Course offers educators evidence-based best practices, innovative active learning structures and strategies that deeply engage students. Research on student performance competencies has also demonstrated the importance of building a foundation of skills that support students in completing a complex multi-year project, navigating college. The On Course success principles **empower students** to better leverage their inner and outer resources.

The **combination of engagement and empowerment** has an immediate and measurable impact on student success and retention on college students. For example, developmental English students in the Baltimore City program were **348% (not a typo!) more successful in passing English 101** than students not enrolled in this program. More than 15 million students across more than 500 colleges and universities have now learned the On Course tools in their success/FYE course. There are 28 institutional research studies showing significant and measurable improvements in retention, success, persistence and graduation rates among these students.

Resources for students and educators include the student success textbook, *On Course: Strategies for Success in College, Career and Life*, and a *Facilitator's Manual* with hundreds of success strategies. On Course also offers an annual national conference, a newsletter with 250,000 subscribers, a series of On Course Training Workshops held at retreat centers and on college campuses, and an abundance of free resources for educators at the website, www.oncourseworkshop.com

Hunter R. Boylan has noted that "Students fail to do well in college for a variety of reasons, and only one of them is lack of academic preparedness. Factors such as personal autonomy, self-confidence, ability to deal with racism, study behaviors, or social competence have as much or more to do with grades, retention, and graduation than how well a student writes or how competent a student is in mathematics."

On Course offers tools for students to manage their complex and challenging lives, and for educators to better support their students and promote more engaged learning. The use of On Course strategies has been demonstrated to close equity gaps for under-represented students at colleges across t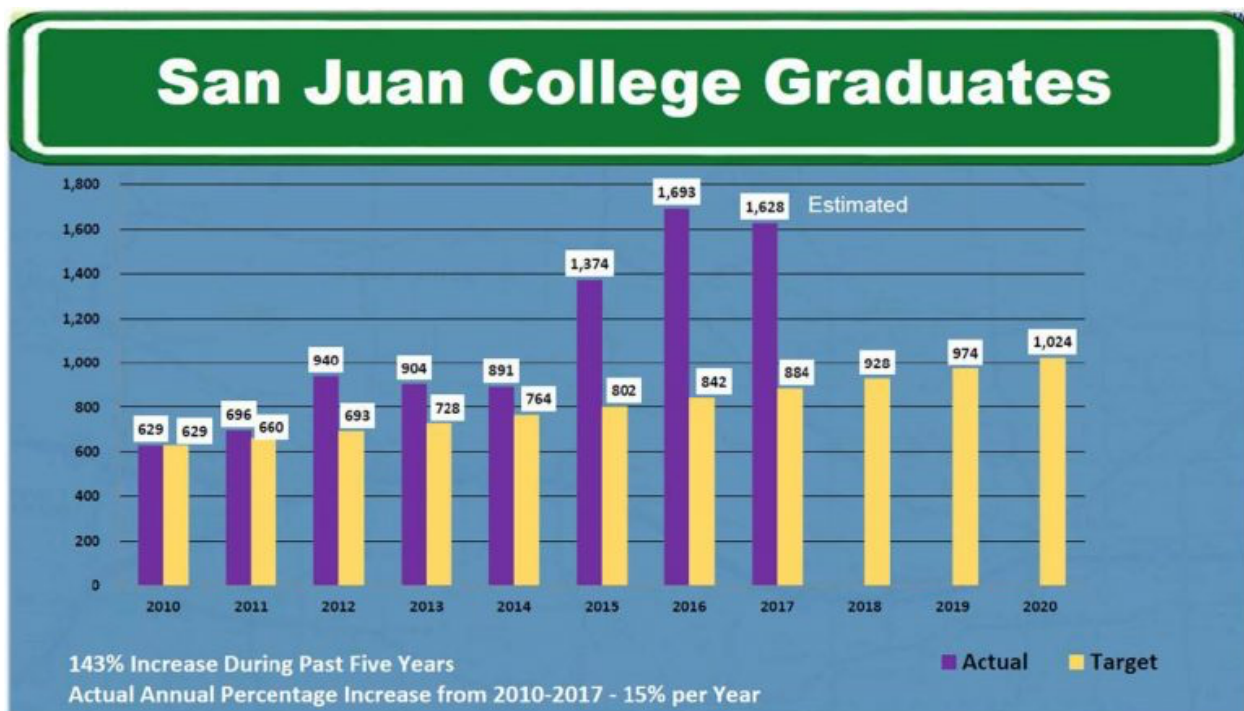he country. See 7 Study Summaries below. View all 28: https://oncourseworkshop.com/evidence/institutional-studies/

Learn more and find additional resources at www.oncourseworkshop.com

San Juan College On Course Model

Over a five-year period, San Juan College created a 143% increase in their overall graduation rates. This remarkable achievement came about by a campus-wide concerted effort to address the national issue of low Community College graduation rates. The college has implemented a Student Success class based on the On Course curriculum. The course, LRNS 111: Student Success, enrolls approximately 85% of San Juan's students, with 80 sections offered per year.
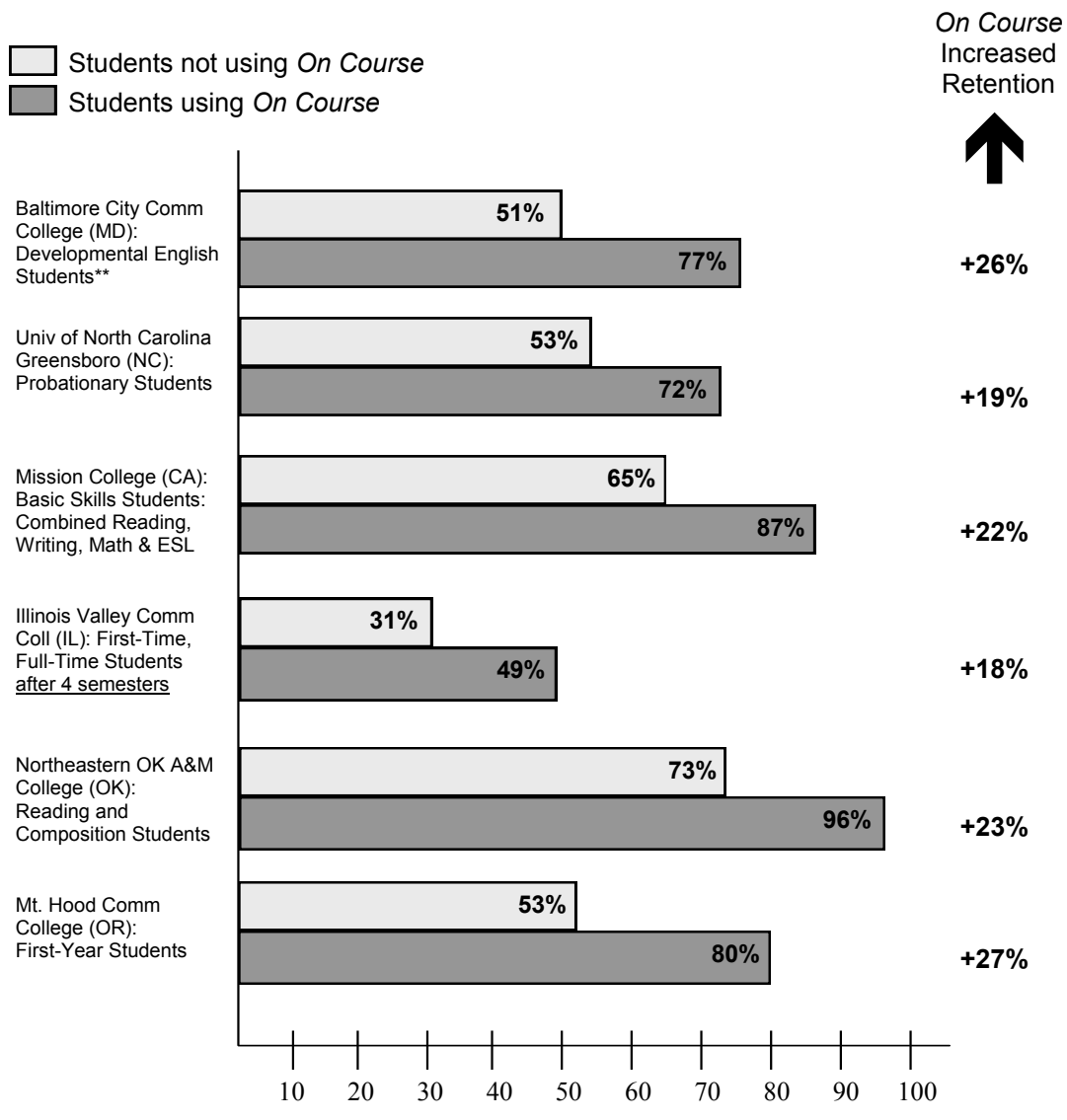
RESULTS DATA:

- 42 sections of LRNS 111 are offered in the semester for Fall 2017. This includes face-to-face, hybrid, fully online, High School Dual Credit, and honors versions.
- Students who took the LRNS 111 in the Fall 2014 semester were **15.4% more likely than their counterparts to persist** into the Spring semester and earned a half letter higher average GPA (.58).
- As of Spring 2017 our campus wide **Fall-to-Fall retention has increased to 62%,** up by 10%.
- As of Spring 2017 **STEM-H graduation rates are up by 96%,** the highest increase in our state.
- SJC is now **1st in the nation for issuing certificates to Native American Students** and 2nd in the nation for granting Associates degrees to Native American students.
- Since launching the LRNS 111 class **our graduation rate has increased 143%.** See chart below. It is quite interesting that we started the LRNS 111 course in Fall 2013, and two years later when those students began graduating is when the rate began soaring.

San Juan College Graduates

143% Increase During Past Five Years
Actual Annual Percentage Increase from 2010-2017 - 15% per Year

Increased Retention
with *On Course*

Colleges and universities using the *On Course* text are significantly improving retention of their first-year students and beyond. Here's data from some of the many On Course programs now helping students persist toward a degree.*

Legend:
- ☐ Students not using *On Course*
- ■ Students using *On Course*

On Course Increased Retention ↑

Institution	Not using On Course	Using On Course	On Course Increased Retention
Baltimore City Comm College (MD): Developmental English Students**	51%	77%	+26%
Univ of North Carolina Greensboro (NC): Probationary Students	53%	72%	+19%
Mission College (CA): Basic Skills Students: Combined Reading, Writing, Math & ESL	65%	87%	+22%
Illinois Valley Comm Coll (IL): First-Time, Full-Time Students after 4 semesters	31%	49%	+18%
Northeastern OK A&M College (OK): Reading and Composition Students	73%	96%	+23%
Mt. Hood Comm College (OR): First-Year Students	53%	80%	+27%

Axis: 10 20 30 40 50 60 70 80 90 100

*Studies conducted by individual institutions. To read their complete reports (and others), see www.OnCourseWorkshop.com/Data.htm. 77
**After three semesters, *On Course* English students were 348% more likely to have passed English 101 than were non-*On Course* English students who began at the same time and at same course level (two levels below English 101).

Using Behavior Profiles to Enhance Scripting of Growth Action Plans

Facilitator: Cy Leise

Preparation work

Browse the documents in the readings tab…

Abstract/Description

Cy Leise, Emeritus Professor of Psychology, Bellevue University (NE)

What strategies do you use when you wish to elevate growth outcomes from current opportunities? Among the new tools emerging from the PE Experts project is behavior profiles associated with growth and self-growth. The project has engaged participants from the Academy for nearly two years in self-growth coaching of weekly growth action plans to increase capabilities in 20 PE expert areas that are critical for closing gaps in achievement, readiness, and opportunity. Four factors that planners must be conscious of for "scripting" effective growth action plans are insightfulness, intentionality, intersubjectivity, and productivity. Session participants will be invited to analyze how these four factors and associated growth and self-growth behaviors align with sample growth action plan exemplars. The session outcome will be insights gained about the role of the behavior profiles as a new strategic tool for elevating the quality of personal growth action plans to build capabilities related to gaps in educational systems.

Learning Outcomes

- Differentiate insightfulness, intentionality, intersubjectivity, and productivity as conceptual organizers for growth and self-growth behavior profiles.
- Analyze sample growth action plans to identify insights about how to use the four factors and the associated growth and self-growth behavior profiles to enhance quality of weekly plans.
- Share practice insights for overcoming habits and mindsets that put a ceiling on growth action planning.

Facilitation Plan

1. Orientation Activity: Presenter introduction—questions welcomed—to growth planning practices, the four factors, and the behavior profiles. (20 minutes)
2. Group Activity (Captain, Spokesperson/Recorder): Analyze one of the sample growth plans to identify growth and self-growth profile behaviors either evident in the sample plan or that would elevate the plan if applied to preparation of a next weekly plan. (45 minutes)
3. Reports by Spokespersons about insights relevant to using the behavior profiles and the four factors to enhance quality of weekly plans. (20 minutes)
4. Session Assessment (5 minutes)

Reading(s)

(a) an overview of growth action planning and the value of behavior profiles (see the following pages for all)

(b) description of insightfulness, intentionality, intersubjectivity, and productivity

(c) brainstormed list of ideas and tools for breaking through mindset ceilings

(d) sample active growth plan

(e) exemplary weekly transition plan

(f) Powerpoint slides for this workshop

Session Overview:

Using Behavior Profiles to Enhance Scripting of Growth Action Plans

Presenter: Cy Leise

Background to the Session:

This session is dedicated to the belief that there are many strategies for overcoming habits and mindsets that limit growth. Dweck has brought to everyone's attention the problem of "fixed" mindsets—as opposed to a growth mindset (2017). I believe that growth-oriented individuals are sometimes flummoxed by unknown or nonconscious mental or emotional barriers but are aware of the problem—unlike the stuck learners Dweck refers to. Ideas and tools that activate one's imagination about how to move beyond where one currently is are priceless—as the TV ad says. (See my brainstorm list of PE and other resources for imagining beyond what one can presently do with comfort.)

It is important to become conscious, as faculty members, of how the quality of our planning can influence practices that empower planning by students. It is becoming apparent that the value of higher education is being challenged to its core in contemporary society. Most of existing documented learning outcomes of general education and majors can be effectively modeled by the recent AI apps that are becoming widely available. If learner development requires nothing greater than a simple (complex, but simple to use) computer app, is there any advantage to the time and expense of a higher education degree? Are we as faculty members equipped to meet the larger challenges of learner development, i.e., the producing of performers, growers, and self-growers. The PE framework, with its focus on growth and self-growth, provides a model for the future of education that includes many ideas and tools to stimulate attention to movement toward an ideal self. One specific tool, growth and self-growth behavior profiles, is the topic of this conference session.

There is a history to the discovery of these profiles as a key adjunct to weekly growth action planning. Extensive work on growth and self-growth by the Academy participants in the PE Experts project with Dan Apple as the self-growth coach, has resulted in many insights for enhancing practices integral to growth and self-growth. I have a role as an observing researcher for a paper about the project that will contribute theory and background research, especially from psychology, related to the project story and outcomes. PE Experts was designed to address the growth of participants in 20 PE expert areas, such as facilitating, designing activities, assessing, performance mentoring, and self-growth coaching. All of these are critical for closing achievement, readiness, and opportunity gaps that are priorities of the 2023 Academy conference. This session focuses on the practice, as the title indicates, of using behavior profiles to assist in identifying new insights for "scripting" weekly action plans.

Preparation of weekly growth plans was the central practice of PE Expert participants from its beginning in August, 2021. The conceptualization was to use self-growth coaching to highlight optimal ways to plan and gain new growth capabilities during each week. By leveraging valuable opportunities, predicting likely conditions, and making choices for using time and effort, each weekly plan is an intentional step of continuing progress toward larger aims, e.g., goals in life and annual plans. As the project progressed, new tips and practices helped participants with the challenges of maintaining more consistent focus on self-determined and self-regulated growth objectives and activities for producing desired weekly outcomes and forward movement in the PE Expertise areas. An important practice added later in the project was to decide on a specific time each week to "transition" into the next week. This practice includes reflection on the past week as a basis for the determination of growth objectives and activities for the coming week.

There also have been new insights that are theoretical in nature. The "cognitive load" involved in "scripting" weekly plans is substantial because growth and self-growth involves challenges that are "new" and unfamiliar in personal experience. One insight about lightening the cognitive load problem is to partition attention to planning behaviors into the four factors of insightfulness, intentionality, intersubjectivity, and productivity. This has benefits for practice as well as theory and there are direct linkages to improve these same factors by empowering students in these four areas as part of addressing educational gaps. In short, these four conceptual factors are

organizers for planning intentional growth that increases QoL and impact. New insights direct intentions toward innovative pathways; intentions derived from such insights have the greatest potential. With preparation, situative details and reactions of others (intersubjectivity) can be self-regulated "in the moment." By seeking greater growth, QoL, and impact from each week, productivity becomes a driving force for integrating insightfulness, intentionality, and intersubjectivity to produce more quantity with greater quality—limited only by the 168 hours in a week. Recognizing the value of the four factors led, in turn, to the insight that intentional behaviors ("behavior profiles") are important to guide the practice of preparing weekly growth action plans. Awareness of these behaviors opens the door to better strategies for reaching higher in discovering insights, intentions, interpersonal and situative perceptions, and productivity to make every experience a growth opportunity.

Discovery and insights about specific kinds of planning behaviors associated with each of these four factors has clarified issues such as self-assessment of growth from a previous week and conscious attention on how to script the plans for the next week. These behaviors push the envelope of planning by directing attention to questions such as how one could improve an intention to produce something more valuable.

During this session participants will be oriented to the four factors and to the behavior profiles for growth and self-growth associated with each. Two growth action plan will be offered as a basis for examining which behaviors (from the profiles for growth and self-growth behaviors) could enhance growth action planning and how.

Reference

Dweck, C. (2017). From needs to goals and representations: Foundations for a unified theory of motivation. *Psychological Review*, *124,* 689-719. https://doi.org/10.1037/rev0000082

Four Psychological Factors Related to Self-Growth:

Insightfulness, Intentionality, Intersubjectivity, and Productivity

Cy Leise

Excerpt from a paper in progress

The four psychological factors labeled as insightfulness, intentionality, intersubjectivity, and productivity are useful for differentiating important elements of conscious attention needed for self-growth. Active self-determination and self-regulation of growth as understood within the PE framework assumes also that the other functions of knowing, learning, learning to learn, performing, and growing as foundational to self-growth. Individuals who learn to assess their action plans with these factors in mind will formulate better plans because each addresses an important dimension of cognitive awareness and attention as suggested in the following assertions.

1. Insights can be consciously discovered. **Insightfulness** can't be forced, but will improve by staying aware that experiences have potentialities that can be captured by maintaining an open mindset about creating new interpretations of past situations.

2. **Intentionality** pervades consciousness. Without a clarified imagination of what is desired and expected, action plans will be too vague or too procedural.

3. Counter perspectives are needed to interpret subjective experiences. **Intersubjectivity** involves consciousness that interpersonal differences and interpretations of situations are subjective until thoughtfully explored to get closer to an objective understanding that fits a situation.

4. Time must be valued as a precious commodity for optimizing quality of life (QoL). **Productivity** that matters is based on self-determined growth choices that are consistent with what is valued as QoL outcomes along life's journey.

Although each of the four factors are described in reference to self-growth theory within the PE framework, their distinctive roles in self-growth can be documented from the psychological literature. These factors also play analogous roles in the five PE functions (knowing, learning, learning to learn, performing, and growing), which must be considered as part of action planning for self-growth. The PE understanding of successful self-growth proposes a balance between development of new capabilities and the overcoming of impediments from many personal and situational variables. Therefore, the description of each factor as a promoter for strengthening capabilities is followed by a discussion of the main types of growth impediments observed or reported.

Insightfulness

Lonergan (1957/1992) in his philosophical study of insight emphasizes that knowing occurs from varying perspectives including the "classical" sciences (physics, chemistry), statistical sciences (sociology, psychology), and common sense (practical decision making in life situations).

Impediments to growth related to insightfulness often involve inability to imagine the critical characteristics of situations that have significant influence on outcomes. Mentors and coaches often suggest relevant role models to stimulate imagination of the responses and strategies that are a good fit to a performance. Growth objectives are unlikely to be attained until the specific elements within a performance situation can be connected accurately. Assessment of outcomes must be based on clearly stated criteria to increase the potential for strengthening self-regulation within and across contexts involving similar performances. The development needs of individuals often are at odds with the potential of growth opportunities. A growth mindset includes the ability to step back to allow a chance, through incubation, for insight to improve the quality of the initial gestalt perceptions about a situation. Insight is a constant factor in authentic growth experiences, especially to increase consideration of what is unknown or embedded in unconscious influences from cultural and interpersonal experiences. For growth to be transformational—not just transactional—there must be consciousness of the risk/benefits ratio that informs realistic decision making that leads to intentional outcomes with the desired impact.

Intentionality

Intentionality can be assessed from two viewpoints or mindsets: (a) as it is interpreted from the attitudes and responses of others, which involves intersubjectivity, and (b) the effectiveness of planning efforts to assure preparation for engaging in the steps necessary to achieve a substantial outcome within the situations at hand.

In self-determination theory (SDT), the autonomous intentionality of both actors and observers is interpreted in terms of locus of control (De Charms,1968) or locus of causality (Ryan & Deci, 2017). Intentionality is an immediate and direct indication of how free one's own behavior is in the moment, and is a window for interpreting the autonomy of others as they are perceived to help or hinder through their responses. In other words, intentionality signals, within interpersonal situations, specific ways to interpret what happened and why from the perspectives of others versus oneself. In this sense, intentionality interacts with intersubjectivity, another of the four psychological factors central to self-growth processes.

Ryan et al. (2017) emphasize locus of causality as a significant characteristic of self-regulated motivation. In SDT intrinsically motivated actions are inherently satisfying, i.e., are activities or experiences enjoyed in themselves; the opposite is amotivation, e.g., a child not wanting to do "chores." Most behavior is externally motivated along a continuum from external regulation, e.g., filling out a required form, introjected regulation, e.g., perseverating until shame or guilt-based perfection is achieved, identification regulation, e.g., being well-prepared to direct a program, and integration regulation, e.g., deciding to take a new career position that is more congruent with one's life plan. The identification and integration motives contain aspects of intrinsic motivation but have separable outcomes pursued for a purpose such as fulfilling a life goal, e.g., saving for retirement, even if the activities are not inherently interesting in terms of life vision. In SDT the major developmental goals, shared with PE, are to promote internalization to transcend extrinsically motivated actions and to increase autonomy—defined as a sense of freedom in action.

Intentionality can also be viewed as the capability to autonomously plan how to achieve desired outcomes. Hagger's (2010) model of self-regulation was evaluated by experts in a health intervention context (Haggar et al., 2016). Common issues included the need to correct self-regulatory problems, e.g., improving reliability of responsiveness to recognizable cues related to follow-through. Personality differences, social support, and context were considered important mediating factors that influenced ability to self-regulate intentions to follow a plan. The experts centered on the importance of preconditions of planning such as the importance of "mental contrasting" which increases the clarity of the links between various options for an "if-then" plan that includes cognitive, affective, and behavioral responses for overcoming obstacles. Both the locus of causality emphasized in SDT and the mental contrasting model of Hagger (2010) have proven relevant to the development of participants in the PE Experts demonstration project.

Impediments associated with intentionality include types of ineffective goal-setting (Locke and Latham (2019) such as lack of specificity of goals and attempting to work on too many goals. Performance areas must be aligned with growth objectives that are of priority for intended QoL. Growth plans can fail to provide useful guidance for self-regulation if actors fail to recognize the cues from changes in the moment (i.e., in real time) that may be critical to valued accomplishments such as effective facilitation of a team or class. Failure to create "if-then" plans, as recommended by Hagger (2010), limits flexibility in responding to unexpected obstacles. It is challenging to coordinate and align individual intentions in situations involving other actors who may react in unexpected ways that impede goal achievement. Autonomy, as defined by SDT, involves a sense of control in setting conditions for self-determined choices. Intentions can be significantly influenced by personal mindsets, shaped by social conventions, and limited by quality of insightfulness about the merit of chosen strategies

Intersubjectivity

Intersubjectivity as used here refers to the interactions between individuals as well as the person-situation interactions that influence responses and interpretations of responses. The concept of intersubjectivity has roots in phenomenological philosophy (Husserl, 193?) and psychology (Merleau-Ponty (1945/2002), which puts the focus on subjective perceptions. Individual experiences include dynamic relationship and situational perceptions that occur in real time but are challenging to interpret "objectively" even if expected outcomes are achieved.

Reactions, responses, mindsets, and biases always arise from interacting emotional, social, and even physiological influences within a present situation. The SDT of Ryan et al. (2019) includes relatedness as a key construct—along with autonomy and competence. The PE framework includes intersubjectivity as a knowledge area needed to support interpersonal and situational engagement of educators, other practitioners, and individuals. The intersubjective variables in a performance situation are often easier to describe than to deal with in real time. The data and insights from social dynamics happen so quickly that self-regulation of responses to improve outcomes is challenging even for experienced performers.

Gaining expertise related to intersubjectivity requires that one consciously put one's social psychological knowledge to the test in performance contexts. Research and theories provide insights of a general nature, which helps with generating insights from observations (Leise, et al., 2023). By integrating assessment of social experiences during performances into reflection writing, the "actor" has a basis for becoming more proficient in understanding and selecting responses, especially those not previously recognized. Some of the social psychology variables, e.g., the relative power between actors, are experienced in many situations and have been recognized and examined by PE practitioners (Hintze et al., 2015). Empirical studies done in lab conditions cannot be used directly but they highlight patterns that are useful starting points for building of capabilities useful to individuals in their life situations or careers. Research supports inferences that can lead to insights into the role of intersubjectivity for many life situations.

Overall, et al. (2023) examined the differential effects of actor versus partner power on social behavior. A low-power actor in a conflict situation tends to use self-inhibition to avoid negative outcomes. Partner power, motivated by mutual or communal priorities, prompts other-focused behavior to address the needs and goals of others. Vanderlind et al. (2022) found that generally anxious individuals (trait anxiety) tend to prefer a present emotion of anxiety (state anxiety due to a situation), e.g., to motivate studying for an exam. du Plessis et al., (2023), used interdependence theory (Kelley & Thibaud, 1978) because intraindividual characteristics such as a sense of power or dominance are not the main influences on how either low or high-power individuals respond. They demonstrated, in a series of experiments, that when power is unequal trust is lower due to concerns such as perception of possible conflicts of interest when another person has higher power. When situations involve external competition, i.e., competition among multiple dyads or groups, the effects of unequal power are attenuated due to the desire to succeed compared to other dyads or groups—a useful insight for effective facilitation of designed activities with participants varied in ability to exert and sustain social power.

Gaining insights about oneself is an important result of accepting and accurately interpreting feedback, especially when it is negative or unexpected. Everyone's life journey includes personal and intersubjective impediments from earlier social development that need to be consciously addressed before growth planning will result in new capabilities—including for the functions of learning, learning to learn, and performing that subserve growth. Internal psychological reactions, e.g., as explored by psychoanalytic psychology (Fingarette, 1963) are an additional perspective on intersubjectivity that is of special importance for mentors and self-growth coaches. The words individuals use to express intentions often fail to accurately represent the objective reality of their situation. The introjected regulation locus of causality (Ryan et al., 2019) reflects limiting emotional reactions developed earlier in life to similar contextual cues such as signs of impending failure. Desiring perfection, when it is not needed, uses excessive time and energy, and becomes an impediment to growth by distorting one's self-regulation and motivational perspectives. It usually is important to self-regulate at a metamotivational (citation) level to move toward locus of causality defined as integrative and intrinsic levels in Ryan et al. (2017).

Two intersubjectivity contexts that have led to significant insights by PE practitioners have been the role of interpersonal self-regulatory challenges, e.g., the Social Domain learning skills in the 2019 CLS (Leise et al., 2019), and the differential reactions to assessment, for growth, versus reactions to evaluation with publicly validated measures (Apple et al., 2016). In PE practice, it is well-accepted that self-assessments and reflections are always incomplete accounts but also that these can be strengthened to provide an account that is closer to an "objective" perspective. This perspective is supported by Lonergan (1957/1992) who believes that objectivity can be approximated if multiple subjective observations support the same effect or if multiple actors in similar situations can validate subjective observations. Becoming more expert in assessment (for improvement) and in

evaluation (for public measurement) leads to greater awareness of analogous and generalizable variables in performance situations. Often, these commonly experienced variables represent opportunities for stronger self-regulation of self, as well as for others, when acting in performance mentoring or self-growth coaching roles. PE practitioners can strengthen their intersubjectivity in practice by expanding the range of learning skills related to social dynamics and through increased awareness of changing situational influences during every experience.

Productivity

Many forms of productivity are related to the external sources of motivation documented by Ryan et al. (2017). Any increase or strengthening of capabilities, e.g., from the 2019 CLS, will directly affect productivity in a specific context. PE advancements in learning to learn and performance can support generalization of learning skills from one context to others that are clearly related. Productivity based on growth, however, moves the focus to the quality improvement of performance areas that have value for individual QoL. At the self-growth level, the focus of productivity transcends performance areas by an emphasis on self-determination of decisions that move overall personal development in the direction of aspirations related to ideal self.

The motivation for productivity related to growth is likely to be the identity and integrative types described by Ryan et al. (2017). Growth can be viewed as substantial changes in how one goes about meeting the performance challenges of life opportunities. However, growth opportunities need to be consciously selected challenges that take one beyond current capabilities. Conventional achievements often impede growth productivity by satisfying aspirations too easily. Assessing planned actions for one's growth productivity intentions requires new insights about the potential of one's ideal self. Productive self-growth activates awareness of life priorities so other things don't displace planned actions. Increased attention to preparation, execution, and reflection for self-growth distinguishes routine (past) performance criteria from a focus on what is different but possible. The important details of opportunities with self-growth potential always will be new and interesting even when they are daunting or risky.

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Brainstorm List of Ideas, Tools, and Practices for Breaking Through Mindset Beliefs that Impede Elevation of Weekly Planning Quality

Cy Leise

Pre-session preparation for "**Using Behavior Profiles to Enhance Scripting of Growth Action Plans**"

The intent of the following list is to illustrate the many potential tools, processes, and practices that can help with moving beyond present mindsets. Check out any article in the FGB or in IJPE for more ideas. Even if one has a positive mindset but fails to see new things to try it will not result in growth—using resources is critical to get outside oneself. An important condition to keep in mind when trying to clarify whether an opportunity is likely to be valuable for a growth target is to have a situation in mind—an opportunity. Resources such as the growth and self-growth behaviors (included in the Powerpoint link in session resources) can help with identifying a best-fit (cf. El Sayed et al. 2020, https://www.ijpe.online/2020/quality.pdf) practice for elevating the intentions one has about growth action planning.

1. Which among the behaviors described in the growth and self-growth behavior profiles presented in this session provides the most useful guidance for meeting a specific growth challenge you have in mind?

2. Which factor (intentionality, insightfulness, intersubjectivity, and productivity) includes the most strengths and which the most challenges for a present growth objective you have in mind?

3. It is a common emotional mindset to assume that someone else needs to change—even if that is unlikely or would require an unrealistic investment. Which Naikan, Positive psychology, or Buddhist practice best fits you, the situation, and a growth objective to improve emotional equanimity?

4. Which of the growth learning skills, especially at higher process levels, is the greatest performance challenge in this situation for this growth objective? (See the IJPE and FGB articles on growth.)

5. Which of the self-mentoring learning skills for self-determination of self-growth fits the challenge of this opportunity?

6. Which component of growth or self-growth (see IJPE articles) points to an important growth objective?

7. Which element of the QLE (Quality Learning Environment) is most challenging to fulfill in this situation for a growth objective I have in mind?

8. What constructive intervention option would be most challenging in real time for mentoring or facilitating my own or someone else's growth opportunity?

9. After going as far as you can with reflective thinking about a challenge, have you allowed incubation time for a new insight to arise.

10. When applying a PE learning skill **measure** to a situation, which level is clearly one step above current capabilities?

11. Once you've identified the best fit challenge level on a PE learning skill **measure**, which statement (of five at each level) points to the focus area needing the greatest growth?

12. In preparing for a planned growth objective, what interpersonal dynamics can be predicted from reflection on the growth and self growth behavior profiles for intersubjectivity?

13. What is the most challenging step in a methodology related to a present challenge opportunity?

14. What CTQs would have potential to stimulate responsiveness or to refocus the direction of discussion during a team activity?

15. How can the growth vs. self growth behavior profiles for insightfulness, intentionality, intersubjectivity, and productivity counter the tendency to stop short of a desired growth objective?

16. What insights about growth objective criteria can be gleaned from the growth vs. self growth behavior profiles?

17. What preparatory steps will reduce anxiety (or some other impediment) for a growth challenge you have in mind?

18. What have you observed about how a good role model demonstrated a higher level of competence in the growth of a desired competency?

19. When taking action is impeded by repeated self-judgments, consider the intersubjectivity growth vs. self growth behaviors to help validate the connections made in a specific situation among thoughts, emotions, and actions.

20. What stories match up with the growth I desire and what is missing in my approach?

21. Reflect on the Buddhist eightfold path to identify life development needs. Read about Right View, Right Intention, Right Effort, Right Meditative Engagement, Right Speech, Right Livelihood, and Right Action. Each adds to one's philosophy of life by suggesting a "middle way" to handle the complexities of each moment.

22. Apply the three Naikan Questions to increase gratitude as a strategy to be more realistic about emotional reactions. Observe for the following: Who helped me? What did I do to make things easier? What problems did I cause.

Sample Growth Action Plan for Team Activity (2023 Conference)

Prepared by Cy Leise using the PE Expert project format

Using Behavior Profiles to Enhance Scripting of Growth Action Plans

Component	Active Growth Plan - PE Expert Project Goals	Criteria
1. Assess last week's transition	From the assessments of my session proposal, I realized that my conference facilitation plan would require substantial reworking to make the case that growth and self-growth behaviors can be a "practice" for self-mentoring preparation for any growth objective in a weekly action plan. I define a "practice" as a specific, personal strategy that can be used and reused for certain areas of "stuckness." E.g., each user experiences unique challenges within a methodology and how it can be used.	☐ One repeatable new aspect ☐ Plan of action for this week ☐ Increase motivation – its working
2. Measure Monthly Progress	My conceptualization of the design of my conference session came from insights related to a new paper on the psychology of growth action planning. I now have a more clear and distinctive consciousness about the potential of growth and self-growth behaviors as a useful practice resource for weekly self-mentoring of growth planning. Developing several practices for each important role or type of challenge relieves one's mind about getting "stuck."	☐ Tracks 10 measures ☐ Growth progress ☐ QoL Tracking ☐ Projects/Opportunities are being supported
3. Created Insights	1. Gratitude for the opportunity helps me to stay positive as I revise my proposal. Implications: No matter what in life we are addressing, the glass will never be empty nor full. Perceiving what to be grateful for leaves us a positive position to fill the glass fuller. Significance: Energy and positive forward force is always stronger when we are positive for what we have and this provides a basis for what more to expect if we meet the challenge of the present moment. Expanded Impact: A mindset shift can be caused by establishing a practice of addressing each regret and turning it into gratitude. Continuing to do this can turn a negative person into a more positive person. My personal "practice" if emotionally upset by another person is to remind myself of a larger, more compassionate perspective and then to neither accept nor reject my reaction. This gives an opening to be more objective about the focus of attention and motive of myself as well as of the other person in the situation.	☐ Valuable observation ☐ Implications ☐ Significance ☐ Expanded impact ☐ Foundational for new intent

Component	Active Growth Plan - PE Expert Project Goals	Criteria
3. Created Insights (con't)	2. The quality of my plan for the week can be enhanced by considering the growth and self-growth behaviors (presented in my session). Implications: Quality growth planning always involves exploration of how to increase expectations for oneself, e.g., by exploring the implications of the growth and self-growth behavior lists. Significance: A continuing self-mentoring challenge such as weekly growth planning means that one needs to use practices that move one beyond any assumed ceiling on potential actions—growth is defined by an assumption of always moving up. Expanded impact: Recognizing that one can create new practices from many old and new resources means that getting stuck can be experienced as a need for innovation of one's practices to rise toward one's ideal self.	
4. New Intentions	1. Consciously explore hints of regret and develop practices to replace them with positive affective practices. 2. Use the growth and self growth behaviors as a self-mentoring practice for growth objectives and criteria in weekly action plans. 3. Collaborate with session participants to use the growth and self growth behavior profiles to generate practices for breaking through mindset barriers related to weekly action planning.	☐ What described ☐ Why described ☐ How described ☐ Statement is clear ☐ QoL area addressed
5. Impediment(s)	1. Anxiety that I will lack "flow" in how I facilitate the conference session. 2. Limited awareness of how to increase "in the moment" audience readiness to discuss practices for breaking through mindsets.	☐ Accurate ☐ Limiting ☐ Aligned to objectives
6. Planned Outcomes for the week	1. Discover at least one new way to stay positive when emotionally challenged by the work of preparing for my conference session. 2. Be guided by the growth and self growth behavior profiles to increase integration of intentionality, insightfulness, intersubjectivity, and productivity within this plan. 3. Prepare to provide an intense but enjoyable activity for participants.	☐ Expectations will be met ☐ Comprehensive ☐ Cleans up last week ☐ Incorporates decisions ☐ Incorporates future opportunities

Component	Active Growth Plan - PE Expert Project Goals	Criteria
7. Immediate and Pending Decisions	1. What content is appropriate in a Powerpoint to orient the audience? 2. What activity will accomplish the session objectives in an interesting way? 3. What resources will help with background knowledge?	☐ Prioritized ☐ Upcoming ☐ Forecasted ☐ Involves QoL, impact, or growth
8. Growth Objectives	1. Self-regulate emotional equanimity after the moment, e.g., be ready to process my feelings after the session by being prepared to turn each potential negative into a positive. 2. Break through my mindset "ceilings" that impede growth performance by using growth and self growth behaviors to identify strategies and practices to raise the growth ceiling of weekly growth plans.	☐ Concise ☐ Specific ☐ Addresses critical area ☐ Internalized ☐ Precise
9. Opportunities ☐ Present ☐ Future	1. Be ready to process experiences in the moments after growth opportunities. 2. Reflect weekly to explore how to address lows (regrets) with positive practices. 3. Continue to set up insight incubation by working to an "edge" when preparing for each growth challenge situation.	☐ Challenging ☐ Critical activities ☐ Motivating ☐ Available
10. Performance/ Focus Area	1. Reflecting: Being objective about the subjectivity of the moment 2. Developing practices for addressing mindset limitations 3. Developing Action Plans that raise the level of growth challenges	☐ Aligned within opportunities ☐ Valued areas ☐ Clear need ☐ Need growth objectives
11. Focus Areas Criteria	1. Be non-judgmental 2. Reprocess experiences without emotion 3. Discover the reasons behind impediments to challenging my mindset ceilings	☐ Quality focused ☐ Impacts performance ☐ Connects to objectives
12. Image of Ideal Self Behavior	Be a self-growth coach who empowers clients to self-determine new practices for moving beyond current mindsets. Be positive always.	☐ Visible ☐ Desirable ☐ Creates pull

Component	Active Growth Plan - PE Expert Project Goals	Criteria
13. Best Practices Techniques/tools	Many PE tools and resources directly or implicitly point to the edge and beyond of anyone's present capabilities (see my brainstorm list in a separate conference session link). Growth and self growth behaviors are a way to boost insights by dividing reflection attention among intentionality, insightfulness, intersubjectivity and productivity represented in weekly growth action plans. • Discover and show gratitude, especially when disappointed • Reflect-after-action • Reflect about weekly lows • Find the root causes of disappointments	☐ Valuable ☐ Empowering ☐ Usable
14. Performance Plans	1. Emphasize focus on growth and self growth behaviors as a new practice for overcoming limiting ("ceiling") mindsets in weekly growth action plans. 2. Introduce concepts via Powerpoint. 3. Assign roles and outcomes as part of session with outcome of identifying insights about how growth and self growth behaviors can be a self-mentoring tool for breaking through mindset "ceilings" that impede alignment of growth objectives, criteria, and other plan elements. Reflection: My intent is to find the logical life reflection points where growth planning will be most productive. (This might include reflection-after-action for all important life activities, after a major disappointment-failure, or during weekly reflection on lows of the week). When facing my impediments, I slow my mind, breathe deeply, step back, and take on the perspective of a person I admire. From their perspective I imagine what they would say is causing my distress or disappointment. If I am not satisfied that the root cause has been identified, I imagine the "debater" side of this person and step into their perspective to ask what they think the root cause is. If necessary, I continue the debate until the root cause is satisfactorily discovered—past affective experiences often expose the key. Once the root cause found, set new intentions. This pushes me to look forward to the positive change I plan to make and to refrain from accepting as objective any regret about what I didn't do in the past.	☐ Growth opportunities addressed ☐ Key tasks identified ☐ Outcomes clarified
15. Resources needed	A selection from a psychological research paper about the four factors (insightfulness, intentionality, intersubjectivity, and productivity) is provided in a session link. A link to a brainstorm list is provided to illustrate that there are many PE and other tools for breaking through mindsets even when the growth objectives seem to be "good enough."	☐ Necessary ☐ Tangible ☐ Valuable

Component	Active Growth Plan - PE Expert Project Goals	Criteria
16. Schedule the week	1. Saturday—main slides of Powerpoint 2. Sunday to Thursday—Sample plan for activity 3. Tuesday—overview document 4. Wednesday—scholarly document on four factors 5. Thursday/Friday—finish and submit all documents	☐ Optimized ☐ 30% contingency ☐ Addresses non-work
17. Reflection Notes on growth opportunities	If any kind of mindsets impede intentions to raise quality level, the typical—and easy—resolution is to do the habitual or conventional. Skepticism is a useful attitude if it leads to more fully exploring possibilities beyond what one knows in the present.	☐ Descriptive ☐ Important observations ☐ New intentions

2023 Academy Conference Session:

Using Behavior Profiles to Enhance Scripting of Growth Action Plans

Cy Leise

Team Resource: Ingrid's weekly growth plan exemplar

Note: Ingrid kindly consented to our use of this weekly growth action plan from her participation in the PE Experts project. It provides an excellent "window" on the process of using growth and self-growth behavior profiles in growth action planning.

Weekly Transition Exemplar

Component	Response	Criteria
1. Assess last week's transition	S: Effective in strategizing the really challenging parts of the week and these activities went more powerfully than in the past I: If I have to pause in the middle of the process of weekly transition, give it some time and then return to advance this process – don't force it I: I am feeling SO much more productive this week than last, and that boosts energy for next week	• One repeatable new aspect • Plan of action for this week • Increase motivation – its working
2. Measure Monthly Progress	• +45 students for programming! I am now 25% to my annual goal • Day with Sally for cake making, plus graduation and the party (This completes the "great" level of this measure) I am producing an average of 10 great moments of QoL monthly ☐ The following projects I am ahead and these others projects I must catch up (see project progress spreadsheet) ☐ My greatest growth has been in and I want to make greater progress in	• Tracks 10 measures • Growth progress • QoL Tracking • Projects/ Opportunities are being supported
3. Reflection last Week	**Highs** • Knowing that things were resolved with Laura, which had been a looming worry for a few weeks. (Being a valued community member) • Realization that confrontation avoidance has been caused by conditioning from outlier cases and I can let that go and not be afraid in the future. (Continuing to Grow) **Lows** • Knowing I sank into nonproductivity "without a good reason" before the Director got me back to productivity. (Doing the best I currently can) • Visiting the community thrift store about scholarship connection didn't net what I'd wanted to and I let myself be disappointed (even though I got a lead in the right direction) continuing to grow	• Weekly Highs and Lows Identified • Valuable Observations • Grace in one's life • Impact of Opportunities • Productivity of Planned Results

Component	Response	Criteria
3. Reflection last Week (con't)	**Weekly Planned Outcomes vs Actual Results** • Get to a workable place with Laura: it's actually better than that. Maybe not quite the "champion" level of the growth opportunity, but we get along well now and are fluid and productive in knowledge sharing • Feeling "caught up": 90%, and now can work on moving efforts forward • PCrest reduced: the understanding of the desire is there and accepted, so now just must decide on which hour to keep **Grace (highlights from daily reflections)** • Deep reflection created opportunity for a good repairing-relationships situation that totally hit the desired outcome • Hike with deer just a few feet from me • Almost beat Wade and Dan at Euchre • The joy of a collaborative work relationship • Fun bonding with Denna over books we love • The comfort of psychologists saying they also have doubts and sometimes feel lack of self-efficacy • Getting a new contact from an event I thought was wasted time • Overslept but not so long that I missed trash pickup	
4. Created Insights	• We tend to make most things out to be worse than they really are. If we keep being negative about the past, then we become pessimistic about the future. If we can start valuing the positive nature of past efforts, then we can become more positive and optimistic about the future efforts. When we vision powerful outcomes and the strategies to make the best happen, we're being productive, positive, and creating greater opportunity. Intention: Take time to imagine the very best outcome to create the best strategies/performance plan to make that happen. • My procrastination analysis wtt (Writing to think) practice is powerful. Understanding the reasons for procrastination (a behavior, not its own risk factor) can unlock the issue so that it can be resolved. The time invested in the past to get past the block is well worth it because the work doesn't only happen, but often, flows. This moves something that seemed to be a barrier into doing the thing productively, which is very satisfying (and sense of empowerment that I know that I can overcome a blockage). Intention: reflect any time of a procrastination creep.	• Implications • Significance • Expanded impact

Component	Response	Criteria
4. Created Insights (con't)	• Thursday's "don't wanna" wtt was easily translated to today; I didn't need to redo the wtt to push past it. Capturing the lessons learned from past reflective practices accelerates putting them into the next relevant context. The initiative that comes from the reflective work pays off at least double, because you can skip the same amount of reflection time in the next instance. This is the value of being consistent with reflective practices – the lessons are more easily transferred, the steps get faster, and the pieces flow together more easily. Intentions: increase and diversify my set of reflective practices	
5. New Intentions	Be positive about the past to be optimistic about the future (strong leader) Reflect whenever a hint of procrastination (self-grower) Reflect daily no matter what – it's the best investment I can make (self-growth coaching)	• What • Why – aligns with life's plan • Clear statement • QoL justified
6. Impediment(s)	Negative self-judger (finding faults) Negative Thinking: (reasons for why not, rather than can do) Feeling time pressure (feel the need to move on – get done)	• Accurate • Limiting • Aligned to objectives
7. Planned Outcomes for the week	1) Get $5k in donations this week (broad) 2) Produce 3 new contacts that believe in L2L (disciples) 3) Get in 10 hours of meaningful hiking experience 4) Spend 15 hours in joy with Todd 5) Get 10 enrollees from digital marketing 6) Three friendship meaningful moments 7) Meaningful time with my parents 8) Advance at least 2 partnerships significantly 9) 7 great daily reflections	• Expectations identified • Comprehensive • Cleans up last week • Incorporates future opportunities
8. Immediate and Pending Decisions	• How can I produce a hike with the most special moments? • What are the elements of stories for the Optimists that will be most compelling? • What can I communicate special to the new contact that works with foster kids so that AAS is something they can't live without? • What are the most compelling reasons for someone to enroll in the L2L course? • How comfortable am I trying to balance my past life activities with my current life activities? • How do I want to spend my last few years with my Grandmother? • How do I make an important trip to Boston soon happen for its importance?	• Prioritized • Upcoming • Forecasted • Involves QoL, impact, or growth

Component	Response	Criteria
9. Growth Objectives	• Being positive (growth goal: Being Non-judgmental) • Moving on with force (growth goal: leadership) • Letting go (growth goal: reflection)	• Concise • Specific • Addresses Growth Goal • Internalized • Precise
10. Opportunities Present Future	During presentation at the Boulder's Optimist club, get a commitment for $2k donation from the organization and have them provide a referral to a key national contact. (Notice how the activities results align with the weekly outcomes). Turn daily reflection into a daily cheerleading exercise where gratitude and grace dominate regret and disappointment, so each following day has greater energy, positivism, and can-do attitude – full throttle How to get hiking experience to be special in the rain to value how rain helps the experience.	• Challenging • Critical activities • Motivating • Available
11. Performance/ Focus Area	Development: connecting the passion Storytelling: message Self-growth: empowering the Director Developing partnership: Finding fit	• Aligned within opportunities • Valued areas • Integral • Need growth objectives
12. Focus Areas Criteria	Connecting with passion • Being vulnerable • Laying it all out • Sharing your drive Message • On point • logical conclusion • WoW impact Empowering the Director • Insightfulness • patience • Timeliness Finding Fit • Potential exists • aligning missions • enjoying the relationship	• Quality focused • Impacts performance • Connects to objectives

Component	Response	Criteria
13. Image of Ideal Self Behavior	Wear your emotions comfortably A positive director that supports scriptwriter and actor Being a positive force hour by hour	• Visible • Desirable • Creates pull • Consistency with Ideal Self
14. Best Practices Techniques/tools	1) Prepare mental outcomes for every activity 2) Smile when engaging 3) Think positive then improvement 4) Use a tagline – Would really appreciative if you could help? Do you want to partner? I think we could make magic together. Each carries its own intent. 5) Share why always – have it ready – and openly share – 2 minutes 6) Capture opportunities as soon as they get created – often in the moment this is skipped making it harder in the long run	• Valuable • Empowering • Usable
15. Performance Plans	Optimist club engagement I am going to go early, engage with as many people prior to the presentation so that I set seeds of post engagement after the message. The theme here is –"Do you want to help convert unintentional lives into very purposeful lives that will change society – that is what we do." We give purpose and meaning to each life that we interact with because they develop a positive can-do belief in themselves which allows them to live an optimistic life. With more donations I can offer this to more youths. Ask for a donation for each person to support the transformation of a single youth. Daily Reflection At the end of each day – first count your blessings – top 5 things that went really well and you are thankful for what evolved. Bring to the table your outcomes for the day/week to check off as many things that are completed and partially competed to see the magnitude of what already has been accomplished of the weekly outcomes. What do you want to accomplish tomorrow that remains from outcomes of today and the last few days and where will this happen? What are three things learned from today that are important not to lose/forget/take advantage of?	• Growth opportunities addressed • Key tasks identified • Outcomes clarified • Resources obtained
16. Schedule the week	Outlook, planner, etc. of the schedule of 168 hours with contingency of 30%	• Optimized • 30% contingency • Addresses non-work
17. Performing in the moment (reflection-in-action & reflection-after-action)		• Descriptive • Important observations • New intentions

Using Behavior Profiles to Enhance Scripting of Growth Action Plans

2023 Academy of Process Educators Conference

Cy Leise
Professor Emeritus of Psychology
Bellevue University (Nebraska)

Session Learning Outcomes:

1. Differentiate the four factors of *insightfulness, intentionality, intersubjectivity,* and *productivity* as conceptual organizers for planning growth.

2. Analyze a sample growth plan to identify **insights** about how to use the four factors and the growth vs. self-growth behavior profiles to enhance quality of weekly plans.

3. Share practice insights for overcoming habits and mindsets that put a ceiling on growth action planning.

Growth action planning is the foundation of self-growth

What is self-growth?

a. Deepening of internal insights about oneself

b. Daring to pursue new enthusiasm for life by getting outside ones comfort zone

c. Taking ownership of the quality of ones life by defining important areas of performance and the qualities that define ones highest expectations in these areas.

e. Self-determining ones future identity by visioning and living ones values and beliefs.

f. ...

How can growth and self-growth have an impact of educational gaps?

a. "Committing to Success" as an educator means fully integrating PE principles.

b. "Being a Catalyst" means designing activities that challenge learners to use higher-level skills, e.g., learning about "Getting Unstuck."

c. Becoming skillful at "Setting Growth Goals" for self elevates one's perspective on how to mentor and coach others.

Four Psychological Factors Influence Growth Action Planning

Insightfulness: Creating new interpretations of past situations is a skill that can be improved.

Intentionality: Clarification of imagination of what is desired and expected is the basis for effective planning.

Intersubjectivity: Each situation and interaction can be interpreted in multiple subjective ways.

Productivity: Self-determined choices support growth if consistent with valued QoL outcomes.

Grower vs. Self-Grower Behaviors

Growth Insightfulness

Behaviors:

1. Expands understanding of self-concept by reflecting to **clarify** who they want to be.

2. Uses all forms of **feedback** to increase self-awareness and situative awareness.

3. Consistently increases **useful** insights by applying QoL criteria.

4. Recognizes specific ways that **relationship factors** are integral to the potential and limits of each experience.

Self-Growth Insightfulness

Behaviors:

1. Intuitive about creative ways to expand growth in the **service** of ideal aspirations.

2. Reflects to **enhance observations** and intuitions about intersubjective aspects of situations and relationships that are opportunities for growth.

3. Reflects weekly to produce insights to **change intentionality** and then builds a weekly plan for incorporating intentional growth into this week's opportunities

4. Discovers better versions of ideal self from **inspiring** relationships.

Grower vs. Self-Grower Behaviors

Growth Intentionality Behaviors:

1. Increases productivity and personal effectiveness by designing and **implementing** a well-formulated life plan.

2. Reflects on experiential sources of life's meaning that can be **incorporated** into growth plans.

3. Integrates growth focus by formulating a multi-dimensional **model** of desired QoL.

4. Plans the actions necessary to achieve substantially improved outcomes for each **performance** challenge.

Self-Growth Intentionality Behaviors:

1. Realistically plans and self-regulates responses that **enhance** growth development.

2. Addresses growth development weekly to assure iterations of planning and execution that **increase** growth capability.

3. Uses self-growth frameworks and guides to self-mentor selection of responses with **life-changing** potential.

4. Feels intrinsically motived to engage with **aspirational** aims related to ideal self.

Grower vs. Self-Grower Behaviors

Growth Intersubjectivity Behaviors:

1. In interpersonal and group settings, **differentiates** situational variables from interpersonal perceptions and assessments.

2. **Assesses** the interpersonal variables that are in action within every experience.

3. **Maintains** autonomy while taking into account the perspectives of others.

4. Focuses on **optimizing** the potential value of each situation for others as well as self.

Self-Growth Intersubjectivity Behaviors:

1. **Preserves** relationships as valuable in themselves even when decisions are made for personal growth.

2. To avoid harmful effects, **accepts responsibility** for the wellbeing of others as the complement of autonomy.

3. **Respects** the autonomy of others while collaborating with them to empower their growth.

4. Has a history of applying QoL criteria to **decrease subjectivity** of judgments about life decisions.

Grower vs. Self-Grower Behaviors

Growth Productivity Behaviors:

1. **Develops** performance ("professional") characteristics to mitigate personal risk factors.

2. **Improves** future performances through conscious performance development.

3. Develops strong key growth and learning **skills** to enhance performances.

4. Creates **accountability** for self-regulation of growth intentions.

Self-Growth Productivity Behaviors:

1. **Expands areas** of growth capabilities that have greatest value for life aspirations.

2. **Integrates** development of auxiliary capabilities that make growth and self-growth feasible.

3. **Customizes** an assessment system to generate evidence that self-growth plans are practical and productive.

4. Consciously **overcomes** current impediments to self-growth by developing new and countering capabilities.

5. Self directs and self-regulates to enhance **coordination** between growth planning and execution of growth in action.

It's in the Syllabus! Communicating Equity and Inclusion Through Syllabus Design

Facilitator: Kate Grovergrys & Michele Turner

Abstract/Description

What's in your syllabus? Have you considered how your course syllabus can set the stage for inclusive teaching? In addition to demystifying course policies and procedures, a syllabus has the potential to create a classroom culture where students feel valued. In this workshop, we will discuss how our syllabi should help us partner with students to ensure their success in the course, while reflecting a range of experiences and backgrounds in the course content.

Learning Outcomes

- identify the components of an inclusive syllabus
- apply a syllabus inquiry tool adapted from the Center for Urban Education Syllabus Review Guide
- analyze the impact of an inclusive syllabus and how it can set the stage for inclusive teaching

Adapting Traditional Courses to the Mastery Model Using PE to Promote Equity, Learning, and Success

Facilitator: David Elden Leasure

Preparation work

1. Read the following:

Leasure, D. & Hogan, K. (2023). The mastery learning model (MLM). Workshop paper at PE2023. The Mastery Learning Model (MLM).pdf (see the following pages)

Read as needed: Apple, D. K., Ellis, W., & Hintze, D. (2016). 25 years of process education. International Journal of Process Education, 8(1), 1–154. http://www.processeducation.org/ijpe/2016/color033116sm.pdf

- Process Education Philosophy, fig. 2, p. 40
- Creating a Quality Learning Environment, figs. 1 & 2, p. 46
- Learning Communities, pp. 35-37
- Assessment vs. Evaluation, pp. 53, fig. 2, p. 55
- Performance Criteria and Measures, fig. 2 & 3, p. 72
- Classification of Learning Skills, pp. 129-131
- Strategies for designing adaptable courses that meet individual learner needs.
- Activity Design Process, pp. 137-139
- Course Design Process, p. 141

  Process to Convert Course to MLM+PE.pdf (see the following pages)

  MLM+PE Generic Syllabus.docx (see the following pages)

2. Answer the Exploration Questions on the forum for this workshop:

0. Before this workshop, what is/was your level of familiarity with Bloom's Mastery Learning Model (MLM)?

(First I've heard about it; Heard of it; Know something about it; Use it in my courses; Teach it to others)

1. Choose a course that you would like to convert to the mastery model. What are the principle expected outcomes?

2. Does the course proceed from stand-alone topic to topic or does it build over time to higher performance levels?

3. What options does the course have for feedback and revision? Would students benefit from this?

4. What learning skills could be made explicit?

5. What questions would you like covered in the workshop?

Abstract/Description

Benjamin Bloom introduced the mastery model in 1968. It affords students flexibility to achieve the course goals using revisions, group learning, and coaching(formative assessment). The model has had over 15,000 studies published and achieves an effect size of 1.0 over traditional instruction. The model is enhanced through PE approaches and makes it more likely for those approaches to succeed. A course using the mastery model is effective for diverse populations with varying preparation because it has a structured approach to individual learning.

This workshop builds the foundation of the mastery model to reconfigure participant 's courses to make them diverse-student and process education friendly. The reconfiguration is flexible and adaptable to

curriculum and faculty needs while staying focused on the successful development of students to at least a mastery level.

Participants will be able to bring their course designs and begin adapting them in ways that allow them to gain experience with the approaches without over - extending themselves. The mastery model, transformation of education, cooperative learning, assessment, coaching, and other tools will be discussed and integrated to meet the needs of the students, the faculty, the curriculum, and the institution. They will leave with a roadmap for change and a well-defined first stop on that journey implementable in the next offering of their course.

Learning Outcomes

- define and state value of the mastery model in terms of the transformation of education
- contrast the mastery model and traditional course structures
- apply the mastery model to course reorganization to allow learning to be fixed and time to vary
- enhance the mastery model with PE concepts including cooperative learning, assessment, challenge, varied objective types, and learning to learn methodologies
- build in data collection on the efficacy of implementation including mid - term assessment, individual assessment, and growth essays

Facilitation Plan

Part I. Introduction (15m)

- explanation of Bloom 's mastery model
- motivation for mastery model augmented by PE approaches
- model of a project-based mastery course
- discussion of teams and roles

Part II. Reconfiguring your course to the mastery model (30m)

- breakout rooms where participants discuss a current course design and how it could be re-configured to a mastery-based course
- redesign documented - post to discussion
- insights generated - post to discussion
- report to full group

Break (5 m) Part III. Enhancing the mastery model (30m)

- breakout rooms where participants add elements to the course from PE: improvement assessment (coaching), cooperative and collaborative learning, summative evaluation, and/or methodologies to the course
- discuss preparing for measurement - measuring the baseline and how to collect new information on the redesign
- produce a roadmap for implementation - post to discussion
- generate insights - post to discussion
- report to group

Part IV. Observations & workshop assessment (10m)

Readings

Apple, D. K., Ellis, W., & Hintze, D. (2016). 25 years of Process Education. International Journal of Process Education, 8(1), 1–154. http://www.processeducation.org/ijpe/2016/color033116sm.pdf

Hogan, K. (2023). Syllabus for DCL 600. University of Maryland Global Campus syllabus (see the following pages)

Leasure, D. & Hogan, K. (2023). The mastery learning model (MLM). Workshop paper at PE2023 (see the following pages)

Provided by Leasure:

Existing internal report on the efficacy of Mastery Learning, Cooperative Learning, and Coaching

Course model handout

Process to Convert Course to MLM+PE

Converting a traditional course to a mastery-based learning course while incorporating process education (PE) concepts requires careful planning, instructional design, and implementation strategies. Here is a step-by-step process to guide you through the conversion:

1. **Understand Mastery Learning and Process Education Concepts** - Familiarize yourself with the principles, strategies, and benefits of both mastery learning and process education. Gain a deep understanding of how these approaches can enhance student learning and success.
2. **Analyze the Existing Course** - Evaluate the current course structure, content, assessments, and instructional methods. Identify areas where the mastery model and process education concepts can be integrated effectively. Determine the most critical skills, mindsets, and knowledge to learn and how to best implement in the course.
3. **Define Competency Objectives** - Clearly articulate the desired learning and performance outcomes for each module or unit of the course. Focus on specific skills, knowledge, and mindsets that students should achieve to demonstrate mastery. Explicitly include learning and performance skills.
4. **Determine Mastery Criteria** - Establish explicit mastery criteria that define what students must demonstrate to achieve mastery and beyond. These criteria should be clear, measurable, and aligned with the learning objectives. Consider using rubrics or checklists to assess mastery.
5. **Identify Formative Assessment / Coaching Opportunities** - Identify opportunities within the course to incorporate formative assessments, such as quizzes, projects, or practice exercises. These assessments should provide feedback and opportunities for students to track their progress and make improvements.
6. **Adapt Instructional Strategies** - Modify instructional strategies to align with mastery learning and process education. Incorporate differentiated instruction, cooperative and collaborative learning activities, self-paced learning opportunities, spiral learning (e.g. pre-mastery, mastery, and developing expertise), and coaching or feedback sessions.
7. **Incorporate Self- and Peer-Assessment** - Integrate self-assessment and peer-assessment activities to encourage students to reflect on their own learning, evaluate their progress, and provide constructive feedback to their peers. These assessment methods promote metacognition, self-regulation, and engagement in the learning process.
8. **Design Learning Resources** - Develop or curate learning resources that support mastery learning and process education. Include a variety of materials, such as readings, multimedia, simulations, or interactive tools, to cater to different learning preferences and provide opportunities for deeper exploration.
9. **Create a Supportive Learning Environment** - Foster a positive and supportive learning environment by establishing clear expectations, promoting cooperation and collaboration, and cultivating a culture of success. Encourage students to take ownership of their learning, set goals, and support one another's growth.
10. **Plan for Adaptability** - Design the course to allow for adaptability and individualized learning experiences. Incorporate flexible pacing options, provide additional support for struggling learners, and offer extension activities for advanced learners.
11. **Implement and Iterate** - Implement the modified course, monitor student progress, and gather feedback and assessment data. Regularly reflect on the effectiveness of the mastery learning and process education strategies implemented, make necessary adjustments, and iterate the course design as needed.
12. **Provide Ongoing Support** - Offer ongoing support and resources for both students and instructors. Provide training on mastery learning and process education principles, offer coaching or mentoring opportunities for instructors, and provide students with guidance on self-regulation and goal setting.

Converting a traditional course to a mastery-based learning course incorporating process education is an iterative process that will require adjustments and refinements over time. Continuously evaluate and refine your approach based on student feedback and outcomes to ensure continuous improvement in effectiveness, engagement, and efficiency of learning.

Syllabus

Course Description

This course runs x weeks from to . The last day to drop is and the last day to withdraw is .

Faculty Information

Name

Phone Numbers

email(s)

Contact Policy

(e.g. call or text between 9 am and 7 pm, east coast time; email if not urgent)

Office Hours

Core Competencies

About Project-based Learning

This course is part of a program of study designed to prepare you for academic and career success. We designed the courses in this program around an innovative approach to learning that is relevant, practical, and enjoyable. Throughout your program, you will practice the knowledge, skills, and attitudes (hereafter collectively referred to as competencies) that employers require of individuals working in your discipline. Together, core competencies and discipline-specific competencies create a competency profile for your program.

Core competencies are communications, critical thinking, quantitative reasoning, and leadership/teamwork, which employers consider foundational for any career. Discipline-specific competencies are defined as the highly targeted knowledge, skills, and attitudes required of an expert in your field of study. Proficiency is defined as meeting performance requirements, as explained in the Grading Information section of this syllabus. Becoming proficient in the core competencies is vital to your future program success. Proficiency in all competencies are vital to your career success.

As you progress through the beginning, developing, and mastery stages of your program, you will draw on your core competencies while you add and become proficient in discipline-specific competencies. To successfully complete your program of study, you will be required to demonstrate acceptable proficiency in all competencies associated with your program's competency profile—both core and discipline-specific.

You will demonstrate your proficiency in a competency by engaging in project-based learning (PBL). The projects within this and all courses in your program require you to immerse yourself in scenarios that draw upon workplace-oriented questions and challenges. You will often work over an extended

period as you employ multiple competencies to respond to a scenario and prepare a deliverable similar to one you might be required to produce during your career.

Projects generally have multiple steps and may require participation in related discussions, classroom assessment techniques, self reflections, and supplemental learning activities that inform the evaluation of project performance. Projects and their related competencies are similar to the assignments and their related learning outcomes you have encountered in other programs; they are simply more integrated and work-relevant. Projects have required due dates to reinforce the importance of meeting deadlines, as required in the workplace.

The integration of core and discipline-specific competencies, presented multiple times over your program of study, provides you with opportunities to practice and improve. Achieving acceptable levels of proficiency for all competencies within a course and across a program improves your mastery and your ability to apply your knowledge, skills, and attitudes beyond the classroom.

Learning Topics and Resources

Additional resources are available in the University Library, which is easily accessible from the classroom navigation bar.

Recommended Textbooks

Course Outcomes

Course outcomes are stated in the form of learning goals. Each learning goal is comprised of a number of competencies, which draw on the program's competency profile. Each competency has a number of related learning objectives, which are the demonstrable actions that comprise the competency.

To achieve the course learning goals, you must demonstrate proficiency in each competency, as informed by the related learning objectives, as stated in the course projects. This course includes the following learning objectives:

Each project contains a complete review of the competencies and learning objectives required to achieve each of the learning goals related to this course.

Other Course Materials

Class Guidelines

The following guidelines provide important advice on how to be successful in this course, and throughout your program:

1. Know your way around the online classroom.

2. Check the class frequently for Alerts, Announcements, Calendar, and the Class and Assignment Schedule.

3. Create action plans for completing your work by the due dates.

4. Communicate with your instructor often. Ask questions, discuss details of projects, and share your thoughts.

5. Take advantage of any ungraded opportunities for feedback, as communicated by instructor.

6. Engage your classmates and build a network of support throughout your program through online interactions, teamwork, and participation in opportunities for live online meetings.

7. Don't give up or wander away. If you are facing obstacles, talk with your advisor or instructor immediately. □

Grading Information

Your work will be evaluated based on how well you demonstrate your abilities in terms of the competencies and learning objectives associated with a project and course learning goals (see Course Description & Course Outcomes above). Assignments are evaluated using a rubric that states the competencies associated with the project. Your instructor will offer advice on specific competencies in the rubric, especially when it may help you improve your future work. Your instructor will provide feedback on projects within four calendar days after you submit it.

Submitting Work

Timely submission of work is expected. Submitting projects on time demonstrates your ability to manage your work and is an indicator of professionalism set by employers.

Due Dates

Projects have required due dates, as posted in the Class and Assignment Schedule and in the Class Calendar online. This is where your instructor evaluates your entire project submission using a formal rubric for the purpose of determining a final project grade. Your instructor evaluates your performance in relation to all project-related competencies. Feedback and final grades are posted in the gradebook. You may ask for coaching on your project at any time.

Submit projects with any attachments to your individual Assignments folder unless otherwise specified in the project instructions.

Some projects incorporate milestone submissions. They are optional, non-graded opportunities for feedback that are built into project steps. Not all projects have them. When incorporated into a project, milestones will have firm due dates. Students who miss milestone due dates may miss the opportunity for faculty feedback. Milestone submissions will not be resubmitted.

Faculty will respond with substantive feedback within days following the submission of a milestone activity.

Evaluation Criteria

Projects are assessed and evaluated on the following scale and are defined as follows:

Exceeds performance requirements (EP): meets and exceeds all competencies related to a project at an exemplary level, equating to a grade of A

Meets performance requirements (MP): meets all competencies related to a project at a satisfactory level, equating to a grade of B

Does not meet performance requirements (NP):does not meet all competencies related to a project at a satisfactory level, equating to a grade of F

There are two important evaluation (grading) criteria to keep in mind:

1. You must earn an evaluation of MP or EP on all project-related competencies to earn a passing grade on a project. 2. You must earn an evaluation of MP or EP on all projects to successfully complete and pass this course. 3. You must earn a final course grade of A or B to move on to the next course in your program.

The project overall grade is assigned by the faculty. Every individual competency must receive at least an MP for the overall assignment to receive an MP. By achieving an MP on all competencies and all projects, you have met the benchmark for performance in your program.

When evaluation of all competencies results in a mix of EPs and MPs for a project, the faculty assigns an overall evaluation (EP or MP) that reflects the majority of the individual competency evaluations. In a situation where there are an even number of competencies, with 50 percent earning EP and 50 percent earning MP, the faculty may assign either an EP or an MP to the project, based on practitioner/academic judgment as to whether or not the overall performance met or truly exceeded the evaluation criteria of the competencies in the rubric.

Writing Skills

Writing is an expectation for all student submissions. For graded submissions, an instructor will consider whether the level of writing meets the following expectations: logical topic organization, correct sentence structure, accurate spelling, punctuation, grammar, word choice and properly formatted in-text citations and references.

A written submission may meet passing requirements with a few errors in the aforementioned writing skills; more than a few errors can result in a project that fails to meet passing requirements. If a written submission fails to meet passing requirements, the instructor will notify the student of the improvements needed prior to the student's option to resubmit a project in accordance with the Re-submission of Work policy, described in the next section.

Re-submission of Work

Upon initial submission, faculty will record specific comments, advice, and feedback. Depending on your grade, you may have the opportunity to rework and resubmit your project.

Students who submit on the due date and earn a Does not Meet Performance Requirements (NP) on a competency/project must resubmit their work in an attempt to achieve a Meets or Exceeds Performance Requirements (MP or EP) on the project. Students who submit on the due date and who earn a Meets Performance Requirements (MP) on the project have the option to resubmit their work to possibly improve their grade; if their resubmitted work meets exemplary standards, faculty can assign an Exceeds Performance Requirements (EP) grade.

Under the situations described above, the time for resubmitting work is limited, there are "windows" for resubmitting work. You may resubmit their project up to two (2) times within the two (2) weeks following the submission's original due date. No re-submissions will be accepted after the two-week period. You are therefore encouraged to act on faculty feedback promptly within the re-submission time-frame.

If you earn an NP and do not resubmit your work, or you resubmit after the two week period, you will earn an NP for the project, generally resulting in a failing grade for the course, unless you are eligible for a grade of Incomplete.

Note: After the second NP submission for any project and before the third and last submission, your professor will schedule a conference to discuss what actions you will need to take to get to a project that meets requirements. If any project does not meet project requirements, you cannot pass this class.

If a student anticipates missing a project due date for an acceptable reason (life, work, family, medical issues, etc.), they should contact their faculty in advance to come to an agreement on a revised due date. If the student submits on time per the revised due date, the above re-submission guidelines apply.

If you do not contact your faculty in advance and miss a due date, you will have two weeks from the date of the original deadline to submit your work, and no re-submissions are permitted.

Note: The last project in a course is due in Week 10. Students are limited to ONE re-submission in Week 11, and it must be made PRIOR to the last day of class, allowing enough time for faculty to grade the assignment (project).

Course Grade Calculation

All evaluations (even multiple submissions) are recorded in the classroom. You must earn a final course grade of B (Meets Performance Requirements – MP) or A (Exceeds Performance Requirements –EP) to move on to the next course in your program. When evaluation of all projects results in a mix of both EPs and MPs, the faculty assigns an overall evaluation (EP or MP) for the course that reflects the majority of the project evaluations. In a situation where there are an even number of projects, with 50% earning EP and 50% earning MP, the faculty may assign either an EP or an MP for the course, based on practitioner/academic judgment as to whether or not the overall performance met or truly exceeded the evaluation criteria of the competencies for all projects under consideration.

Note: The faculty will keep you apprised of project grades in the classroom. You are responsible for contacting the faculty member if you do not receive a grade by 7 days after submitting your work in the classroom.

A table of the University's Grading Policy is presented in the Academic Policy section.

Project Descriptions

Project 1

Project 2

Project 3

Project 4

Project 5

Project 6

Academic Policies

Academic Integrity

Civility

Other Policies and Guidelines

Grading

According to the University's grading policy, the following marks are used:

Grade Rounding

Scores to individual assignments are calculated based on rubrics in the class and are not rounded to the whole point. The final grade for the course is determined by weighted average and will be rounded to the nearest whole point using mathematical rule (grades with .5 and above to be rounded to the next whole point).

Extra Credit

Assignments are designed to enable students to achieve course objectives and succeed in the program. In the interest of equity and fairness, there will be no extra credit opportunities. All assignments are identified in the syllabus.

Course Survey

Library

Disclaimer on External Links

This course may contain links to external sites neither owned nor maintained by the University which bears no responsibility for the accuracy, legality, or content of external sites or for that of subsequent links. In addition, the terms of use, security policies, and privacy policies may differ from those of the University. Contact the external site for answers to questions regarding its content, terms of use, and policies.

Technical Support

Syllabus Changes

All items on this syllabus are subject to change at the discretion of the Instructor and the Office of Academic Affairs.

Course Schedule

Overview of Bloom's Mastery Learning Model (MLM)

David Leasure and **Kathleen Hogan**

First-Term Experience Department
University of Maryland Global Campus (UMGC)

May 16, 2023

The Mastery Learning Model (MLM) is an instructional approach by Benjamin Bloom (1968). Building on the work of others, MLM prioritizes ensuring all students attain a deep understanding of essential concepts and skills before progressing to more advanced content. Unlike traditional teaching methods that rely on fixed timelines and average achievement, mastery learning focuses on individual student progress and mastery of learning objectives. This approach recognizes that students learn at different paces and may require additional time and support to achieve mastery.

Background

MLM was developed to overcome the limitations of traditional approaches to education.

Traditional approaches to education have several limitations that hinder the effectiveness and inclusivity of education. MLM was developed to address these limitations, which include:

1. **One-size-fits-all approach** - Traditional teaching often follows a uniform curriculum and instructional pace, assuming that all students learn at the same rate and in the same way. However, students have diverse learning needs, styles, and prior knowledge. This approach can lead to students who are left behind or not sufficiently challenged, as it does not accommodate individual differences.
2. **Time-based progression** - Traditional education typically relies on fixed time frames, such as semesters or academic years, to determine when students should move on to the next topic or grade level. This approach does not consider variations in students' learning speeds. Consequently, some students may progress without fully grasping the foundational knowledge and skills required for subsequent concepts, leading to knowledge gaps and difficulties in later stages.
3. **Limited focus on mastery** - Traditional teaching often prioritizes covering a broad range of content rather than ensuring students achieve mastery of essential concepts and skills. Students may proceed to new topics before consolidating their understanding, leading to shallow comprehension and difficulty in applying knowledge to real-world contexts.
4. **Lack of individualized support** - In traditional classrooms, teachers often face challenges in providing individualized attention and support to each student due to large class sizes and time constraints. This can hinder students who require additional assistance or those who would benefit from accelerated learning opportunities.

The rest of this paper covers the research that shows the superiority of MLM vs. traditional approaches, explains the original method, discusses how MLM can benefit
collegiate learners, and how WGU and UMGC each implemented the model.

Efficacy of MLM

Explanation of Effect Size

Effect size is a statistical measure that quantifies the magnitude of the difference between two groups, such as a treatment group and a control group, or an experimental group and a comparison group. In educational research, effect size is often used to assess the effectiveness of an intervention or instructional method, by comparing the performance of students who received the intervention or method with those who did not.

Effect size is expressed as a standardized difference, typically using Cohen's d, which represents the number of standard deviations that separate the means of the two groups. A small effect size indicates a small difference between the means, while a large effect size indicates a large difference between the means.

In terms of grades, effect size can be used to estimate the impact of an instructional intervention on student achievement. For example, if an intervention has an effect size of 0.5, this means that the students who received the intervention performed half a standard deviation better on average than the students who did not receive the intervention. This could translate into a meaningful difference in grades, depending on the grading scale and the specific context of the study.

It is important to note that effect size is just one way of measuring the effectiveness of an intervention, and should be interpreted in conjunction with other measures, such as statistical significance, practical significance, and qualitative data. Effect size is also influenced by various factors, such as sample size, study design, and measurement instruments, and should be interpreted with caution.

Effect Size of MLM

Research on the combined effects of group-based mastery learning has consistently shown it to produce a number of positive results and a high effect size. These results include learning more and feeling better about themselves and education (Block & Burns, 1976; Bloom, 1984; Guskey and Gates, 1986; Guskey and Pigott, 1988; Kulik, Kulik, and Cohen, 1979; Stallings and Stipek, 1986; Walberg, 1985). Research by Bloom over many studies shows an effect size of 1.0 that represents a full standard-deviation of improvement in student learning. As Ellis and Bond (2021) reported, "To raise one's achievement by an effect size of 1.0 represents an incredible outcome, so great that one researcher called group-based mastery learning the educational equivalent of penicillin." (sect. 1. Mastery Learning) They also report that only one-on-one tutoring with an affect size of 2.0 has a higher effect size. As shown in the following sections, cooperative learning and coaching individually have high effect sizes but do not reach the 1.0 level.

Effect Size of Cooperative Learning vs. Traditional Instruction

The effect size of Bloom's group-based mastery model over traditional education can vary depending on various factors, including the subject matter, the student population, the teacher's skills and experience, and the duration of the intervention. However, research suggests that collaborative learning and group work can have a positive impact on student learning outcomes compared to traditional teacher-centered instruction.

According to a meta-analysis conducted by Johnson, Johnson, and Stanne (2000), cooperative learning strategies, which emphasize positive interdependence, individual accountability, face-to-face interaction, and interpersonal skills, have an effect size of 0.51, which is considered to be a moderate to high effect. This means that students in cooperative learning groups typically perform better on academic achievement tests and have more positive attitudes towards learning and their peers compared to students in traditional classroom settings.

Similarly, a study conducted by Roschelle and Teasley (1995) found that collaborative learning environments that use technology to support group work can have a significant positive impact on student achievement in science and math. The researchers reported an effect size of 0.69 for the use of networked computer-based tools to support collaborative learning, which is considered to be a large effect.

One study that examined the effectiveness of collaborative learning in college-level STEM courses found a significant positive effect size of 0.40, indicating that students who participated in collaborative learning had better academic performance compared to those who received traditional instruction (Freeman et al., 2014). Another study conducted by Springer et al. (1999) found that students who participated in cooperative learning groups had higher levels of achievement and more positive attitudes towards learning compared to those in traditional instruction groups in a college-level psychology course.

Moreover, a meta-analysis conducted by Johnson and Johnson (1989) found that cooperative learning strategies had a moderate effect size of 0.44 for college-level students. The researchers reported that cooperative learning had a positive impact on academic achievement, critical thinking, and social skills for college students.

Effect Size of Feedback, Coaching, and Revision Compared to Traditional Instruction

Several studies have examined the effect size of incorporating feedback, revision cycles, and coaching with traditional education for college-level students. These studies have shown positive effects on student learning outcomes, including improved academic achievement, critical thinking, and problem-solving skills.

A meta-analysis conducted by Hattie and Timperley (2007) found that providing feedback had a significant effect size of 0.73 on student achievement, indicating that students who received feedback had higher levels of academic performance compared to those who did not receive feedback. A similar study conducted by Nicol and Macfarlane-Dick (2006) found that providing coaching feedback led to significant improvements in student learning outcomes, with an effect size of 0.7.

Regarding feedback and revision cycles, a study conducted by Ross et al. (2001) found that incorporating multiple drafts and revision cycles into writing assignments led to significant improvements in student writing skills, with an effect size of 0.70. A study conducted by Elbow and Belanoff (2014) found that incorporating revision and coaching into writing instruction led to significant improvements in student writing skills, with an effect size of 0.56.

A meta-analysis conducted by Cook-Sather et al. (2018) found that incorporating coaching into teaching practices led to significant improvements in student learning outcomes, with an effect size of 0.59. The researchers reported that coaching helped to support students' critical thinking, problem-solving, and metacognitive skills, and helped to create a more cooperative and supportive learning environment.

These studies collectively suggest that incorporating feedback, revision cycles, and coaching into traditional education can have a significant positive effect on learning outcomes in college-level courses, with effect sizes ranging from moderate to large. More research is needed to fully understand the impact of these practices on student learning outcomes and to adjust the approaches in different contexts.

Explaining the Impact on Student Success

The impact of mastery learning on student success is significant and far-reaching. The section, Efficacy of MLM, covers the research that establishes the superiority of the model. Key benefits and impacts of implementing mastery learning, synthesized from that research, include:

1. **Increased Student Achievement**. Mastery learning has consistently demonstrated positive effects on student achievement. By providing targeted instruction, personalized feedback, and multiple opportunities for practice and review, students are better equipped to master the required knowledge and skills. The emphasis on achieving mastery ensures that students are equipped with a strong foundation before progressing to more complex concepts.
2. **Reduced Achievement Gaps**. One of the major strengths of mastery learning is its potential to reduce achievement gaps among students. By focusing on individual progress and providing additional support as needed, mastery learning helps address disparities in learning outcomes. Students who traditionally struggle or fall behind can receive targeted interventions and support, allowing them to catch up and achieve success.
3. **Deeper Understanding and Application**. Mastery learning promotes a deeper level of understanding among students. It encourages critical thinking, problem-solving, and the application of knowledge in real-world contexts. Students are not merely memorizing facts but are actively engaged in constructing meaning and connecting concepts. This deeper understanding leads to greater retention of knowledge and the ability to transfer skills to new situations.
4. **Enhanced Self-Efficacy and Motivation**. Mastery learning fosters a sense of competence and self-efficacy in students. As they experience success and see their progress toward mastery, their confidence in their abilities increases. This positive reinforcement and intrinsic motivation contribute to higher levels of engagement, perseverance, and a growth mindset. Students develop a belief in their own capabilities to learn and succeed.
5. **Personalized Learning Experiences**. Mastery learning promotes personalized learning experiences tailored to individual student needs. Students can progress through the material at their own pace, allowing for differentiation and accommodating diverse learning styles and abilities. This individualization ensures that each student receives the necessary support and challenge to optimize their learning journey.

6. **Development of Essential Skills**. Mastery learning goes beyond content mastery and supports the development of essential skills and competencies. Students engage in critical thinking, problem-solving, collaboration, and effective communication. These skills are crucial for success not only in academics but also in future careers and life endeavors.

7. **Positive Teacher-Student Relationships**. The mastery learning approach encourages stronger teacher-student relationships. With a focus on individual progress and personalized support, teachers have more opportunities to provide targeted guidance and build connections with their students. This supportive relationship fosters trust, open communication, and a conducive learning environment.

In summary, mastery learning has a profound impact on student success by promoting deeper understanding, personalized learning experiences, and the development of essential skills. By ensuring that all students achieve mastery before progressing, mastery learning helps close achievement gaps, boosts self-efficacy, and creates a positive and empowering learning environment that sets students up for long-term success.

Bloom's Mastery Learning Method

Bloom's group-based mastery model emphasizes either cooperative or collaborative learning supported by feedback and revision (1968). Emphasis is not only on the product created but also the explicit and implicit skills required to produce it. Students work in small groups to master the different levels of Bloom's taxonomy (Anderson et al., 2000), with the ultimate goal of achieving mastery.

The model typically involves the following steps:

1. Forming groups: The teacher forms small groups of students, ideally with diverse backgrounds and skill levels, to work together on a particular topic or assignment. See the article "Learning Communities" (Apple et al., 2016, pp. 35-38).

2. Identifying learning objectives: The teacher identifies the learning objectives for the topic or assignment, using Bloom's taxonomy to specify the desired cognitive skills and knowledge to be achieved. See the articles "Performance Criteria" (Apple et al., 2016, pp 69-74) and "Performance Measures" (Apple et al., 2016, pp. 75-78).

3. Assigning roles: The teacher assigns specific roles to each group member, such as researcher, presenter, writer, or facilitator, based on their individual strengths and interests.

4. Cooperative learning: The students work together in their groups to research, analyze, and synthesize information, using a variety of resources and tools.

5. Assessment and feedback: The teacher assesses each group's mastery of the learning objectives through various forms of assessment, such as presentations, reports, quizzes, or discussions. Feedback is provided to help students identify areas of strength and weakness and to guide their ongoing learning. See the article "Assessment vs. Evaluation" (Apple et al., 2016, pp. 53-58).

6. A culture of success: The teacher creates a learning community where everyone is supported to learn, students feel it is safe to take learning risks, improvement feedback is given, and judgment is delayed until the end of a project. See the "The Core Principles of Process Education" (Apple et al., 2016, fig. 2, p. 40).

MLM encourages students to take responsibility for their own learning, to develop social and communication skills, and to learn from and support each other. It also promotes active engagement and deeper understanding of the subject matter, as students work together to solve problems and apply their knowledge in real-world contexts.

Feedback and Revision Cycles in MLM

MLM emphasizes the importance of feedback and revision in the learning process. Assessment and improvement feedback are provided to students throughout the learning process to help them identify areas of strength and improvement to guide their ongoing learning. Coaches encourage learning and performance improvement. Students revise and improve their work based on feedback to demonstrate mastery of the learning objectives.

In detail, MLM works with feedback and revision:

1. **Formative assessment** - Coaches provide ongoing feedback as students work on their assignments, projects, or tasks. The feedback helps learners monitor their progress, identify misconceptions, and adjust their learning strategies accordingly. Formative assessment can also take many forms, such as peer feedback, self-assessment, rubrics, checklists, or coaching feedback. Cooperative learning uses peer-coaching to both provide useful feedback, and to develop students' coaching skills.
2. **Self-reflection** - Students are expected to reflect on their own learning and to assess their own progress towards the learning objectives. They can use various tools and techniques, such as journals, portfolios, or discussions, to reflect on their learning and to set goals for improvement. Group reflection integrates individual reflection to extend and generalize insights.
3. **Revision and improvement** - Students are expected to revise and improve their work based on feedback from their peers and teachers. They can use various revision strategies, such as peer editing, revising checklists, or rubrics, to improve the quality of their work and to demonstrate mastery of the learning objectives. More extensive improvements use students' and cooperative planning skills.

Feedback and revision are important components of Bloom's group-based mastery model, helping students to monitor their progress, identify areas for improvement, and demonstrate mastery of the learning objectives. The model encourages students to take an active role in their own learning and to develop ownership and self-regulation skills that are essential for lifelong learning.

Using MLM in Higher Education

MLM can work well for college students, as it encourages active engagement, collaboration, and deep learning.

College students can benefit from the model in the following ways:

1. **Active engagement**. Bloom's group-based mastery model encourages students to take an active role in their own learning, to ask questions, to solve problems, and to apply their knowledge in real-world contexts. This can help college students to develop critical thinking, communication, and problem-solving skills that are essential for success in college and beyond.
2. **Cooperative Learning**. Bloom's group-based mastery model emphasizes cooperative and collaborative learning, which can help college students to develop social and communication skills and to learn from and support each other. Collaboration can also help students to build a sense of community and to develop a deeper understanding of the subject matter.
3. **Mastery-based learning**. Bloom's group-based mastery model emphasizes mastery-based learning, which means that students are expected to demonstrate mastery of the learning objectives before moving on to new topics or assignments. This can help college students to develop a deeper understanding of the subject matter and to build a strong foundation for future learning.
4. **Feedback and revision**. Bloom's group-based mastery model emphasizes the importance of feedback and revision in the learning process. This can help college students to monitor their progress, identify areas for improvement, and demonstrate mastery of the learning objectives.

MLM can be an effective approach for college students, as it encourages active engagement, collaboration, and deep learning. The model can be adapted to different disciplines and learning contexts, and can help college students to develop the skills and knowledge they need for success in college and beyond.

MLM Implementation at WGU

Western Governors University (WGU) implemented what is called competency-based education. At it's heart is the MLM's principle to vary time and hold learning constant and to measure learning with competencies. Founded in 1997, WGU has grown in 2023 to include 150,000 students and over 100 programs (wikipedia, n.d.).

All programs that receive Title IV funds are constrained by policies and regulations of the U.S. Education Department and the accreditation earned. WGU was approved for competency-based education by the Secretary of Education and the

Northwest Commission on Colleges and Universities. An investigation by the office of the inspector general of the Education Department and subsequent rejection of the findings by the Education Department, validated WGU's approach (personal experience 2012-2017; wikipedia, n.d.).

WGU's model is organized into 6-month terms where a student is expected to take a full-time, 12 credit load. Classes are taken by the learner who studies and learns under the guidance of program and course mentors, and without a set schedule within the 6-month term. No specific faculty is assigned to a specific collection of students for a set duration. One instance of each course in the curriculum is taught each term and supported by course mentors. Students enter the course sometime in the 6-month term and stop when completed. Learning is self-directed.

A class is considered complete when an exam or project (collectively called a "performance evaluation") are marked as passing the minimum criteria. Coaching from program mentors may be requested at any time. Grades are recorded when all the competencies in a course are met.

Evaluators produce a report to help guide students to greater competence when a demonstration is failed. On failure, students make a learning plan to address the weak areas. Multiple attempts are encouraged to develop mastery. Additional classes may be added to the term as courses are completed.

The WGU model is difficult to implement at an existing institution because of the many differences between the model and traditional education, including systems, faculty structure, performance evaluations, and approvals. An alternative is presented by the approach taken at UMGC, described next.

MLM Implementation at UMGC

The University of Maryland Global Campus (then called University of Maryland University College) developed a set of programs based on the mastery model combined with project-based learning. The resulting model was called ELM for Enhanced Learning Model. The current ELM-based programs include the MBA, DBA, Master of Science Cybersecurity, and 10 others (Leasure, 2019).

Each ELM course is a graduate level course of 6 credits and multiple projects. Each project has an experience (in PE terms) to prepare for the project. Each project has a deadline that is there as a guide to encourage students to not fall behind. Each project may be submitted three times, and receive feedback each time. The projects provide a concrete demonstration of the competencies being learned. Faculty feedback focuses on the processes and skills used to produce the product, including how students can apply criteria to judge their own work. At the end of the project, all competencies must be passed to pass the project, and at the end of the course, all projects must be passed to pass the course. One failed competency causes course failure. If the student is passing, their final grade is an A if most competencies are exceeded, and a B if most are only mastered.

For this example, we are using DCL 600, Decisive Thinking, Communicating, and Leading. DCL 600 has 6 projects that are listed in figure 1. The projects each start after the official due date of the last one, as shown in the bar "primary effort." An overlapping revision period follows the official submission. Projects that fall below MP must be revised and helpful feedback is given. Projects at MP or above are given feedback to challenge the learner to exceed expectations on the project. Detailed competencies for DCL600 are listed in Table 1. The detailed steps of learner and the coach using the ROCK-SOLID Coaching method are shown in Figure 2. The syllabus for DCL 600 along with it's policies, explanation of the project and revision cycles, and grading comprises Attachment 1.

Figure 1.

Schedule of Projects in UMGC DCL 600
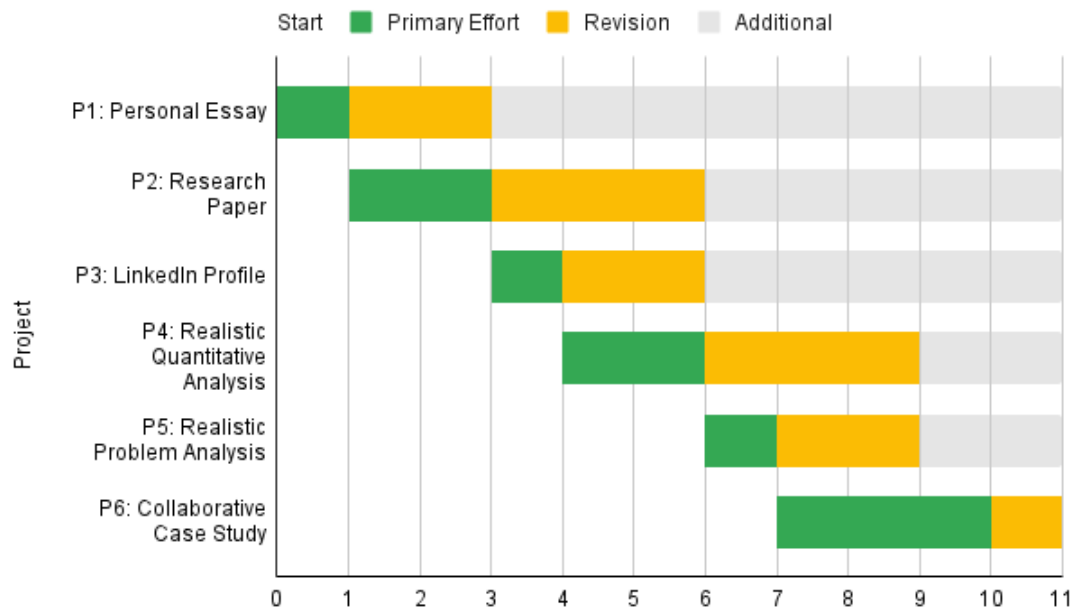
Table 1.

Competencies by Project in UMGC DCL 600. P1=project 1, etc.

p1	p2	p3	p4	p5	p6	Competency (only level 2 competencies are mapped to projects)
						1: You can communicate clearly in writing and speaking, meeting expectations for content, purpose, organization, audience, and format.
x	x	x	x	x	x	1.1: Organize document or presentation clearly in a manner that promotes understanding and meets the requirements of the assignment.
x	x		x	x	x	1.2: Develop coherent paragraphs or points so that each is internally unified and so that each functions as part of the whole document or presentation.
	x				x	1.3: Provide sufficient, correctly cited support that substantiates the writer's ideas.
x	x	x	x	x	x	1.4: Tailor communications to the audience.
x	x		x	x	x	1.5: Use sentence structure appropriate to the task, message and audience.
x	x	x	x	x	x	1.6: Follow conventions of Standard Written English.
					x	1.7: Create neat and professional looking documents appropriate for the project or presentation.
					x	1.8: Create clear oral messages.
						2: You can apply logical processes to formulate clear, defensible ideas based on the analysis of facts and ethical considerations.
	x		x	x	x	2.1: Identify and clearly explain the issue, question, or problem under critical consideration.
	x		x	x	x	2.2: Locate and access sufficient information to investigate the issue or problem.
	x				x	2.3: Evaluate the information in a logical and organized manner to determine its value and relevance to the problem.
	x		x	x	x	2.4: Consider and analyze information in context to the issue or problem.

p1	p2	p3	p4	p5	p6	Competency (only level 2 competencies are mapped to projects)
	x		x	x	x	2.5: Develop well-reasoned ideas, conclusions or decisions, checking them against relevant criteria and benchmarks.
						3: You can use mathematical information, operations, and quanitative analyses to solve problems and inform decision-making.
			x			3.1: Identify numerical or mathematical information that is relevant in a problem or situation.
			x			3.2: Employ mathematical or statistical operations and data analysis techniques to arrive at a correct or optimal solution.
			x			3.3: Analyze mathematical or statistical information, or the results of quantitative inquiry and manipulation of data.
			x			3.4: Employ software applications and analytic tools to analyze, visualize, and present data to inform decision-making.
						4: You can lead, facilitate, and collaborate with a variety of individuals and diverse teams to achieve organizational objectives.
					x	4.1: Lead and/or participate in a diverse group to accomplish projects and assignments.
					x	4.2: Demonstrate the ability to plan and execute a project, articulating clear objectives and goals for the team.
					x	4.3: Contribute to team projects, assignments, or organizational goals as an engaged member of a team.
					x	4.4: Demonstrate diversity and inclusiveness in a team setting.

Figure 2.

Applying coaching in each course, showing coach and student roles.
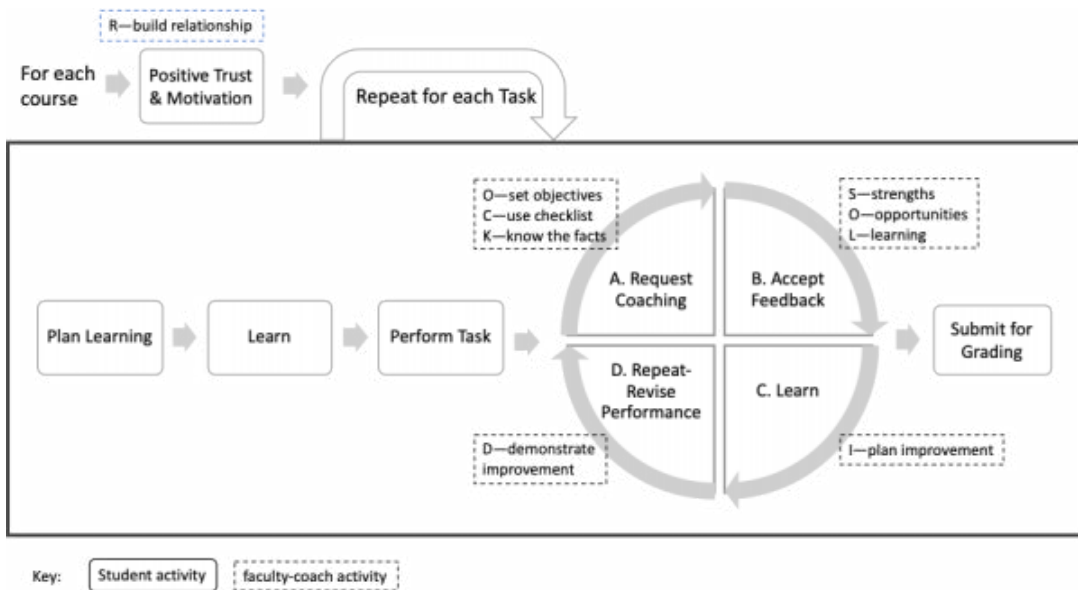
The advantage of the UMGC model is the demonstrated path for an institution to implement the MLM without a complete overhaul of policies, systems, institutional approvals, financial aid, and other support elements while focusing on the implementation of courses and instructional models. A generalized approach to implementation is covered next.

Generalized Model from DCL600

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Facilitator: Will Ofstad

Teams for PE Conference 2023

1. **Team 1**
   - Peter Smith
   - Chaya Jain
   - Jerry Crawford
   - Leslie Whiteman
   - Delano Douglas
   - Karl Jackson
   - Michelle Mosely
   - Joyce Adams
   - Tris Utschig

2. **Team 2**
   - George Dombi
   - Brain Sayre
   - Cheryl Talley
   - Michael Reid
   - Ayana Conway
   - Libby Mahaffey
   - Grace Onodipe
   - Lyudmyla Barannyk
   - Joann Horton
   - Durel Crosby

3. **Team 3**
   - Matthew Watts
   - Collen Taylor
   - Auston Slyke
   - Steve Spicklemire
   - Wanda Velez
   - Kenneth Lewis
   - Lipika Gosh
   - Serene Reese
   - Tao Xing

4. **Team 4**
   - Cy Leise
   - Ingrid Ulbrich
   - Robert White
   - Kim Gordon
   - Paul Kaseloo
   - Taneisha Brown
   - David Leasure
   - Yuqin Hu
   - Kathy Burke
   - Dan Apple

5. **Team 5**
   - Steve Beyerlein
   - Patrick Barlow
   - Priscilla Burks
   - Cecil Morris
   - Grace Ndip
   - Kim Johnson
   - Nadia Khartabil
   - Mary Moore
   - Tim Shenk

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GROW Framework

STRATEGYPUNK

Goal
What do you want to achieve?

- Definition of goal: How will you know you achieved this goal?
- Make sure that the goal is SMART: Specific, Measurable, Attainable, Realistic, and Time-bound.

Reality
Where are you now?

- What is happening now – what, who, when and how often?
- Fully consider the starting point. What resources do you have to help you?

Options
What could you do?

- What are potential obstacles in the way?
- Which options could bridge the gap from reality to goal?
- Which obstacles are stopping you from getting where you want to be?
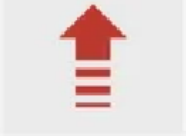
Will
What is the plan?
What will you do now?

- Commit to specific actions in order to move towards the goal (action plan).
- Decide on a date when you review the progress in order to provide some accountability.

The next few slides are for everyone to ask questions and record pearls through the conference. Feel free to add sticky notes around each gap.

Achievement Gap as it relates to at-risk students

CLOSE THE GAP

even in different context, similar struggles / risk factors affect all – knowledge integration, lack of motivation, lack of support structure

Team 3 Example: Kathy's presentation had this great idea make sure to add growth skills in addition to learning skills in the design of a course.

Team 3: Chaya Jain's presentation had this great idea peer ambassadors in an online course. What if I steal that idea.

Context Matters when looking at risk – different contexts affect students differently

"You can't intimidante students into learning" -quote from Patrick's hall of innovation Unlimited Revisions policy

Team 3: Velez meets students where they are and provides an alternative path to progress by course revision.

Team 2: Cheryl's presentation. Long-term educational COVID effects felt more by students from lower socioeconomic status households.

Reassessment: Dropping poor performing questions and adding similar questions to later exams. Offering each student one mulligan to reassess a whole exam.

Team 1: Peter's goal – become a resource for helping Academy members to answer questions as they work on PE skills

Completion Gap as it relates to
those academically excused
from institutions

CLOSE THE GAP

Team 3 -Keynote speaker: At Georgia state was so intentional regarding students who were academically dismissed. How little policies can make a difference.

Team 3 – Academically dismissed have no voice. Intentional coaching can be designed better/well

Team 2 – Cheryl's: Completion rates were low B4 COVID but were lower after COVID. The longer it takes to complete a degree, the higher the chances of not completing.

Opportunity Gap as it relates to students in low income families/communities

CLOSE THE GAP

Team 3: Having Food banks on campus was mentioned in the keynote. Hierarchy (Maslow) of needs.

Team 3: The metacognitive gap addressed by Sandra McGuire could help disadvantaged students.

Team 3: The POUR method allowed student with family responsibilities to still progress in her major.

Team 2: Housing/Funding done in zipcodes. If you do not live in the right zipcode, your school will not get sufficient funding

Access Gap as it relates to students from noncollege degreed families

CLOSE THE GAP

Team 3: Family support is often less for first generation students (emotionally, socially, cognitively, spiritually, & often physically) because if empowered they leave.

Team 3: We forget how exclusive higher ed. Access is so important.

Team 2: First Generation students lack family tradition of how to do some things in college. E.g. Office Hours vs. Student Hours; Note Taking by date rather than by topic.

CLOSE THE GAP

Readiness Gap as it relates to first time students' with families without college experience

Team 2: Some students have limited aspirational goals because of very harsh environment. Some students don't expect to be alive past age 16.

Team 3: Keynote. Policies that are overly cumbersome affect students without practical knowledge of systems disproportionately.

Expectation Gap between institutions, degree programs, faculty, and students

Team 2: In some states, 4-year institutions cannot do remedial work. Only 2-year institutions can.

Students expect institutions to be student-ready

Team 3: In Patrick's POUR method, we allow students to bridge the gap between expectation and ability through an optional iterative process.

Faculty expect students to be like them

Team 3: Colleen: Examine syllabi to check for tone and inclusivity. Michelle and Kate.

Team 3: In the Valez presentation, a general education class adjusted

Team 3 – one consensus that could bring expectations together are a focus on the over 75 high impact growth skills because institut...

Team 3: In LEWIS presentation we provide clear instructions on procedures that any student can follow.

CLOSE THE GAP

Policy Gap as it relates to institutional accreditation, funding, and systemic roadblocks

CLOSE THE GAP

Team 3: Keynote speaker, examine how policies align with feasibility to follow the policy of a way to examine student retention.

Team 2: Keynote. Doing a Policy Audit would help institutions clearly see the roadblocks posed by some policies

Rather than Divisions, use Conjoinings, Branches ... See https://www.cscce.org / for better collaboration

Hall of innovations from George has this!

Team 2: Supporting students has policy implications at institution, state and national level. We cannot change national, but we can change at institutional level.

Identify at-risk students in Gen Ed courses such as Enlish to help them via PE practices

As a next step, expand AoPE's outreach and networking by including five additional institutions, etc., at the annual conference and including the international level.

(cont.) Use Academy members as the responsible agents to make this a reality with emphasis on students as ambassadors.

Goal: raise participation by attendees in the mentoring performance measures book. Leverage groups of people at different institutions when can

A goal at VSU is to develop a MOOC for incoming freshman that will be reinforced within the freshman level courses and student support programs (Leslie).

Team 1

Team 2:

"PE in a Nutshell"

Belief

Performance

Assessment and Reflection

Growth/ Development

Self-Growth

How can the "PE in a Nutshell" model best be used at the conference and beyond?

Host the PE conference at University of Rhode Island?

Insight: Growth is meeting the opportunities at hand;
Self-growth is creating opportunities that I can grow into

Growth example: Going to a restaurant and ordering something new from the menu.

Self-growth example: Talking to the chef to design a whole new menu with a garden to table point of view.

Team 3: Take Home and Next Steps

GOAL → REALITY → OPTIONS → WAY FWD → THINKING

GOAL
your role is to help them clarify the GOAL

REALITY
your role is to help them understand what is happening now + gain INSIGHT

OPTIONS
your role is to help them find what is POSSIBLE

WAY FWD
your role is to help them find a WAY FORWARD + commit to

Colleen: Practitioner tips. Trying to find uniqueness that Colleen doesn't already use.

Serena: Teaching online without training, especially for asynchronous learning. Come up with what 10 things tips every instructor wants to approach online effectly.

Serena - create more purpose with activity - what do you want to do to with intention is the message to someone starting to do online

Tao: How to elevate to match or exceed face-to-face Design features of online - ask each person what the most important characteristic of online design is and why.

Tao - Self-growth Institute would help experience the environment that you are trying to develop - ask Steve about the experience. PE Expert Project is another thing to consider.

Colleen: Examine my syllabi to check for tone and inclusivity. Michelle and Kate.

Implement data suggestions on semester GPA and course improvement as suggested by feedback. Discuss Ingrid and Steve interventions and seek collaboration.

Individual Goals.Dan: Goal to provide an insight to support each person's own goal.

Wanda: Where are faculty about engaging students effectively! would ask people three questions - 1) When and why have you engaged students? 2) When have you strug

Wanda: Engagement - here are my key characteristics: relevancy, challenge, enjoyable context, diversity, shared conversation, and inquiry.

Individual Goals.Colleen: Practitioner tips.

Colleen: Using pie chart for percent category weights.

Colleen: Require individual student consultation with faculty as part of the course requirement. Idea from Matt's presentation.

Colleen: Keynote. Become more educated on policy as it overlaps with student interactions. Find out who owns those policies and think about practical solutions to barriers.

I am taking new ideas to implement in our sections of Non-Majors Biology. Examples: Peer Ambassador in both online and F2F sections. Wanda

Look at these high impact growth skills in relationship to engagement - as they get developed so does engagement http://www.processed ucation.org/moo/moo dle/pluginfile.php/384

Individual Goals. Wanda: Speak with others regarding strategies for engagement.

THINKING — WAY FWD
your role is to help them find a WAY FORWARD

OPTIONS
your role is to understand what is POSSIBLE

REALITY
your role is to help them understand what

GOAL
your role is to help them identify the GOAL

What is in your syllabus? Learn – Make Mistakes – Learn from Mistakes – Grow from Mistakes

I related very well to the ONCOURSE presentation.

Empathy vs Accountability

Kenneth: To share information about Procedural Fluency and Implicit memory related to procedural instruction.
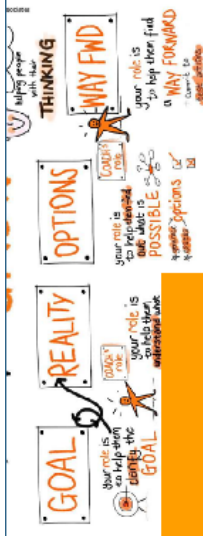
Tao – When you want to wake up students set up a performance expectation where they think they are farther along than they will get their engagement increased dramaticall

1. Sticky notes were helpful. The access was good.

I like the definition of empathy without it sounding like accommodation. Kenneth

Tao – When students might come in with a lot of prior knowledge affirm them by pre-assessing readiness.

Regarding the search for data – Never quit, never surrender! Wanda

Kenneth: In all activities in all experiences, there are procedural steps that help minimize the frustration of getting to the answer. To get to the outcome with minimal effort.

Post 5 discoveries from this whole experience. Kenneth

1. Use online tools; 2. Add frequent deadlines; 3. Emulate in-person characteristics; 4. Use App to remind students (not emails); 5. Use student ambassador/council.

Individual Goals. Serena: Share experiences attitudes about faculty having to teach online without training. Trial by fire.

Kenneth Individual: Perfect procedural instruction. Write more .

Individual Goals..Tao: How to make online teaching acceptable for learning.

Individual Goal: To create an alignment of competency (skills) objectives common to all General Education Courses at VSU. Wanda

Team 5: Take Home and Next Steps

INTENTION 2: Band together to learn more about the ongoing Academy project on creating performance measures for mentoring skills.

INTENTION 1: Provide input and energy toward realizing a set of engaging, monthly, value-added Academy professional development events throughout the next year to feed ourselves

INTENTION 3: Commit to engage in continuing series of hands-on progress snapshots like the one-day course design workshop throughout the next year.

Obs.: We believe mentoring is one of the most powerful forces in learning/growth (on both sides of the equation – for the mentor as well as mentee)

Obs: there is broad concern across the conference attendees about the many gaps that need to be bridged for dreams of student (and institution) success to come true

Obs: the VSU initiative featured in the pre-conference workshop also resonated with conference attendees

Think institutional performance gap not achievement gap.

Keynote session: Student success is EVERYBODY'S business

Learned how to identify at risk students early on in the semester to guide them to success

I think for some, learner mindset will shift when they see that we care.

How did my own mindset change? I used to be in the – I'm smart in this but not that? Seeing it modeled as well as achieving change. Small steps helped.

Connect to like minded – it encourages me that we can make a difference

Student engagement – sometimes silence is golden.

Capturing underserved – low cost assessments help.

I was the first to post ... r)

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