

PAR Policy Overview Workshops

Agenda

August 19th, 2021

I. Peer Assistance and Review: PAR Policy Update Highlights

- A. [Faculty Agreement, FA](#) July 1, 2021
- B. Individual Development Plan, IDP
 - 1. Service: personal reflection on the service activity and contributions
 - 2. Professional Development: personal reflection on the activity and achievements
 - 3. Service faculty and instructional faculty with substantial reassigned time: reflect on primary work activity as well as instruction
 - a) Include results from participant evaluation form
- C. Peer Assistance and Review Committee, PARC
 - 1. Renew with Development:
 - a) Team created: the team will develop a list of suggestions that would help the Probationary Faculty member grow in the areas specifically identified in the PARC feedback.
 - (1) 17.1.8.2. - team composition
 - b) Regular check-ins with the Faculty Developer
 - c) The probationary faculty will provide a written reflection to the Renew with Development team members detailing how the actions taken during the process resulted in growth before their next IDP submission
 - d) The reflection document will be included in the IDP

II. Switching to Google New Sites for IDPs

- A. In-person workshops (LB300) - BRING LAPTOP - attend one
 - 1. August 27th 1:00 - 3:30, September 3rd 10:00 - 12:30, September 3rd 1:00 - 3:30
 - 2. Small group, 1:1, and virtual option follow up with those that can not attend an in-person workshop
 - 3. YR2 - YR5 of PAR: old Classic Sites IDP zip file will be shared with you - save for IDP workshop

III. New MCC PAR Evaluation and Observation Instruments

- A. Based on the Critical Teaching Behaviors, CTBs
 - 1. Engage: Instructors who engage students purposefully select research-based techniques to ensure that students actively participate in the learning process and take responsibility for their intellectual development.
 - 2. Include: Instructors who create an inclusive learning environment promote equity by using accessibility standards and learner-centered strategies when designing and delivering content. They cultivate an atmosphere in which students see themselves positively represented and experience a sense of belonging conducive to emotional well-being for learning.
 - 3. Align: Instructors who align components of learning experiences start with clear learning goals. Measurable outcomes, teaching and learning activities, assessment tasks, and feedback build on each other to support student progress towards these goals.
 - 4. Assess: Instructors who integrate assessment into their teaching develop and facilitate transparent, meaningful, assessment tasks to provide students with timely feedback on their learning and measure achievement of learning

outcomes. They regularly review data to improve instruction.

5. Integrate Technology: Instructors who integrate technology responsibly use tools to provide access to high quality instructional materials and accessible, engaging learning opportunities beyond traditional barriers of place and time.

IV. PAR Resources Canvas course for AY 21/22

- A. <https://learn.maricopa.edu/courses/1210388>
 1. Link in my email signature and on the homepage of the PAR Progress courses

V. Miscellaneous

- A. Question about reflecting on PARC feedback?
 1. Recommended but not required
- B. Question on the usage of PARC letters?
 1. Not readily used by PARC team members but the MCC senate president does have access to the letters if they need to be referenced.