# The Basic Skills Initiative & Foothill College Self-Assessment

## Section C: Staff Development Findings & Recommendations

### Effective Practice C.1: Administrative Support of Staff Development in BS/Institutional Mission Link

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| Incentives for professional growth in pedagogy and skills targeted for teachers of basic skills should be highly valued and institutionalized. | • Host a Bay Area Consortium on Basic Skills Teaching: Invite local community colleges to share assignments  
• Administration actively supports attendance at conferences on basic skills topics.  
• College designs a mission statement that affirms commitment to basic skills professional development and initiatives.  
• Professional development should be thematic, ongoing, supportive and focused on learning. |
| Opportunities to develop learning communities that enhance basic skill student learning should be provided. These should be supported by the college infrastructure, considered essential to our mission, and rewarded by release time for planning and collaboration. While developing curriculum is part of a faculty member’s “duties as assigned,” the development of learning communities and collaborative curriculum requires the synchronization of multiple disciplines, teaching pedagogies and teaching schedules. This collaboration, essential to the college mission, should be supported and rewarded. | • Begin a Teaching Academy that formalizes campus conversations on effective practices for BS students.  
• Develop more cohort scheduling for Basic Skills students  
• Invite Workforce dean to develop career paths focused on Basic Skills students.  
• Collaborate with Counseling Division to design curriculum to meet the needs of new “tech savvy” basic skills students.  
• Discuss ways to motivate students to read and write.  
• Design curriculum in portal courses, i.e. Guidance 50 and English 100 that teaches savvy student skills and time management. |

### Effective Practice C.2: Faculty Primacy in Needs Assessment and Planning of Staff Development Programs

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| Many respondents commented that there was a need to have college-centered programs focused on pedagogical practices effective with developmental students. | • Speaker Panel: visit division meetings to talk about basic skills student needs in that discipline  
• And include adaptive learning perspectives – a traveling panel of experts to foster open dialogue  
• Provide staff development strand on basic skills issues |
### Effective Practice C.3: Structure and Ongoing Support of Staff Development Programs

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| • Online: Annotated bibliography of good resources for teachers of basic skills students  
  • Online: Compile research on adult learning, brain function, learning styles so faculty can access as needed  
  • Consider pod casting panels, and the above  
  • Have a lounge with resources and library and space to talk  
  • Opening Day: Panel answering questions: Who are BS Students? What are Best Practices? | • Block Scheduling presents a problem for the planning of widely inclusive staff development programs because faculty work at all hours of the day. Specific needs are:  
  • Cognitive theory  
  • Struggling students defensive strategies  
  • Instructional design for basic skills students  
  • Multiple approaches for teaching basic skills |

### Effective Practice C.4: Characteristics of Staff Development Programs

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| The research team recognized that while 75% of our students can be described as developmental students in some areas, some faculty feel that they are not teaching basic skills students and thus have no need for training in this area. | • Build mentor programs for faculty with Basic Skills student experience to mentor others.  
• Bring the On Course workshops back.  
• Host a panel for Basic Skills students as an orientation/reality flash to the requirements in reading and writing for a variety of courses  
• Host a panel for Basic Skills students encouraging persistence in their educational goals.  
• Help faculty develop active listening skills for conferences with Basic Skills students  
• Design panel to discuss ways to mitigate the culture of cheating. Also to discuss ways to convince students that learning is the objective, not only the grade. |