



# Professional Development Strategic Plan



2022-2025

# Office of E-Learning, Innovation, and Teaching Excellence (ELITE)

ELITE provides faculty and staff with the support they need to further the mission of student success. Our workshops prepare our faculty to teach their classes both on-campus and online with the pedagogical and technological tools and knowledge. We offer a variety of workshops during the fiscal year for our staff to enhance their personal and professional development. In addition, ELITE offers several different learning pathway certificates for all employees from leadership and career development to communication and interpersonal skills.

## Professional Development Team

### Vision

Be a model for informing, educating, and inspiring all members of the MC community to reach their professional goals.

### Mission

Create an interdependent team that is innovative in identifying and addressing faculty/staff skills and knowledge needs. Contribute to MC's pursuit of access, equity, and excellence by developing resources, tools, and supports that actively engage all members of the MC community in continuous professional growth. Cultivate an environment of collegiality and collaboration, whereby all team members have opportunities to increase their knowledge, improve performance, and enhance professional satisfaction.

### Values

Commitment  
Adaptive  
Focused  
Innovative  
Collaborative

### Contact Us

Please contact Dr. Paul Miller (paul.miller@montgomerycollege.edu) regarding any questions related to the content of ELITE's Professional Development Strategic Plan.

# Contents

4	Message from Dr. Michael Mills, Vice President of ELITE
5	Message from Dr. Paul D. Miller, Professional Development Director
6	Background & Rationale
9	2022-2025: Priorities & Goals
12	Goal 1: Strategic Alignment & Integration
13	Goal 2: Employee Satisfaction
15	Goal 3: Innovation & Creativity
17	ELITE Professional Development Impact Analysis
19	ELITE Professional Development Ecosystem
27	Implementation Plan
29	The Future of ELITE Professional Development

## Message from **Dr. Michael Mills** Vice President of ELITE



Montgomery College (MC) is in the midst of an exciting and ongoing period of change, and opportunity, and the Office of E-Learning, Innovation, and Teaching Excellence (ELITE) is committed to providing excellence and leadership in professional instructional development, learning technology support, and collegewide academic initiatives. We hold ourselves accountable for seeking and providing practical, innovative solutions to enhance the learning experience of faculty, staff, and students.

MC has over twenty-five years of experience designing, offering, and funding robust programs for faculty, staff, and administrators. However, MC continues to evolve and transform to address rapid changes in the workforce and student demographics, social inequality, disparate outcomes, technological disruption, new delivery systems, and regional, national, and global competition. Clear communication of a renewed and coherent system of professional development programs, policies, and procedures is an essential step to moving forward.

In a follow-up to ELITE's three-year Virtual Campus Strategic Plan (released in February 2021), the ELITE Professional Development Team has developed a three-year professional development plan to help guide and support their efforts. Developed through a comprehensive review of the current team's functions, the Professional Development Strategic Plan outlines goals and recommendations that support employee professional development while intentionally cultivating an institutional culture of student success as a core outcome.

The ELITE Professional Development Strategic Plan aligns with MC2025, the President's strategic priorities, and the Academic Affairs goals commissioned by the Senior Vice President. This Strategic Plan affirms that desired employee outcomes are similar to those of successful students: think, communicate, create, engage, connect, grow, and achieve.



## Message from **Dr. Paul D. Miller** Professional Development Director



On behalf of the ELITE Professional Development team, thank you for allowing us to serve your professional development needs. We are committed to your professional success and are pleased to share our Professional Development Strategic Plan showcasing the broad range of career-related services and support you can expect to receive as a member of the Montgomery College (MC) community.

As we continue to restore, evolve, and transform our MC community in response to the events of the past few years, we are committed to:

- provide relevant and customized professional development opportunities for all employees;
- provide a coordinated system of support to develop skills that align and address the future-ready workforce needs of the college;
- support individuals, teams, and departments with resources and tools that identify unmet training and team-building needs; and

- leverage innovative delivery models to ensure equal access and opportunities for all community members.

The driving purpose of ELITE's Professional Development Strategic Plan is to foster participation and remove obstacles to provide a rich ecosystem of life-long learning opportunities. These opportunities are intended to build skills, inspire, and support employees and work teams to reach their fullest potential. Employee engagement contributes to innovation and organizational effectiveness, furthering the mission of MC's student success.

# Background & Rationale

*Professional development is quite simply a means of supporting people in the workplace to understand more about the environment in which they work, the job they do, and how to do it better. It is an ongoing process throughout our working lives.*

Professional development is defined as intentional efforts to improve practices based on continuous learning in every practice to acquire integrated knowledge (Guskey, 2000). Professional Development plays an essential role in all aspects of career development as employees must keep their skills current to improve their performance in their workplace.

At MC, professional development plays a vital role in equipping all employees with the knowledge and practical skills to improve performance, which in turn helps our students achieve their desired learning goals. Keeping employees flexible, innovative, and well-informed requires ongoing professional development to support the knowledge and skills needed for an ever-changing workforce (Çimer et al., 2010).

## Effective Professional Development

Effective professional development is structurally designed training that

triggers positive changes in employment practices which helps improve student learning attainment (Darling-Hammond et al., 2017). Research emphasizes the positive links between employee practices and students' learning outcomes to indicate effective professional development.

The key features of effective professional development include (a) content, (b) active learning, (c) coherence, (d) duration of programs, and (e) collective participants (Birman et al., 2000; DeMonte, 2013; Desimone, 2009; Sokel, 2019).

## Content

Professional development centering on specific content aligned to MC's roles (e.g., leadership, academic discipline, soft skills, etc.) can significantly impact productivity and student learning outcomes. Emphasizing professional learning through job-related knowledge

and relevant skills enhance learning attainment and application (Lambert et al., 2007; Lieberman et al., 2008).

### Active learning

Active and interactive learning experiences include problem-solving, sharing and discussion, simulations, role-playing, etc. Through active learning, employees can learn from one another, try out new techniques, reflect on their performance, and appreciate new learning experiences rather than just lecturing, which is considered a traditional teaching method (Çimer et al., 2010; Sokel, 2019).

### Coherence

Alignment between professional development, educational policy, and trends in higher education support MC's strategic goals and priorities. Fostering connection between professional development opportunities and authentic job-related contexts, such as challenges and concerns (Sahin & Yildirim, 2016), materials and contribution to employee learning (Desimone & Garet, 2015), and theoretical and practical contents (Posnanski, 2002), ensure all employee needs are addressed.

### Duration of Program

Providing time and strategic opportunities for employees to engage in ongoing professional development is essential for improving job-related functions (Porter et al., 2003; Quick et al., 2009).

### Collective Participants

Working collaboratively toward MC's goals is an asset for all employees. Consequently, professional development opportunities should be organized in a way that allow employees to be interactive in the reflection of best practices and in sharing strategies and ideas (Guskey, 2003), as well as in providing solutions to any concerns (Garet et al., 2001).

ELITE's Professional Development Strategic Plan aligns with MC2025 the President's FY23 Priorities, and the Academic Affairs Goals

## Summary

Employees are at the center of an ever-changing education landscape. Changes and innovations in job performance require investment in professional development to meet the demands of our students and community. MC's sustainability depends on effective professional development opportunities for its employees.

ELITE's Professional Development team strives to provide professional development programs that are effective and meaningful for all employees. Under the guidance of MC's leadership, the professional development team aims to provide continuous professional, personal, and organizational learning through many modes, including cohorts, institutes, classes, conferences, workshops, webinars, travel-study, demonstrations, on-the-job training, coaching, mentoring, and special events.

At its best, ELITE's professional development offerings are purposeful, planned, supported, and demonstrated through the individual employee's annual goals, created in collaboration with the supervisor. Application of learning, knowledge, skills, and attitudes in

the workplace results in new strategies and practices, fuels innovation at all levels of the college, and furthers the mission of student success.

To ensure the effectiveness of professional development offerings and activities, it is necessary to take the key features (i.e., content, active learning, coherence, duration of the program or learning opportunity, and collaborative participants) into account. Through a collaborative approach to professional development planning and a variety of follow-up activities to evaluate the impact of the professional development, MC can elevate professional skills, increase job satisfaction, and impact student learning.





## 2022-2025: Priorities & Goals

*Once you have a clear picture of your priorities, that is your values, goals, and high-leverage activities - organize around them.*

*- Steven Covey*

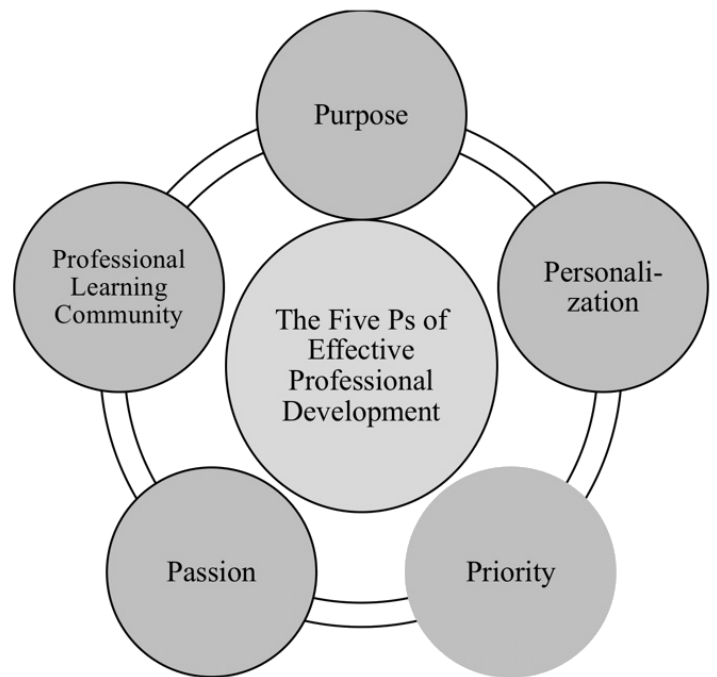
### Priorities

The five P's of effective professional development (Anderson, 2018) define the ELITE Professional Development team's priorities for professional development. The five Ps include purpose, personalization, priority, passion, and professional learning community. Figure 1 provides a visual representation of the five Ps.

The value of using the five P's as a foundation for an interactive approach to employee professional development is that the needs of both are better met from an institutional perspective and an individual employee perspective.

Figure 1.

*The five Ps of effective professional development.*



### Priority 1: Purpose

The first P focuses on the purpose of professional development. From both MC and the employee's perspective, a clear purpose should establish the need for professional development. At MC, the rationale for professional development is clear. As MC2025 Goal V states, MC is to invest in its employees to ensure that the college has a future-ready workforce.

### Priority 2: Personalization

The second P focuses on the personalization of professional development. When addressing professional development from an individual employee's perspective, personalization is central to achieving one's goals. Professional development must be centered on employees' needs for their development. This is the primary reason why an interactive approach to professional development is vital to the success of MC.

### Priority 3: Priority

The third P focuses on the priority of professional development. When individuals begin identifying purpose and personalizing their professional development, one tendency

is to become overwhelmed by so many things that could be done to improve as an employee. When one is overwhelmed, one result is often to do nothing to improve because there is too much to improve. Therefore, employees need to prioritize the list of areas in which they could develop and limit their focus to a single item at a time.

### Priority 4: Passion

The fourth P focuses on the passion for professional development. Passion is what drives us to accomplish our goals. If we want passionate employees, we must have passion for professional development. We must ensure that professional development aligns with identified needs and employees' interests.

### Priority 5: Professional Learning Communities

The final P focuses on professional learning communities (Lave & Wenger, 1991). Learning is a social process, and as employees interact with others in their professional development, they should have others who can help hold them accountable for their learning.

## Goals

*Three goals will drive the ELITE Professional Development team's Strategic Plan for the next three years.*

### Goal 1: Strategic Alignment & Integration

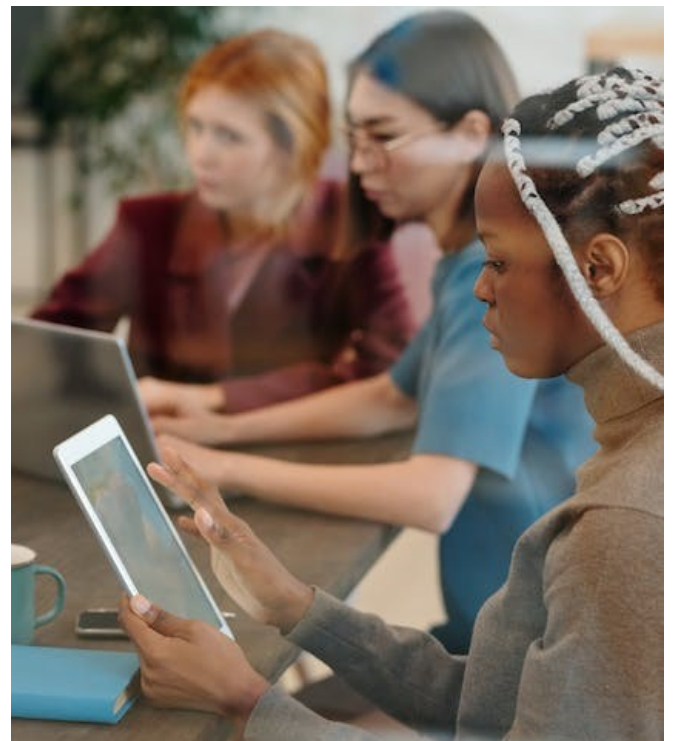
Strategic alignment includes integration with MC's organizational strategies and across MC's divisions, management strategies, and approaches. Grounded in access, equity, and equal opportunities for employee success, our goal is to support and navigate the changing landscape of higher education by developing focused leadership, good communication, building new skills, and preparing a future-ready workforce willing to take risks and innovate.

### Goal 2: Employee Satisfaction

Research tells us that professional development is an important factor in job satisfaction. Grounded in access, equity, and equal opportunities for employee success, our goal is to provide a coordinated system of professional development opportunities that address employees' behavioral, technical, and leadership skills.

### Goal 3: Innovation & Creativity

Creativity and innovation are characteristics that employees seek to develop to help them look at the world in new ways and form ideas to improve or add to it. Grounded in access, equity, and equal opportunities for employee success, our goal is to empower MC employees to generate ideas, take risks, and recognize opportunities through problem-solving, relationships, and self-expression.





# Goal 1: Strategic Alignment & Integration

*Strategic alignment includes integration with MC's organizational strategies and across MC's divisions, management strategies, and approaches. Grounded in access, equity, and equal opportunities for employee success, our goal is to support and navigate the changing landscape of higher education by developing focused leadership, good communication, building new skills, and preparing a future-ready workforce willing to take risks and innovate.*

## Vision

- Align all ELITE professional development opportunities to MC's goals and strategic priorities defined by MC2025 and leadership priorities and goals.

## Objectives

- Evaluate ELITE-sponsored professional development opportunities to ensure alignment with MC2025 goals and/or leadership priorities.
- Embed leadership, communication, skill building, and future-ready workforce competencies in all professional development opportunities.
- Expand professional development supports for MC's Virtual and East County Campuses.

## Outcome & Indicators

- All professional development is aligned to MC2025 goals and/or leadership priorities.
  - ELITE professional development database reflects strategic alignment.
  - Strategic alignment is included in all Workday descriptions.
- MC community is aware of alignment to MC2025 goals and/or leadership priorities.
  - Professional development participant evaluations assess participants' understanding of strategic alignment.
- Meet the professional development needs of the MC workforce.
  - ELITE is represented in college-wide strategic planning.
  - ELITE is provided with the funding to support identified professional development solutions.

## Goal 2: Employee Satisfaction

*Research tells us that professional development is an important factor in job satisfaction. Grounded in access, equity, and equal opportunities for employee success, our goal is to provide a coordinated system of professional development opportunities that address employees' behavioral, technical, and leadership skills.*

### Vision

Cultivate an environment of collegiality and collaboration whereby all members of the MC community have the opportunity to increase their knowledge, impact, performance, and job satisfaction.

### Objectives

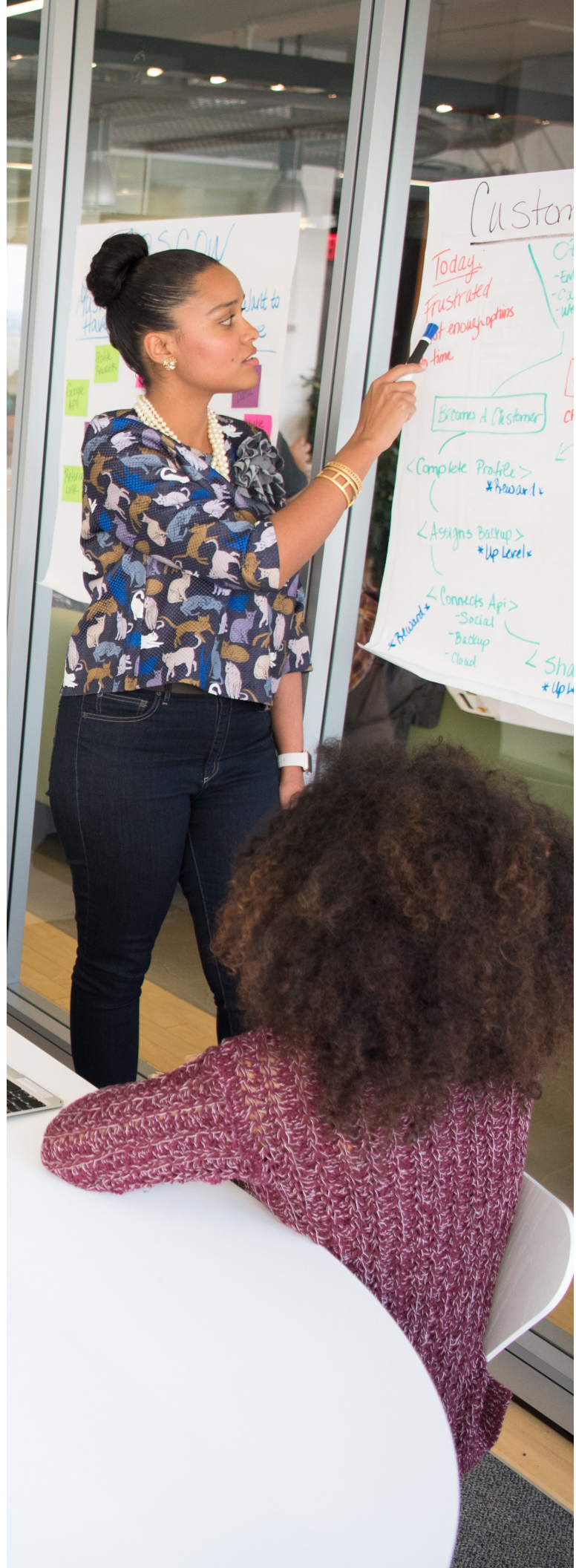
- Engage the MC community in the identification and planning of professional development.
- Execute a wide range of employee professional development to address behavioral, technical, and leadership development.
- Provide multiple modes of professional development (e.g., virtual, face-to-face, etc.) to support employee agency.
- Routinely evaluate and share professional development satisfaction ratings with the MC community.

### Outcome & Indicators

- Professional development is centered on specific/identified content aligned with employee needs.
  - Disciplinary faculty associates inform/support professional development planning, implementation, and evaluation.
  - Staff surveys and focus groups inform/support professional development planning, implementation, and evaluation.
- Professional development opportunities are designed with contemporary learning theories and instructional best practices.
  - Active learning, simulated, and/or experiential experiences are integrated into professional development opportunities.
  - Participant satisfaction ratings (defined by (1) facilitator knowledge, (2) workshop outcomes met, and (3) workshop applications) remain above 90%.

## Outcome & Indicators continued

- All professional development opportunities are connected thematically to support the duration requirement needed to promote skill attainment and changes in behavior.
  - MC's required training includes adding up to six (6) hours of employee-selected professional development in support of performance goals. *Requires collegewide approval.*
  - EAP requests are aligned with personalized professional development goals documented in Workday.
- All professional development opportunities provide multiple ways for knowledge sharing and problem identification/solving to support of personal and professional growth.
  - Employees self-select professional development based upon skill gaps and identified needs.
  - Professional development opportunities are designed with TPACK and SAMR



## Goal 3: Innovation & Creativity

*Creativity and innovation are characteristics that employees seek to develop to help them look at the world in new ways and form ideas to improve or add to it. Grounded in access, equity, and equal opportunities for employee success, our goal is to empower MC employees to generate ideas, take risks, and recognize opportunities through problem-solving, relationships, and self-expression.*

### Vision

Identify and address employee skill gaps and knowledge needs through ideation, collaboration, and ongoing assessment.

### Objectives

- Explore the combination of facilities, skills, and technologies to produce, deliver, and support MC products or services.
- Leverage communities of practices to explore technological advancements, changes in employee requirements, or outdated professional development opportunities.
- Differentiate and diversify the levels of professional development offered by the ELITE Professional Development team.

### Outcome & Indicators

- A collegewide cross-functional/departmental planning committee.
  - Disciplinary faculty associates integrated in ELITE's Return on Learning Committee (ROL).
  - Strategic partnerships between the ELITE Professional Development team and other MC Divisions/Units (e.g., HRSTM, OCRE, OEI, OIRE, etc.).
- A future-ready workforce defined by industry standards and trends in higher education.
  - A full suite of professional development opportunities throughout the fiscal and academic years designed to address behavioral, technical, and leadership skills and competencies.



## Outcome & Indicators *continued*

- A formalized mechanism to capture employee professional development needs across all operational aspects of MC.
  - ELITE professional development sub-team projects aligned with identified needs.
  - ELITE representation across the various committees and voluntary governance opportunities.
- Technology is utilized to support employee job functions across all operational aspects of MC.
  - Technology is integrated into the context of all pedagogical methods.
  - Technology is utilized by staff to increase productivity and resource management.



## ELITE Professional Development **Impact Analysis**

	<b>2022*</b>	<b>2021</b>	<b>2020</b>
Total # of Workshop Opportunities	1,185	656	882
Total # of Workshop Attendees	9,472	17,118	5,276
Workshop Satisfaction Rating	92%	92%	91%

**97%** OF FACULTY BELIEVE THAT ELITE'S PROFESSIONAL DEVELOPMENT OPPORTUNITIES ARE RELEVANT TO THEIR WORK.

Source: Summer 2021 Institute

*Effective professional development is intensive, ongoing, and connected to practice; focuses on the teaching and learning of specific academic content; is connected to other school initiatives; and builds strong working relationships among teachers.*

– Linda Darling-Hammond & Ruth Chung Wei, 2009

### Testimonials

**I am impressed by ELITE workshops! They are always incredible!**

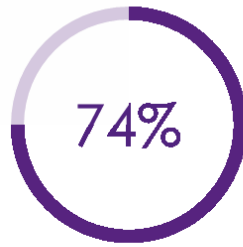
**Incorporating practical tips will make my class more equitable and inclusive.**

**ELITE's workshop are very informative and allowed me to see what I need to improve to further incorporate strategies to support students my students.**

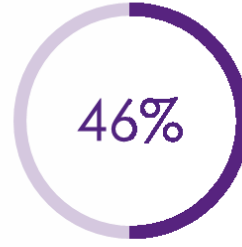
**ELITE's workshops are powerful, not only because of the excellent content, but because the facilitators quietly put the principles into practice during the actual presentations.**



of faculty believe that technology plays a significant role in their classroom.



of employees believe that professional development is a top priority.

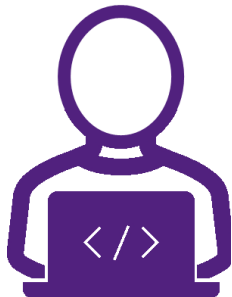


of employees believe that they lack the training needed to utilize technology daily.



the average amount of time each MC employee devotes annually to professional development.

Source: ELITE Evaluations



95% Virtual

Source: ELITE



4,700  
monthly page views

5 minutes per visit

Source: Google Analytics

## Satisfaction Ratings

### Program Type



30 minute Speed Sessions - 97%



1-2 hour Workshops - 94%



6 hour Workshops Series - 92%



Extended Cohort Programs - 95%



Learning Pathway Programs - 91%

Source: ELITE Evaluations

94% OF EMPLOYEES BELIEVE THAT  
PROFESSIONAL DEVELOPMENT OPPORTUNITIES  
ARE VERY IMPORTANT.

Source: ELITE Evaluations



## ELITE Professional Development Ecosystem

*The ELITE Professional Development team is committed to providing programs, classes, and services that support employees and work teams and impact student success!*

### A Coordinated Systems Approach

All aspects of ELITE's professional development have been created in alignment with all of the operational elements anchored by MC's vision and mission. This alignment substantially influences the professional development team's commitment to providing access, equity, and equal opportunities for employee success through professional development.

Aligning all the parts of the ELITE professional development system through a shared vision with MC will substantially increase its impact (Fullan, 2007). Because every system is composed of microsystems, the effectiveness of any intervention increases when all those systems are aligned, establishing an environment driven by a vision that allows the system to address both positive and negative intentions and consequences.

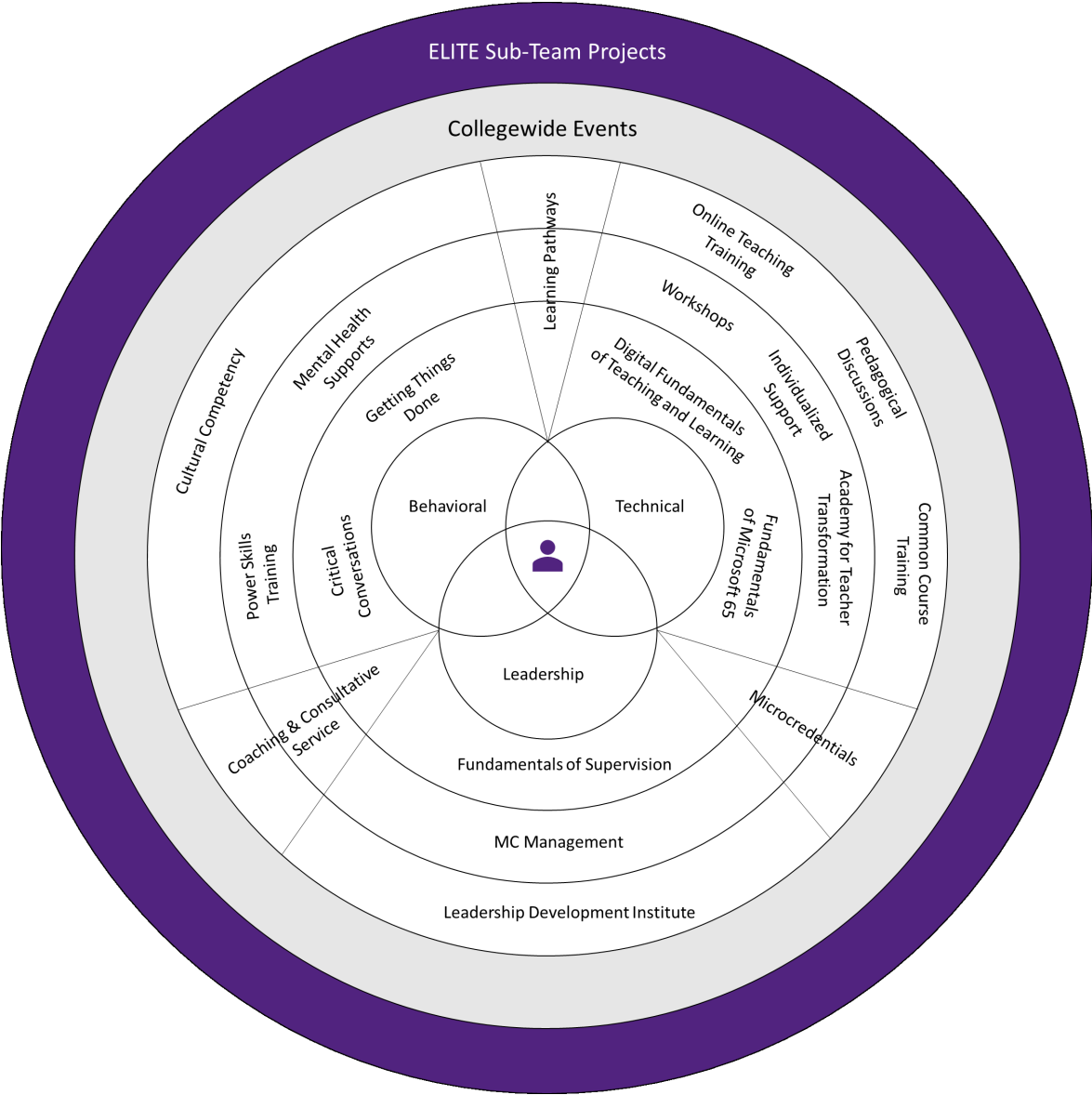
Through the effective implementation of a comprehensive professional development plan, the ELITE Professional Development team can tap into the synergy of this systems approach to ensure that the interrelationships are mutual, beneficial, and focused on optimal learning (Morrison et al., 2003).

Understanding that a system is not just parts of an institution but how all those parts work together in either a nested or a networked approach is a crucial way of exploring professional development fidelity and its intended outcomes. The combination of resources, employees, leadership, and other tools can affect the quality of outcomes and employee learning and application. Professional development outcomes increase among employees when the time and resources are provided to support a collaborative problem-solving and knowledge-sharing model.

The conceptual model of ELITE's professional development ecosystem (Figure 2) is influenced by Bronfenbrenner's (1979) Nested Ecological Systems Model. Bronfenbrenner's model was used to identify factors that need to work together to support a coordinated system of professional development to address employees' behavioral, technical, and leadership skills.

Figure 2.

*ELITE's Professional Development Ecosystem.*



# ELITE Professional Development Ecosystem

## *A Whole Person Approach to Professional Development*

A whole-person approach to professional development draws from Maslow's Hierarchy of Needs as foundational tenets for educators to provide learners with a robust and supportive learning environment. Everyone on the ELITE Professional Development team plays an essential role in helping employees reach their full potential through professional development.

ELITE's Professional Development team focuses on three skills to support a whole-person approach to professional development (1) behavioral, (2) technical, and (3) leadership.

### Behavioral Skills

Behavioral skills are interpersonal, self-regulatory, and task-related behaviors connected to successful performance in education and workplace settings. The behavioral skills are designed to help individuals succeed through effective interactions, stress management, and persistent effort (Elchert et al., 2017).

### Technical Skills

Technical skills, also known as hard skills, are the specialized knowledge and expertise required to perform specific tasks and use specific tools and programs in real situations. Diverse technical skills are needed across the MC, from digital literacy to pedagogical approaches to support MC's diverse community.

### Leadership Skills

Many broad and specific skill areas are significant for leaders. These include strategic thinking, planning and delivery, people management, change management, communication, persuasion, and influencing (Skills You Need, 2022).



# ELITE Professional Development Ecosystem

## *ELITE Professional Development Sub-Team Projects*

Innovation, growth, and change are powered by creative thinkers throughout MC, whatever their role. To spur creativeness and innovation across the MC community, the ELITE Professional Development team has been divided into sub-teams to work across all operational services and disciplines to identify and create innovative solutions to problems or issues that need to be addressed.

Team projects allow us to reengage with the MC community in a strategic, thoughtful, and relevant way as we continue to evolve and transform into a post-pandemic institution. Team projects allow us to take a systems approach to identify and contribute to the vision and mission of MC. Team projects encourage us to explore the college inter-relationships (context and connections), perspectives (each person has their unique perception of the situation), and boundaries (agreeing on scope, scale, and what might constitute an improvement). By taking this approach, the ELITE Professional Development team remains at the forefront of

innovating and addressing complex situations.

The ELITE Professional Development team and the MC community will build upon our strengths and weather the stages of change to form high-performing teams focused on clearly identified goals, results, and impact on the MC community.





## Team Projects in Action

### ***Rising Digital Technology Use at MC***

Education at Montgomery College (MC) has become more digitally supported, and faculty use of Open Educational Resources (OERs) and Reusable Learning Objects (RLOs) has become a mainstay at MC and other colleges worldwide. Over the past two years, faculty, support staff, students, and ELITE at MC have identified and evaluated a variety of open-source, web-based applications and content creators and concluded that OERs and RLOs have the potential to redefine how education is delivered, tracked, and experienced by students and can also save funds associated with curriculum and support materials. MC's commitment to OERs and research in this area has led to an institutional adoption of Pressbooks (an open course content management system designed for creating eBooks) and the redesign of MC's Spanish 101 and 102 courses to replace a suite of fee-based practice activities with a series of free RLOs powered by H5P. H5P is a free and open-source content collaboration framework based on JavaScript. Utilizing a participatory action research model, faculty and students continue to collaborate to inform the design, development, and refinement of H5P RLOs designed to meet institutional goals through targeted student practice. OERs and RLOs are foundational elements of the MC Open Initiative, which provides professional development and materials to faculty and students to adopt OERs to save students money while attending MC. Since its inception in 2017, it is estimated that students have saved \$9 million due to the faculty's intentional use of OERs at MC.

The image displays two examples of H5P (Hypermedia Project) activities. The left activity, titled "Un día en la vida de Claudia y sus amigos," features a photo of three young women and a matching exercise where users drag words to corresponding images. The right activity, titled "Los cumpleaños (Birthdays)," is a multiple-choice question asking for the month opposite to a given date (e.g., "Siempre el día se escribió antes del mes, ODDM, the opposite of English. Example: 5/12 = el mes es diciembre"). It lists names and birth dates, and provides a table of months for selection.

Sample H5P activities used in SPAN 101.

# ELITE Professional Development Ecosystem

## *Collegewide Events*

### Faculty Showcase

ELITE's Annual Faculty Showcase provides full and part-time faculty with an opportunity to learn from each other through demonstrating and exploring promising teaching practices with colleagues across disciplines.

### Love of Teaching Conference

The Love of Teaching conference celebrates the work, the love of teaching, and the power of being an unforgettable and impactful instructor. Regardless of the topic, faculty come together at this conference to network, share, discuss, learn, and celebrate their profession and remember the reasons for becoming an educator.

### ELITE After Dark

ELITE After Dark offers some of ELITE's most popular professional development opportunities on the first Monday and Tuesday of each month between 7:00-9:00 pm.

### Professional Week

Professional Week officially kicks off the start of each semester with various professional development opportunities offered by the College and ELITE. As we continue to evolve and transform from the recent events of the pandemic, over 30 different professional development opportunities are designed to provide faculty with a chance to reconnect in the spirit of Teaching and Learning Together.

### Summer Staff Professional Development Days

Summer Staff Professional Development Days offer various professional development opportunities specifically designed to address staff needs. Over 20 professional development opportunities are designed to provide staff with a chance to connect in the spirit of community betterment.

# ELITE Professional Development Ecosystem

## *Programs*

### Management & Leadership

**Fundamentals of Supervision** is a newly defined cohort program designed for aspiring and recently appointed individuals elevated to supervisory positions at MC. In addition to examining the essential skills and knowledge required of supervisors, this program guides MC employees through the complex landscape of modern supervision, where change, tradition, and innovation are always in play.

**MC Management** is a cohort program designed to help current supervisors and managers develop their skills and competencies to manage their employees and work strategically rather than reactive. Participants emerge with new knowledge and a common set of skills and abilities that aid in a consistent manner of managing people at MC. Manage yourself, manage others, and manage within the MC system.

**Leadership Development Institute** is a cohort program that promotes the philosophy that people lead from where they are and, therefore, focuses on the participants' self-awareness of personality, vision, influencing, building relationships, and interactions with others.

**The Global Leadership Program** draws from valuable research, theory, and diagnostic tools from world re-known experts in leadership, organizational behavior, and culture. Classes aim to develop a participant's knowledge and abilities to lead effectively in organizations with a high degree of cultural (i.e., national, regional, ethnic, gender, generational, disciplinary) diversity.

### Teaching and Learning

**Digital Fundamentals for Teaching and Learning** is a group of classes that assists those who educate students in developing the skills necessary to use Blackboard effectively in either an on-campus or remote teaching environment.



Various **workshops** are offered throughout the semester focusing on teaching and learning, skill development, and content.

**The Academy for Teacher Transformation** is a series of three interconnected sessions designed to provide opportunities for faculty and instructional staff to become actively involved in meaningful discussions, content planning, and learning activities that support collaboration, problem-solving, and knowledge sharing

**Pedagogical Discussions** is a series of six thematically linked roundtable-style workshops designed to engage faculty in reflective practices to support the integration of diversity, equity, and inclusive practices into their courses.

**New Faculty Orientation** is a bi-annual program facilitated by ELITE for new full and part-time faculty members.

The **Online Teaching training** prepares MC faculty to build and teach online or blended courses. This fully-online course begins around the third week of each semester and runs for seven weeks. The course guides faculty through planning, building, and preparing to teach their own online or blended course.

## Skills Training

**Fundamentals of Microsoft 365** is a series of workshops to support Microsoft 365 application use. Workshops are offered at the beginning, intermediate, and advanced levels.

**Power Skills training** explores the essential soft skills employers look for in their employees. Training topics include personality, attitude, flexibility, motivation, and manners.

**Crucial Conversations** is a class that teaches skills for creating alignment and agreement by fostering open dialogue around high-stakes, emotional, or risky topics—at all levels of the organization.

Visit the ELITE Catalog to  
Explore Current Professional  
Development Offerings  
[www.pressbooks.montgomerycollege.edu](http://www.pressbooks.montgomerycollege.edu)

**Getting Things Done** is an online training that teaches individuals how to increase focus on the most meaningful work, organize information, prioritize commitments, create mental space, and achieve stress-free productivity. It's productivity with purpose.

**Learning Pathways.** A Learning Pathway is a group of courses organized in a theme to teach a specific group of skills.

Current Instructional Learning Pathways for faculty:

- Cool Technology Tools for Educators
- Creating an Inclusive Classroom
- Integrative Learning
- Moving Beyond Cool Tools, Establishing and Maintaining Instructor Presence

Current Staff Learning Pathways:

- Change Management
- Communication and Conflict
- Communicating Professionally in the Workplace
- Crucial Conversations & Crucial Accountability

- Customer Service
- Effective Committees
- Management
- The Valuable Employee

## Research and Fellowship

The **Faculty Analysis of College Transformation (FACT) Fellowship** serves as a vehicle to promote research, support the integration and transformation of knowledge in teaching and learning continuum, and promote the application of knowledge to solve problems identified in the MC community.

The **International Dialogue towards Excellence in Academia (IDEA)** is a global community of practice established to share resources and provide just-in-time support to instructors in our respective communities to help support instructional best practices and technology use as we refine our abilities and ready for the post-pandemic world.

**Tech-it-Out** is a collegewide community of practice that helps to identify learning technology tools and strategies that enhance the student learning and teaching experience.

# ELITE Professional Development Ecosystem

## Resources & Services

### The HUB

The HUB is ELITE's virtual space for teaching resources. With new content added frequently and easy navigation, the HUB provides just-in-time training, quick explanations, and helpful advice on the art and science of teaching.

### The ELITE Digest

The ELITE Digest provides information about professional development opportunities, virtual campus, multicultural moments, teaching tips of the month, teaching tips with technology, return to work tips, ELITE podcasts, and H5P interactive games.

Visit the HUB to stay connected with ELITE

[mcblogs.montgomerycollege.edu/thehub/](http://mcblogs.montgomerycollege.edu/thehub/)

### Specialty Programs

The Facilities and Public Safety Institute (FAPSI) is focused on meeting the immediate professional development needs of facilities and public service employees with flexible offerings in the form of specialized speed sessions. The initiative is a series of targeted classes in the following areas: technology (MS Office 365, Workday), human resources processes (leave, EAP, timesheets), and power skills (customer service, communication, supervision).

### Coaching & Consulting

ELITE provides coaching and consulting services to units, departments, and groups so they may become more effective and productive. ELITE staff partner with each of our clients to customize our approach to help clients respond to current challenges and set specific goals for future direction.

# Implementation Plan

MC values comprehensive employee development opportunities at all organizational levels inside and outside the college. ELITE provides employee development experiences (i.e., professional, personal, and organizational learning), instructional development, learning technology support, and college-wide academic initiatives. Furthermore, each college area provides customized training based on the needs of that specific area. Additionally, external opportunities for employee development include formal training, professional organization development, tuition reimbursement, and sabbatical and professional development leave programs (see HRSTM website for more information).

Katherine Tucker's (2013) Professional Development Taxonomy will be used to support the planning and implementation of ELITE's Professional Development Strategic Plan.

Tucker's Professional Development Taxonomy is a framework that organizes and describes a progression of professional learning activities. This framework helps plan professional development opportunities, support implementation, measure progress, and evaluate results. Divided into five phases, each focuses on a different element of professional learning.

## Phase 1: Build Knowledge

During this initial stage, employees develop an awareness and knowledge of the opportunities available to them. This phase focuses on increasing information about the professional development opportunities, understanding "what it is," and developing a deeper conceptual understanding awareness, including comprehending models, theories, principles, and generalizations of the topic.

## Phase 2: Develop Skills

During this phase, the focus is on learning "how to do it." What skills and processes do employees need to know to apply to their understanding of the professional development topic?

## Phase 3: Apply to Practice

This phase emphasizes preparing, implementing, and refining practice. The learner is beginning to determine when and how they prepare to implement the new learning. This phase also includes beginning use and experimentation with the new procedures within the learner's professional context. At this point, learners must be supported without being distracted or deterred by a high-stakes evaluation. Next, the learner refines their practice, moving towards high quality, consistent application of the new practices. Collaboration becomes key to being able to refine and share practice.

## Phase 4: Improve Results

By Phase 4, collaboration becomes central to improving results and extending impact. Improving outcomes includes assessing progress, reflecting on the results of that assessment, and establishing a

continuous improvement cycle is implemented.

This phase is achieved through a collaborative approach since it represents a shared understanding of what effective practice looks like and how to improve the collective impact of the skills or knowledge gained through the professional development activity.

## Phase 5: Impact

In the final phase, the emphasis is on how progress is made by individuals, by collaborative learning teams, and how the learning is applied. The impact may be extended to other groups through additional professional development opportunities or refined based on participant feedback.





# The Future of ELITE Professional Development

To build upon ELITE's professional development with a strategic focus on the development of a future ready workforce to serve our students, the ELITE Professional Development Team offers recommendations for the future of ELITE Professional Development. We believe that the following recommendations meet the moments of a changing MC as we transform into a post-pandemic institution.

These recommendations and action opportunities are offered to optimize ELITE's capacity to continue to address the professional development needs of all MC employees. They align and intersect with MC2025 and current leadership priorities. The recommendations are built upon the three goals outlined in this Strategic Plan:

1. Strategic Alignment & Integration
2. Employee Satisfaction
3. Innovation & Creativity



## Recommendation 1

Provide internal professional development to the ELITE Professional Development team to prepare a future-ready workforce ready to support the ever-changing needs of MC employees.

### Action Opportunities

- Reimagine ELITE Professional Development team job functions (Instructional Designers and Training Coordinators) to incorporate a 15% personal professional development goal aligned with industry explications and future-ready skills.
- Establish/Pilot a personalized professional development accountability network driven by team interdependence, equal opportunities for success, and departmental recognition.
- Provide agency for ELITE Professional Development sub-teams to identify, develop, implement, and evaluate projects aligned to MC operational needs.
- Reduce the reliance on external contractors by leveraging MC employees' talents and knowledge, resulting in a 30% reduction in costs to be reinvested in ELITE Professional Development team training and support.

## Recommendation 2

Establish a research-based process to support personalized professional development planning and goal setting across the MC community.

### Action Opportunities

- Operationalize MC2025 Goal V (Invest in our Employees) and the President's Priority 4 (strengthen employee engagement and develop a workforce to prepare our students for a rapidly evolving future) through employee professional development goal setting documented and monitored through Workday.
- Adopt a five (5) step personalized professional development planning cycle to support the identification, development, and evaluation of employees' personalized professional development needs.
- Develop My Personalized Learning Accountability Network (MY Plan), a peer-based system of support to aid in employee motivation, accountability, and recognition of personal professional development goals tracked through Workday.



## Recommendation 3

- A. Redesign all legacy professional development programs (e.g., MC Management, Leadership Development Institute, etc.) to support of a future-ready workforce.
- B. Redesign the COVID-Inspired Fellowship to broaden research opportunities for faculty.

## Action Opportunities

- Operationalize MC2025 Goal V (Invest in our Employees), the President's Priority 4 (strengthen employee engagement and develop a workforce to prepare our students for a rapidly evolving future), through employee professional development opportunities designed with the future in mind.
- Analyze and redesign, if appropriate, all professional development programs based on participant feedback and evolving industry standards and trends identified through the ELITE program development and life-cycle process.
- Redesign the COVID Inspired fellowship to ensure continued faculty research and fellowship opportunities.
- Reconceptualize the President's Innovation Leadership Institute (PILI) with the new MC President to support executive leadership development and succession planning.

## Recommendation 4

Offer ELITE professional development to the broader Montgomery County Community through WDCE.

## Action Opportunities

- Operationalize MC2025 Goal V (Invest in our Employees), Goal III (fuel the economy and drive economic mobility), and the President's Priority 3 (expand partnerships to strengthen our community and empower economic mobility).
- Support the development of Montgomery County's workforce through existing and newly developed professional development programs.
- Establish a WDCE partnership to offer ELITE Microcredentials (e.g., Cultural Competence Badge, etc.) to the Montgomery County business community.
- Support the professional development needs of the eFaculty Fellowship for Dual Enrollment with Academic Initiatives.

## References

- Anderson, N. J. (2019) The five ps of effective professional development for language teachers. *Mextesol Journal*, 42(2). [https://www.mextesol.net/journal/index.php?page=journal&id\\_article=3416](https://www.mextesol.net/journal/index.php?page=journal&id_article=3416)
- Birman, B. F., Desimone, L., Porter, A., & Garet, M. (2000). Designing professional development that works. *Educational Leadership*, 57(8), 28-33.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Çimer, S. O., Çakır, İ., & Çimer, A. (2010). Teachers' views on the effectiveness of in-service courses on the new curriculum in Turkey. *European Journal of Teacher Education*, 33(1), 31-41.
- Darling-Hammond, L., Hyler, M., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute.
- DeMonte, J. (2013). High-quality professional development for teachers: Supporting teacher training to improve student learning. *Center for American Progress*.
- Desimone, L. M., & Garet, M. (2015). Best practices in teacher's professional development in the United States. *Psychology, Society and Education*, 7(3), 252-63.
- Elchert, D. M., Latino, C. A., Bobek, B. L., Way, J., & Casillas, A. (2017). The importance of behavioral skills and navigation factors for education and work success. Act. <https://www.act.org/content/dam/act/unsecured/documents/R1633-behavior-and-navigation-2017-04.pdf>
- Fullan, M. (2007). *The new meaning of educational change* (4th ed.). Teachers College Press.
- Garet, M. S., Porter, A., Desimone, L., Birman, B., & Yoon, K. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915-945.
- Guskey, T. R. (2000). *Evaluating professional development*. Corwin Press.
- Guskey, T. R. (2003). What makes professional development effective? *Phi Delta Kappan*, 84(10), 748-750.
- Lambert, M., Wallach, C., & Ramsey, B. (2007). The other 3 R's. *National Staff Development Council*, 4, 36-40.

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press.

*Leadership skills*. (2022). Skills You Need. <https://www.skillsyouneed.com/leadership-skills.html>

Lieberman, A., & Pointer Mace, D. (2008). Teacher learning: The key to educational reform. *Journal of Teacher Education*, 59(3), 226-234.

Morrison, G. R., Ross, S. M., & Kemp, J. E. (2004). *Designing effective instruction* (4th ed.). John Wiley & Sons, Inc.

Porter, A. C., Garet, M., Desimone, L., & Birman, B. (2003). Providing effective professional development: Lessons from the Eisenhower program. *Science Educator*, 12(1), 23-40.

Posnanski, T. J. (2002). Professional development programs for elementary science teachers: An analysis of teacher self-efficacy beliefs and a professional development model. *Journal of Science Teacher Education*, 13(3), 189-220.

Sahin, I., & Yildirim, A. (2016). Transforming professional learning into practice. *ELT Journal*, 70(3), 241-252.

Sokel, F. (2019). The effectiveness of a professional development course: Teachers' perceptions. *ELT Journal*, 73(4), 409-418.

Tucker, K. (2013). *The professional development taxonomy*. Insights for Learning.

Quick, H. E., Holtzman, D., & Chaney, K. (2009). Professional development and instructional practice: Conceptions and evidence of effectiveness. *Journal of Education for Students Placed at Risk*, 14(1), 45-71.

#### Image Disclaimer

All pictures appearing in the Professional Development Strategic Plan are from Pixabay.com. No attribution is required.

