



PROFESSIONAL DEVELOPMENT POLICY

Cultural Center for Language Studies

Professional Growth and Development Policy

It is the joint responsibility of both CCLS instructors and administration alike to review and assess employee performance and development needs on a regular basis and to establish and implement a plan to meet those needs. CCLS supports development activities that address and meet these professional growth needs with a structured PD Plan that tracks development in several categories. Instructors participating in development activities are encouraged to share and implement their ideas where appropriate.

Options

Professional development activities include, but are not limited to: learning opportunities; mentoring; challenging assignments; courses of study leading to certificates, diplomas, or degrees; conferences; workshops; seminars; webinars; video and audio materials; and computer-based learning. Likewise, adjunct instructors are also required to engage in activities that will further their professional development in order to continue providing services to CCLS.

Annually, all faculty and adjunct instructors create a Development Plan based on their individual interests and the needs of their students. The plan targets several categories of development: methodology and pedagogical theories, linguistics and accent reduction, grammar and language functions, classroom management, student assessment processes, using resources, and technology.

Methodology and Pedagogical Theories: Instructors will familiarize themselves with current methodologies and investigate how these pedagogical approaches align with their own teaching practice.

Linguistics and Accent Reduction: Instructors will acquire a useful knowledge base of linguistics and phonetics to prepare them for courses and lessons specifically focused on accent reduction and pronunciation.

Grammar and Language Functions: Instructors will develop strategies for explaining structures and functions of language. They will become better equipped to point out common mistakes, set up scaffolding, and edit student work.

Classroom Management: Instructors will develop classroom management strategies that target issues such as engaging students, creating a cooperative learning environment, and instructing students of different ages.

Student Assessment Processes:

Instructors will familiarize themselves with methods to evaluate student academic knowledge.

Using resources: Instructors will expand on their ability to successfully use corpus resources, or resources that draw from an authentic and principled collection of texts.

Technology: Instructors will build an awareness of blended learning and the ways in which this multimodal approach can benefit their students.

Other: Conventions and other multi-subject events that will contribute to the instructors' professional development.

These Development Plans and their attached documents are then reviewed and approved by the School Director. For development goals not addressed by those Employee Development Activities outlined above, instructors may identify outsourced training opportunities offered by membership organizations, other training providers, or colleges.

CCLS recommends their instructors complete ten hours of professional development per year.

Documentation

Copies of certificates received from all training should be forwarded to the School Director and must be documented on the final Professional Development Plan and within each instructor's file.