

*Professional development offers faculty the opportunity to experience transformational learning by discovering and experiencing, first-hand, the techniques, tools, processes, philosophy, and culture of Process Education. This helps them to elevate their practice, increasing learner success and growth in their own students.*

### Genesis of the Teaching Institute

Between 1985 and 1992 Pacific Crest held more than 500 workshops to support the use of its problem-solving and modeling software PC:SOLVE; these workshops focused on instructional computing and the design of learning activities (Pacific Crest, 1992). During the course of running these workshops, it became apparent that there was an acute need for engaged and innovative faculty to collaborate and share teaching and learning discoveries with others (Dan Apple, personal recollection). This was the impetus for creating the Problem Solving Across the Curriculum Conference (Kramer & Beery, 1990).

This conference was successful and it triggered animated discussions that lasted well into the night. As a result of this success, Pacific Crest partnered with the SUNY Training Center, IBM ACIS, and the FACT committee to sponsor a teacher workshop series in the spring of 1991, supporting seven different disciplines at six locations across New York State for a total of 42 workshops (SUNY Training Center, 1991). The first Pacific Crest Teaching Institute was held later that summer (Apple, 1991), its content based on lessons learned from hundreds of workshops and discussions with thousands of educators, not least the more than 20 faculty who elected to stay an extra day at the PSAC conference and collaborate on the Learning Process Model (See the **Learning Process Methodology** section).

### The Pieces and Patterns

While this was only the first Teaching Institute, as has been noted in other sections of this article, so many of the critical pieces of Process Education were already in place: learning as a process, the Learning Process Model, discovery learning, learning skills, a focus on problem solving, cooperative learning, mentoring, peer coaching, and assessment (Apple, 1991). The goal of the institute is, “to help its participants to be successful change agents to help their college to increase their educational outcomes.” The Teaching Institute also focused on growing both the learning and teaching processes of faculty by having them play the role of learners. As stated in the notes for the Teaching Institute, “To illustrate what education and learning is all about, this session is organized to use (and improve) the processes that we are developing” (Apple, 1991).

The following line from the notes is perhaps more critical, at least from the perspective of a professional development program: “The facilitators are interested in modifying and evolving the teacher institute's curriculum.” This seemingly trivial sentence is actually a commitment not only to teaching the process of assessment, but also to **practicing** it: seeking continual improvement on the basis of research, collaboration, and learning. It is for this reason, more than any other, that the professional development offerings have continued to grow; the growth is based on the synergy between participants, facilitators, and mentors. The more any of us learn, the more we have to share. Every Pacific Crest institute, including the first Teaching Institute in 1991, has sought assessment feedback from participants; the current institute assessment form is available online at: <http://fs20.formsite.com/pacificcrest/form24/> (Pacific Crest, 2015b).

### The Structure of the Teaching Institute: Walking the Talk

Because the principles of Process Education, particularly assessment, are consistently modeled with faculty during workshops and teaching institutes, assessment-based feedback from participants led to changes in subsequent institutes, with major changes integrated on a yearly basis. Two early pieces of feedback requested 1) breaking the Teaching Institute into daily workshops spread over time, and 2) bringing in faculty who were experts in Process Education who have experienced the Teaching Institute (these are now termed “Teaching Institute mentors”). As a result, during 1994/1995, the Teaching Institute was presented as a flexible four-part series of half-day workshops (Dan Apple, personal recollection). It is worthy of note that each of these “parts” is still present, in some form, in the current Teaching Institute:

- Part 1: An Introduction to Process Education
- Part 2: Designing Process Curricula
- Part 3: Implementing Process Curricula
- Part 4: Modeling Process Education with Students

From 1993 to 2000, the Teaching Institute Handbook content and activities expanded:

- 1993: 54 pages (Pacific Crest)

- 1995: 100 pages (Apple)
- 1998: 180 pages (Apple & Krumsieg)
- 2000: 260 pages (Apple & Krumsieg)

### Offering Specialized Content: Other Institutes

The 4-part separation of the Teaching Institute shows the ease with which the array of content offered in the Teaching Institute can be parsed out to support more specialized interests. The most popular content from the Teaching Institute tended to be that which related to designing process curricula. Just as many educators were motivated to devise learning activities to support classroom use of PC:SOLVE (see the **Activity Books** section), so too were participants in Process Education workshops and institutes often motivated to create process-oriented curricula. To support these educators, Pacific Crest held its first Curriculum Design Institute in 1995 (Dan Apple, personal recollection).

The first Advanced Teaching Institute was held in 1996 with the goal of expanding the community of research-based practitioners and their expertise. Four years later, the number of professional development institutes offered by Pacific Crest virtually exploded (see Figure 1). The *Teaching Institute Handbook* was divided into additional stand-alone handbooks to support requested professional development institutes, each with their own specific content and activities. Institutes created in this way include the Program Assessment Institute, the Facilitator’s Institute, and the Interactive Learning Systems Institute. Between 2000 and 2014, 18 new institutes were created, as shown in Figure 1.

### From Handbooks to the *Faculty Guidebook*

As with the notes for the Teaching Institute (Apple, 1991), each time a professional development institute

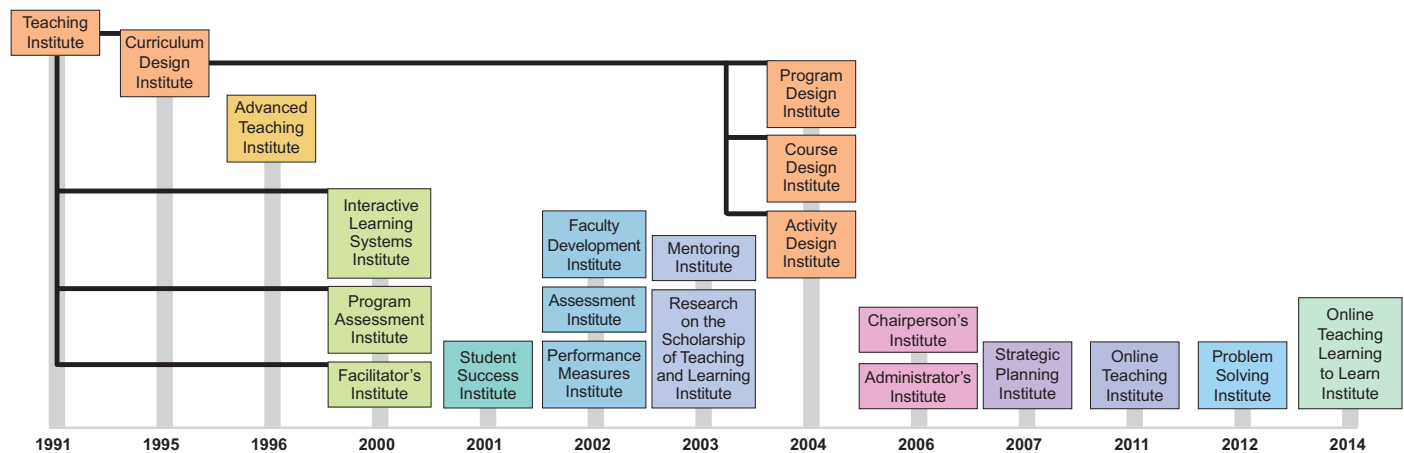
was designed, a handbook was also created to fully support institute participants. Beginning in 2002, Approximately 70 members of the Academy of Process Educators collaborated to elevate the content available in the institute handbooks to the level of scholarship, and published modules 2 or 4 pages in length and collected in annual editions of the *Faculty Guidebook* (Beyerlein, Holmes, & Apple, 2007). The *Faculty Guidebook* thus represents a minimum of 16 years of Process Education scholarship and professional development experience and is now a resource used to continually upgrade institute and workshop handbooks.

### A Formal Program Design

In 2008, after the completion of the 4<sup>th</sup> (and current) edition of the *Faculty Guidebook*, Pacific Crest held an Instructional Design Institute under the leadership of Steve Beyerlein, Carol Holmes, and Dan Apple. During this institute, nearly 40 members of the Academy of Process Educators participated and collaborated in designing the Pacific Crest Faculty Development Program. The newly published modules, *Methodology for Program Design* (Davis, 2007) and *Profile of a Quality Faculty Member* (Collins & Apple, 2007) were critical tools used during this process, especially when it came to determining and defining the key performance areas that the Professional Development Program would support. The final areas selected are shown in Figure 2. Since its completion, the Faculty Development Program Design document has been available on the Pacific Crest web site: [http://www.pcrest.com/program/prog\\_design.pdf](http://www.pcrest.com/program/prog_design.pdf) (Pacific Crest, 2008a). Figure 3 shows an excerpt from the program design document which shows how different institutes map to the performance areas.

Once the program itself was designed, the group was divided into ten teams, each responsible for using the *Methodology for Course Design* (Davis, 2007) to redesign

**Figure 1** Timeline of the Pacific Crest Professional Development Program (dark lines represent a division of content and creation of a new institute from that content)



**Figure 2** Key Performance Areas in the Pacific Crest Professional Development Program

**Assessor** Focuses on the assessee's needs; collaboratively designs an assessment process; stays focused on the chosen design through careful observation; analyzes the data for meaning; uses interactive feedback to solidify strengths; offers clear action plans; shares insights to produce significant understanding without being judgmental.

**Collaborator** Values the synergy of relationships and teams; plays a variety of roles effectively while helping others perform their roles effectively; compromises self for the betterment of all.

**Designer** Clearly defines desired results; creates precise dimensional learning outcomes; defines the activities and processes used to produce the results; identifies ways to embed assessment in order to increase quality; produces an evaluation system to assure desired results.

**Evaluator** Knows where value is essential; designs the appropriate times for determining whether or not value is being produced by setting clear expectations and standards; uses unbiased judgments to reward performance.

**Facilitator** Inventories and monitors collective needs; helps synthesize a clear set of outcomes; focuses on process rather than content; shares ownership in making decisions; and constantly strives for improved quality by strengthening the process.

**Innovator** Is willing to take the risk of trying new perspectives, approaches, and ways of working in order to improve educational outcomes; not only accepts that willingness to change is a key component of growth, but also embraces the idea that creativity and experimentation are positive attributes for both learners and educators.

**Leader** Cultivates a clear vision of a desired future and ably shares through understandable stories; develops plans others can follow and models behavior for others while conveying belief in their ability and helping them succeed in realizing this vision.

**Learner** Constantly seeks additional knowledge by systematically using professional development plans; leverages experts and resources; assesses his or her own learning performance; and validates his or her own learning.

**Measurer** Identifies critical qualities; creates performance criteria; identifies best items to measure; effectively times when and how to measure with appropriate accuracy and precision.

**Mentor** Enters into a defined relationship with respect for the potential of the mentee; plays the role of coach and advisor by helping establish the mentee's personal goals; identifies activities and means to grow performance to achieve the desired results within a specific time period.

**Planner** Identifies the people, resources, and organizational studies required to produce desired outcomes; aligns resources to support activities in pursuit of chosen outcomes; understands the importance of sequencing and timelines; appreciates the nature of explicit milestones and measurements.

**Problem Solver** Ably identifies and defines problems frequently not seen by others; identifies issues and clarifies assumptions necessary to solve the problem; and effectively closes the gap between expectations and reality by using previous solutions to build upon past successes.

**Researcher** Identifies and states quality research questions by operating from a consistent inquiry mindset; uses appropriate methods; effectively articulates findings to a community of scholars.

**Teacher** Uses a learner-centered approach to help learners prepare learning plans; cultivates productive learning communities; bonds with learners; and helps learners meet their intended outcomes through the use of embedded assessment.

one of the 10 most popular institutes. As with the program design document, the course design document for the Teaching Institute is available online: [http://www.pcrest.com/program/CD\\_Tl.pdf](http://www.pcrest.com/program/CD_Tl.pdf) (Pacific Crest, 2008b).

### Organization of the Professional Development Program

Prior to program design work, available institutes had been organized into six general areas of performance: teaching, instructional design, student success, technology, assessment, and institutional effectiveness (Pacific

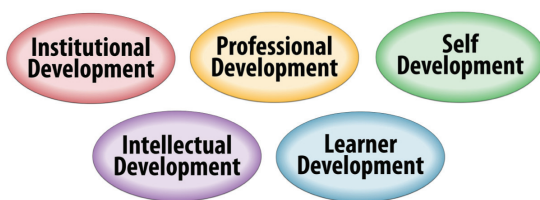
Crest, 2007). That changed with work on the current edition of the *Faculty Guidebook*. Based on the model of the Compass of Higher Education (see the **Culture of Success** section), the 4<sup>th</sup> edition of the *Faculty Guidebook* was organized into sections representing the roles viewed as primary for educators in an enriched learning environment (see Figure 4).

Because professional development institutes continually push the scholarship of Process Education even as PE scholarship enriches available institutes (as well leading to new institutes and workshops), the institutes offered by

**Figure 3** Mapping Between Institutes and Performance Areas

Institute	Area 1	Area 2	Area 3
Activity Design Institute	Designer	Planner	Problem Solver
Advanced Teaching Institute	Learner	Teacher	Researcher
Assessment Institute	Assessor	Measurer	Evaluator
Chairperson's Institute	Leader	Collaborator	Facilitator
Change Projects Institute	Innovator	Planner	Leader
Course Design Institute	Designer	Planner	Evaluator
Facilitator's Institute	Facilitator	Innovator	Planner
Faculty Development Institute	Innovator	Planner	Leader
Leadership Institute	Leader	Facilitator	Problem Solver
Learning to Learn Camp	Mentor	Assessor	Facilitator
Mentoring Institute	Mentor	Facilitator	Assessor
Performance Measures Institute	Measurer	Researcher	Evaluator
Program Assessment Institute	Measurer	Designer	Assessor
Program Design Institute	Designer	Collaborator	Problem Solver
Research on SoTL Institute	Researcher	Innovator	Collaborator
Strategic Planning Institute	Planner	Collaborator	Problem Solver
Student Success Institute	Mentor	Innovator	Teacher
Teaching Institute	Teacher	Learner	Collaborator

**Figure 4** Primary Roles of Educators in an Enriched Learning Environment



(Rather than being a section of the *Guidebook*, the area of Professional Development is represented by the totality of scholarship in the *Faculty Guidebook*.)

**Figure 5** Interest and Focus Selector (excerpted; the other four areas are also listed in the catalog)


I am interested in achieving empowerment (organizational effectiveness, faculty excellence, and improved student learning) through:

\_\_\_\_\_ *focusing on the construction of knowledge (information, understanding, application, working expertise, research) within the educational system*

**Key processes:** teaching, problem-solving, designing, planning, researching, learning

**Institutes designed to meet your needs and interests:**

Teaching Institute, Course Design Institute, Activity Design Institute, Research on the Scholarship of Teaching and Learning Institute





Pacific Crest were broadly organized into the same five developmental areas/roles for faculty. Bringing the five roles of faculty (which are also the developmental areas of Process Education) together with the key performance areas identified in the program design allowed for full alignment between the scholarship of Process Education and the organization and categorization of the wide selection of available professional development institutes.

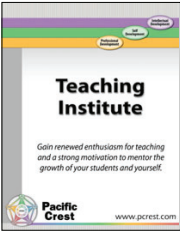
The *Faculty Development Catalog* (Pacific Crest, 2015a) “Interest and Focus” selector demonstrates this alignment and its potential for targeting and effectively meeting the developmental needs and interests of faculty. An excerpt is shown in Figure 5.

The individual institute listing within the *Faculty Development Catalog* (Pacific Crest, 2015a) also pulls the design, organization, and scholarship together, offering the

following information for each institute listed (a sample page is shown in Figure 6):

- Title
- Developmental Focus
- Length
- Overview
- Handbook Cover Image (the handbook covers are color-coded after the Compass of Higher Education so that developmental areas can be quickly seen and recognized; in this case, the Teaching Institute most supports professional, self, and intellectual development)
- Outcomes
- Sample Agenda/Institute Activities
- Performance Area

**Figure 6** Teaching Institute Listing Entry from the Faculty Development Catalog

	<b>DEVELOPMENTAL FOCUS</b>	<b>LENGTH</b>
	<i>Professional, Intellectual, Self</i>	<i>3 days</i>
<p>A Teaching Institute is our foundational faculty development event. This event offers institutions or individuals interested in converting from a traditionally-oriented classroom to one that is learner and learning-centered a base for further growth and development. Attendees actively participate in a learning community that mirrors a Process Education classroom. Participants leave with renewed enthusiasm for teaching and a strong motivation to mentor the growth of their students and themselves.</p>		
<p>During a Teaching Institute, participants observe and learn the professional practices of a process educator from the perspective of a student. They experience what it feels like to analyze, learn, and apply new material. At the same time, participants are asked to routinely reflect on what it is like to be a learner in this environment. How easily does understanding come? What does it feel like to be a student in this situation? What would I do if I were a teacher in this situation? Often when teachers learn new content, they can do so without having to reflect on their own learning processes. Similarly, when teachers practice a new teaching technique, they often practice it using material with which they are comfortable. This event uses challenging content that requires participants to cognitively explore the learning process as well as the affective issues associated with learning.</p>		
<b>OUTCOMES</b>		
<ul style="list-style-type: none"> <li>• Each participant experiences learning within a team environment by contributing to the achievement of a set of team learning outcomes</li> <li>• A wide variety of techniques and tools for teaching and student learning are used during the institute. Participants act as researchers, deciding which strategies, tools and techniques might work well (or not) in their particular learning environments.</li> <li>• Participants value the importance of self-assessment in the growth process and identify ways to make better use of specific assessment tools with students and themselves</li> <li>• Participants develop an understanding of an instructional design process that supports active learning, critical thinking, and assessment</li> </ul>		
<b>SAMPLE AGENDA (INSTITUTE ACTIVITIES)</b>		
<b>Day 1</b>	Welcoming and Introductions, Preparing for the Teaching Institute, Overview of Process Education, Constructing Team Objectives, Teaching the Reading Methodology, Levels of Knowledge, Forms of Knowledge (optional), Exploring the Learning Process Methodology, Engaging Learners in a Quality Learning Environment, Inventory of Learning and Teaching Tools	
<b>Day 2</b>	Team Reflection, Overview of Assessment (optional), Comparing Assessment and Evaluation, Facilitation Planning, Modeling a Process Education Classroom, Modeling a Problem Solving Session (alternative activity), Midterm Assessment	
<b>Day 3</b>	Team Meeting, Overview of Course Design, Creating a Syllabus, Analyzing an Activity Design, Creating an Activity (alternate activity), Professional Planning, Assessment of Institute	
<b>PERFORMANCE AREAS</b>		
Assessor Learner	Collaborator Measurer	Designer Mentor
Evaluator Planner	Facilitator Problem Solver	Innovator Researcher
		Leader Teacher

## Institutes Offered and Held

Table 1 provides an annual inventory of institutes and workshops facilitated by Pacific Crest. Contained in the table is the year a new institute was introduced, the number of times that institute has been facilitated, and the number of workshops held each year (Pacific Crest internal company records).

Just as the Teaching Institute and Curriculum Design Handbooks (Apple & Krumsieg, 2001) were divided

to support more specialized institutes, so too can any of the existing handbooks be used to support customized institutes or workshops. Figure 7 offers a listing of some of the more specialized or customized workshops offered over the years (Pacific Crest, 2015a). This list is not comprehensive; the nature of Pacific Crest's Professional Development Program and commitment to ongoing improvement through assessment and scholarly collaboration ensures that as more is learned, more is available to be shared.

**Figure 7** Listing of Specialized/Customized Workshops

<b>Developing Student Learning Skills</b>	
Understanding the Learning Process	Teaching a Quality Reading Process
The Role of Critical Thinking in Learning	The Role of Information Processing in Learning
Improving Student Self-Assessment Skills	The Role of Language Development in Learning
Teaching Problem Solving (process and skills)	Identifying Process Learning Skills for an Activity
<b>Developing Quality Curricula</b>	
Creating a Knowledge Map	Designing a Guided Discovery Activity
Creating a Methodology for a Process	Identifying Learning Skills for an Activity
Designing Quality Performance Criteria	Peer Assessing the Quality of an Activity
Building Quality Concept Models	
<b>Designing a Quality Course</b>	
Creating Measurable Outcomes	Effectively Use of a Learning Assessment Journal
Designing a Course Assessment System	Creating a Profile for Long-Term Behaviors
Designing a Course Evaluation System	How to Increase Levels of Knowledge
Designing a Quality Syllabus	Peer Assessing the Quality of an Activity
<b>Facilitating Institutional Change</b>	
Designing an Annual Review Process	Creating a Teacher Portfolio System
Creating an Operational Plan	Facilitating an Educational Focus Group Session
Learning to Do Action Research	
<b>Assessment</b>	
Effectively Using Assessment Tools	Annual Self-study and Assessment (all levels)
Assessing Assessments with Quality	Improving Students Self-Assessment Skills
Effective Placement through Assessing	
<b>Active Learning/Process Education</b>	
Becoming a High Quality Teacher	Designing an Effective Peer Coaching System
Creating a Productive Learning Environment	Designing a Facilitation Plan
Modeling a Process Education Classroom	Effectively Using Cooperative Learning
Constructive Intervention Techniques	
Using a Learning Assessment Journal	

**Table 1** Annual Inventory of Institutes and Workshops Facilitated by Pacific Crest

Event	YEAR																								
	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15
Teaching Institute	1	4	6	7	7	14	21	16	17	11	7	6	3	4	4	6	4	7	5	5	5	8	1	2	
Advanced Teaching Institute					1	1	1	3	5	4	2	1	1	1			1		1		1	1			
Curriculum Design					1	2	3	3	5	4				1											
Learning to Learn Camp					1	1	1	2	1	3	2			2	1	2	1	0	4	2	4	5	4	3	5
Program Assessment										1	5	10	2	2	3		2	1			1		1		
Interactive Learning Systems										3	2	3	2	1		1	1		1						
Facilitator's Institute										1		1				1	2	2	1				1		
Student Success										1	1	1				1	3	2	1	1	3	6	4	0	2
Assessment												1	1	1	1	2	2	3			3				
Faculty Development												1		1							1				
Performance Measures												1													
Scholarship of Teaching & Learning													2		2	1			1						
Mentoring													1	1					1						
Activity Design														1		1		1	1					1	
Course Design														1		2	4			1	1	2	1		
Chairperson																1									
Administrator																1	1								
Change Projects																	2								
Strategic Planning																	4	1							
Online Teaching Institute																					1		2	4	
Problem Solving																						1	1		
<b>Total Institutes</b>	<b>1</b>	<b>4</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>21</b>	<b>29</b>	<b>25</b>	<b>27</b>	<b>26</b>	<b>21</b>	<b>27</b>	<b>12</b>	<b>16</b>	<b>11</b>	<b>19</b>	<b>27</b>	<b>19</b>	<b>18</b>	<b>12</b>	<b>17</b>	<b>25</b>	<b>13</b>	<b>7</b>	<b>12</b>
<b>Total Workshops (1-day)</b>					<b>42</b>	<b>5</b>	<b>7</b>	<b>2</b>	<b>4</b>	<b>5</b>	<b>10</b>	<b>18</b>	<b>8</b>	<b>12</b>	<b>6</b>	<b>2</b>	<b>3</b>	<b>6</b>	<b>2</b>	<b>10</b>	<b>16</b>	<b>9</b>	<b>6</b>	<b>7</b>	<b>5</b>

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