Practitioner Projects

Practitioner Projects align with the following *Effective Practices for Basic Skills* identified in the *Basic Skills as a Foundation for Student Success* in California Community Colleges (Center for Student Success, 2007).

> C.2 = The faculty play a primary role in needs assessments, planning, and implementation of staff development programs and activities in support of basic skills programs.
> C.4 = Staff development opportunities are flexible, varied and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.
> **Effective practices vary depending on specific project proposals.

The Basic Skills Committee supports practitioner projects that have the potential to produce positive outcomes for basic skills students. Practitioner projects support innovation in process and instruction. The Basic Skills Committee welcomes Faculty and Staff to submit Project Proposal Applications that specifically align with Basic Skills Goals and have the potential to produce positive outcomes for our basic skills students. Funding is limited to a maximum of $3000 per project. Five projects were funded for 2010-2011.

> ***ESL in the ILC*** - ESL faculty participated in a workshop designed to build on the success of the Integrated Learning Center. New standards for assignments and new protocols were established. This workshop also led to the creation of a department Blackboard site, on which instructors post their ILC assignments (to promote collaboration).

> ***Creating Collaborative and Holistic Writing Center Practices*** – The Writing Center at Las Positas College provides writing resources and services for students in ALL disciplines, including basic skills, and one-on-one help with writing assignments. This project supported discussions, professional learning, and the development of writing center training materials. All the writing center staff attended a professional learning session which addressed best practices for helping students with writing, writing across the curriculum, specific strategies for working with ESL students, and the development of writing center tutor training materials. Outcomes from this session included: a new tutorial services tutor training and orientation; better, stronger instructional boundaries; and the implementation of a writing center repository that could be expanded to capture outcomes from writing center visits.

> ***Reading and Writing (RAW) Videos*** – Faculty and students worked together to co-author short videos on reading, writing, and research topics. The precise topics were determined jointly by the students and teachers, and focused on topics that would be helpful to the widest range of students across campus, such as thesis statements or how to read a textbook. The videos are posted on the RAW site for use by students and faculty across campus. This project supports the goals of faculty development and academic support. The RAW site is available for students across disciplines to help with reading and writing topics. The site is particularly valuable for our large population of students who are not yet eligible for English 1A yet are taking courses that expect 1A level reading, writing, and research. Videos are an effective way to make information accessible to students with multiple learning styles.

The videos would also be instructive for faculty, since they would model instruction on aspects of the reading and writing process.

Poetry Module for Basic Skills English – Often, instructors reserve the teaching of poetry -- both reading and writing it -- for more advanced English classes. However, poetry offers an opportunity for students to become more closely engaged with elements of language such as word choice, effect, and flow. The purpose of this project was to explore the extent to which basic skills students in English may improve their prose writing through the study of poetry, via a poetry module that was designed by participating English instructors, and implemented in English 104 or 102 midway through the Fall 2011 semester. If the project shows success, the number of basic skills students exposed to poetry would increase over time, as the poetry module would be available to future instructors.

Contextualized Math for Early Child Development – in progress.