Pacific Crest’s Advanced Teaching Institutes bring together the most experienced and successful process educators in a supportive and collegial environment where expertise, discoveries, and insights are shared openly. Building upon personal experience and a knowledge base established at previous Teaching Institutes, participants engage in activities and research that generate new knowledge and enhance personal growth.

**OUTCOMES**

- The main objective of the Advanced Teaching Institute is to help participants improve their performance as mentors, teachers, faculty members, and agents for change in higher education.
- Since assessment is essential for improving performance, assessment will be practiced in different contexts and forms throughout the Institute.
- The themes to be pursued at the event are determined by the needs and priorities of the participants.
- Educational research and generating new knowledge are priorities.
- Participants are kept abreast of new discoveries, projects and practices within the broader process education community.
- A community of practitioners evolves as individuals with common interests and shared goals learn together and from one another.
- Individual skill development and personal growth is a high priority for everyone involved.

**INSTITUTE FOCUS**

- Participants from past Teaching Institutes are welcome to attend.
- Make new friends and network with quality educators from around the country.
- Keep updated with new discoveries and research related to Process Education.
- Enhance your growth and development as a process educator.
- Address important issues and topics in various contexts within a community of knowledgeable and supportive colleagues.

**How will this Institute be different from a beginning Teaching Institute?**

The content will be new, different, and more advanced. The pacing will assume familiarity with Process Education techniques. There will be a greater emphasis on personal growth and the development of skills. There will be a greater orientation toward research (especially action research) and generating new knowledge.
Sample Activities & Topics

Reflection and Individual Learning Outcomes

Learner Centered Environment: Getting Students to Define Their Own Learning and Growth Outcomes

Creating Learning Teams

Differentiating Learning from Growth: Learner Centered Outcomes

Elevating Learning from Level 1 to Level 3: Learning Fish Bowl

Reading for Learning

Evaluating Learning

Elevating Self-Assessment Practice

Measuring Performance in a Critical Area

Assessing Self-Assessment

Effectively Using the Student Success Toolbox

Learning Journals

Self-Growth Papers

Constructive Interventions

Problem Solving Fishbowl

Advanced Techniques in Cooperative Learning
Pacific Crest: A Brief Overview

Pacific Crest is the favored strategic partner of many higher education institutions when it comes to building human and organizational capacity—whether it be in learning, teaching, mentoring, designing instruction, or assessing. Our work in these areas has resulted in the development and articulation of an educational philosophy called Process Education™, which focuses on the development of broad, transferable learning skills.

Implementation of this philosophy means using processes and tools to create new types of environments in which students take center stage and discover how to improve their learning and self-assessment skills within a discipline. This philosophy also supports the current institutional reform movement that calls for a shift in emphasis from an agenda driven by teachers’ desires and designs to one focused on student learning outcomes. It consistently seeks answers to the question, How do students learn most effectively and enduringly? and then works to translate the answer into teaching practice and, ultimately, institutional policy.

To these ends, Pacific Crest offers a variety of Faculty Development Institutes, Custom Publishing Services and the centerpiece of our ongoing commitment to Process Education™, the Faculty Guidebook.
The term Process Education™ was first used in the early 1970’s and referred to the process of educating students rather than the end product of that education. In 1994, Pacific Crest used the idea of Process Education as a launching board to develop a philosophy that encompassed and impacted each of the key educational processes: thinking, learning, mentoring, curriculum design, and assessment. From this development, it became clear how much could be gained in higher education through utilizing self-reflective thinking to grow learner performance.

The following definition provides a new way of thinking about education. The accompanying principles convey belief in the capacity of learners if new roles are assumed by teachers and learners with each placing emphasis on different processes from those commonly used in the past.

**Process Education™**

Process Education is a performance-based philosophy of education which integrates many different educational theories, processes, and tools in emphasizing the continuous development of learning skills through the use of assessment principles in order to produce learner self-development.

This philosophy is grounded in a set of eight guiding principles; four that relate to faculty performance, and four related to student performance.

**FACULTY PERFORMANCE PRINCIPLES**

- A Process Educator fully accepts responsibility for facilitating student success.
- In a quality learning environment, facilitators of learning (teachers) focus on improving specific learning skills through timely, appropriate, and constructive interventions.
- Mentors use specific methodologies that model the steps or activities they expect students to use in achieving their own learning goals.
- A Process Educator continuously improves upon existing theories, processes, and tools using active classroom observation and research.

**STUDENT PERFORMANCE PRINCIPLES**

- Every learner can learn to learn better, regardless of current level of achievement; one’s potential is not limited by current ability.
- Although everyone requires help with learning at times, the goal is to become a capable, self-sufficient, life-long learner.
- An empowered learner is one who uses learning processes and self-assessment to improve future performance.
- To develop expertise in a discipline, a learner must not only develop a specific knowledge base in that field, but must also acquire generic, life-long learning skills that relate to all disciplines.

Because these principles are performance-based, Process Education requires a commitment to active learning where learners are routinely in a position of performing rather than passively receiving knowledge from an instructor.
Pacific Crest has designed its Faculty Development Program to grow performance in not only faculty but also in staff and administration; our goal is to produce quality performers in higher education across 14 key performance areas.

*The Advanced Teaching Institute is particularly focused on development in the performance areas of Learner, Researcher, and Teacher.*

**Assessor:** Focuses on the assessee’s needs; collaboratively designs an assessment process; stays focused on 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 role 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 own learning performance; and validates 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; helps learners meet their intended outcomes through the use of embedded assessment.