

Extension Excellence in Teaching – 2007-2011 POW Worksheet

Situation:

New Hampshire is the fastest growing state in New England. The population increased from less than one million in 1980 to nearly 1.2 million in 2000. With the influx of new people come new ideas, new cultures, new expectations and new needs. To stay current and relevant to the citizens of New Hampshire, UNHCE educators must stay current with emerging issues and develop educational programming targeted toward all learners, not just traditional program area specific clientele. To accomplish this, UNHCE staff as employees of an educational organization must learn new skills and practices to remain at the cutting edge of teaching and learning. The Excellence in Extension Education interdisciplinary team is dedicated to working with UNHCE staff development personnel to infuse new training opportunities, particularly in diversity and inclusion, into each educator's professional development plan.

Assumptions:

- UNHCE will work to improve the cultural competency of the organization in response to New Hampshire's changing communities
- UNHCE staff are life-long learners and will continue to improve their teaching skills
- Because UNHCE is an educational organization, professional development of staff is a high priority

External Factors:

- Increase in New Hampshire's population
- Increased diversity of population
- Increased use of technology
- Limited time available

Outputs/Activities	Outcomes/Impact		
	Learning Outcomes	Action Outcomes	Condition Outcomes
<p>Survey staff's professional development needs including cultural competency and reflective practices</p> <p>Staff development opportunities in cultural competence, reflective practice or other subjects designed to improve UNHCE teaching and learning</p> <p>Adoption of the UNHCE Professional Development Framework</p>	<p>Extension leadership, educators and staff gain skills to increase intercultural competency</p> <p>Extension leadership, educators and staff understand changing demographics at the state, county and regional levels</p> <p>Extension leadership, educators and staff understand UNHCE's culture and how it impacts their work</p>	<p>Diverse audience participants actively collaborate in their own learning through planning, delivery and evaluation</p> <p>UNHCE develops and adopts new educational plans, programs and processes responsive to expressed needs of learners</p>	<p>UNHCE continuously works to become a culturally competent organization responsive to known and evolving demographics, census, cultures and all EEO categories</p>
	<p>EET1 - 5% of participants articulate that adaptive methods were used to meet their needs</p> <p>EET2 - 50% of UNHCE staff document the use of adaptive methods to meet the needs of diverse audiences collected through participant program evaluation, Program leader annual review, observation and self-reflection</p> <p>EET3 - 50% of UNHCE staff encourage participants to articulate their own educational needs and learning styles and their understanding of educational content</p> <p>EET6 - 50% of UNHCE staff define their own cultural perspective and how it impacts their work as Extension Educators, in annual performance evaluation, identifying at least one bias and developing a plan to address it and complete a self-survey summarizing their cultural perspective.</p>		

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<p>Survey staff's professional development needs including cultural competency and reflective practices</p> <p>Staff development opportunities in cultural competence, reflective practice or other subjects designed to improve UNHCE teaching and learning</p> <p>Adoption of the UNHCE Professional Development Framework</p>	<p>Extension leadership, educators and staff increase knowledge and skills in multiple teaching, learning, theoretical frameworks, practices, experiences, methods and modalities</p>	<p>Extension staff practice and apply new methods of teaching effective with all learners</p> <p>UNHCE leadership assesses, monitors and mentors Extension staff in learning and adopting new educational practices effective with all learners</p>	<p>UNHCE continuously works to become a learning organization that includes a culture of reflective educational practices that supports and promotes excellence in education and continually responds to changing needs</p>
	<p>EET2 - 50% of UNHCE staff document the use of adaptive methods to meet the needs of diverse audiences collected through participant program evaluation, Program leader annual review, observation and self-reflection</p> <p>EET4 - UNHCE leadership develops and pilots a new plan to assess and mentor staff in learning and adopting new educational practices</p> <p>EET5 - 50% of UNHCE staff articulate their individual theory of teaching and learning</p> <p>EET7 - 50% of UNHCE staff seek and use new internal and external professional development opportunities to learn and gain skills</p>		