Prior Learning Assessment and Recognition Information Sheet

ICP 1154—ASSESSMENT AND EVALUATION

# What is the Instructor Certification Program?

The Instructor Certification Program (ICP) is designed to enrich the depth of instructor knowledge and skill in the practice of teaching and learning at Lethbridge College. ICP courses allow instructors to collaborate with others across the college to learn from and share with each other. It is expected that instructors complete the ICP program within their first five years of instruction at the college.

# What is PLAR?

Occasionally, a new instructor has previous extended experience or knowledge in a specific area of the ICP. In this case, they are able to apply for Prior Learning Assessment and Recognition (PLAR). This means the instructor can provide evidence of learning and receive course credit without taking the course. Instructors must provide evidence that they have achieved 75-80% of a course’s outcomes.

# ICP 1154 Assessment and Evaluation Course Description and Outcomes

A variety of assessment tools are developed and examined in this course. Assessments and evaluation strategies are developed that comply with Lethbridge College assessment and grading policies and are aligned with learner needs, learning outcomes, and instructional strategies used for various delivery modes.

## Course Outcomes:

1. Choose and evaluate assessment tools with respect to validity, reliability, fairness, and concern for learner needs
2. Design an assessment strategy that aligns with assessment purposes and Lethbridge College assessment and grading policies
3. Analyze a variety of formative and summative assessments to ensure alignment with course outcomes and scaffolded learning strategies.
4. Utilize appropriate methods for the collection and reporting of assessment results, data analysis and associated feedback.

# Acceptable ICP 1154 PLAR Artifacts

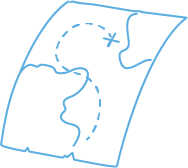
You will complete the Providing Evidence for PLAR sheet (attached below). Examples of what you might submit for PLAR for ICP 1154 are:

## Direct Documentation

Direct documentation usually takes the form of a course outline for a course where 75-80% of the course outcomes are similar to the associated ICP course (i.e., a course on learning theories or a more general education course where at least 75% of the course was about learning theories). Submit the Providing Evidence for PLAR sheet with the course outline and an unofficial transcript showing completion to [PLAR Form.](https://forms.office.com/Pages/ResponsePage.aspx?id=6fr1V66S7E-Ix74mVJMB6DBDk_zVDXBJjfwHDmbU6mNUNE01T0VWTTMxSVZSWDZIN0c2WU03S0ZUTy4u)

## Indirect Documentation

Indirect documentation can take many forms. Instructors submit an artifact(s) demonstrating their applicable competency and skill(s) along with a one-page reflection/explanation of how the artifact demonstrates their knowledge. While the submission does not need to be lengthy, it needs to clearly demonstrate achievement of 75-80 % the ICP course outcomes.

* A course outline for a course that included assessment and/or evaluation for less than 75% of the course content and outcomes, plus an artifact and reflection that demonstrates further knowledge/skill.
* Participation in updating assessments for a course or program where the instructor took a leadership role in the review and redesign of the assessments. This can be demonstrated through an explanation of that role and work completed, the learning outcomes achieved by completing it, and the changes in individual teaching and learning that have taken place.
* A combination of three of the following along with an explanation of the role taken to create them, the learning outcomes achieved by completing them, and the changes in your teaching and learning that have taken place.
  + Revised assessment(s) demonstrating meaningful consideration of reliability, validity, and/or fairness
  + A course assessment plan/map showing assessment alignment to outcomes
  + Example of meaningful integration of the Student Core Competencies into a course using assessments and/or feedback
  + Example of meaningful integration of Universal Design for Learning (UDL) in assessments and/or Authentic assessments within a course
  + Example of how you have met one or more indicators of effective practice in the “Assessment” dimension of the [Teaching Excellence Framework](https://learninginnovation.ca/tef-assessment/)
* Instructors may have other artifacts or experiences they feel shows their achievement of the outcomes. They can reach out to [PLAR@lethbridgecollege.ca](mailto:PLAR@lethbridgecollege.ca) and will be put in touch with the appropriate ICP facilitator to discuss if this experience aligns.

Providing Evidence for ICP 1154 PLAR

Instructor Name: Click or tap here to enter your name.

Which outcomes do you feel you have achieved in ICP 1154 (check all that apply)?

|  |  |
| --- | --- |
|  | 1. Choose and evaluate assessment tools with respect to validity, reliability, fairness, and concern for learner needs |
|  | 1. Design an assessment strategy that aligns with assessment purposes and Lethbridge College assessment and grading policies |
|  | 1. Analyze a variety of formative and summative assessments to ensure alignment with course outcomes and scaffolded learning strategies. |
|  | 1. Utilize appropriate methods for the collection and reporting of assessment results, data analysis and associated feedback. |

**Step 1:** Instructors can provide one of the following types of documentation to achieve PLAR credit in an ICP course. Please check the type you are submitting and include this sheet in your submission.

**Direct Documentation:** Direct documentation is usually a course outline for a course where 75-80% of the course outcomes are similar. Submit this sheet with the course outline to [PLAR Form.](https://forms.office.com/Pages/ResponsePage.aspx?id=6fr1V66S7E-Ix74mVJMB6DBDk_zVDXBJjfwHDmbU6mNUNE01T0VWTTMxSVZSWDZIN0c2WU03S0ZUTy4u)

**Indirect Documentation:** Indirect documentation can take many forms. Instructors submit an artifact(s) demonstrating their applicable competency and skill(s) along with a one-page reflection/explanation of how the artifact demonstrates their knowledge. See the PLAR Information Sheet for the course you are PLARing for options. Submit this sheet with the artifact and reflection to [PLAR Form.](https://forms.office.com/Pages/ResponsePage.aspx?id=6fr1V66S7E-Ix74mVJMB6DBDk_zVDXBJjfwHDmbU6mNUNE01T0VWTTMxSVZSWDZIN0c2WU03S0ZUTy4u)

**Step 2:** The ICP course facilitator will review the submission. If any clarity is required, they will reach out to the instructor for further details before signing off. After review, one of three things will happen.

1. **PLAR achieved:** The ICP facilitator and instructor sign [Prior Learning Assessment Application](https://lethbridgecollege.ca/document-centre/forms/registrars-office/prior-learning-assessment-application). The Educational Development Team saves all files in the CTLI SharePoint and sends the Prior Learning Assessment Application to the Registrar.
2. **Partial PLAR achieved:** The ICP facilitator reaches out to the instructor to discuss what can be done to achieve full PLAR. This will often mean completing one or more assessment activities. Once this happens, step A is complete.
3. **PLAR not achieved:** The instructor completes the ICP course for credit.