

THE INTERNATIONAL ASSOCIATION FOR APPLIED CONTROL THEORY

PROFESSIONAL DEVELOPMENT AND TRAINING PROGRAMS

FACULTY TRAINING PROGRAM

PROCESS, POLICIES AND PROCEDURES

This information describes the current faculty training process as of December, 1999. These procedures and policies have been approved by the IAACT Faculty after much input and discussion, and we hope to evaluate and improve the process as years go on. Our goal is to create a process which is congruent with our beliefs as an organization and with the principles of Perceptual Control Theory. Where difficult decisions had to be made, we hope we have opted for those choices which are based on trust, flexibility and creativity, and a desire to preserve and enhance our professional association as well as the individuals within it.

FACULTY LEVELS:

There are currently four levels of faculty in IAACT:

Act I Practicum Facilitator
Act II Practicum Facilitator
Act I Instructor
Act II Instructor

There are competencies developed for each of the above levels, and we have designed the program so that competencies build one level upon the other. We have agreed, therefore, that faculty will move through the levels in sequence.

MENTORS AND FACULTY ADVISORS

For the sake of clarification, we have differentiated between faculty advisors and mentors. As faculty advance through the program, they will be choosing two faculty advisors to help them develop a program to fulfill the competencies for each level they aspire to. This is a special long term relationship in which the advisor agrees to serve as advisor, counselor, preceptor, teacher, instructor, tutor, monitor and proctor. Faculty advisors and participants will be expected to negotiate with each other as to any financial arrangements involved.

Mentors, on the other hand, are persons with whom the participant works in a less formal manner, generally to learn a specific set of skills or to experience new ways of teaching. Various people may add breadth, depth and understanding of Applied Control Theory as they serve as mentors.

Mentoring is a process which we see as part of our professional responsibility to improve the organization and the quality of everyone's teaching and learning. When we mentor, there is no expectation of financial remuneration. A participant will have two faculty advisors at each level, but there may be many mentors who assist in that process, and they will serve as the primary contact between the participant and the organization.

FEES

The issue of fees has been discussed carefully, and we have tried to keep fees at a reasonable level. Training program entry and exit fees go to IAACT to support its operations and develop the quality of the Association which we all represent. These fees are not part of the financial arrangements to be negotiated with faculty advisors. These are administrative fees to support the Association supporting us all. Also, because faculty status gives someone an opportunity to generate revenue representing IAACT, these nominal fees above can be recouped quickly when faculty status has been achieved. All checks should be made out to "IAACT."

THE FACULTY TRAINING PROCESS:

To enter the Faculty Training Program, the first step is to send a letter of intent to the Director of the Professional Development Committee designating the level being aspired to.

Upon receipt of the letter above, the applicant will be sent the current competencies for faculty programs and a list of all current IAACT faculty. The next step is for the applicant to find two faculty advisors to assist him/her in developing a program to meet the specified competencies.

It is our belief that the quality of our association will be enhanced as we continually develop a shared understanding of our core beliefs, our knowledge of applied control theory, and our common desire to not only teach these ideas, but to live them. In line with this belief, one of the major goals of the Faculty Training Program is to create caring and collegial relationships among our faculty, leading to an appreciation and respect for various perspectives, personalities, and teaching styles. As a variety of role models and learning experiences are necessary to achieve these goals, we have agreed:

A) At least one of the faculty advisors must be new at each level. (A policy is also being discussed which would stipulate that in the interests of providing many kinds of experiences, that no faculty advisor could work with a participant for more than two levels.)

B) Faculty advisors must be at or above the level aspired to. The following chart describes minimum requirements in this area:

<u>Level Aspired to:</u>	<u>First Faculty Advisor</u>	<u>Second Faculty Advisor</u>
Act I Practicum Facilitator	Act I Facilitator or Above	Act II Facilitator or Above
Act II Practicum Facilitator	Act II Facilitator or Above	Act I Instructor or Above
Act I Instructor	Act I Instructor or Above	Act II Instructor
Act II Instructor	Act II Instructor	Act II Instructor

** In unusual circumstances where exceptions to the above policy seem warranted, the participant may submit a letter to the PDC providing a rationale for that desired exception. A determination will be made by the PDC based on criteria currently being developed.

When the participant has agreements from two faculty advisors to help him/her develop and co-evaluate program competencies, the participant must submit those names and the following "Program Entry Fee" to the Professional Development Committee.

<u>Level Aspired to:</u>	<u>Program Entry Fee</u>	<u>Program Exit Fee</u>
Act I Practicum Facilitator	\$100	\$100
Act II Practicum Facilitator	\$100	\$100
Act I Instructor	\$200	\$200
Act II Instructor	\$200	\$200

* In situations where the above amounts present a hardship, payment plans may be negotiated with the PDC.

** Faculty members from the William Glasser Institute must pay fees and demonstrate competency at each IAACT level in consultation with their IAACT faculty advisors.

There are no time restrictions in the IAACT process, however, and if competency is demonstrated, the process can go as quickly as participants and faculty determine it should.

Upon acknowledgement of program entry fee and faculty advisor choices, the participant and his/her faculty advisors will develop an advising plan and program of study to achieve and demonstrate competencies at the specified level. Duration of program, specific learning activities, use of mentors, financial remuneration, and program content are all negotiable between the participant and faculty advisors. When all three have agreed that the competencies have been met, a letter of completion should be submitted to the PDC accompanied by the appropriate program exit fee.

PROFESSIONAL DEVELOPMENT COMMITTEE

The Professional Development Committee of IAACT is charged with facilitating the process of developing, clarifying and communicating policies and procedures for faculty development which reflect the overall desires of the membership. In general, the committee seeks input from the membership in order to develop policies that will lead to quality. Final policies must be approved by the IAACT Executive Committee and Faculty. The current Facilitator for the Professional Development Committee is Dr. Barnes Boffey and he can be reached at 113 True's Brook Rd. W. Lebanon, NH 03784
Phone and Fax; 603-298-1010

E-Mail: Barnes_Boffey@alohafoundation.org

PROFESSIONAL DEVELOPMENT CHECKLIST

- 1) Letter of intent to the PDC
What Faculty level are you aspiring to?
- 2) Materials Sent to You By PDC:
Materials Include:
PDC Training Program Guidelines
Current Faculty of IAACT
Competencies for Faculty Training
- 3) Two Faculty Advisors found by participant
(see PDC Training Program Guidelines for choosing appropriate faculty advisors)
- 4) Letter sent to PDC with names of Faculty Advisors
- 5) Program Entry Fee sent to PDC (Checks made out to IAACT)
- 6) Training Program developed, evaluated and completed by Advisors and participant
- 7) Letter of Completion and Program Exit Fee Sent to PDC by Participant and Advisors

COMPETENCIES AND PERFORMANCE INDICATORS

*“My interest does not lie in raising parrots
that just rehash ‘their masters voice,’
but rather in passing the torch to
‘independent and inventive, innovative and creative spirits.’” Victor E. Frankl*

*It is important as you look at this body of work that you have a basic
understanding of the structure and how it is intended to be implemented. As well
as an agreement on some basic terminology.*

For the purposes of simplicity we have chosen to use the word **Advisor** to describe a faculty member who chooses a special long term relationship and has agreed to act as *advisor, counselor, preceptor, teacher, instructor, tutor, monitor and proctor* for a **mentee**. This is not intended to be a prohibitive relationship. Many other people will periodically add depth, breadth and understanding of the Application of Perceptual Control Theory acting as **Mentors**. However, the “Advisor” will be the primary contact for the mentee and the organization.

What appears first are the competencies that a person aspiring to a particular faculty level must demonstrate. Each competency is then followed by a “coaching checklist” that provides performance indicators. Performance indicators express the level of performance that needs to be achieved and demonstrated. The check list is intended to facilitate discussion with the mentee, their Advisor, and other faculty members. The checklist is usually marked on a scale of 1- 5 or simply “yes” and “not yet”. (1: Little or no evidence, 2: Limited evidence or inconsistency, 3: Some evidence, 4: Consistent evidence which meets expectations, 5: Area of strength)

The checklist is also to be used to assist the mentee in the development of their personal development plan and to aid in their personal self evaluation. A **personal development plan** is an ongoing plan for professional growth and continual integration of the ideas into the faculty members teaching and personal life.

*“The difference between novices and experts in a field appears to be
that experts tend-because of a great deal of experience in a field-
to organize information into much larger chunks,
while novices work with isolated bits of information.”*

Benjamin Bloom

Competencies for IAACT Faculty

**Embedded in the following demonstrations
is the knowledge of:**

1. The major components of Perceptual Control Theory (PCT) *and*
2. The basic concepts of Reality Therapy and other applications of PCT

Faculty Members Will Be Able To:

- Integrate Perceptual Control Theory into interactions with participants
- Self Evaluate
- Create an effective learning experience for participants
- Role Play
- Articulate the essence of written, and/or video works on the subject of PCT and related topics
- Coach other Faculty and Mentees*
- Make a unique contribution to the body of work of Applied PCT**

*Begins at Level I Instructor

**Level II Instructor

Checklist for ACT I Practicum Facilitator

Integrates Perceptual Control Theory into interactions with participants.

- Clearly creates conditions for participants self-evaluation
- Effectively collapses conflict
- Guides feedback in relation to components of PCT
- Clearly articulates the basic concepts of another application of PCT e.g. circle of strength, restitution, nectar, overall direction, reinventing yourself.

Self Evaluation

- Self evaluation is insightful
- Appropriate resources are integrated into personal development plan

Creates an effective learning environment.

- Appropriate resources are integrated into teaching
- Purposefully creates involvement with every participant
- Develop a 30 hour Practicum experience which extends the integration of ideas from ACT I.

Role Plays

- Effectively Demonstrate:
- A positive counseling environment
- Procedures that lead to change
- Alternate ways

The knowledge for this level can be gained through, reading, viewing, observation of training, development of a portfolio and or individual discussions with faculty. The skill

competencies for this level can be demonstrated in small group, large group or one on one sessions with participants and faculty.

Checklist for ACT II Practicum Facilitator

Integrates Perceptual Control Theory into interactions with participants.

- Clearly creates conditions for participants self-evaluation
- Effectively collapses conflict
- Guides feedback in relation to components of PCT
- Accurately provides information about other applications of PCT, e.g. circle of strength, restitution, nectar, overall direction, reinventing yourself.

Self Evaluation

- Self evaluation is insightful
- Appropriate resources are integrated into personal development plan
- Reflects in depth understanding of PCT

Creates an effective learning environment.

- Appropriate resources are integrated into teaching
- Purposefully creates involvement with every participant
- Develops a 30 hour Practicum experience which is tailored to the skill level of participants
- Identification of participant's skill level is accurate
- Effectively coaches participants in preparation of certification presentations

Role Plays

- Effectively Demonstrate:
- A positive counseling environment
- Procedures that lead to change
- Alternate ways

The knowledge for this level is gained through, reading, viewing, observation and instructing of training and individual discussions with faculty. It may include the continued development of a portfolio. The skills and competencies for this level are demonstrated in small group, large group or one-on-one sessions with participants and faculty.

Checklist for ACT I Instructor

Integrates Perceptual Control Theory into interactions with participants.

- Clearly creates conditions for participants self-evaluation
- Skillfully deals with confrontation and conflict
- Guides feedback in relation to components of PCT
- In depth understanding of PCT is demonstrated throughout
- Provides detailed understanding of one other application of PCT e.g. circle of strength, restitution, nectar, overall direction, reinventing yourself.

Self Evaluation

- Self evaluation is insightful
- Appropriate resources are integrated into personal development plan
- Reflects in depth understanding of PCT

Creates an effective learning environment.

- Appropriate resources are integrated into teaching
- Purposefully creates involvement with every participant
- Teaching is flexible and addresses multiple learning styles
- Teaching is flexible and designed to be a catalyst for the personal shift or participants from Stimulus Response to PCT
- Identification of participant's skill level is accurate
- Effectively coaches participants in preparation of certification presentations

Role Plays

- Effectively Demonstrate:
- A positive counseling environment
- Procedures that lead to change
- Alternate ways

Faculty Relationship

- Develops a supportive relationship with other faculty
- Develops mentoring or Advisory relationships with mentee(s)

The knowledge for this level is gained through, reading, viewing, observation & instructing of training at all levels and individual discussions with faculty. Continued development of a portfolio/project is encouraged. The skills and competencies for this level are demonstrated in small group, large group and one on one sessions with participants and faculty.

Checklist for ACT II Instructor

Integrates Perceptual Control Theory into interactions with participants.

- Clearly creates conditions for participants self-evaluation
- Skillfully deals with confrontation and conflict
- Guides feedback in relation to components of PCT
- In depth understanding of PCT is demonstrated throughout
- Provides detailed understanding of several other application of PCT e.g. circle of strength, restitution, nectar, overall direction, reinventing yourself.

Self Evaluation

- Self evaluation is insightful
- Appropriate resources are integrated into personal development plan
- Reflects in depth understanding of PCT

Creates an effective learning environment.

- Appropriate resources are integrated into teaching
- Purposefully creates involvement with every participant
- Teaching is flexible and addresses multiple learning styles
- Teaching is designed to be a catalyst for the personal shift or participants from Stimulus Response to PCT
- Teaching is designed to be a catalyst for participant application personally and professionally
- Identification of participant's skill level is accurate
- Effectively coaches participants in preparation of certification presentations

Role Plays

- Effectively demonstrate with all types of clients:
- A positive counseling environment
- Procedures that lead to change
- Alternate ways
- Effectively provide multiple paths

Faculty Relationship

- Develops a supportive relationship with other faculty
- Develops mentoring or Advisory relationships with mentee(s)
- Unique contribution is inventive and substantiated by PCT

The knowledge for this level is gained through, reading, viewing, observation & instructing of training at all levels, individual discussions with other faculty. The skills & competencies for this level are demonstrated in small group, large group & one on one sessions with participants and faculty as well as the day to day living of the individual.