



National Center for Competency Testing®

CPI®

Faculty Development Guide

National Center for Competency Testing
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Dear Director of Education:

- Does your accrediting agency want proof that your teachers can teach?
- Would you like your faculty to hold certifications as instructors?
- Do you need a simple faculty development plan?

After giving a presentation at the 2004 national ACCET meeting (*Making Sure our Teachers can Teach*), NCCT was approached by a number of schools who wanted all of the above. We listened and created the **CPI® Faculty Development Guide** for schools who wanted their instructors to prepare for our Certified Postsecondary Instructor (CPI®) exam. This guide will steer your faculty through the CPI® Review Book contents, one topic at a time, and can be done in your own facility. Finally, you can have a faculty development plan that provides an objective, third-party outcome measure when completed— national certification as an instructor!

Our goal is to help you make faculty development easy. How? One way is to set aside one hour regularly (e.g. Lunch and Learn) to bring your teachers together. This can be once a month, once a week, or whenever the schedule allows. You will need to appoint an experienced group leader to guide discussion. Then, give a copy of the “CPI® Faculty Development Guide” to the group leader and purchase CPI® Review Books for each instructor. The group leader will schedule meetings and let the instructors know what to read in the CPI® Review Book to prepare for each discussion.

This **Guide** will take the group, step by step, through the content addressed in the CPI® Review Books (Volumes 1 and 2) and the exam. It is organized in three columns.

- (1) Topic-for the Discussion
- (2) Learning Activities-Suggested Discussion Questions
- (3) Additional Notes-Extra Activities, Projects, JFF* Ideas (*just for fun)

Read. Meet. Discuss. It’s that simple. At each meeting, the group leader should keep an attendance record, which provides an ongoing record of faculty development efforts for accreditation or any other purpose. When your teachers feel prepared, they can take the CPI® exam. With certification, you will not only have proof of their competence but proof that your ongoing faculty development plan is effective, as verified by a third party. The CPI® exam can be an outcome measure for both.

Would you like to be able to say you have a school full of Certified Postsecondary Instructors? Just use the free CPI® Faculty Development Guide, order CPI® Review Books for your instructors, and you’ll be on your way.

Sincerely,

Kay C. Bertrand

Vice President of Education Development
kay@ncctinc.com

CPI[®] Faculty Development Guide

| TOPICS | ACTIVITIES | ADDITIONAL NOTES |
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| <p><u>Topic (above line)</u> Reading Assignment in the CPI[®] Review Book, Volume 1</p> | <p><input checked="" type="checkbox"/> Discussion questions and topics are marked with this symbol. They are meant to guide review, but not to limit discussion. They are starting points.</p> | <p>Additional information, follow up suggestions, or ideas that are just plain fun!</p> |
| <p><u>Adult Learners</u> Pages 17-21</p> | <p><u>Discussion</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> What does the author (Imel) describe as the typical characteristics of adult learners? <input checked="" type="checkbox"/> In an ideal adult classroom, how does one create a climate for adult learning? <input checked="" type="checkbox"/> How can an instructor make time for adults to share life experiences? <input checked="" type="checkbox"/> How can the classroom be a participatory environment instead of a lecture hall? <input checked="" type="checkbox"/> Rapport with instructors is considered crucial for non-traditional student success in college. How do you establish rapport with your students? | <p><u>Investigate</u> Do you have any behavioral issues with adults in your classrooms? It is hard to know which to address immediately in the classroom, which to ignore and hope they will go away, which to address privately, and when to refer students for formal disciplinary action. How are those lines set?</p> |
| <p><u>Teaching adults: How is it different?</u> Pages 12-13, 22-25, 26-29</p> | <p><u>Discussion</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Even though your students are over 18, do they always act like adults? <input checked="" type="checkbox"/> Discuss the characteristics of fully mature versus immature students. <input checked="" type="checkbox"/> If you have students at both ends of the maturity spectrum, how do you teach class? Do you treat them all like adults? Or like children? Why? <input checked="" type="checkbox"/> How do you set standards for adult behavior without sounding like a parent? <input checked="" type="checkbox"/> Compare an instructor-centered and a learner-centered classroom. What are the benefits and challenges? | <p><u>Investigate</u> Since adults need to know the importance and usefulness of what they are learning, how do you reinforce the value of everything you teach? Make a list of your lectures, labs, and other activities; explain how you will keep your students' attention.</p> |
| <p><u>Calming Fears</u> Pages 13-14</p> | <p><u>Discussion</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Did you return to school as an adult? Describe any fears you may have had. <input checked="" type="checkbox"/> Have you had students who were fearful? What were their concerns? What have you done to minimize them? | <p><u>Extra Project</u> Find one student who is fearful and decide how to help him/her. Report back to the group.</p> |

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| <p><u>Test Anxiety</u> Page15-16</p> | <p><u>Discussion</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Do you enjoy taking tests? Do your students? <input checked="" type="checkbox"/> Why is it important that students have some degree of success on their first test? <input checked="" type="checkbox"/> Are you truly helping students if you give them copies of tests to memorize answers in advance so they can get 100%? <input checked="" type="checkbox"/> What can you do to give students a more realistic expectation about testing? | <p><u>Hint</u> One excellent way to understand test anxiety is to find someone (another instructor is ideal) who has had to deal with it personally, and ask the individual to describe his/her feelings in as much detail as possible.</p> |
| <p><u>Responsibility</u> Pages 30-34</p> | <p><u>Discussion</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> What does the author (Howell) say are characteristics of adults entering community colleges? <input checked="" type="checkbox"/> Is that what you see? <input checked="" type="checkbox"/> Do your students expect you to spoon feed everything to them? <input checked="" type="checkbox"/> Do your students expect you to “give” them a diploma (i.e. they have “paid” for it, so you must graduate them)? <input checked="" type="checkbox"/> How do you change this way of thinking? <input checked="" type="checkbox"/> If you teach adults like children, what are some unintended consequences? <input checked="" type="checkbox"/> What are Lawler’s nine points to help establish a learner-centered classroom? | <p><u>Additional Ideas</u> If you help your adult students learn to take responsibility for their own learning, how does that help make your life easier as a teacher? How does this help them on the job?</p> <p>How do you allow students to have a voice in your classes? By allowing them to have a voice, how does that affect their sense of responsibility?</p> |
| <p><u>Student Conduct</u> Pages 35-38</p> | <p><u>Discussion</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Does your school have standards of behavior? Compare your school’s policies with the Digest’s discussion of various approaches. How are they alike? How are they different? <input checked="" type="checkbox"/> Do you set additional standards of behavior in your classroom? What do you do if students violate standards? <input checked="" type="checkbox"/> The author (Dannells) mentions a number of urgent present-day concerns on campus about behavior problems; which of these do you see? <input checked="" type="checkbox"/> Do you have an honor code? <input checked="" type="checkbox"/> According to the author, how might an honor code be valuable? <input checked="" type="checkbox"/> Why does the author recommend ‘service learning’ as a method for getting rid of discipline problems? | <p><u>Hint</u> You might want to discuss actual cases involving breaches of conduct in your own school. Work through the cases from start to finish. Discuss what else might have been done to improve and/or prevent the issues.</p> <p><u>Enrichment</u> Ask members of the group to research the disciplinary policies and practices of other colleges, bringing back new ideas. If you don’t have an honor code, consider writing one as a group.</p> |

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| <p><u>Group Learning</u> Pages 39-43</p> | <p><u>Discussion</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Why is group work important in today's world? <input checked="" type="checkbox"/> What are some key benefits to group learning? <input checked="" type="checkbox"/> Discuss some typical "properties" of groups. <input checked="" type="checkbox"/> Discuss the four stages of group development. Give your faculty group a task, and then talk about what you do at each stage. <input checked="" type="checkbox"/> How do we evaluate performance when members of a group perform at different levels? <input checked="" type="checkbox"/> To make collaboration work, define the roles of facilitators and learners (reference definitions in the reading). <input checked="" type="checkbox"/> Knowing that group learning takes more time than a lecture, how can it fit into an already crowded classroom schedule? | <p><u>Idea</u></p> <p>If group dynamics is a new skill to the group, have instructors rotate responsibilities for the discussion to allow them to learn by experience.</p> <p>There are plenty of online guides for group facilitation, if needed.</p> |
| <p><u>Fair Practices</u> Pages 44-55</p> | <p><u>Discussion</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Give a new example of each type of justice listed on page 44. <input checked="" type="checkbox"/> Make a list titled "How our school makes sure everyone is treated fairly." Is everything covered? Challenges? (reference list on page 45) <input checked="" type="checkbox"/> Do you have students with IEPs? <input checked="" type="checkbox"/> Explain how the ADA and IDEA laws affect you. <input checked="" type="checkbox"/> Have you ever denied a request for an accommodation? Why? Is it ever justified? When? <input checked="" type="checkbox"/> Have you ever unknowingly violated copyright laws? Is your behavior against the law if you didn't realize it was wrong? Make a list of violations most likely to occur and post them at your photocopier. <input checked="" type="checkbox"/> Under what conditions are you allowed to copy anything in a copyrighted book? <input checked="" type="checkbox"/> Make sure you understand copyright violations completely. Examine your school's practices and discuss any need for correction. Know the penalties. <input checked="" type="checkbox"/> What is cheating? <input checked="" type="checkbox"/> How do you address a person who is thought or known to be cheating? <input checked="" type="checkbox"/> How do you protect the school from | <p><u>Additional</u></p> <p>(1) As a group, make a list titled "How our school makes sure everyone is treated fairly." Revisit the list after discussions.</p> <p>(2) Have you ever had someone demand ADA accommodations to which s/he was not entitled? Did you allow it? (If so, was that fair to other students?)</p> <p>(3) Role play a teacher dealing with a student who feels s/he has been treated unfairly. Figure out how to maintain a cool, calm, and objective perspective.</p> <p>(4) Discuss what is wrong with "teaching to" exams. "Teaching to" exams refers to the practice of reviewing students for an exam by "going over" the actual questions or question content.</p> |

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| | liability for false accusations? <input checked="" type="checkbox"/> What is due process? <input checked="" type="checkbox"/> How is due process assured in public and private institutions? | How does this practice affect student ability to learn at high levels? Are their exams valid? How does this contribute to grade inflation? |
| <u>Technology</u> Pages 57-59 | <u>Discussion</u> <input checked="" type="checkbox"/> Why is technology important in postsecondary education? Have the faculty investigate the websites on page 59 to learn how computer technology is infiltrating education. <input checked="" type="checkbox"/> How do you deal with instructors who resist technology at every corner? Why do you believe they do it? <input checked="" type="checkbox"/> What can you do to ensure that your students are comfortable with technology? | <u>Enrichment</u> Have each instructor find a link to an interesting website that will help another member of the faculty. |
| <u>Curriculum Development</u> Pages 60-68 | <u>Discussion</u> <input checked="" type="checkbox"/> Using a copy of your course syllabus, point out the general course goals, specific learning objectives, learning activities, and methods of evaluation (for each objective). Do your methods of evaluation match the domains and levels of learning in your objectives? <input checked="" type="checkbox"/> Schools typically state that they want their graduates to be “professional,” and yet few have learning objectives in the affective domain. As a group, develop some affective learning objectives and make sure you can measure the learning. <input checked="" type="checkbox"/> From the list of learning activities on page 62, identify which of these can be added into your classroom. <input checked="" type="checkbox"/> Discuss the two types of assessment listed on page 63. Discuss how well you provide formative assessment in class. <input checked="" type="checkbox"/> Using the information on page 67, decide whether your classroom learning activities truly help students learn at higher levels. | <u>Enrichment</u> A good enrichment activity would be to have instructors write some objectives for a course they teach, making sure to cover learning at all levels and domains. They should use the rules on page 65 for clarity. |

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| <p><u>Learning Needs and Preferences</u> Pages 69-72</p> | <p><u>Discussion</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Does your school provide tools for assessing the learning needs of entering students? <input checked="" type="checkbox"/> Do they pretest them? Check reading levels? Check ESL if needed? <input checked="" type="checkbox"/> How are individual needs addressed? <input checked="" type="checkbox"/> Do they assess learning preference? <input checked="" type="checkbox"/> Do all the students start at the same level? <input checked="" type="checkbox"/> How are individual student needs addressed? <input checked="" type="checkbox"/> Using the learning strategies listed on pages 71-72, what simple things can you do to make your classroom more effective for students with diverse learning needs and preferences? | <p><u>Enrichment</u></p> <p>A good enrichment activity would be to have instructors look online for examples of learning style inventories to share.</p> |
| <p><u>Planning Instruction</u> Pages 73-74</p> | <p><u>Discussion</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> How do you design classroom activities to engage students? <input checked="" type="checkbox"/> How do you design classroom activities to motivate students? <input checked="" type="checkbox"/> How do you design classroom activities to challenge diverse learners? <input checked="" type="checkbox"/> Knowing that class time is precious, how can instructors trade lecture time with engaging activity time and still make sure everything is covered? <input checked="" type="checkbox"/> How many students are intrinsically motivated? Extrinsically motivated? <input checked="" type="checkbox"/> How does culture affect the choice of learning experiences in a classroom? | <p><u>Ideas</u></p> <p>Challenge each instructor to implement something new in his/her classroom to engage students in new ways.</p> <p>This is a perfect opportunity to share “best practices!”</p> |
| <p><u>Building Self-Confidence</u> Pages 74-75</p> | <p><u>Discussion</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Why must instructors be mindful of building self-confidence in adult students? <input checked="" type="checkbox"/> What is self-concept? What type of adult learners might have issues with it? <input checked="" type="checkbox"/> How can instructors offer corrections to students while preserving self-concept? <input checked="" type="checkbox"/> How can instructors handle students who try to make others feel stupid in class? <input checked="" type="checkbox"/> What is empowerment? Shouldn't adults already feel empowered? <input checked="" type="checkbox"/> What is the difference between empowerment and entitlement? | <p><u>Note</u></p> <p>Instructors need to be aware of the importance of learning objectives that are “affective” in nature. Sometimes, if students cannot achieve learning in the affective domain, their cognitive and/or psychomotor learning will be impaired.</p> |

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| <p><u>Learning Environment</u> Pages 75-83</p> <p>Safety</p> <p>Participative</p> <p>Collaboration</p> <p>Resources</p> <p>Experience</p> | <p><u>Discussion</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Is your physical classroom conducive to learning? Use the list on page 75 to assess it. What can you do to make it better? <input checked="" type="checkbox"/> How ergonomic is your classroom? Consider the points on page 76. <input checked="" type="checkbox"/> How do you ensure the emotional safety of your adult students? See page 76. <input checked="" type="checkbox"/> Is your classroom designed for participation or passive learning? Do you follow some of the rules of thumb on page 77? <input checked="" type="checkbox"/> Each day, what specific things do you do to welcome everyone, and make them feel accepted? <input checked="" type="checkbox"/> Why is it a good idea to collaborate with other people when designing courses? <input checked="" type="checkbox"/> Who are the ultimate stakeholders in the success of a course? <input checked="" type="checkbox"/> Why is it valuable to bring in information from other sources? <input checked="" type="checkbox"/> Why is it valuable to help your students find new sources of information on their own? <input checked="" type="checkbox"/> Why should schools care about helping students to learn how to answer their own questions? <input checked="" type="checkbox"/> Discuss your school's role in preparing students for the real world. <input checked="" type="checkbox"/> Since adults bring lots of life experience to the postsecondary classroom, how can an instructor give them time to share their valuable experiences as a resource for others? Give examples. <input checked="" type="checkbox"/> How much time should be devoted to sharing? Does it add value? | <p><u>Note</u> Share best practices! Make a list of the very best ideas for making the environment perfect for adult learning! Share this list with new faculty during orientation.</p> <p><u>Enrichment</u> What do you think about this statement: "All of us are smarter than just one of us?" If you believe it, how do you promote it in your classroom?</p> <p><u>Extra</u> Find ways to bring your quiet students into discussion so they can share their life experiences with the class, as appropriate.</p> |
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| <p><u>Efficiency and Effectiveness</u> Pages 80-83</p> | <p><u>Discussion</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> How do we really know if we have used our classroom time well? <input checked="" type="checkbox"/> What feedback do we get? <input checked="" type="checkbox"/> What outcomes are measured? <input checked="" type="checkbox"/> What do schools owe students, with respect to time? What do teachers owe students? | <p><u>Enrichment</u></p> <p>It often upsets teachers when students are wasting time; how should students feel if they believe a teacher is wasting their time? What about teachers who are late or unprepared?</p> |
| <p><u>Motivation to Learn</u> Pages 84-87</p> | <p><u>Discussion</u></p> <p>After reading the article by Lumsden, discuss the following:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> When your students arrive, how do you help them get ready to start a new day of learning in a positive fashion? <input checked="" type="checkbox"/> How do you remind your students that they need (and want) today’s learning? <input checked="" type="checkbox"/> Are you students primarily intrinsically motivated? <input checked="" type="checkbox"/> If not, how do you help them move toward intrinsic motivation? <input checked="" type="checkbox"/> Will the use of extrinsic motivators harm those who are intrinsically motivated? <input checked="" type="checkbox"/> How does attribution retraining help unmotivated students? <input checked="" type="checkbox"/> What about other strategies, such as: <ul style="list-style-type: none"> -portraying effort as investment rather than risk? -portraying skill development as incremental and domain-specific? -focusing on mastery? | <p><u>Hint</u></p> <p>Sometimes it is good to examine one’s own motivations for learning. Instructors can examine the last learning activity in which they were engaged and ask themselves why they decided to learn it. Were their motivations intrinsic, extrinsic, or both?</p> <p><u>Other</u></p> <p>Read the expert’s advice on pages 112-115. What can you take from it? If you are sometimes bored teaching, do you think your students might also be bored sometimes too?</p> |
| <p><u>Learning Styles Counseling</u> Pages 90-95</p> | <p><u>Discussion</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> After reading the article by Griggs, discuss the “onion” model used as a framework for all learning style models. <input checked="" type="checkbox"/> Use one learning style inventory to discover your own preferences: (1) environmental, (2) emotional, (3) sociological, (4) physical, and (5) psychological. | <p><u>Extra</u></p> <p>Make it an assignment for different members of the faculty to look up information on the learning style inventories mentioned on page 90.</p> |

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| <p><u>Teaching Excellence</u> Pages 96-98</p> | <p><u>Discussion</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Given the list of characteristics on pages 96-97, make a list of the ways in which you do each thing. For example, with “Develop a climate of mutual respect” you might list your classroom rules, which include allowing each person to speak without criticism or interruption. <input checked="" type="checkbox"/> Work through the two cases on page 98. | <p><u>Extra</u> Go back to the list, and decide on one action you will take for self-improvement. Report back to the group about its effectiveness.</p> |
| <p><u>Communication</u> Pages 99-103</p> | <p><u>Discussion</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> After reading the article by Irmsher on “Communication Skills,” discuss the single most important skill for good communication. <input checked="" type="checkbox"/> From the list of other skills of effective communicators, give an example of how you have used at least two of them in the past 24 hours. <input checked="" type="checkbox"/> Using the list of non-verbal cues, design an activity with other faculty to interpret each other’s messages without speaking. <input checked="" type="checkbox"/> According to the author, there are six ways in which school leaders can enhance interpersonal relationships. Do your leaders use them? Do you? | <p><u>Idea</u> Make a list of “skills of an effective communicator” and put it on your desk each day for a week. Make a conscious effort to do all things on the list. Check off each thing as you do it.</p> <p>Many of these work well in the classroom, too (e.g. humor, removing barriers, being accessible).</p> |
| <p><u>Disruptive Behavior</u> Pages 104-107</p> | <p><u>Discussion</u> After reading the article by Harrison, discuss these questions:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> What kinds of disruptive student behaviors occur in your classroom? <input checked="" type="checkbox"/> Even if you are not teaching ABE with students aged 16-18, do you have these issues with older students? Are they age-related? <input checked="" type="checkbox"/> What characteristics are noted by the author as separating young adults from their more mature classmates? <input checked="" type="checkbox"/> What are the five basic technique groups that help instructors minimize classroom disruptions (page 105)? <input checked="" type="checkbox"/> How can you make your students feel safe in your classroom (page 106)? <input checked="" type="checkbox"/> How do you set rules in an effective classroom? How are they enforced? | <p><u>Note</u> It is always helpful to discuss real examples of disruptions, but keep identities confidential. Share what works, and what does not work.</p> <p>Give an example of how an instructor can turn bad into good. For example, if the rest of the class watches you address bad behavior in a calm and fair manner, what will they learn from this? Can you serve as a model for professionalism in addressing problems?</p> |

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| | <input checked="" type="checkbox"/> Are disruptive behaviors simply caused by “troublemakers” or something else? Where should you look for answers? | |
| <u>Classroom Questions</u> Pages 108-111 | <u>Discussion</u> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> According to the author (Brualdi), why do teachers ask questions in the classroom? <input checked="" type="checkbox"/> Give examples of asking low and high level cognitive questions. <input checked="" type="checkbox"/> Pretend that one fellow instructor is a student. Ask him/her to tell you about something s/he recently learned. Have all other members of the faculty probe with questions to find out the level of learning. Critique one another. <input checked="" type="checkbox"/> Is there such a thing as a bad question according to Brualdi? Do you agree? | <u>Related Activity</u> Have faculty role play by acting as students with lots of questions. Make sure some are legitimate and some are not. Have one faculty member (acting as the instructor) respond as a true professional to all types of questions asked. Can his/her responses be improved? (Faculty may turn up their noses at role playing initially, but they usually end up loving it and have fun!) |
| <u>Evaluating Learning</u> | <u>Discussion</u> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Explain the difference between formative and summative assessment. Why are both important? <input checked="" type="checkbox"/> How can you add more formative assessments into your classroom? <input checked="" type="checkbox"/> Should failure on an exam ever be a complete surprise to a student? <input checked="" type="checkbox"/> Use the list on page 118 to guide your discussion of the advantages and disadvantages of the different types of assessments used in your educational facility. Which ones can be improved? <input checked="" type="checkbox"/> Using the information on page 119 as a guide, create a test item grid for one of your examinations. Then, decide if your exam has been constructed as it should be. <input checked="" type="checkbox"/> Do you have enough questions on important topics? <input checked="" type="checkbox"/> Do you have enough questions at high levels? <input checked="" type="checkbox"/> After reading pages 120-122, write at least one good multiple choice test question on the subject of your choice. Exchange test questions with your fellow faculty members. Ask for constructive criticisms. (It’s not easy, is it?) | <u>Note</u> If you decide to assess students verbally during class and someone performs very poorly, how do you provide him/her with immediate feedback while also allowing him/her to save face? Can you simply say, “See me after class and we’ll talk?” Why or why not? What other options might work? |

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| <p><u>Process Assessment</u> Pages 123-130</p> | <p><u>Discussion</u></p> <ul style="list-style-type: none"> ☑ Read the general rules for making a good assessment tool. Evaluate one of your own assessments (i.e. tests, evaluations forms, rating scales) using these criteria. Can it be improved? ☑ Are your own course or instructor assessments of any value? Are they a reflection of your actual classroom competence or a reflection of how nice you are to students? Can you be nice and still be in charge? ☑ What can you do to make sure that all your assessments have value? Are you asking the right questions? Are they anonymous? Do you ignore or discourage unfavorable feedback? ☑ Is there ever a perfect test? Why or why not? Is there ever an exam that won't need to be changed sometime? ☑ The author lists characteristics of any assessment as titles for each paragraph in the text. Discuss each statement by asking "HOW" and "WHY" he states it. | <p><u>Extra</u> Read the article on page 125 by McMillan. Find at least one of the references listed in the first paragraph. Read it. Find at least 3 things you never knew before and share them with the others in your group. Have the others do the same.</p> <p><u>Hint</u> For this last exercise, save time by having each faculty member take 1-2 of the paragraphs to explain "HOW" or "WHY."</p> |
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| TOPICS | ACTIVITIES | ADDITIONAL NOTES |
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| <p><u>Topic (above line)</u> Reading Assignment in the CPI® Review Book, Volume 2</p> | <p><input checked="" type="checkbox"/> Discussion questions and topics are marked with this symbol. They are meant to guide review, but not to limit discussion. They are starting points.</p> | <p>Additional information, follow up suggestions, or ideas that are just plain fun!</p> |
| <p><u>Nontraditional College Students</u> Pages 11-18</p> | <p><u>Discussion Questions</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> How many of your students fit the given definition of non-traditional (page 11)? <input checked="" type="checkbox"/> Since this article is 16 years old, do some online research to find the % of non-traditional college students today. Do you think it will have increased or decreased? <input checked="" type="checkbox"/> Which of the characteristics listed fit your students? Are they highly motivated? Achievement oriented? Independent? Do they have family and financial concerns? Extra responsibilities? Limited support? Strong consumer orientation? Explain. <input checked="" type="checkbox"/> Why does the author say adults return to school? What implications will their reasons have for your classroom? <input checked="" type="checkbox"/> What special issues do adult women have when returning to school? Do you find that the author is correct? (page 13) <input checked="" type="checkbox"/> Is your college re-thinking the focus of its academic and student affairs programs to meet the needs of its adult students? | <p><u>Notes</u></p> <p>If you have a wide variety of non-traditional students in your college, how do you meet ALL of their needs?</p> <p>If they do NOT fit the characteristics of adults in being highly motivated, independent and achievement oriented, what do you do to make them understand the importance of what they are learning? How often do you do it? Some adult educators suggest that adults need constant reminders of the need to learn what they are learning...in every activity. Do you agree?</p> |
| <p><u>Adult Learning Environments</u> Pages 19-26</p> | <p><u>Discussion Questions</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Do you agree with Knowles that the activities conducted “prior to and during the first session” can greatly affect your chances of getting your adult students on board? <input checked="" type="checkbox"/> What do you do to help make adults comfortable immediately? Be very specific. Make a list of best practices. <input checked="" type="checkbox"/> What are Tisdell’s three levels of inclusivity for a learning environment? State them in everyday language. <input checked="" type="checkbox"/> What is the “new pedagogy” to which the author refers? Why is it called pedagogy instead of andragogy? <input checked="" type="checkbox"/> How do inclusive learning environments help the “mice” in the classroom? What | <p><u>Extra Activity</u></p> <p>Write each of the 6 guidelines for creating inclusive learning environments on a marker board (pages 21-22). For each one, list what you do to make it happen. If you do not believe you do anything to make it happen, decide what you can do and implement that strategy in your classroom.</p> |

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| | <p>does it do to the “lions”?</p> <ul style="list-style-type: none"> ☑ The author states that a primary goal is to equalize power between teachers and learners, and AMONG learners. Is that wise? Why or why not? | |
| <p><u>Collaborative Learning</u> (x2) Pages 27-38</p> | <p><u>Discussion Questions</u></p> <ul style="list-style-type: none"> ☑ Discuss the instructional phases of collaborative learning: engagement, exploration, transformation, presentation, and reflection (pages 28-29). ☑ If your students are learning collaboratively, which phase(s) would be hardest to control? ☑ Which of the above phases are most important? ☑ In the article by Imel on page 33, she defines collaborative learning as a process where both facilitators (instructors) and learners (students) become active participants in the learning process. Do you ever do that? When could you try? ☑ The rules of a collaborative learning environment are a lot like the rules for brainstorming, so that everyone can feel free to exchange ideas. How do these two group activities meet the needs of adult learners? (Look at characteristics again if needed.) ☑ What are some of the challenges in learning by collaboration? If you don’t know, do the “Afterward” activity and answer when you are finished. ☑ What are the benefits? Did you see them in your group learning project? | <p><u>Notes: Beforehand</u> Make sure everyone understands the critical attributes of group learning listed on pages 27-28 before beginning.</p> <p><u>Afterward</u> Try an exercise in collaborative learning among your faculty group. Using a learning project suggested by your facilitator, collaborate until you have met your learning goals.</p> <p>Example: Create a list of 10 brand new “ice-breaker” activities for your first class periods. You will have to research and put the list together as a group.</p> |
| <p><u>Technology</u> Pages 39-46</p> | <p><u>Discussion Questions</u></p> <ul style="list-style-type: none"> ☑ How do you use technology in the classroom? Using the summaries of each category as a guide (page 39), give an example of each one. ☑ Although technology is wonderful, some think that it can be misused in learning. Have you seen that happen? How? ☑ Do you have members of the faculty who refuse to become computer literate? Do you have students who are afraid of computers? How can you help them? ☑ Do you use technology in your classroom | <p><u>Extra</u> Ask every member of your faculty to find three new websites of value to one or more members of the group. Compile the list--you will have a wonderful set of new reference sources!</p> <p><u>Just for Fun</u> Compare the technology available when each member of your faculty was in high</p> |

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| | <p>to help students with disabilities? How?</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Do you use technology to help students who have reading or other learning deficits? How? | <p>school. Cell phones? Slide rules? Calculators? GPS? Typewriters? Answering machines? Chalk boards?</p> |
| <p><u>Career Education</u> Pages 47-54</p> | <p><u>Discussion Questions</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Discuss whether career colleges live up to the definition in the first paragraph of the article by Wonacott. <input checked="" type="checkbox"/> What did Ben Franklin and Thomas Jefferson believe about education? Which one of them would have embraced career colleges? <input checked="" type="checkbox"/> How do career colleges help students meet the basic competency areas listed on page 48? <input checked="" type="checkbox"/> How do career collages help students meet foundation skills and qualities? <input checked="" type="checkbox"/> Do you have career guidance assistance for students? | <p><u>Extra</u> The article by Wonacott discusses many ways that the U.S. can prepare secondary students for the work force. What do you do? Do you work with students from career-oriented high schools? Do you get them involved in community service? Do you arrange shadowing or internships? Do you do any of these for your own students? Should you consider it?</p> |
| <p><u>Considering Culture</u> Pages 55-62</p> | <p><u>Discussion Questions</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Do you agree with the definitions of culture proposed by Zieghan on page 55? <input checked="" type="checkbox"/> If culture has so many definitions, aren't we all members of some minority group? Shouldn't we all be protected? Why or why not? <input checked="" type="checkbox"/> Discuss each area of cultural differences listed on page 56, and come up with examples of each to help the group understand them all. <input checked="" type="checkbox"/> Do you believe that your approach to teaching is culturally neutral (page 57)? Why or why not? | <p><u>Project</u> Examine your own classroom with respect to the approaches listed on page 58. What type of culturally sensitive learning approaches do you use?</p> |
| <p><u>Reflective Thought</u> Pages 63-70</p> | <p><u>Discussion Questions</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> John Dewey introduced the concept of reflective thought 100 years ago, so it has passed the test of time. He believed that it is through reflection that learning can improve. Now, educators talk about critical thinking skills and problem solving skills. If we want our students to have them, how have we built reflection into our curriculum? If we just lecture to the students, how do we know they are | <p><u>Extra</u> Sometimes instructors think of "questioning" as simply rote review of material for recall on an exam. The questioning discussed by this author (Shermis) is NOT that type of questioning. One exercise that is often helpful for faculty allows them to role play as students, while</p> |

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| | <p>spending time in reflection?</p> <ul style="list-style-type: none"> ☑ The use of classroom questioning is promoted as an excellent tool to encourage reflection. How do you use this in your classroom? How are questions for reflection different from questions asking for recall of information? ☑ If we help students learn at high levels (in Bloom’s taxonomy), how do we assess at the same levels? Do your exams have questions at high levels, or all the test questions primarily written at recall (Bloom’s level 1)? What can you add to your assessments to make sure your students learn at high levels? | <p>one member tries to guide the group with questions that require reflective thinking. If you haven’t done it before, it is not as easy as you may think. Use the “Problems” section of the article to guide a role playing session.</p> |
| <p><u>Active Learning</u> Pages 71-76</p> | <p><u>Discussion Questions</u></p> <ul style="list-style-type: none"> ☑ If active learning is so crucial, why do most teachers lecture all the time? ☑ The author (Bonwell) notes that many studies have shown that students prefer active learning to traditional lecture, and that lecture rarely meets the diverse learning needs/preferences in a classroom. What strategies do you use to engage students in active learning in your classroom, even if you spend the majority of time in lecture? ☑ The biggest argument <i>for</i> lecture is that it saves time. Where is the balance between “saving time” and “engaging students” in active learning? ☑ Bonwell addresses barriers to active learning. Which of those barriers exists at your facility? How can you remove those barriers? | <p><u>Just for Fun</u></p> <p>One excellent activity for faculty involves assigning a topic/learning objective to the faculty. Then, assign one person to provide a lecture session on the topic. (For more fun, have this person read the lecture at breakneck speed without inflection.) Have everyone else think of a completely different way to help students meet the learning objective. Ideas for topics might include: how to fry an egg; how to wrap a package securely for mailing so that something fragile in it won’t break; how to improve a golf swing; anything!</p> |
| <p><u>Higher Order Thinking Skills</u> Pages 77-84</p> | <p><u>Discussion Questions</u></p> <ul style="list-style-type: none"> ☑ The author (Kerka) states that higher order thinking skills are a necessity in vocational education. Discuss what might happen at a workplace if employees did not have critical thinking skills. Would you want them for your employees? Are there some jobs which don’t need such skills? ☑ Chalupa says we should be teaching students “how” to think rather than | <p><u>Notes</u></p> <p>If any of these teaching methods is unfamiliar (i.e. asking open-ended questions, probing, using Socratic discussion techniques, etc.), the faculty should divide them up and research them on line. If each member takes one teaching method, s/he can present those finding to the</p> |

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| | <p>“what” to think. Do you agree or disagree? Why?</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Using the five principles presented by Johnson and Thomas, describe which of these you use in your classroom now or can add to your classroom in the future. <input checked="" type="checkbox"/> Chalupa, Lee, and Thomas describe several ways in which teachers can promote cognitive development (page 79). Which of these works best for you? | <p>entire group.</p> <p>Additional: Using the examples on page 80 as guides, how does your school or program develop these skills in its students?</p> |
| <p><u>Using Simulations</u> Pages 85-90</p> | <p><u>Discussion Questions</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Do you use simulations in your teaching program? In what way? How well to they work? What are the challenges? Advantages? Disadvantages? <input checked="" type="checkbox"/> Read through the benefits listed on page 86. Can you think of other ways in which simulations can benefit your program? <input checked="" type="checkbox"/> According to the characteristics listed on page 86, are your simulations effective? How can you make them more effective? <input checked="" type="checkbox"/> Is it okay to ignore simulations and let students move into externships without them? Is it different for different careers? | <p><u>Consider</u> Answer truthfully: if you were asked to have an injection given to your child by a new employee who had only practiced on oranges, what would you say?</p> |
| <p><u>Adults with Learning Disabilities</u> Pages 91-98</p> | <p><u>Discussion Questions</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Discuss the list of characteristics that teachers might observe in adult learners with learning disabilities. What percent of your students have them? How do you know? Who assesses them? How do you refer students for assessment? <input checked="" type="checkbox"/> Which definition of LD is correct (page 92)? Why? <input checked="" type="checkbox"/> How can you help your students with identified learning disabilities? <input checked="" type="checkbox"/> The author provides ideas for teaching techniques of value and asks teachers to zero in on (1) learning style, (2) motivation, (3) learning strategies, (4) compensation, and (5) organization skills. Have you used any of these? Will you use any of these? | <p><u>Notes</u> Faculty might want to try incorporating new techniques into their classrooms and reporting back to the others about their effectiveness. Hearing from a friend about a personal trial and success is often a great way for faculty members to trust that new skills will work for them.</p> |

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| <p><u>Writing Test Items</u> Pages 99-106</p> | <p><u>Discussion Questions</u></p> <ul style="list-style-type: none"> ☑ After reading through Kehoe’s suggestions for writing multiple-choice test items, have each faculty member try critiquing an old exam. ☑ After critiquing questions, faculty should try to create a few questions from scratch. Then, have the other faculty assess whether they have followed the guidelines for constructing good test items. | <p><u>Notes</u></p> <p>Remember, no test is ever perfect. Don’t worry if someone finds fault with yours.</p> <p>One fun activity involves purposely writing terrible test items. Sometimes you can learn a lot from it.</p> |
| <p><u>Effective Questionnaires</u> Pages 107-112</p> | <p><u>Discussion Questions</u></p> <ul style="list-style-type: none"> ☑ Discuss the tips offered by the author (Frary) in designing good questionnaires. Then, find one to assess. It is best if you can evaluate one in use at your facility, but if not, find one at home (e.g. try your junk mail!). ☑ When is it important to leave a place for comments? ☑ Why is it important to have an odd number of ratings? ☑ Why should “other” be avoided as a response? How/when can it be used? | <p><u>Notes</u></p> <p>Do you agree with this statement? “Never ask a question in a questionnaire if you don’t want to hear the answer or have no intention of acting on it.”</p> <p>Do you have questionnaires that are useless? Why do you use them? Can they be made useful?</p> |
| <p>Congratulations!</p> <p>You’ve made it through the faculty development guide. Are you ready for the NCCT Certified Postsecondary Instructor exam? For more information: www.ncctinc.com.</p> | | |