National Center for Competency Testing

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CPI® Faculty Development Guide

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

Shortly after developing the Certified Postsecondary Instructor® certification, NCCT was approached by educational program officials who wanted help preparing their instructors for the CPI® examination. They wanted ideas for incorporating the CPI® Review Materials into an onsite program for staff.

In response, we developed the **CPI® Faculty Development Guide** as a tool designed to steer your faculty through the CPI® Review Book contents, one topic at a time. It can be incorporated easily into an existing faculty development program or used as a standalone faculty development tool, and is complementary. The Guide may be used in a manner that works for you and your instructors.

As an example: One program director reported setting aside time for "lunch and learn" activities with instructional staff members and used this tool as a foundation for guided discussion. A group leader was armed with a copy of the CPI® Faculty Development Guide and CPI® Review Books were purchased for each instructor. The group leader assigned one reading from the CPI® Review Book each week and instructors discussed what they found of value in those readings during their lunch and learn sessions.

Read. Meet. Discuss. It can be that simple.

This Guide is designed to take your faculty, step by step, through the content addressed in the CPI® Review Book and the exam. It is organized in three columns.

(1) Topics: For discussion
(2) Learning Activities: With suggested discussion questions
(3) Additional Notes: With extra activities, projects, or JFF* Ideas (*just for fun)

If the group leader keeps an attendance record, you will have a documented record of faculty development efforts for accreditation or any other purpose. When your eligible instructors have worked through the CPI® Review Materials and are ready to take the certification examination, their exam scores will serve as independent outcome measures of their ability to meet nationally defined job criteria and evidence that your ongoing faculty development plan is effective. This type of measurement may be of great value for purposes of accreditation, as certification by a recognized national certifying body is much more than a simple test score or certificate of completion.

Would you like to 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,

Tonya Gaston

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CPI® Faculty Development Guide

Topics	Activities	Additional Notes
Topic (above line) **_Reading Assignment_** in the CPI® Review Book	☑ **_Discussion questions_** and topics are marked with this symbol. They are meant to guide review, but not to limit discussion. They are starting points.	**_Additional Notes,_** follow up suggestions, or ideas that are just plain fun!
Adult Learners Pages 16-19	**_Discussion_** ☑ What does the author (Imel) describe as the typical characteristics of adult learners? ☑ In an ideal adult classroom, how does one create a climate for adult learning? ☑ How can an instructor make time for adults to share life experiences? ☑ How can the classroom be a participatory environment instead of a lecture hall? ☑ Rapport with instructors is considered crucial for non-traditional student success in college. How do you establish rapport with your students?	**_Investigate_** 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?
Teaching Adults: **_How is it different?_** Pages 5-15, 20-23	**_Discussion_** ☑ Even though your students are over 18, do they always act like adults? ☑ Discuss the characteristics of fully mature versus immature students. ☑ 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? ☑ How do you set standards for adult behavior without sounding like a parent? ☑ Compare an instructor-centered and a learner-centered classroom. What are the benefits and challenges?	**_Investigate_** 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.
Calming Fears Pages 7-8	**_Discussion_** ☑ Did you return to school as an adult? Describe any fears you may have had. ☑ Have you had students who were fearful? What were their concerns? What have you done to minimize them?	**_Extra Point_** Find one student who is fearful and decide how to help him/her. Report back to the group.

Test Anxiety Pages 9-15	**_Discussion_** ☑ Do you enjoy taking tests? Do your students? ☑ Why is it important that students have some degree of success on their first test? ☑ Are you truly helping students if you give them copies of tests to memorize answers in advance so they can get 100%? ☑ What can you do to give students a more realistic expectation about testing?	**_Hint_** 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.
Responsibility Pages 24-28	**_Discussion_** ☑ What does the author (Howell) say are characteristics of adults entering community colleges? ☑ Is that what you see? ☑ Do your students expect you to spoon feed everything to them? ☑ Do your students expect you to "give" them a diploma (i.e. they have "paid" for it, so you must graduate them)? ☑ How do you change this way of thinking? ☑ If you teach adults like children, what are some unintended consequences? ☑ What are Lawler's nine points to help establish a learner-centered classroom?	**_Additional Ideas_** 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? 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?
Student Conduct Pages 29-32	**_Discussion_** ☑ 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? ☑ Do you set additional standards of behavior in your classroom? What do you do if students violate standards? ☑ The author (Dannells) mentions a number of urgent present-day concerns on campus about behavior problems; which of these do you see? ☑ Do you have an honor code? ☑ According to the author, how might an honor code be valuable? ☑ Why does the author recommend 'service learning' as a method for getting rid of discipline problems?	**_Hint_** 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. **_Enrichment_** 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.

Group Learning Pages 33-37	**_Discussion_** ☑ Why is group work important in today's world? ☑ What are some key benefits to group learning? ☑ Discuss some typical "properties" of groups. ☑ Discuss the four stages of group development. Give your faculty group a task, and then talk about what you do at each stage. ☑ How do we evaluate performance when members of a group perform at different levels? ☑ To make collaboration work, define the roles of facilitators and learners (reference definitions in the reading). ☑ Knowing that group learning takes more time than a lecture, how can it fit into an already crowded classroom schedule?	**_Idea_** If group dynamics is a new skill to the group, have instructors rotate responsibilities for the discussion to allow them to learn by experience. There are plenty of online guides for group facilitation, if needed.
Fair Practices Pages 38-49	**_Discussion_** ☑ Give a new example of each type of justice listed on page 38. ☑ Make a list titled "How our school makes sure everyone is treated fairly." Is everything covered? Challenges? ☑ Do you have students with IEPs? Explain how the ADA and IDEA laws affect you. ☑ Have you ever denied a request for an accommodation? Why? Is it ever justified? When? ☑ 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. ☑ Under what conditions are you allowed to copy anything in a copyrighted book? ☑ Make sure you understand copyright violations completely. Examine your school's practices and discuss any need for correction. Know the penalties. ☑ What is cheating? ☑ How do you address a person who is thought or known to be cheating? ☑ How do you protect the school from liability for false accusations? ☑ What is due process? ☑ How is due process assured in public and private institutions?	**_Additional_** 1 As a group, make a list titled "How our school makes sure everyone is treated fairly." Revisit the list after discussions. 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?) 3 Roleplay 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. 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. How does this practice affect student ability to learn at high levels? Are their exams valid? How does this contribute to grade inflation?

Technology Pages 51-53	**_Discussion_** ☑ Why is technology important in postsecondary education? Have the faculty investigate the websites on page 53 to learn how computer technology is infiltrating education. ☑ How do you deal with instructors who resist technology at every corner? Why do you believe they do it? ☑ What can you do to ensure that your students are comfortable with technology?	**_Enrichment_** Have each instructor find a link to an interesting website that will help another member of the faculty.
Curriculum Development Pages 54-62	**_Discussion_** ☑ 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? ☑ 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. ☑ From the list of learning activities on page 56, identify which of these can be added into your classroom. ☑ Discuss the two types of assessment listed on page 51. Discuss how well you provide formative assessment in class. ☑ Using the information on page 61, decide whether your classroom learning activities truly help students learn at higher levels.	**_Enrichment_** 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 59 for clarity.
Learning Needs and Preferences Pages 63-66	**_Discussion_** ☑ Does your school provide tools for assessing the learning needs of entering students? ☑ Do they pretest them? Check reading levels? Check ESL if needed? ☑ How are individual needs addressed? ☑ Do they assess learning preference? ☑ Do all the students start at the same level? ☑ How are individual student needs addressed? ☑ Using the learning strategies listed on pages 65-66, what simple things can you do to make your classroom more effective for students with diverse learning needs and preferences?	**_Enrichment_** A good enrichment activity would be to have instructors look online for examples of learning style inventories to share.

Planning Instruction Pages 67-68	**_Discussion_** ☑ How do you design classroom activities to engage students? ☑ How do you design classroom activities to motivate students? ☑ How do you design classroom activities to challenge diverse learners? ☑ Knowing that class time is precious, how can instructors trade lecture time with engaging activity time and still make sure everything is covered? ☑ How many students are intrinsically motivated? Extrinsically motivated? ☑ How does culture affect the choice of learning experiences in a classroom?	**_Ideas_** Challenge each instructor to implement something new in his/her classroom to engage students in new ways. This is a perfect opportunity to share "best practices!"
Building Self-Confidence Pages 68-69	**_Discussion_** ☑ Why must instructors be mindful of building self-confidence in adult students? ☑ What is self-concept? What type of adult learners might have issues with it? ☑ How can instructors offer corrections to students while preserving self-concept? ☑ How can instructors handle students who try to make others feel stupid in class? ☑ What is empowerment? Shouldn't adults already feel empowered? ☑ What is the difference between empowerment and entitlement?	**_Note_** 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.
Learning Environment Pages 69-74 Safety Participative	**_Discussion_** ☑ Is your physical classroom conducive to learning? Use the list on page 69 to assess it. What can you do to make it better? ☑ How ergonomic is your classroom? Consider the points on page 70. ☑ How do you ensure the emotional safety of your adult students? See page 70. ☑ Is your classroom designed for participation or passive learning? Do you follow some of the rules of thumb on page 71? ☑ Each day, what specific things do you do to welcome everyone, and make them feel accepted? ☑ Why is it a good idea to collaborate with other people when designing courses? ☑ Who are the ultimate stakeholders in the success of a course?	**_Note_** 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. **_Enrichment_** 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?

Collaboration Resources Experience	☑ Why is it valuable to bring in information from other sources? ☑ Why is it valuable to help your students find new sources of information on their own? ☑ Why should schools care about helping students to learn how to answer their own questions? ☑ Discuss your school's role in preparing students for the real world. ☑ 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. ☑ How much time should be devoted to sharing? Does it add value?	***Extra*** Find ways to bring your quiet students into discussion so they can share their life experience with the class, as appropriate.
Efficiency and Effectiveness Pages 74-77	***Discussion*** ☑ How do we really know if we have used our classroom time well? ☑ What feedback do we get? ☑ What outcomes are measured? ☑ What do schools owe students, with respect to time? What do teachers owe students?	***Enrichment*** 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?
Motivation to Learn Pages 78-82	***Discussion*** After reading the article by Lumsden, discuss the following: ☑ When your students arrive, how do you help them get ready to start a new day of learning in a positive fashion? ☑ How do you remind your students that they need (and want) today's learning? ☑ Are you students primarily intrinsically motivated? ☑ If not, how do you help them move toward intrinsic motivation? ☑ Will the use of extrinsic motivators harm those who are intrinsically motivated? ☑ How does attribution retraining help unmotivated students? ☑ What about other strategies, such as: -portraying effort as investment rather than risk? -focusing on mastery? -portraying skill development as incremental and domain-specific?	***Hint*** 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? ***Other*** Read the expert's advice on pages 106-109. What can you take from it? If you are some-times bored teaching, do you think your students might also be bored sometimes too?
Learning Styles Counseling Pages 83-89	***Discussion*** ☑ After reading the article by Griggs, discuss the "onion" model used as a framework for all learning style models. ☑ Use one learning style inventory to discover your own preferences: (1) environmental, (2) emotional, (3) sociological, (4) physical, and (5) psychological.	***Extra*** Make it an assignment for different members of the faculty to look up information on the learning style inventories mentioned on page 84.

Teaching Excellence Pages 90-92	***Discussion*** ☑ Given the list of characteristics on pages 90-91, 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. ☑ Work through the two cases on page 92.	***Extra*** Go back to the list, and decide on one action you will take for self-improvement. Report back to the group about its effectiveness.
Communication Pages 93-97	***Discussion*** ☑ After reading the article by Irmsher on "Communication Skills," discuss the single most important skill for good communication. ☑ 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. ☑ Using the list of non-verbal cues, design an activity with other faculty to interpret each other's messages without speaking. ☑ According to the author, there are six ways in which school leaders can enhance interpersonal relationships. Do your leaders use them? Do you?	***Idea*** 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. Many of these work well in the classroom, too (e.g. humor, removing barriers, being accessible).
Disruptive Behavior Pages 98-101	***Discussion*** After reading the article by Harrison, discuss these questions: ☑ What kinds of disruptive student behaviors occur in your classroom? ☑ Even if you are not teaching ABE with students aged 16-18, do you have these issues with older students? Are they age-related? ☑ What characteristics are noted by the author as separating young adults from their more mature classmates? ☑ What are the five basic technique groups that help instructors minimize classroom disruptions (page 99)? ☑ How can you make your students feel safe in your classroom (page 100)? How do you set rules in an effective classroom? How are they enforced? ☑ Are disruptive behaviors simply caused by "troublemakers" or something else? Where should you look for answers?	***Note*** It is always helpful to discuss real examples of disruptions, but keep identities confidential. Share what works, and what does not work. 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?

Classroom Questions Pages 102-105	**_Discussion_** ☑ According to the author (Brualdi), why do teachers ask questions in the classroom? ☑ Give examples of asking low and high level cognitive questions. ☑ 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. ☑ Is there such a thing as a bad question according to Brualdi? Do you agree?	**_Related Activity_** 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!)
Evaluating Learning Pages 110-116	**_Discussion_** ☑ Explain the difference between formative and summative assessment. Why are both important? ☑ How can you add more formative assessments into your classroom? ☑ Should failure on an exam ever be a complete surprise to a student? ☑ Use the list on page 112 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? ☑ Using the information on page 113 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. ☑ Do you have enough questions on important topics? ☑ Do you have enough questions at high levels? ☑ After reading pages 114-116, 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?)	**_Note_** 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?

Process Assessment

Pages 117-124

Discussion

☑ 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.

Congratulations!

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**.

Extra

Read the article on page 119 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.

Hint

For this last exercise, save time by having each faculty member take 1-2 of the paragraphs to explain "HOW" or "WHY."