

**Chapter 1 : Teaching College in an Age of Accountability : Marcella L. Kysilka :**

*in this "age of accountability" turning to this book (as i do-over and over) will guarantee success, not only for your students but will surpass your ideals of what a great classroom and college learning support system atmosphere can be.*

Teaching Of A Specific Subject Back cover copy This book provides professors with the insights and tools necessary to achieve higher levels on accountability assessment outcomes while preparing students for enhancing their own career success in a more complex future. In recent years, many initiatives have been implemented by a number of state legislatures and boards of trustees to increase "institutional effectiveness. This book equips professors to address outcome goals in a proactive manner. The Rise of Accountability in Higher Education. Increasing Stakeholders and Rising Expectations. Impact on Institutional Practices. Implications of Accountability on Your Teaching. Grounding our Teaching and Learning Effectiveness. The 7 Habits of Highly Effective Instructors. Managing the Retention Mileposts of the Term. Dealing Proactively with Common Problem Situations. What Students Want from Their Professors. Students with Special Needs. Designing an Effective Course. Grounding your Course Strategy. Launching Your Course Effectively. Orchestrating Positive First Impressions. Introducing Yourself Effectively to the Class. Clarifying Course Objectives and Your Expectations. Helping Students to Learn from Each Other. Getting to Know Your Students. Informing Students of Additional Opportunities. Following up the First Week of Class. Managing the Context of Your Course. Organizing your Course Materials. Implementing and Managing Your Course Plan. Managing Class Time Effectively. Managing the Course Environment. Special Strategies for Managing Large Classes. Managing the First Exam or Major Assignment. Dealing with Disruptive Students. Strategic Use of Lecture. Strategic Use of Video Presentations. Strategic Use of Guest Speakers. Strategic Use of Open Discussions. Strategic Use of Cooperative and Collaborative Learning. Strategic Use of Role-playing. Strategic Use of Student Presentations. Strategic Use of Experiential Education. Strategic Use of Focused Study Time. Infusing Technology into Your Teaching. Utilizing the Learning Resources of the Internet. Organizing and Processing Information. Dealing with Technology-facilitated Plagiarism. Where Teaching and Learning with Technology Intersect. Managing the Examination Process. Qualities of an Effective Examination. Developing Effective Selected Response Items: Matching, Completion, and Multiple Choice. Developing Effective Essay Items. Dealing with Student Cheating. Reviewing and Following up Exam Results with Students. Alternative Methods of Assessing Student Performance. Incorporating Alternative Assessment into your Course. Bringing Your Course to an Effective Conclusion. Conducting Effective Closing Class Meetings. Submitting End of Term Reports. Evaluating Your Teaching Performance. Conducting Informal Student Evaluations. Arranging Informal Assessments by Colleagues. Videotaping a Classroom Presentation. Formal Evaluation by Instructional Leader. Self-evaluation of Your Teaching. Building a Following Among Students. Finding a Dedicated Teaching Colleague. Maintaining a Collection of Teaching Resources. Participating in Conference Sessions Devoted to Teaching. Creating a Teaching Portfolio.

**Chapter 2 : Strengthening Teacher Evaluation in the Age of Accountability | AdvancED**

*Teaching College in an Age of Accountability has 5 ratings and 0 reviews. This book provides professors with the insights and tools necessary to achieve.*

Office Hours and Electronic Communication: I will typically respond to your emails within 24 hours. Please include the Course Number C in the subject line of your email communication. If you phone me and I am not available, please leave your name, course number and call back number. If you would like to meet in person or have a telephone meeting, please email or call me to schedule an appointment. Course Description This course aims to develop in students the concepts and skills necessary for entrance into college teaching. Integrating the key elements of proactive planning, active learning, and assessment, the course guides students to formulate a teaching style that capitalizes on their individual personality and talents. Course Goals The primary goal of this course is to develop in students the concepts and skills necessary for entrance into college teaching. Specifically, the course will: Acquaint students with aspects of contemporary academic cultures and trends in higher education instruction that impact on college teaching. Apply successful college teaching strategies. Acquaint students with resources available for course development and instructional problem solving. Enable students to identify and apply effective active learning strategies. Student Learning Outcomes Upon completing the course, students will be able to: Identify aspects of current academic cultures and trends in higher education that impact on college teaching through readings, discussion, and presentations. Apply knowledge and competencies involved in successful planning, teaching, and assess student learning through individual presentations and projects. Apply instructional problem solving through written reports and participation in group forums. Apply skills in using student feedback and self-assessment to monitor and improve instruction through oral and written evaluations. Apply course concepts and strategies in developing a teaching philosophy through in-class writing and a final reflective project. Course Organization This course includes both individual and collaborative work designed to prepare students to teach at the college level. Class activities include instructor lectures, student presentations and critiques, in-class and out-of-class writing assignments, group problem-solving sessions and reports, interviews with college teachers, and developing a teaching portfolio. Class activities will model active learning techniques. Teaching college in an age of accountability.

*Technology, Teaching and Learning Faculty Development and Higher Education CETL Library Categorization calendrierdelascience.com*

The Rise of Accountability in Higher Education. Increasing Stakeholders and Rising Expectations. Impact on Institutional Practices. Implications of Accountability on Your Teaching. Grounding our Teaching and Learning Effectiveness. The 7 Habits of Highly Effective Instructors. Managing the Retention Mileposts of the Term. Dealing Proactively with Common Problem Situations. What Students Want from Their Professors. Students with Special Needs. Designing an Effective Course. Grounding your Course Strategy. Launching Your Course Effectively. Orchestrating Positive First Impressions. Introducing Yourself Effectively to the Class. Clarifying Course Objectives and Your Expectations. Helping Students to Learn from Each Other. Getting to Know Your Students. Whetting Students Appetites for Course Material. Informing Students of Additional Opportunities. Reassuring Students of Courses Value. Assessing Students Understanding of the Starting Position. Following up the First Week of Class. Managing the Context of Your Course. Organizing your Course Materials. Implementing and Managing Your Course Plan. Managing Class Time Effectively. Managing the Course Environment. Special Strategies for Managing Large Classes. Managing the First Exam or Major Assignment. Dealing with Disruptive Students. Today's Teaching and Learning Paradigm. Strategic Use of Lecture. Strategic Use of Video Presentations. Strategic Use of Guest Speakers. Strategic Use of Open Discussions. Strategic Use of Cooperative and Collaborative Learning. Strategic Use of Role-playing. Strategic Use of Student Presentations. Strategic Use of Experiential Education. Strategic Use of Focused Study Time. Infusing Technology into Your Teaching. Utilizing the Learning Resources of the Internet. Organizing and Processing Information. Dealing with Technology-facilitated Plagiarism. Where Teaching and Learning with Technology Intersect. Managing the Examination Process. Qualities of an Effective Examination. Developing Effective Selected Response Items: Matching, Completion, and Multiple Choice. Developing Effective Essay Items. Dealing with Student Cheating. Scoring Examination Intergalactic Books and More.

**Chapter 4 : Teaching College in an Age of Accountability by Richard E. Lyons**

*Teaching College in an Age of Accountability / Edition 1 This book provides professors with the insights and tools necessary to achieve higher levels on accountability assessment outcomes while preparing students for enhancing their own career success in a more complex future.*

Inform students of course requirements

1. Orchestrate positive first impressions First impressions can be long-lasting, and they are usually based on a thin slice of behavior. Before you even start teaching, your students will have already made some decisions about you, so it is important to understand what those impressions are based on and how to manage them. Research shows that clothing affects several kinds of judgments people make, including but not limited to, credibility, likability, dominance, kindness, and empathy Raiscot, ; Morris et al. More formal attire communicates expertise and confidence, less formal attire communicates approachability. Usually, it is easier to relax a more formal impression into a more relaxed one than the other way around. These considerations are likely to be particularly relevant for young instructors who are concerned about establishing themselves as authoritative. Students can make decisions about what kind of course yours will be by the way the chairs are arranged. Rows signify a more formal environment, while circles or u-shapes imply a more informal atmosphere, with more expectations of student participation. The words on the board also indicate how interesting the course is likely to be. In addition to the course information, consider having a thought-provoking question displayed as they arrive. Your use of the few minutes before class. Greeting the students as they enter the classroom communicates approachability. Frantically arriving right on time or even late communicates disorganization, and so on. Introduce yourself effectively Your introduction should be succinct, but make sure to cover certain key areas. These questions should help you decide what to say: What characteristics do you want to convey about yourself? What will you need to say to convey those characteristics? Consider talking about your research interests as they relate to the course, in order to establish yourself as an authority, and to make to course more relevant. Talk about the best ways to reach you e. What do you think students are trying to figure out about you? In addition to the categories above, students are likely trying to determine whether you are a harsh or easy grader, and how flexible you will be with deadlines. What should you be careful not to say? Students do not need to know everything about you. Clarify learning objectives and your expectations This is probably the most important objective. Clearly laying out expectations starts to orient students toward the kind of effort, learning, performance and classroom behaviors you expect from them, and it helps them use their time productively. It will also help those students who are shopping around in deciding whether to take your course or not. Describe the prerequisites so that students will know if they are ready to take your course. Highlight main aspects of the syllabus. If you followed the course design process , you should have an effective structure for the course. Communicate that structure to the students so they will understand the decisions you made for the course and the reasons why you made them. In particular, make sure to highlight the learning objectives, the alignment with the assessments “ including the grading criteria ” and the instructional strategies, the course policies, and the rationale for the structure and the policies, and the reasons for choosing the textbook or other reading materials. Consider a quiz on the syllabus. To reinforce the point that understanding expectations is crucial for success in the course some professors require students to take a quiz on the syllabus and get all answers right before they go on with the course content. Blackboard can be used for that purpose. Explain your expectations for student behavior if they are not included in the syllabus including expectations for: Share some advice for success in your course e. Help students learn about each other The classroom is a social environment, so it is helpful to start the social dynamics in a productive way. Icebreakers raise the energy levels and get students comfortable so that they will be ready to focus on the material, especially if you want to foster a collaborative environment where students will have to work in groups or dialogue with each other. Make sure that the icebreaker is appropriate for the course. Icebreakers work even better when they allow students to get to know each other in the context of the course material. Provitera McGlynn provide a variety of social icebreakers some of which can be tailored to course content. Set the tone for the course The

way you engage students on the first day sends powerful messages about the level of involvement and interaction you expect from them. Inexperienced instructors sometimes make the mistake of lecturing at the students for a few weeks, then try to have a discussion when the first big unit of the course is finished, only to be surprised at the lack of student participation. This is because students have already been socialized to just listen in the course. The following strategies will help you set a productive tone: Whatever you plan to do during the semester, do it on the first day. For instance, if you plan to use discussions, have students start talking on the first day. If you plan to use groups frequently, put students in groups on the first day. If you plan to use extensive writing, have some kind of short reflective writing activity. If you want the students to be in charge of their own learning, start with an activity where they are the experts, and cannot rely on you for information. For instance, in a psychology course on myths about human behavior, the instructor starts with a brainstorming of myths about student behaviors in dorms. The assignment is simply to make an appointment with you at a convenient time, find your office and visit you there before the next class or two. This gets students to your office, breaks the ice with a short one-on-one interaction, and makes it much more likely that the students will come back for help when they need it. Establish a culture of feedback. Let students know you are interested in how they experience the course and in any suggestions they have. Let them know you will do formal early course evaluations, but that they should feel free to give you constructive feedback, even anonymously. You might not adopt every suggestion they have but you will listen and consider them. This starts to create a partnership in learning. Collect data about baseline knowledge. This can take several forms: Check that students have taken relevant courses in a sequence. Give students an ungraded pretest that assesses knowledge and skills necessary for the course. More information on several forms of pre-assessment. Depending on how many students are lacking certain knowledge or skills, you might choose to: While there is truth to that argument, the first day of class is a great chance to stimulate interest about the course and to activate relevant prior knowledge students have about the material. Here are some suggestions for activities that orient students to the content: Get with a partner, share your ideas, and then put the ideas you both generated for step 1 into categories. Give each category a name. Get with another pair and together combine your ideas. Then arrange the categories as a table of contents for this book and write it on the chart paper each group has been given. This activity gets students talking to each other, makes them realize they bring relevant knowledge to bear, and it makes them think about a possible overarching structure for that knowledge. If that structure is appropriate, you can capitalize on that, otherwise this exercise will expose some of the misconceptions students possess, giving you a chance to correct them. The activity typically takes about half an hour. Collect data from the students about issues related to course content. This exercise gives you knowledge about the students and is relevant in social science courses that involve research. Have students generate hypothesis about a typical problem in your course. This exercise can be used to foreshadow different positions and camps in your discipline. When appropriate, you can push the students to think about how they would test their hypotheses, getting deeper into methods of inquiry appropriate for the discipline. Connect course content to current events. Bring in newspaper or magazine clips that relate to your course. Whenever you can connect your field to current events, or pop culture, or student interests, you demonstrate relevance, which increases student motivation. After paired or small group discussions, you can reveal the right answer. This works particularly well in courses where students bring in a lot of misconceptions e. Inform students of logistics Students are also looking for answers to questions such as: Time upfront will pay off in the long run. Teaching college in an age of accountability. Successful beginnings for college teaching: Engaging students from the first day. Effects of attire on student perceptions of instructors in college classes. Teaching at its best: A research-based resource for college instructors 2nd ed.

**Chapter 5 : Assessment of Student Learning – Center for Excellence in Teaching and Learning**

*Home > Scholarship on Teaching > Teaching College in An Age of Accountability. Selected Items Select an item by clicking its checkbox Actions for selected results.*

D and Ellen Behrstock-Sherratt, Ph. D Teacher accountability in the United States is in a period of transformation. Teacher accountability in the United States is in a period of transformation. In exchange, these states promised to implement rigorous new teacher evaluation systems that, among other things, include measures of student learning growth. Similarly, transforming teacher evaluation was a consistent priority for the United States Department of Education through the award of grants such as Race to the Top, the Teacher Incentive Fund, and School Improvement Grants. To improve their eligibility to access federal funding, and to simultaneously achieve their school improvement goals, since , 36 states plus Washington, DC, and hundreds of school districts have passed teacher evaluation reforms, and 33 states have additionally passed principal evaluation reforms. For many states and districts the question of how to measure student learning as one aspect of measuring teacher effectiveness – in ways that are accurate, amenable to teachers, and do-able for teachers whose grades or subject areas are not systematically tested – has consumed much of their time and resources the last few years. A meaningful, accurate evaluation system achieves a number of important purposes. In schools, there is an additional emphasis on the role of evaluations in providing detailed, constructive feedback to all teachers, including those that are considered generally effective already, with data that can inform continuous improvement in practice. It is now commonly understood that teacher effectiveness is the single most important school-level factor affecting student achievement – with principal effectiveness a close second. It is clear, therefore, that the continuous improvement of teacher and principal effectiveness must be an integral part of any efforts aimed at raising student achievement. While improvements in educator evaluation are still evolving, the research and policy communities agree that a high quality teacher evaluation system includes several features. Evaluators must be rigorously trained on using the measures appropriately. Multiple evaluators should spend adequate amounts of time observing teachers on more than one occasion, comparing notes, and sharing detailed written feedback with teachers, while also coaching them to improve in areas of weakness. Multiple Measures of Teacher Effectiveness Teacher evaluations may include some combination of the following measures: High quality classroom observation instruments are standards-based and contain well-specified rubrics that delineate consistent assessment criteria for each standard of practice. To be accurate, evaluators should be trained to ensure consistency in scoring. Student growth on standardized tests. Student growth on standardized tests refers to the test score change from one point in time to another point in time. The related concept of value-added measures, refer to student growth measures that includes a pre-test score and a post-test score as well as a number of other variables e. Other student growth data. It may also include growth in terms of behavior, musical performances, or portfolios of student work. Instructional artifacts are used by evaluators to rate lesson plans, teacher assignments, teacher-created assessments, scoring rubrics, or student work on particular criteria, such as rigor, authenticity, intellectual demand, alignment to standards, clarity, and comprehensiveness. Evaluators typically use an evaluation tool or rubric to make judgments about the quality of student artifacts. Portfolios are a collection of materials that exhibit evidence of exemplary teaching practice, school activities, and student progress. Similar to portfolios, evidence binders often provide specific requirements for inclusion and require a final teacher led presentation of the work to an evaluation team. Self-assessments consist of surveys, instructional logs, or interviews in which teachers report on their work in the classroom, the extent to which they are meeting standards, and in some cases the impact of their practice. Self-assessments may include checklists, rating scales, rubrics, and may require teachers to indicate the frequency of particular practices. Student surveys are questionnaires that typically ask students to rate teachers on an extant-scale e. Parent surveys are questionnaires that typically ask parents to rate teachers on an extant-scale e. A number of reform-minded districts charted an early path implementing comprehensive changes to their evaluation systems. For example, in order to address concerns about the fairness of using student test scores to evaluate teachers, Hillsborough County Public Schools, in Tampa, Florida, decided early

on to focus on the growth in test scores between two points in time rather than a static achievement measure captured only once a year. That way, teachers of special education or struggling students would not be at a disadvantage compared to classrooms with more gifted or high-performing students. The district adopted pre- and post-tests in each grade and subject, including over assessments. The System for Teacher and Student Advancement, adopted by districts across the country, created a system of master teachers and mentor teachers to help alleviate some of the time burden on principals by providing full- or part-time release hours to conduct teacher evaluations; provide extensive feedback and instructional demonstrations; identify context-relevant, research-based instructional strategies; analyze student data; create school-wide academic achievement plans; and interact with parents. Many more examples of new state and district policies on teacher and principal evaluation are available at [www](http://www). Nevertheless, creating more robust teacher and principal evaluation systems will not, in isolation, lead to significant improvements in educator quality. For instance, what if some teachers are not willing or not able to improve enough to fully meet students needs, or if there is not a ready supply of excellent teachers and principals to replace those who are consistently not meeting expectations? To ensure that all students receive a great education, education reformers must see these new and improved evaluation systems as the beginning and not the end of a larger, systemic set of initiatives to attract and retain educators. Teacher preparation, compensation, induction and support, strategic recruitment, and the professional environment in schools must all be enhanced. For example, assessing teacher effectiveness should occur through annual evaluations, but also at the time of hiring and as part of the responsibility of the preparation programs that matriculated the new teachers in the first place. Another critical aspect of redesigning evaluation systems is how to meaningfully involve teachers in the process. Engaging teachers, as well as principals, is essential in order to create evaluations that are well-designed, implemented with fidelity, and sustainable for the long-term. Unfortunately, genuinely engaging teachers in the evaluation redesign process is perhaps the most neglected aspect of the reform process to-date. But resources such as *Everyone at the Table: Everyone at the Table: This free online resource center provides an easy-to-use model for widespread teacher-led conversations on evaluation reform that are constructive and solutions-oriented, using structured conversation tools and activities, with the end goal of increasing teacher input into the policies that are developed. Everyone at the Table has been used with success in Los Angeles, Detroit, Washington state, and elsewhere. To read their stories and learn more about this innovative approach to teacher engagement around evaluation, visit [www](http://www). Closing persistent achievement gaps as well as raising achievement for all students will simply not be possible without recruiting and retaining sufficient teachers of the highest quality for every classroom. An effective accountability system must be anchored in a teacher evaluation system that is informed by research and best practice and includes teacher voice in the design and implementation. Of course, transforming teacher accountability systems as one part of a comprehensive approach to educator talent management and development requires thoughtful planning, prioritizing, and resource allocation. Given the potential for new evaluation systems to produce data that can truly inform continuous improvements in teacher practice, and feed into an aligned system of educator talent management strategies that attract and retain greater numbers of excellent teachers*—the cost may well be worth the investment. She oversees numerous efforts to contribute to policy research and resource development related to every aspect of managing and supporting educator talent including recruitment, compensation, evaluation, distribution and professional development. Laine earned her doctorate in educational leadership and policy studies from Indiana University. Sherratt has presented on teacher incentives, Generation Y teachers, human capital management, and equitable teacher distribution and is co-author of the book *Improving Teacher Quality: A Guide for Education Leaders*. Sherratt earned her doctoral degree in education from the University of Oxford.

## Chapter 6 : Teaching College in an Age of Accountability - Richard Lyons - (75)

*Details about Teaching College in an Age of Accountability, Richard E. Lyons, Meggin McIntosh, Be the first to write a review. Teaching College in an Age of Accountability, Richard E. Lyons, Meggin McIntosh.*

**Chapter 7 : Teaching College in an Age of Accountability â€” Center for Excellence in Teaching and Learning**

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**Chapter 8 : First Day of Class - Eberly Center - Carnegie Mellon University**

*1. The Rise of Accountability in Higher Education. Increasing Stakeholders and Rising Expectations. Market Pressures. External Political Pressures. Institutional Effectiveness. Impact on Institutional Practices. 2. Implications of Accountability on Your Teaching. Grounding our Teaching and Learning.*

**Chapter 9 : Slavin, Educational Research in an Age of Accountability | Pearson**

*Teaching College in an Age of Accountability by Marcella L. Kysilka, , available at Book Depository with free delivery worldwide.*