

**Master Teacher Program Curriculum Overview:  
Kirkwood’s required three year faculty development plan for probationary, full-time faculty**

The Master Teacher Program is built upon faculty strengths honoring each participant’s abiding passion for good teaching and unwavering dedication to student learning in concert with Kirkwood’s Quality Faculty Plan requirements. It is a three-year, non-evaluative cohort learning experience for probationary full-time faculty. It is facilitated by the Kirkwood Center for Excellence in Learning and Teaching staff and faculty Professional Development Fellows serving as learning partners, mentors, and coaches. Its curriculum is framed from a scholarship of teaching perspective and ways to improve student performance. Individually and collectively, all are engaged in solution-focused dialogues on classroom challenges through the lens of research-informed practitioners, innovative designers, and reflective scholars.

**Program Aim:** In a community of scholars, each cohort member will grow in their ability to design shareable learning solutions.

**Desired Program Outcome:** Faculty complete program expectations and exit with a professional growth portfolio of required and self-selected artifacts that represent their ability to design shareable learning solutions.

**Core Principles:** Integrity and Mutual Respect

The program has been constructed with explicit attention to two College principles that serve as cornerstones of trust. Trust reduces the sense of vulnerability faculty may experience in their new position at Kirkwood when they take on new and uncertain tasks, and share evidence of their professional growth journey---per College values of lifelong learning, innovation, excellence, and open communication.

**Self-Growth Scale:** Throughout the program each participant uses a five-level scale to assess, reflect upon, and share evidence of his/her growth with cohort members, colleagues, and Deans.

- Level 1: Identifies their strengths as designers and contributors to others’ growth.
- Level 2: Defines problem and design strategies to improve student learning.
- Level 3: Designs solutions to solve and respond to student learning challenges and opportunities.
- Level 4: Implements solutions and assesses their effect on student learning and performance.
- Level 5: Shares design solutions/insights and their impact upon own professional practice and growth.

<b>Master Teacher Program Curriculum Map</b>	<b>Y1-Research-Informed Practitioners:</b> who routinely and repeatedly engage in activities to adapt specific teaching techniques to meet class and individual learning needs.	<b>Y2-Innovative Designers:</b> who passionately create, invent, and design student work to solve student performance challenges related to stated performance outcomes.	<b>Y3-Reflective Scholar:</b> who systematically investigate, assess, and evaluate the effect of their designs and instructional practices on student learning.
<b>Essential Questions</b>	What practices are working best? Why are they working? Who are they not working for?	What practices and designs are working best? Why are they working? Who are they not working for?	What do I now understand about my impact on students and my growth as a teacher? What do my students now see in themselves and me?
<b>Essential Understandings</b>	Students decide what they will learn just as faculty decide what they will learn. Learning and self-growth is personal to both.	Great design occurs at the intersection of constraint, contingency, and possibility. Great designs inspire and meet genuine human needs.	Lifelong learning means being neither an expert nor novice. Lifelong learning is sharing and growing through better questions and risk taking to help those we serve.
<b>Annual Program Outcomes</b>	Each participant adapts specific teaching techniques to meet class and	Each participant creates, invents, and designs student work to solve student	Each participant investigates, assesses, and evaluates the effect of their instructional

	individual learning needs, as evidenced by portfolio artifacts.	performance challenges with identified program/course outcomes, using evaluative devices for measuring their teaching effectiveness.	practices and/or designs on student learning, sharing design solutions/insights and impact upon own professional practice and growth.
<b>Self-Growth Scale</b>	See Scale Above	See Scale Above	See Scale Above
<b>Major Session Activities</b>	Small and large group discussion	Small and large group discussion	Small and large group discussion
<b>Major Assignments</b>	Mentor-Mentee Project Classroom Observations	Classroom Observations	Classroom Action Research Project Classroom Observations
<b>Major Assessments</b>	<b>Self Growth Paper:</b> Ability to collaborate/perform in a team; transfer research-informed practices into action; accommodate diverse learners; design engaging student learning experiences; reflect deeply upon own professional growth.	<b>Course Design Worksheet:</b> Ability to see themselves both as assessors and designers; design courses based on Dee Fink's model of outcomes-based assessment.	<b>Action Research Project:</b> Ability to identify a student learning need, design an intervention, deploy the intervention, and reflect on effects; create shareable learning solutions.
<b>Professional Growth ePortfolio Shareables</b>	Various learning opportunities to meet QFP competencies	Innovative course design elements to improve student learning outcomes	Shareable learning solutions focused on instructional practices and student learning
<b>Critical Topics</b> (based upon participant-identified instructional challenges)	<p><b>Creating The Learning Environment</b></p> <ul style="list-style-type: none"> <li>• Effective attendance policy and practices</li> <li>• Homework/expectations</li> <li>• Learner engagement practices</li> <li>• Visible, explicit learning targets; success criteria</li> <li>• Learning-centered feedback</li> <li>• Setting a student learning community/network</li> <li>• Formative assessment</li> <li>• Classroom assessment techniques</li> </ul> <p><b>Pedagogical Growth/Contribution to the College</b></p> <ul style="list-style-type: none"> <li>• Sharing effective classroom management practices</li> <li>• Sharing instructional practices</li> <li>• Becoming a learning leader</li> </ul>	<p><b>Design Principles/Practices</b></p> <p><b>Lifelong Learning</b></p> <ul style="list-style-type: none"> <li>• Growth question design</li> </ul> <p><b>Understanding By Design</b></p> <ul style="list-style-type: none"> <li>• Backward design practices</li> <li>• Formative assessment scales</li> <li>• Standards-based grading</li> <li>• Using student performance data</li> </ul> <p><b>Significant Learning Design (Applied Fink Model)</b></p> <ul style="list-style-type: none"> <li>• Course, unit, and activity designs</li> </ul> <p><b>Professional Growth/Contribution to the College</b></p> <ul style="list-style-type: none"> <li>• Share and post activity designs</li> </ul>	<p><b>What Classroom Researchers Do</b></p> <p><b>Classroom Research/Curriculum Assessment</b></p> <ul style="list-style-type: none"> <li>• Planning (Intro to Ed research)</li> <li>• Gathering data on course knowledge and skills, attitudes/values/self-awareness, and student satisfaction</li> <li>• Reporting results</li> </ul> <p><b>Critical Pedagogy</b></p> <ul style="list-style-type: none"> <li>• Understanding of subject and self bias per Kirkwood culture</li> </ul> <p><b>Professional Growth/Contribution to the College</b></p> <ul style="list-style-type: none"> <li>• Endowed Chair opportunities</li> <li>• Teaching through KCELT</li> <li>• Applying for a grant</li> <li>• Professional association conference presentations</li> </ul>

			<ul style="list-style-type: none"> <li>• Mentoring/coaching colleagues</li> <li>• Serving as a Professional Development Fellow</li> <li>• Encouraging classroom visitors</li> <li>• Organizing a study or research group</li> <li>• Designing new curricula</li> </ul>
<b># of Sessions/ Total Cohort Time</b>	8 face-to- face sessions @ 1.5 hours each*; highly interactive online component  <b>Total cohort time: approximately 16 face-to-face hours with online component</b> <b>Subject to minor change each year</b>	8 face-to- face sessions @ 1.5 hours each*; highly interactive online component  <b>Total cohort time: approximately 16 face-to-face hours with online component</b> <b>Subject to minor change each year</b>	8 face-to- face sessions @ 1.5 hours each*; highly interactive online component <b>Total cohort time: TBD with approximately of 16 face-to-face hours</b> <b>*Subject to minor change each year</b>
<b>References</b>	<p>Bain, K. (2004). <i>What the best college teachers do</i>. Harvard University Press.</p> <p>Beyerlein, S.W., Apple, D.K. (eds.). (2005). <i>Faculty Guidebook - A Comprehensive tool for improving faculty performance</i>, 2<sup>nd</sup> edn. Pacific Crest.</p>	<p>Fink, L. D. (2003). <i>Creating significant learning experiences: An integrated approach to designing college courses</i>. San Francisco: Jossey-Bass.</p> <p>Marzano, R. J. (2000). <i>Designing a new taxonomy of educational objectives</i>. Thousand Oaks, CA: Corwin Press.</p> <p>Wiggins, G., &amp; McTighe, J. (1998). <i>Understanding by design</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p>	<p>Boyer, E. L. (1997). <i>Scholarship reconsidered: Priorities of the professoriate</i>. San Francisco: Jossey-Bass.</p> <p>Cross, K. P., and Steadman, M. H. (1996). <i>Classroom research: Implementing the scholarship of teaching</i>. San Francisco: Jossey-Bass.</p>