### Implementing a Teacher Development Pilot Program for MA Students*

**Context:** This project is a collaboration between the University of Northern Iowa and Hawkeye Community College. The goal is to develop and implement a teacher development pilot program that prepares MA students to teach at the community college level. The program is designed to enhance teaching skills and prepare students for the unique challenges of teaching at the community college level.

### Part A: Teaching Development Course

**Spring, year 1. 1-2 credit hours.**

**Course objectives:**
1. prepare you to teach introductory level sociology at a community college
2. train you to reflect upon and address "positionality" and inequality in the classroom
3. engage you in the scholarship of teaching and learning

**Readings:**

**Course Structure:**

<table>
<thead>
<tr>
<th>WEEKS</th>
<th>TOPICS</th>
<th>SAMPLE READINGS</th>
<th>SAMPLE ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>Course Preparation: 1-2</td>
<td>麦克奇奇 ch. 1-5</td>
<td>1. Create first day exercise on &quot;What to do in the first day exercise on &quot;Creating a learning environment&quot;. 2. Prepare for second day exercise on &quot;Critical thinking&quot;.</td>
</tr>
<tr>
<td>3-4</td>
<td>Critical Thinking</td>
<td>麦克奇奇 ch. 2-4</td>
<td>1. Create second day exercise on &quot;Critical thinking&quot;. 2. Prepare for third day exercise on &quot;Learning strategies&quot;.</td>
</tr>
<tr>
<td>5-6</td>
<td>Learning Strategies</td>
<td>麦克奇奇 ch. 3-6</td>
<td>1. Create third day exercise on &quot;Peer assessment&quot;. 2. Prepare for fourth day exercise on &quot;Evaluating students&quot;.</td>
</tr>
<tr>
<td>7-10</td>
<td>Teaching Strategies</td>
<td>麦克奇奇 ch. 7-10</td>
<td>1. Create fourth day exercise on &quot;Teaching controversial topics&quot;. 2. Prepare for fifth day exercise on &quot;Evaluating student work&quot;.</td>
</tr>
<tr>
<td>11-15</td>
<td>Evaluation of Teaching</td>
<td>麦克奇奇 ch. 11-15</td>
<td>1. Create fifth day exercise on &quot;Evaluating student work&quot;. 2. Prepare for sixth day exercise on &quot;Evaluating student work&quot;.</td>
</tr>
</tbody>
</table>

**Assignments throughout Course:**
- 2 teaching observations of faculty; critically assess teaching strategies
- Record self-teaching 3 times across semester; critically assess teaching strategies & development

**Term Assignment: Teaching Portfolio**
- philosophy of teaching and learning syllabus
- course assignments
- teaching exercises
- sample exam
- grading rubrics
- assessment materials

### Part B: Teaching Mentorship

**Spring, year 1. Completed concurrently with Teaching Development course. 1 credit hour.**

**Students serve as teaching mentees for a section of Introduction to Sociology.**

**Tasks to observe and learn:**
- track attendance
- hold office hours
- select and reserve media
- develop class assignment
- construct test questions
- prepare lecture notes
- videotape 3 teaching sessions across semester
- lead class discussion
- work with students one-on-one
- address student issues

### Part C: Guided Teaching Internship

**Construct and teach an Introduction to Sociology course as a paid intern at Hawkeye Community College.**

- Paired with Hawkeye Community College mentors
- Evaluated by UNI faculty

### Part D: MA Non-Thesis Teaching Track

**Proposed Requirements:**

- Contemporary Sociological Theories
- Advanced Research Methodology
- Quantitative Analysis
- Sociological Theory
- Proseminar: Professional Development Electives in Sociology (3 courses)
- Teaching electives outside of Sociology (1-12)
- Teaching Portfolio
- Teaching Mentorship

### Course Assessment:

- Teaching Portfolio
- Development and evaluation of class exercise (ready-for-publication format)

**References:**

*Supported by The American Sociological Association's Howery Teaching Enhancement Grant*

**Background:**
In Iowa, the number of students enrolled in community colleges increased nearly tenfold between 1965 and 2008 (Iowa Dept of Education 2008). Currently, over 80,000 students are enrolled in Iowa community colleges. Among the 1,052 transfer students at the University of Northern Iowa (UNI) in 2008, 72 percent transferred from Iowa community colleges.

Community colleges also play an important role in sociology (Kain et al. 2007; Kerr 1991). An ASA task force reported that half of all sociology credits are taken at community colleges (Zingraf 2002). At UNI, 48.5 percent of our majors have transferred from community colleges.

Arts and science community college instructors in Iowa must have a master's degree, along with 12 hours graduate instruction in their field. The 2006-2011 Strategic Plan for the State’s Community Colleges includes initiatives to expand partnerships between community colleges and other educational institutions, and to provide comprehensive development for faculty (Iowa Dept of Education 2006). Yet, four-year institutions routinely evaluate community college instructors and ignore them in curriculum decisions (Zingraf 2002). As the historic teachers’ college, UNI plays a critical role in teaching and training community college instructors. This project is the first step in addressing the need for partnership between two- and four-year institutions, and training community college instructors.

### Example Student Self-Assessment Questions

- How satisfied are you that you can...
  - Choose reading/test for a course
  - Incorporate teaching strategies based on research
  - Manage student behavior in the classroom

### Example Material Evaluation Instruments

<table>
<thead>
<tr>
<th>Content</th>
<th>Grade 3</th>
<th>Adequate 2</th>
<th>Insufficient 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Obj.</td>
<td>thoroughly covered, clear &amp; concise, needs no revision or editing</td>
<td>fully covered, minor needs clarification, revision or editing</td>
<td>topic covered but needs moderate clarification, revision or editing</td>
</tr>
<tr>
<td>Multi-Choice Qs</td>
<td>nearly all questions are clear &amp; concise, require critical thinking; covers wide breadth of material; requires minor revision</td>
<td>most questions are clear &amp; concise, require critical thinking; covers fairly wide breadth of material; requires minor revision</td>
<td>some questions are clear &amp; concise, require critical thinking; covers some breadth of material; requires moderate revision</td>
</tr>
</tbody>
</table>

### Contact Information

For more information, syllabus, or complete assessment instruments, please contact:

<table>
<thead>
<tr>
<th>Carissa M. Froym</th>
<th>Marybeth C. Stalp</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Northern Iowa</td>
<td>University of Northern Iowa</td>
</tr>
<tr>
<td><a href="mailto:Carissa.M.Froym@uni.edu">Carissa.M.Froym@uni.edu</a></td>
<td><a href="mailto:Marybeth.C.Stalp@uni.edu">Marybeth.C.Stalp@uni.edu</a></td>
</tr>
</tbody>
</table>

---

**Student Assessment:**
UNI sociology faculty assess the graduate program every other year. We developed several instruments to evaluate the effectiveness of the teaching track of the MA program, including direct and indirect measures. Below are portions of two assessment instruments.