

Pat Hutchings, CARNEGIE FOUNDATION, hutchings@carnegiefoundation.org
Paola Borin, RYERSON UNIVERSITY, borin@ryerson.ca
Linda Keesing-Styles, UNITEC INSTITUTE OF TECHNOLOGY, lkeesing-styles@unitec.ac.nz
Lynn Martin, MCMASTER UNIVERSITY, Martl@mcmaster.ca
Renee Michael, ROCKHURST UNIVERSITY, renee.michael@rockhurst.edu
Lauren Scharff, UNITED STATES AIR FORCE ACADEMY, Lauren.Scharff@usafa.edu
Scott Simkins, NORTH CAROLINA A&T STATE UNIVERSITY, simkinss@ncat.edu
Ahmed Ismail, MCMASTER UNIVERSITY, ismailae@mcmaster.ca

The Scholarship of Teaching and Learning in an Age of Accountability: Building Bridges

ABSTRACT

In recent years, as pressures for accountability have increased in higher education, some members of the Scholarship of Teaching and Learning (SoTL) community may worry that the inquiry-based, improvement-focused practices they advocate could be put at risk by easy-to-administer, one-size-fits-all forms of assessment, quality assurance, and administrative control. But while acknowledging both real and perceived tensions between these two movements, we also examine some of the ways and settings in which they are converging, featuring a number of international examples in which external quality and assessment mandates have been employed to support SoTL-like work. We look, too, at the roles that scholars of teaching and learning can play as mediators and brokers between the two movements, helping to translate accountability requirements into opportunities for improvement. In short we argue that these two movements present opportunities for each other. SoTL can contribute to what is, or should be, the central goal of accountability: ensuring and improving the quality of student learning. The accountability movement, for its part, can provide a new context for integrating and valuing SoTL as a force for positive change on campuses and beyond. Taken together, the two approaches can make meaningful contributions to higher learning today. The paper concludes with recommendations to the SoTL community for building bridges between the two movements.

KEYWORDS

higher education, scholarship of teaching and learning, accountability, quality, improvement

With pressures for accountability on the rise in higher education around the globe, scholars of teaching and learning may well be concerned that the inquiry-based, improvement-focused research they favor will be put at risk by easy-to-administer, one-size-fits-all forms of assessment, quality assurance mandates, and administrative control.

Teaching College In An Age Of Accountability

**Arthur T. Costigan, Karen Kepler
Zumwalt, Margaret Smith Crocco**

Teaching College In An Age Of Accountability:

Teaching College in an Age of Accountability Richard E. Lyons, Meggin McIntosh, Marcella L. Kysilka, 2003 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 These measures have made colleges and universities aware that practices once accepted as sacrosanct within the culture will from this time forward be assessed regularly for their contribution to achieving more accountable outcomes This book equips professors to address outcome goals in a proactive manner

Learning To Teach in an Age of Accountability Arthur T. Costigan, Karen Kepler Zumwalt, Margaret Smith Crocco, 2004-09-10 This book documents the brave new world of teacher administrator school and student accountability that has swept across the United States in recent years Its particular vantage point is the perspective of dozens of new teachers trying to make their way through their first months and years working in schools in the New York City metropolitan area The issues they grapple with are not however unique to this context but common problems found today in urban suburban and rural schools across the United States The stories in this book offer a compelling portrait of these teachers encounters with the new culture of accountability and the strategies they develop for coping even succeeding within such demanding settings Learning to Teach in an Age of Accountability introduces research on teaching and engages the big ideas concerning teacher research highlighting what we know and where that leads us offers a rich set of teacher narratives that are organized to widen the angle of vision from biography to classrooms schools and society and includes questions and activities to encourage discussion and further research about the ideas raised and addresses the possibilities for best practice and curricular decision making in light of the issues and ideas presented in the book This volume unique in its portrayal of new teachers encounters with issues of accountability makes a singular contribution to the educational literature on new teachers It is relevant to everyone interested in the contemporary world of teaching and is particularly appropriate as a text for preservice and in service students All readers who believe that the key to a good school lies in attracting and keeping good teachers will find the issues presented here both personally engaging and deeply troubling

Critical Essays on Resistance in Education David M. Moss, Terry A. Osborn, 2010 It is possible to say that resistance in education has always been resisted the point of course is who is doing the resisting Why they are resisting what they are resisting and whose interests are being served by these acts of resistance David M Moss and Terry A Osborn s provocative collection of essays on educational resistance gives new scope and meaning to the term resistance in the context of today s challenges to and on behalf of social justice education It is an important contribution to the field of critical education Peter McLaren Graduate School of Education and Information Studies University of California Los Angeles Book Jacket

The Wiley Handbook of Educational Supervision Sally J. Zepeda, Judith A. Ponticell, 2018-09-11 An

authoritative guide to educational supervision in today's complex environment The Wiley Handbook of Educational Supervision offers a comprehensive resource that explores the evolution of supervision through contributions from a panel of noted experts The text explores a wealth of topics including recent and dramatic changes in the complex context of today's schools This important resource Describes supervision in a historical context Includes a review of adult learning and professional community Reviews new teacher preparation and comprehensive induction systems Contains perspectives on administrative feedback peer coaching and collaboration Presents information on professional development and job embedding learning Examines policy and implementation challenges in teacher evaluation Written for researchers policy analysts school administrators and supervisors The Wiley Handbook of Educational Supervision draws on concepts theories and research from other closely related fields of study to enhance and challenge our understanding of educational supervision *Leading Professional Practice in Education* Christine Wise, Marion Cartwright, Pete Bradshaw, 2012-09-05

This volume provides an overview of key contemporary themes in educational leadership It focuses on developing professional capacity organisation improvement and the implementation of change looking at theoretical frameworks and concepts recent research studies and case examples of effective practice The book covers leading learning and learner leadership change processes and distributed leadership leading professional development for educational contexts Designed to encourage critical analysis and debate this volume will be a useful resource for postgraduate and professional development courses in educational leadership and for practitioners It is a companion to Educational Leadership Context Strategy and Collaboration also published by Sage **Teacher Professional Learning in an Age of Compliance** Susan Groundwater-Smith, Nicole Mockler, 2009-04-29

Teacher Professional Learning in an Age of Compliance Mind the Gap examines ways in which practice based inquiry in educational settings in a number of different countries and contexts can transcend current ways of working and thinking such that authentic professional learning is the result The authors contend that education policy under pressure from a number of quarters is retreating into a standardized audited and backward looking arena with the advances of more progressive educational philosophy being rolled back In an age where practitioner inquiry and action research have often been hijacked for the purposes of broad based policy implementation this book offers a rationale for reclaiming the critical edge so fundamental to inquiry based professional learning It examines the potential of inquiry based forms of teacher professional learning to contribute to the growth of professional knowledge for and about teachers work The authors intend that the book will assist in building new forms of professional knowledge that go beyond the current compliance model engineered from less enduring materials to inform a new model with its foundations in a strong ethical and moral framework They also believe that this new model if implemented will help to reverse today's conservative educational trends and make teacher professional development a force for genuine progress once again They have consciously moved away from the celebratory tone of much of the academic reporting of teacher professional learning

adopting instead a genuinely critical edge In covering a wide range of policies and practices from across the international spectrum they have allowed themselves the freedom to engage in serious epistemological arguments about the nature of professional knowledge as well as how it is constructed and employed

Handbook of Classroom Management Edward J. Sabornie, Dorothy L. Espelage, 2022-09-22 The Handbook of Classroom Management Third Edition is an authoritative treatment of the latest science and development in the study of classroom management in schools Evidence based classroom management practices and programs are essential to enhancing students academic behavioral social emotional and motivational outcomes across grade levels This comprehensive volume collects scholarship and cutting edge research for graduate students and faculty of psychology teacher education curriculum and instruction special education and beyond The book has been thoroughly revised and expanded with updated coverage of foundational topics such as effective instruction preventative strategies positive behavior intervention and supports family school relationships legal issues and other related topics while also giving new attention to social justice students on the autism spectrum and adaptations across urban rural and virtual contexts

International Encyclopedia of Education , 2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequaled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files

Urban Education Karen Symms Gallagher, Rodney Goodyear, Dominic Brewer, Robert Rueda, 2013-03-19 Many factors complicate the education of urban students Among them have been issues related to population density racial ethnic cultural and linguistic diversity poverty racism individual and institutional and funding levels Although urban educators have been

addressing these issues for decades placing them under the umbrella of urban education and treating them as a specific area of practice and inquiry is relatively recent Despite the wide adoption of the term a consensus about its meaning exists at only the broadest of levels In short urban education remains an ill defined concept This comprehensive volume addresses this definitional challenge and provides a 3 part conceptual model in which the achievement of equity for all regardless of race gender or ethnicity is an ideal that is central to urban education The model also posits that effective urban education requires attention to the three central issues that confronts all education systems a accountability of individuals and the institutions in which they work b leadership which occurs in multiple ways and at multiple levels and c learning which is the raison d tre of education Just as a three legged stool would fall if any one leg were weak or missing each of these areas is essential to effective urban education and affects the others

Research on Teacher Stress Christopher J.

McCarthy, Richard G. Lambert, 2023-03-01 This volume informs our understanding of how educational settings can respond to the challenges of the COVID 19 pandemic and beyond Teaching has always been a challenging profession but the pandemic has added unprecedented levels of demands Much of what we know about stress and trauma in education predates the COVID 19 pandemic As the pandemic recedes it seems likely that recruiting and retaining teachers always a challenge will become even more difficult This could not be worse for students who face steep losses in their academic and socio emotional progress after more than two years of pandemic impacted schooling The silver lining is that scholars who study the occupational health have spent the past several years studying the effect of the pandemic on teachers which led us to edit this volume to collected what is known and have these experts explain how we can better support teachers in the future This book documents the many impacts of the pandemic on the teaching profession but also leverages research to chart a path forward Part I examines the contours of stress with a particular emphasis on COVID 19 impacts These contributions range from parents achievement worries to compassion fatigue and more optimistically how teachers cope Part II examines pandemic impacts on pre school teachers in both the U S and in Australia Given the social distancing in place during the pandemic pre school students and their teachers were under unique demands as there is no substitute for the personal connection critical at that age It is likely that students entering elementary school in the next few years will have work to do in their social skills Part III focuses on mentoring and stress during the pandemic Mentoring is an important part of teacher s professional development but the pandemic scrambled traditional forms of mentoring as all teachers were thrown into unfamiliar online technology The final section of this book Part IV includes links between teacher stress and trauma during the pandemic Clearly with the ongoing nature of the pandemic it is easy to see how trauma is likely to manifest in years to come Readers of this book will better understand teacher demands as well as the resources teachers will need going forward Teachers made heroic efforts during the pandemic to help their students both academically and personally We owe to them to learn from research during the pandemic that points to the way to a healthier occupational future

Wise Social

Studies in an Age of High-Stakes Testing Elizabeth Anne Yeager, O. L. Davis, 2005-08-01 The chapters in this volume illustrate how teachers are bringing creativity higher order thinking and meaningful learning activities into particular school settings despite pressures of standards and testing We chose the word wise for the title of this book and we use it frequently to describe the pedagogical practices we have identified The words powerful and ambitious are used as well The larger point as Keith C Barton makes in his chapter is that there is no necessary connection between content standards and high stakes tests on the one hand and lowlevel rote instruction on the other He reminds us as Thornton 1991 and Wiggins 1987 previously have argued that teachers play a crucial role in mediating educational policy and their intentions and interpretations have at least as much influence on classroom practice as does the content of standards and highstakes tests Barton also asserts that this makes it all the more crucial to identify the wisdom of practice that enables teachers to engage students in powerful educational experiences

Research in Education, 1974

Professional Learning Communities and Teacher Enquiry Alison Fox, 2025-02-28 Evidence based teaching is fast becoming a new orthodoxy There are many strong voices including policy voices advocating its adoption Understanding the underlying principles allows you to better evaluate the benefits of different approaches to evidence based teaching and how they relate to your own school context This book provides a critical overview of different ways of thinking about professional learning as a social process through collaborative and collective activity including the notion of professional learning communities and how these might be used to support teacher enquiry It examines the opportunities and challenges this poses to teachers and school leaders and includes practical advice on how to facilitate engage with and evaluate collaborative teacher enquiry models

Make Me! Eric Toshalis, 2015-02-01 In this groundbreaking book Eric Toshalis explores student resistance through a variety of perspectives arguing that oppositional behaviors can be not only instructive but productive All too often treated as a matter of compliance student resistance can also be understood as a form of engagement as young people confront and negotiate new identities in the classroom environment The focus of teachers efforts Toshalis says should not be about managing adolescents but about learning how to read their behavior and respond to it in developmentally productive culturally responsive and democratically enriching ways Noting that the research literature is scattered across fields Toshalis draws on four domains of inquiry theoretical psychological political and pedagogical The result is a resource that can help teachers address this pervasive classroom challenge in ways that enhance student agency motivation engagement and academic achievement The coauthor of *Understanding Youth Adolescent Development for Educators* Harvard Education Press 2006 Toshalis blends accessible explanations of theory and research with vignettes of interactions among educators and students In *Make Me* Toshalis helps teachers perceive possibility rather than pathology in student resistance

Handbook of Research in Social Studies Education Linda S. Levstik, Cynthia A. Tyson, 2010-04-15 Introduction Linda L Levstik and Cynthia A Tyson Change and continuity in social studies curriculum Stephen J Thornton Early elementary social studies Jere Brophy

and Janet Alleman What happens in social studies classrooms research on K 12 Classroom practice Linda S Levstik Knowing and doing in democratic citizenship education Walter C Parker International political socialization research Carole L Hahn and Theresa Alviar Martin Service learning Rahima Wade Controversial issues and democratic discourse Diana Hess Diversity and citizenship education historical theoretical and philosophical issues James A Banks and Nguyen Diem Social justice and the social studies Kathy Bickmore Gender and sexuality in the social studies Margaret Smith Crocco Global education Guichun Zong Angene H Wilson and A Yao Guashiga Assessment and accountability in the social studies S G Grant and Cinthia Salinas Research on students ideas about history Keith C Barton Research on K 12 geography education Avner Segall and Robert J Helfenbein Recent research on the teaching and learning of pre collegiate economics Steven L Miller and Phillip J VanFossen Technology and social studies Kathy Owings Swan and Mark Hofer The education of social studies teachers Susan Adler The professional development of social studies teachers Stephanie van Hover

Transforming the Workforce for Children Birth Through Age 8 National Research Council, Institute of Medicine, Board on Children, Youth, and Families, Committee on the Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success, 2015-07-23 Children are already learning at birth and they develop and learn at a rapid pace in their early years This provides a critical foundation for lifelong progress and the adults who provide for the care and the education of young children bear a great responsibility for their health development and learning Despite the fact that they share the same objective to nurture young children and secure their future success the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well Transforming the Workforce for Children Birth Through Age 8 explores the science of child development particularly looking at implications for the professionals who work with children This report examines the current capacities and practices of the workforce the settings in which they work the policies and infrastructure that set qualifications and provide professional learning and the government agencies and other funders who support and oversee these systems This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning shared knowledge and competencies for care and education professionals and principles for effective professional learning Young children thrive and learn best when they have secure positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice specific actions to improve professional learning systems and workforce development and research to continue to build the knowledge base in ways that will directly advance and inform future actions The recommendations of this book provide an opportunity to improve the quality of the care and

the education that children receive and ultimately improve outcomes for children

Standards-Based Reform and the Poverty Gap Adam Gamoran, 2008-04-01 The No Child Left Behind Act NCLB is the latest in more than two decades of federal efforts to raise educational standards and an even longer stream of initiatives to improve education for poor children What lessons can we draw from these earlier efforts to help NCLB achieve its goals In Standards Based Reform and the Poverty Gap leading scholars in sociology economics psychology and education policy take on this critical question Armed with the latest data and up to date research syntheses the authors show that standards based reform has had some positive effects particularly in the area of teacher quality Moreover some of the critics greatest fears have not been realized for example retention rates have not shot upward Yet the overall pace of improvement has been slow owing in part to poor implementation Based on these findings the contributors offer recommendations for the implementation and impending reauthorization of NCLB These proposals such as national testing and a rethinking of achievement targets are sure to be at the center of the upcoming debate Contributors include Thomas Dee Laura Desimone George Farkas Barbara Foorman Brian Jacob Robert M Hauser Paul Hill Tom Loveless Meredith Phillips Andrew C Porter and Thomas Smith

Measuring History S. G. Grant, 2009-03-01 Measuring History complements the cases presented in Wise Social Studies Practices Yeager Davis 2005 Yeager and Davis highlight the rich and ambitious teaching that can occur in the broad context of state level testing In this book the chapter authors and I bring the particular state history tests more to the fore and examine how teachers are responding to them At the heart of Measuring History are cases of classroom teachers in seven states Florida Kentucky Michigan New York Texas Mississippi and Virginia where new social studies standards and new and generally high stakes state level history tests are prominent In these chapters the authors describe and analyze the state s testing efforts and how those efforts are being interpreted in the context of classroom practice The results both support and challenge prevailing views on the efficacy of testing as a vehicle for educational reform Catherine Horn University of Houston and I lay the groundwork for the case studies through a set of introductory chapters that examine the current environment the research literature and the technical qualities of history tests

Resources in Education , 2001-10

Annual Meeting Speech Communication Association, 1968

Decoding **Teaching College In An Age Of Accountability**: Revealing the Captivating Potential of Verbal Expression

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