Why CATS?

Five UNDERLYING PRINCIPLES

1. Faculty are more likely to change their teaching practices and strategies through the influence of their peers than through administrative dictum or externally imposed professional development (Huber, 2012; Reeves, 2008; Turner, 2013*).

Five UNDERLYING PRINCIPLES

2. Faculty (and leaders) who care about student learning have a persistent discomfort with the status quo (DuFour & DuFour, 2006; O'Banion, 2007; Wilson, 2010).
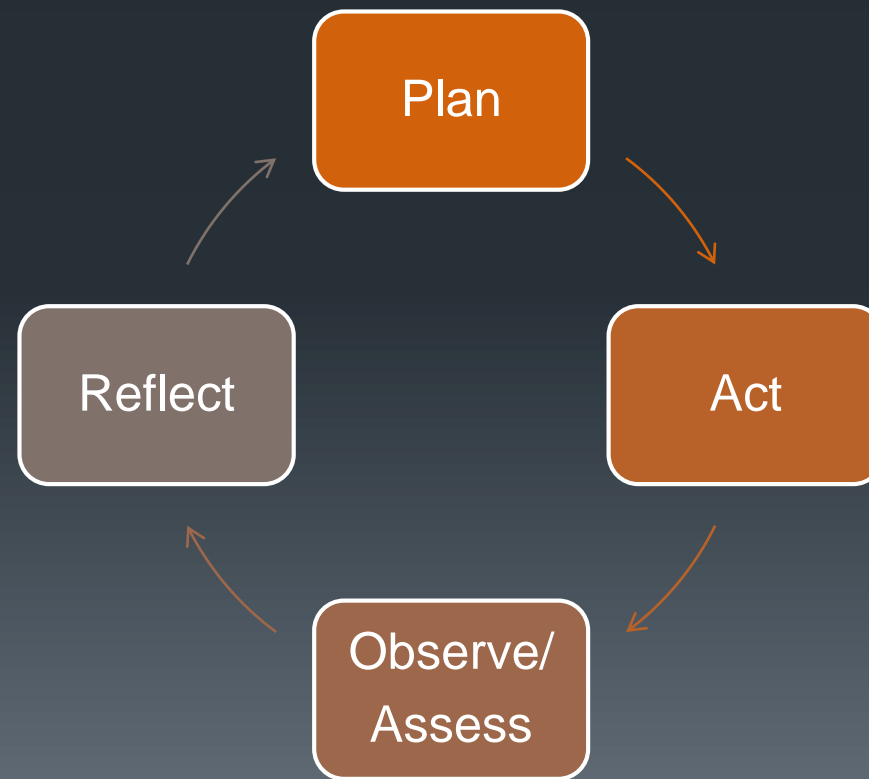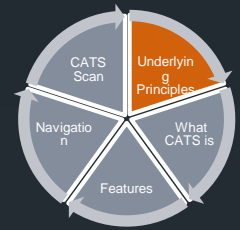
Five UNDERLYING PRINCIPLES

3. Frequent formative assessment with feedback is one of the most viable, research-backed techniques to optimize student learning (Angelo & Cross, 1993; Black & William, 2008; Marzano, 2006)

Five UNDERLYING PRINCIPLES

4. The Action Research Cycle, employed both formally and informally, is the most effective vehicle for implementing, assessing, and reforming instructional techniques to maximize student learning (Mertler, 2009; Mills, 2007; Reeves, 2008; Stringer, 2007; Turner, 2003)

Five UNDERLYING PRINCIPLES
5. Innovation

- 5. Innovative faculty are a major vehicle for positive change on a community college campus when the innovative practice(s) can be **shared** *(Shugart, 2011; Turner, 2013, Wilson, 2002).*

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