

## A Framework for Action: Impact of User-Driven, Research on Professional Competence Among Early Career Teachers

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### Presenters

- Barry University
  - Dr. Maria Stallions
    - [mstallions@mail.barry.edu](mailto:mstallions@mail.barry.edu)
  - Dr. Karol Yeatts
    - [kyeatts@mail.barry.edu](mailto:kyeatts@mail.barry.edu)
- Roanoke College
  - Dr. Leslie Murrill
    - [murrill@roanoke.edu](mailto:murrill@roanoke.edu)
  - Dr. Timothy Reynolds
    - [treynold@roanoke.edu](mailto:treynold@roanoke.edu)



*“By three methods we may learn wisdom: first, by reflection, which is noblest; second, by imitation, which is easiest; and third by experience, which is the bitterest.” -Confucius*

### Framework

- History
  - Margaret Sue Copenhaver Institute for Teaching and Learning
- Collaborative Research Project
  - Purpose
  - Theoretical Framework
  - Themes

### Teacher Research Assumptions

- **Teachers** are more effective in problem solving when they self-select issues.
- **Teachers** become more effective when they are encouraged to examine and assess their own work.
- **Teachers** need time and space away from classroom routine to reflect.

### Criteria

- **The area of focus should:**
  - **involve teacher instructional practices and student learning**
  - **be within teacher’s locus of control**
  - **address specific areas of change and improvement**

## Research Project Participants

- Two Barry University faculty members
- Two beginning teachers in Florida
- Two Roanoke College faculty members
- Two beginning teachers in Virginia

## Pre-Implementation

- Institute participation
- Follow-up meeting
- Pre-implementation survey
- Formulation of action plan

## Implementation

- Development and implementation of cooperative learning plans
- Reflective journal entries (formative)
- Classroom observations followed by shared evaluations
- Conference phone calls
- Face to face meetings
- Collaborative presentations

## Post-Implementation

- Completion of Data Collection
- Post Implementation Survey
- Pedagogical Reflections (Summative)
- Continuing Collaborative Presentations

## Next Steps

- 2005 – Copenhagen Institute
  - Differentiated Instruction
- Expansion of Project
  - Identify new participants
  - Continue collaboration with faculty and participants
- Dissemination of Project Outcomes
  - 2005 FATE Conference
  - 2005 KDP Convocation
  - 2006 Copenhagen Institute

## Questions and Answers

