

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

Florida Association of Teachers Educators
October 6-8, 2005
Orlando, Florida

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“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

