

A five year multi-case study of middle level teachers

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(email her for the presentation)

07:09

Teacher Observation: Caitlyn

A lot of these are self reporting.

It's a legal can of worms.

05:13

06:00

Teacher Observation: Caitlyn

Longitudinal case analysis.

Do these beliefs last over time.

Teacher Observation: Caitlyn

Put on your teacher evaluator hat.

What did they do well and what needs improvement?

07:43

07:56

08:40

09:18

09:35

09:51

Teacher Observation: Amy

More organized.

15:18

23:15

Dispositions Observation form.

There is an observation form for this stuff.

Left hand column is responsiveness

Right hand column is technical

Center is Medium level.

The disconnected side sounds like a slam, but it isn't intended to be so.

23:37

23:55

24:58

25:09

25:18

28:59

Dispositions in Action

Focus is impact on student learning/depth of understanding.

Responsive sees the kids getting learning deeply and technical is seeing the kids getting it correctly (technical details)

Context wasn't a main factor in this study.

Aligned with Young Adolescent needs.

Responsive are better at teaching this.

Responsive dispositions align more with deeper teaching. Both are necessary, but Responsive seems to have an advantage.

Manifested in teacher/student interaction.

Discourse analysis

Used to understand how the teachers got the kids to this place

Grounded theory from model middle school analysis

29:29

29:33

30:00

30:16

30:38

31:38

32:04

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Evaluating Dispositions

34:05

Summary Findings Over Time

35:06

35:16 Young teachers' dispositions remained fairly consistent over time.

35:39 They maintained their dispositions over time.

35:52 The testing pieces helped them live out their dispositions, maybe.

36:16 Many teachers leave the field because they don't feel successful in what they choose to do.

36:39 What does this imply for us?

37:06 Factors that did not

37:11 Type of school setting

37:18 Content area taught

37:24 Testing emphasis

37:30 Factors that matter most

37:36 School climate

37:42 Collaborative time with teacher

37:53 School leadership

37:59 Principal trust was a huge influence.

38:12 Push on testing

38:17 Trust that they would do their jobs was important

38:30 Testing emphasis

38:40 How that emphasis was stressed moved people to the technical side.

39:34 Original dispositional orientation.

40:01 Can you teach dispositions?

40:28 All were dealing with a strong emphasis on standardized high stakes testing via No Child Left Behind.

40:40 (Note find teacher quality index)

42:21 All were held accountable to these tests and were successful in getting students to do well on them.

45:26 However, the young teachers' dispositions affected how they reacted to the testing focus and how they ultimately defined teaching and learning in their classrooms.

47:26 Note: The more middle school a middle school is the better the test scores. (Find this study)

48:27 Consider as Middle Level Teacher Educators

49:03 Responsive teachers may at this time in education feel like they are teaching against the grain. The question may be what types of dispositions we want our graduates to possess, given the current educational context and challenges. What serves them best and ultimately what best serves their students and our future society?

49:13 The people who will be in the next century are the responsive types, not the technical types.

50:10 Look for publications in Teacher Ed Quarterly.

How to manifest it in the classroom.

53:10

CEU info: AA7

53:35

2461 Session #

54:16

Send her stuff too.

54:52