

Excelsior
Leadership in Teaching and Learning
Volume 2, Number 1 Fall/Winter 2007

Article Abstracts

Reports of Research and Reflection

Reflective Thinking: The Essence of Professional Development

Margaret Egan

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Abstract

This article discusses the processes and challenges of enabling preservice teachers to develop their ability to reflect meaningfully on their teaching performance as it relates to their ongoing professional development. It reviews previous and contemporary definitions of reflection. From this perspective some differing approaches to the reflective process in preservice teachers are reviewed—those more typically external and/or reactive and those that stem more from one’s inner core. Korthagen’s extensive work on the reflective process is summarized and his emphasis on Core Reflection is carefully considered and presented for implementation.

Shaping the Pedagogy of an Undergraduate Teacher Education Program With Lesson Study

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Abstract

A team of seven faculty at a regional state university developed the pedagogy of an undergraduate teacher education program using Japanese lesson study both for program improvement and the National Council for Accreditation of Teacher Education (NCATE) accreditation. Faculty describes how they introduce lesson study assignments in all methods courses (mathematics, science, language arts, children’s literature, social studies, and reading). Groups of teacher candidates complete lesson studies in partnership schools. Faculty’s action research approach to their program includes examining literature on teacher education (Feiman-Nemser, 2001) and finding that their developing pedagogy using lesson study meshed well with goals for quality programs.

“Between a Rock and a Hard Place”: A Second-Year Teacher’s Experience Writing Report Cards

Jennifer Tuten

Hunter College

Abstract

This article documents the report-card writing process of an early career urban fourth-grade teacher. Her account and reflections upon the report-card writing process are interwoven with a critical discourse analysis of report form she completes along with her narrative comments. Re-considering this “taken for granted” aspect of teaching illuminates the everyday reality of teaching in an era of increasing accountability.

Sharing Perspectives, Practices, and Approaches

Learning Anytime and Anywhere With Advanced Distributed Learning: Some Opportunities and Challenges for Educators and Education

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Abstract

The implications for educators and educational institutions of universally accessible instructional resources that are available anytime and anywhere appear to be extensive and substantial. Some implications can be seen in the implementation of the Advanced Distributed Learning initiative and the likely culmination of technology and learning trends in instruction delivered as anytime-anywhere tutorial conversations. Opportunities for education include more accessible learning, more individualized learning, and continuous, unobtrusive assessment. Challenges include needs to re-assess the roles and responsibilities of formal education, the budgetary and other administrative practices of schools, and the procedures and standards for the preparation of teachers.

Making the Journey Into Teaching: A Different Approach to Student Teaching at the Secondary Level

James J. Carpenter

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Abstract

In the fall of 2002, the Adolescent Education Program at Binghamton University, responding to New York State requirements increasing the number of days needed for student teaching, initiated a new approach to placing and supervising student teachers in their graduate

preservice programs. In place of the traditional single placements for six to eight weeks each, the program places students simultaneously in both high school and middle school settings for what amounts to a full day's experience. This article discusses the advantages students and faculty have experienced using this approach as well as continuing problematic issues. To date, the experiences of our students suggests the advantages, among them improved planning, greater understanding of student learning styles, and developing classroom management skills, outweigh persistent complaints or difficulties.