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Article Abstracts

Reports of Research

Parallel Journeys: Teacher Educators and Teacher Candidates Learn Together

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Abstract

This paper describes how the authors, two teacher educators at the same institution, collaborated to assist teacher candidates' learning about collaborative teaching. By combining their respective English and social studies methods classes to complete an interdisciplinary lesson plan assignment, the authors found that teacher candidates developed positive dispositions toward collaborative, interdisciplinary teaching. They also found that as they worked together to study the teacher candidates' learning, their own practice benefitted in ways that were similar to the growth of their students. Qualitative findings discussed in this article illustrate the parallel journeys that the teacher educators and teacher candidates made during three years of implementing the interdisciplinary assignment.

Directed Peer Response in Differentiated Approaches to the Video Analysis of Teaching

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Abstract

Video analysis of teaching has become widespread in teacher education, due both to the accessibility and portability of digital video and the movement towards performance-based assessment. However, in order to be meaningful, the process of viewing oneself on video must be well scaffolded. This practice report describes two approaches designed to support teachers' ability to use video effectively as a tool in their development, one for experienced teachers, and one for student teachers. Both involve structured, one-on-one partner interaction as a supportive entry point into peer group video-analysis.