

# Draw a Large Yellow Onion in Cross Section

- Have at least 7 sections

# **Applying the Research on Expert Teaching**

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Phase 3, CEDP

# Handouts, References and PowerPoint

- Just email me at [kbrillinger@conestogac.on.ca](mailto:kbrillinger@conestogac.on.ca) or google title and my name – it's online from Laurier
- Let's reduce our environmental footprint

# Stop, Start, Continue



# Continuum of Teaching Skill

Novice to Experienced to Expert

\*Not based on time spent teaching. A teacher can stay at novice forever!

[http://encarta.msn.com/dictionary\\_1861609864/expert.html](http://encarta.msn.com/dictionary_1861609864/expert.html)

The background of the slide is a blurred, colorful landscape painting. It features a blue sky at the top, followed by a light blue and white area that could be a body of water or a misty horizon. Below this, there are various colored fields in shades of green, yellow, orange, and red, suggesting a vibrant, possibly autumnal or spring landscape. The overall style is impressionistic and soft, with no sharp lines or distinct objects.

# **The Expert Landscape**

# How can we tell at which level a teacher is at?

- Student Assessments of Teaching (SATs)
- Behavioral inventories
- A 10 second video clip of a teaching video or a \$1500 US assessment with a 20% chance

# How much happier is an expert teacher in the classroom?

(Kane, 2001)

- Novice teachers can have up to 10:1 negative to positive experiences in a classroom session (possible reasons for burn-out/drop-out).
- Experts almost exact opposite! Lots of positive re-enforcement for teaching. Could be that they start off with certain behaviors that are well-received.



# Problem Solving (Kane, 2001)

- Experts are slow to start solving problems, attempt to define the discipline problem and test hypotheses about possible solutions before acting. Experts show more complex solutions than novices. Memories of previous cases contribute to their expert performance.
- i.e. Novice teachers overhearing a snide remark will often call the behavior. Expert teachers often responded with an eyebrow raise and diversion. When asked to explain, the novices interpret the remarks as a challenge, the experts interpret the remarks as showing off to peers.
- Experts codify and draw on case knowledge.

“Master teachers are not born, they become. They become primarily by developing a habit of mind, a way of looking critically at the work they do; by developing the courage to recognize faults, and by struggling to improve.” (Kane, 2004)

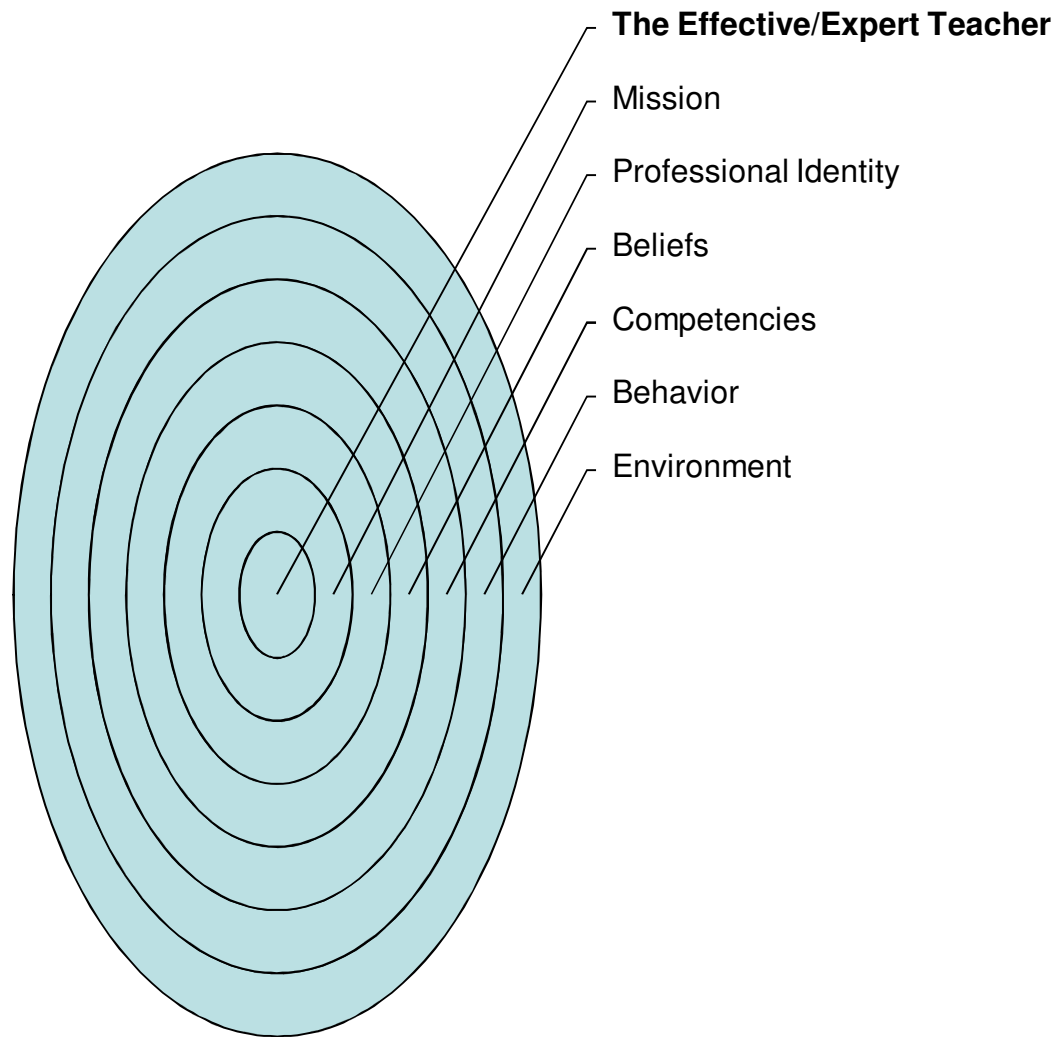
Korthagen (2004) suggests that in order to know where to improve, teachers can work on 6 layers and he adds that teacher education has a responsibility to cover all 6 layers.

# Teacher Layers

Based on Korthagen, F. (2004). In search of the essence of a good teacher: towards a more holistic approach in teacher education. *Teaching and Teacher Education*. Vol. 20, 77-97.

- environment
- behavior
- competencies (SMK & PCK)
- beliefs about teaching/learning
- professional identity
- mission/calling

**Can lead to an Expert/Effective Teacher**



**1. Environment:** the room, the class, the students, the school, the society – all of the cultures involved

All teaching communication is inter-cultural!

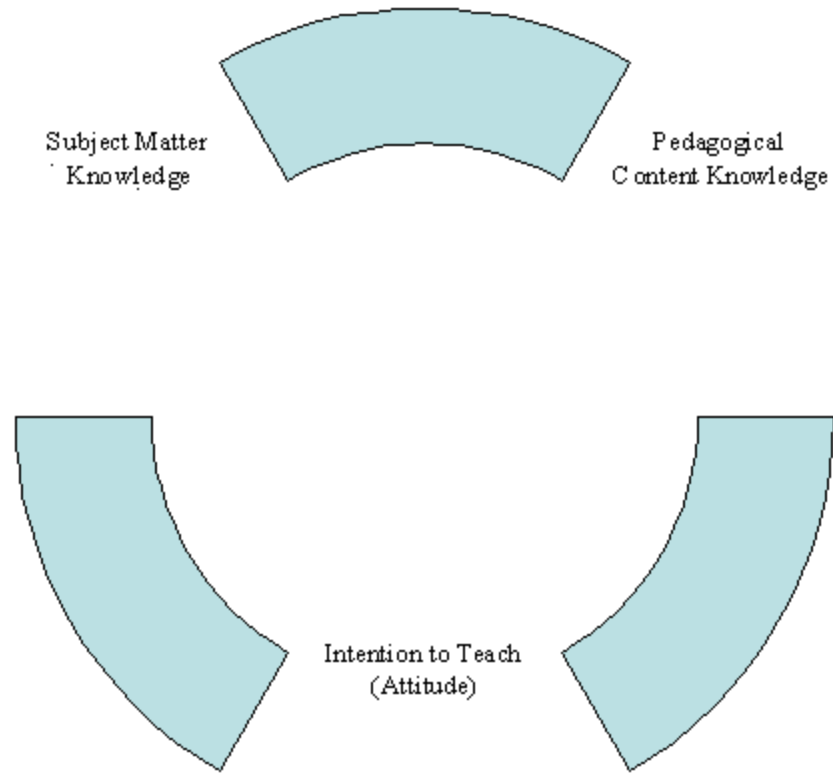
**2. Behavior:** the observable actions of the teacher

Take a minute and tell a neighbor about a teacher with a behavior you loved and another teacher with a behavior you hated.

**3. Competencies:** Subject Matter Knowledge (SMK) and Pedagogical Content Knowledge (PCK) = the **potential** for behavior



Brillinger, 2006





**4. Beliefs:** The teacher's “gestalts” about teachers and learners and education developed through experiences, role models, values, feelings, images and routines.

## **5. Professional Identity:**

“Who am I as a teacher?” “What is my self-concept as a teacher?” “Is this consistent with my personal identity?” “What do I still need/want to learn?”

Quote from a professor, “I am not really a teacher but I thought this would be a good gig.”

**6. Mission:** “What is the meaning of our teaching existence?” “What role do we see for ourselves in relation to our students, our society, the future, the past etc.?”

This is the “level of interconnectedness”.

- All levels are important and necessary
- Only the outer two levels (the environment and the behavior) can be observed by others
- Influence can go both ways. For example, a strong mission can influence teacher behavior in a difficult environment leading to success which could lead to a strong identity or a lack of competency can lead to a belief that one is not a good teacher leading to a crisis in identity.
- Discrepancies between the levels can lead to tension and burn-out. i.e. mission but no competency or competency but weak identity.
- The ideal situation is complete alignment between the levels - “congruence”.

# Sample Teaching Episode

- <http://www.youtube.com/watch?v=std5smlhgpo>
- BRAINSTORM Pros and Cons and notice some items on the yellow sheet
- Would you consider him a novice, experienced or expert teacher?

## **Novice teachers:**

- favor direct teaching of curriculum items even in the lesson “initiation” stage
- do not carefully regulate the amount or flow of content
- try to cover as much of the curriculum as possible
- lack strategies for uncovering their learners’ prior knowledge
- if they do, accidentally, uncover an unexpected lack/surplus of prior knowledge, they do not adjust their teaching

- **HOTS** = a pedagogy that taps into learner's interests, perspectives, prior knowledge and learning strategies using methods such as critique activities, problem finding and solving, discovery learning, project-based teaching and the need for reflective self-assessment.

- **Experienced teachers:**
  - learn to “bait and switch”
  - start with a HOTS (Higher Order Thinking Skills) grabber and move to the direct teaching of curriculum
  - regulate the amount of content but do not adjust the flow to allow more/less when possible
  - use recall questions to uncover prior learning of students and seem to be trying to make students aware of what they don’t know



## **Expert teachers:**

- lessons richer in HOTS than novice or experienced classrooms
- focus is obvious both in the lesson initiation and throughout
- seem to follow a “less is more” policy and reduce content in favor of mastery and experience
- add more content where needed/possible
- experts have higher rating for HOTS and lower rating for content relative to both novice and experienced teachers
- deliberately discover and use their learners’ prior knowledge, expecting surprises and modifying accordingly
- use pre-assessment questions that allow them to understand students’ thinking about prior learning and to demonstrate to students how much they already know and how interesting/possible it will be to tackle the course learning

# First Impressions: The First “Donation”

validation

affirmation

elaboration

personalization

# Visible Expert Behaviors

- Oculesics
- Facial Expression
- Proxemics
- Haptics
- Gestures
- Intonation and Volume
- Emotional Regulation – both negative and positive

# Two-Minute Buzz

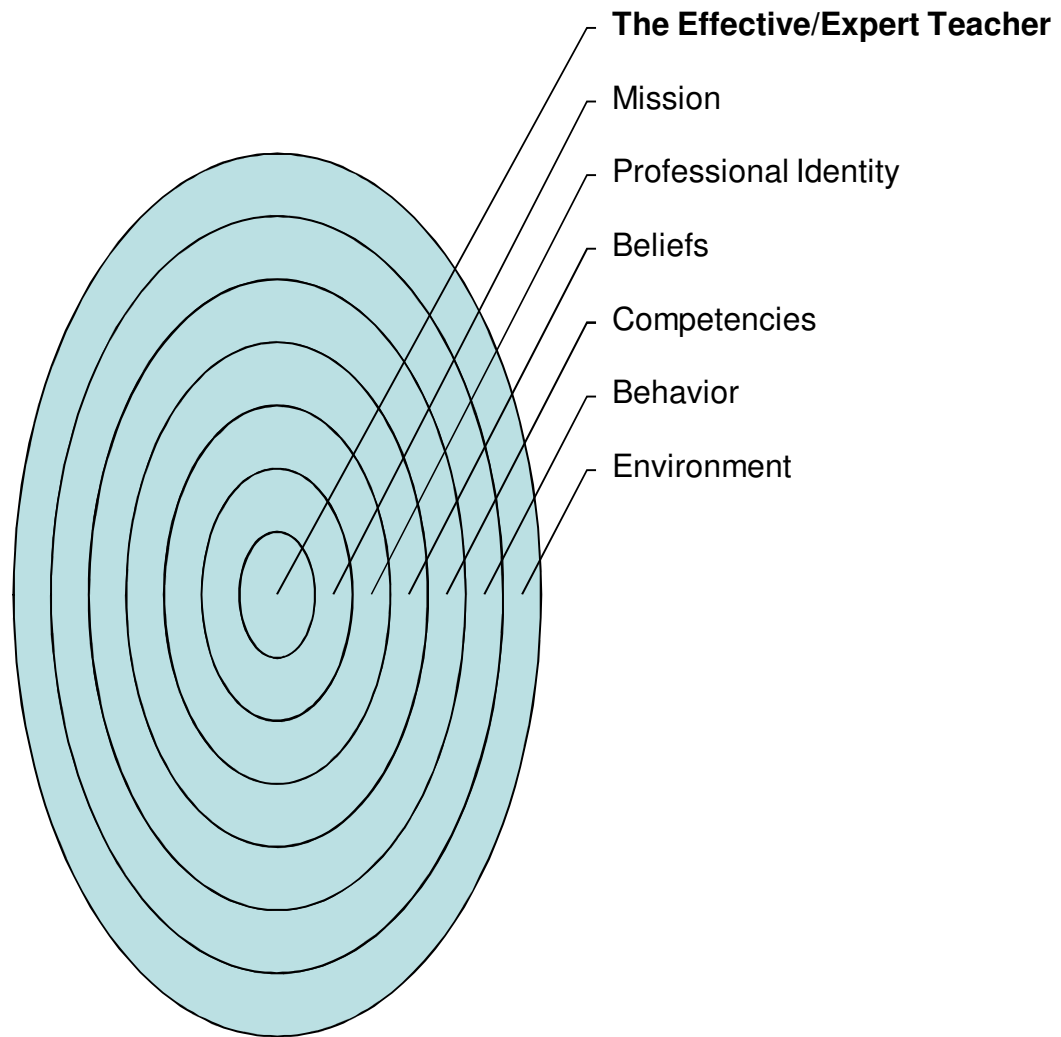
- Share either 3 ideas or 3 concerns with the person beside you

Charismatic expressive styles (high gesture, movement, inflection, laughing and drama) correlate with high SATs when learning occurs.

Teachers who entertain but don't teach have the lowest ratings – lower than boring content deliverers.

# Cultural/Generational Differences

- Every culture has its own expectations of instructor behavior and delivery methods.
- Cultures differ in terms of expectations of: clarity of presentation, enthusiasm, classroom interaction, spatial-behavioral communication behaviors etc
- Be aware of inter-generational and inter-cultural definitions of expertise
- Google Daniel Pratt at UBC – teacher inventory



# Sharing Thoughts on Nourishing Our Expertise

- Each person share one idea, concern, example, or question with a neighbor.





Have a wonderful year of teaching!!!