## Scholarship of Teaching & Learning (SoTL) and Process Education

**Recorder Notes** *(submitted by Dan Apple)*

1) Shifting to research mindset in the classroom through being a reflective practitioner

   a. Using students as colleagues as researchers to help both

   b. Viewing yourself as a learner learning through the experience of engaging students in their learning

   c. Using faculty as peer coaches and collaborators to create a joint effort in addressing common problems

2) Start with issues - and convert issues into questions

   a. Examples

      i. Students want the faculty to do the work

      ii. Faculty need collaboration around research

      iii. Faculty must take more responsibility of facilitating student success

   b. Fundamental tool - inquiry log -

3) Clarify what is the outcome(s) you desire - how to clarify it- SMART

   a. Expanded meaning

      i. Specific - enough detail to define it

      ii. Scale for measuring movement in performance

      iii. Performance task - how are you going to put students into action

      iv. The challenge is meaningful and relevant (growth area - outcome is what they want)

      v. Feasible in that although challenging can be met by all learners

   b. Examples

      i. Getting students to move functional understanding across contexts e.g. (Students models another situation with a specific function with giving them the context)

      ii. Getting students to stay and keep developing a theme or idea over time (develop an idea like "transition" and will take different medium and iterations so they can see the idea being evolved through art and builds)

      iii. Problem Solving with understanding the quality of solutions (Students documents both the process and results quality of each problem before moving on to a new problem)

4) Tool Kit of Assessment and measurement processes that allow to collect data that can be analyzed

   a. Data Collection - differentiating measurement from assessment

   b. The importance of criteria in what to measure - you want to measure what matters by clarifying what the important criteria are in the target of the outcomes

  i. Using others to refine your thinking and the research

  ii. Thinking through when and where you are having students perform

 c. Performance Tasks - what is your evaluation system - what are the different performance tasks that you are using to measure students development

 d. Assessment system design - what are the means you are currently or could use to improve learner and your performance and how this data can be utilized

5) Ways in which to use additional resources to implement your research

 a. Collaborators at other institutions with same problems

 b. Peer coaching - people teaching same sections

 c. Cross functional - different disciplines but with the same intent - e.g. grow critical thinking

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### Essential Elements and Practices of Producing a Quality Inquiry Log

1. Inquiry should results from personal observations that are obtained in your own daily practice.

2. Patterns are evidence based and come from consistent observations of repeated behaviors in various individuals and situations.

 a. Seek those situations where it continually occurs.

 b. What makes a pattern that would concern me?

 c. Not all patterns need to be addressed. Some have positive effects and could be replicated.

3. Implications come from the magnitude and significance of the patterns on quality of culture and outcomes.

4. Making predictions about the pervasiveness of the problem and what the literature might show creates a guide for an actual search and review of the literature.

5. Posing high-quality inquiry questions will yield greater insights into the problem. A good inquiry question:

 a. has a narrow focus

 b. is aligned with observations and patterns

 c. is context specific—such as a grade level or specific population; Action Research is for a specific context in which we are doing the inquiry.

 d. addresses the issues and implications as well as the research you think exists.

# Session Notes

**Observations:** My observations over the past 25 years in education tell me that teachers growth is demonstrated through changes in behaviors that lead to improved student learning, growth, and success. When teachers learn something new, apply this new knowledge in their classroom, assess its effectiveness and then make it part of their ongoing instruction , they have grown their performance. When teachers grow, students benefit. Unfortunately, for many teachers, these professional development opportunities do not result in signification changes in behaviors and those that do, many are not sustained. Much of Professional Development learning experiences do not result in measurable growth.

**Pattern:** Teachers attend thousands of hours of professional development over their careers (I am using the term "professional development very loosely here. It includes in-house practices such as assessment systems and supervisory strategies). In visiting classrooms after professional development, very little of the PD outcomes can be seen in the classrooms in the short-term, over a medium period of time or over the year.

**Issues/Implications:** Many issues arise because of this. With tight Professional Development Budgets and many hours invested, outcomes in change of behaviors are expected. Thousands of dollars are spent by school districts each year providing professional development opportunities to staff. Protocols and systems are put into place by districts that focus on teacher assessment and supervision For this reason, educational leaders should look for professional development providers that can provide quality experiences that result in Transformational Learning (changes in teacher behavior (growth)), and should develop in-house protocols and systems for assessment and supervision that prove to result in teacher growth.

**Localized:** In talking with my peers in other districts also question the effectiveness of Professional Development that leads to growth in their faculty. Listening to comments at summer meetings, this seems to be somewhat pervasive.

**Change Necessary:** In my leadership position, I want produce and document growth in our teachers in very specific areas over the next two years: more assessment, personal professional development planning, and documentation of their growth towards their goals.

**Research:** Can be very helpful here. There is a body of research that focuses on identifying the components of what is called "high quality professional development". The information provided through this literature research will help educational leaders design their own in-house professional development activities that will result in sustained changes in behavior. It will also help educational leaders to be able to select professional development providers that provide programs that fit the components of high quality professional development. This inquiry will most likely include using existing research to form change in practice in professional development versus us researching a new are in professional development.

Session Notes

**Impact of Research:** Too Early to make this determination – this would occur after reading the literature. I am convinced that action research projects within a district can prove to be very useful to identify which systems, practices and protocols currently in place in a district do result in teacher growth and which need to be changed.

My inquiry question is: ***What kinds of professional development result in teacher growth?***

Revised Inquiry Questions:

*1) What top five characteristics do quality professional development contain in producing transformational change in teacher performance?*

*How effective can an insider be in facilitating transformational change?*