
Texas State University
1:00 pm in DERR 238
March 2, 2018

Scaling Up Responding Research –or-- How I’ll Spend Next Year

Dr. Sharon Strickland

Abstract:

In previous work Dr. Amanda Milewski, of University of Michigan, and I have been studying ways to support teachers’ efforts to widen and shift their responding repertoire, particularly beyond evaluation. Furthermore, we have used systemic functional linguistics to consider the function of different responses in terms of shutting down or continuing classroom dialogue, for example. For example, consider the difference between a teacher responding to a student by saying “That’s right” versus “Can you explain your reasoning?” or even “Does anyone <asking other students in class> have a question for <student name>?”. They each progress to increasing degrees of student interaction. Today I’ll discuss my developmental leave project where I will take this work to a much larger scale by investigating the responding practices of a nationally-representative sample (n=650) of secondary mathematics teachers to correlate with the same teachers’ demographic information such as school context (e.g. high needs schools), years’ experience, and measures of algebra content knowledge. We will also be analyzing connections between the responding analysis and a suit of instruments designed by a team from University of Michigan and University of Maryland. With these instruments, we are interested in knowing how the responding moves teachers make may relate to the teachers’ sense of obligations to the profession.

Dr. Strickland studies teacher development, particularly around content knowledge and teaching practice and is fascinated by teachers’ justifications for practice. Aligning with her research interests, Dr. Strickland has developed and led a wide range of content-oriented as well as Complex Instruction professional development workshops for school districts across the nation and for Mathworks. She also really loves cookies.



Next Friday, March 9: Graduate Students Present: Three Minute Theses (3 MT)