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Mobile Expansion of TeachLive™ Laboratory

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Status Report

Project Title: Mobile Expansion of TeachLive™ Laboratory

Cornerstone #1

Principal Investigator: Joan Walker, School of Education

July 30, 2013

Original Goals: The project had three specific aims: 1) to create a TeachLive™ avatar mobile laboratory that supports K-12 teachers' mastery and use of specific evidence-based teaching strategies in the subjects of mathematics and literacy; (2) to assess teachers' ability to transfer their use of evidence-based strategies from the virtual lab to the regular classroom setting; and (3) to assess the relationship between teachers' use of specific evidence-based teaching strategies and student learning and engagement.

What progress have you made towards your original goals on your project to date?

The project met goals 1 and 2 above. Using the Danielson Rubric for Effective Teaching, we worked with 8 Nationally Board Certified Teachers across 7 two-hour sessions. Sessions focused on defining evidenced-based teaching strategies, implementing them in the virtual lab, reviewing and reflecting upon their work there (involving individual reflection and peer coaching), and considering how those experiences might or might not transfer to the regular classroom (e.g., we discussed strengths and limitations of the simulation technology; we discussed how coaching techniques could be implemented in the future with other colleagues).

Goal 3 was met, in part, by defining and creating examples of specific teacher behaviors within Domain 3 of the Danielson Framework (e.g., what does highly effective questioning look like? In a kindergarten classroom? In a high school history class?). Participating teachers--and in one session, school administrators-- also articulated what students at specific grade levels and content areas would be doing when the teacher engaged in various levels of effective practice. That said, all teachers designed and taught a lesson in the lab and received peer coaching on their practice. Only one teacher was able to systematically try a new set of instructional strategies in the lab and then transfer that experience to his regular pre-school classroom. Because teachers were very focused on understanding the Danielson Framework and its specific components, we were unable to fully realize Goal 3 for all teachers.

Has your project impacted students? If so, how many?

The mobile expansion opportunity has impacted the teaching experiences of 8 national board certified teachers and their students. Five teachers (in grades K- 8) had approximately 25 students each and 3 teachers (grades 9-12) had approximately 175 students each. The total number of students is 600.

Has your project impacted other faculty members? If so, how many?

The project impacted 2 faculty members who teach at the exit and entry points in the School of Education. One faculty member is a clinical supervisor for graduating teachers who are typically near the end of their teacher training (during their student teaching experiences); the other faculty member (the PI) teaches undergraduate and graduate students who are typically in the beginning stages of their teacher training.

What are your next steps?

We will continue to pursue external funding with partnering school district/s. We are still in dialogue with those districts to continue this work through Fall 2013.