Building a Collaborative Network Using Rutherford's Teaching Studies Model

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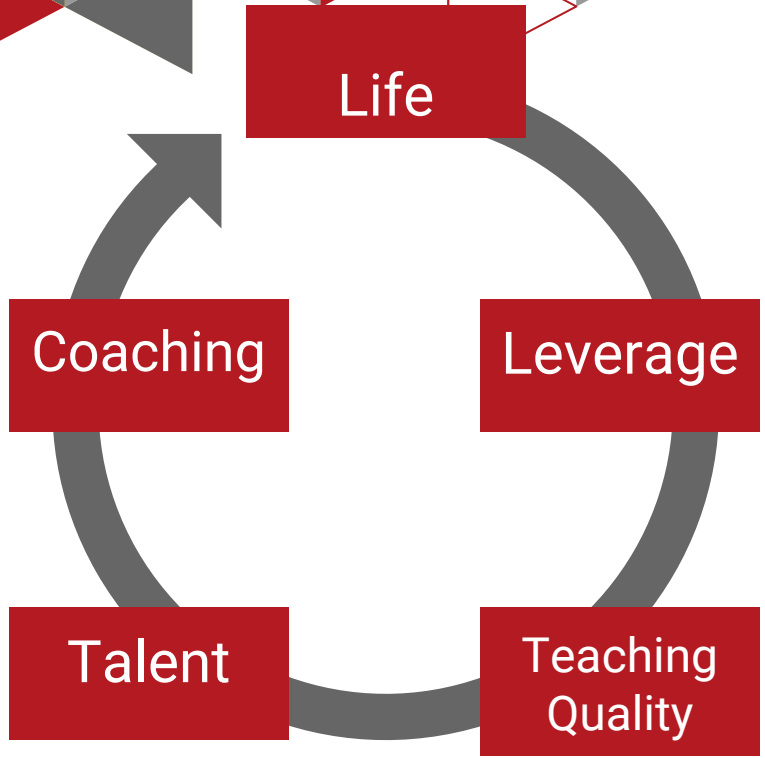
The Artisan Teacher

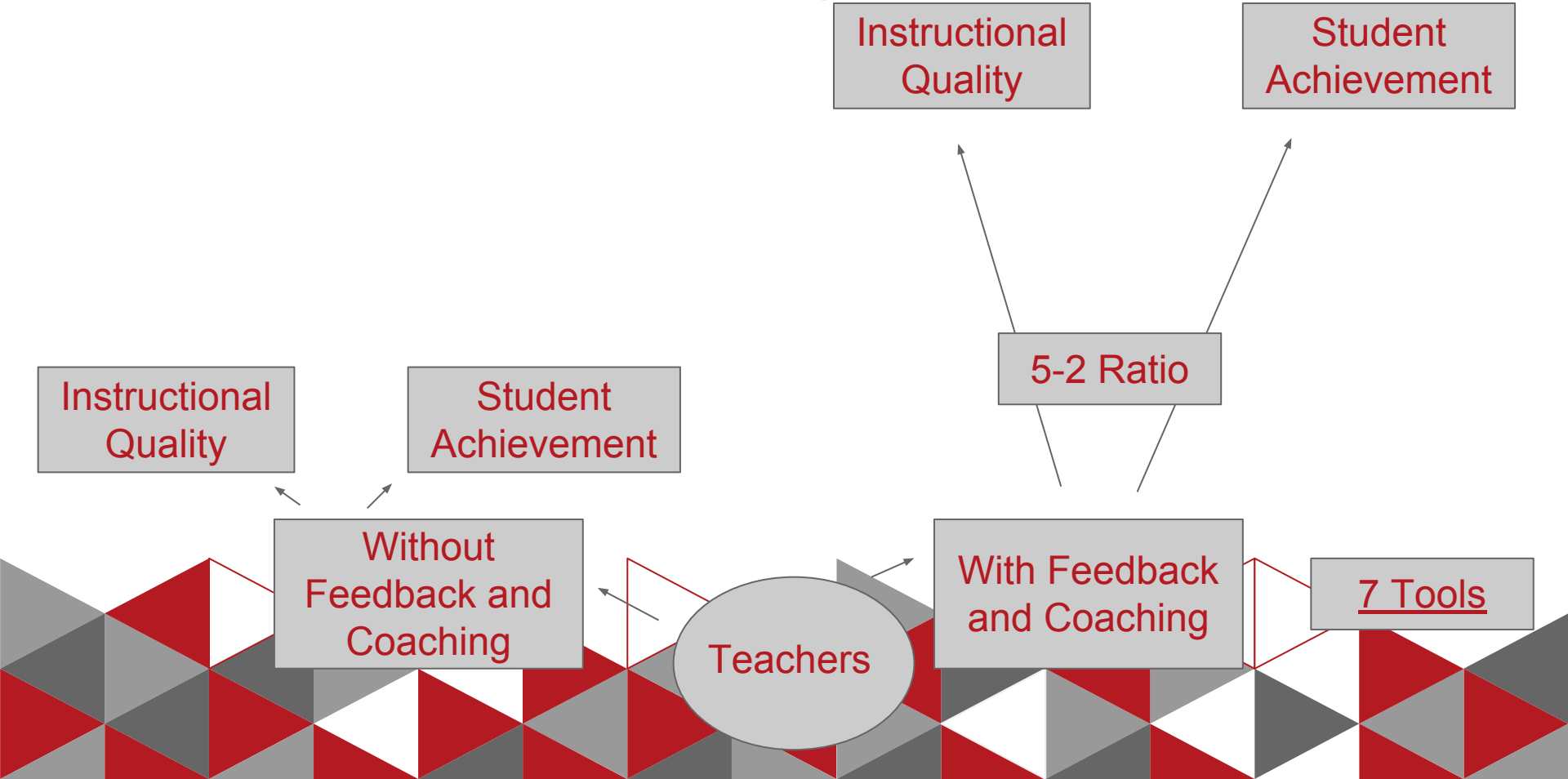
. . . a unique combination of artist, scientist, and skilled laborer. Excellent teachers are just like this. They are Artisans… artful, knowledgeable, skilled, masters of their craft. (Rutherford, 2013, p. 1-5)

Rutherford Model

- *Culture Builder*
  - *Attracts Talent*
  - *Releases Talent*
  - *Retains Talent*
  - *Repels Non-Talent*



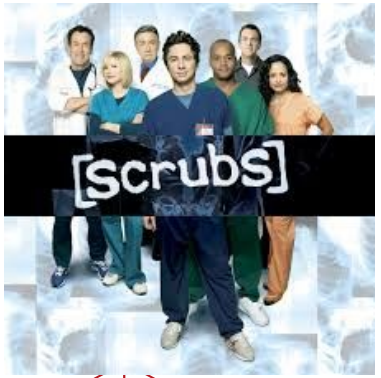
Impact of Coaching and Feedback



Teaching Studies

Description

- Teaching studies is a small group, facilitated “teachers observing teachers” experience.



Rationale

- Teaching studies builds on our natural curiosities about the inner workings of others' classrooms.

Intended Effect

- Participants will be better able to recognize and understand important patterns of effective instruction in their own classrooms.

What Teachers Think About Teaching Studies

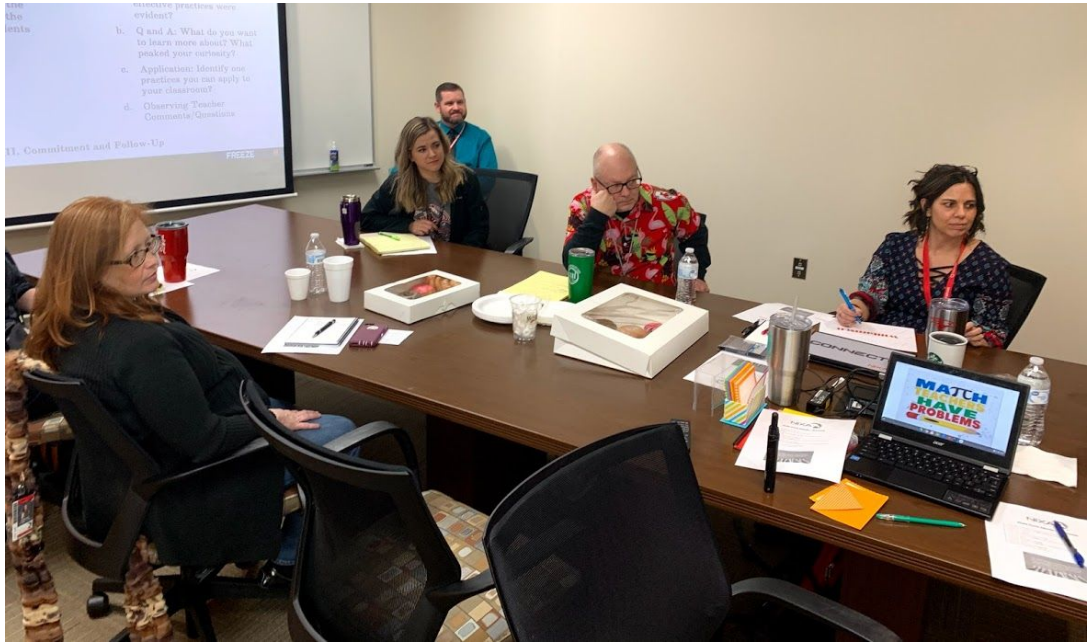
Procedure - Classroom Observation

Procedure - Classroom Observation

Procedure - Facilitated Discussion

Procedure - Facilitated Discussion

Procedure - Commitment



Outline for Teaching Studies

1. Introduce concept and brief the observing teachers
2. Accompany group into observed teacher's room
3. Facilitated discussion
    a. Popcorn feedback
    b. Q/A with observed teachers
    c. Application - How might I take one idea from this observation/discussion and apply it to my own classroom?
4. Follow up

Virtual Teaching Studies

I. Classroom Observation:

a. Actively Observe, Blend In

b. Be attentive to what the teacher is doing and the impact it has on students

c. Limit note taking

II. Teaching Discussion:

a. Praise Teacher: What effective practices were evident?

b. Q and A: What do you want to learn more about? What peaked your curiosity?

c. Application: Identify one practice you can apply to your classroom

d. Observing Teacher Comments/Questions

III. Commitment and Follow-Up