

TEACHER CLASSROOM INQUIRY:
ACTIVITIES, THINKING, REFLECTIVE STANCES AND
COLLABORATION EMBEDDED IN THE ASSESSMENT OF
ACCOMPLISHED TEACHING BY THE NATIONAL BOARD FOR
PROFESSIONAL TEACHING STANDARDS

A Dissertation

by

Laura Beilfuss Turchi

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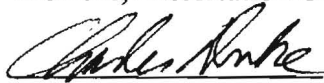
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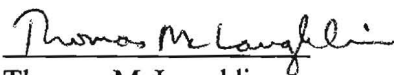
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ABSTRACT

TEACHER CLASSROOM INQUIRY: ACTIVITIES, THINKING, REFLECTIVE STANCES AND COLLABORATION EMBEDDED IN THE ASSESSMENT OF ACCOMPLISHED TEACHING BY THE NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS. (March 1996)

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This study addresses the parallels between teacher classroom inquiry and the first assessments developed by the National Board for Professional Teaching Standards (NBPTS) to certify accomplished teachers. A close examination of the knowledge base of teacher classroom inquiry, which describes activities, thinking, reflective stances, and collaboration of teachers researching their classrooms systematically, is provided. The historical context of the National Board for Professional Teaching Standards is overviewed, with emphasis on the Board's definition of accomplished teaching where it aligns with teacher classroom inquiry.

This study hypothesized that: (1) In extended interviews, as 1993-4 NBPTS candidates reported on their experience of completing the specified School Site Portfolio exercises, they would describe their activities and thinking in terms that corresponded to

the activities and thinking described by the teacher classroom inquiry knowledge base.

The study continues with an examination of *praxis* as an idea that underlies teacher classroom inquiry, and the ways that its promoters and practitioners champion the knowledge and decision-making of teachers who scrutinize their classroom practices through inquiry. Thus this study further hypothesized that: (2) NBPTS candidates would report that as a result of the activities required (during the specified School Site Portfolio exercise), they came to perceive their students, their classroom practices, and the relationship between the two, in new ways. These new perceptions would incorporate the NBPTS standards for accomplished teaching into their reflections on and self-evaluations of their practices.

Finally, the study examined whether (3) NBPTS candidates would report newly articulated insights into relationships and power in their schools and the institutions of education in general. The experience of completing the designated School Site Portfolio exercise, and the insights attained from this activity in the context of the NBPTS teacher professionalism movement as a whole, would enable NBPTS candidates to critique established school institutions through a comparison to their certification experience. Their critique would include articulated insights into teacher preparation, school district staff development, and the role of higher education in teacher licensure and credentialing.

This study chronicles the activities of a NBPTS Field Test Network Site to promote the National Board and to recruit candidates for the first assessments for certification. The qualitative research design, including extended interviews of six NBPTS candidates from the first Field Test, is described. Analysis of transcripts was through the

ATLAS/ti software, and coding procedures are outlined. Conclusions include clear and complex parallels between the NBPTS assessment of accomplished teaching and the thinking and activities of practitioners of teacher classroom inquiry, as well as parallel critiques of the institution of school. Like practitioners of teacher classroom inquiry, the NBPTS candidates described enthusiastically the possibility of empowered and collaborating teachers working for school improvement.