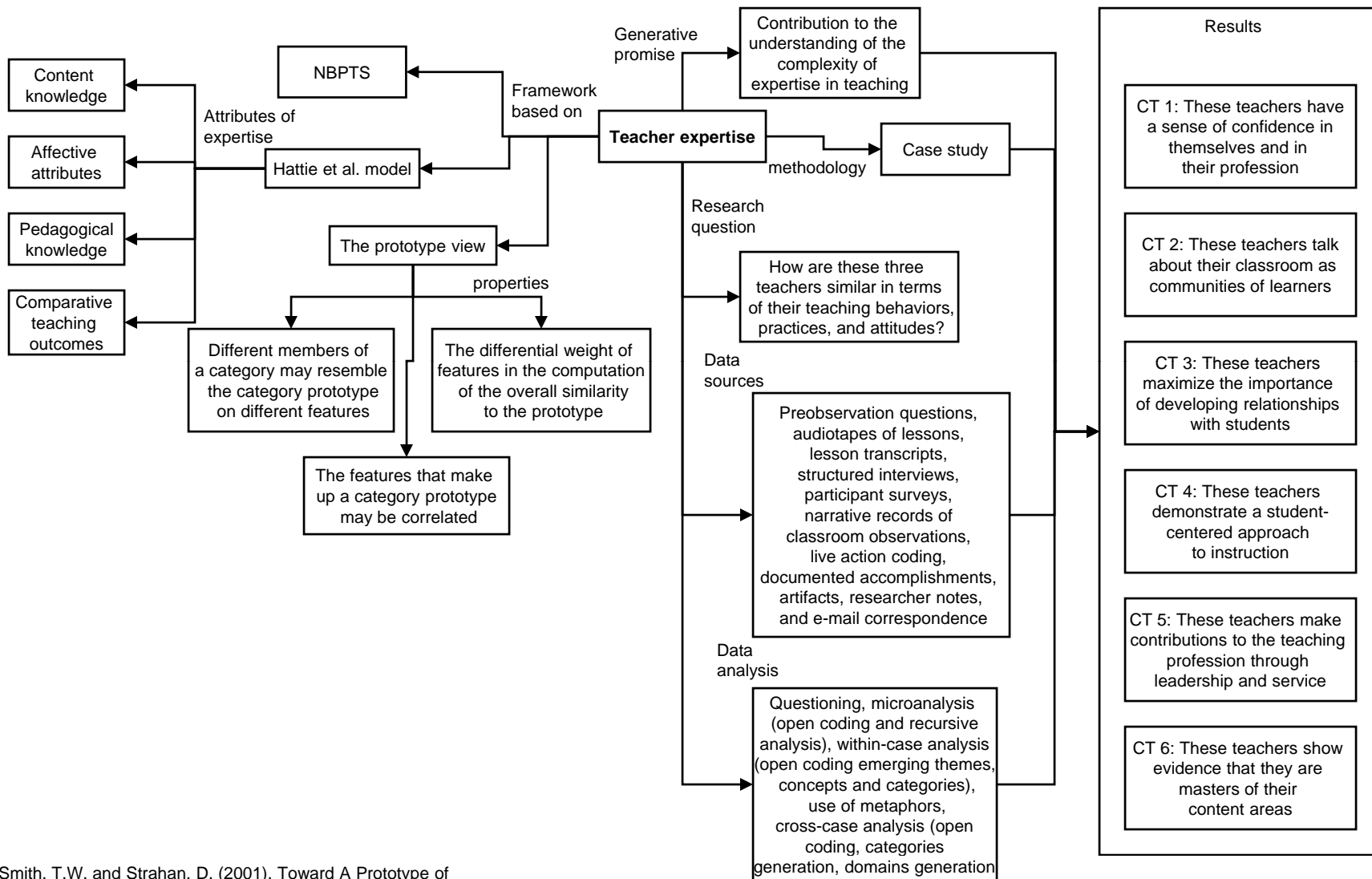


Toward a Prototype of Expertise in Teaching: a Descriptive Case Study



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Discussion of the article: Toward a Prototype of Expertise in Teaching: a Descriptive Case Study

For this study, the prototype view of teaching was used as a theoretical framework that will provide a more holistic way to examine the complex nature of expertise in teaching. The prototype view was used to interpret, analyze and describe the classroom behaviors/practices and verbal responses to structured interviews of three expert teachers and to determine the degree to which these three teachers share a family resemblance to one another. Central tendencies are the form in which the authors presented their assertions.

As the authors pointed out, the analysis procedures were really dependent on the research question. Because of the prototype of expertise would emerge from this research would be communicated verbally; data collection would emerge from the participants' school and classroom contexts as well as other self reported data.

The framework for the study, which at the same time served as a guideline for the analysis procedures, were informed by three main sources: a) the standards-based model of the National Board for Professional Teaching Standards (NBPTS), the model developed by Hattie, Jaeger, Strachan and Baker, and the prototype view. These three models served as a way to triangulate and justify the selection of participants. In addition, the third model, the prototype view, served as a way to report the summary representation of a similarity-based category of expertise.

In order to be able to accomplish the identification of these similarity-based categories, a thorough analysis of the data was conducted. By making in-depth analysis of cases, the researchers aimed to provide the readers holistic and meaningful description of the pedagogical and affective attributes of expert teachers and a summary representation of the expert prototype that emerged from this analysis.

This way of analyzing the data through case study research was an appropriate mode of inquiry and aligned with their framework because a prototype can best be generated from a cross-case analysis. The authors conclude: "That is, a holistic case approach provides the best path to a descriptive prototype of expertise in teaching."

Personally, I like this article very much. I think it is very well written and thorough. In two cases I have come back to this article just to look at the descriptions of how the data was analyzed and more importantly how the data was presented.