"MAKING SKILLFUL TEACHING AN ENTITLEMENT: (HOW) COULD THE U.S. DO THIS?

Deborah Loewenberg Ball

Harvard Graduate School of Education Dean's Distinguished Lecture Series

March 31, 2014 • Cambridge, MA

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UNIVERSITY OF MICHIGAN

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① PREFACE
PROBLEM FRAMING

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TEACHER EDUCATION AT THE UNIVERSITY OF MICHIGAN 2004 – 2014

- Faculty redesigned the elementary and secondary teacher education programs
- Key features of redesign:
  1. A common curriculum based on a small set of high-leverage practices and instructional competencies, content knowledge for teaching, professional knowledge for practice, ethical obligations
  2. Specified sequential clinical work
  3. Performance assessments

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TEACHER EDUCATION AT A (PUBLIC) RESEARCH UNIVERSITY

Our mission centers on two core commitments:

1. The study and improvement of education practice
2. The twin imperatives of diversity and equity

The education of teachers is one of the pressing problems of education practice. We do teacher education in order to develop, test, and study it, and to contribute to its study and improvement.

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MISSION AND GOALS

TeachingWorks at the University of Michigan School of Education seeks to contribute to the improvement of K-12 education by tackling at scale the problem of inadequate professional training for teaching.

Our goal: To create a system that will make skillful beginning teaching commonplace for all students.

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TeachingWorks

FOUR MAIN ARENAS OF WORK

① Advancing the development of a common curriculum for preparation for teaching

② Developing performance assessments of specific high-leverage practices that appraise a teacher's readiness for independent practice

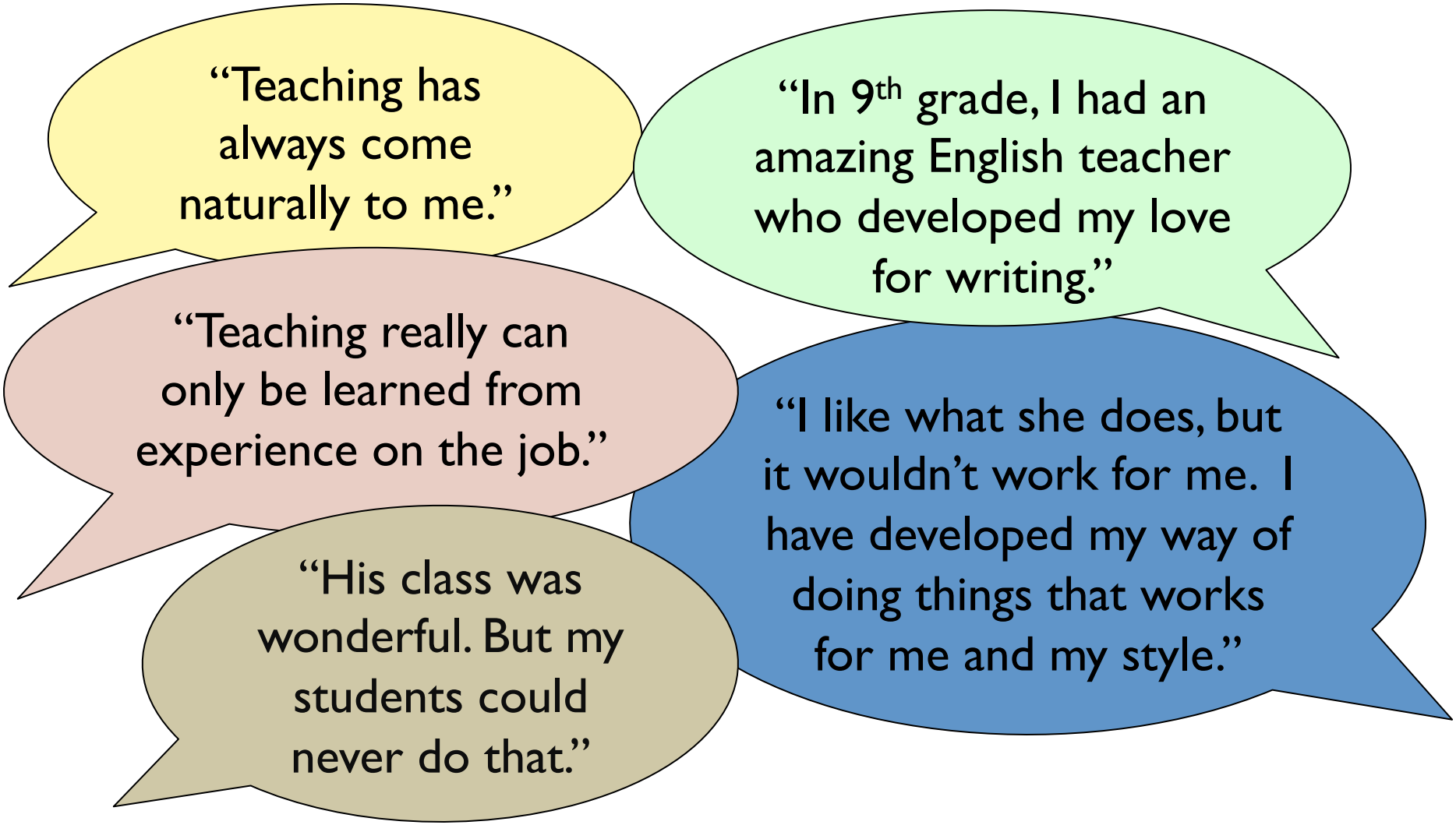
③ Providing professional training and support for those who work with teachers

④ Conducting research, and making available trustworthy information and data about teaching and teacher education, making the case for teaching and professional training for teaching

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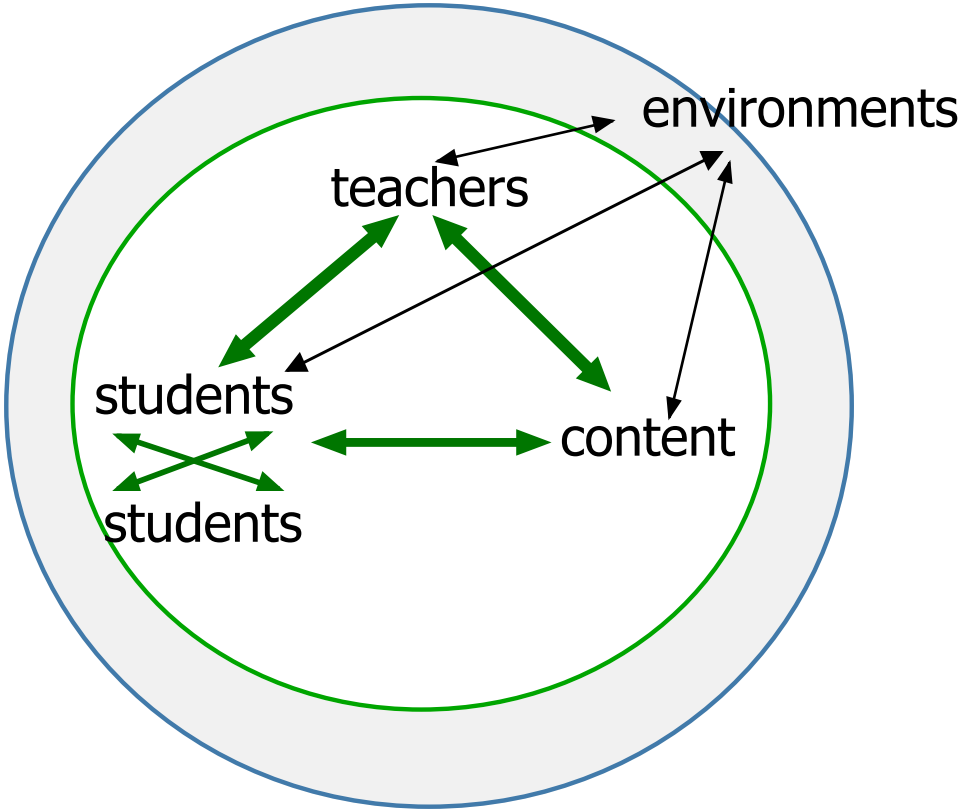
LISTENING TO THE COMMON NARRATIVE ABOUT TEACHING



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WHAT IS TEACHING?
WHAT IS "EFFECTIVE TEACHING"?
WHAT IS RESPONSIBLE TEACHING?



(Cohen, Raudenbush, & Ball, 2003)

- Takes responsibility for deliberately maximizing the quality of the interactions . . .
- . . . in ways that maximize the probability that students learn
- . . . worthwhile content and skills

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OVERVIEW

1. The problem: The U.S. approach to quality teaching
2. What is skillful entry-level teaching?
3. What would it take to build a system for developing skillful teaching as an expectation?

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UNCOORDINATED CONCERNS ABOUT STUDENTS' LEARNING

- U.S. students perform less well than their counterparts in other countries
- Achievement "gaps"
- Lack of preparation for continuing education and careers
- Lack of preparedness for "21st century skills"
- Satisfaction with local schools often mismatched with broader criticisms of education

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AN INCOMPLETE DISCOURSE ABOUT TEACHING

- Widespread evidence about the importance of teaching
- A focus on the impact of high-quality teaching, and the harm of ineffective teaching
- Missing is focus on entry to teaching

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WHAT THIS TALK IS NOT ABOUT

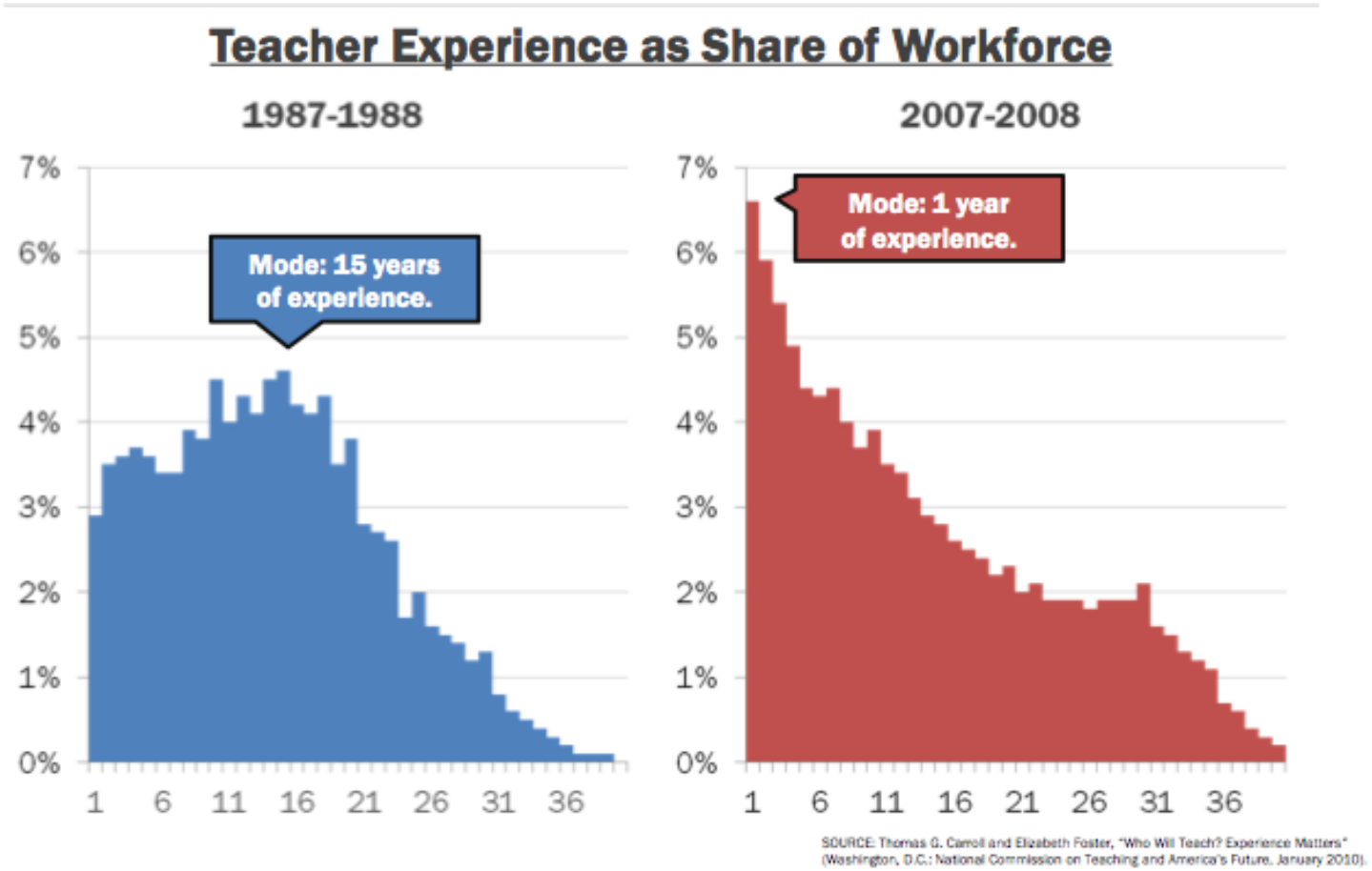
- Selection criteria into teacher education
- A staged system of supported induction
- School leadership necessary to support and develop beginners
- Teacher retention
- Continued professional development

THESE ARE ALSO NECESSARY FOR A SYSTEM, AND THEY WOULD HAVE TO BE COORDINATED.

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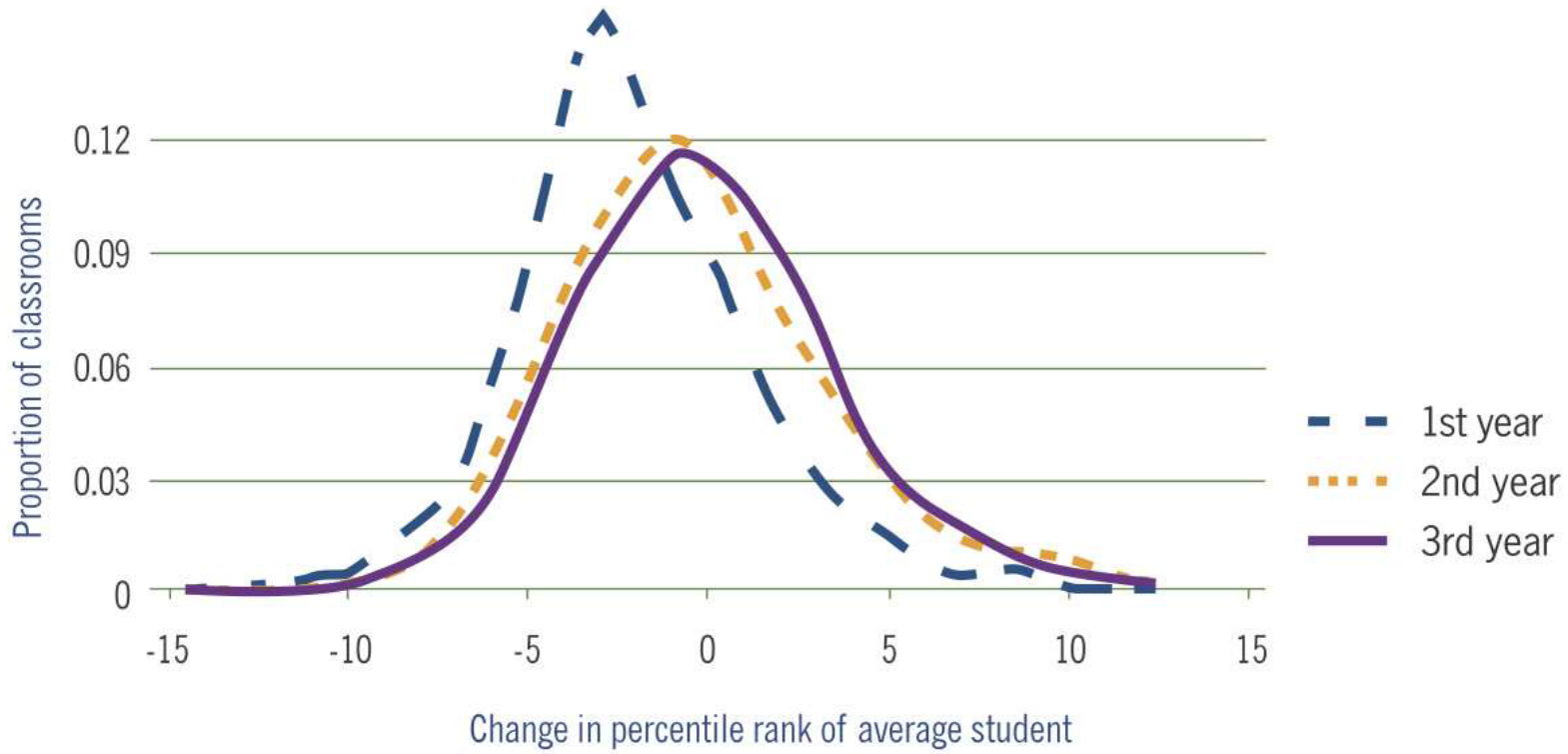
BEGINNING TEACHING ON THE RISE



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BEGINNING TEACHING IS ON AVERAGE LESS EFFECTIVE



Source: Gordon, R., Kane, T. J., & Staiger, D. O. (April 2006). Identifying effective teachers using performance on the Job (Hamilton Project Discussion Paper). Washington, DC: Brookings Institution.

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ENTRY-LEVEL TEACHING AS A CRITICAL FOCUS

1. More U.S. schoolchildren have a first-year teacher than a teacher with any other number of years of experience.
2. Most beginning teachers say they are underprepared for teaching, and on average they are less effective.
3. Distribution of beginning teaching is concentrated disproportionately in low-income and high-minority schools.

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PREDOMINANT APPROACHES TO "QUALITY TEACHING"

- Recruitment, raise selectivity
- Residency and induction programs
- Teacher evaluation (concerns for ineffective teaching)
- Small, local innovations

WHAT IS NOTABLY MISSING?

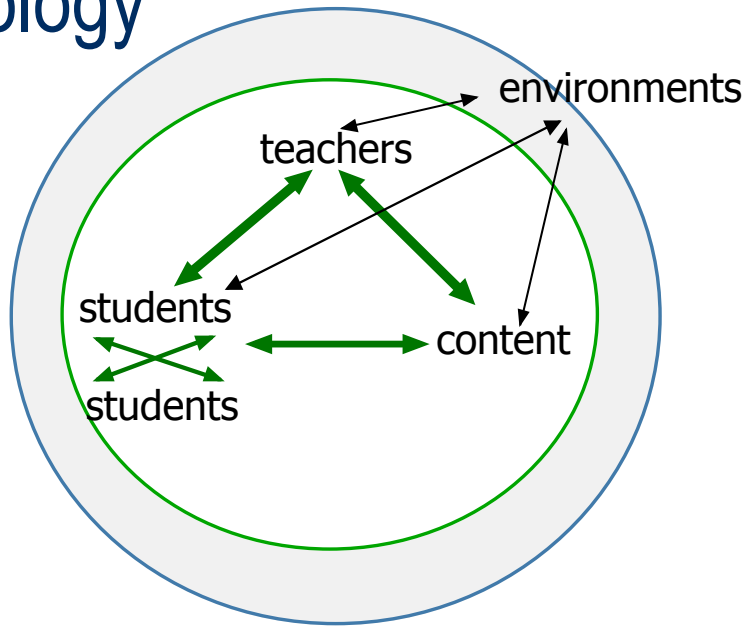
- A broad strategy for preparing responsible beginners

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ALTERNATIVE: GETTING GOOD INSTRUCTION WITHOUT WORRYING ABOUT TEACHING

- Design innovative curriculum
- Raise standards, assess outcomes
- Shift to the promise of technology



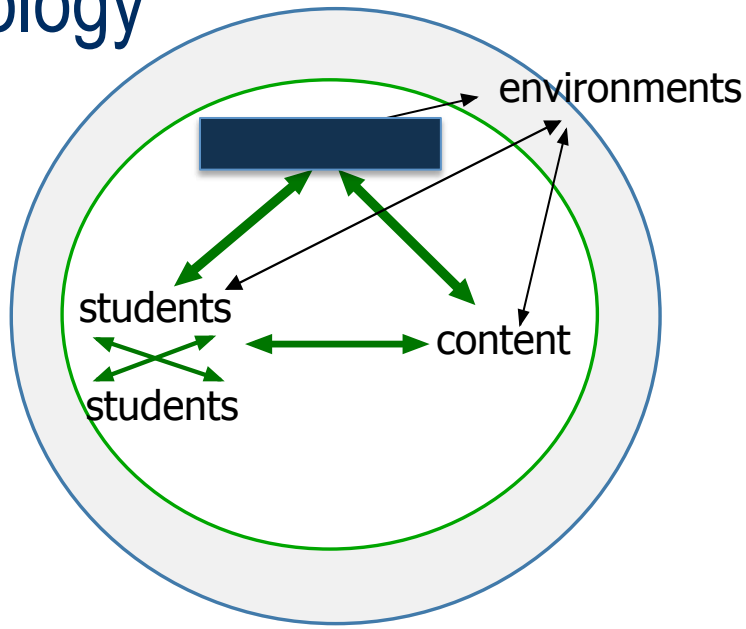
(Cohen, Raudenbush, & Ball, 2003)

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WHAT ARE THE BARRIERS?

- A self-reinforcing skepticism that teaching can be taught.
- A view of skillful teaching as something remarkable, rather than the right of every child.
- The massive and unstable teacher workforce.
- Weak educational infrastructure (Cohen).

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WHY IS THIS THE CASE? TWO BIG THREADS FROM OUR NATION'S HISTORY

1. The development of the occupation of teaching
   - → Lack of respect for teaching
   - → Lack of shared codified professional knowledge, shared standards for teaching quality
   - → Lack of investment in professional training

2. The development of localism
   - → Highly varied and inequitable opportunities and outcomes for students
   - → Democratic political authority and governance of schooling

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KEY FEATURES OF THE ENVIRONMENT

1. The concentration and impact of beginning teaching
2. A sprawling approach to teacher preparation and the development and support of instruction
3. A focus on people, not practice and its development and improvement: ineffective teachers, exemplary teachers and programs

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② A LOOK AT BEGINNING TEACHING

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A GLIMPSE OF BEGINNING TEACHING

1. What is skillful about this teaching? What is less so?
2. What does the video reveal about the challenges of beginning teaching, with respect to:
   - knowing the content?
   - knowing students?
   - specific instructional capabilities?

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EXAMINING BEGINNING TEACHING

SKILLFUL

- Using an equitable problem context
- Engaging many learners
- Moving around classroom space
- Using strong voice and presence

LESS SKILLFUL

- Managing the mathematical-pedagogical issues with the context
- Focusing on the key mathematical point
- Eliciting student thinking
- Talking mathematics in teaching

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WHAT ABOUT TEACHING THIS LESSON COULD BE TAUGHT?

- To understand the core mathematical idea of "average" and what there is to understand
- To appraise the appropriateness of the context and to replace it with a better but mathematically similar one
- How to conduct a discussion about students' data and steer to the key mathematical point(s) (Sleep, 2010)
- Ways to engage all learners in the activity

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③ BUILDING A SYSTEM FOR SKILLFUL TEACHING AS AN ENTITLEMENT

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AN INDUSTRY OF MEDIOCRITY?

"How America prepares its teachers has been a subject of dismay for many years. . . .There are 3.3 million public school teachers in America, and they probably can't all be trained by start-ups. Raising up the standards of our university programs should be an urgent priority. But one reason for the widespread mediocrity is that universities have had a cozy, lucrative monopoly. It's about time the leaders of our education schools *did* feel threatened."

Bill Keller, *New York Times*, October 20, 2013
http://www.nytimes.com/2013/10/21/opinion/keller-an-industry-of-mediocrity.html

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NO PROFESSIONAL SYSTEM FOR TEACHER PREPARATION OR CONTINUED DEVELOPMENT

- Over 3,000 independent providers of initial teacher training
- No common specific curriculum for preparation for initial teaching
- A reliance on conventional academic credentials as the standard content knowledge
- No common standard of performance for entry to independent practice with (on) young people

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NO EQUIVALENT IN TEACHING

- Objectives for coursework and for student teaching and other clinical experiences lack similarly precise professionally-determined and agreed-upon learning objectives
- Field experience often focused more on reflection than on development of actual skill and judgment
- Performance expectations for graduates of teacher education underspecified and weakly assessed

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WHAT SHOULD INITIAL TRAINING AND LICENSURE DO?

1. Take as the central imperative the **rights of children**
2. Focus on preparing entry-level teachers who are ready to care for the **academic, social, emotional, and physical safety** of children, and to conform to standards of **ethical practice**
3. Provide assurance to parents and to the public that the beginning professional has met the standards necessary to be given **initial responsibility for students' learning**

In other words, ensure that the beginning teacher meets the standard of "safe to practice"

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WHAT IS AN APPROPRIATE STANDARD FOR RESPONSIBLE ENTRY-LEVEL PRACTICE?

- Able to take independent responsibility for students' learning
- Able to appraise and work on one's practice, alone and with others, and to use resources for improvement

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MOVING FORWARD TO A PROFESSIONAL SYSTEM OF TEACHER PREPARATION

1. *Build on basic agreements about domains of teaching and evidence about content knowledge for teaching:* Identify **key practices of teaching** and **high-leverage content** essential for responsible beginning practice; key professional and ethical knowledge and orientation to role
2. *Build on commitment to clinical preparation:* Develop **specific approaches to training** beginners to carry out those practices, along a **continuum of contexts** for learning and practicing practice
3. *Build on commitment to performance assessment:* Develop **performance assessments of specific practices and content** and make them required for entry

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EXAMPLES OF HIGH-LEVERAGE PRACTICES

- Leading a whole-class discussion
- Eliciting and interpreting individual students' thinking
- Explaining and modeling core content
- Formulating and posing questions
- Establishing norms and routines for classroom discourse and work that are central to the content
- Recognizing particular common patterns of student thinking and development in a subject-matter domain
- Setting up and managing small group work
- Selecting and using specific methods to check understanding and monitor student learning during and across lessons
- Composing, selecting, adapting quizzes, tests, and other methods of assessing student learning of a chunk of instruction
- Conducting a meeting about a student with a parent or guardian

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RAISE THE BAR FOR ENTRY TO INDEPENDENT ENTRY-LEVEL PRACTICE

- Agree on common high-leverage practices and content knowledge, as well as ethics, necessary for safe and skillful practice
- Determine how these can be most validly assessed to assure probability of safe practice: on-demand, other (portfolio, etc.)
- Build common supports to help candidates develop the requisite skill and capabilities
- Carry out ongoing research and development to improve validity and precision of licensure system

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A SYSTEM FOR THE DEVELOPMENT OF PROFESSIONAL, ADVANCED, AND SPECIALIZED LEVELS OF TEACHING PRACTICE

1. A staged series of licenses based on levels of skill and expertise: initial; continuing (renewal of initial); professional (to be renewed periodically); advanced practice; various specializations
2. Different complexities of teaching assignment depending on licensure level
3. Professional systems of infrastructure for support, development, and advancement

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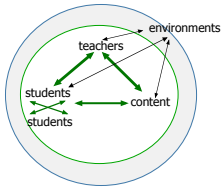
IT WON'T BE EASY

1. This is a political, moral, and practical set of issues, with deep historical and cultural roots.
2. The scale of the enterprise is vast and the U.S. has weak educational infrastructure.
3. The warrants required depend on a mix of research, professional judgment, and reasoning, all of which have to be cultivated.
4. It is not an "American"-style strategy. It focuses on **teaching**, not **teachers.** It focuses on building capacity, not finding talent and firing. It is common, specified, and developmental.

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