GREAT TEACHERS AREN'T BORN, THEY'RE TAUGHT

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SCHOOL OF EDUCATION
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KRISTOF, NYT, SEPTEMBER 13, 2012

http://www.nytimes.com/2012/09/13/opinion/kristof-students-over-unions.html?ref=opinion

"The most important civil rights battleground today is education, and, likewise, the most crucial struggle against poverty is the one fought in schools."

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OVERVIEW OF TODAY'S ARGUMENT

① Why improved initial professional training is crucial in improving teaching quality, and its place in an overall strategy for improving student learning

② Elements of strong training for responsible entry-level professional practice (and examples)

③ Policy levers: How can we achieve a revolution in preparation for teaching?

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NO PROFESSIONALLY GROUNDED SYSTEM FOR TEACHERS' TRAINING

1. No common curriculum for the professional training of new or practicing teachers
2. A reliance on academic standards and preparation for content knowledge
3. Over 3,000 independent providers of initial teacher training, and a vast array of professional development providers
4. No common standard of performance for entry to independent practice with (on) young people

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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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HIGH-LEVERAGE INSTRUCTIONAL PRACTICES

High-leverage practices (HLPs) are instructional tasks and activities that powerfully promote learning and are fundamental to skillful teaching.

Based on work done at the University of Michigan School of Education in the redesign of our teacher education program, and at TeachingWorks, an organization housed at U-M whose mission it is to improve the quality of teaching and learning by transforming teachers' education.

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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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CLINICAL TRAINING

- Deliberate guided learning from skilled teachers (clinical rounds)
- Study of videos and other primary records of practice
- Rehearsals
- Rubrics for providing detailed feedback
- Systematic clinical experience with supervision and feedback, staged across time

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PRACTICING DEFIBRILLATION



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PRACTICING A GUIDED READING LESSON



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BUILDING NEW ASSESSMENTS OF TEACHING PRACTICE

- Based on actual performance of specific high-leverage practices
- Tied to teaching specific academic content
- Conducted in a variety of settings for practice, depending on what is being assessed

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ASSESSING DIAGNOSTIC CAPABILITY: ANALYZING ERRORS

What mathematical steps could have produced this answer?

(a)

$$\begin{array}{r} 49 \\ \times\ 25 \\ \hline 405 \\ 108 \\ \hline 1485 \end{array}$$

(b)

$$\begin{array}{r} 49 \\ \times\ 25 \\ \hline 225 \\ 100 \\ \hline 325 \end{array}$$

(c)

$$\begin{array}{r} 49 \\ \times\ 25 \\ \hline 1250 \\ 25 \\ \hline 1275 \end{array}$$

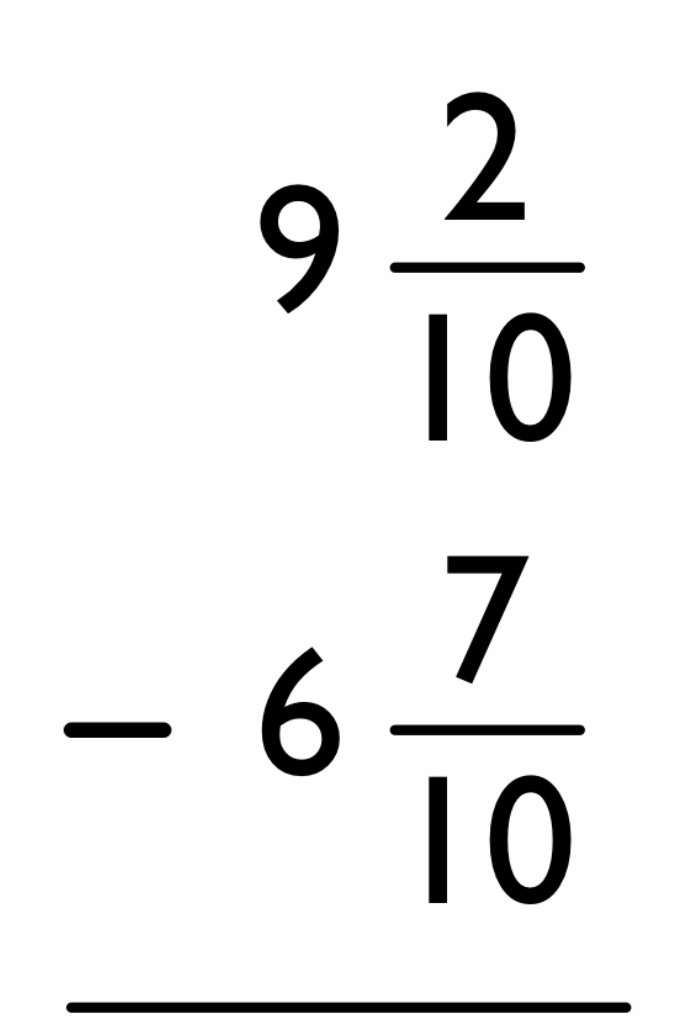
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MODELING



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DOES THIS STUDENT UNDERSTAND?

$$\begin{array}{r} 9\frac{2}{10} \\ -\ 6\frac{7}{10} \\ \hline 2\frac{5}{10} \end{array}$$

POSSIBILITIES?

1. The student does understand the underlying concepts.
2. The student subtracted “up” and made a basic calculational error.
3. The student overgeneralized from base 10 whole number subtraction.

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ELICITING AND INTERPRETING STUDENT THINKING



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SCALING UP WITH TEACHINGWORKS

- The future of America's 50,000,000 schoolchildren is at risk
- Because every child deserves a skillful teacher, it's not enough to train only University of Michigan students to serve in our classrooms
- It's not enough to change other teacher training programs in a piecemeal way either
- We must work together to overhaul teacher training

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WHAT *IS* TEACHINGWORKS?

- A national organization housed at the University of Michigan School of Education
- Focused on ensuring that every child gets skillful teaching every single year by building strong professional infrastructure for the training, development, and assessment of teaching practice
- Based on work done at the University of Michigan in our own programs and also in partnership with other programs and organizations

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FOUR MAIN ARENAS OF WORK

① Advancing the development of a common curriculum for teaching
② Developing performance assessments that measure a teacher's readiness for independent practice
③ Providing training for those who work with teachers
④ Making available trustworthy information and data about teaching

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WHAT CAN YOU DO?

- Learn more about us at teachingworks.org and become engaged in our mission
- Attend a seminar (in person or online)
- Spread the word
- Support our efforts

Together, we can ensure that all 50 million children in the U.S. have GREAT teachers!

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