OUR YOUNG PEOPLE CAN'T BE LEFT TO CHANCE: Making Responsible Entry-level Teaching the Norm

Deborah Loewenberg Ball

MACTE Fall Conference 2014

October 2, 2014 • Saginaw, Michigan

SCHOOL OF EDUCATION
UNIVERSITY OF MICHIGAN

This work is licensed under the Creative Commons Attribution-Noncommercial-No Derivative Works Version 3.0 United States License: http://creativecommons.org/licenses/by-nc-nd/3.0/us/
© 2014 Mathematics Teaching and Learning to Teach • School of Education • University of Michigan • Ann Arbor, MI 48109 • mtlt@umich.edu

ENTRY-LEVEL TEACHING AS A CRITICAL FOCUS

1. More U.S. schoolchildren have a teacher with fewer than five years of experience 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.

EDUCATION

BY-NC-ND
This work is licensed under the Creative Commons Attribution-Noncommercial-No Derivative Works Version 3.0 United States License: http://creativecommons.org/licenses/by-nc-nd/3.0/us/
© 2014 Mathematics Teaching and Learning to Teach • School of Education • University of Michigan • Ann Arbor, MI 48109 • mtlt@umich.edu

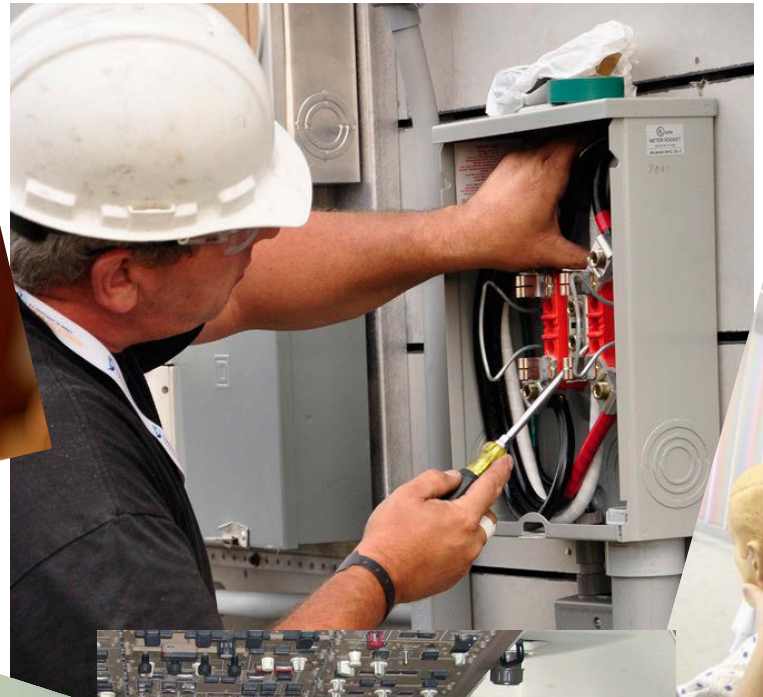
NO PROFESSIONAL SYSTEM FOR TEACHER PREPARATION OR CONTINUED DEVELOPMENT

- More than 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

EDUCATION

BY-NC-ND This work is licensed under the Creative Commons Attribution-Noncommercial-No Derivative Works Version 3.0 United States License: http://creativecommons.org/licenses/by-nc-nd/3.0/us/
© 2014 Mathematics Teaching and Learning to Teach • School of Education • University of Michigan • Ann Arbor, MI 48109 • mtlt@umich.edu











EDUCATION

This work is licensed under the Creative Commons Attribution-Noncommercial-No Derivative Works Version 3.0 United States License: http://creativecommons.org/licenses/by-nc-nd/3.0/us/
© 2014 Mathematics Teaching and Learning to Teach • School of Education • University of Michigan • Ann Arbor, MI 48109 • mtlt@umich.edu

PRACTICING DEFIBRILLATION



EDUCATION

This work is licensed under the Creative Commons Attribution-Noncommercial-No Derivative Works Version 3.0 United States License: http://creativecommons.org/licenses/by-nc-nd/3.0/us/
© 2014 Mathematics Teaching and Learning to Teach • School of Education • University of Michigan • Ann Arbor, MI 48109 • mtlt@umich.edu

PRACTICING A GUIDED READING LESSON



EDUCATION

This work is licensed under the Creative Commons Attribution-Noncommercial-No Derivative Works Version 3.0 United States License: http://creativecommons.org/licenses/by-nc-nd/3.0/us/
© 2014 Mathematics Teaching and Learning to Teach • School of Education • University of Michigan • Ann Arbor, MI 48109 • mtlt@umich.edu

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"

EDUCATION

BY-NC-ND This work is licensed under the Creative Commons Attribution-Noncommercial-No Derivative Works Version 3.0 United States License: http://creativecommons.org/licenses/by-nc-nd/3.0/us/
© 2014 Mathematics Teaching and Learning to Teach • School of Education • University of Michigan • Ann Arbor, MI 48109 • mtlt@umich.edu

MISSION AND GOAL

TeachingWorks is committed to building a system that ensures that teachers enter the profession with the appropriate entry-level skills and knowledge to teach skillfully and with care.

Our goal is that all students, wherever they are or whoever they are, receive responsible teaching that can help them grow and develop—every single year.

This work is licensed under the Creative Commons Attribution-Noncommercial-No Derivative Works Version 3.0 United States License: http://creativecommons.org/licenses/by-nc-nd/3.0/us/
© 2014 Mathematics Teaching and Learning to Teach • School of Education • University of Michigan • Ann Arbor, MI 48109 • mtlt@umich.edu

TeachingWorks

CORE DESIGN

1. **A professional practice curriculum** that focuses on high-leverage practices of teaching essential for responsible beginning practice
2. **Training** and structuring **experience** to prepare novices to carry out these practices
3. **Performance assessments** required for entry to teaching

EDUCATION

This work is licensed under the Creative Commons Attribution-Noncommercial-No Derivative Works Version 3.0 United States License: http://creativecommons.org/licenses/by-nc-nd/3.0/us/
© 2014 Mathematics Teaching and Learning to Teach • School of Education • University of Michigan • Ann Arbor, MI 48109 • mtlt@umich.edu

SYSTEMIC STRATEGY: "TOP-DOWN" AND "BOTTOM-UP"

1. **SET A THRESHOLD FOR ENTRY**: Partnership to build a new generation of on-demand performance-based **licensure assessments** (Education Testing Service)
   - Design, field test, and validate the assessments (TeachingWorks content, ETS expertise in test development)
   - Partner with states for the field test, to improve the product and develop buy-in
2. **BUILD CAPACITY FOR PREPARATION**: **Program networks**
   - Partner with teacher preparation programs in states to refine and implement practice-based teacher training
   - Develop field-tested products and tools for use by other programs

This work is licensed under the Creative Commons Attribution-Noncommercial-No Derivative Works Version 3.0 United States License: http://creativecommons.org/licenses/by-nc-nd/3.0/us/
© 2014 Mathematics Teaching and Learning to Teach • School of Education • University of Michigan • Ann Arbor, MI 48109 • mtlt@umich.edu

WHY CAN OUR APPROACH WORK?

- The fundamental elements have been developed and tested, and are ready to be scaled and further refined.
- The strategy is wired into the structure of the U.S. educational system, with state authority key.
- We are insiders to the enterprise, but are also known for breaking the mold.

This work is licensed under the Creative Commons Attribution-Noncommercial-No Derivative Works Version 3.0 United States License: http://creativecommons.org/licenses/by-nc-nd/3.0/us/
© 2014 Mathematics Teaching and Learning to Teach • School of Education • University of Michigan • Ann Arbor, MI 48109 • mtlt@umich.edu

TeachingWorks

OUR BIGGEST CHALLENGES

1. Timing and being able to move quickly enough in the next five years
2. Changing ideas about quality teaching and how to get it: Building an effective and deeply-penetrating education campaign

EDUCATION

This work is licensed under the Creative Commons Attribution-Noncommercial-No Derivative Works Version 3.0 United States License: http://creativecommons.org/licenses/by-nc-nd/3.0/us/
© 2014 Mathematics Teaching and Learning to Teach • School of Education • University of Michigan • Ann Arbor, MI 48109 • mtlt@umich.edu

CREDITS



Image on slide 4:
"Haircut" by Flickr user I Should Be Folding Laundry
Licensed under a Creative Commons Attribution 2.0 Generic License
http://creativecommons.org/licenses/by/2.0/deed.en



Image on slide 4:
"20110916_171840" by Flickr user Team Massachusetts
Licensed under a Creative Commons Attribution 2.0 Generic License
http://creativecommons.org/licenses/by/2.0/deed.en



Image on slide 4:
"nursing_student" by Flickr user University of Missouri System
Licensed under a Creative Commons Attribution-NonCommercial-NoDerivs 2.0 Generic License
http://creativecommons.org/licenses/by-nc-nd/2.0/deed.en

EDUCATION

This work is licensed under the Creative Commons Attribution-Noncommercial-No Derivative Works Version 3.0 United States License: http://creativecommons.org/licenses/by-nc-nd/3.0/us/
© 2014 Mathematics Teaching and Learning to Teach • School of Education • University of Michigan • Ann Arbor, MI 48109 • mtlt@umich.edu

CREDITS



Image on slide 4:
“almost forbidden territory....” by Flickr user Esthr
Licensed under a Creative Commons Attribution-NonCommercial 2.0 Generic License
http://creativecommons.org/licenses/by-nc/2.0/deed.en



Image on slide 4:
“Marielle Carving Francinaldo's Ear” by Flickr user ReSurge International
Licensed under a Creative Commons Attribution-NonCommercial-NoDerivs 2.0 Generic License
http://creativecommons.org/licenses/by-nc-nd/2.0/deed.en



Image on slide 5:
© 2009 Stuart Isett. www.isett.com. All rights reserved. Used with special permission.

EDUCATION

This work is licensed under the Creative Commons Attribution-Noncommercial-No Derivative Works Version 3.0 United States License: http://creativecommons.org/licenses/by-nc-nd/3.0/us/
© 2014 Mathematics Teaching and Learning to Teach • School of Education • University of Michigan • Ann Arbor, MI 48109 • mtlt@umich.edu