



Great teachers aren't born.

THEY'RE TAUGHT.

Deborah Loewenberg Ball

Illinois State Board of Education • October 30, 2012

SCHOOL OF EDUCATION UNIVERSITY OF MICHIGAN

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The promise, and the challenge



How to accelerate and deepen ALL U.S. students' learning, to much more complex levels, ready for college and career

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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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Teaching matters – a lot

1. U.S. educational performance is weak
2. Teaching effects are powerful, and key to improving students' learning
3. Why sorting and ranking won't get good teaching to all students

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

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$$\begin{array}{r} 49 \\ \times\ 25 \\ \hline 1225 \end{array}$$

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(a)

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

(b)

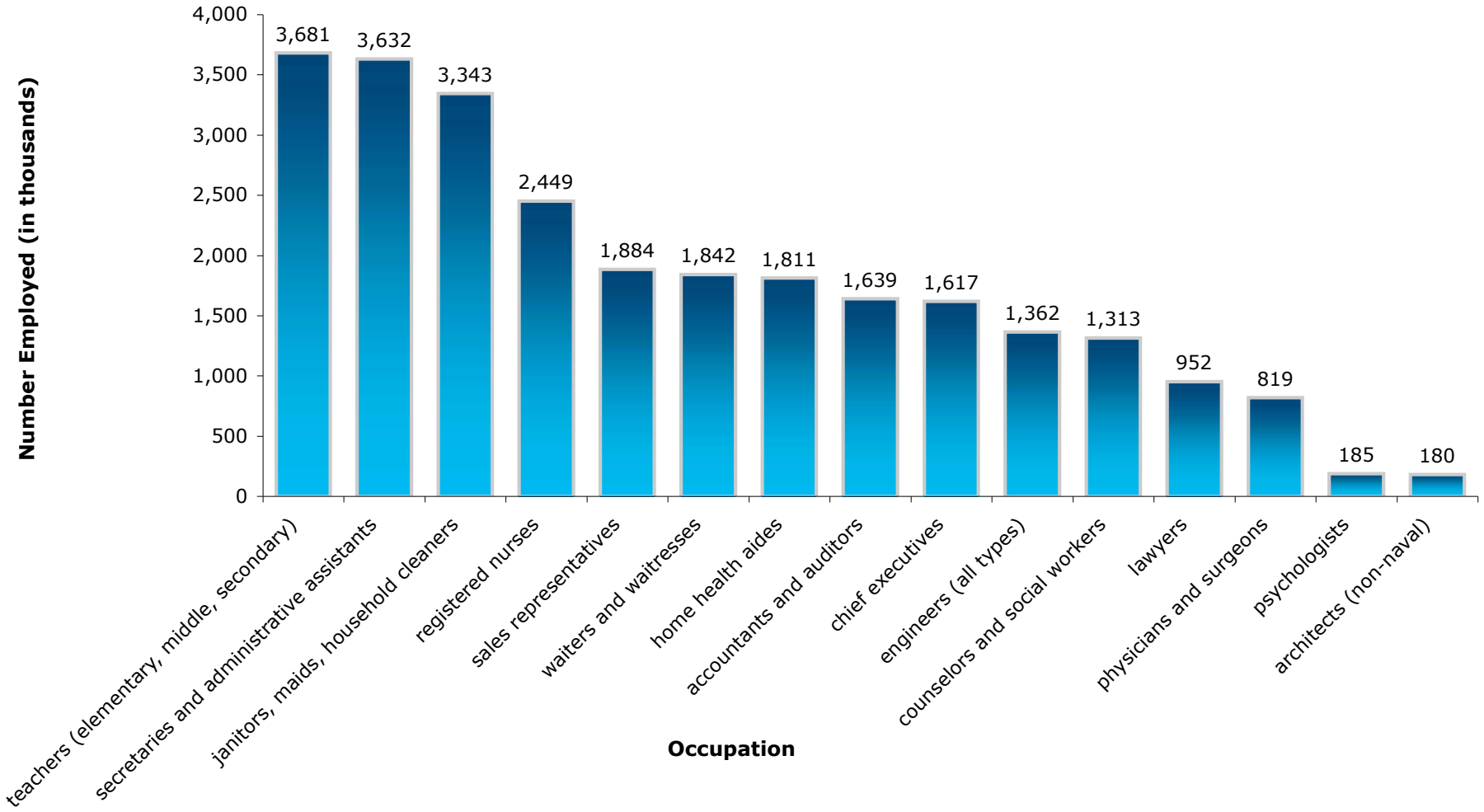
$$\begin{array}{r} 49 \\ \times\ 25 \\ \hline 225 \\ 100 \\ \hline 325 \end{array}$$

(c)

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

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The realities of scale



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Features of strong training for responsible practice

1. Clear **specification of skills, capabilities, and qualities of performance** necessary for independent practice
2. Detailed **developmental clinical training**, progressing from observing to simulations to supervised apprenticeship to supervised independent practice
3. **Performance assessment** of individual competence necessary for independent practice

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What do we need to do?

1. Identify a **common core for teaching**, comprising a set of teaching practices and specialized knowledge of subject matter, that is essential for responsible teaching.
2. Create a system to **teach** and **assess** these high-leverage instructional practices and competencies.
3. Build strong professional **infrastructure** to support continuous improvement of teaching practice.

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Three components of a system for producing and supporting high-leverage teaching

1. Clear **specification of skills, capabilities, and qualities of performance** necessary for independent practice
2. Detailed **developmental clinical training**, progressing from observing to simulations to supervised apprenticeship to supervised independent practice
3. **Performance assessment** of individual competence before allowing independent practice

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Examples of high-leverage instructional practices

1. Managing whole group discussion
   - Allocating turns to speak
   - Supporting practices of listening and speaking
   - Using public writing surfaces
2. Designing and posing questions for specific instructional purposes
3. Establishing norms and routines for classroom discourse and work that are central to content
4. Making content (e.g., specific problems, ideas, processes) explicit through explanation, modeling, representations, and examples
5. Recognizing particular common patterns of student thinking and development in a specific domain
6. Implementing organizational routines, procedures, and strategies to support a respectful learning environment

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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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ASSESSMENT OF TEACHING PRACTICE

Diagnosis: Eliciting and interpreting children's thinking

1. Analyze students' work on fraction tasks
2. Prepare for an interaction with a standardized student about one piece of student work
3. Probe the standardized student's thinking to understand the steps she took as well as why she performed the particular steps
4. Respond to questions about the diagnosis

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Building new assessments of teaching practice

- Designed for licensure and advanced certification
- Improvement-oriented: Useful also for diagnosis and continuous improvement of teaching
- Linked to teaching specific academic content (the Common Core State Standards)
- Based on actual performance of teaching
- Conducted in a variety of settings for practice, depending on what is being assessed
- Rooted in deliberate evidence base for the substance and validity of the assessment

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What *is* TeachingWorks?

A national organization housed at the University of Michigan School of Education

Based on work done at the University of Michigan in our own programs and also in partnership with other programs and organizations

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

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Four main arenas of work

① Supporting the development of a common curriculum for teaching

② Building resources for teaching practice, and performance assessments of specific high-leverage practices that appraise a teacher's capabilities for responsible independent practice

③ Providing training for those who work with teachers

④ Advancing the case for the importance of effective professional training

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Thank you!

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