RAISING THE QUALITY OF BEGINNING TEACHING
AN AGENDA FOR OUR NATION’S YOUTH — AND ITS FUTURE

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CCSSO Network for Transforming Educator Preparation (NTEP) Meeting
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RAISING UP QUALITY TEACHING AS THE #1 POLICY IMPERATIVE OF OUR TIME

1. 50,000,000 children and youth in our nation’s schools
2. Schooling as our society’s commitment to individuals’ lives and to the future of our country
3. Evidence of the power of skillful teaching
4. Huge gap between who the children are and who the teachers are
5. Overwhelming lack of public respect for the work of teaching

→ This is a public policy problem of vital moral, practical, and political urgency.
THE MORAL URGENCY, BY THE NUMBERS

1400
50
1/3
1.5 million
78,000,000
15%
45%
11%
26%
9%

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"Teaching has always come naturally to me."

"I have learned teaching from experience; I like to pass on what I know to student teachers."

"Teaching requires a lot of improvisation and can’t be specified in advance."

"I have developed a style of teaching that works for me."
WHAT ARE THEY TALKING ABOUT?

“Teaching has always come naturally to me.”

“I have learned teaching from experience; I like to pass on what I know to student teachers.”

“Teaching requires a lot of improvisation and can’t be specified in advance.”

“I have developed a style of teaching that works for me.”
CHILDREN’S TASK

What number does the orange arrow point to? _____________

Explain how you know: ____________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________
WHAT DO YOU SEE AND HEAR ABOUT ANIYAH AND TONI IN THIS SHORT CLIP?
ANIYAH AND TONI

I’d like someone to come up and sort of be the teacher and explain how you are thinking about it. Who’d like to try
WHAT DO PEOPLE TYPICALLY SEE?

ANIYAH
- Wrong answer, not identifying the correct whole

TONI
- Giggling while talking
- Playing with her hair
WHAT STRENGTHS DO YOU SEE?

ANIYAH

- Her presentation skills
- Production of a mathematically well-structured explanation
- Knowing the definition for a fraction, which she uses carefully

TONI

- Her careful attention to another child’s thinking
- Her skill in asking a perfectly posed question about Aniyah’s reasoning
ENTRY-LEVEL TEACHING AS A CRITICAL FOCUS

- 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.
- Most beginning teachers say they are underprepared for teaching.
- Workforce and preparation gap related to race, ethnicity, language
- Distribution of beginning teaching is concentrated disproportionately in low-income and high-minority schools.
NO PROFESSIONAL SYSTEM FOR TEACHING PREPARATION

- Thousands of independent providers of initial teacher training, about 88% through IHEs
- No common specific curriculum for preparation for initial teaching
- A reliance on conventional metrics for entry to teacher education
- No common standard of individual performance for entry to independent practice with (on) young people
TeachingWorks is committed to raising the quality of entry-level teaching.

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. We are especially focused on communities of color and students living in poverty.
FEATURES OF STRONG TRAINING FOR RESPONSIBLE INDEPENDENT PRACTICE

1. Clear specification of knowledge, skills, capabilities, and qualities of performance necessary for independent practice

2. Detailed developmental clinical training, progressing from observing to simulations to apprenticeship to supervised independent practice; including attention to role of practitioners in novices’ learning

3. Performance assessment of individual competence before allowing independent practice
THEORY OF ACTION:
HOW TO MAKE THE VISION A REALITY

1. What is teaching and how does it work?
2. What is involved in improving the quality of initial preparation?
CORE ELEMENTS OF OUR STRATEGY

1. Professional practice curriculum focused on the highest leverage practices of teaching and specific core content

2. Staged clinical experience to develop necessary skill and fluency

3. On-demand performance assessments for entry to teaching

4. Developing the practice of teaching teaching
HIGH-LEVERAGE PRACTICES

- Explaining and modeling content, practices, and strategies
- Leading a group discussion
- Eliciting and interpreting students’ thinking
- Establishing norms and routines for classroom discourse and work
- Diagnosing particular common patterns of student thinking and development
- Learning about students’ cultural, religious, family, intellectual, and personal experiences and resources for use in instruction
- Setting up and managing small group work
- Building respectful relationships with students
- Checking student understanding during and at the conclusion of lessons
- Providing oral and written feedback to students on their work
- Setting long- and short-term learning goals for students
- Talking about a student with parents or caregivers

1TeachingWorks and the University of Michigan School of Education
Calculate:

\[
\frac{5}{6} \div \frac{1}{3}
\]
Which of these can be used to represent \( \frac{5}{6} \div \frac{1}{3} \)?
PRACTICING DEFIBRILLATION
PRACTICING A GUIDED READING LESSON
TRY EXPLAINING, ACCESSIBLY AND ACCURATELY

Which of these can be used to represent $\frac{5}{6} \div \frac{1}{3}$?
ASSESSING PRACTICE

- Evaluate actual skills of teaching, using content knowledge, attending to equity, not just reports of these and reflections
- Use on-demand common assessments to assess candidates’ progress fairly on a set of key knowledge, skills, and dispositions
YOUR TASK

1. Comment on Aniyah’s answer, highlighting her strengths (‘assigning competence’ [Cohen & Lotan; Featherstone, Crespo, et al.])

2. Explain responsively and precisely, in a way that responds to what Aniyah did.

What number does the orange arrow point to? ________________

Explain how you know: _______________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________
RESPOND TO ANIYAH’S ANSWER

I’d like someone to come up and sort of be the teacher and explain how you are thinking about it. Who’d like to try?
YOUR TASK

1. Comment on Aniyah’s answer, highlighting her strengths ("assigning competence" [Cohen & Lotan; Featherstone, Crespo, et al.])

2. Explain responsively and precisely, in a way that responds to what Aniyah did.

What number does the orange arrow point to? _______________________

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_______________________________________________________

_______________________________________________________

_______________________________________________________

_______________________________________________________
SCORING TOOL FOR ASSESSMENT

Has a clear purpose
- States the purpose of the explanation (e.g., what question is being answered, explicitly stating what they are trying to help students understand, etc.) does not need to happen every time (1 point)
- Uses the definition to explain
- Indicates that the largest piece is the whole (1 point)
- Partition the whole into equal parts (4, 8, other) (1 point)
- Explains two-eighths of the whole is shaded (1 point)
- Notes that two out of the eight are shaded, which means that two-eighths is shaded (1 point)
- FOCUSES ON MEANING AND IS CLEAR TO LEARNER
  - Exactly connects the explanation to the student's work, and/or what kind of thinking was underlying it (1 point)

Follow-up questions:
- Clearly explains the reasoning behind the incorrect answer of the (1 point) half circle can be given for an explanation that is a pure error
- Explains how the explanation was geared to address the student's thinking (1 point)

Uses representations and language clearly and carefully
- Uses language consistently and carefully to do, use terminology correctly such as "equal parts" not "even parts"; recognize instead of "half" denominator and numerator instead of "top fraction number" says "one-eighth" not "one over eight" or "one-eighth" (1 point)
- Users diagrams appropriately (not create unless partitions poorly or not at all) (1 point)
- Makes clear connections between features of the diagram and the symbol or fraction by relating a written set of steps to the diagram or using words like "bottom share" and "top numbers to help the student know when the numbers appear in a fraction (1 point)

Has a logical structure
- Is organized and coherent (1 point)
STEPPING BACK TO CONSIDER THE PRACTICE OF TEACHER EDUCATION
WHAT DO TEACHER EDUCATORS NEED TO BE ABLE TO DO, AND TO KNOW AND CARE ABOUT?

- Initial frame
  - Practices that are critical to teaching teaching (high-leverage practices of teacher education) — e.g., giving feedback on teaching, decomposing and recomposing teaching practices
  - Pedagogies (instructional activities or approaches) — e.g., using video, studying student work, rehearsals, modeling, the enactment cycle (McDonald)
  - Knowledge of teaching for teaching (like CKT) — unpacked knowledge of teaching practice itself
THANK YOU!
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Slides will be available on my website
(“Google” Deborah Ball)
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