

# RAISING THE QUALITY OF BEGINNING TEACHING: IT'S A WINDOW OF OPPORTUNITY FOR US

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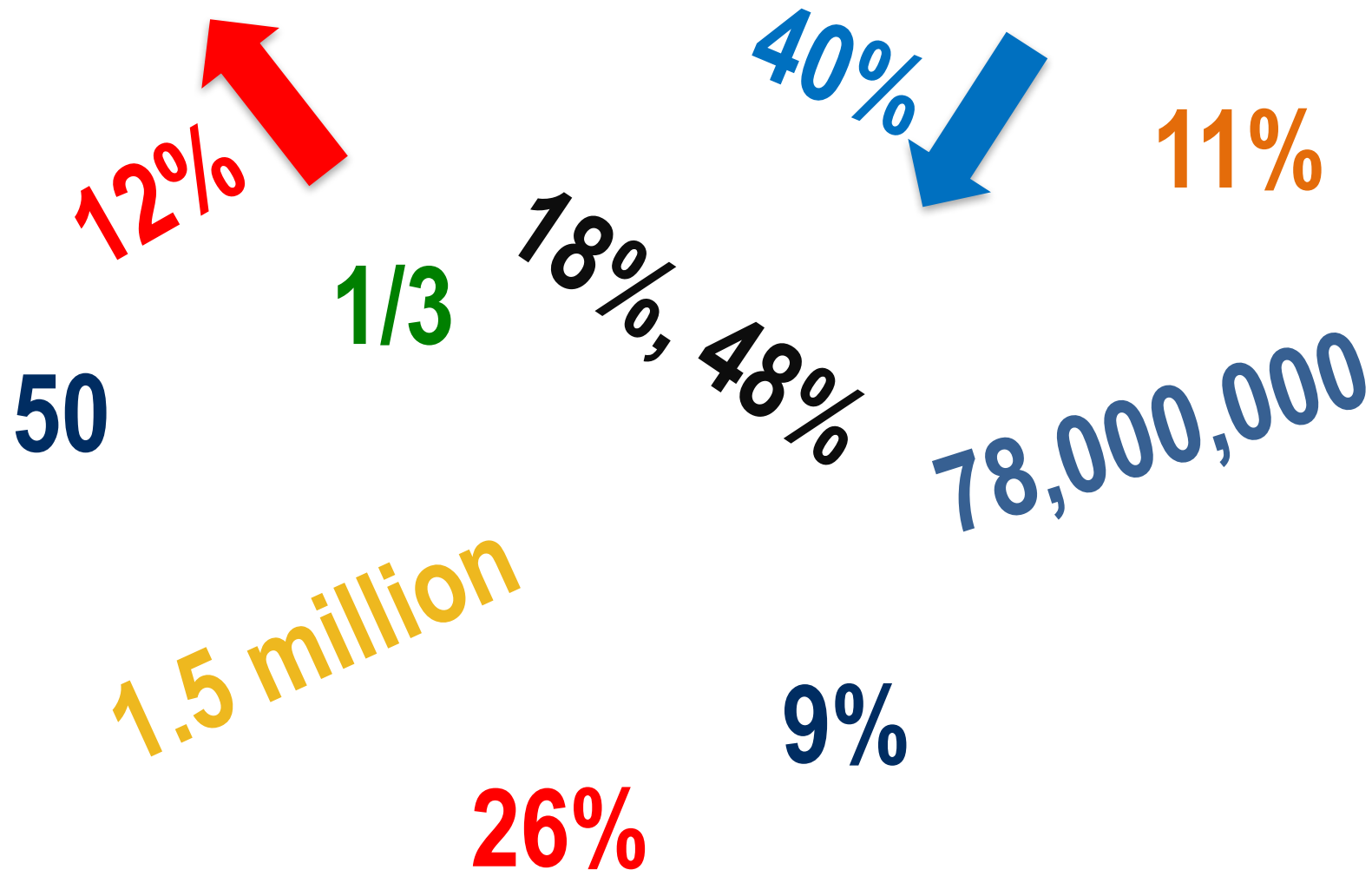
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# RAISING UP QUALITY TEACHING AS THE #1 POLICY IMPERATIVE OF OUR TIME

1. 78,000,000 people under the age of 18 in our country
2. Public education as our society's promise to individuals' lives and to the future of our country
3. Evidence of the power of skillful teaching
4. Overwhelming lack of public respect for the work of teaching

**→ This is a public policy problem of vital moral, practical, and political urgency.**

# THE URGENCY, BY THE NUMBERS



# 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.

# MY ASK OF YOU TODAY

To use your leverage as states to  
raise the quality of beginning teaching  
in our country by 2022



# TWO BIG QUESTIONS YOU SHOULD ASK ME

1. What does teaching skillfully require?
2. What would we have to do to ensure that beginning teachers in our states were ready to be responsible teachers?



# 1. WHAT DOES TEACHING SKILLFULLY REQUIRE?



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# TEACHING SKILLFULLY DEPENDS ON THREE CORE AREAS OF KNOWLEDGE AND SKILL

1. Knowing the content in ways that make it possible to help others learn it
2. Using fundamental high-leverage teaching practices with judgment and care
3. Understanding and *acting on* the profound ethical, political, social, and moral responsibility of teaching



# KNOWING MATHEMATICS YOURSELF

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

# KNOWING MATHEMATICS WELL ENOUGH TO TEACH IT: ANALYZING STUDENTS' ERRORS

What mathematical steps produced each of these answers? Why might someone do the problem in this way?

(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)

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

# A CLOSE LOOK AT THE WORK OF TEACHING: MIAH'S PROOF



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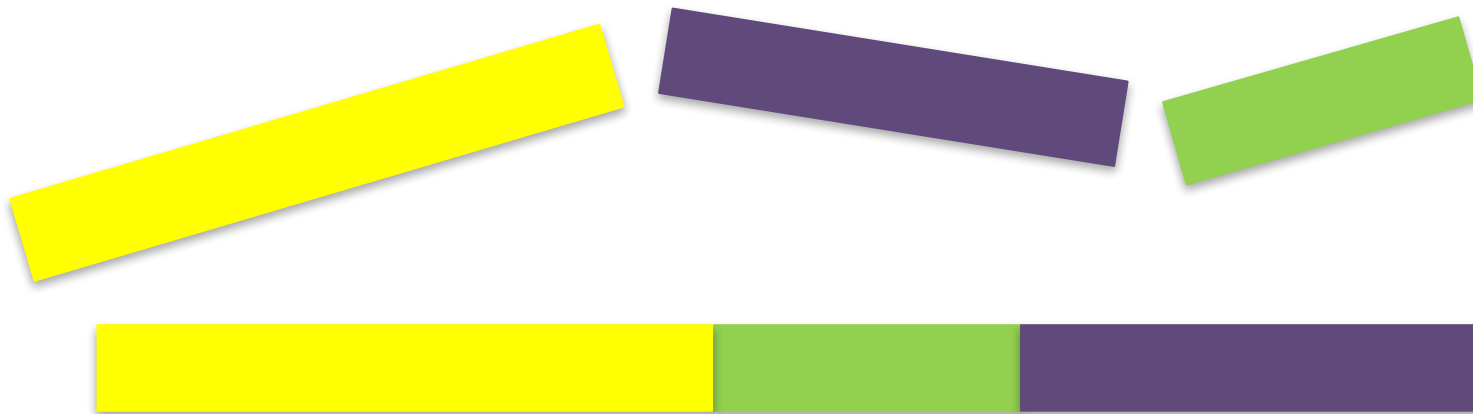
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# PERMUTATIONS, AND PROOF

Find all the ways to arrange the light green, purple, and yellow rods into three-car trains, using exactly one of each rod.



How are you sure you have found ALL the ways?

**Prove** that you have all the possible ways to arrange the light green, purple, and yellow rods into three-car trains.

# PRIOR TO THIS

- 1) How many different three-digit numbers can you make using the digits 3, 4, and 5, and using each digit only once?

Show all the three-digit numbers that you found.

How do you know that you found them all?

**123 231 . . .**

- 2) In how many orders can you arrange the letters D, F, and J, using each letter exactly once in each combination?

**DFJ, DJF . . .**

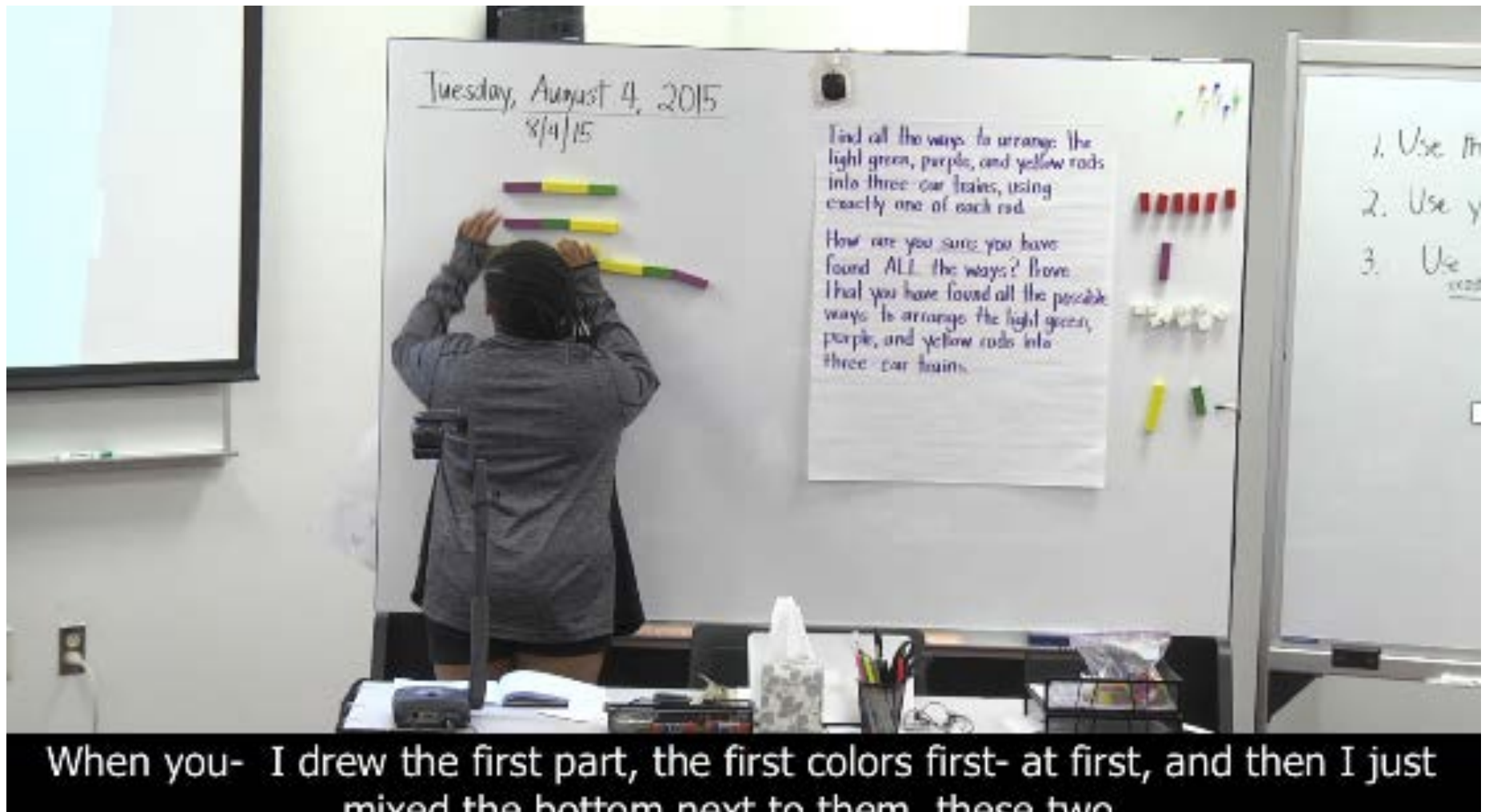
# WHAT DO YOU NOTICE?

About:

- the mathematical ideas and ways of reasoning that children are learning?
- the work of teaching?
- educating children for a civilized, just, and democratic society?



# VIDEO: MIAH, DEEDRAH, MICHIO, ARIANNA



What are the  
children learning  
and doing?







What are the  
children learning  
and doing?

6, 7, 8

678

687

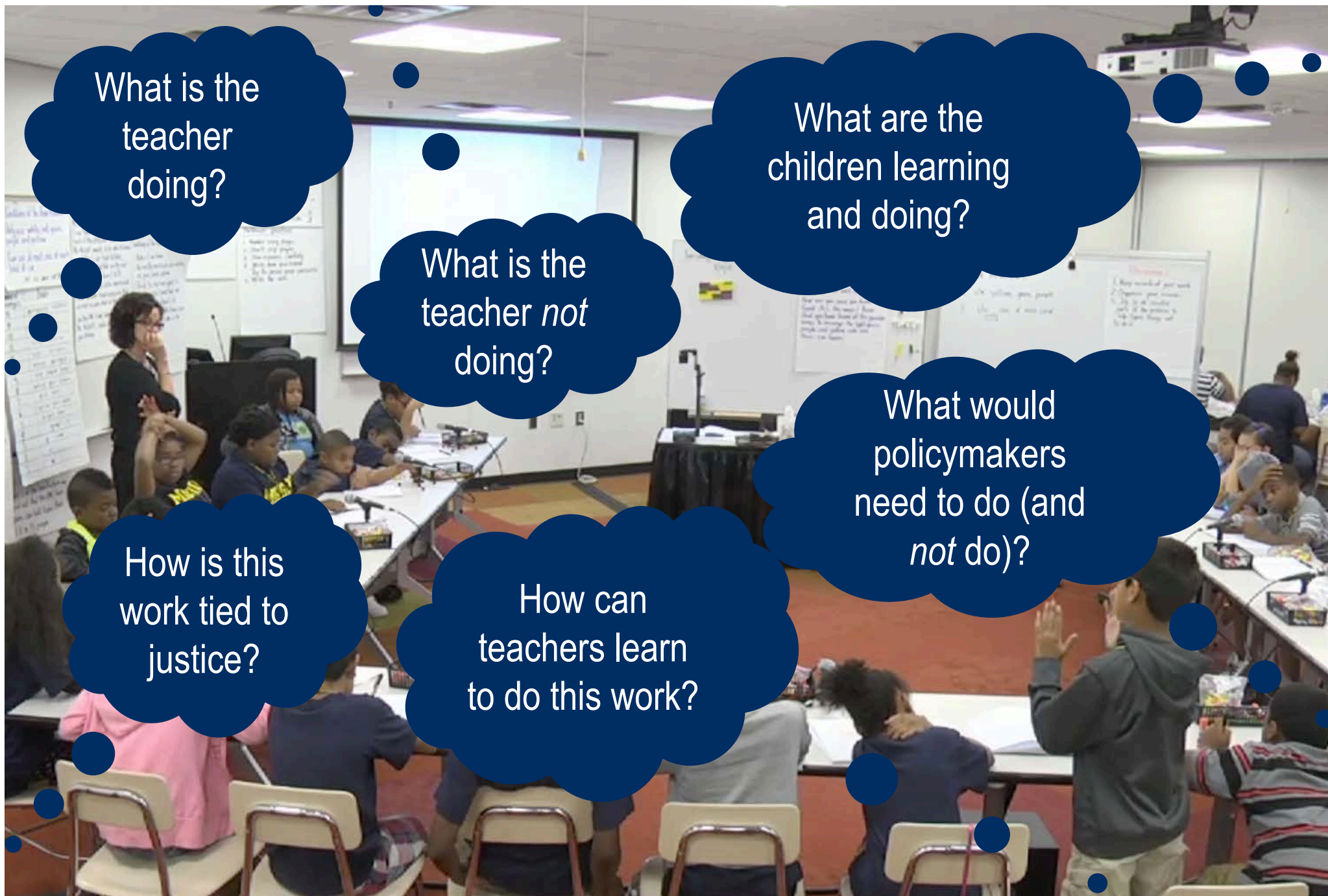
786

768

867

876

$$3! = 3 \times 2 \times 1$$



What is the teacher doing?

What are the children learning and doing?

What is the teacher *not* doing?

What would policymakers need to do (and *not* do)?

How is this work tied to justice?

How can teachers learn to do this work?



## 2. WHAT WOULD WE HAVE TO DO TO ENSURE THAT BEGINNING TEACHERS IN OUR STATES WERE READY TO BE RESPONSIBLE TEACHERS?



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# A SPECIAL MOMENT FOR CHANGE

## OPPORTUNITIES

1. “Teacher quality” of more interest than ever
2. Higher education teacher education dominates the market
3. Teacher shortages

## CHALLENGES

1. Lack of belief in and concern about teacher preparation
2. Dominance of individualism in education and ed reform



# A LEGACY OF BENIGN NEGLECT

- High demand led to an occupation that was easy to enter, and high turnover
- A broadly shared conviction that teaching cannot be taught, and depends on either
  - talent (the “natural born” teacher), or
  - “hard knocks” (figuring out what works through experience)
- The result? A “hit or miss” approach to supplying skillful teaching

**It's time to put a stop to this.**

# PREDOMINANT APPROACHES TO “QUALITY TEACHING”

- Increase “selectivity” by focusing only on conventional markers of quality
- Residency and induction programs
- Teacher evaluation (concerns for ineffective teaching)
- Small, local innovations

## WHAT IS NOTABLY MISSING?

- A broad strategy for recruiting, preparing, and supporting responsible beginning teachers

# A FOUR-PART STRATEGY FOR STATES

1. Strengthen licensure to focus on beginning teachers' readiness to teach responsibly
2. Expect and create incentives for teacher preparation programs to focus on practice
3. Directly influence recruitment and admissions to diversify and raise the quality of the teaching force
4. Support beginning teachers, not just evaluate them

## 2. WHAT DOES IT MEAN TO “FOCUS ON PRACTICE” IN TEACHER PREPARATION?

It does *not* mean:

Just more clinical experience

It *does* mean:

Focusing the entire program on the work of teaching

This includes:

Professional knowledge and theory as well as skill, but it is focused on learning to practice responsibly



# WHAT IS THE SAME ABOUT THESE OCCUPATIONS, BUT LESS TRUE OF TEACHING?

**They are concerned with the safety of their “clients.”**

1. They identify the core knowledge and skills needed to do the work.
2. They provide carefully structured “clinical” practice, including controlled and safe experiences, e.g., simulations.
3. Each candidate has to demonstrate the skill to earn a license for independent practice.



# WHAT IS THE SAME ABOUT THESE OCCUPATIONS, BUT LESS TRUE OF TEACHING?

They are compared to “clients.”

Let's consider what these would mean for the preparation of TEACHERS.

1. They identify the work needed to do
2. They provide carefully structured “clinical” practice, including controlled and safe experiences, e.g., simulations.
3. Each candidate has to demonstrate the skill to earn a license for independent practice.

# HIGH-LEVERAGE PRACTICES

Things teachers DO—

- All the time!
- That leverage students' learning
- That put young people at risk when done badly
- That create equitable access to learning rigorous content and skills
- That can be named at a “grain-size” that is useful for learning to do the work of teaching
- That can be illustrated, unpacked, and practiced
- That support the development of more advanced teaching skills
- That can be assessed

# EXAMPLES OF HIGH-LEVERAGE PRACTICES<sup>1</sup>

- 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

<sup>1</sup>*TeachingWorks and the University of Michigan School of Education*

# IMPROVING CLINICAL TRAINING

Does *not* mean only:

- More time in classrooms
- Learning just from “experience”

**Does** mean:

- Focusing on specific aspects of practice
- Including a continuum of settings, including simulations, rehearsals, controlled deliberate in-classroom experience

# PRACTICING DEFIBRILLATION





# PRACTICING A GUIDED READING LESSON





# 1. WHAT WILL IT TAKE TO STRENGTHEN LICENSURE TO FOCUS ON BEGINNING TEACHERS' READINESS TO TEACH RESPONSIBLY?

It will *not* entail:

- Using only evaluations from clinical placements
- Using only written examinations

It *will* entail:

- Using on-demand assessments of candidates' practice and judgment

# SELECT AND USE TOOLS THAT ASSESS BEGINNING TEACHERS' PRACTICE

1. Content knowledge for teaching (not conventional academic markers)
2. Fair evidence of skill with high-leverage practices
3. Professional judgment and demonstrated commitment to equity

# EXAMPLE: THE NATIONAL OBSERVATIONAL TEACHING EXAMINATION (NOTE)

# WHAT IS NOTE?

- A suite of **on-demand performance assessments** that measure teaching candidates' performance, including their level of skill, knowledge, and judgment, with a specific set of high-leverage practices and content.
- Developed by TeachingWorks and the Education Testing Service.
- Currently being field-tested in states across the U.S.
- Slated to be ready for states to adopt from ETS by 2018.

# TESTS FOR NEW TEACHERS THAT FOCUS ON:

## Content Knowledge for Teaching (CKT)

The specialized knowledge of content that a teacher uses in the work of teaching

## High-Leverage Practices (HLPs)

Basic elements of the work of teaching that are crucial for student learning

# PRACTICES FOR TEACHING CONTENT: THREE HIGH-LEVERAGE PRACTICES

## 1. Modeling and explaining content

- Thinking aloud and demonstrating
- Narrating the work to make strategies and processes explicit

## 2. Leading classroom discussion

- Launching the discussion
- Supporting students in doing the work of the discussion
- Coordinating student contributions and moving the discussion in a productive direction
- Bringing the discussion to a productive close

## 3. Eliciting and interpreting student thinking

- Posing questions and tasks
- Analyzing student responses

# WHAT WILL IT TAKE TO DIRECTLY INFLUENCE RECRUITMENT AND ADMISSIONS TO DIVERSIFY AND RAISE THE QUALITY OF THE TEACHING FORCE?

It will *not* entail:

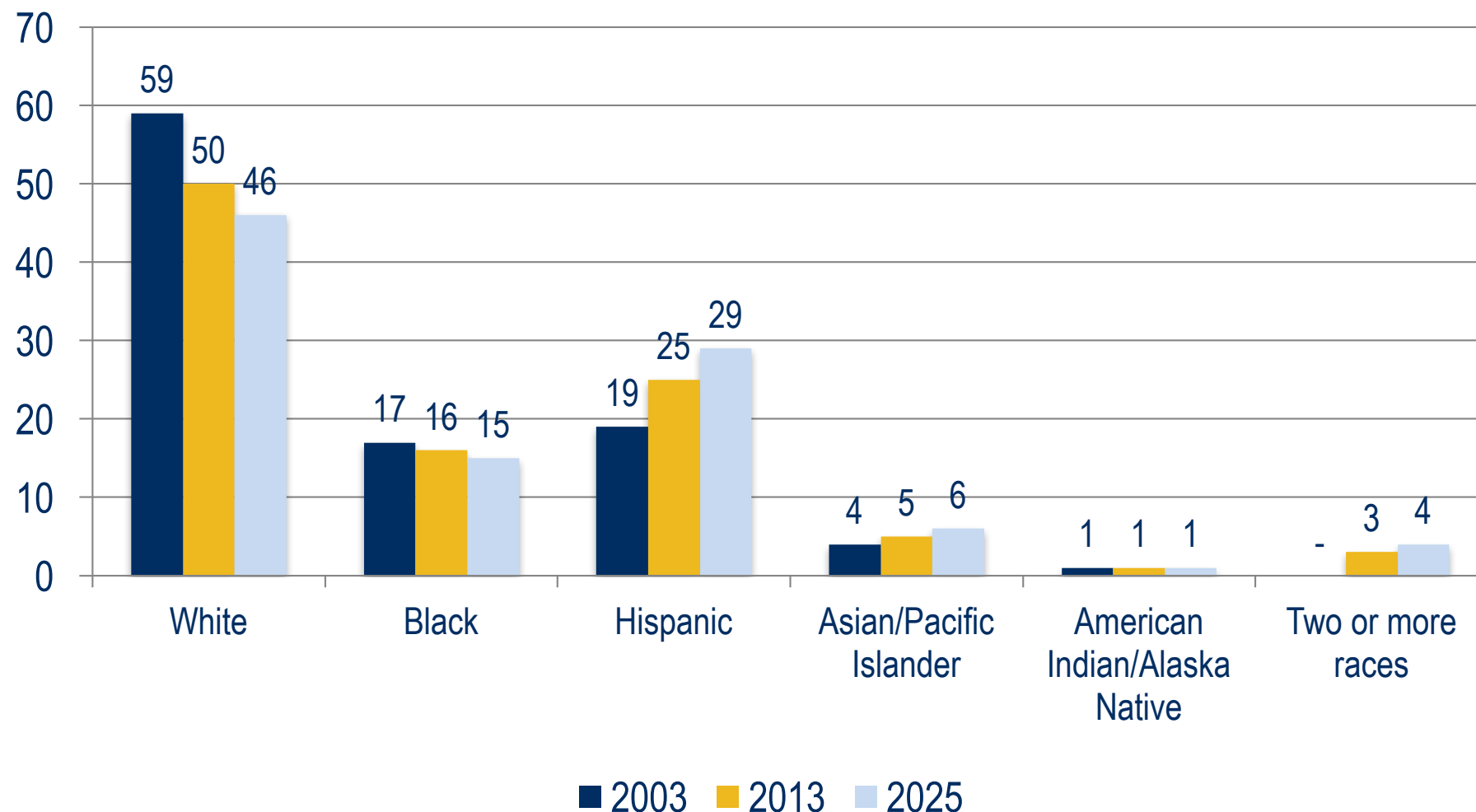
- Continuing to rely on conventional academic standards

It *will* entail:

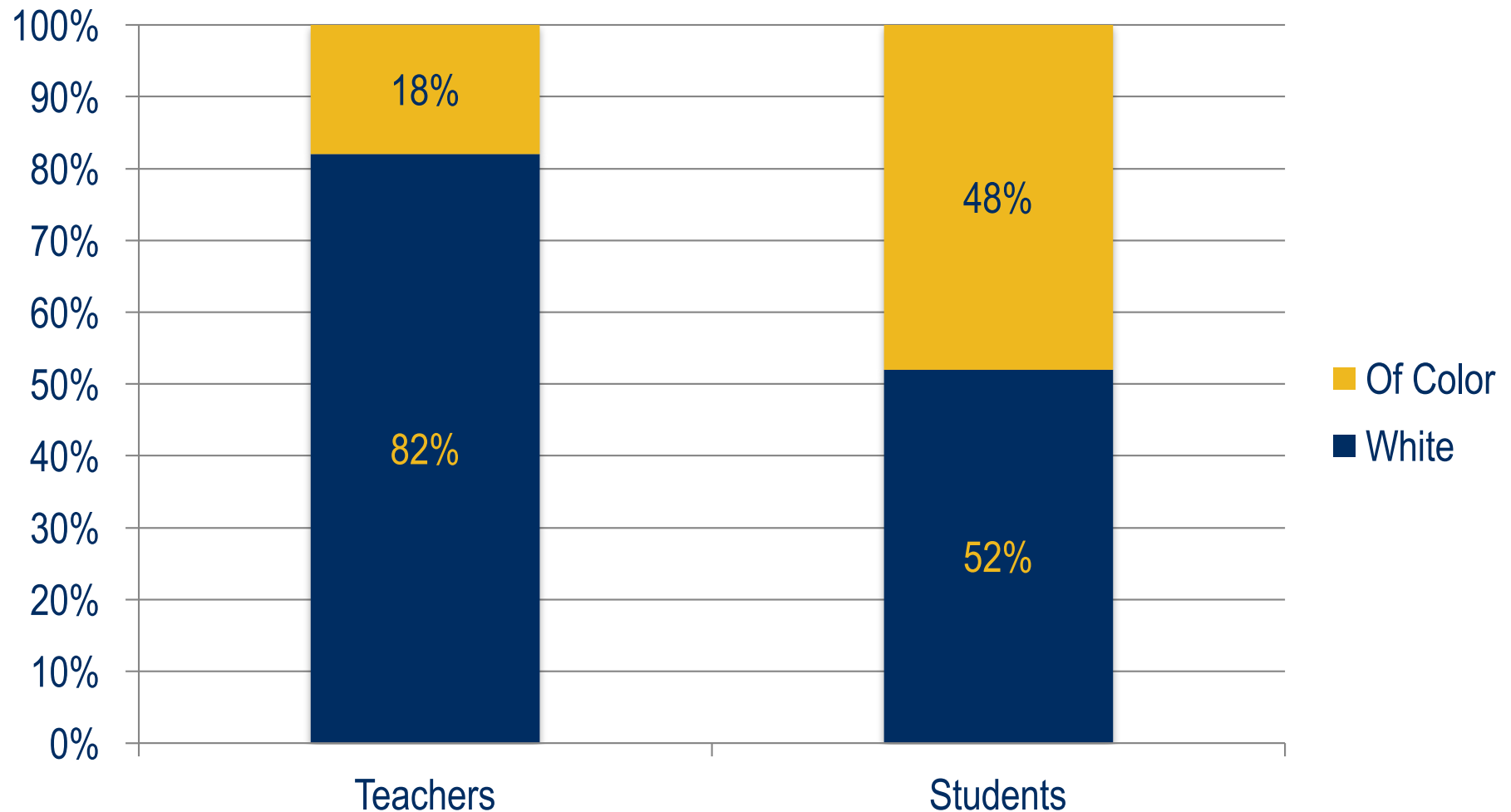
- Rethinking what we prioritize related to predicting success in learning to teach



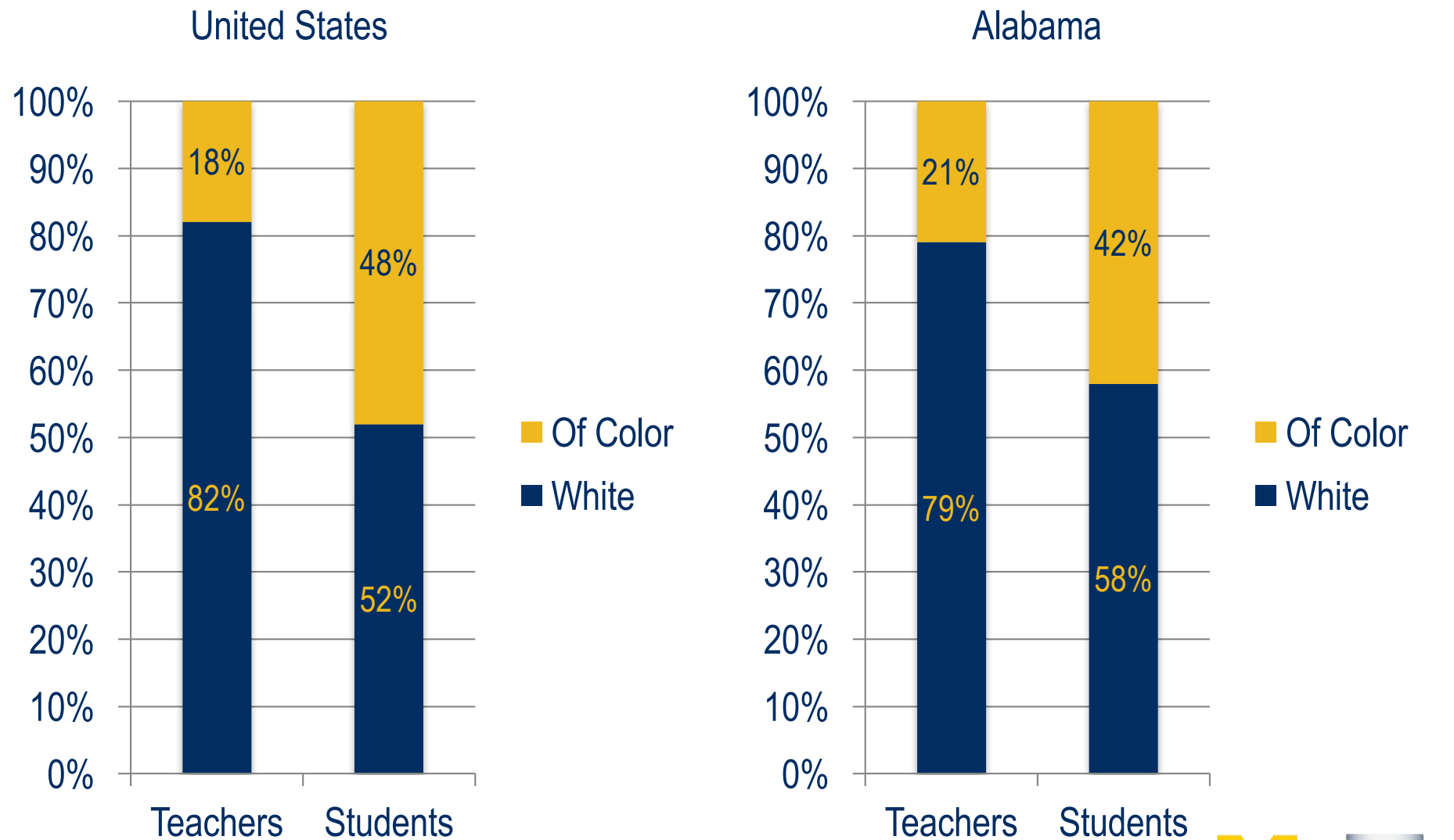
# CHANGING DEMOGRAPHICS OF K-12 STUDENTS



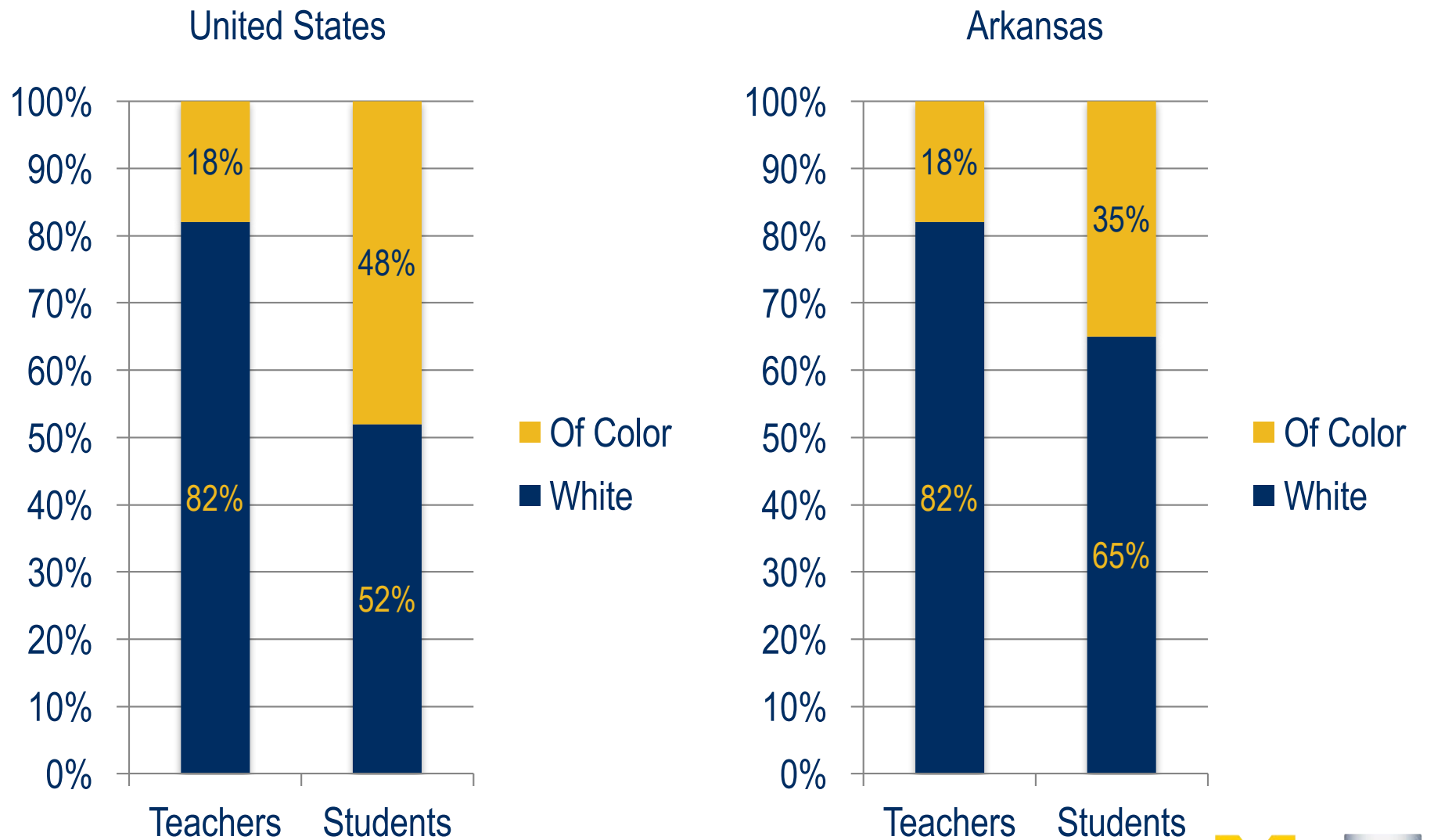
# DEMOGRAPHIC DIVIDE IN THE U.S.: K-12 TEACHERS AND STUDENTS



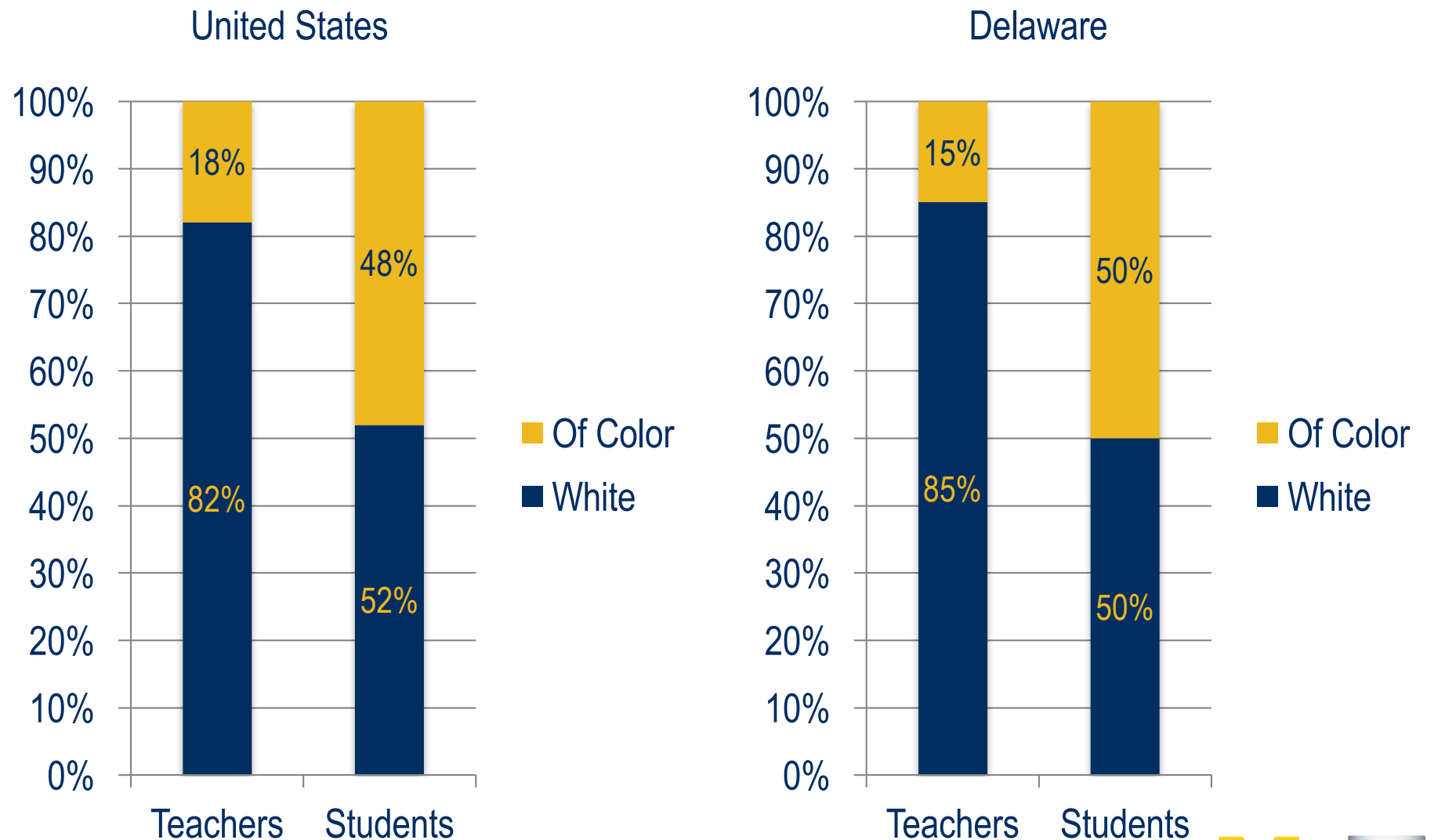
# DEMOGRAPHIC DIVIDE: K-12 TEACHERS AND STUDENTS



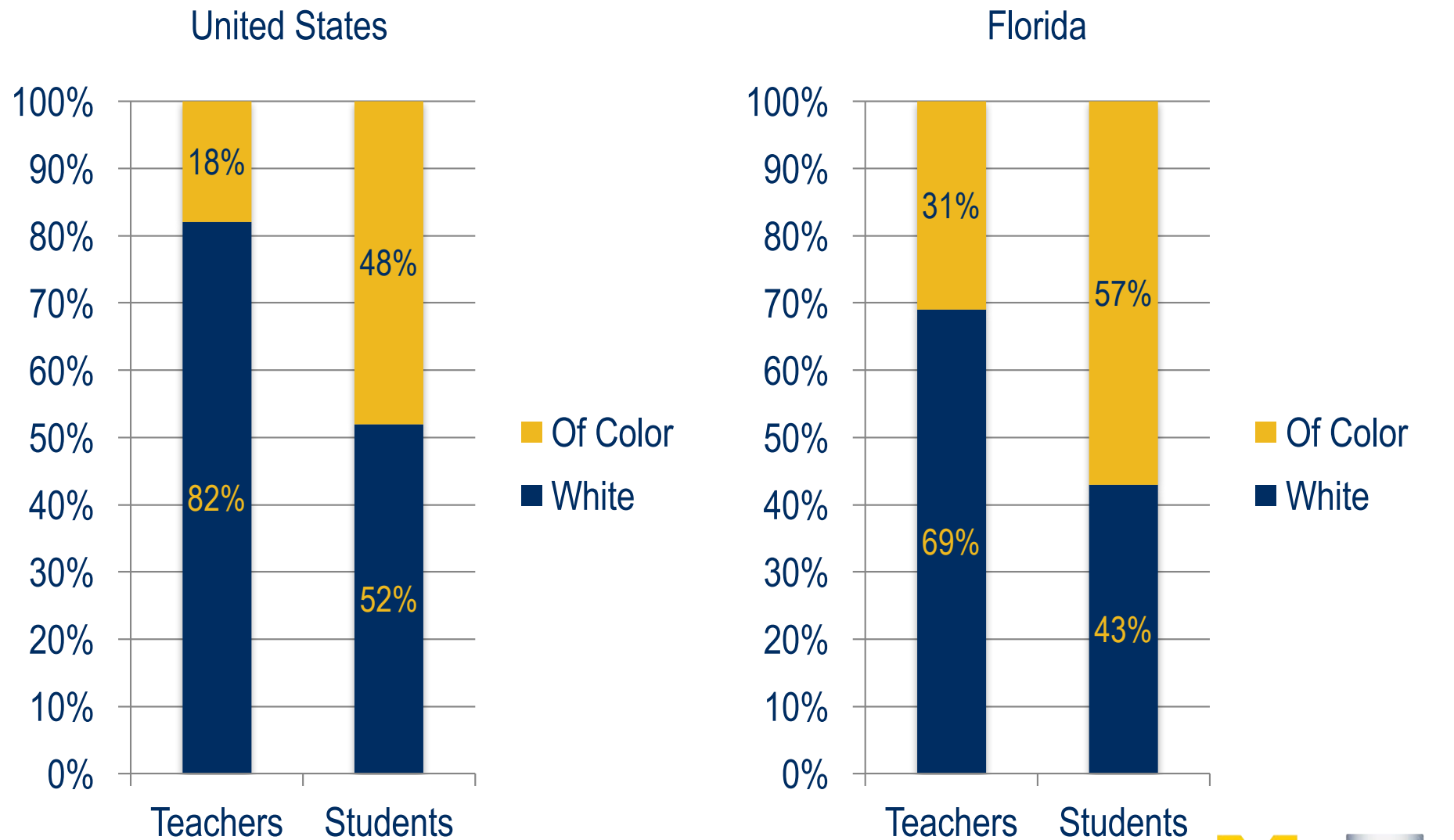
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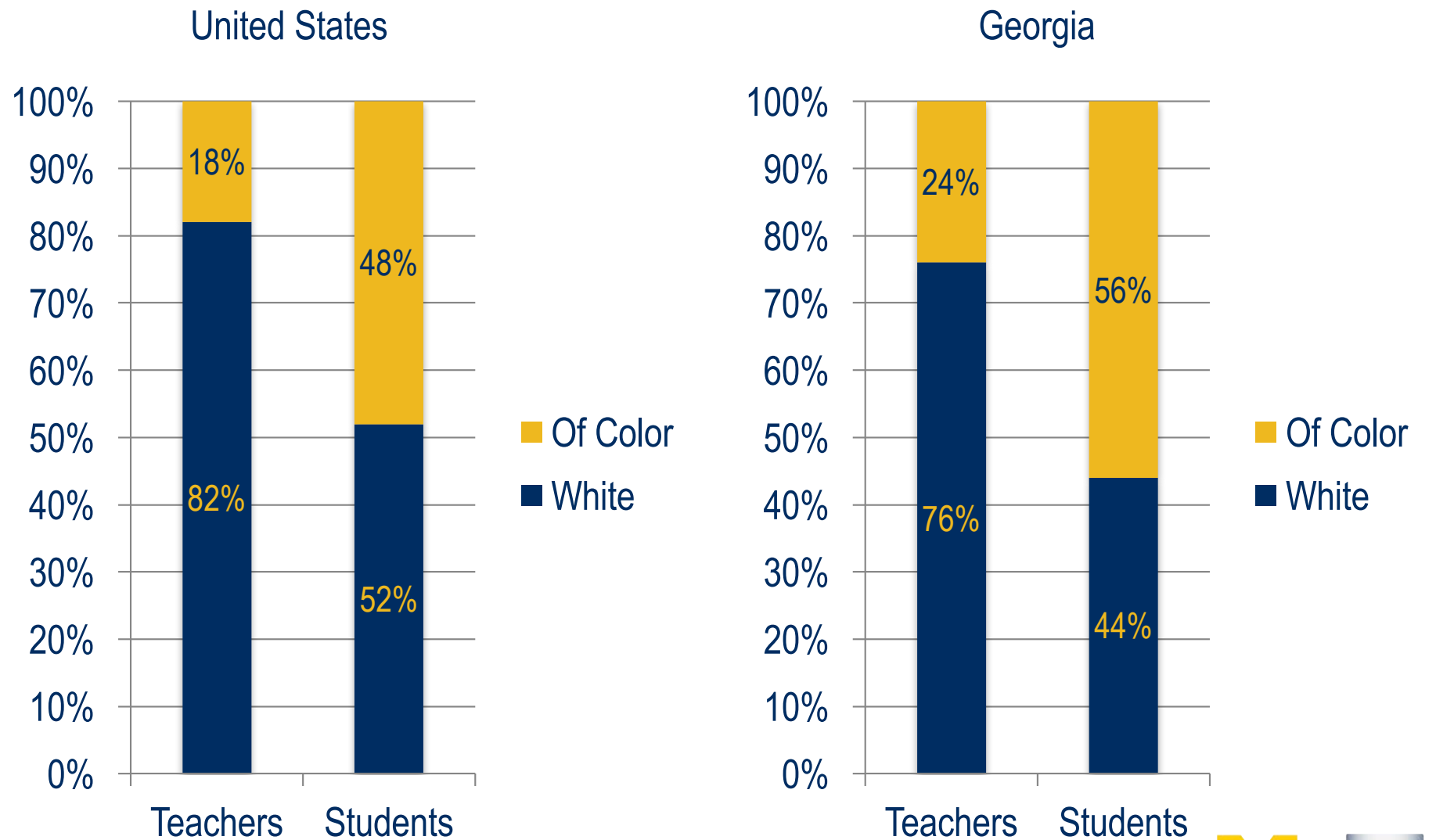
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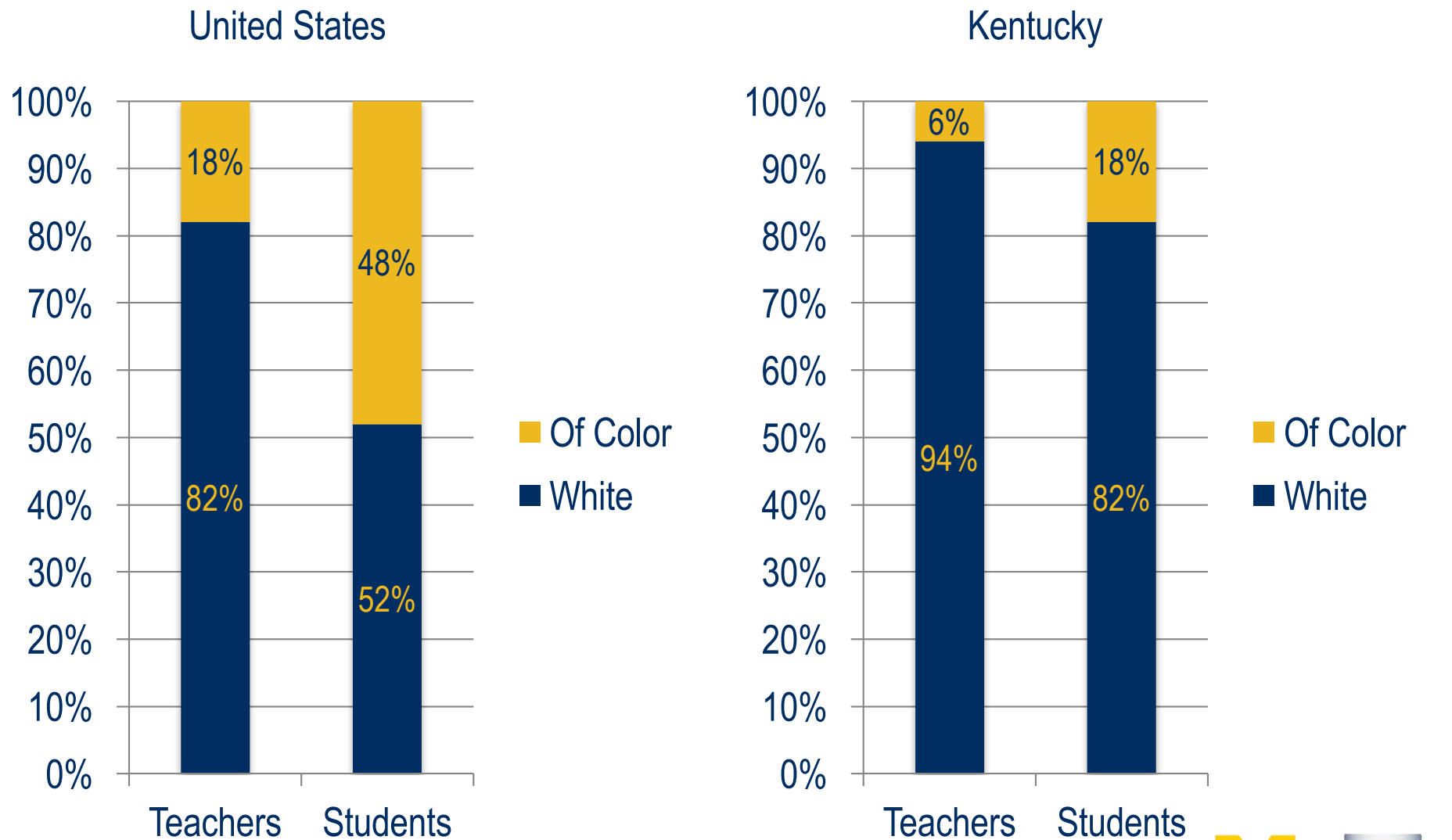


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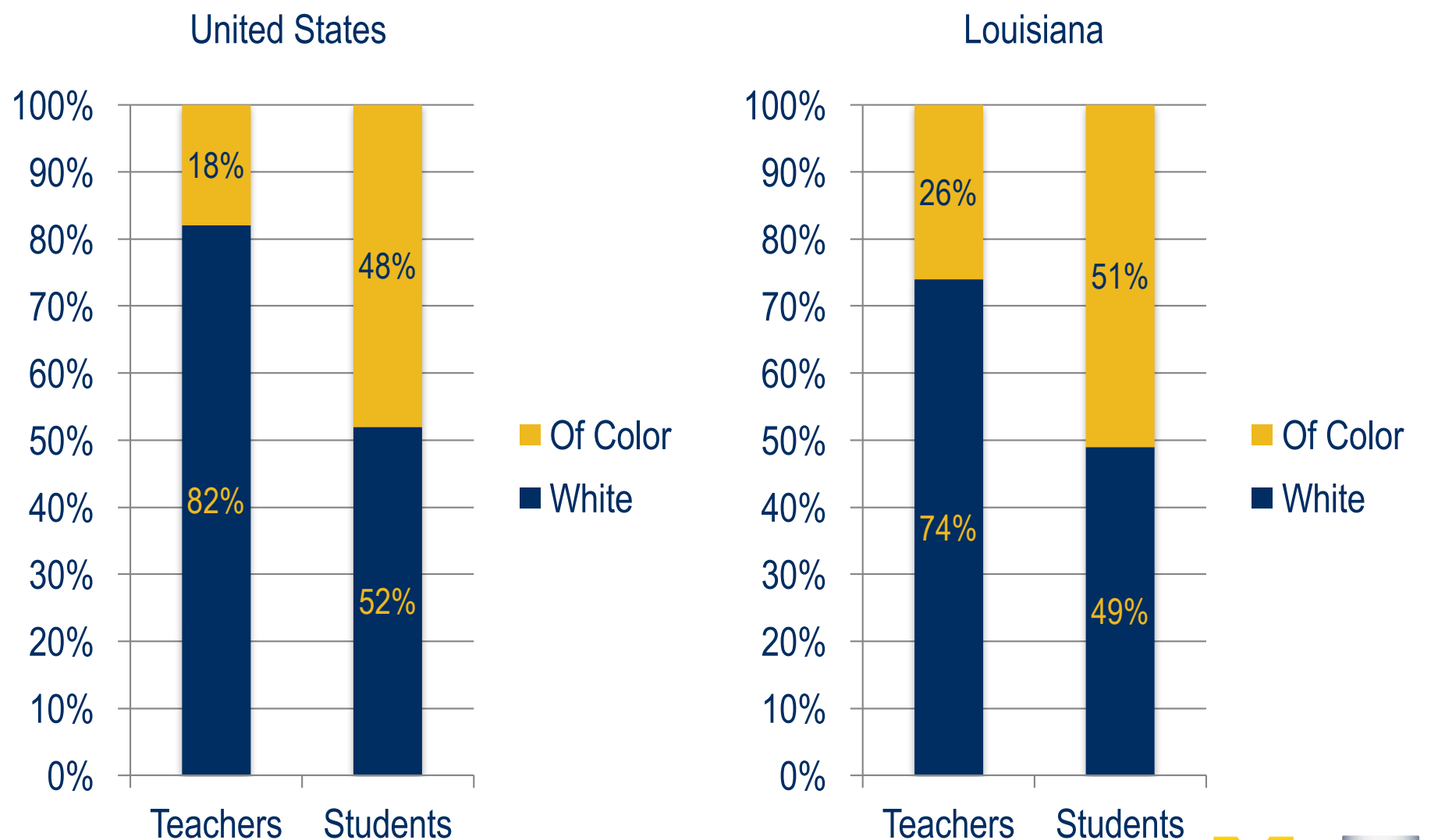




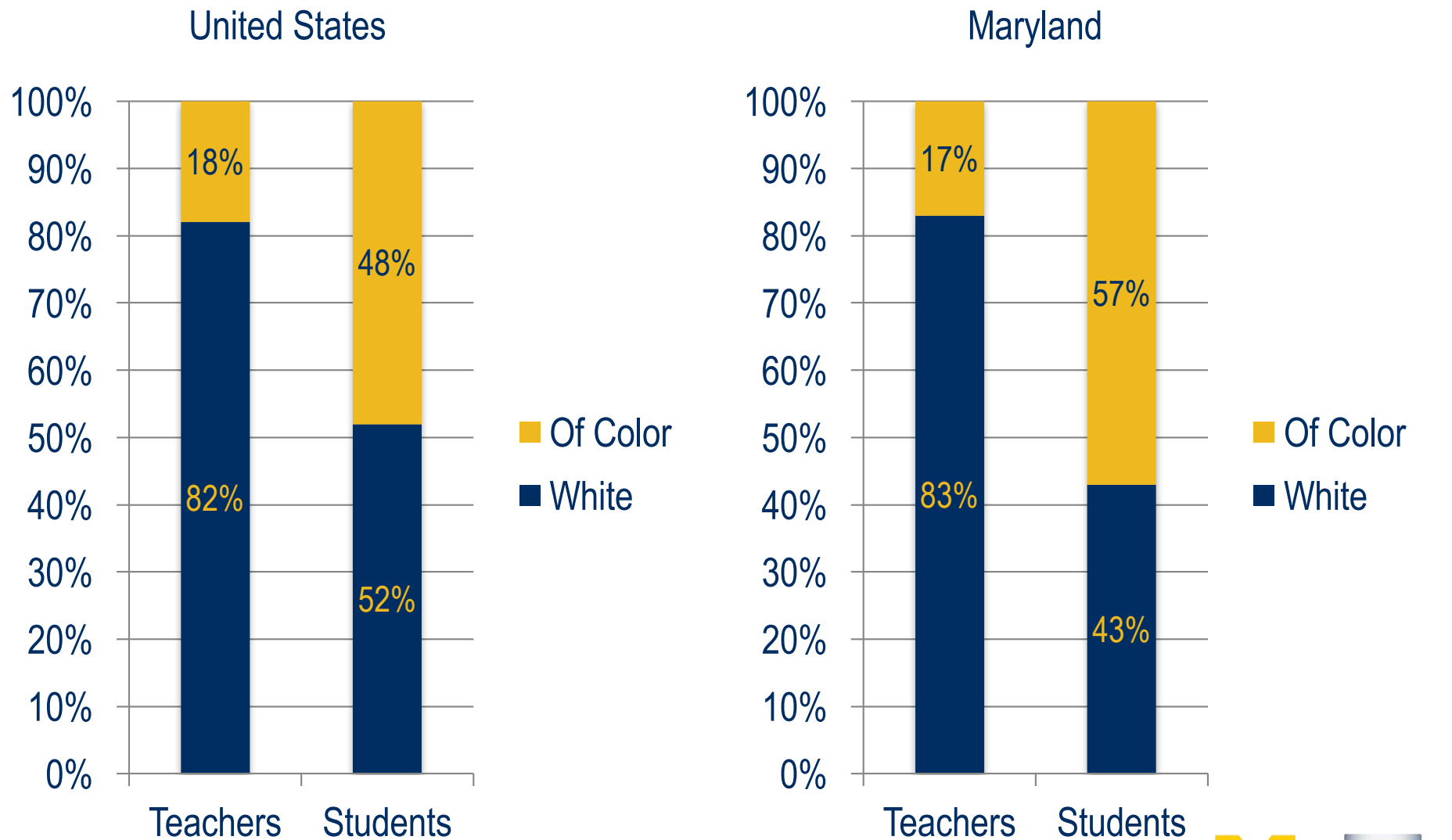
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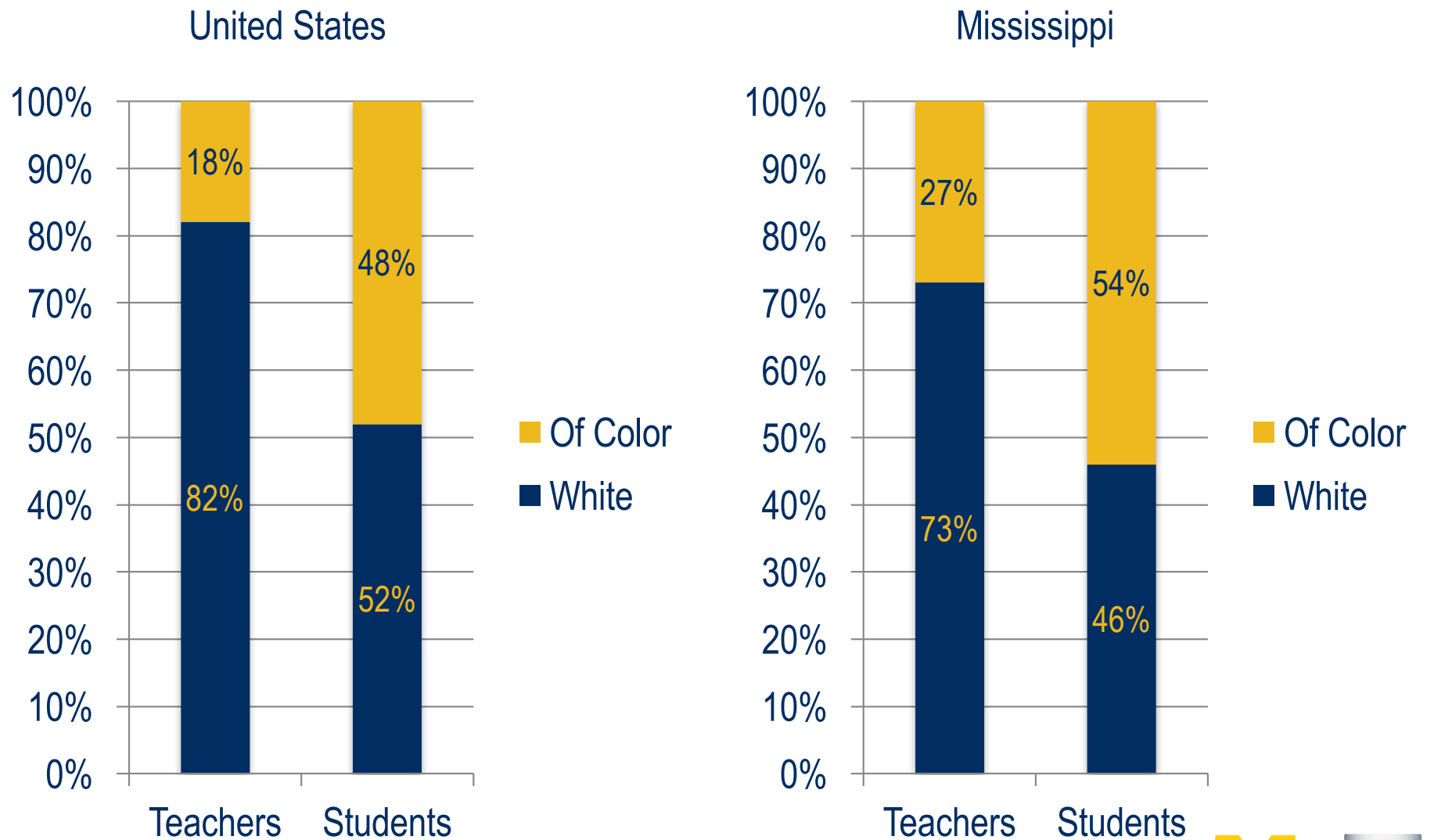
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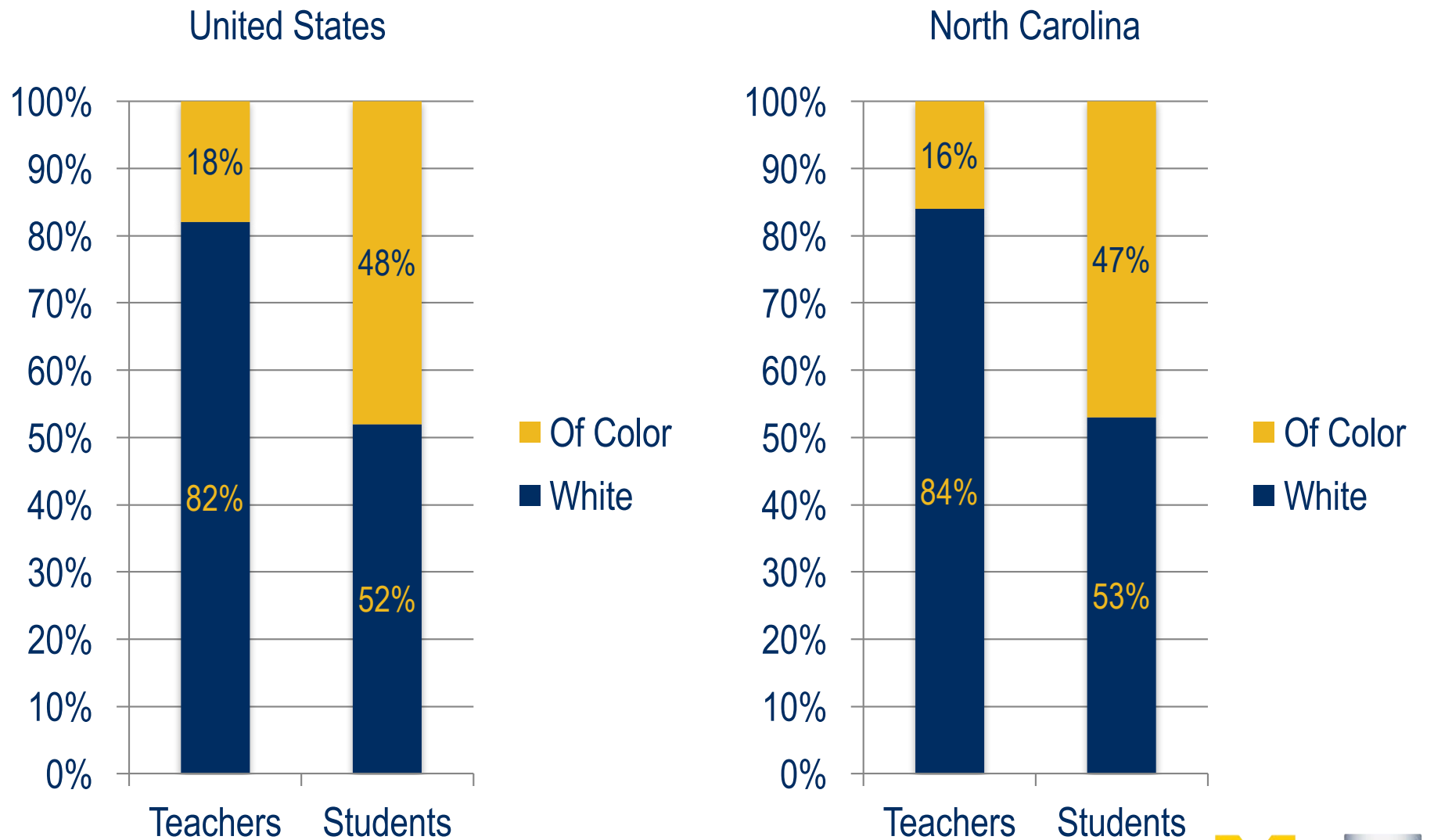
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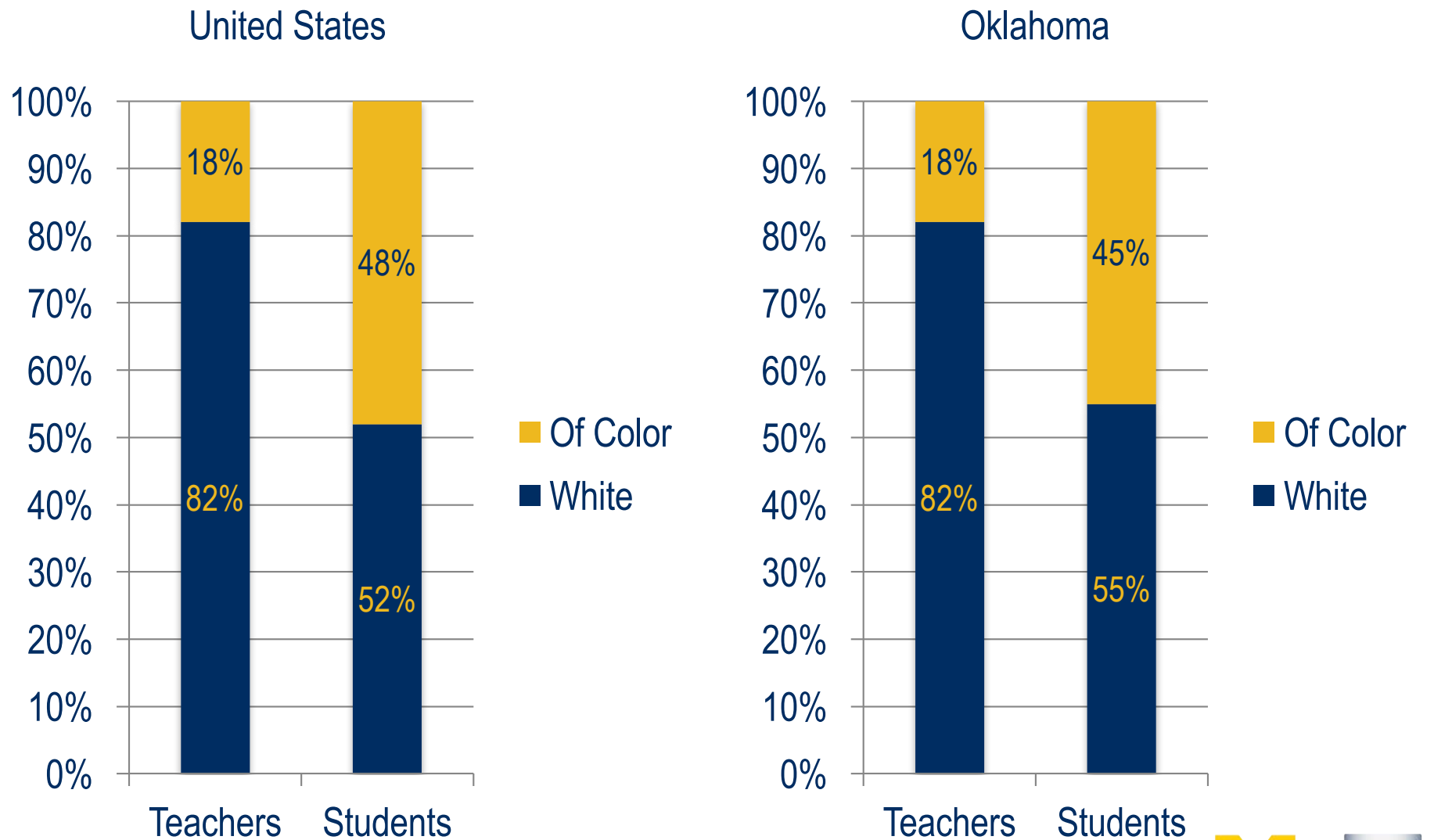


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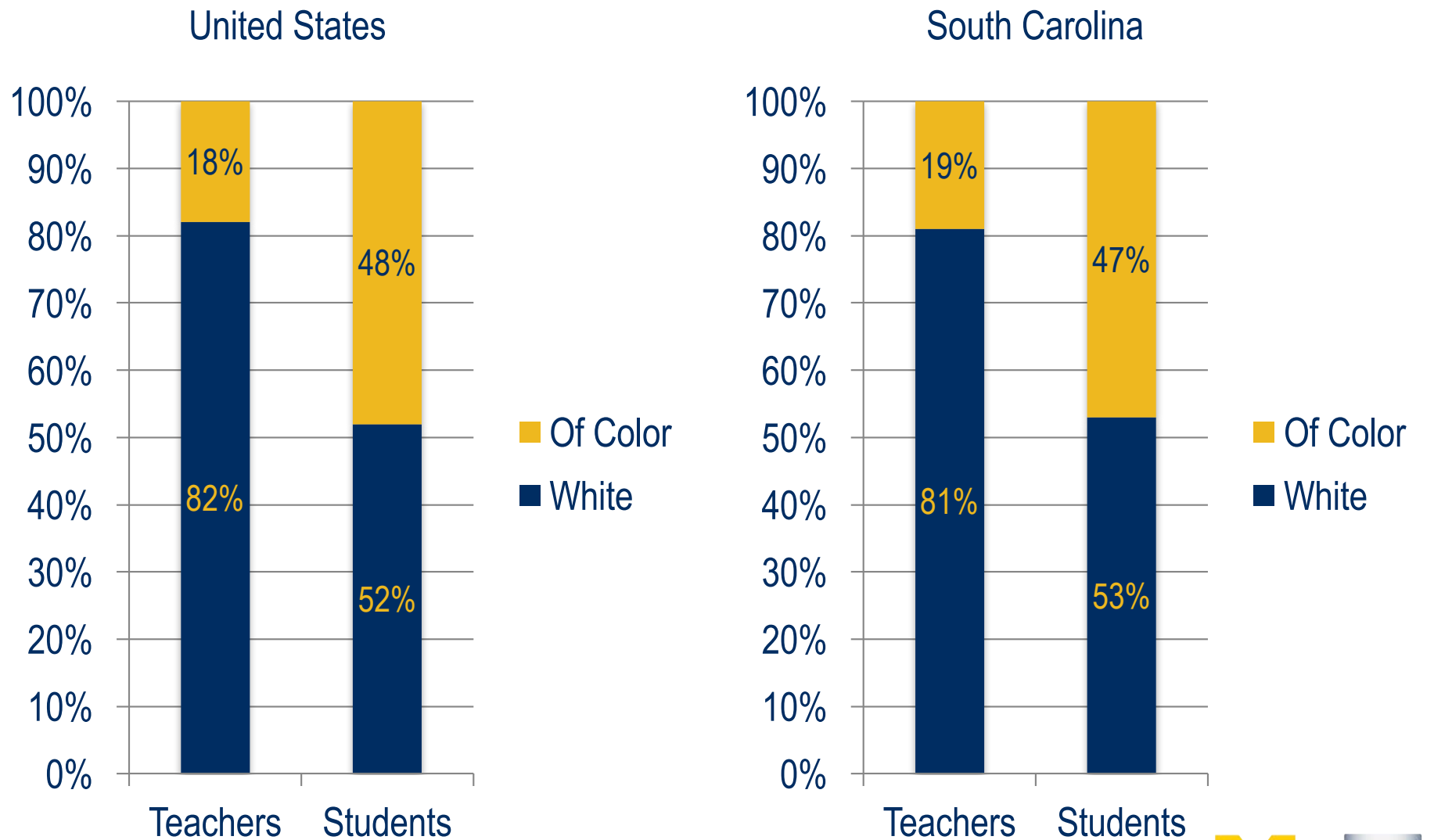




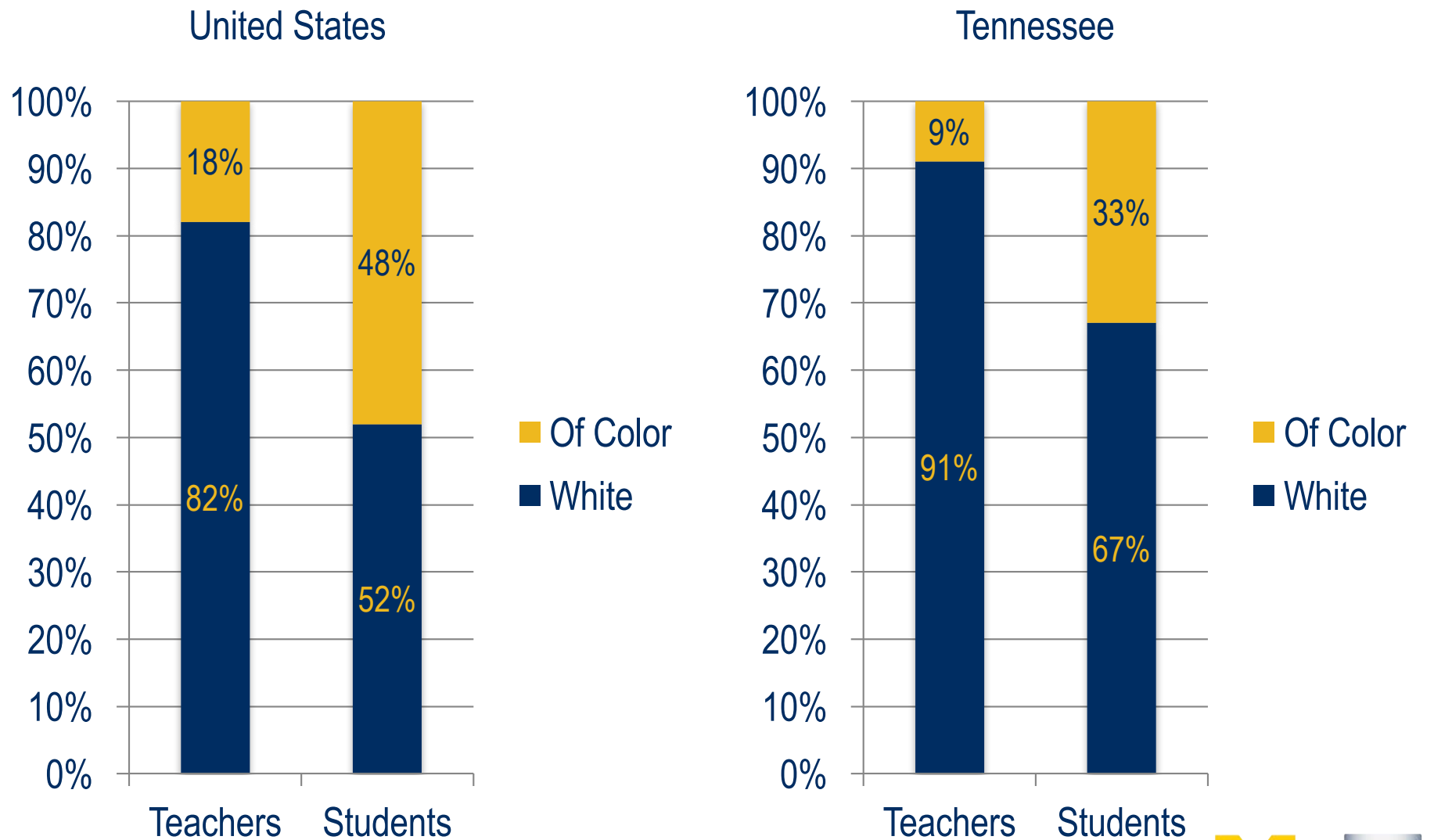
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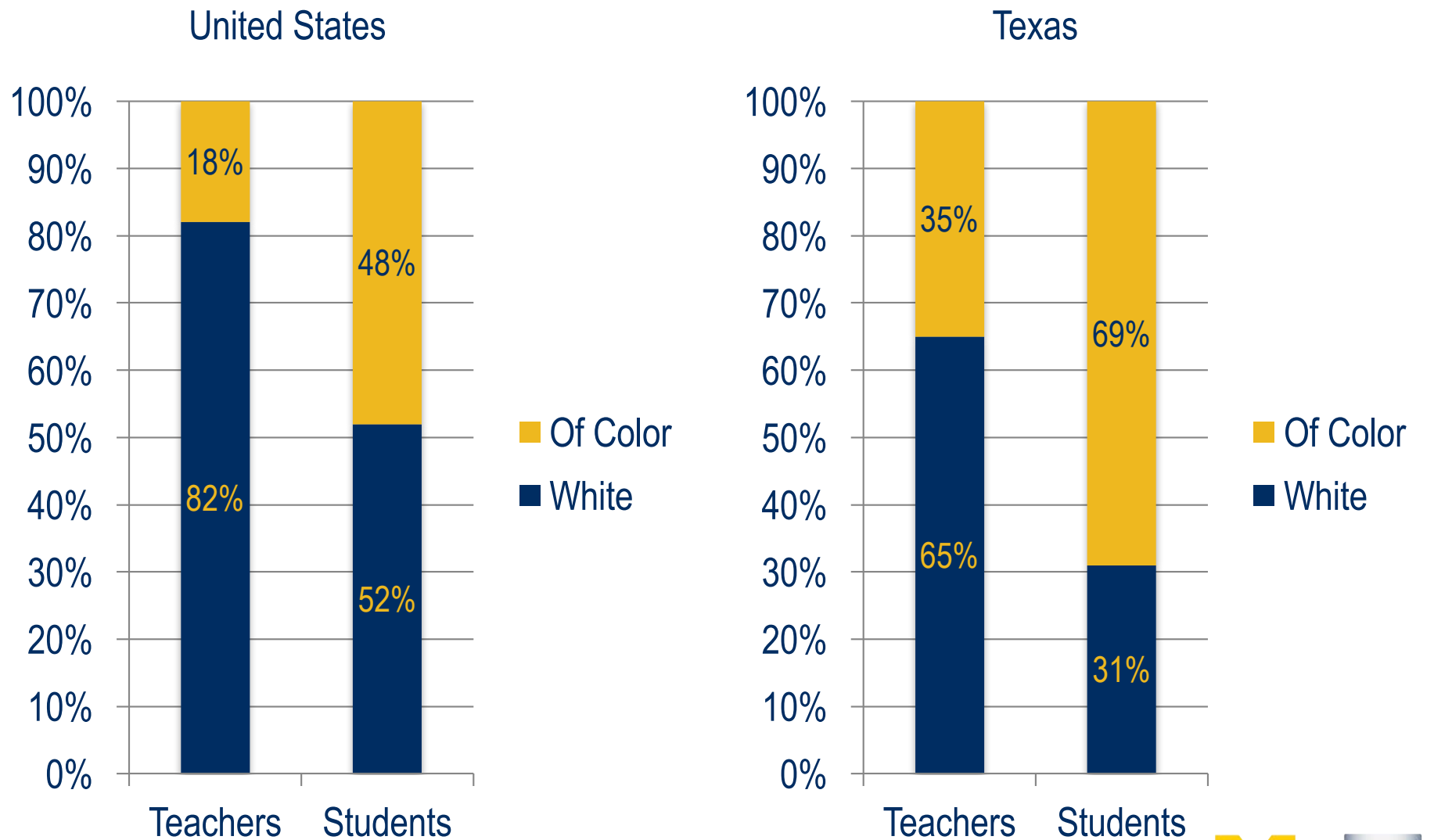
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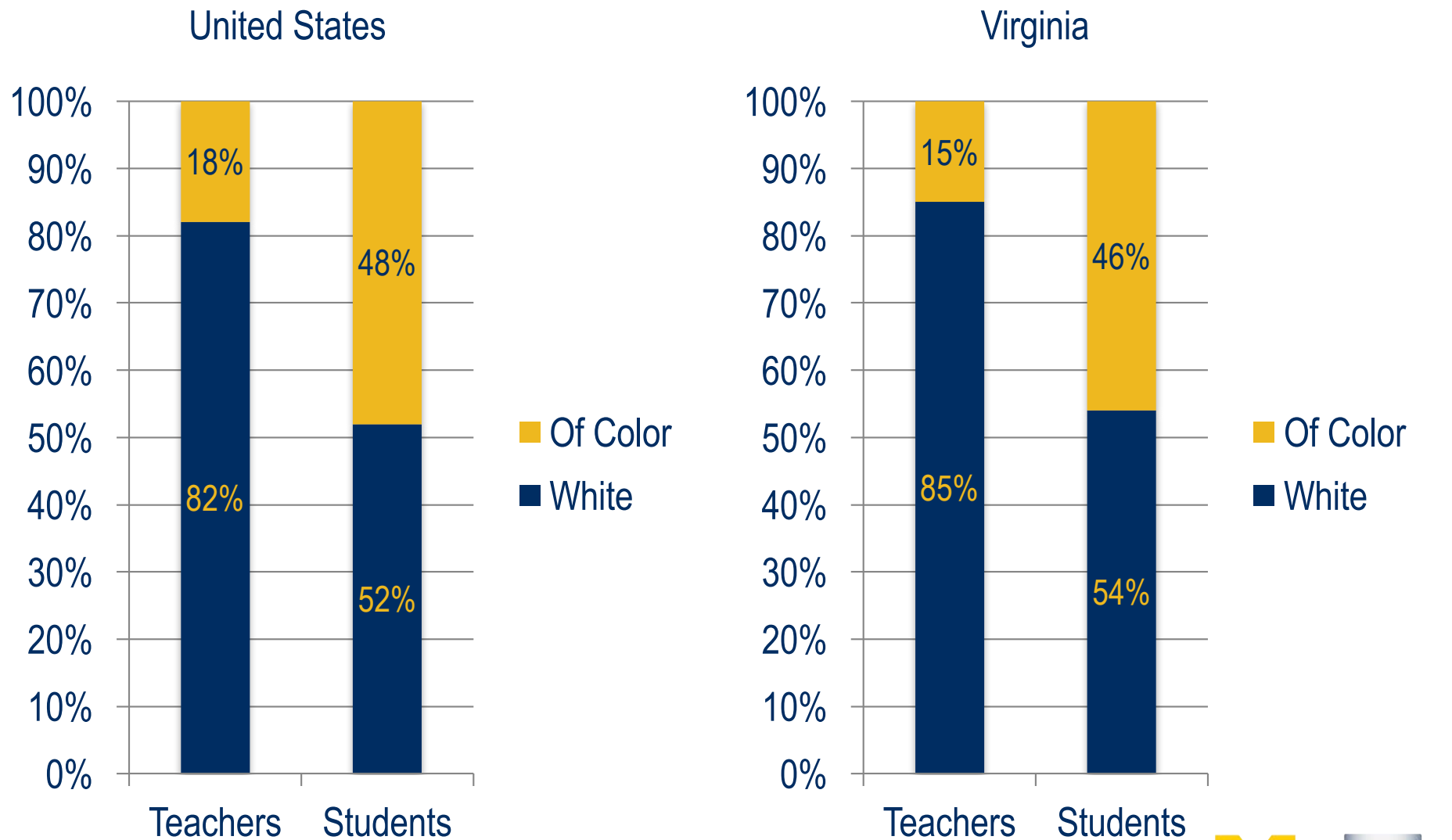
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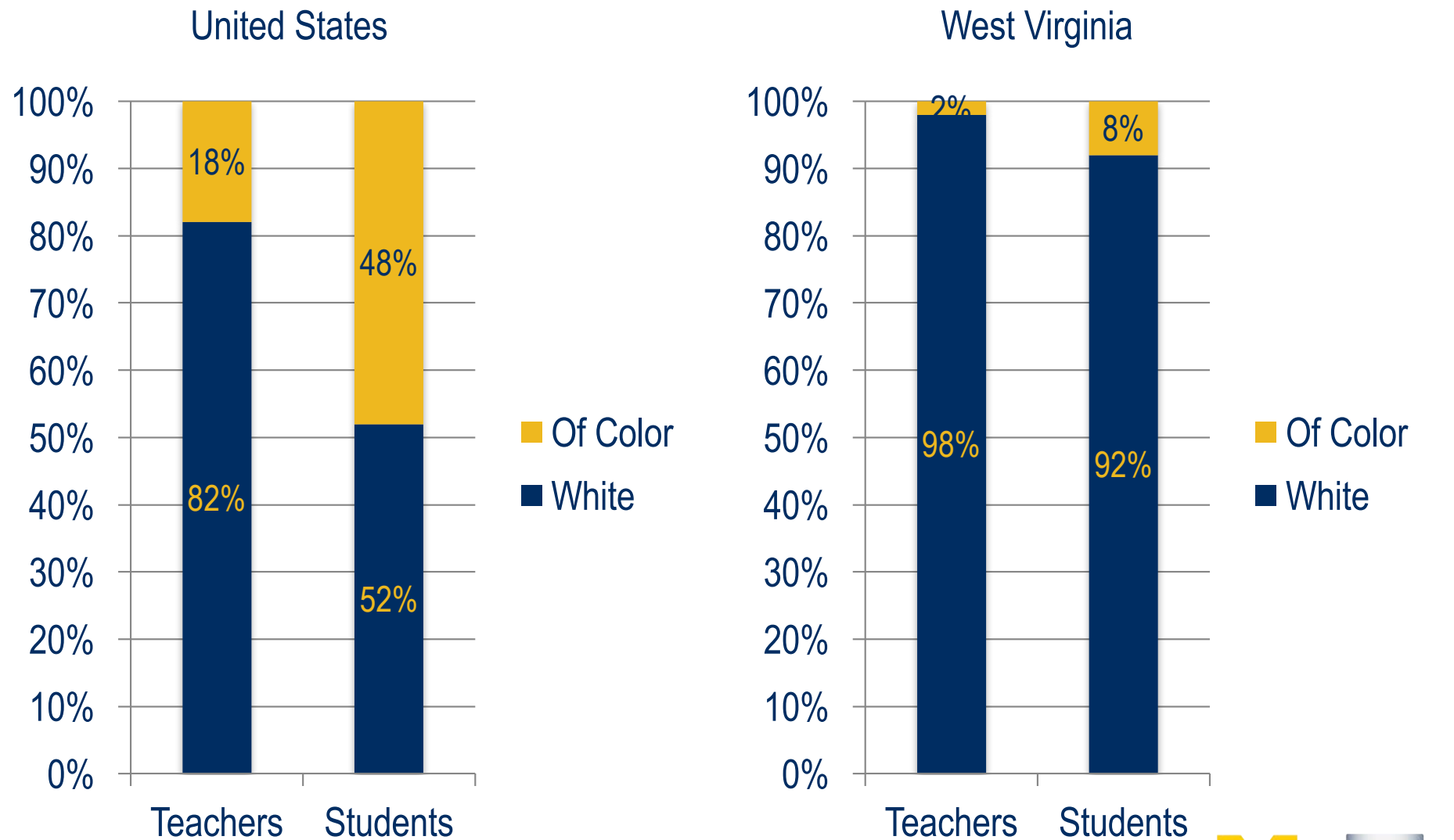
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# WHY IS THIS GAP SUCH A CRITICAL PROBLEM?

- The profession responsible for developing the primary human capital of our society should reflect our population
- Importance of children interacting with adults in school with whom they can identify
- Expanding the diversity of adults with whom children interact with in school
- The knowledge base of the profession requires the expertise and experience of people who are diverse with respect to race, socioeconomic status, ethnicity, language, gender

# REFINE ENTRY STANDARDS BASED ON PROFESSIONAL CONSIDERATIONS, AND ON PROFESSIONAL *PRACTICE*

## CONSIDER THE RESOURCES CRUCIAL FOR LEARNING TO TEACH

- Focus on the resources, experiences, and skills that are most likely to be crucial in success in learning to teach

## SPECIFY THE THRESHOLD FOR ENTRY TO THE CLASSROOM

- Focus on the essential skills, knowledge, and qualities for responsible first-year practice

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in our country by 2022



# A FOUR-PART STRATEGY FOR STATES

1. Strengthen licensure to focus on beginning teachers' readiness to teach responsibly
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4. Support beginning teachers, not just evaluate them

# THANK YOU!

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Slides will be available on my website  
("Google" Deborah Ball)

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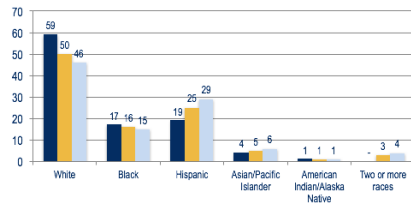


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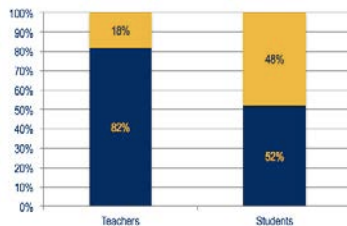


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