Deborah Loewenberg Ball
Camp Michigania Faculty Forum
Sunday, August 13, 2017

RAISING THE QUALITY OF BEGINNING TEACHING: IT’S A WINDOW OF OPPORTUNITY
I know I found all of them because, first I drew all of the colors, but then I ignored the won.
OUR NATION, AND OUR FUTURE

How can we educate so that people stop hating and killing one another?

Adapted from Maisha Winn, inspired by Ihab Hassan
MY ASK OF YOU TONIGHT

To join the cause, at this moment in our history as a nation, of building and supporting a quality P–12 teaching force.
THE URGENCY, BY THE NUMBERS

12% 1/3 18%, 48%
50

40%

11%

50,000,000

1.5 million

26%

9%

17%

5

13 August 2017
TWO BIG QUESTIONS YOU SHOULD ASK ME

1. What does teaching skillfully require?
2. What would we have to do to ensure that every child receives skillful teaching?
1. WHAT DOES TEACHING SKILLFULLY REQUIRE?
TEACHING SKILLFULLY DEPENDS ON THREE CORE AREAS OF KNOWLEDGE AND SKILL

1. Content knowledge
2. Specific high-leverage teaching practices
3. Awareness of the moral and social responsibility of teaching, and consistent ability to act on it
KNOWING MATHEMATICS YOURSELF

49

x 25
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)  
\[ 49 \times 25 \]
\[ \underline{405} \]
\[ 108 \]
\[ \underline{1485} \]

(b)  
\[ 49 \times 25 \]
\[ \underline{225} \]
\[ 100 \]
\[ \underline{325} \]

(c)  
\[ 49 \times 25 \]
\[ \underline{1250} \]
\[ 25 \]
\[ \underline{1275} \]
A CLOSE LOOK AT THE WORK OF TEACHING: MIAH’S PROOF
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.
WHAT DO YOU NOTICE?

About:

- the mathematical ideas and ways of reasoning that children are learning?
- the work of teaching?
- educating children for a democratic society?
VIDEO: MIAH, DEEDRAH, MICHIO, ARIANNA

When you- I drew the first part, the first colors first- at first, and then I just mixed the bottom next to them, these two.
What are the children learning and doing?
What are the children learning and doing?
What are the children learning and doing?

What is the teacher doing?

What is the teacher not doing?

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

How can teachers learn to do this work?

How is this work tied to developing a democratic society?
ZOOMING IN: 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.
2. WHAT WOULD WE HAVE TO DO TO ENSURE THAT BEGINNING TEACHERS ARE READY TO BE RESPONSIBLE TEACHERS?
A SPECIAL MOMENT FOR CHANGE

OPPORTUNITIES
1. Substantial new research evidence of the crucial power of “teaching quality”
2. Much increased knowledge about how to prepare teachers well
3. High need for new teachers in the next five years

CHALLENGES
1. Lack of belief in teaching
2. Lack of conviction in the very idea of teacher preparation
A FIVE-PART STRATEGY

1. Require teacher preparation programs to focus on practice
2. Make teacher licensure be about beginning teachers’ readiness to teach responsibly
3. Improve teachers’ pay
4. Influence recruitment and admissions to diversify and raise the quality of the teaching force
5. Support beginning teachers, not just evaluate them
WHAT DOES IT MEAN TO “FOCUS ON PRACTICE” IN TEACHER PREPARATION?

It does *not* mean:

Just more time in classrooms, or traditional student teaching

It *does* mean:

Focusing the entire program on the actual work of teaching
EXAMPLES OF 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
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
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
EXAMPLE: NATIONAL OBSERVATIONAL TEACHING EXAMINATION (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.
Mursion simulated classroom
VIDEO OF NOTE EXAMPLE
FACTS ABOUT TEACHER PAY

In 2015, public school teachers’ weekly wages were 17.0 percent lower than those of comparable workers—compared with just 1.8 percent lower in 1994.

Female teachers: In 1960, female teachers earned 14.7 percent more than comparable female workers. In 2015, it was 14 percent less.

Male teachers: In 1979, male teachers earned 22 percent less than comparable male workers. In 2015, it was 24.5 percent less.

Michigan teacher salaries have decreased 8.1 percent over the past decade, the fifth largest decline (behind North Carolina [15.7%], Indiana [10.10%], Illinois [8.7%], and Virginia [8.7%]).


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

Teachers
- 82% White
- 18% Of Color

Students
- 52% White
- 48% Of Color
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 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
IT’S TIME TO STOP A LEGACY OF BENIGN NEGLECT

- High demand led to an occupation that was easy to enter, and high turnover
- A broadly shared belief 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.
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5. 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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Data on slide 33: