

I know I found all of them because, first I drew all of the colors but then I ignored the word.



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

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Consortium of State Organizations for Texas Teacher Education (CSOTTE)

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OUR NATION, AND OUR FUTURE

(How) Will we educate so that people stop **hating** and **killing** one another?

Adapted from Maisha Winn, inspired by Ihab Hassan

TEACHING'S POWER CAN PUT CHILDREN AT RISK, OR IT CAN SUPPORT CHILDREN TO FLOURISH

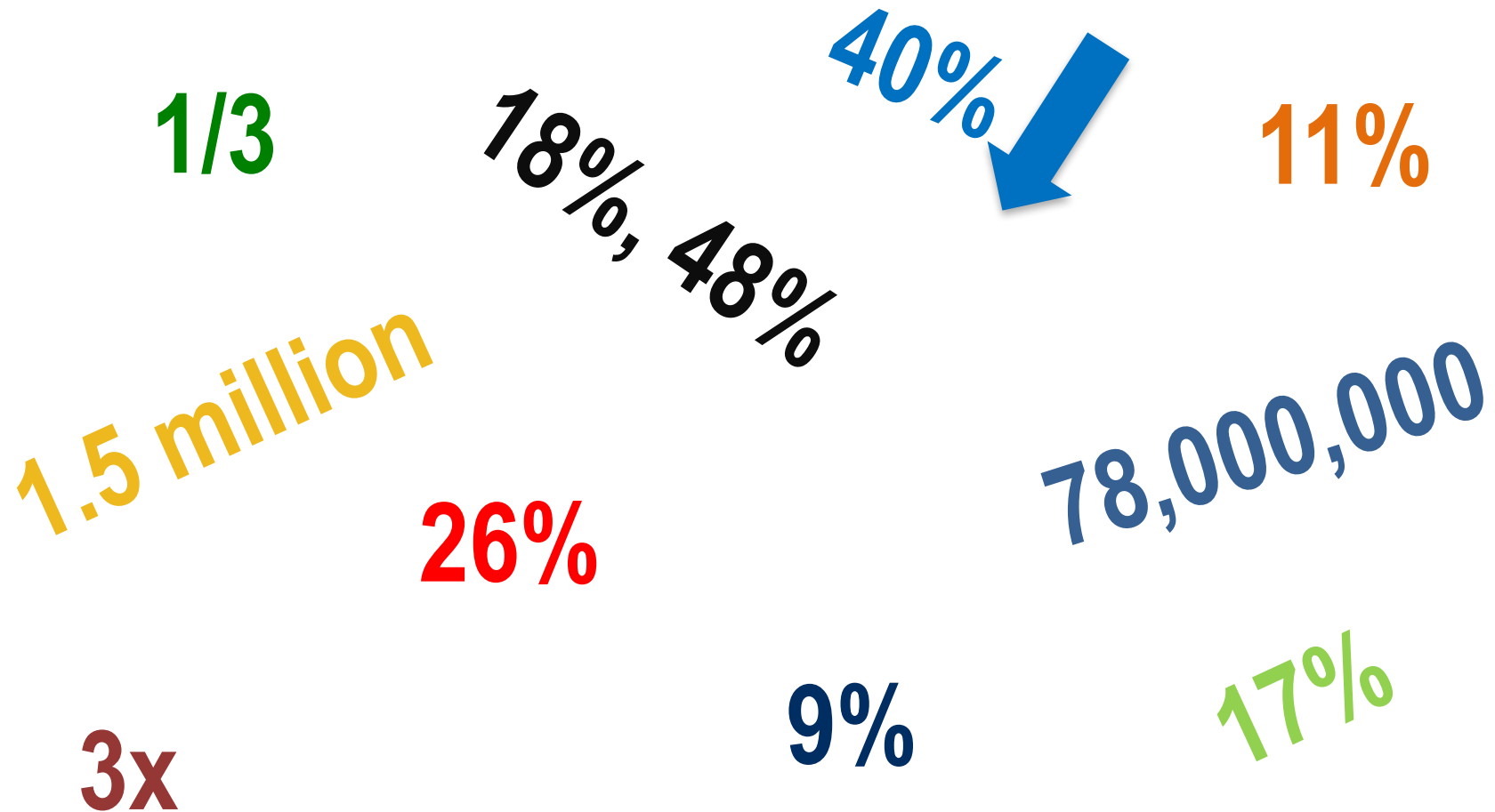
POWER TO HARM

- Teaching that slows or harms children's academic, social, and emotional development
- Teaching that reproduces common patterns that marginalize, exclude, and reinforce bias and bigotry
- Teaching that does not connect with or lacks respect for children's families and communities

POWER TO HELP

- Teaching that supports and increases children's academic, social, and emotional development
- Teaching that deliberately breaks with common patterns of practice that marginalize, exclude, and reinforce bias and bigotry
- Teaching that takes advantage of families and communities to support children's development

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.

TEXAS: A PROFILE IN TEACHER PREPARATION

197

largest number of
teacher preparation providers
in the country

5,694

largest number of
teacher preparation programs
in the country

35,051

second highest enrollment
in teacher preparation programs
(second only to New York)

21,357

highest number of
teacher education program completers
in the country

MY ASK OF YOU TODAY

To use your leverage as teacher educators to raise the quality of beginning teaching in Texas by 2022



THREE-PART STRATEGY

1. Focus teacher preparation programs on practice
2. Strengthen licensure to focus on beginning teachers' readiness to teach responsibly
3. Directly influence recruitment and admissions to diversify and raise the quality of the teaching force

1. FOCUS TEACHER PREPARATION PROGRAMS ON PRACTICE



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TEACHING THAT SUPPORTS CHILDREN DEPENDS ON PROFESSIONAL PRACTICE

- High-leverage teaching practices
- Content knowledge for teaching
- Ethical commitments to children, families, integrity

WHAT ARE HIGH-LEVERAGE PRACTICES—AND WHAT ARE THEY NOT?

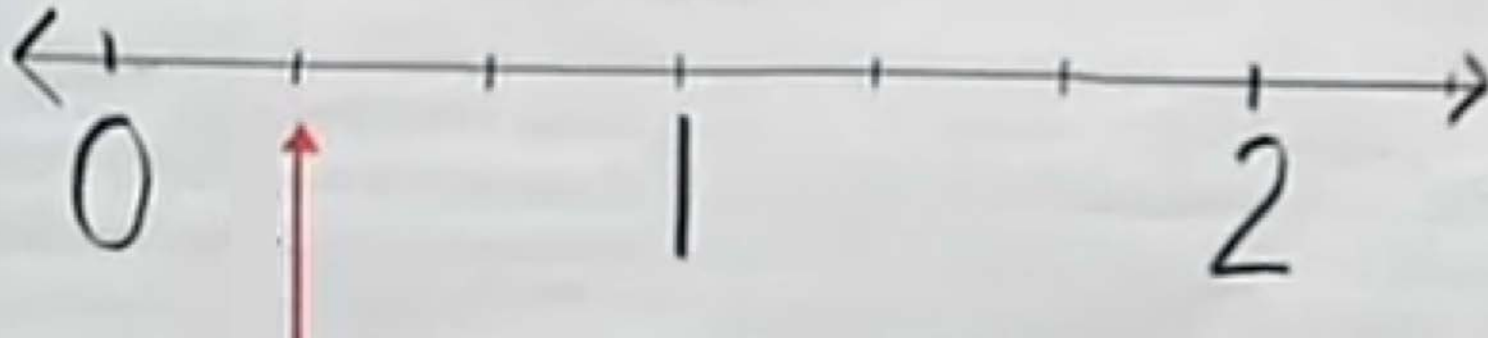


- The integral tasks, moves, and strategies that teachers have to do all the time, and that beginning teachers must be able to do on day one
- Key parts of the work of teaching that put children at risk when they are done badly
- Specific ways in which key commitments and beliefs about equity are enacted in daily practice
- Can be taught, learned, coached, and assessed

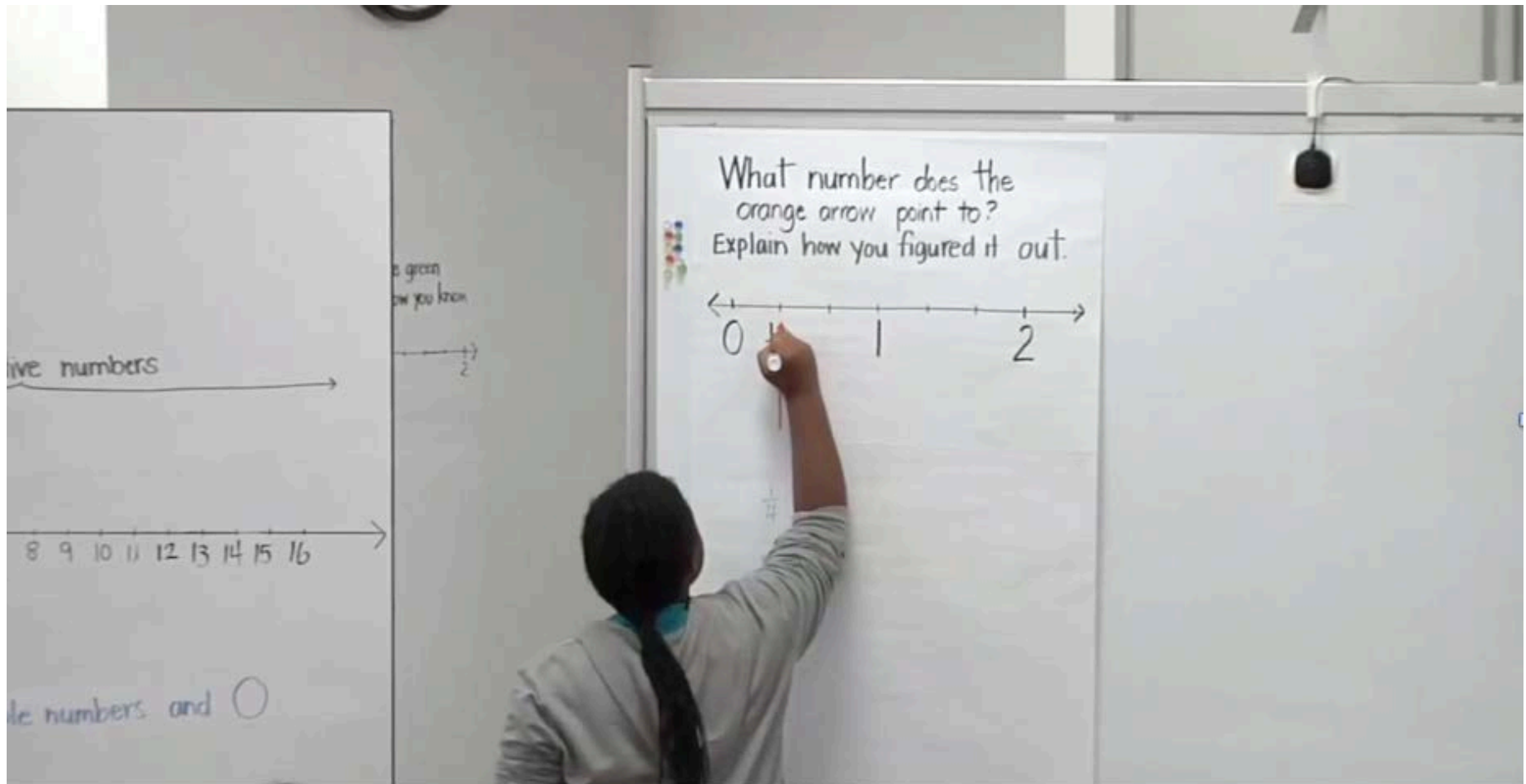


- Content- or context-free
- Natural or obvious
- Separate or atomized technical skills
- Disconnected from the imperative to work for equity and to disrupt racism and marginalization of groups

What number does the orange arrow point to?
Explain how you figured it out.



VIDEO: ANIYAH AND TONI



Teacher: Listen closely and see what you think about her reasoning and her answer.

This video and additional supporting materials are available online [here](#).



WHAT *DO* ANIYAH AND TONI KNOW AND WHAT CAN EACH DO?

ANIYAH

- Uses the definition for a fraction to explain
 - She identifies the “whole”
 - She makes sure the intervals are equal
 - She counts intervals and not tick marks
 - She knows how to write “one-seventh”
- Produces a mathematically well-structured explanation
- Presents her ideas clearly

TONI

- Listens closely to a classmate’s presentation
- Uses the definition for a fraction to ask
 - How Aniyah decided on 7 parts
- Asks a pointed mathematical question

WHERE IS THE WORK OF TEACHING?

INVISIBLE WORK

- Purposefully and efficiently reads students' work while circulating
- Selects a student to present who will push the conceptual understanding forward, and for whom this positioning will be significant
- Disrupts racist and gendered patterns by:
 - Believing that Black girls are smart; knowing Aniyah and Toni and their smartness
 - Trusting the children to think, be engaged, try to learn
 - Making choices about how to read children and what not to make an issue of

VISIBLE WORK

- Supports Aniyah to present skillfully at the board, using representations; encourages Toni to ask her on-point question
- Disrupts marginalizing patterns that focus on “error” and focuses instead on concepts and reasoning
- Expects other children to listen and to ask questions and creates structures that support children to listen to others' ideas
- Models and names “good questions” as an important mathematical practice
- Strategically names and highlights particular children displaying specific forms of competence

WHERE IS THE WORK OF TEACHING?

INVISIBLE WORK

- Purposefully and efficiently managing work
- Eliciting and interpreting students' thinking
- Disrupting gendered patterns by believing that Black girls are smart and then
- Building respectful relationships with and among students
- Making a point about how to read children and what not to make an issue of

Modeling and explaining content

Eliciting and interpreting students' thinking

Building respectful relationships with and among students

VISIBLE WORK

- Leading group discussions
- Disrupts marginalizing patterns that focus on uses instead on concepts
- Establishing norms and routines for classroom discourse and work
- Specifying and reinforcing productive student behavior
- Strategic particular forms of competence

Leading group discussions

Establishing norms and routines for classroom discourse and work

Specifying and reinforcing productive student behavior

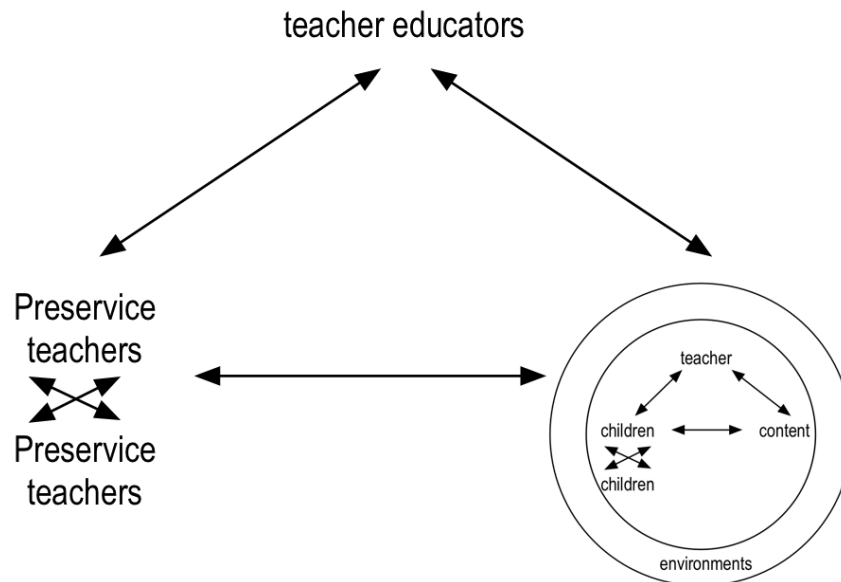
HIGH-LEVERAGE PRACTICES

- Leading a group discussion
- Explaining and modeling content, practices, and strategies
- Eliciting and interpreting individual students' thinking
- Diagnosing particular common patterns of student thinking and development in a subject-matter domain
- Implementing norms and routines for classroom discourse and work
- Coordinating and adjusting instruction during a lesson
- Specifying and reinforcing productive student behavior
- Implementing organizational routines
- Setting up and managing small group work
- Building respectful relationships with students
- Talking about a student with parents or other caregivers
- Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction
- Setting long- and short-term learning goals for students
- Designing single lessons and sequences of lessons
- Checking student understanding during and at the conclusion of lessons
- Selecting and designing formal assessments of student learning
- Interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standardized assessments
- Providing oral and written feedback to students
- Analyzing instruction for the purpose of improving it

FAQS RE HLPS 😊

- What is the evidence base for the high-leverage practices?
- Where is social justice in the high-leverage practices?
- Doesn't this atomize teaching into little bits, not like the work of teaching?
- Three kinds of evidence:
 - On how these practices support student learning
 - On logic of practice
 - On teachers' wisdom
- In the work of doing them in ways that disrupt marginalization, and in specific practices that emphasize relations with community, families
- The practices are pieces of the everyday regular work, not tiny skills; grain size *is* an important consideration

TEACHING TEACHING PRACTICE



- More than just time in the field
- Detailed work on specific practices
- Content knowledge for teaching
- Close examination of deliberately varied examples
- Instructional cycle (seeing, modeling, rehearsing, documenting, analyzing, repeat with more complexity each cycle) (McDonald, Kazemi, and Kavanagh, 2013)

PRACTICING DEFIBRILLATION



PRACTICING A GUIDED READING LESSON



2. STRENGTHEN LICENSURE TO FOCUS ON BEGINNING TEACHERS' READINESS TO TEACH RESPONSIBLY



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ASSESSING PRACTICE

Goals:

- Assess actual skills of teaching, using content knowledge, attending to equity, not just reports of these and reflections
- Create common assessments to assess candidates' progress fairly on a set of key knowledge, skills, and dispositions

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 Educational 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

3. DIRECTLY INFLUENCE RECRUITMENT AND ADMISSIONS TO DIVERSIFY AND RAISE THE QUALITY OF THE TEACHING FORCE



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WHAT WILL IT TAKE?

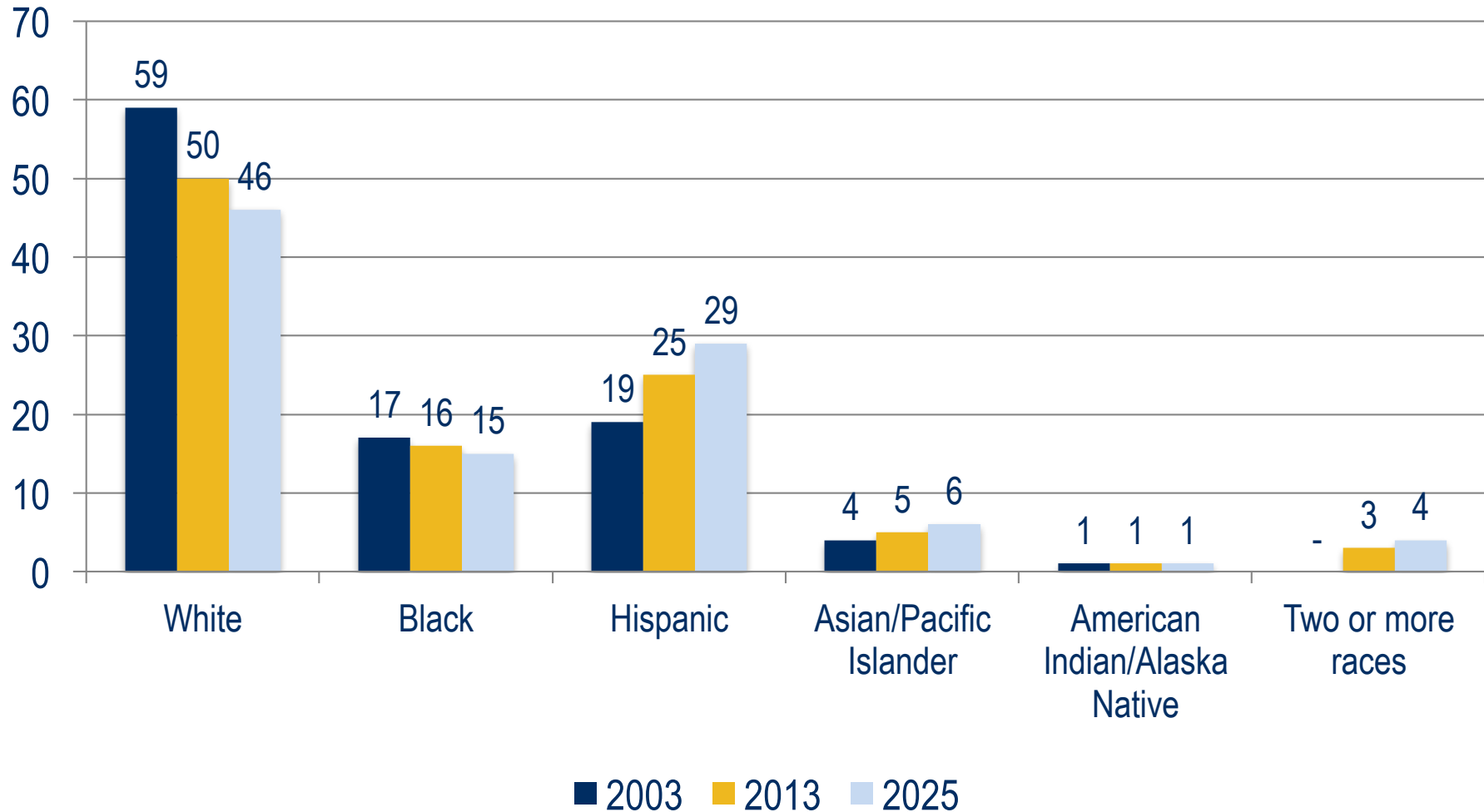
It will *not* entail:

- Continuing to rely on conventional academic standards

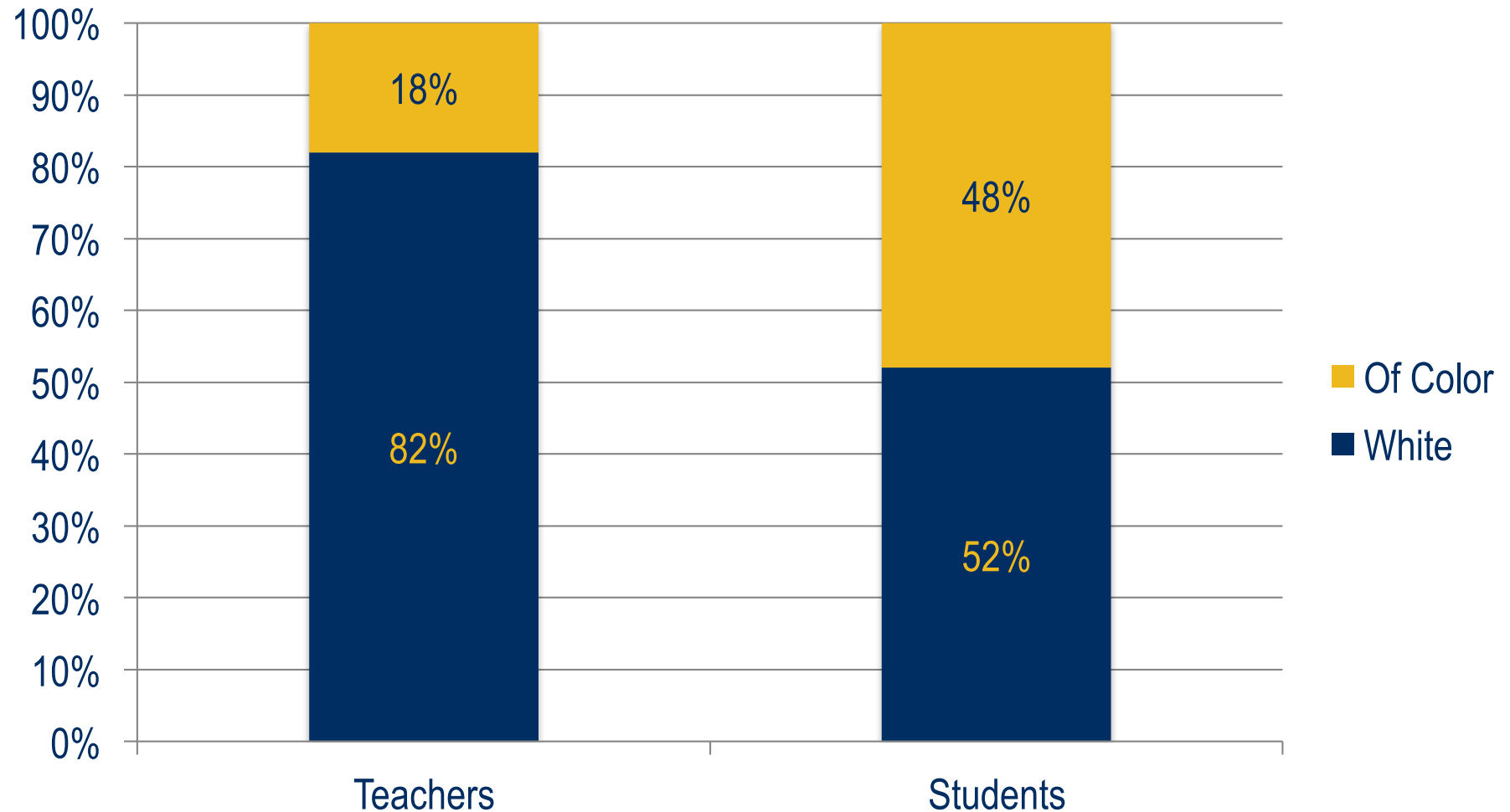
It *will* entail:

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

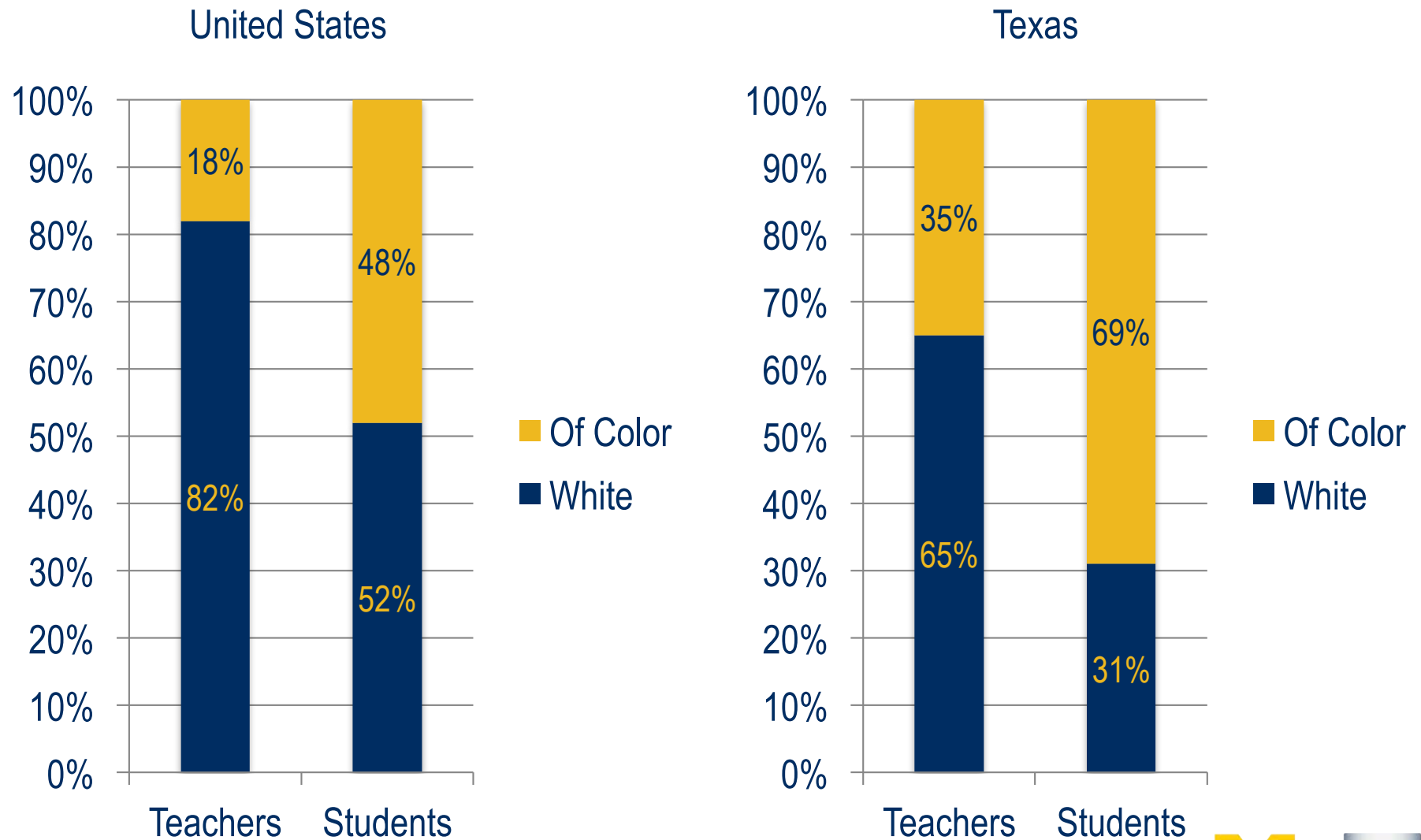
CHANGING DEMOGRAPHICS OF K-12 STUDENTS



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



DEMOGRAPHIC DIVIDE: K-12 TEACHERS AND STUDENTS



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

OUR WORK AS A COMMUNITY OF TEACHER EDUCATORS



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CHALLENGES TO DEVELOPING PRACTICES-BASED TEACHER EDUCATION

- Lack of common language and resistance to specification of teaching (“too technical”)
- “Academic freedom” and complexity of higher education (professors and supervisors are independent)
- Connections to schools and developing partnerships for field placements

OUR CONVERSATION AS A PROFESSION

- What clarifying questions do you have about “practices-focused” teacher education?
- What seems similar to what we/you already do?
- What seems different? Are those differences problematic or intriguing?

MY ASK OF YOU TODAY

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



THANK YOU!

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Slides will be available on my website

<https://deborahloewenbergball.com/>

(“Google” Deborah Ball)

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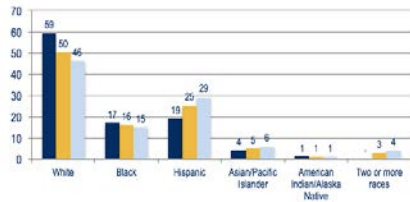
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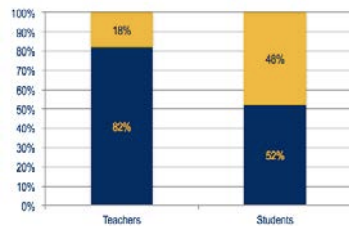
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