

(HOW) WILL WE WORK TOGETHER AT THIS MOMENT IN OUR COUNTRY'S HISTORY TO ENSURE THAT BEGINNING TEACHERS ARE “LEARNER-READY”?

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CEEDAR Conference

Putting Research-to-Practice in Teacher Preparation: Learner Ready Day One

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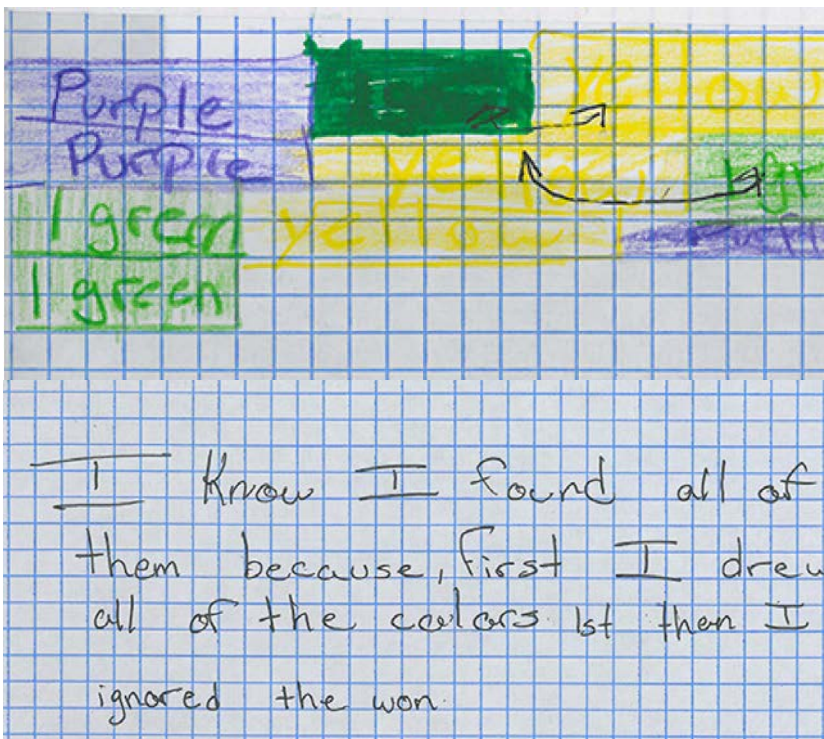
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OUR NATION, AND OUR FUTURE

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

Adapted from Maisha Winn, inspired by Ihab Hassan

WHAT DO THESE STUDENTS WANT FROM THEIR TEACHERS, AND WHAT DOES THAT TELL US?

1. I will care about you. I will never be mean to you. I will never yell at you or call you out.
2. I will understand when you need a break.
3. I will always let you ask lots of questions.
4. I will be patient with you.
5. I will listen to what you say and try to understand what you are saying.
6. I will try to explain things clearly to you.
7. I will look around the room before I call on students to make sure that everyone is getting turns to talk.
8. I will walk around the room and help when you are working on your own or are very frustrated. I will help you to be a good learner.
9. I will give you homework that is medium hard and is interesting to do so that you can learn a lot of math.
10. I will make sure that the class is respectful when you share your ideas in class (for example, no laughing or loud disagreeing when people say what they think).

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

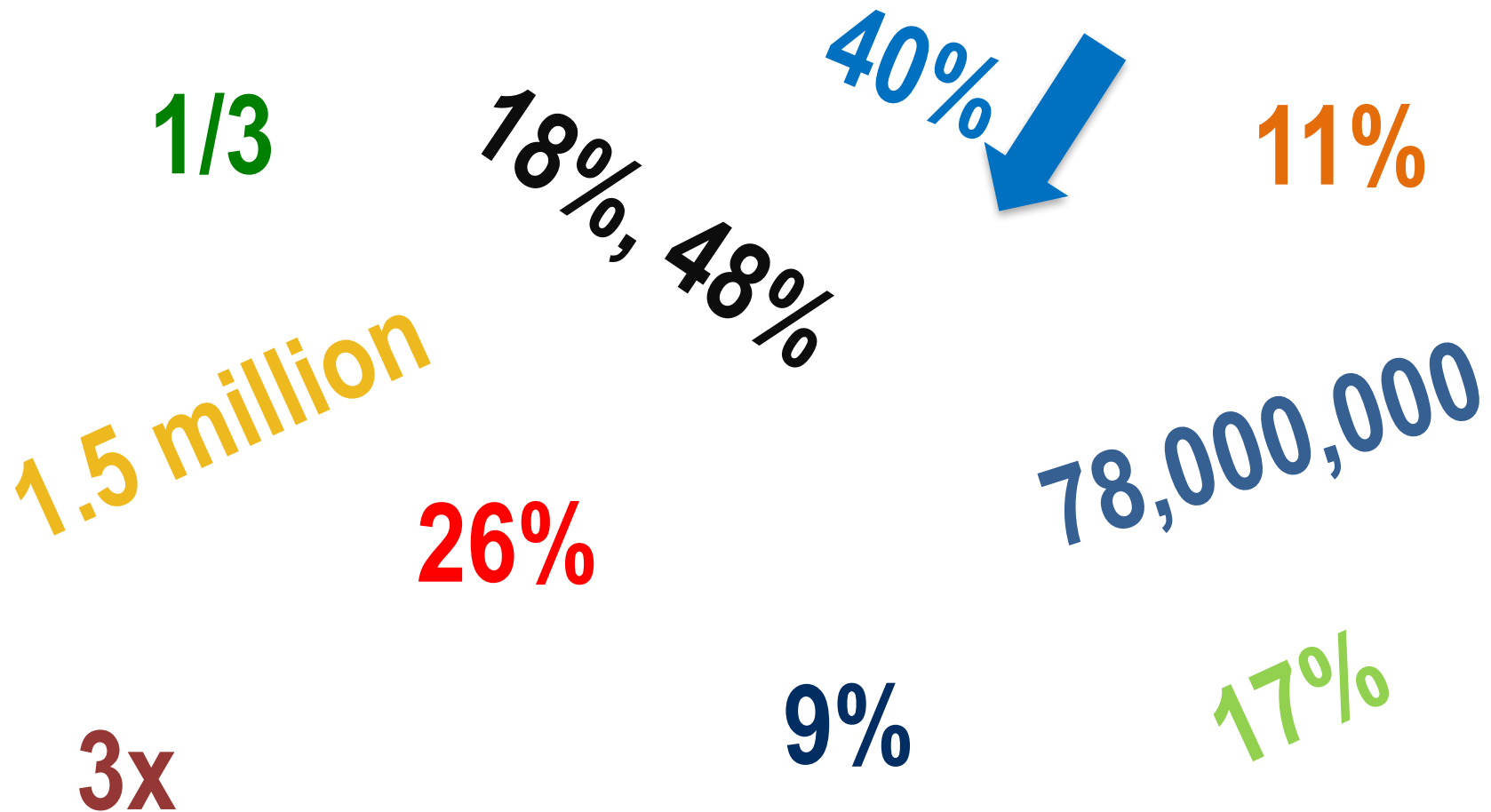
POWER TO HARM

- 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



MY ASK OF YOU TODAY

To work together, at this moment in our history as a nation, to ensure that beginning teachers are ready for the children they will teach.



WHAT DOES IT MEAN TO BE “LEARNER- READY”?

“On day one of their careers, teachers should be able to develop the knowledge and skills that students need in order to succeed today, and in the future.”

Educator Preparation Advisory Council (EPAC), Council of Chief State School Officers, 2014; Connecticut State Department of Education.

“LEARNER-READY” TEACHERS MUST BE ABLE TO:

- care about, motivate, and actively engage students in learning in order to create a positive classroom/learning environment;
- value and respect the diverse learning needs and cultural backgrounds of students and their families to create a positive environment that promotes social and emotional competence;
- understand the differing needs of their students, hold them to high expectations, and personalize and differentiate learning to ensure appropriate level of challenge;
- have deep knowledge of their content and how to design instruction and use tools and technology to teach it;
- collect, interpret, and use student learning data to monitor progress and adjust instruction; reflect on practice and continuously seek opportunities for professional learning to improve one’s practice;
- communicate and collaborate with colleagues, families, and the community to create positive, culturally respectful relationships, engage in school improvement initiatives, and share responsibility to support learning of all students; and
- understand and demonstrate professional, ethical, and responsible behavior at all times.

Educator Preparation Advisory Council (EPAC), Council of Chief State School Officers, 2014; Connecticut State Department of Education.

“LEARNER-READY” TEACHERS MUST BE ABLE TO:

- care about, motivate, and actively engage students in learning in order to create a positive classroom/learning environment;
- value and respect the diverse backgrounds of students and their families to create a positive environment and emotional competence;
- understand the differing needs of students and respond with high expectations, and personalize and differentiate learning to ensure appropriate level of challenge;
- have deep knowledge of the subject and how to design instruction and use tools and technology;
- collect, interpret, and use data to monitor progress and adjust instruction; reflect on practice and seek opportunities for professional learning to improve one's practice;
- communicate and collaborate with colleagues, families, and the community to create positive, culturally respectful relationships, engage in school improvement initiatives, and share responsibility to support learning of all students; and
- understand and demonstrate professional, ethical and responsible behavior at all times

This is a
very tall
order!

(How) Will
we do this?

Educator Preparation Advisory Council (EPAC), Council of Chief State School Officers, 2014; Connecticut State Department of Education.



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

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



VIDEO: ANIYAH AND TONI

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

ive numbers

8 9 10 11 12 13 14 15 16

le numbers and ○

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



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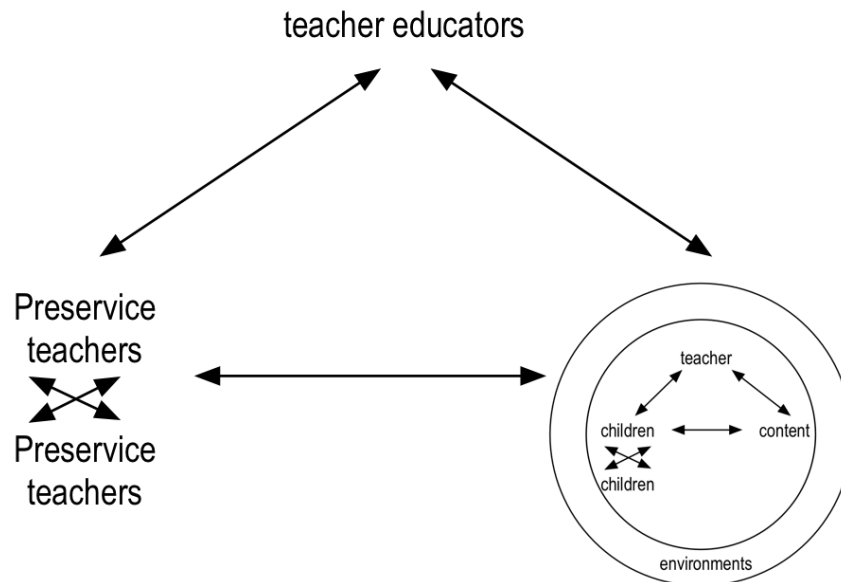
HIGH-LEVERAGE PRACTICES

- 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



ASSESSING PRACTICE

Goals:

- To 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

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?

OKAY, SO...

(How) Will we work together, at this moment in our nation's history, to ensure that beginning teachers are “learner-ready”?



THANK YOU!

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

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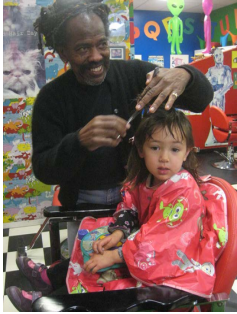


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