

Scaling Up Evidence Based and High-Leverage Practices

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CEEDAR At GVSU

- Faculty members from COE (Educational Leadership, Literacy Studies, & Special Education) and CLAS (English & Psychology) agreed to participate.
- We have mapped our content across the units and gathered to review the maps for gaps and redundancies.
- Student teachers completed a survey of their knowledge and skills.

CEEDAR At GVSU

- We have held two joint retreats to discuss, map, and revise our curriculum and program.
- We are focused on evidenced-based & high-leverage content and practice and ensuring that our candidates are prepared to deliver comprehensive early literacy instruction for all children.

CEEDAR At GVSU

- CEEDAR
 - Structure for starting the conversation
 - Opportunities for collaboration within and across institutions
 - Tools, materials, and support for the work
 - Consistent stream of feedback and ideas

TeachingWorks – University of Michigan

- Dedicated to improving teachers' preparation and to creating a professional threshold for entry to teaching
- Have identified a set of instructional practices that are “high-leverage” for beginning and early-career teachers, such as leading a group discussion and eliciting and interpreting students' thinking in specific subject areas.
- <http://www.teachingworks.org/>

Michigan Program Network

- Six IHEs and Teaching Works
- Convene monthly to:
 - Develop a common language and understanding of teaching practice,
 - Develop and try new approaches for preparing novice teachers, and
 - Ensure all students have skilled teachers.

Skillful Teaching is NOT As Easy as it Looks

- Contrary to popular belief skillful teaching:
 - Does not come naturally.
 - Is not based on “gut” or uninformed intuition.
 - Is a combination of many things including good training, deliberate practice, thoughtful reflection ...
 - Is less a question of style and more a question of technique and execution.
 - Is professional practice.

High-Leverage Practices

- Leading a Group Discussion
- Explaining and modeling content, practice, 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 students 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 work, including routine assignments, quizzes, projects, and standardized assessments
- Providing oral and written feedback to students
- Analyzing instruction for the purpose of improving it

HLP: Eliciting and Interpreting Student Thinking

- Teachers pose questions or tasks that provoke or **allow students to share their thinking** about specific academic content in order to evaluate student understanding, guide instructional decisions, and surface ideas that will benefit other students. To do this effectively, a teacher **draws out a student's thinking** through carefully-chosen questions and tasks and considers and **checks alternative interpretations** of the student's ideas and methods.

Eliciting and Interpreting Student Thinking: Major Work Involved

- **Specific stages or aspects of eliciting and interpreting student thinking**
 - **Formulating questions** designed to elicit, probe, extend, and investigate the student's thinking within the zone of proximal development and current understanding, with attention to the cultural appropriateness of the questions.
 - **Making predictions** about students' likely responses and planning potential ways to probe further.
 - **Listening to and interpreting** student responses in relation to the content.
 - **Making judgments** about student thinking based on their responses to the prompts and known common patterns of student thinking.
 - **Developing questions, prompts, and additional tasks** to probe and unpack student thinking further.

Eliciting and Interpreting Student Thinking

- **Core strategies and techniques**
 - Using questions, prompts, or tasks to elicit student thinking.
 - Using language in ways that will make sense to the students.
 - Comparing the student's ideas and work to established common patterns of thinking in relation to the subject-matter in question.
 - Drawing on knowledge of the student's previous work and thinking to make and then test conjectures about current understanding (both what students know and are able to do and where their current understandings are limited)
 - Using questions with tone of voice and approach to connect with and support students.

Eliciting and Interpreting Student Thinking

- <https://tle.soe.umich.edu/Help/Hlps/3>

Break it down...

- <https://tle.soe.umich.edu/Help/Helps/3>

CEEDAR and HLP Work

- Given us common language across department and programs for discussing early literacy content, EBP, and pedagogy
- Extended this conversation to our local partners
- Next steps

Foundational Assumptions

- The goal of classroom teaching and learning is to help students learn worthwhile content and skills and develop the ability to use what they learn for their own purpose.
- All students deserve the opportunity to learn at high levels.
- Learning is active sense-making.
- Teaching is interactive work, co-constructed with students.
- The contexts of classroom teaching matters, and teachers must manage and use them well.

Warrants for HLPs

- Criteria central to the practice of teaching
 - Occurs with high frequency from a teacher's first day on the job.
 - Cannot be done for the beginning teacher by another professional
 - Useful across subject-areas, grade levels, curricula, and instructional approaches
- Criteria central to the demands of teacher education
 - Can be unpacked and taught to beginners
 - Is generative of additional learning and skills development
 - Can be assessed

About Grand Valley

- Nearly 25,000 students
- Students from all Michigan counties, dozens of other states, and many foreign countries
- 81 undergraduate and 32 graduate degree programs
- Campuses in Allendale, Grand Rapids, and Holland, and regional centers in Muskegon and Traverse City.



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