



**Great teachers aren't born;
THEY'RE TAUGHT.**

TeachingWorks
UNIVERSITY of MICHIGAN

Pitfalls and Opportunities in Practice-Based Teacher Education

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August 4, 2022

Santiago, Chile


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What is TeachingWorks?

- Founded in 2012, we are an organization based at the University of Michigan in Ann Arbor, MI, dedicated to ensuring that all children have skillful teachers who are committed to and able to support their growth.
- What we do: Support teacher educators in designing and implementing practice-based teacher education for the purpose of advancing justice by:
 - Building and sharing practice-based curriculum resources for teacher educators;
 - Providing in-person and virtual training programs for teacher educators focused on developing capability with using practice-based pedagogies to teach high-leverage practices.



Acknowledgements

These slides reflect and in some cases represents the work of many others:

- Faculty and staff in the teacher education programs at the University of Michigan
- Colleagues at TeachingWorks, at the University of Michigan
- Colleagues and partners around the United States and elsewhere



Developing a Practice-Based Teacher Education Curriculum at the University of Michigan

2005-2010



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Why Make a Change?

University of Michigan teacher education,
circa 2005:

- Strong commitment to teacher education (somewhat unusual for a large, public university)
- But no consensus around core performance expectations and too few opportunities for teacher candidates to practice;
- Inconsistent experiences for teacher candidates



Teacher Education Initiative Launched 2005

Primary goal of the initiative was to develop a curriculum focused on **practices**:

1. **Curriculum:** Focused on specific skills and practices of teaching, and on the knowledge and orientations that support them
2. **Instructional activities and settings:** Repeated opportunities to practice specific teaching skills, with close, detailed coaching, in settings that support professional learning
3. **Assessment:** Periodic and culminating performance assessments that provide information about teacher candidates' developing competence

Caveat

Focus for today is on teaching practice, not other critical parts of a practice-based program (content knowledge for teaching, education psychology, education foundations).

First Step: Identify and Develop Consensus Around Focal Teaching Practices

Curriculum Group launched in 2006:

- Task: What teaching practices are most important for beginners?
- "Practice" = things that teachers DO (not knowledge, beliefs, etc.)

Key components of the task:

1. Developing a common definition of good teaching
2. Identifying the primary practices of good teaching
3. Choosing and developing consensus around elements of practice most important for beginners

1. Developing a Common Definition of Good Teaching

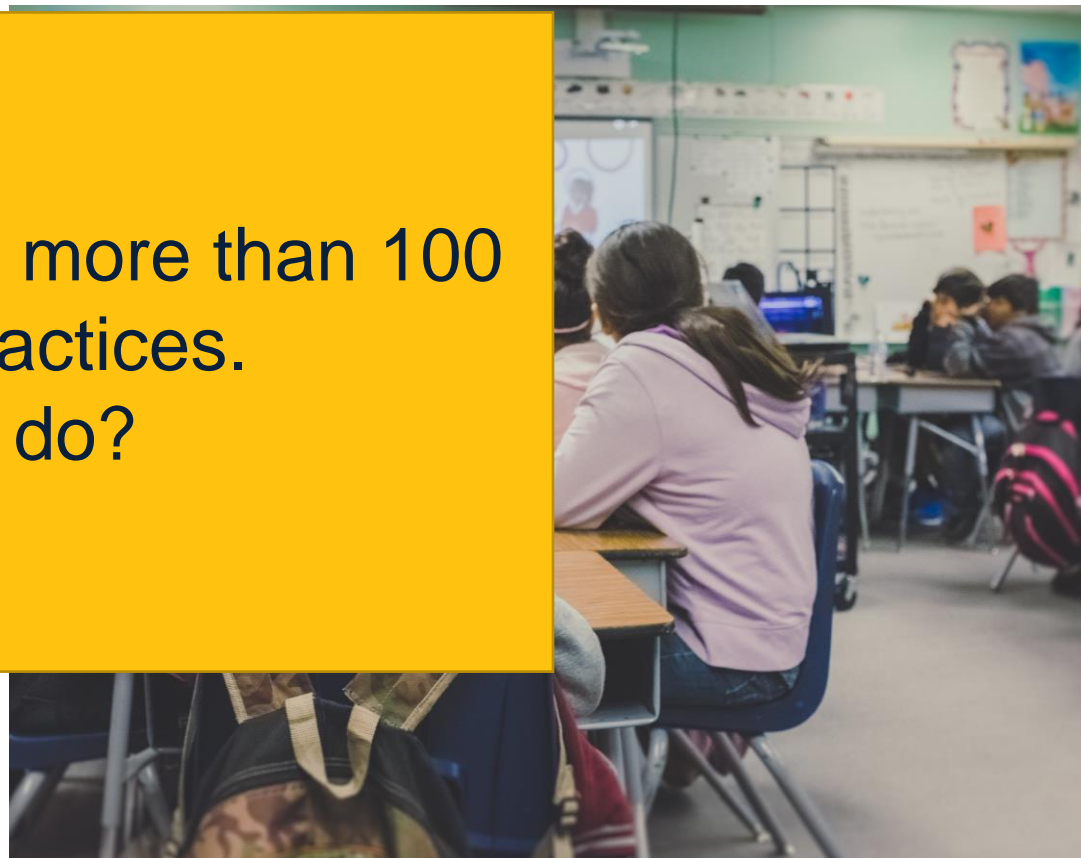
Five foundational ideas:

1. 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 purposes.
2. All students deserve the opportunity to learn at high levels.
3. Learning is an active sense-making process.
4. Teaching is interactive work, co-constructed with students.
5. The contexts of classroom teaching matter, and teachers must manage and use them well.

2. Identifying the Primary Practices of Good Teaching

- Drew on our own classroom teachers and other educators;
- Consulted the literature and previous efforts to identify good teaching (e.g., CIPP, etc.);
- Invited input from a stratified sample of 100 U.S. classroom teachers

Resulted in a list of more than 100 teaching practices.
What to do?



3. Choosing Elements of Practice Most Important for Beginners

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 school professional
- Useful across subject-areas, grade levels, curricula, and instructional approaches

Criteria central to the context and demands of teacher education:

- Can be unpacked and taught to beginners
- Is generative of additional learning and skill development
- Can be assessed

Current List of High-Leverage Practices

- ① Leading a group discussion
- ② Explaining and modeling content, practices, and strategies
- ③ Eliciting and interpreting individual students' thinking
- ④ Diagnosing particular common patterns of student thinking and development in a subject-matter domain
- ⑤ Implementing norms and routines for classroom discourse and work
- ⑥ Coordinating and adjusting instruction during a lessons
- ⑦ Specifying and reinforcing productive student behavior
- ⑧ Implementing organizational routines
- ⑨ Setting up and managing small group work
- ⑩ Building respectful relationships with students
- ⑪ Talking about a student with parents or other caregivers
- ⑫ Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction
- ⑬ Setting long- and short-term learning goals for students
- ⑭ Designing single lessons and sequences of lessons
- ⑮ Checking student understanding during and at the conclusion of lessons
- ⑯ Selecting and designing formal assessments of student learning
- ⑰ Interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standardized assessments
- ⑱ Providing oral and written feedback to students
- ⑲ Analyzing instruction for the purpose of improving it

HOW do we teach practice?

Key Ideas

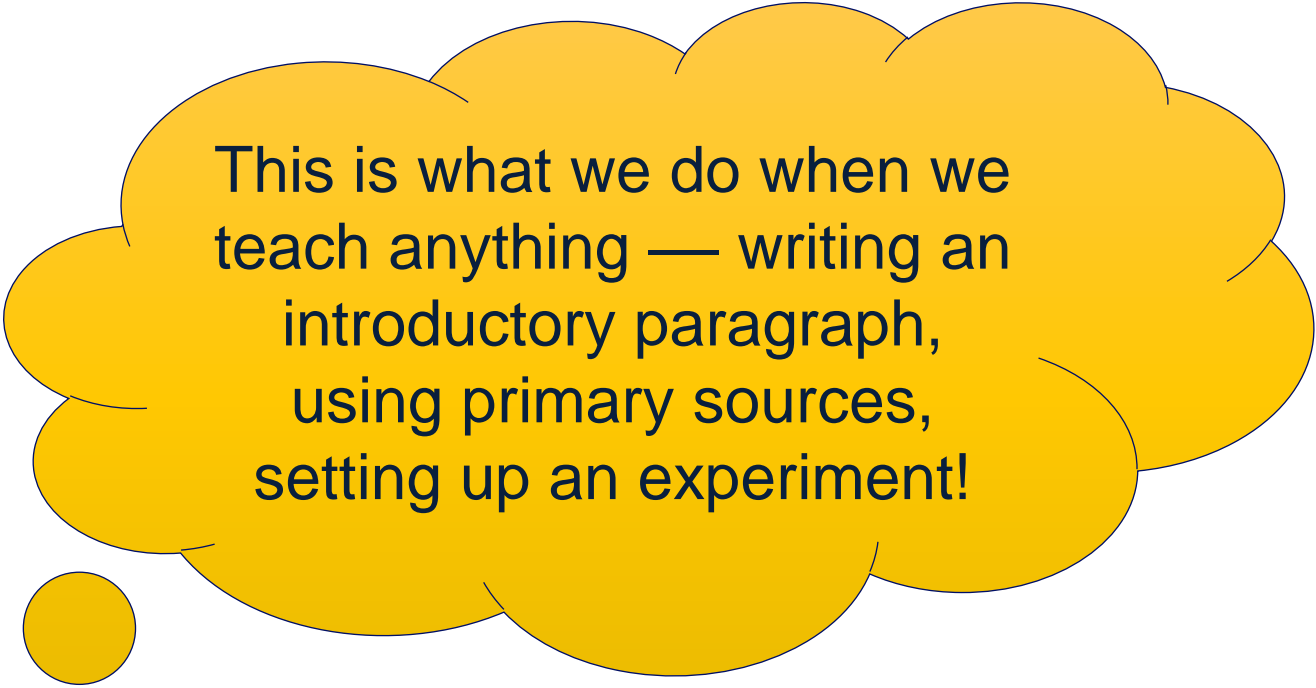
Teacher candidates need:

- Multiple opportunities to practice each practice, with close coaching and feedback
- A continuum of practice opportunities, beginning in the methods course (subject-teaching courses) and extending into a real K-12 classroom, with a gradual increase in independence and responsibility

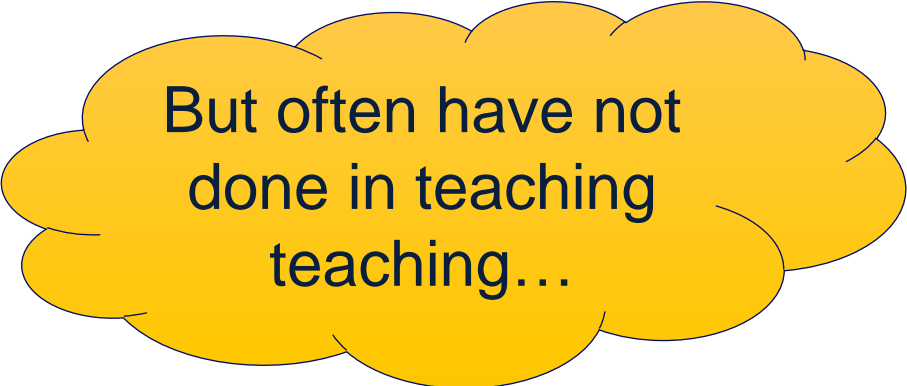


Foundational Tool: The Decomposition

A decomposition is a careful unpacking of a teaching practice into chunks or elements that can be taught explicitly to novices.



This is what we do when we teach anything — writing an introductory paragraph, using primary sources, setting up an experiment!



But often have not done in teaching teaching...

Every practice has a decomposition.

Here's *leading a group discussion*, for example:

Discussion Enabling	Discussion Leading		
<ul style="list-style-type: none">• Selecting a task• Anticipating student thinking• Setting up the task• Monitoring student work	Framing -Launching	Orchestrating - Eliciting - Probing - Orienting - Making contributions	Framing - Concluding
	Recording and representing content		
	Maintaining a focus on the instructional point		
	Seeing and disrupting patterns that reproduce inequity		

Decompositions as Intellectual Infrastructure



The building blocks of practice-based teacher education:

- WHAT we coach, give feedback, and assess on;
- Ensure that everyone in a program – leadership, methods (subject-teaching) and foundations instructors, field supervisors, mentor teachers – is giving approximately the same feedback and coaching to novices.

Practice-Based Pedagogies

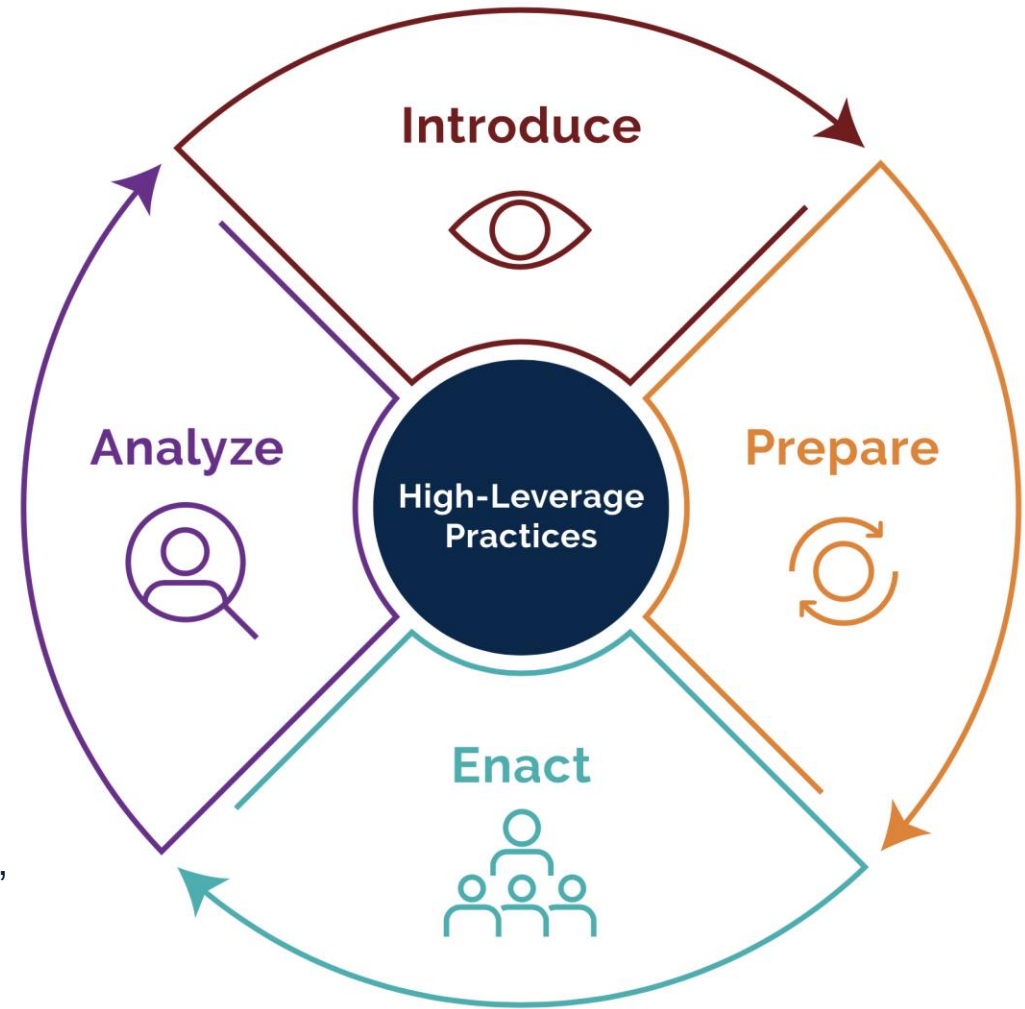
Practice-based pedagogies =
instructional activities that help teacher
candidates learn to practice

For example:

- Using video to see and analyze practice
- Rehearsals (practicing with peers, with the teacher educator coaching)

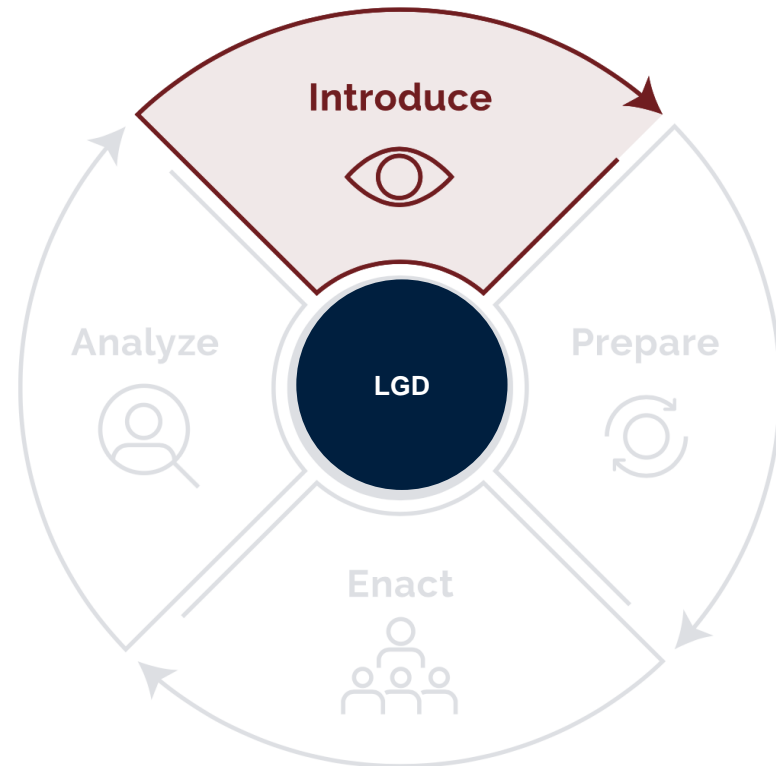


The Learning Cycle



Adapted from: McDonald, Kazemi, and Kavanagh, 2013; Lampert et al., 2013; *Teacher Education by Design*

Introduce



Goals

- Help novices develop a vision of the practice
- Help novices recognize the components of successful practice

Pedagogies

- Using a decomposition to see and analyze practice
- Using video to see and analyze practice
- Examining student work, portraits, and other representations
- Using transcripts to see and analyze practice
- Teacher educator modeling of practice

Prepare



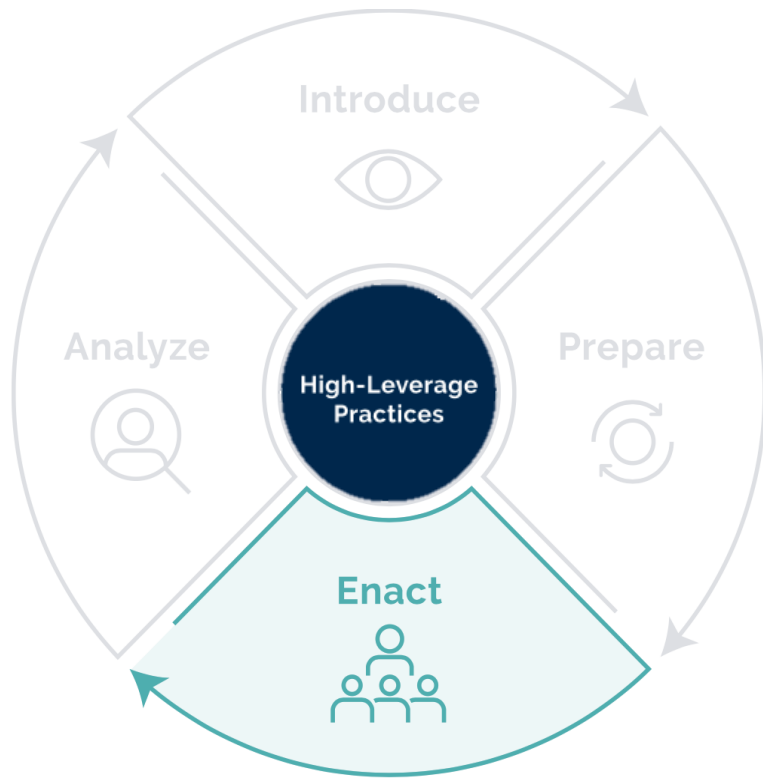
Goal

- Novices try out components of the practice in a controlled environment

Pedagogies

- Using video to practice practice
- Using transcripts to practice practice
- Using student work to practice practice
- Peer run-throughs
- Coached rehearsals
- Simulated student interactions

Enact



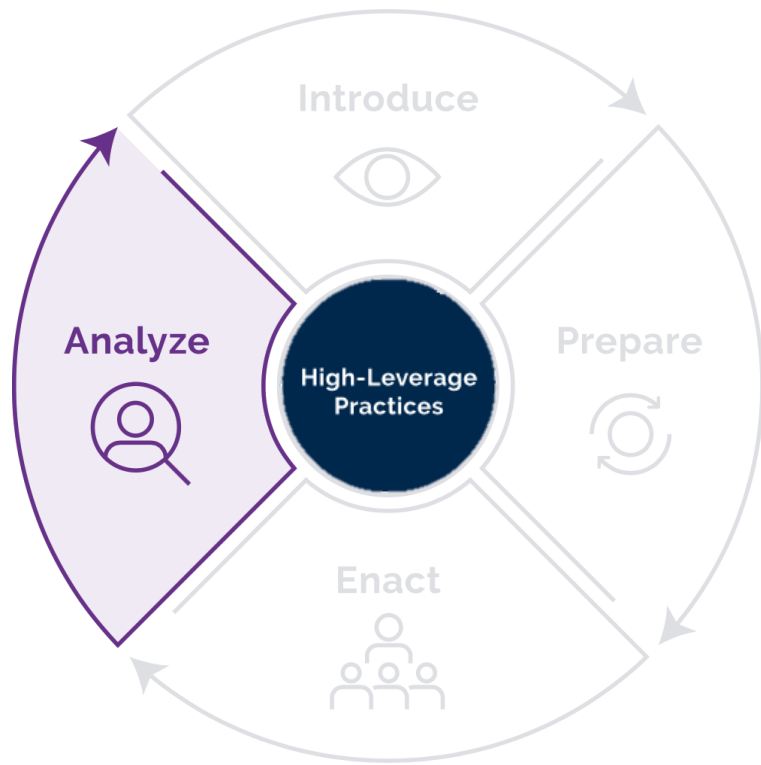
Goals

- Give novice teachers opportunities to practice and integrate feedback in the field

Pedagogies

- Designing and using field tasks
- Coaching strategies

Analyze



Goals

- Give novice teachers opportunities to get/give feedback and integrate that feedback in the field

Pedagogies

- Using video to see and analyze practice
- Examining student work, portraits, and other representations
- Using transcripts to see and analyze practice

Pedagogies by Quadrant

1. Introduce

- Using video to see and analyze practice
- Examining student work, portraits, and other representations
- Using transcripts to see and analyze practice
- Teacher educator modeling of practice

2. Prepare

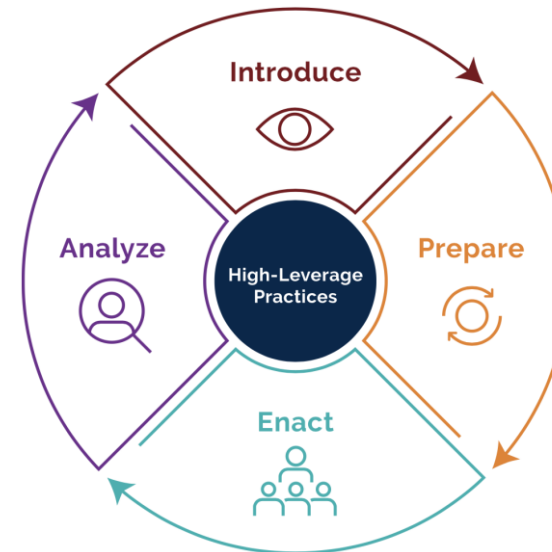
- Using video to practice practice
- Using transcripts to practice practice
- Using student work to practice practice
- Coached rehearsals
- Peer run-throughs
- Simulated student interactions

3. Enact

- Designing and using field tasks
- Coaching strategies

4. Analyze

- Using video to see and analyze practice
- Examining student work, portraits, and other representations
- Using transcripts to see and analyze practice



Visit the [TeachingWorks Resource Library](#) for more on practice-based pedagogies.

Adapted from: McDonald, Kazemi, and Kavanagh, 2013; Lampert et al., 2013; *Teacher Education by Design*
Teacher Education by Design

An Example of Practice-Based Teacher Education

Context:

- Elementary teacher candidates at the University of Michigan in an intensive program in which they rehearse every morning and then teach children in the afternoons.
- Focus of this lesson: Eliciting student thinking about mathematics and leading discussions of mathematical topics.



An Example of Practice-Based Teacher Education

In this video:

- Practicing helping elementary math students see patterns in numbers when they count by 10 (e.g., 8, 18, 28, 38).

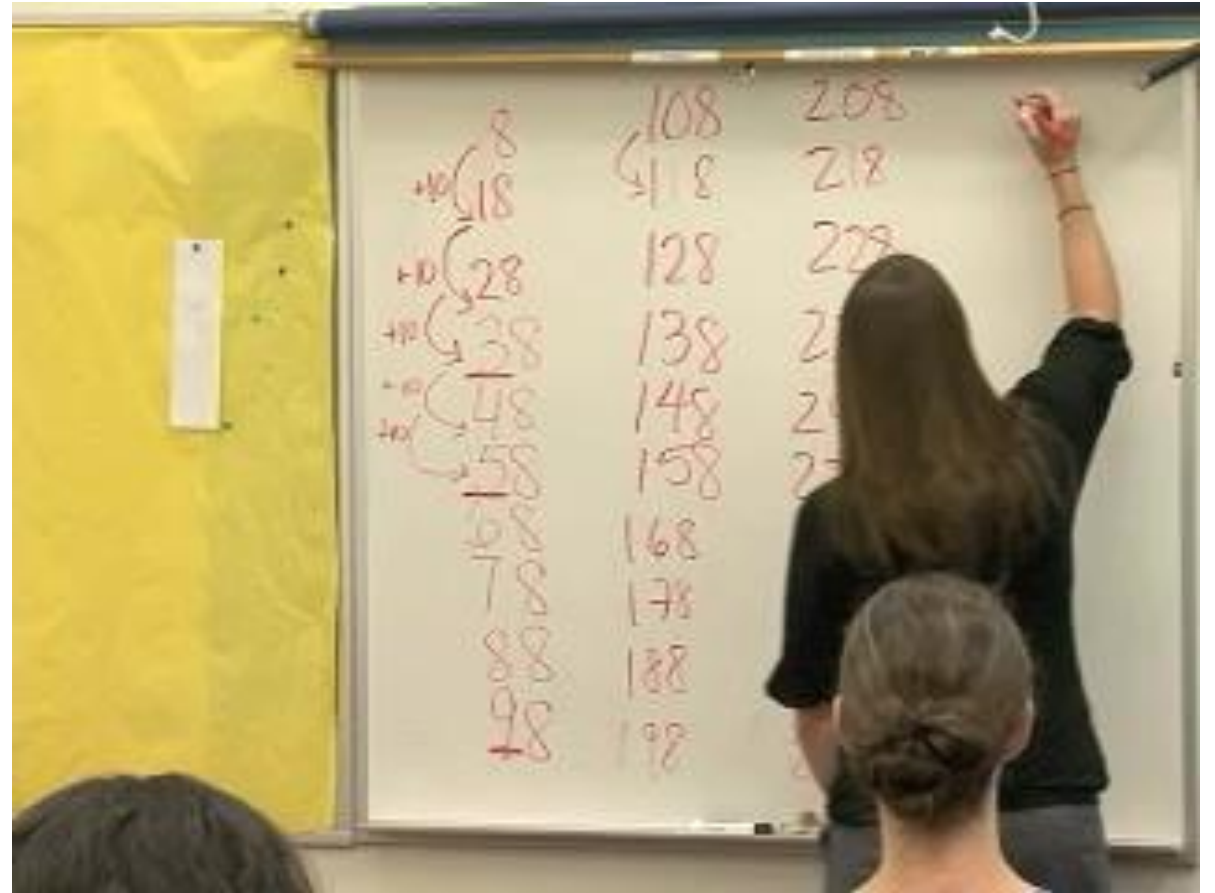
Before the video, the candidates:

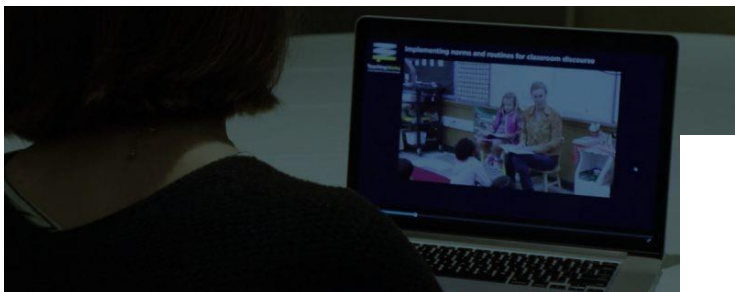
- Worked on the math problem themselves, to build their content knowledge
- Were introduced to the practices of eliciting student thinking and leading a group discussion, through studying the decompositions and watching videos of the practices

Example of a Rehearsal

While you watch:

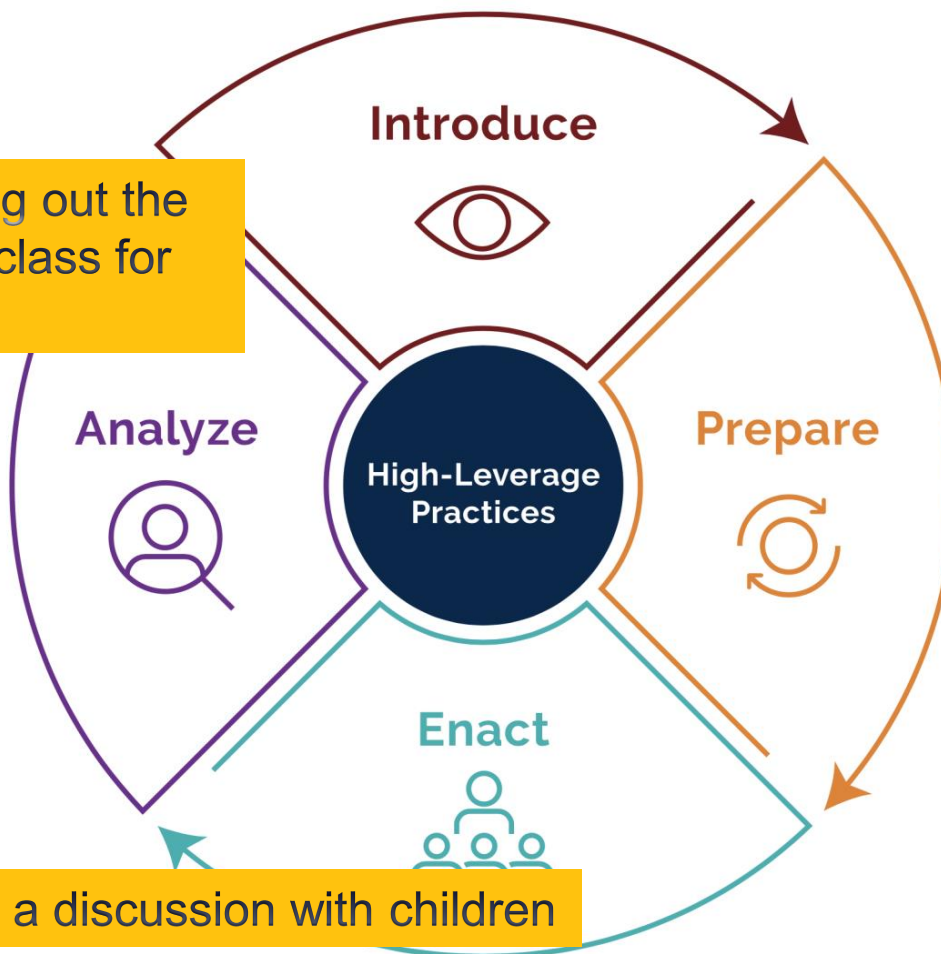
- What do you notice about the way the teacher educator is working with these students? What seems important?
- What are the strengths of this approach? Does anything concern you?





1. Use decomposition and video to introduce the practices of eliciting and discussion

4. Bring a video of oneself carrying out the discussion with children back to class for analysis



3. Field assignment: Carry out a discussion with children



2. Rehearsal: Practice with peers; get coaching from teacher educator



2. Pitfalls and Opportunities



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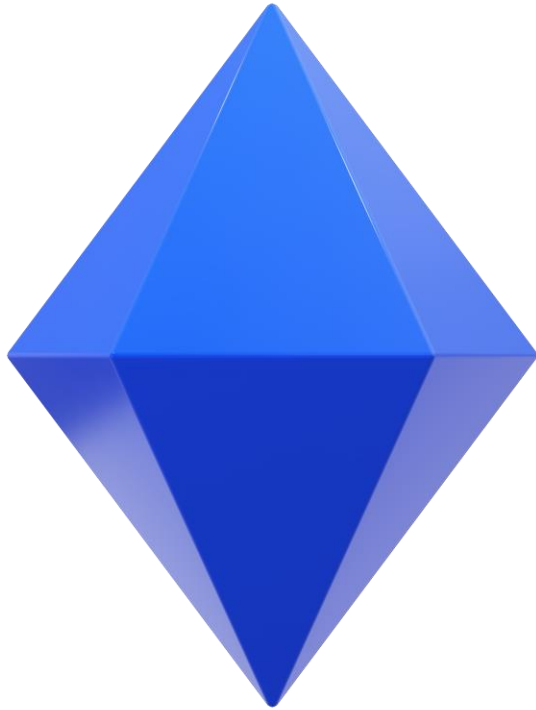
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Pitfall #1: By centering practices, you risk failing to treat teaching as the multidimensional practice that it is.



Suggestion: In working with teacher candidates, start by focusing on the content, and layer in work on practice.

Pitfall #2: Equity, including attention to multilingual learners and social justice, won't be explicit unless you make them explicit.



Just as a shovel can be used to build a house or to tear one down, teaching practices such as leading a group discussion or explaining a concept can be used to provide rich learning opportunities for some students while marginalizing or alienating or confusing others.

Cross-Cutting Practices for Advancing Justice

- **Maintaining high expectations** for every student and providing the necessary supports, including modeling and explaining wherever necessary
- **Considering English language learning** opportunities in the planning, enactment, assessment, and engagement of student learning
- **Building on students' cultural backgrounds** in curriculum, instruction, and other classroom and school interactions
- **Attending to the social and historical positioning** of your personal identities (e.g., race, gender, ethnicity, etc.) in professional interactions
- **Disrupting inequitable patterns** of classroom participation and discipline
- **Acknowledging students' competence** broadly and authentically
- **Reshaping the prescribed curriculum** where necessary, for a more just presentation of the content
- **Engaging students in understanding and using academic tools** to pursue social justice

A Proposal: Elaborate the Learning Cycle So That It Treats Practice as Multidimensional

1. Focus on the content (INTRODUCE)

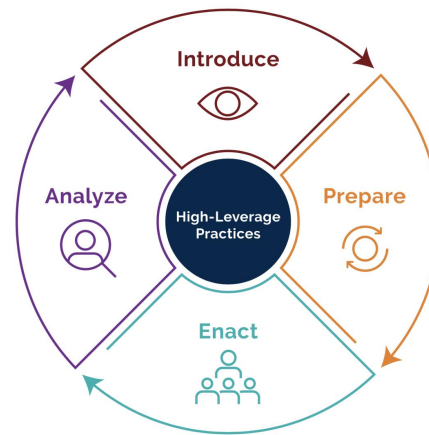
- Unpack focal content, including building content knowledge for teaching.
- Identify instructional activities for teaching the content and the teaching practices required to implement those activities.

5. Analyze how things went and what could be improved (ANALYZE)

- What ideas were raised in relation to the content? How much academic landscape was traversed, in what depth?
- Who was invited into the classroom conversation? Contributed ideas? Raised questions? Whose competence was acknowledged and valued?
- Who was left out? Marginalized?

4. Teach real children (ENACT)

- Coaching and feedback should focus on both content and practice, with attention to equity and advancing justice.



2. Focus on the practice(s) (INTRODUCE)

- Unpack a focal practice at a general level
- Unpack the cross-cutting practices for advancing justice
- Then situate these practices within in the content.

3. Practice teaching, with a focus on content, practice, and equity (PREPARE)

- Coaching and feedback should focus on both content and practice, with attention to equity and advancing justice...maybe not all at once, but eventually together.

Diagram Adapted from: McDonald, Kazemi, and Kavanagh, 2013; Lampert et al., 2013; *Teacher Education by Design*

Pitfall #3: If you do not design and use practice-based assessments, you will not know if you or your candidates are successful.

Suggestion: Once you identify high-leverage practices to focus on, immediately begin designing performance assessments for them (situated in content, with attention to equity and justice).



Pitfall #4: Practice-based teacher education will not work without confident, competent teacher educators who have a deep familiarity with practice.



Suggestions:

- Identify professional learning opportunities for teacher educators, if needed.
- Practice and get feedback from each other: Open the doors to your methods (subject-teaching) classes.

Opportunities for International Collaboration

- Continue developing a common language for K-12 teaching practices and for teacher education pedagogies.
- Experimentation and research that will help us understand what kinds of activities prepare teacher candidates effectively.



3. Resources for Learning More and Designing Practice-Based Teacher Education



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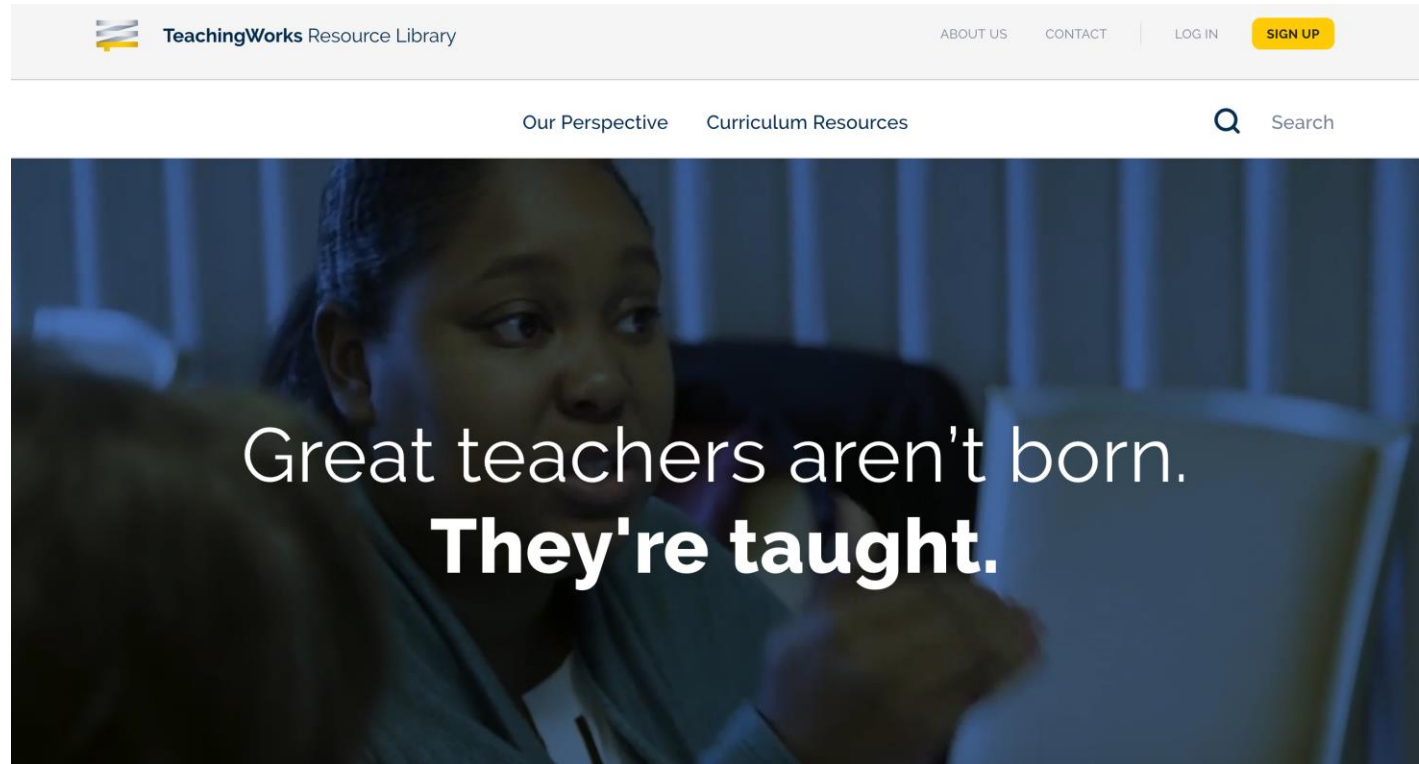
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Mini-Course 1:
Available on November 6, 2020



Introduction: Standards, Equity, and Achievement in English Language Arts

This introductory mini-course presents

FREE *Priority Content in ELA Virtual Mini-Course*



Mini-Course 2:
Available on December 4, 2020



Building Academic Language and Supporting English Learners (ELs)

This mini-course presents common

FREE *Priority Content in ELA Virtual Mini-Course*



Mini-Course 3:
Available on January 22, 2021




Identifying Complex Text and Keeping it at the Center of Instruction

This mini-course presents a set of criteria

FREE *Priority Content in ELA Virtual Mini-Course*



Mini-Course 4:
Available on February 5, 2021

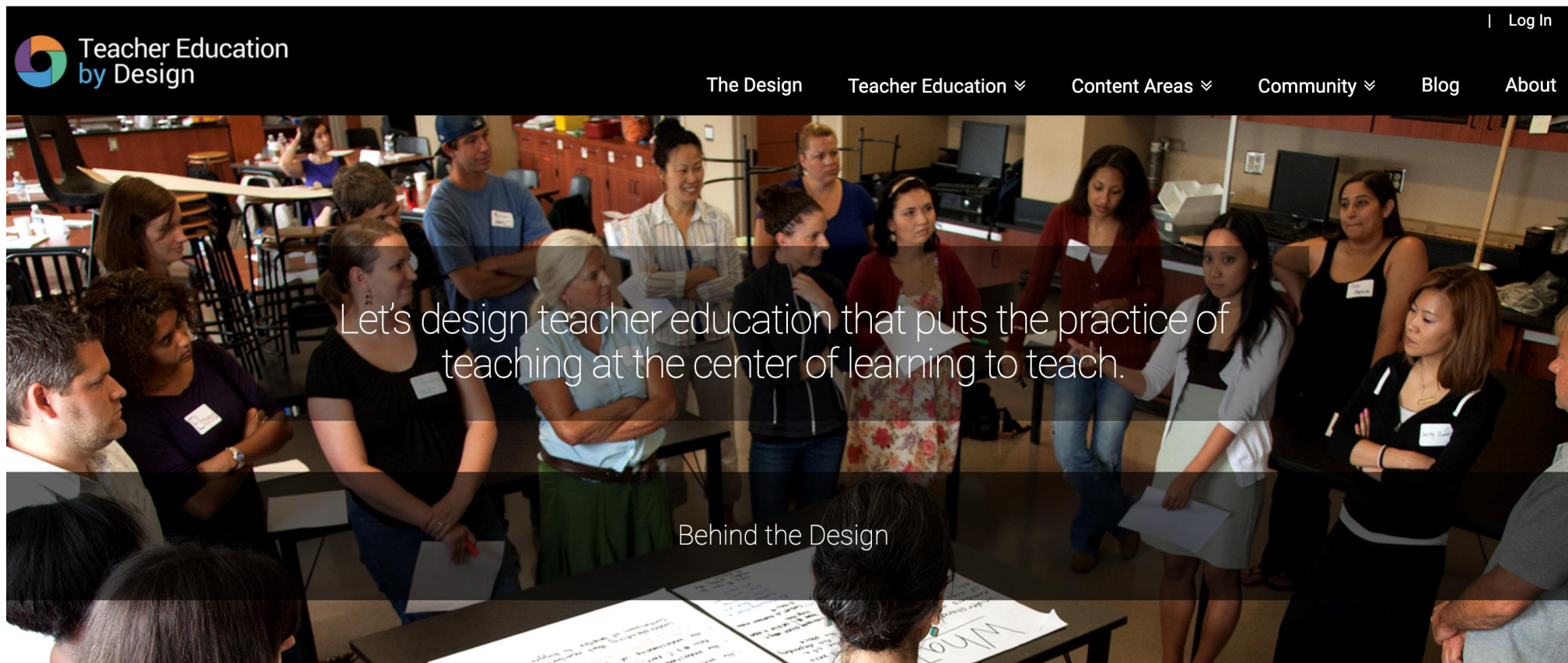


Supporting Students to Engage in Close Reading of Complex Text

This mini-course provides a detailed

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