



Practices-Based Teacher Education: Examples from the MiPN

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THE WHAT AND HOW

WHAT

At the heart of our work are the high leverage practices and content knowledge for teaching, which we believe should be enacted skillfully in ways that

- Disrupt normative patterns of oppression and normalized implicit habits that reinforce the status quo;
- Enable the classroom as a site of possibility, where we can begin to advance sovereignty in the hearts and minds of our children.

HOW

We convene every other month, traveling around the state, to collectively work on how to teach high leverage practices through teacher educator pedagogies such as rehearsal, simulated student interactions, video, and more.

WHAT DO WE MEAN BY PRACTICES-BASED TEACHER EDUCATION?

Training for teaching that focuses directly on the practices that are essential for skillful beginning teaching, by:

- Ensuring that everyone in a program understands the specific, high-leverage practices that teacher candidates need to become competent in before graduating;
- Giving teacher candidates ample opportunity to observe and practice, with close coaching, high-leverage practices of teaching, to the point of basic competence;
- Ensuring that teacher candidates learn the knowledge they need to use high-leverage practices in the classroom;
- Assessing teacher candidates' progress toward basic competency in high-leverage practices to ensure that they are competent and to support our own teaching, through the use of common performance assessments.

Framing our Talk

- **Integration** of HLPs/PBTE into our programs
- **Assessment** of candidate performance
- Use HLPs as a **shared framework** with mentor teachers and districts
- Areas for **Continuous Improvement**

Focus on particular practices

Group Work

Setting Up Norms & Routines

Explicit Instruction

Developing Healthy Relationships

Provision of Feedback

Communicating with Care-providers

Focus on equity

Our considerations

- Which HLPs are current strengths in our programs?
- Which HLPs do our students and partners identify as needs?

Focus on equity

Focus on particular practices

Group Work

Explicit Instruction

Provision of Feedback

Communicating with Care-providers

Setting Up Norms & Routines

Developing Healthy Relationships

Focus on equity

Focus on particular practices

Group Work

Explicit Instruction

Provision of Feedback

Setting Up Norms & Routines

Developing Healthy Relationships

Communicating with Care-providers

General education

Eliciting and Interpreting Student Thinking

Leading Classroom Discussions

Special education

Promote active student engagement

Provide intensive instruction

Focus on equity

With attention to where each HLP is...

- Modeled, demonstrated, or represented in some way.
- Decomposed, taken apart, taught explicitly.
- Approximated, role-played, simulated, or practiced with immediate feedback and with no harm to children.
- Enacted in real settings with feedback and opportunities for analysis.

Focus on equity

What does a focus on equity and justice mean?

- Paying particular attention to ways in which HLPs get enacted
- Deliberately examining our inclination toward bias and judgement
- Relentlessly making the argument for skilled teachers for all students
- Closing the within-program skillfulness gap through better instruction and assessment

Focus on equity



Work in progress

Developing shared knowledge and of HLPs across college(s)

Toward precision and clarity

Locating opportunities for approximations and enactment of HLPs

Developmental, deliberate, coherent

Feedback

Toward precision and clarity

Focus on equity

Field-based integration

Alpine Elementary

- Co-teaching model
- Shared professional development

Stocking Elementary

- Embedded courses
- Student cohorts
- Shared professional development

Focus on equity

Field-based integration

- Cooperating Teacher & University Field Supervisor Conference
 - Mentoring Pedagogies
 - HLPs
 - Co-Teaching
 - Expectations & Requirements

Focus on equity



- Shared understanding and precision across college(s) and with partners
- Coherence across the entire program & enterprise
 - Horizontal and vertical
 - Meaningful equity and justice work
- More and better use of preparation pedagogies
 - Video
 - Rehearsals
 - Simulations
- And, so much more...

Disclaimer

Why Shift Toward PBTE?

- PBTE & HLPs have provided two primary benefits to OU's Secondary program
 - Creating cohesion across the disparate spaces of teacher education
 - Have the potential to vastly improve intern performance

Integration of HLPs

- First Major Problem with OU Secondary Teacher Education – Lack of Cohesion
 - Program courses were a series of discreet experiences
 - Field experiences were plentiful, but unintentional
 - Mentor teachers had to form their own plan for their intern
 - Intern was left to navigate their own particular learning experiences

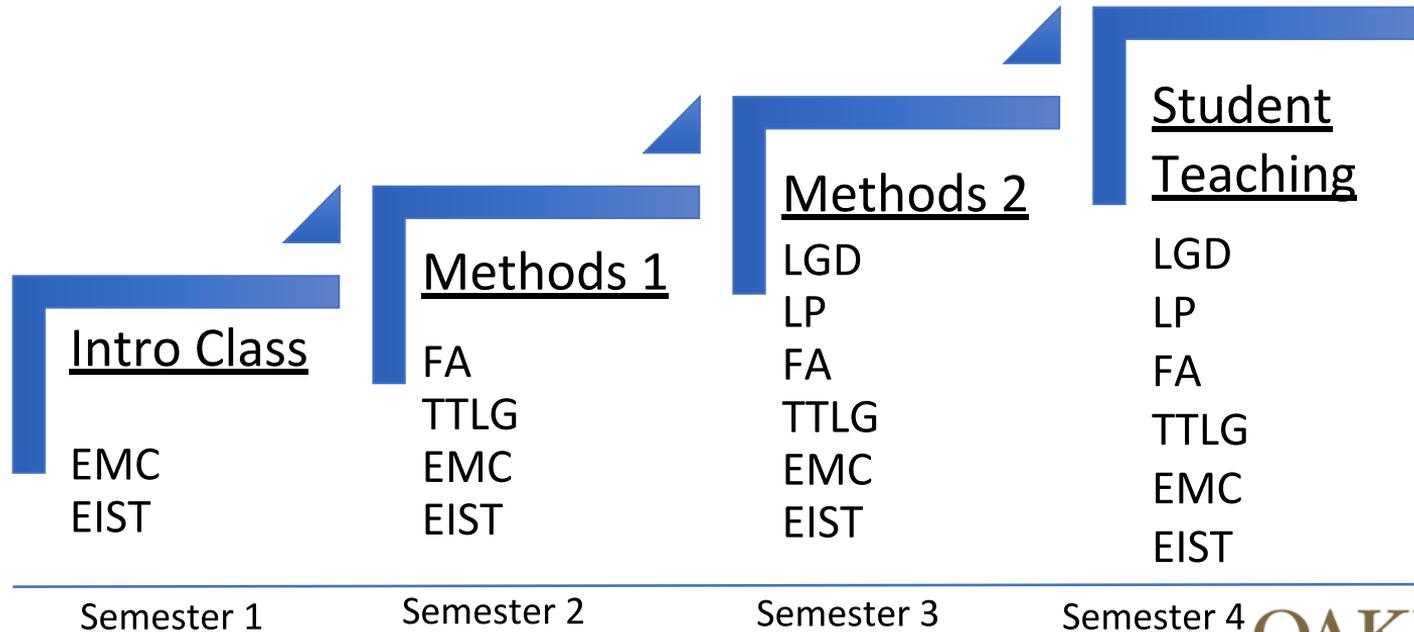
Integration of HLPs

- High Leverage Practices objects of coherence across
 - Courses and semesters
 - Content areas
 - Between field and university

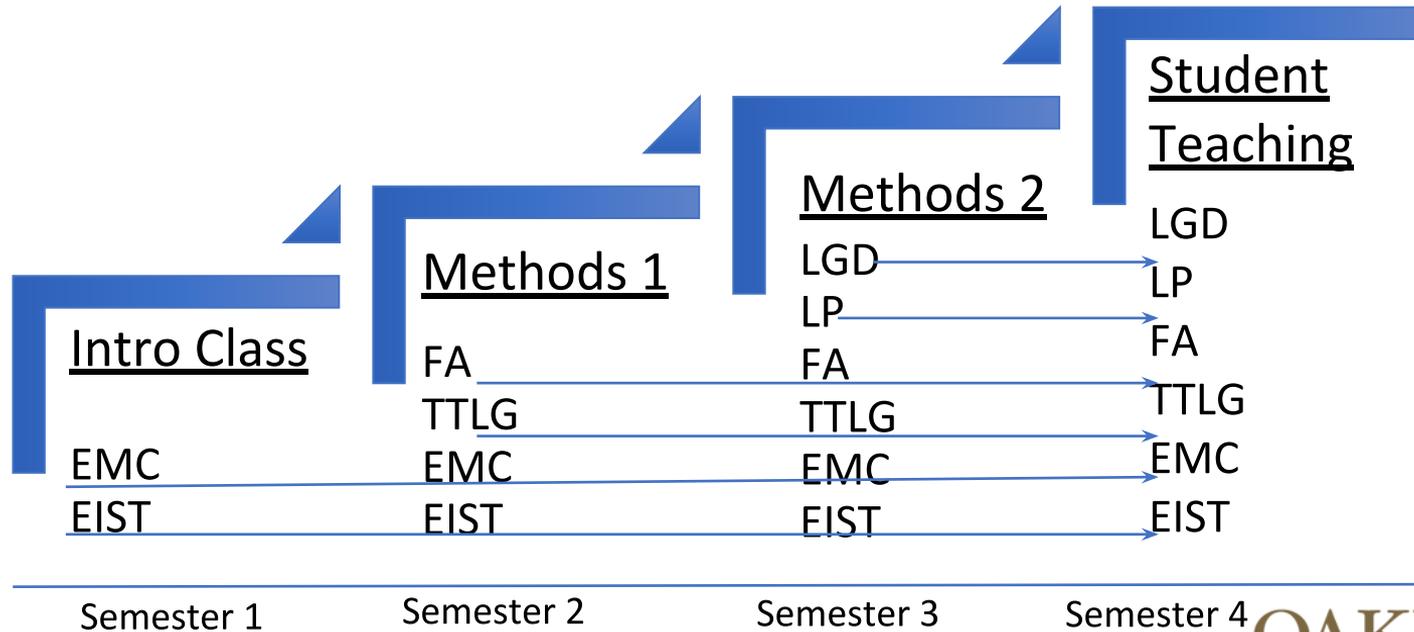
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Integration of HLPs – Course Coherence



Integration of HLPs – Course Coherence



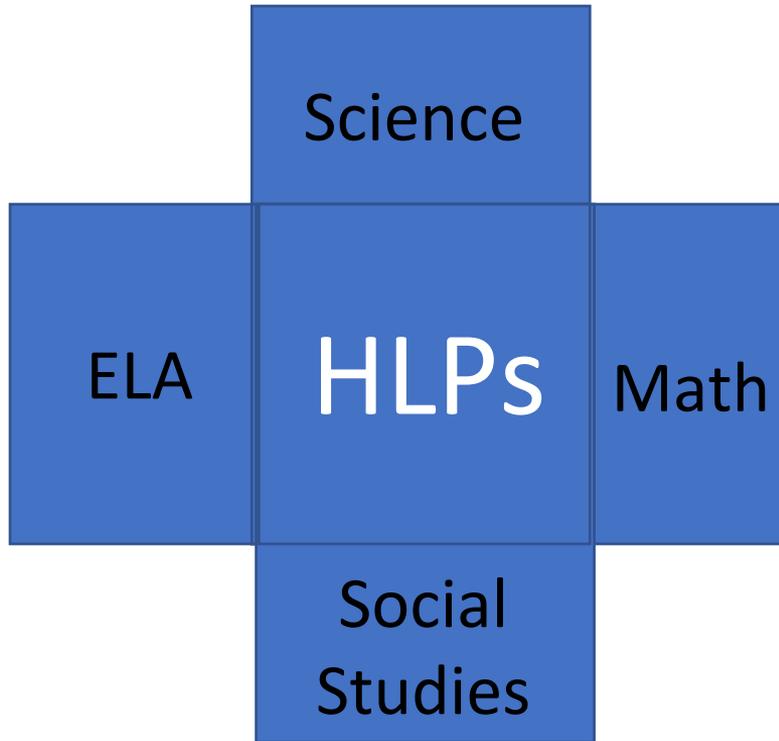
Integration of HLPs – Course Coherence

Intro Class	Methods 1	Methods 2
• 200 Second lesson	• 5 – 10 minute lesson	• During full class
• Predetermined content	• Disciplinary Content	• Disciplinary content
• Isolated on practice	• Isolated on practice	• With other teaching elements
• In Univ. Classroom	• In field classroom	• In field classroom

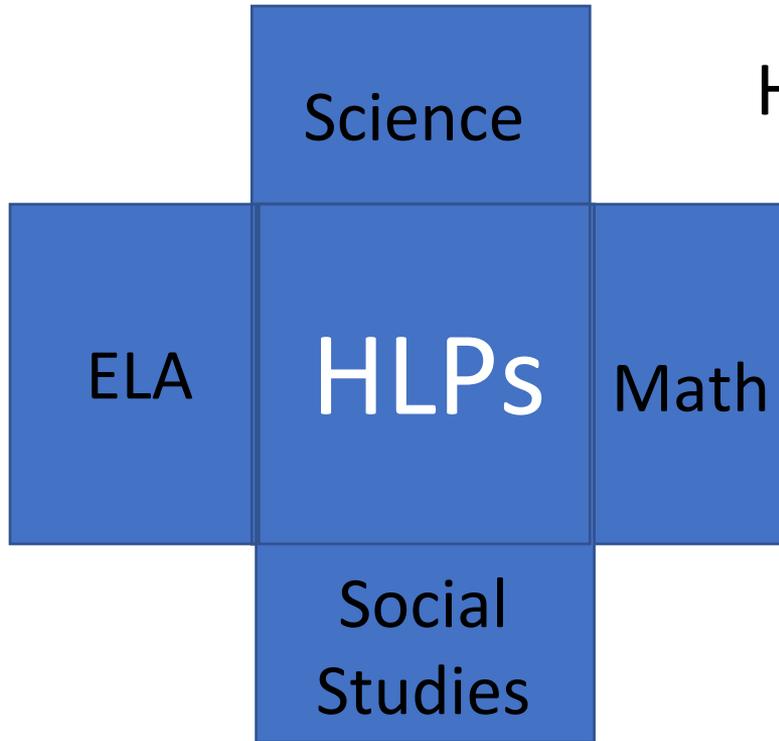
Integration of HLPs

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Integration of HLPs – Content Coherence



Integration of HLPs – Content Coherence



HLP Common Elements

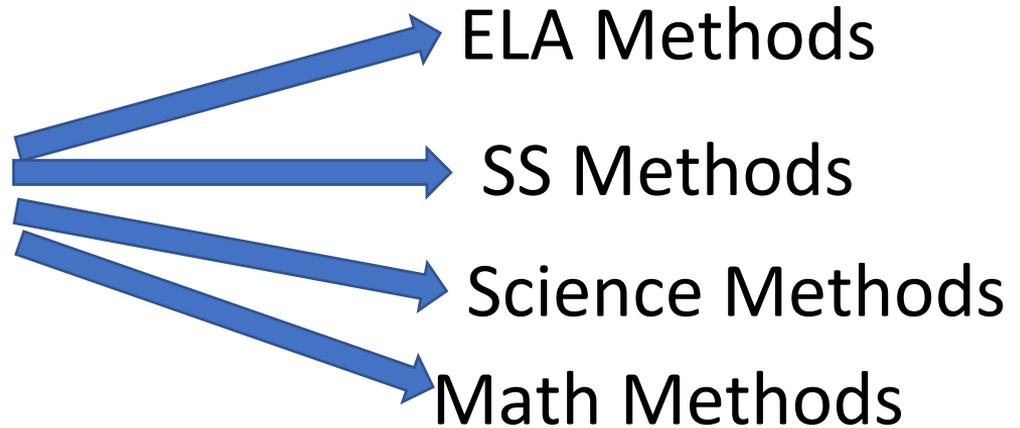
- Explaining and Modeling
- Group Discussion
- Assessing Student Learning
- Etc.

Integration of HLPs – Content Coherence

Wednesday Morning

STEP Wednesday
Seminar on Single HLP
(ELA, SS, Math, Science)

Wednesday Evening



Integration of HLPs

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Integration of HLPs – Coherence with Field

- University representatives met with varied responses from the field
 - Respect, fear, disdain, admiration

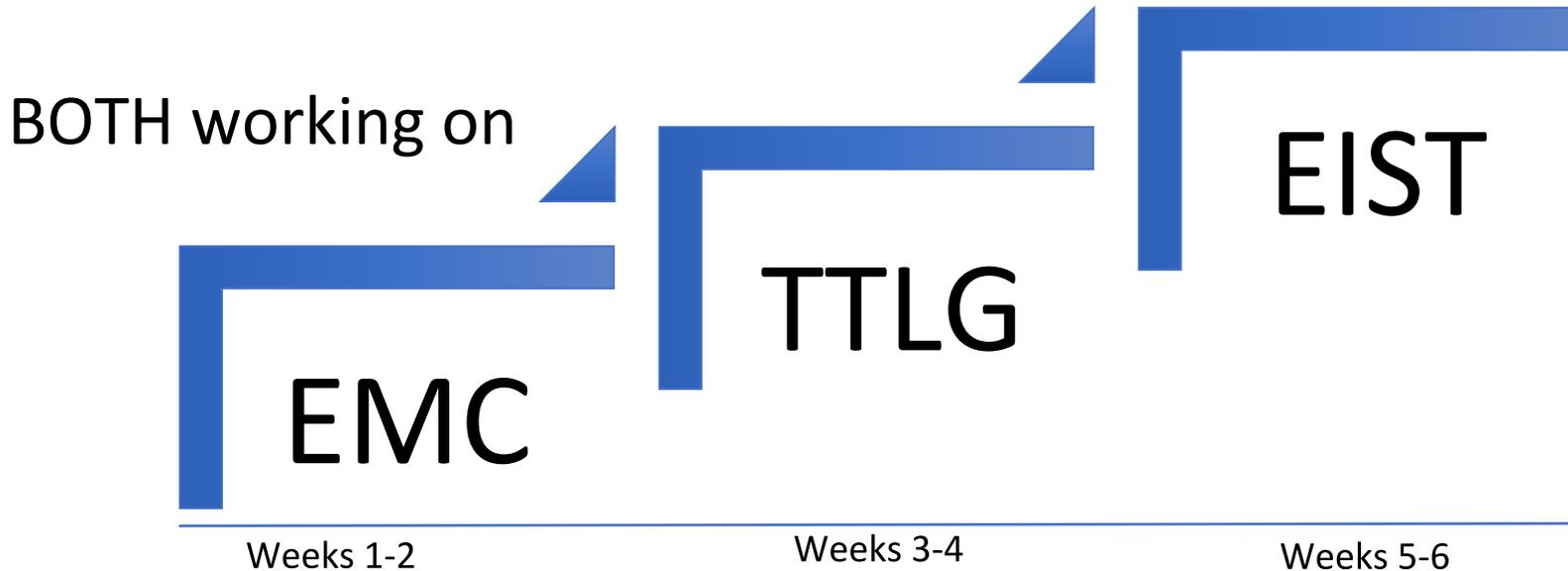
Integration of HLPs – Coherence with Field

- University representatives met with varied responses from the field
 - Respect, fear, disdain, admiration
- Rarely though, are we substantively cooperative
 - Tangentially cooperative
 - Cooperative in general – all want *good teachers*

Integration of HLPs – Coherence with Field

- HLPs offer areas for substantive cooperation with mentor teachers
 - High face validity
 - Common learning targets
 - Common assessments

Integration of HLPs – Coherence with Field



Integration of HLPs – Coherence with Field

- Mentor Teachers
 - Their input is critical
 - Structure and materials (rubrics)
 - Experiences of interns
 - Offer them opportunities to build across schools
 - Create teacher useable materials
 - Single column rubric, 1 page HLTP sheet
 - Rely heavily on teacher leaders

Assessment of Candidates with HLPs

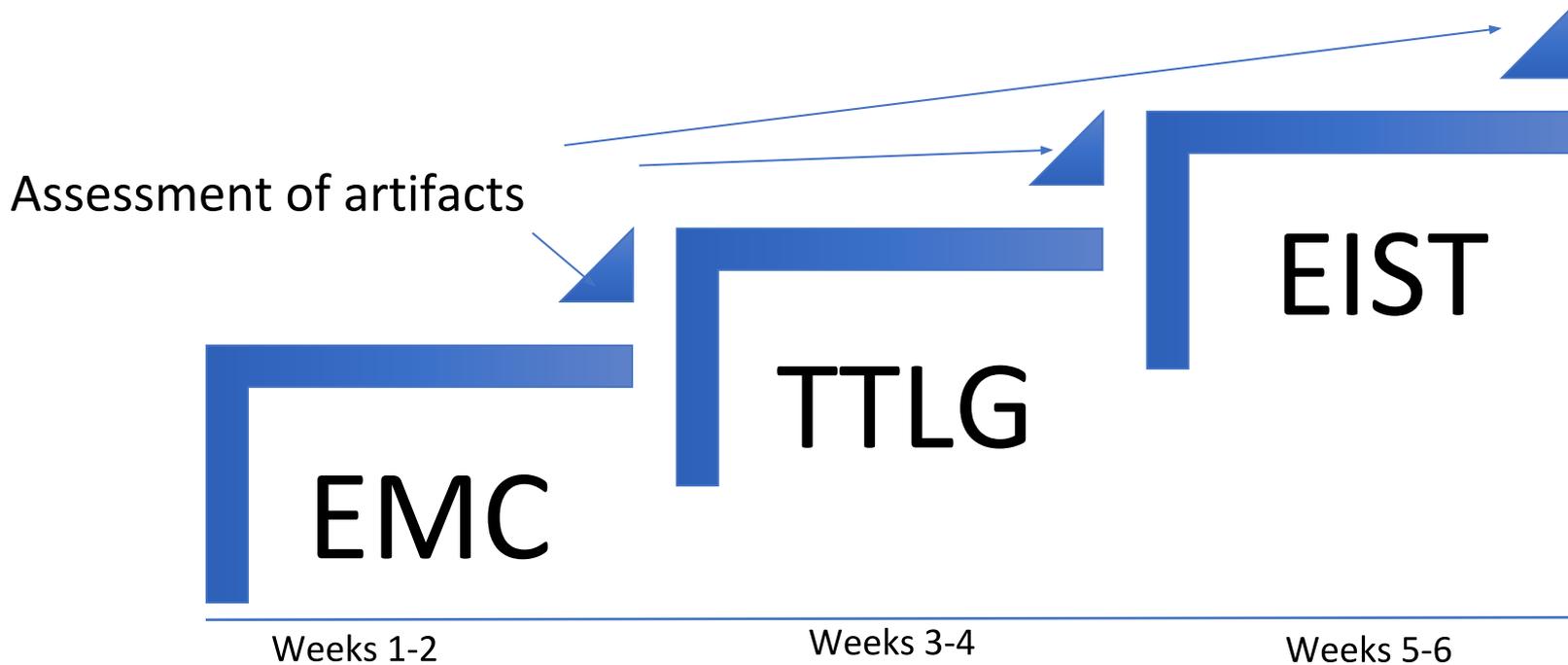
Assessment of Candidates with HLPs

- Problem: Before HLPs
 - Candidates' teaching performance did not match their assignments or the descriptions of their teaching
 - Assessing their teaching was difficult without a common and established understanding of what was good teaching

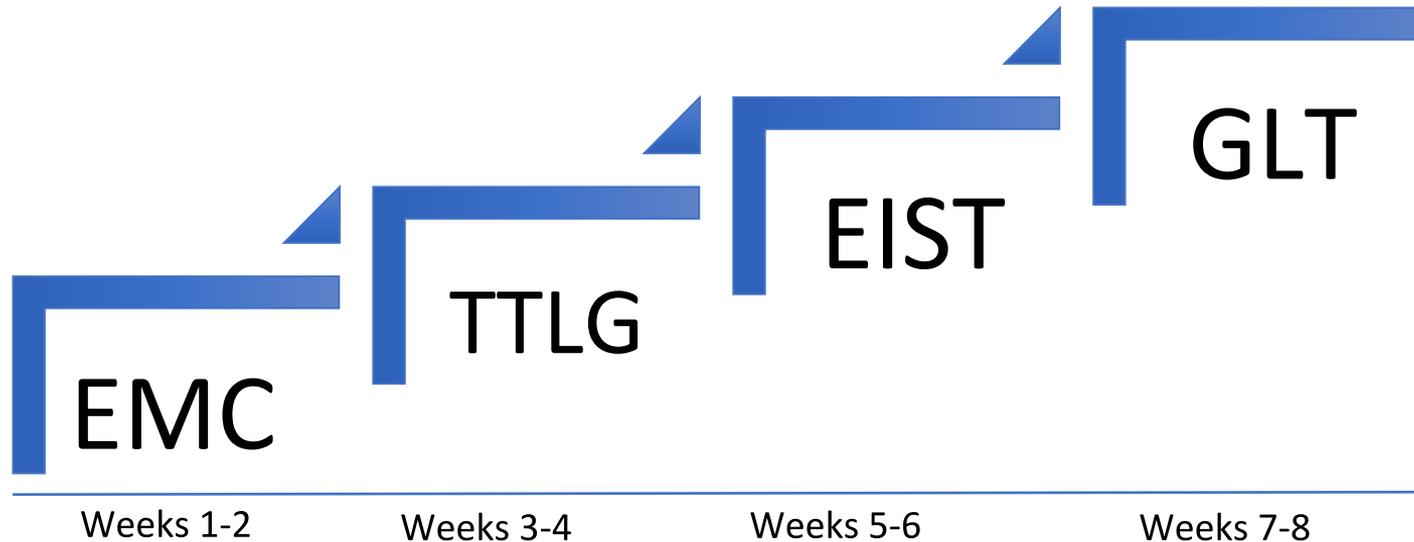
Assessment of Candidates with HLPs

- HLPs have provided opportunities to assess candidates performance
 - With common and consistent rubrics
 - FORMATIVE in nature
 - Summative at the end

Assessment of Candidates with HLPs



Assessment of Candidates with HLPs



Assessment of Candidates with HLPs

HLPs Assessment

- Peer
- Mentor Teacher
- University Supervisor
- University Faculty

Assessment of Candidates with HLPs

EMC

Semester 1

EMC

Semester 2

EMC EMC EMC

Semester 3

EMC

Semester 4

Continuous Improvement

- Other core strands of learning have the *potential* to utilize HLPs also, bringing further coherence to interns' experiences



Continuous Improvement

- Other core strands of learning have the *potential* to utilize HLPs also, bringing further coherence to interns' experiences
- Improve lines of communication and collaboration around HLPs between mentors and university

Overall Takeaway

- HLPs have provided two primary benefits to OU's Secondary program
 - Creating cohesion across the disparate spaces of teacher education
 - Have the potential to vastly improve intern performance through focus and assessment