



Practices-Based Teacher Preparation

An Introduction to Eliciting and Interpreting Student Thinking

Presentation for DARTEP
Ferris State University
Big Rapids, Michigan
October 4, 2019

Michigan Technological University
Houghton, MI

Central Michigan University
Mount Pleasant, MI

Grand Valley State University
Grand Rapids, MI

Oakland University
Rochester, MI

Spring Arbor University
Spring Arbor, MI

TeachingWorks
Ann Arbor, MI

Eastern Michigan University
Ypsilanti, MI





Introducing Members...

- Michael McDonald - Associate Dean, Oakland University
- Amy Ford - Professor, English Department, College of Liberal Arts and Social Sciences, Central Michigan University
- Karen Ahn – Director of Partnerships, TeachingWorks



OUR AGENDA

- PBTE brief overview
- THE WORK: One core practice
- Starting with one core practice and building a PLC around it
- One institution's story



What is Practices-Based Teacher Education?

Core Practices & Practice-Based Learning Cycle

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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.



A CURRICULUM DISCIPLINED BY PRACTICES

Everything is there because it is necessary to carrying out one or more specific practices – there is no time for anything else.

High-leverage practices are matched with:

- Content knowledge for teaching
- Social, cultural, psychological, and political knowledge
- Ethical obligations

Necessary to carry out the practices to support children’s learning.



DEFINITION OF HIGH-LEVERAGE PRACTICES

High-leverage practices are basic teaching tasks that are essential for beginners because they are used with high frequency from a teacher's first day on the job and cannot be delegated to another school professional. They are:

- Critical to helping pupils learn worthwhile content;
- Consequential to the kinds of social, emotional, and intellectual experiences children have in school;
- Useful across grade-levels, subject-areas, and teaching contexts.



HLPs are things that teachers do.

What are they not?

- Knowledge
- Beliefs
- Orientations
- Student activities (e.g. “project-based learning”)
- Learning goals for students (e.g., “identifying similarities and differences”)
- Scripted teacher curricula
- Devoid of professional judgement or context



FOUNDATIONS FOR THE HIGH LEVERAGE PRACTICES

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



WHAT MAKES THE PRACTICES HIGH-LEVERAGE?

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



MDE Core Practices

- **Eliciting and Interpreting Student Thinking**
- Leading a Group Discussion
- Explaining and Modeling Content
- Building Respectful Relationship



Eliciting and Interpreting Student Thinking

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SOME FRAMING

- **What we DON'T want you to leave this session thinking...**
 - Eliciting is just about asking more questions;
 - This is easy work;
 - You understand the practice and PBTE and there is no more;
 - Eliciting has nothing to do with ethical obligations to children or content;
 - That practices, ethical obligations to children, and content are separate from each other.



ELICITING & 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 a student's thinking

- Second grade classroom
- 1st year teacher
- New York City
- Reading a text about freedom





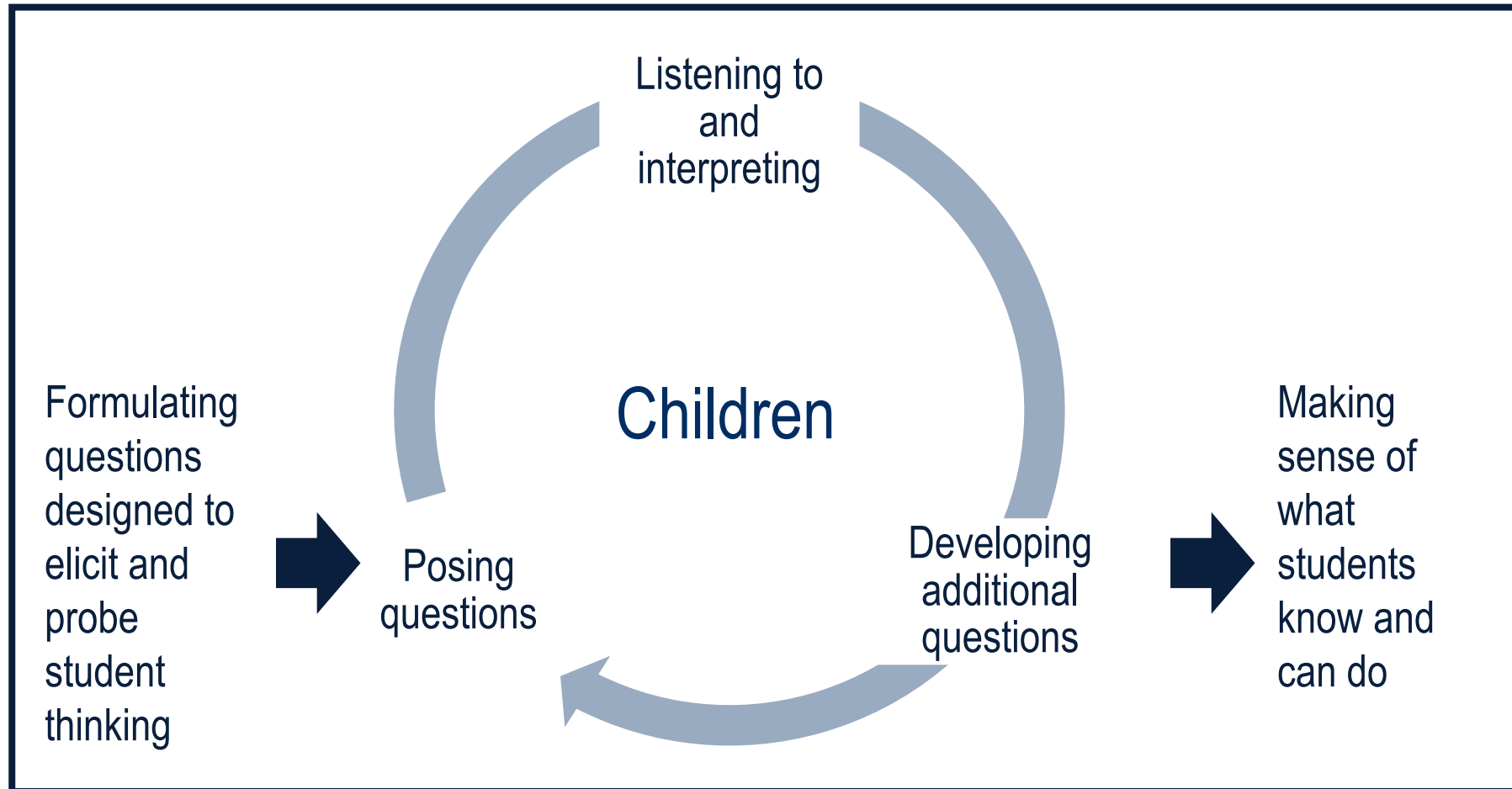
Feedback on one teacher's eliciting





FOCUS QUESTIONS FOR VIEWING VIDEO

- Is this an example or non-example of the teaching practice?
- What techniques for eliciting and interpreting student thinking can this video help surface?



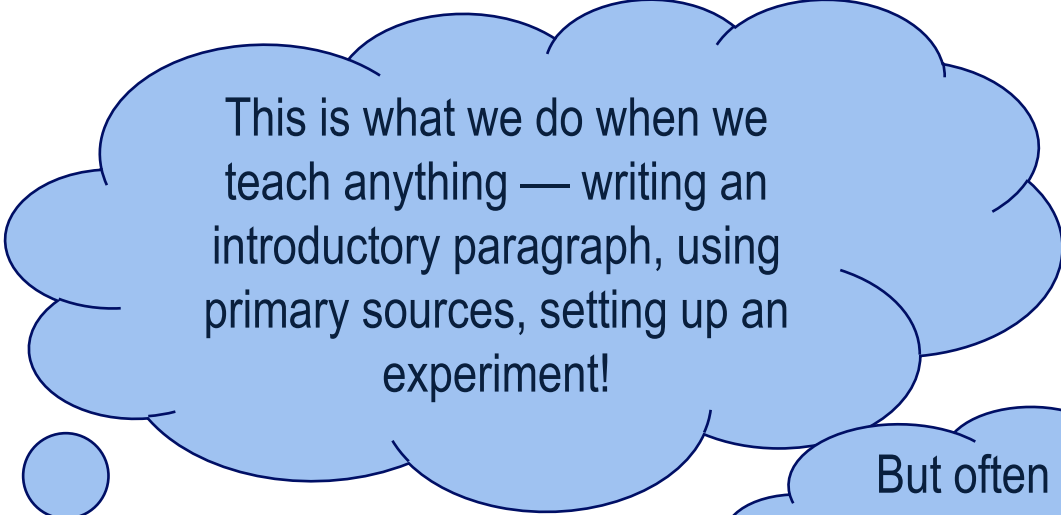
Content & practices



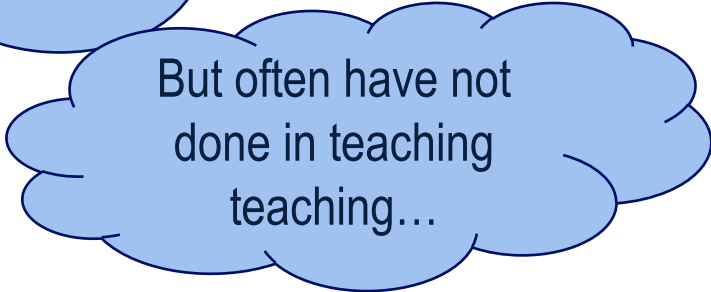


WHAT IS A DECOMPOSITION?

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



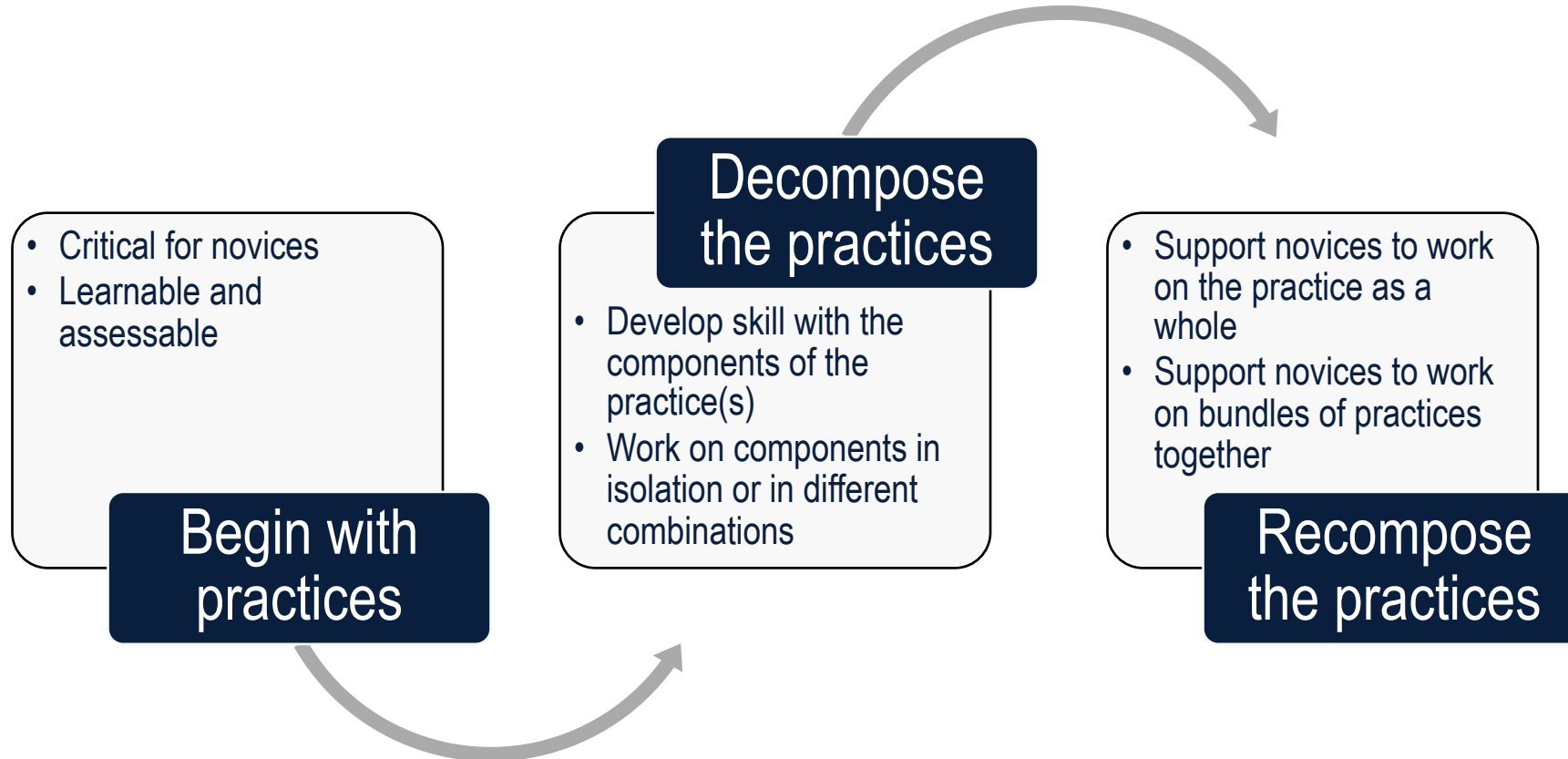
This is what we do when we teach anything — writing an introductory paragraph, using primary sources, setting up an experiment!



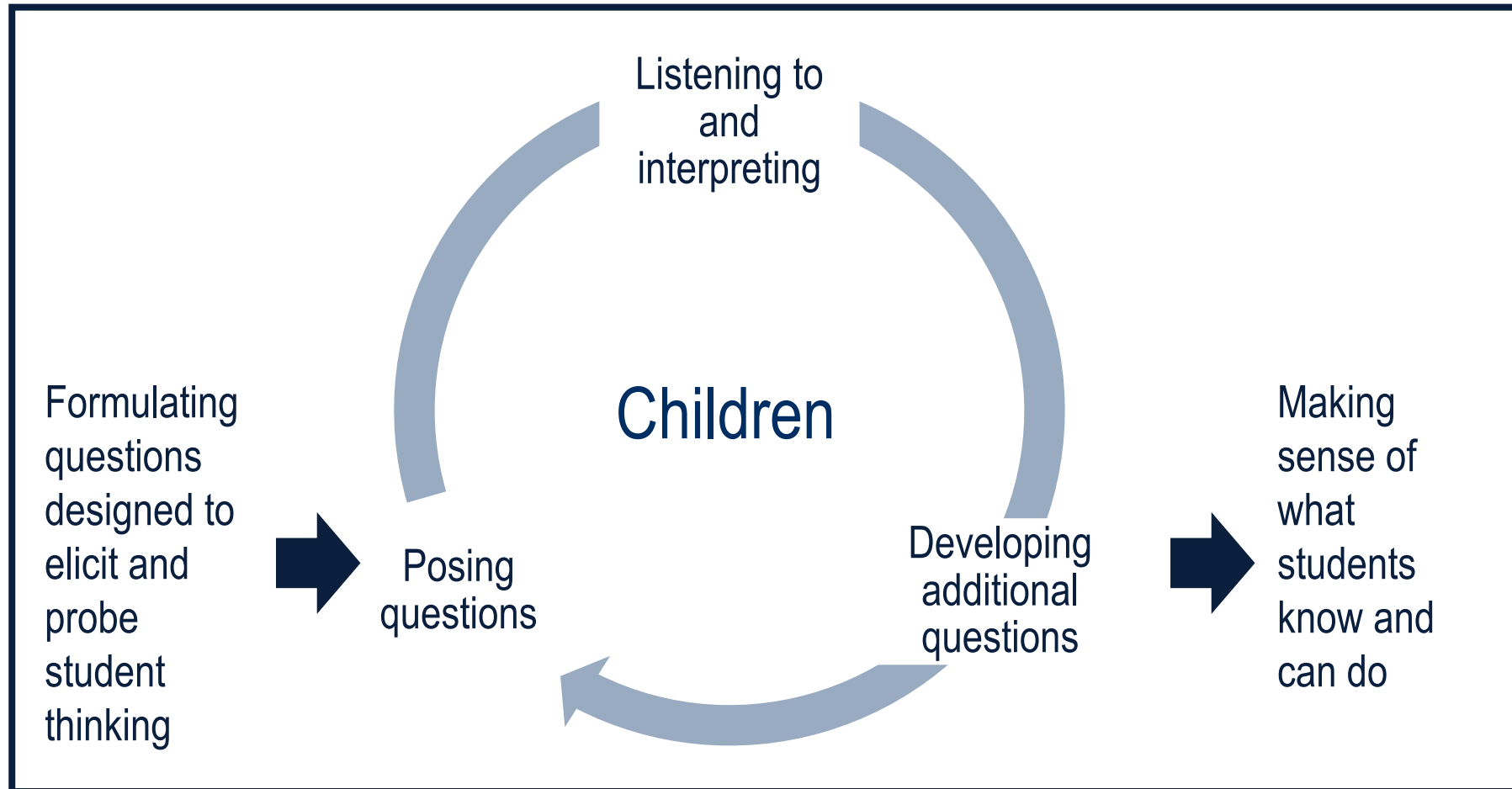
But often have not done in teaching teaching...



USING DECOMPOSITIONS TO TEACH TEACHING



Goal: Increase the complexity of the work so that novices are practicing the full work of teaching



Content & practices





Decomposition of eliciting and interpreting a student's thinking

- Review the decomposition with your table. What would you look for as evidence for each of these? What might you hear a teacher say that would be evidence?



Feedback on one teacher's eliciting





Our viewing of the video: Focus Questions

- Is this an example or non-example of the teaching practice?
- What techniques for eliciting and interpreting student thinking can this video help surface?

- What does the decomposition help you notice about this particular practice?



THE SOUL OF ELICITING

“When we are curious about a child’s words and our responses to those words, the child feels respected. The child is respected. ‘What are these ideas I have that are so interesting to the teacher? I must be someone with good ideas’.”

-Vivian Gussin Paley, *On Listening to What the Children Say* (1986)

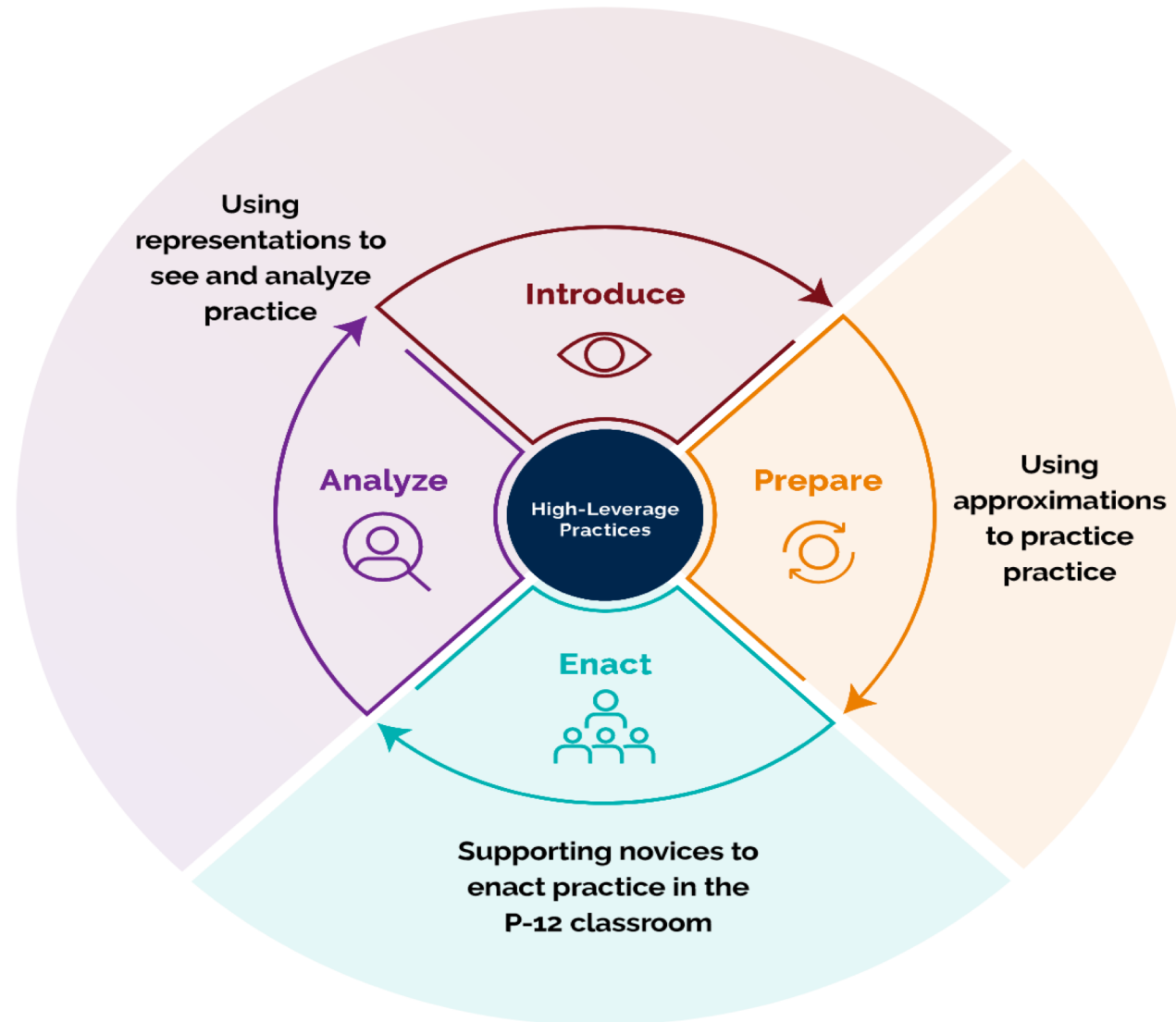


What we have done together

- ~~PBTE brief overview~~
- ~~THE WORK: One Core Practice~~
- Start with one Core Practice and create a PLC around it
- One institution's story about making these changes



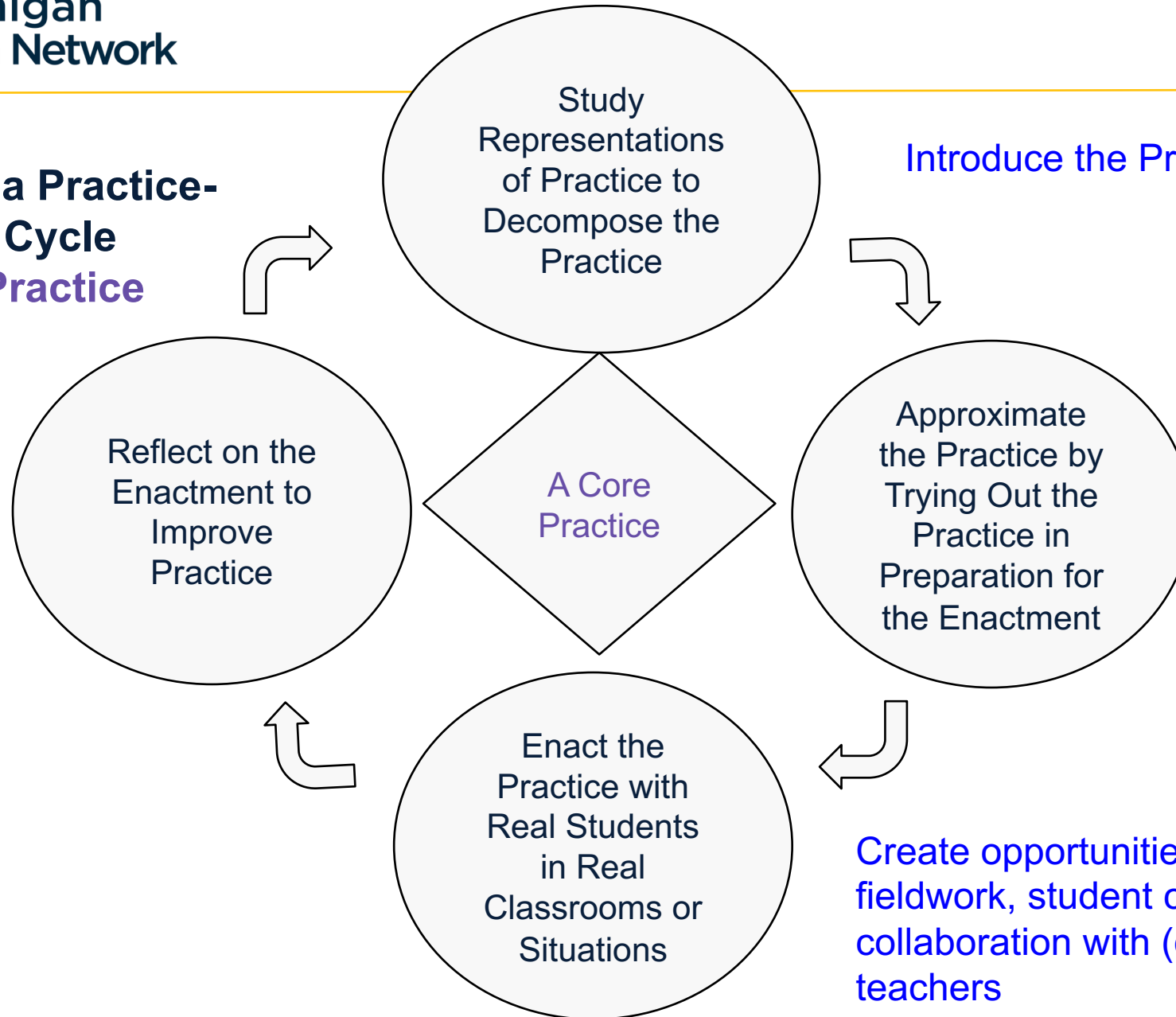
TeachingWorks' Model of a Practice-Based Learning Cycle





CMU's Model of a Practice-Based Learning Cycle Around a Core Practice

Create opportunities to reflect



Introduce the Practice

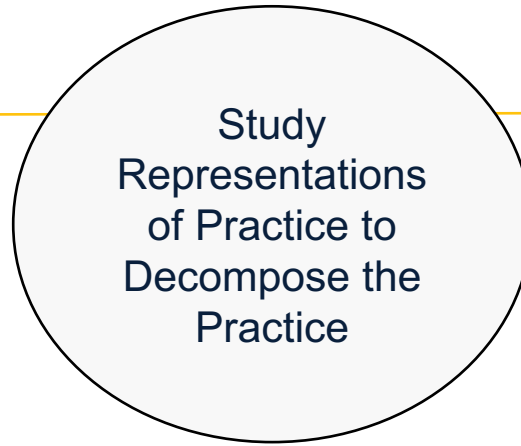
Create opportunities to “practice the practice”

Create opportunities for fieldwork, student contact, collaboration with (other) teachers

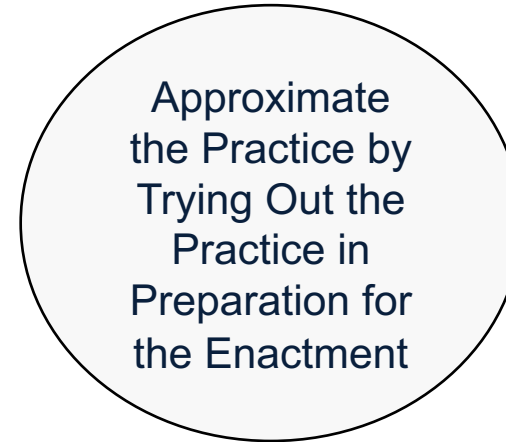
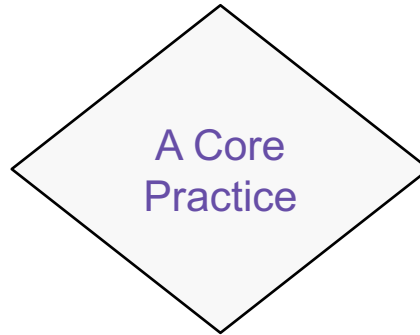


Practice-Based Learning Cycle with Practice-Based Pedagogies for (All) Teacher Educators Around a Core Practice

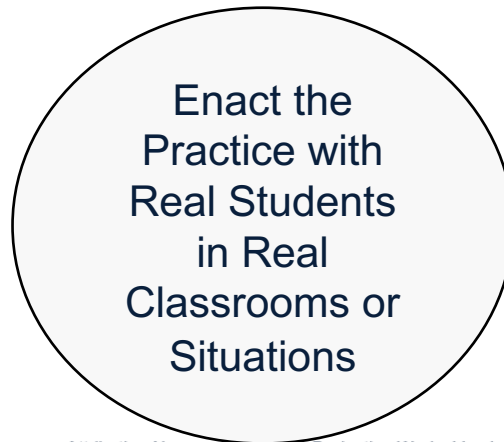
- Field-based Tasks
- Observation Debrief
- Video Analysis
- Transcript Analysis
- Student Work Analysis
- Research to Improve



- Video Studies
- Case Studies
- Transcript Analysis
- (Co-)Observation of Cooperating Teacher
- Teacher Educator Modeling



- Role Plays
- Simulations
- Student Work Assessments
- Rehearsals
- Microteaching
- Run-throughs



- Live, In-the-Moment Coaching
- Co-Teaching
- Collaborative Assessment/Data Collection
- Field-Based Tasks





Obstacles We All Face

- Staffing in the Gig Economy
- Change to Nature of Work
- Capacity within Competing Initiatives
- Little Time for Collaboration around Practice
- Time to Implementation

Overcoming Obstacles

- Identify Key Faculty, Provide Resources
- Prioritize Facetime and Doing
- Visionary Leadership and Strategic Planning
- Build Collaborative Structures, Attend to Norms and Safety, Incorporate into Work Already Being Done
- Think Incrementally