Great teachers aren’t born. THEY’RE TAUGHT.
No professionally-grounded system for teachers’ training

1. No common curriculum for the professional training of teachers—specific, professionally-agreed upon learning objectives for new or practicing teachers

2. Over 2,000 independent providers of initial teacher training, and an uncountable number of providers of professional development

3. No common standard of performance for entry to independent practice with (on) young people
   - Most licensure-level assessments focus on written assessments of knowledge rather than performance of practice
   - Others are portfolio-based, reflection-oriented, and tend to be under-detailed

4. Consequence: Primacy of personal experience; individual and idiosyncratic learning
Features of strong training for responsible practice

1. Clear specification of skills, capabilities, and qualities of performance necessary for basic independent practice

2. Detailed developmental clinical training, progressing from observing to simulations to supervised apprenticeship to supervised independent practice

3. Performance assessment of individual competence before allowing independent practice
What is TeachingWorks?

- A national organization focused on improving the standard of teaching practice, by building strong professional infrastructure for quality teaching
- Engaged in four main arenas of work:
  1. Advancing the development of a **common professional core** for teaching
  2. Creating and distributing **resources** for a comprehensive practice-based curriculum
  3. Building **training** for those who work with teachers
  4. Conducting and using **research** on teaching, on professional training and assessment of teaching, and relations to students’ learning
- Based on work done at the University of Michigan in our own programs and also in partnership with other programs and organizations
A COMMON CORE FOR TEACHING

A professionally-warranted set of basic instructional capabilities that teachers must be able to carry out effectively in order to be allowed to take independent responsibility for students’ learning.

HIGH-LEVERAGE PRACTICES
High-leverage practices . . .

1. are necessary for basic and responsible academic instruction in the Common Core State Standards
2. are fundamental to managing effectively the environment of teaching practice
3. are specific enough to be named, identified, and taught (useful for professional training and development)
4. can be assessed directly
Example:

Does this student understand?

\[
\begin{array}{c}
1 \\
15 \\
29 \\
+12 \\
\hline
56
\end{array}
\quad \begin{array}{c}
1 \\
18 \\
29 \\
+17 \\
\hline
54
\end{array}
\]
Other examples

- Being able to explain what a “real number” is in a 9th grade algebra class, to students who are still struggling with fractions
- Launching and conducting a productive discussion of a major theme in *Romeo and Juliet* in a 9th grade English class
- Being able to work on a specific reading skill with a small group in a 1st grade class, while the rest of the class is working independently on appropriate assignments
- Calling a parent or guardian on the phone and discussing a student’s progress
Why is this worth doing?

- Develop more practice-focused teacher training, including powerful materials and other resources
- Develop more consistent teacher training that will lead to greater equity in the supply of effective teaching
- Build a professionally-based licensure system
- Provide infrastructure for R&D in teaching and teacher training

IMPROVE STUDENT LEARNING
Assessments of specific teaching performances

- Useful for: diagnostically-based improvement; licensure; hiring decisions; licensure renewal and advancement
- Scored based on how well candidates use a particular practice to reach particular content-specific instructional goals
- Based on actual performance appropriate to the practice being assessed
- Conducted in real classrooms, in performance centers, through simulations (“standardized patient” or computerized); some live and some scored through records of practice
High-leverage practices (HLPs)

1. Making content (e.g., specific texts, problems, ideas, theories, processes) explicit through explanation, modeling, representations, and examples.
2. Leading a whole-class discussion.
3. Eliciting and interpreting individual students’ thinking.
4. Establishing norms and routines for classroom discourse and work that are central to the subject-matter domain.
5. Recognizing particular common patterns of student thinking and development in a subject-matter domain.
6. Identifying and implementing an instructional response or strategy in response to common patterns of student thinking.
7. Teaching a lesson or segment of instruction.
8. Implementing organizational routines, procedures, and strategies to support a learning environment.
9. Setting up and managing small group work.
10. Engaging in strategic relationship-building conversations with students.
11. Setting long- and short-term learning goals for students referenced to external benchmarks.
12. Appraising, choosing, and modifying tasks and texts for a specific learning goal.
13. Designing a sequence of lessons toward a specific learning goal.
14. Selecting and using particular methods to check understanding and monitor student learning during and across lessons.
15. Composing, selecting, and interpreting and using information from quizzes, tests, and other methods of summative assessment.
16. Providing oral and written feedback to students on their work.
17. Communicating about a student with a parent or guardian.
18. Analyzing instruction for the purpose of improving it.
19. Communicating with other professionals.