

MOVING TOWARD COHERENCE: THE DANGER OF DICHOTOMIES AND NURTURING NUANCE

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EDUCATION
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MY CHARGE: MOVING TOWARD COHERENCE

- Help us to “see” across the talks, and to move forward, in substantive ways, in constructing some **shared agreement**...to consider how to generate **cross-professional agreement**, and **what supports and infrastructures** might be needed.
- What would you argue should be common in teacher education, and what professional infrastructure are necessary to integrate this agreement coherently and consistently across the profession of teacher education? What would you argue must vary, and why? Will such variation improve equity or could it exacerbate inequality?



WHAT DOES IT MEAN TO MOVE TOWARD COHERENCE?

Cohere:

to be combined or united in a logical and effective way

Coherence:

- systematic or logical connection
- **integration of diverse elements, relationships, or values**

Coherence assumes difference

WHAT DO WE MEAN BY COHERENCE?

Coherence, the Rebel Angel:

- “coherence allows for many kinds of connectedness....Yet when educators invoke coherence – especially “program coherence” – they veer toward consistency as a proxy of worth and effectiveness....but implicit adherence to consistency brings in a lot more regimentation than we need to rise above randomness” (Buchmann & Floden, 1992).

APPROACHING DIFFERENCE

Consistency

Can push us to think in terms of **dichotomies**

- a division into two especially mutually **exclusive or contradictory** groups or entities

Coherence

Can push us to think in terms of **nuance**

- sensibility to, awareness of, or ability to express **delicate shadings** (as of meaning, feeling, or sound)

DICHOTOMIES IN OUR WORK

Either

- Practice
- Content-focused
- Skills-based teacher education
- Shakespeare (the Canon)

Or

- Theory
- Culturally relevant
- Reflection based teacher education
- YA literature

THINK, PAIR, WRITE IN THE GOOGLE DOC

Brainstorm with the person next to you some dichotomies you've noticed in teacher education and/or the grade level or content you work most closely with.

- What are the places or spaces in TE where you feel an either/or stance?
- What are the places or spaces in your content area, grade level, or focus where you feel an either/or stance?

Link to Google doc: <https://goo.gl/6xG9Ac>

WHY ARE DICHOTOMIES DANGEROUS?

Those “vying for control of the education of teachers in the United States must look past their partisan interests and put together a plan for the future of our children, taking advantage of what each vision has to offer while minimizing the negative aspects of each perspective” (Zeichner, 2003).

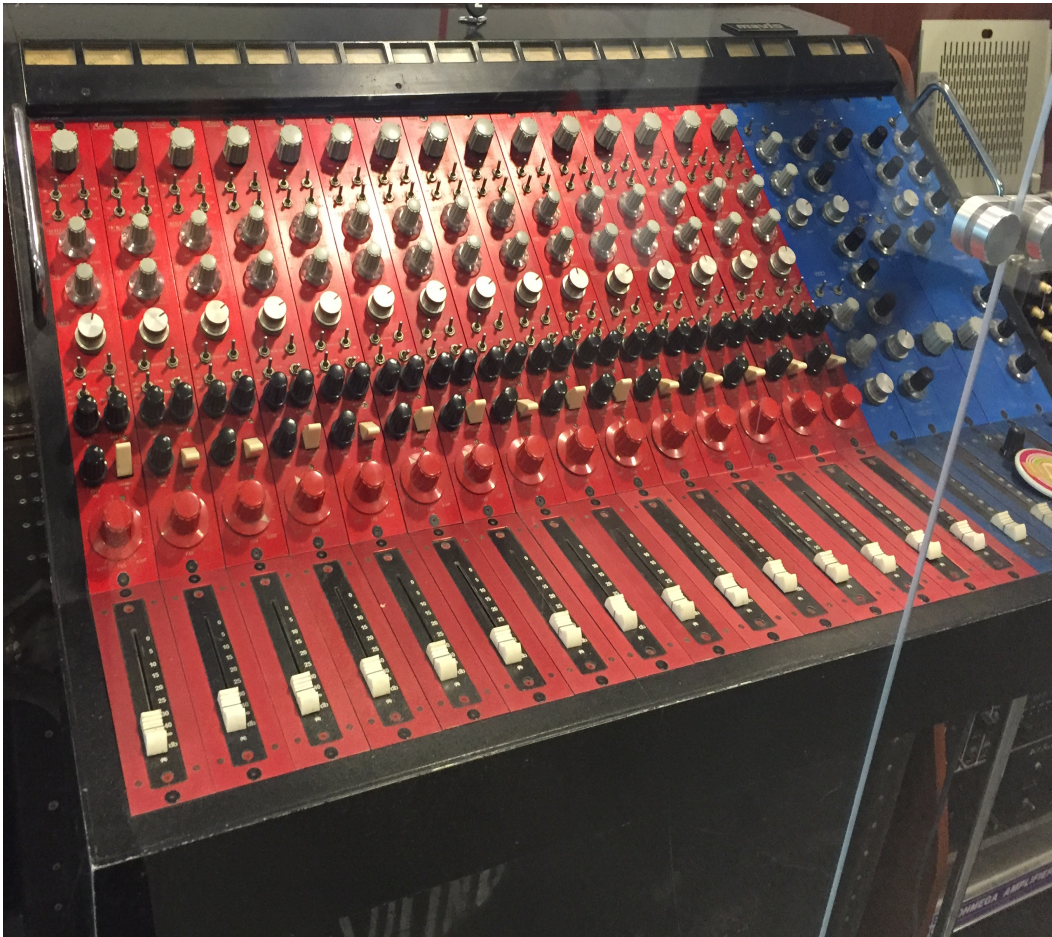
DANGER OF DICHOTOMIES

A focus on dichotomies distracts us from what's core:

- Children and their education

The outcome then is not nuanced understandings of teaching and learning, not equitable, high-quality education for all children.

INSTEAD....NURTURE NUANCE



- sensibility to, awareness of, AND ability to express **delicate shadings** (as of meaning, feeling, or sound)
- sensibility to, awareness of, and ability to work integrate in a logical fashion our understandings of teaching and learning.

MOVING TOWARD COHERENCE

Argue for nuance in our attempts to reach coherence, or an integration of diverse elements, relationships, and values.

- **What are some elements we are attempting to cohere?**
- Around what are we attempting to create coherence?
- What do we do to support each other and our students in building coherence, or making logical connections.

WHERE WE'VE BEEN...SOME OF THE ELEMENTS

- Dr. Hollins pushed us to think about the need to encourage the development of habits of mind within teacher candidates rather than solely focusing on the development of practice.
- Dr. Zembal-Saul used an example from science education to complicate the disciplinary knowledge that elementary teacher candidates need to teach well and consider what is the work of SoEs in strengthening content knowledge for teaching

WHERE WE'VE BEEN...SOME OF THE ELEMENTS

- Dr. Paris pushed us to consider the critical need to focus on teachers' ability to teach in culturally sustaining ways to support every child.
- Dr. Winn added the need for our programs to focus on restorative teacher education where we seek justice in and out of the classroom.

WHAT DID YOU HEAR? MORE ELEMENTS

Think, Pair, Write:

- What resonated with you, what stayed with you from the talks you attended? What are the elements that we need to pull together to effectively prepare teachers?

Link to Google doc: <https://goo.gl/6xG9Ac>

WHAT I HEARD AS ELEMENTS

- Developing orientations towards children
- Theory-based researched practices for teaching
- Deep, flexible disciplinary knowledge for teaching
- Valuing and edifying the identities and cultures of children
- Restorative education confronting the trauma in and out of schools as a function of race, class, gender, sexual orientation, and other sites of difference.

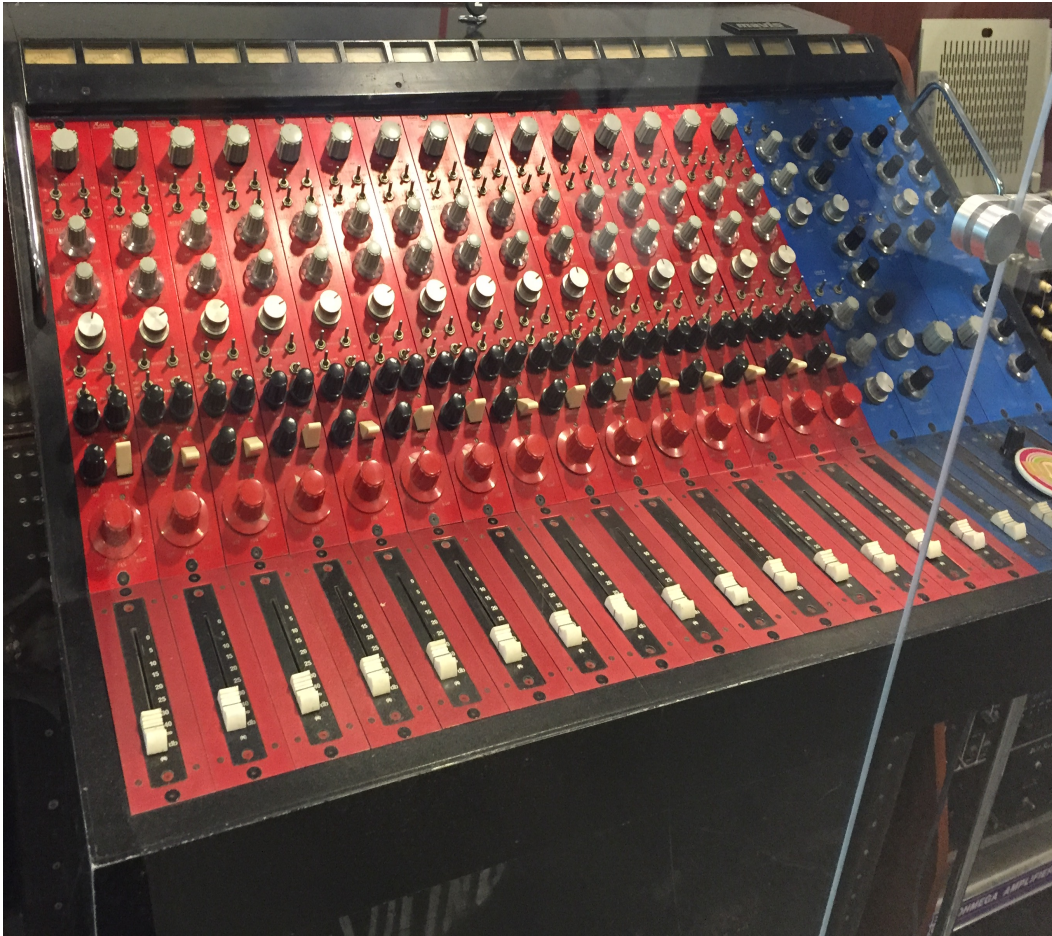


MOVING TOWARD COHERENCE

Argue for nuance in our attempts to reach coherence, or an integration of diverse elements, relationships, and values.

- What are some elements are we attempting to cohere?
- **Around what do we come together or cohere?**
- What do we do to support each other and our students in building coherence, or making logical connections.

AROUND WHAT DO WE COHERE?



All children

- Nurturing nuance for the benefit of children, for their learning and development.

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NURTURING NUANCE

- Examples of my attempts to nurture nuance in **cross-institutional collaboration** around teacher education
- Examples of my attempts to nurture nuance in **my methods course**

In order to consider what's common, what varies, and what supports and infrastructure we need to do this work.

CROSS-INSTITUTION COLLABORATION WITH OTHER TEACHER EDUCATORS

What were the elements we attempted to make coherence?

- “Discourse” vs. “discussion”
- Diffuse in small groups vs. bounded in whole class
- Talk moves vs. facilitation strategies

Around what did we cohere?

- Children and children’s ideas heard, acknowledged, developed
- Supporting students’ identities, cultures, backgrounds as pedagogically relevant, valued, useful in the space.
- Teacher development requires practice and coaching

NURTURING NUANCE

Aspects of the Practice	Local language across sites		
	Site 1	Site 2	Site 3
Taking up student ideas	Eliciting student ideas Repeating or rephrasing student ideas Marking language	Eliciting Repeat <u>Revoice</u> Reasoning Add on Marking	Repeat <u>Revoice</u> Reasoning Add on
Coordinating student participation	Making connections between ideas Posting student ideas	Add on Repeat Reasoning Wait time Turn and Talk	Add on Repeat Reasoning Wait time
Creating opportunities for student talk	Pressing for elaboration Pressing for clarification Types of questions	Inviting Eliciting Turn and Talk Adding on	Adding on Pearson & Johnson (1972) levels of questions Reasoning

- What we called the practice varied, what we called the moves that constituted the practice varied.
- How we understood the practice and the facets of the practice did NOT vary, the goals of the work did NOT vary

MOVING TOWARD COHERENCE

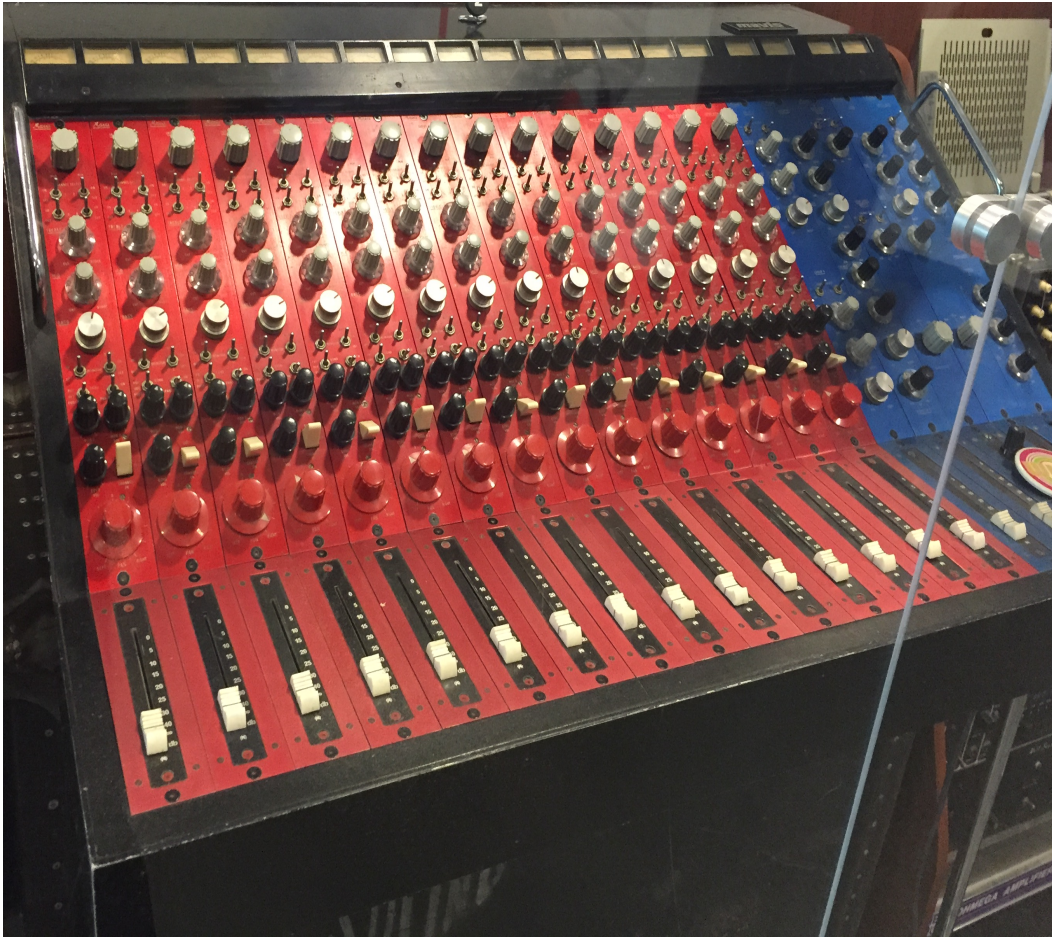
- ...**the discussion document** really talked about to the purpose of why you're doing those things, so **it really pushed me...** I would say to novices, "Why do you think I did that?" I think that that document **helped me really think even more about explicitly naming the purpose for them.** I think before, I was more implicit about that. One of the reasons I think that was because of the way it framed it out, with, "Here, you have your launch, then you have this." Then, going even further, with, "I asked that question, but then I also made all these moves under it. What was the purpose to that?"
- I'm thinking about how I'm **explicitly marking things in my teaching.** I thought I was good at that, but I think there is always work to be done in **marking things for my students so that they can see the practices.** The language has been really helpful...being intentional about marking things for them has been helpful.

OUR SUPPORTS TO REACH COHERENCE

- Time....and deadlines
- Trust...and tension
- Flexibility....and accountability

Because: children

NURTURING NUANCE



- Around whom: children
- Supports: Time, trust, and flexibility
- Process: sensibility to, awareness of, and intentionality in integrating our understandings and practices around training teachers

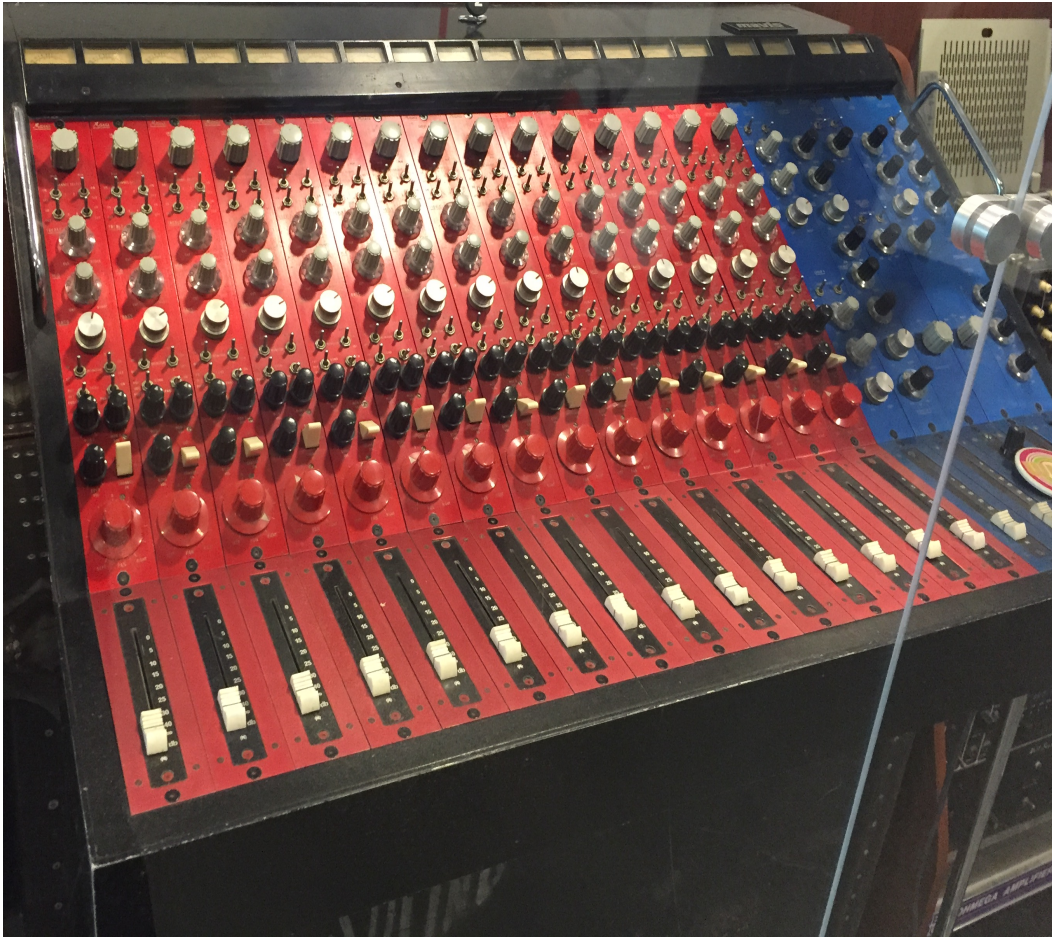
THINK, PAIR, WRITE...AGAIN

Return to the dichotomies you added to the Google doc to consider how you might nurture nuance in those spaces.

- What are ways in which you see that we could work toward nuance, toward coherence on these elements? Around what might we cohere?
- What would you need, beyond (or instead of) the things I noted, to do this work?

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NURTURING NUANCE IN MY METHODS



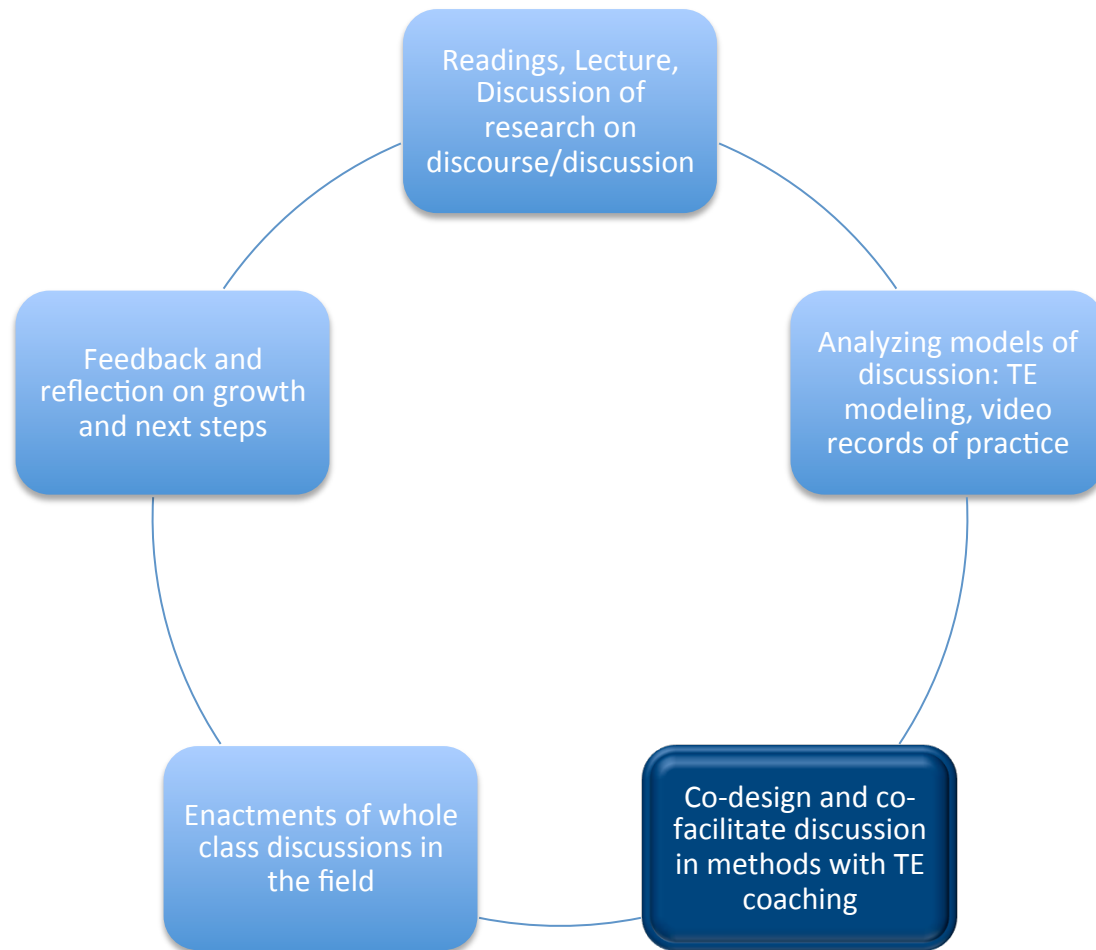
- Around whom: children as readers, writers, thinkers, speakers.
- Providing scaffolds to support coherence across understandings of children and the content.

NURTURING NUANCE IN TEACHING READING

Making explicit for teacher candidates the need to read for teaching¹. This type of reading means considering:

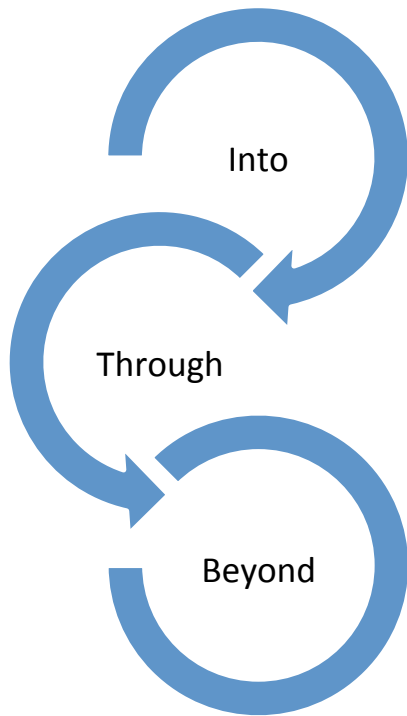
- the techniques of craft and convention that writers use,
- the skills and strategies readers need to make sense of these moves, and
- **ways to help young people** attend to and use those skills and strategies.

NURTURING NUANCE IN FACILITATING DISCUSSION



THE WORK OF FACILITATING DISCUSSIONS

Preparing



Facilitating

Press (Eliciting Student Ideas)

- Teacher or student responds to a comment in order to ask for elaboration, clarification, or evidence.

Revoicing/Extending

- Teacher or student restates another person's claim, checking to confirm, in order to verify understanding, summarize, or supply academic language

Post

- Teacher focuses students on what a peer has said in order to respond, elaborate that thought or idea.

Some language

What in the text makes you think...?

Can you say more about what you mean by ...?

What I am hearing you say is ... That makes me think X.

Who can add onto X's point?
Adding onto X's point...

NURTURING NUANCE IN FACILITATING DISCUSSION

Learning Goals			
<p>Learning For Discussion</p> <p>What norms for discussion do you want to set and/or maintain? What will you do to facilitate this in the discussion?</p>	<p>Referring to evidence from texts and other research on the topic or issue (CCSS 11-12, SL 1.a.) Work with peers to promote civil, democratic discussions (CCSS11-12, SL 1.b) <i>This will take the form of waiting for a person to finish before beginning to speak, and stating clearly why you agree/disagree with a person's IDEA citing evidence for that agreement/disagreement.</i></p>		
<p>Learning With Discussion</p> <p>What knowledge do you want them to demonstrate? What big ideas do you want them to grapple with?</p>	<p>Analyze the impact of specific word choices on meaning and tone (CCSS 11-12, RL 4) Analyze the development of freedom and relationship in Story of An Hour (CCSS 11-12, RL 2)</p>		
Question Type	Initial Questions that you will pose to begin and move along the discussion?	What kinds of responses do you anticipate that students will give?	What questions will you use to press on students responses?
What questions will support students in demonstrating knowledge ?			
What questions will support students in synthesizing the knowledge of the text, context, etc?			
What questions will support students in grappling with big ideas ? [Think of these as questions that go beyond the text]			

DEBRIEFING THEIR APPROXIMATIONS

- Each group selected a passage and designed a plan to get the class into, through, and beyond a discussion of the passage utilizing the three facilitation strategies we'd discussed earlier.
- Clip of students debriefing after their groups facilitated and participated in these peer-led discussions around selected passages of Frederick Douglass' narrative.

AS YOU WATCH...

- What elements of facilitating discussions are they surfacing?
- What are they noticing about the work of facilitating discussions?
- Are they working to make coherence? How? Around what?
- Do you see coherence with my cross-institutional work?

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AROUND WHAT DOES IT COHERE?

“We began planning for our (co-facilitated) discussion unsure of how to anticipate student answers. We knew we had to make a lesson plan, but discussion is based off of student responses, and initially we couldn’t figure out how we could plan for the unplanned. It occurred to us that **we needed to think about our classmates and how well we knew them as people and as students.**”

AROUND WHAT DO WE COHERE?

- In reflection, I think I should've **given the students more of that platform.** I was a large contributor to the discussion, and I think the students could have gotten more out of the discussion if it were **more student centered and response-driven.** I don't think I was *unhelpful*, but I certainly could have been more of a facilitator and less of a contributor.

BECAUSE: CHILDREN

- In planning a unit, I discovered how absolutely necessary it is to know your students. You may be able to just “wing” a lesson or two, but you can’t “wing” a unit. **Every decision you make revolves around the students: what do they need from you, what do they already have, where can they go from here?**
- Education 440’s ability to support my self-efficacy, my self-esteem, and my personal expectations was so meaningful that it produced, within me, a salient paradigm shift. This paradigm shift... **reestablish[ed] a complete focus on the entire purpose of my education—the lives, happiness, care, and education of children.**
- **Through this process, I have come to understand that it is, first and foremost, about the students.** Our job as educators is to **prepare students for the demands of our content matter, but it is more about getting student to access information and leverage it in ways that are important to them, and allow them to access the pressing matters that they deal with in the world today.** Analyzing diction in a piece of writing is a content based skill that is important to have and understand, however it is vital in the real world in thinking about how you present and speak to others depending on the audience and context.

BECAUSE: CHILDREN

Teaching students the skills necessary to be a productive and functioning member in society is so vital and critical especially when thinking about what is going on in the world and what students are being asked to do in college and beyond. **We want to help students** analyze and question things, work through text-reader interactions, respond respectfully and thoughtfully to writing and dissenting opinions, etc. We want students **to work through these tricky and uncomfortable issues through literature in the safe confines of the classroom first, so then they are able to make an impact on anything and everything students hold near and dear to their hearts.** That was my goal in the unit and that is where I am at today in my journey as an educator.

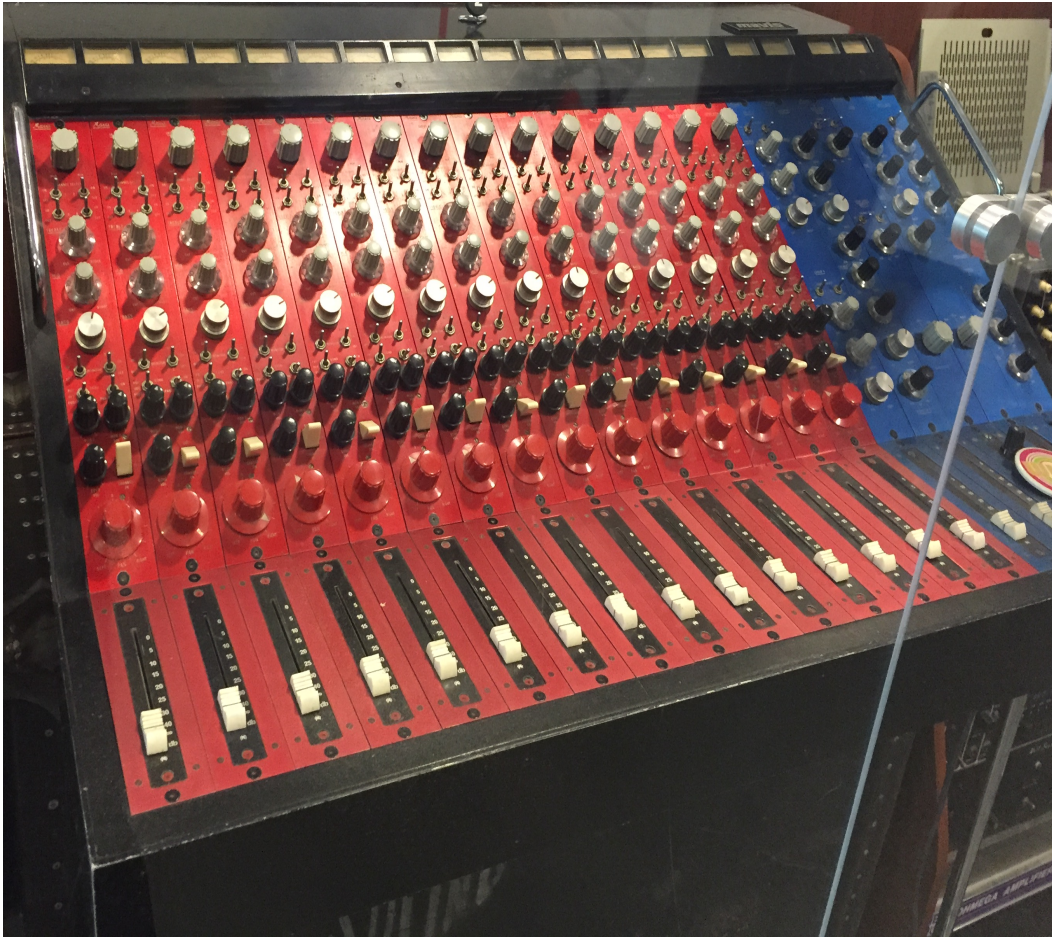
GOOGLE DOC...LAST TIME!

With your partner or group, consider what scaffolds are needed for beginning teachers to build coherence?

§What kinds of structures or scaffolds might you provide within your course(s) or program to support beginning teachers in building coherence, in nurturing nuance around the differences that are inherent in our work.

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IN CLOSING...NURTURING NUANCE



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IN CLOSING...SUPPORTS

- Time....and deadlines
- Trust...and tension
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BECAUSE: CHILDREN

THANKS AND ACKNOWLEDGEMENTS

- EDUC 440 students
- U-M colleagues
- Core Practices Consortium colleagues
- Teacher Education colleagues and former students at Stanford

DISCOURSE/DISCUSSION