

High-Leverage Practices for Competent Beginning Teaching

Francesca Forzani

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Two propositions

1. Knowing content and caring about children is not sufficient for teaching effectively: What teachers are able to do with they know and care about is what matters.
2. Competencies are different from principles that guide instruction or standards that provide general benchmarks for good practice: To be effective in teacher training, they should be specific and assessable.

High-leverage teaching practices

- Core capabilities of the work of teaching
- “Best bets” about about the skills vital to helping children learn, and to promoting equitable opportunities and outcomes
- What teachers actually do in the classroom, making use of what they know about academic content and student needs, and attending to the ethical obligations of the profession

What might be required for entry to teacher education?

- Deep interest in other people's thinking and ideas
- Belief in the ability of all children to learn
- Goal orientation and basic organizational skills
- Basic communication skills

What competencies might be expected in more advanced practice?

- More sophisticated versions of the high-leverage practices; e.g., ability to support students not only in contributing to whole-class discussions but in leading their own discussions
- Diagnosing complex problems of student learning
- Creating precise and appealing visual displays
- Designing major curriculum units or assessments at the school or district level
- Teaching a multi-grade class



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info@teachingworks.org

fforzani@umich.edu

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



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