

(HOW) CAN THE PROFESSION SPECIFY STANDARDS OF *PRACTICE* -- NOT JUST KNOWLEDGE -- FOR ENTRY TO TEACHING?

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UNIVERSITY of MICHIGAN SCHOOL of EDUCATION

THE QUESTION FOR OUR PANEL: (HOW) CAN WE SPECIFY STANDARDS OF PRACTICE FOR ENTRY TO TEACHING?

- What professional standards should be common for teacher preparation?
 - What professional standards must vary, and why?
 - How can we best balance diversity versus what must be common?
 - What professional infrastructure is necessary to achieve agreement coherently, consistently, and equitably across the profession of TE?
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PERSPECTIVES

- Deborah Loewenberg Ball, University of Michigan
- Sharon Feiman-Nemser, Brandeis University
- Diana Hess, University of Wisconsin
- Leslie T. Fenwick, Howard University
- Aida Molina, California Collaborative for Educational Excellence

A collaborative conversation

- Please submit your questions and comments to this shared Google document:

<http://tinyurl.com/TWpanelcomments>




WHAT PROFESSIONAL STANDARDS SHOULD BE COMMON IN TE?


*Specific practices, skills or
knowledge particular to teaching*

Sharon Feiman-Nemser:

What specific practices, skills or knowledge should be common in teacher education for beginning teaching?

- A. Core planning practices
 - B. Core interactive teaching practices
 - C. Core assessment practices
 - D. Relationship building practices (students, families)
 - E. Learning to teach practices
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Sharon Feiman-Nemser: **Some specific examples**

1. Design lessons and sequences of lessons around worthwhile learning outcomes (A).
 2. Develop respectful relationships with students and convey a belief in their capacity to learn (D)
 3. Establish expectations for student work, participation and behavior (B).
 4. Explain and illustrate core concepts and strategies in ways that are understandable to diverse learners (B).
 5. Elicit and develop students' ideas and thinking (B).
 6. Use evidence of student learning to inform planning and assess teaching (C).
 7. Invite and use feedback to develop and improve one's teaching (E).
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Aida Molina:

What specific practices, skills or knowledge should be common in teacher education for beginning teaching?

- Know their students, *you can't teach the child you don't know.*
 - Identify academic strengths and learning gaps
 - Identify social-emotional needs
- Collaborate to determine the guaranteed and viable curriculum
- Plan with intentionality (*what do I want my students to know and be able to do?*)
- Assess the daily learning (*how will I know the students learned it?*)
- Use data to plan next steps (*intervention and enrichment*)
 - Disaggregate student data by ethnicity and determine your added value
- Know their impact through self-reflection
- Welcome error, feel safe to learn and try new things
- Be direct, influential and compassionate

Diana Hess:

What specific practices, skills or knowledge should be common in teacher education for beginning teaching?

- Imagine a novice high school teacher assigned to teach a “best case scenario” government course to 11th and 12th graders. The course is required; non-tracked; in a school with racial, SES, and political diversity.
- Knowledge teacher needs: Solid (not in-depth) understanding of the content (key facts, core concepts and processes, important issues, etc.), skills, and dispositions that students should develop in such a course AND a solid understanding of research-based teacher practices that support learning.

Diana Hess:

Learning About the 14th Amendment

- Knowledge: History and meaning of the 14th amendment to the U.S. Constitution, especially the concepts of equal protection and substantive due process.
- Practices/Skills: Understanding how students learn concepts, when concept formation is needed (instead of concept telling), and how to execute both approaches.

Diana Hess: Learning About Controversial Political Issues

- Knowledge: How to determine which “open” controversial political issues are important for students to learn/deliberate, a solid understanding of the issue, and the ability to locate and evaluate curriculum materials on the issue.
- Practices/Skills: Understanding of research-based teaching practices that help students learn/deliberate issues (such as Structured Academic Controversy) and the ability to execute them.

Leslie T. Fenwick:

What specific practices, skills or knowledge should be common in teacher education for beginning teaching?

- Build respectful, caring, inspirational and generative relationships with students, fellow teachers, principal and parents
- Exemplify the core belief that if students are taught well, they will meet all academic standards. When students fail, exhibit a willingness and ability to interrogate and recalibrate subject area content, teaching methods, and the ways in which students were assessed.
- Demonstrate the intellectual curiosity and discipline necessary to pursue deep subject area knowledge, and possess the ability to build a powerful and expansive learning environment
- Utilize a “cultural eye” and exhibit commitment to learning the language and/or cultural history of students (and utilize the language and/or cultural history in what is being taught)
- Possess an ability to translate for students what they know into what they are learning and how it will be tested
- Exhibit a keen understanding of human development theory and be able to apply it to the education and socialization of children.




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WHAT SHOULD VARY – AND HOW MIGHT THAT VARIANCE AFFECT EQUITY?

Sharon Feiman-Nemser:

What specific practices, skills or knowledge particular to beginning teaching must vary, and why?

1. Subject matter knowledge for teaching – generalists versus specialists
 2. Teaching diverse learners – what to learn before teaching and what to learn on the job?
 3. Contextual knowledge – are we preparing teachers for known or unknown contexts?
 4. Self-knowledge – depends on socio-cultural background of teachers
 5. Relationship between preparation and induction – varies with pathway to teaching
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Aida Molina:

What specific practices, skills or knowledge particular to beginning teaching must vary, and why?

- The teaching profession must commit to educational equity and access
- Commit to disaggregating your data by student groups
 - Ethnicity
 - Gender
 - Educational track (special education / general education)
 - Primary language (English learner, RFEP, English Only)
- Tailor instructional practices to respond to student diversity as expressed in the data patterns
 - Does your data show achievement gaps/opportunity gaps?
 - Provide more time to learn and additional resources for students who are not meeting standards

Diana Hess:


What specific practices, skills or knowledge particular to beginning teaching must vary, and why?

- Knowledge and practices/ skills should vary depending on what age/ subject(s) the teacher is being prepared to teach.

Example: Knowing how the nature and range of students' political views should influence teacher practice is important in a government class, probably less so in a calculus class.

Example: The decision a teacher makes about whether to share her own political views during a class discussion of a controversial political issue is often (rightly) influenced by the age of the students.

Diana Hess: What Should NOT Vary?

- Skills to communicate effectively with parents.
Example: Teachers should learn at least basic Spanish if most of their students' parents are Spanish speakers who do not speak English.
 - Understanding of contemporary research from learning sciences about the importance of engagement and emotions in learning.
 - How to communicate (explicitly and implicitly) to students that you believe they can learn.
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Leslie T. Fenwick:

What specific practices, skills or knowledge particular to beginning teaching must vary, and why?

- The practices, skills and knowledge should not vary. Each should exist and be observable across school-community contexts.

TALKING ACROSS CONTEXTS AND PERSPECTIVES

- What *practices, skills or knowledge* for teacher preparation must vary? Why?
- How much variation in the answers can/should there be? Why?
- What are the greatest challenges in our contexts with respect to holding ourselves professionally accountable for the preparation of beginning teachers?

OPENING IT UP

What questions do **you** pose to these perspectives about this topic:

(How) Can the profession specify standards of practice (not just knowledge) for entry to teaching?

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



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