



# High Leverage Practices as a Tool for Teaching and Teacher Education

CEEDAR/IRIS Convening



# High Leverage Practices as a Tool for Teaching and Teacher Education

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# Defining Quality Teaching

- ❑ The problem of common language
- ❑ The challenge of specification
- ❑ The challenge of context
  - Subject matter
  - Grade level
  - Student demographics- language, ethnicity, special education status
  - School context

# The Search for High Leverage Practices

In 1975, Dan Lortie...argued that the absence of a “common technical vocabulary” limits the ability of novices to access a preexisting body of knowledge regarding teaching. More than 30 years later, the field still lacks a framework of teaching, with well-defined common terms, for describing and analyzing teaching, and researchers, as well as novice teachers, suffer the consequences.

Grossman & McDonald, 2008

# Languages of Practice in other Professions

Nursing  
Intervention  
Classification

Electrolyte  
Management

Airway  
Management  
Invoking Humor

Clinical  
Psychology

Developing  
therapeutic  
relationships  
with clients

Expressing  
empathy

Responding to  
resistance



# High Leverage Practices

- ❑ Research based
- ❑ Central to the daily work of teaching
- ❑ Central to supporting student learning
- ❑ Fundamental to developing other, more complex practice
- ❑ Underlie different curricula & approaches to teaching



# High Leverage Practices

- ❑ Isolated skills/ techniques
- ❑ Divorced from knowledge/ judgment
- ❑ The end goal of preparation or professional development



# Examples of High Leverage Practices in Teaching

- ❑ Modeling cognitive processes for students
- ❑ Teaching clear strategies for engaging with academic tasks
- ❑ Providing specific feedback that moves student learning forward

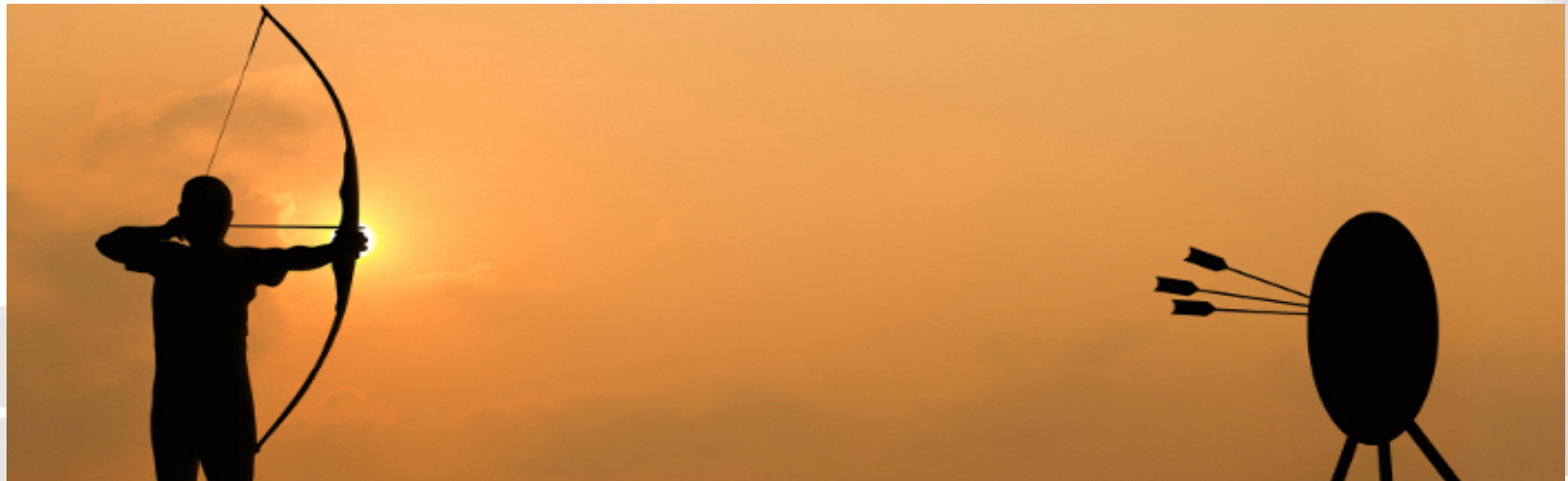


# Examples of High Leverage Practices in Teaching

- ❑ Connecting current academic content to students' prior knowledge
- ❑ Communicating clearly about student progress with a parent or guardian

# Challenges in Identifying HLPs?

- ❑ How do we “know” something is an HLP?
- ❑ What evidence do we use?
- ❑ Differential leverage for different goals



# One set of HLPs?

- ❑ Consensus across education?
  - Case of explicit instruction
  
- ❑ Leverage may vary by....
  - Students
  - School context
  - Content of instruction

# Key Ideas

- ❑ Practices are learnable
- ❑ Teachers can continue to develop their craft around these practices
- ❑ Improving practice requires opportunities
  - To see multiple examples of these practices
  - To try out these practices multiple times
  - To get feedback on practice

# Practice-Based Teacher Education

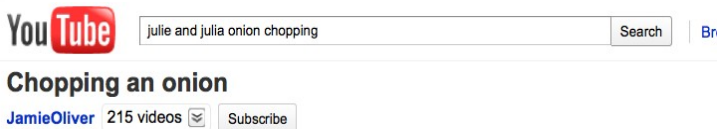
- ❑ Competency-based teacher education
- ❑ Entirely field-based education
- ❑ Technique divorced from theory



# Practice-Based Teacher Education

- ❑ Opportunities to develop principled practice
  - Integration of theory & practice
  - Development of adaptive expertise
  
- ❑ Strong connections to schools
  - Schools as sites for teacher learning
  - Teachers as partners in teacher education
  
- ❑ Identification of core practices for initial teaching
  
- ❑ Multiple and extended opportunities to develop practice

# How do We Teach HLPs?



- ❑ Representation:  
Observation of skilled performance
- ❑ Decomposition:  
Unpacking complex practice
- ❑ Approximations:  
Rehearsals &  
Deliberate practice

# Representations of Practice

- ❑ Multiple representations of teaching in TE
  - Field experience
  - Videos of teaching
  - Model lessons in TE

- ❑ Questions
  - What aspects of teaching are visible?
  - What aspects of teaching are invisible?

**of Their Minds: Capitalizing on the Oral Tradition of My African American Students**  
**CLASS ANATOMY**

**YVONNE DIVANS HUTCHINSON**  
 KING-DREW MEDICAL MAGNET SCHOOL  
 LOS ANGELES, CA

**Context and Reflections**

- Thinking with Text
- Project Snapshot
- Teaching Context - School and Students
- Video: What audiences of the work should know about teaching, and the journey to develop the approach.
- Narrative: Where I Begin/Where I Begin







**Materials and Strategies**

- Strategies for Promoting Literate Discourse
- Question-Answer Relationships • Student Response S
- Anticipation Guide
- Timeline: Signature Prompt
- Class Scribe Prompt • Class Scribe Work Sample
- Informal Reading Assessment

**Video:**  
[Enter class session](#) (2 hours)  
[Enter reflective interview](#) (1 hour)

**Class Anatomy Timeline**

**Class Session: June 2002**

What happens here:	Class Anatomy Timeline	Where they go:
<p><b>1. Engaging in Small Group Discussion</b></p>  <p>He expects to see as evidence of students discuss a memoir by "Call to Assembly," (4:00)</p>	<p><b>2. Describing the Previous Day's Work</b></p>  <p>Class scribe for the previous day, delivers his lively and humorous narrative of the class activities for that day. At the end of the report, his peers evaluate both the report and his delivery. Daily class scribe reports and related instructional materials or handouts are kept in a Class Notebook in the classroom. (3:03)</p> <p><a href="#">View the Class Scribe Prompt</a> or another student's <a href="#">Class Scribe Work Sample</a></p>	<p><b>3. Engaging in Small Group Discussion</b></p>  <p>Responding to teacher's directions to honor diverse choices of discussion partners, students meet in small groups to share their responses to the Anticipation Guide to Assembly." (6:03)</p>
<p><b>4. Reflecting on the Impact of Diversity, Race, and Language on Discourse</b></p>  <p>Students are passionately about leaders from African American and Hispanic communities and the impact of their efforts on effecting change. She ends her talk about the impact of Black and Hispanic gangs and the impact of their efforts on effecting change. (3:41)</p>	<p><b>5. Making Explicit Reference to the Text</b></p>  <p>Gladis begins the discussion of a pivotal moment in the text, questioning the use of the perjorative "N" word. Tiffany shows discernment in her analysis of the ten year old Ruff's motive in quitting his job. Other students voice their ideas, and the conversation culminates with Ashlan sharing her knowledge of sign language. (3:41)</p>	<p><b>6. Reflecting on the Impact of Diversity, Race, and Language on Discourse</b></p>  <p>Dejean, Andrea, Tiffany reveal how the requirement for diversity in their classroom interactions not only resulted in new friendships, but resulted in new friendships.</p>



# Decomposition of Practice

- ❑ Breaking complex practice into its constituent parts for the purposes of teaching and learning
- ❑ Relies on a grammar of practice”
  - “Naming of parts”
- ❑ Identifies components that are integral to practice and can be improved through targeted instruction

# What Could Decomposition Look Like?

<https://www.youtube.com/watch?v=FeKeM7J0PrE>

# Towards a Language of Practice

- ❑ Classroom Assessment Scoring System (CLASS)
- ❑ Reliable classroom observation protocol used in research and professional development (Allen et al., 2011; Hamre & Pianta, 2009)
- ❑ Scales that measure aspects of quality teaching- mapped onto core competencies and VDOE standards for professional practice

# Towards a Language of Practice

## The CLASS

Teacher-Student Interactions

Emotional Support

Classroom Organization

Instructional Support

# Productivity

Productivity considers how well the teacher manages instructional time and routines so that students have the maximum *instructional* time. This scale is intended to capture the degree to which instructional time is effectively managed and down time is minimized for students; it is not a code about the quality of instruction or activities or student engagement.

	Low (1,2)	Mid (3,4,5)	High (6,7)
<b>Provision of activities</b>	The teacher does not provide clear tasks for students.	Most of the time there are clear tasks for students but learning time is not consistently maximized.	The teacher consistently provides clear tasks for students and time for learning is maximized.
<b>Routines</b>	There is no evidence of clear, established classroom routines.	Some classroom routines are clearly in place, but there are also times of uncertainty and disorganization.	The classroom resembles a “well-oiled machine” where everybody knows what is expected of them and how to go about doing it.

# Towards a Language of Practice

- ❑ Specific dimensions/practices introduced in coursework
- ❑ Examples of high and low quality practice
- ❑ Used to assess candidates in field
- ❑ Lens for observing and reflecting on practice
- ❑ Shorthand for sharing the work of teaching

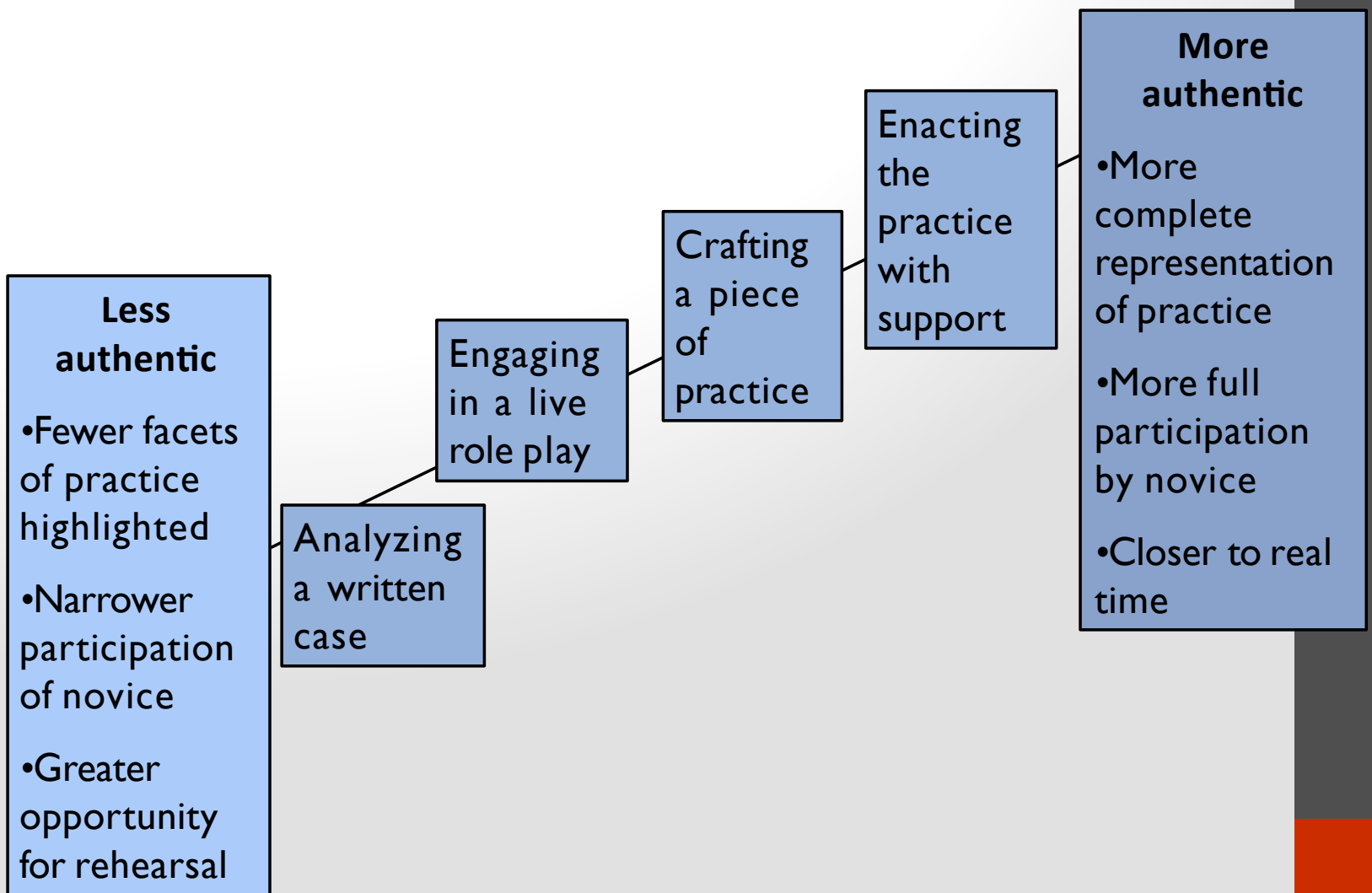
# Approximations of Practice

- ❑ Opportunities to try out new instructional routine and core practices in a safe setting
- ❑ Opportunities for novices to enact certain parts of practice in a setting removed from full complexity of practice
  - Deliberate practice in the university classroom
    - ✓ Use of simulations in medical education
    - ✓ Role plays of therapy in clinical psychology
    - ✓ Moot court in law schools

# Practice for Learning

- ❑ Repeated exercise in or performance of an activity or skill so as to acquire or maintain proficiency in it
  - (Oxford English Dictionary)
  
- ❑ “**Deliberate practice** includes activities that have been specially designed to improve the current level of performance.”
  - 10,000 hours to develop expert level
  - (Ericsson, Krampe, & Tesch-Romer, 1993)





# Deliberate Practice in Teacher Education



# Questions?



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