



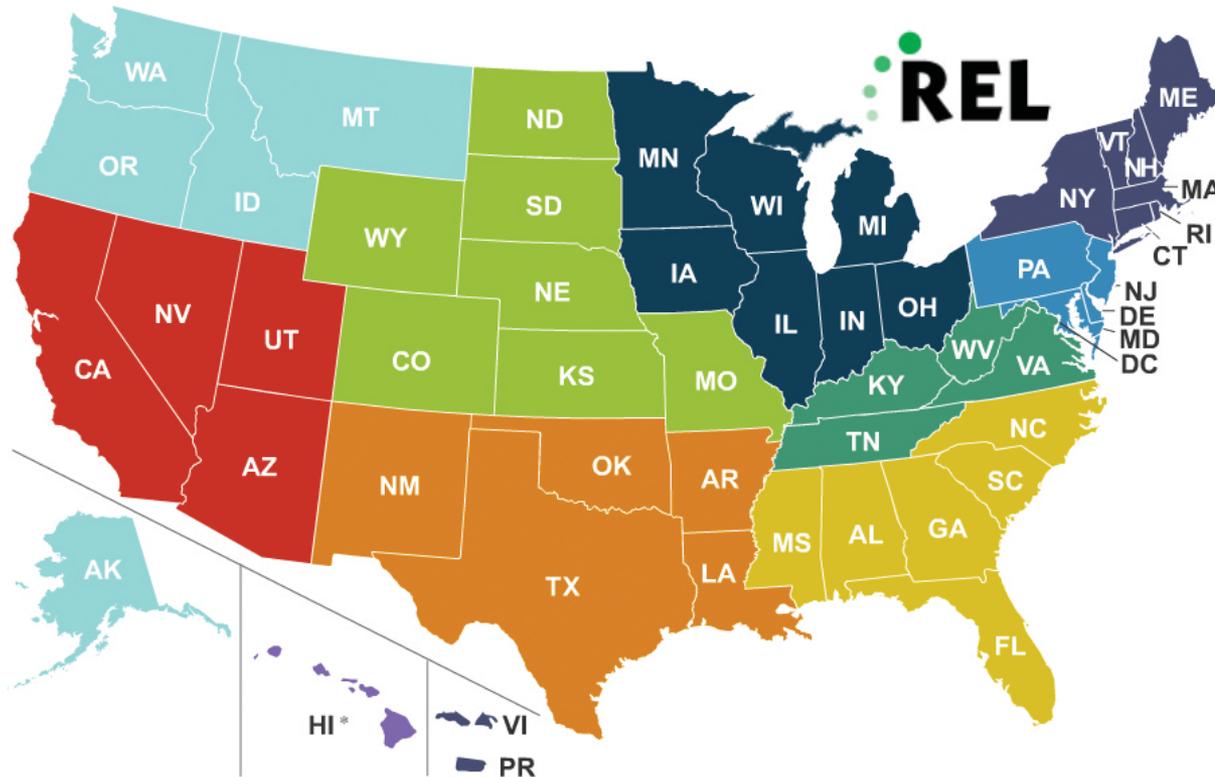
A well-prepared teacher: Aligning K–12 and higher education expectations

October 23, 2018



Welcome and introductions

Regional Educational Laboratories



- | | |
|--|--|
| ■ Appalachia | ■ NW |
| ■ Central | ■ Pacific* |
| ■ Mid-Atlantic | ■ SE |
| ■ Midwest | ■ SW |
| ■ NE & Islands | ■ West |

* The Pacific Region contains Hawaii, pictured on the map, and American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, & Yap), Guam, the Republic of the Marshall Islands, & the Republic of Palau, not pictured on the map.

REL Midwest states



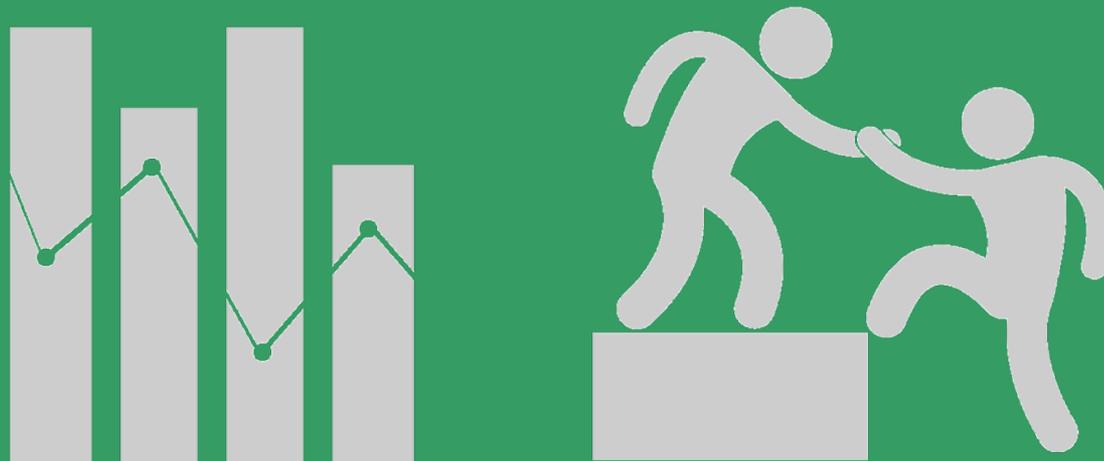
Who does REL Midwest work with?

**School districts, state
education agencies,
and other educational
organizations in
Illinois, Indiana, Iowa,
Michigan, Minnesota,
Ohio, and Wisconsin**



What does REL Midwest do?

Applied research, technical support, and engagement activities to help partners understand research and evidence.



Why does REL Midwest do this work?

To solve practical problems and advance fundamental understanding of education challenges and processes.

How does REL Midwest do this work?

REL Midwest conducts its work through collaborative research partnerships with stakeholders in Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin.

To address the priorities and interests of these states, REL Midwest supports five research alliances and a networked improvement community, as well as emergent partnerships.

Types of support REL Midwest offers



Applied research studies that address partnerships' research questions



Events that support the dissemination and understanding of existing research



Workshops that support the use of data and research



Coaching that supports the use of data and research



Technical support such as survey, interview or observation protocol development, literature reviews, or tool development



Reviews of studies and interventions to determine level of evidence to support ESSA implementation



Ask-A-REL annotated bibliographies produced in response to stakeholder questions



Partnerships

5 research alliances

- Midwest Alliance to Improve Teacher Preparation
- Midwest Achievement Gap Research Alliance
- Midwest Career Readiness Research Alliance
- Midwest Early Childhood Education Research Alliance
- Midwest Alliance to Improve Knowledge Utilization

1 networked improvement community

- Iowa Learning and Technology Networked Improvement Community

Michigan Department of Education

- *Top 10 in 10 Years Goals and Strategies*
- **Goal 3:** Develop, support, and sustain a high-quality, prepared, and collaborative education workforce.



Agenda

Time	Session/Activity
1:00–1:10 p.m.	Welcome and Introductions
1:10–1:15 p.m.	Review of Meeting Materials and Goals
1:15–1:40 p.m.	Session I: What We Need to Know From the Research: Qualities and Competencies That Novice Teachers Need to Succeed
1:40–2:30 p.m.	Session II: From Research to Practice: Efforts From Educator Preparation Institutions
2:30–2:40 p.m.	Break and Networking
2:40–3:30 p.m.	Session III: From Research to Practice: Efforts From K–12
3:30–4:00 p.m.	Facilitated Table Discussions
4:00–4:15 p.m.	Share Out
4:15–4:30 p.m.	Wrap-Up and Closing Remarks

Learning objectives

1. Understand the current research on qualities and competencies necessary for novice teachers to be successful in the classroom.
2. Be made aware of efforts under way with MDE, educator preparation institutions, and K–12 schools in Michigan to identify and reach consensus on key qualities and competencies for new teachers.
3. Discuss strategies to achieve these shared expectations for new teachers at the state, K–12, and higher education levels.





What we know from the research: Qualities and competencies that novice teachers need to succeed

Natalya Gnedko-Berry, REL Midwest

Paula Lancaster, PhD, GVSU

October 23, 2018





Why new teachers?

Retention

On average, 17% of new teachers leave the profession in 5 years.

Instability

Teacher turnover creates instability for students and schools.

Cost

Replacing teachers inflicts a financial burden.

**What helps new
teachers succeed?**



Teacher prep



PK-12



Teacher preparation





Teacher preparation

- **Instructional delivery**

For example, knowledge of subject matter, pedagogy, differentiation, lesson planning.



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- **Classroom management**

For example, behavior management, classroom procedures.



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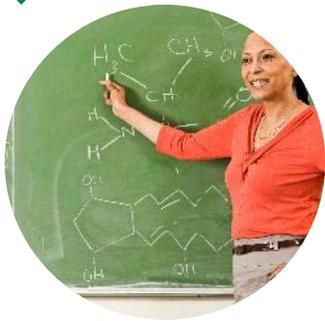
For example, formative and summative to provide feedback and plan instruction.

- **Personal and professional dispositions**

For example, attitudes and beliefs about learning, ability to develop positive relationships.

PK-12 supports

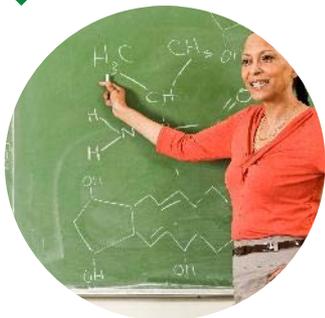




PK–12 supports

- **Mentorship**

Access to experienced mentors during early teaching years is associated with greater retention.



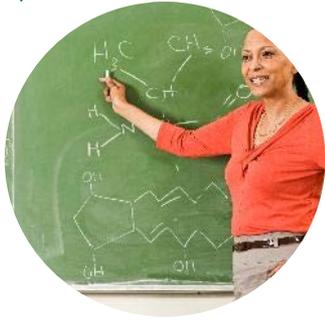
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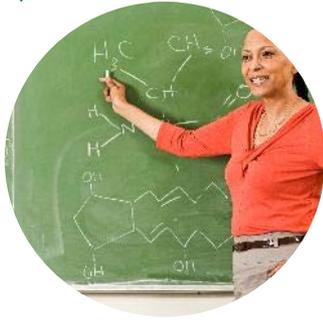
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- **Supportive principal**

For example, principal's vision for the school, instructional leadership, support, and guidance.



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For example, principal's vision for the school, instructional leadership, support, and guidance.

- **Incentives**

For example, financial, such as bonuses and tuition reimbursement; access to housing; child care.

Teacher Prep



PK-12



Thank you

Natalya Gnedko-Berry, Senior Researcher

REL Midwest

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Supporting beginning teachers

Paula Lancaster, PhD

Grand Valley State University



By the numbers...

- Having a moderately effective to highly effective teacher has academic and financial implications.
- One year with a moderately effective teacher can increase the lifetime earnings of an individual by \$11,000.
- A classroom of 25 students = 275,000.
- Ten years of teaching = 2,750,000; 10 teachers = 20,750,000.

(Hanushek, 2011)

(Sanders, & Rivers, 1996)

Four categories of teacher competencies

- 1. Instructional delivery.**
- 2. Classroom management.**
- 3. Use of assessment.**
4. Personal and professional dispositions.

Four categories of teacher competencies

1. Instructional delivery

- Differentiation.
- Lesson planning.

2. Classroom management

- Behavior management.
- Classroom procedures.

3. Use of assessment

4. Personal and professional dispositions.

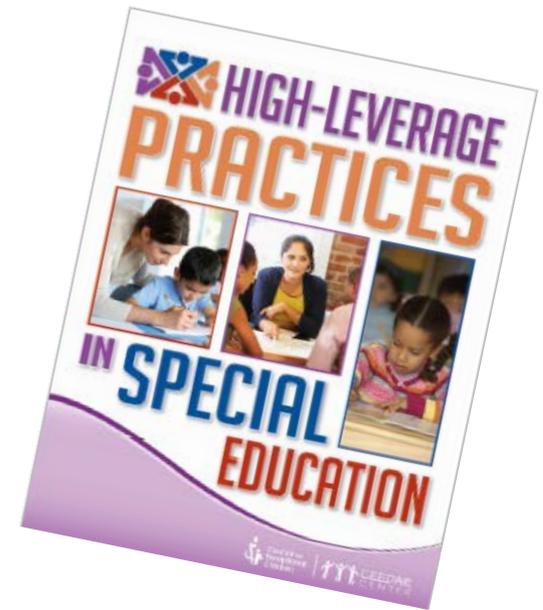
High-leverage/core practices

- Basic fundamentals of teaching.
- The foundation of advanced teaching skills.
- Used regularly and consistently by teachers.
- Critical in helping students learn content or skills.
- Used across content areas, grade and developmental levels, and contexts.
- Fundamental to many different curricula or approaches to teaching.



Council for Exceptional Children (CEC) and Collaboration for Effective Educator Development (CEEDAR) Center high-leverage practices (HLPs)

- What every special educator needs to know on Day 1!
- 22 HLPs
 - Collaboration.
 - Assessment.
 - Social/emotional/behavioral.
 - Instruction.



Special education HLPs

- **Collaboration.**
 - For example, collaborate with families to support student learning and secure needed services.
- **Assessment.**
 - For example, use student assessment, analyze instructional practices, and make necessary adjustments that improve student outcomes.
- **Social/emotional/behavioral.**
 - For example, provide positive and constructive feedback to guide students' learning and behavior.
- **Instruction.**
 - For example, use strategies to promote active student engagement.

High-leverage Practices – General Education

TeachingWorks at the University of Michigan (TeachingWorks.org)

1. Leading a group discussion.	11. Talking about a student with parents or other caregivers.
2. Explaining and modeling content practices and strategies.	12. Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction.
3. Eliciting and interpreting individual students' thinking.	13. Setting long- and short-term learning goals for students.
4. Diagnosing particular common patterns of student thinking and development in a subject matter domain.	14. Designing single lessons and sequences of lessons.
5. Implementing norms and routines for classroom discourse and work.	15. Checking student understanding during and at the conclusion of lessons.
6. Coordinating and adjusting instruction during a lesson.	16. Selecting and designing formal assessments of student learning.
7. Specifying and reinforcing productive student behavior.	17. Interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standardized assessments.
8. Implementing organizational routines.	18. Providing oral and written feedback to students.
9. Setting up and managing small group work.	19. Analyzing instruction for the purpose of improving it.
10. Building respectful relationships with students.	

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Lessons learned

Connecting HLPs to practice-based teacher preparation

High-Leverage Practices	Course in which the practice will be represented via rich description, explicit model, video, case study.	Course in which the practice will be decomposed/deconstructed and explained.	Course in which the practice will be approximated or simulated.	Course in which the practice will be enacted with students.
<p>McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). <i>Highleverage practices in special education</i>. Arlington, VA: Council for Exceptional Children & CEEDAR Center.</p>				
<p>1. Collaborate with professionals to increase student success within the general education curriculum. Collaboration with teachers, paraprofessionals and support staff is necessary to support students' learning</p>				

“Advanced beginners” (M. Brownell, 2018)



- Muscle memory is built.
- Cognitive load is reduced.
- Begin to use context and needs of children when enacting practice.

Field-based integration: Partner schools

- **Alpine Elementary (Comstock Park)**

- Yearlong placements.
- Co-teaching model.
- Shared professional development.



- **Stocking Elementary (Grand Rapids)**

- Embedded courses.
- Student cohorts.
- Shared professional development.



Setting and starting up

Preparing for group work

- Identify a learning goal appropriate for group work.
- Plan the learning activity.
- Decide on grouping model.
- Consider space.
- Define roles.
- Prepare instructional and assessment materials.

Launching group work

- State the learning goal.
- Review group norms and expectations.
- Provide clear directions (check for understanding; explain and model as needed).
- Give students option for what to do if they finish early.
- Coach students on what to do if they need help.
- Transition to small groups.

Managing and wrapping up

Monitoring small group

- Ensure norms and routines are followed.
- Encourage all students' participation.
- Probe or support as needed.
- Provide time cues.

Wrapping up small group

- Check in with each group.
- Transition to whole group.

Wrapping up whole group

- Conclude and summarize.
- Provide feedback on group work.
- Allow for group and self-reflection.

Noticing student contributions

- Record student thinking.
- Monitor individual participation.
- Monitor group dynamics.
- Provide positive and constructive feedback.

Focusing on the learning goal

Field-based integration

- Cooperating Teacher & University Field Supervisor Conference
 - Mentoring pedagogies.
 - HLPs.
 - Co-teaching.
 - Expectations and requirements.



References

Hanushek, E. A. (2011) Valuing teachers. *Education Next* 11(3), 41-45.

Sanders, W., & Rivers, J. (1996) *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement*. Knoxville, TN.: University of Tennessee Value-Added Research and Assessment Center.



Time's up

Thank you so much!

Paula Lancaster

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From research to practice: Efforts from educator preparation institutions

October 23, 2018





**NORTHERN MICHIGAN
UNIVERSITY**

Joe Lubig, EdD
Associate Dean

Northern Michigan University
Marquette, MI

“Not only was I prepared for my classroom, but I excel! We're currently sitting in training about differentiated instruction and for some of my colleagues, this is new information. Many of the things we talk about in staff development are things that were touched on during my undergraduate program.”

Allison Bronsteader, NMU Alum

SISU



Heart

- Relationships.
- Engagement.
- Strengths.

Grit

- Persistence.
- Time.
- Trust.

Bravery

- Act.
- Child advocacy.



Douglas Braschler
Director of National Accreditation
Hope College
Holland, MI



CMU

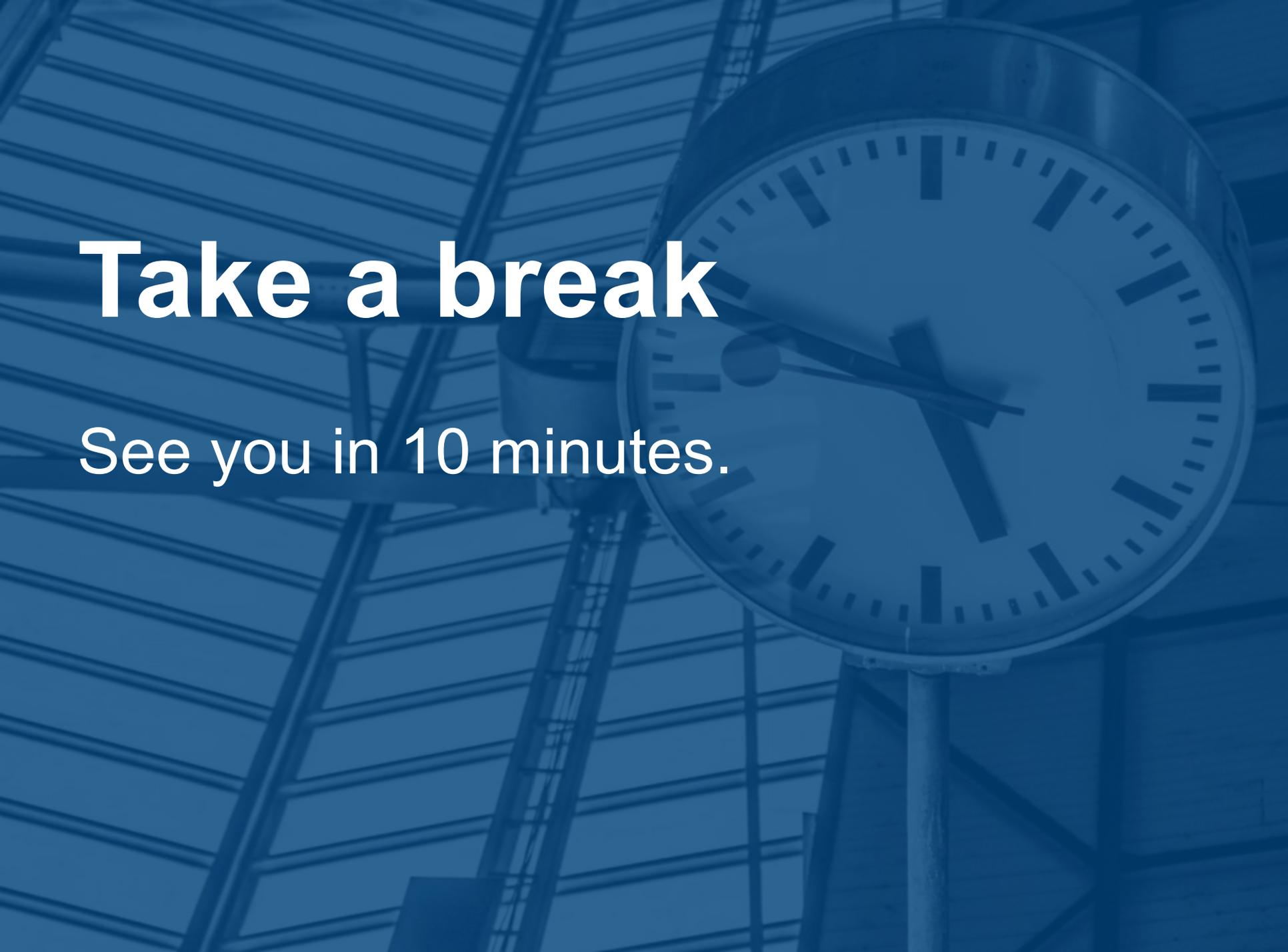
CENTRAL MICHIGAN
UNIVERSITY

Betty Kirby, EdD

Interim Dean

Central Michigan University

Mount Pleasant, MI

The background is a solid blue color with a faint, light-colored grid pattern. On the right side, there is a large, semi-transparent analog clock face with black hands and hour markers. The clock is mounted on a vertical post. The overall aesthetic is clean and professional.

Take a break

See you in 10 minutes.



From research to practice: Efforts from K–12

October 23, 2018





Sarah Kemppainen, EdD
Principal
Graveraet Elementary School
Marquette, MI

Graveraet Elementary School

- K–5
- 12 classrooms
- 280 students
- 38% free/reduced-price lunch



*“Our Mission:
We will grow, motivate, learn
and challenge one another
to reach our full potential.”*

GES School Improvement Team 2015



MARQUETTE AREA
PUBLIC SCHOOLS
CRISIS MANUAL



SISU Heart Grit Bravery "IT"

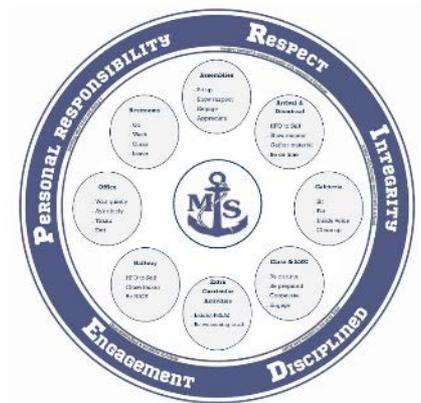


Doug Ammeraal
Principal

Mona Shores Middle School
Norton Shores, MI

Mona Shores Middle School

“Inspiring excellence, building character, and impacting the future through academics, arts, and athletics...Mona Shores!”



Mona Shores Middle School

Quick facts

Grades 6–8

940 Students

80% White, **12%** African-American

75 staff members

43% free/reduced-price lunch

15 electives offered—including
TRADES ACADEMY

22 sports teams or clubs

MSMS

TEAM COMMITMENTS

Mona Shores Middle School commits to:

- ↕ Focusing on our vision of high performance by all staff and students; striving to become the highest performing Middle School in the country, state and nation.
- ↕ Maintaining high academic and behavior standards.
- ↕ Collaboratively developing common lessons that focus on depth of knowledge, literacy and critical thinking.
- ↕ Growing and maintaining a healthy school culture through the development of positive relationships with all staff and students.
- ↕ Creating a meaningful, memorable and rewarding Middle School experience.



Mona Shores Middle School

P – Personal Responsibility

R – Respect

I – Integrity

D – Disciplined

E – Engagement





Katie Rinke

Principal

Fancher Elementary School

Mt. Pleasant, MI

Fancher Elementary, Mt. Pleasant Public Schools



Fancher Elementary provides a supportive environment to ensure ***academic, social and emotional growth*** for students to reach their full potential while transitioning between elementary and middle school.



Fancher Elementary

3rd - 5th grades

480 students

District 3,609 students

77% White, 5% Native American

62 staff members

56% free/reduced lunch

Universal Breakfast for ALL
students

STEM initiatives



Safety. Ownership. Attitude. Respect.





Facilitated table discussions

October 23, 2018



Facilitated table discussions

- Based on what you heard today from the research and the two panels:
 - What are some effective practices/resources that may be scalable across Michigan's teacher preparation institutions and partner school districts?
 - What are some challenges with or gaps between the preparation of new teachers at EPIs and expectations that K–12 have of new teachers that still remain?
- What barrier or challenges exist in your own teacher preparation program or district/school to implementing some of the strategies presented today that could support new teachers? Barriers and challenges to having K–12 and educator preparation institutions collaborate in this work?
- What opportunities do you see in your teacher preparation program or school/district to implement the strategies discussed today? For collaboration between K-12 and teacher preparation programs?
- What is the one thing that you've learned about today that you will share with colleagues?



Share out

October 23, 2018



Wrap-up and closing remarks

Feedback survey



Thank you!

