



TeachingWorks

UNIVERSITY OF MICHIGAN
School of Education

2017-2018
Annual Report





From our Director

The past few years at TeachingWorks have been productive and rewarding. We launched two teacher education program networks to strengthen professional preparation for teaching in Michigan and Maryland. We formed new partnerships, including one with Montgomery County Public Schools in Maryland, while continuing to foster our existing relationships with organizations like the American Association of Colleges for Teacher Education and our various partners in the Bill & Melinda Gates Foundation's Teacher Preparation Transformation Centers Project.

This report provides an update on these developments, as well as many others. In 2017, we received a \$3 million gift from the Michael and Susan Jandernoa Foundation to launch a system of professional development, training, and support for mathematics teachers in Grand Rapids, Michigan, area schools. The work there coincides seamlessly with our School-Based Teacher Education Partnership, a collaboration between TeachingWorks, teacher educators at Grand Valley State University, and mentor teachers within Grand Rapids Public Schools. We also received two grants from the S. D. Bechtel, Jr. Foundation to support teacher educators within the California State University system to design and implement practice-based units in their mathematics methods courses and have now expanded the partnership to include methods instructors in English language arts.

Through this collective work, we have taken significant strides in achieving our mission of improving the preparation and support of beginning teachers across the country. Preparing the next generation of educators to use skillful teaching as a lever for justice will benefit children and communities everywhere. I hope you find this report both insightful and inspiring, and that you continue to follow along with our progress at our website, teachingworks.org.

Sincerely,

Deborah Loewenberg Ball

Director, TeachingWorks

The TeachingWorks Imperative

The mission of TeachingWorks is to ensure that all students have skillful teachers who are committed and able to support their growth.

TEACHING is powerful.

Research shows the quality of teaching that children receive has a significant impact on their growth. And in addition to children's individual development, **PUBLIC EDUCATION** is foundational to the creation of a democratic and just society. Public education can uniquely afford young people opportunities to learn to understand, respect, and interact with others, to develop skills and knowledge necessary for individual flourishing and collective action, and to build an appreciation of and commitment to diversity. It has the potential to be a central force for justice and for disrupting legacies of oppression.

Yet despite these aspirations, public education has not achieved these aims for many groups of children in our country. Instead, it often creates injustice and reproduces inequity. Black children are suspended at three times the rate of white children, while they are assigned into special gifted and talented programs at

two-thirds the rate of white children. Studies show that teachers' subjective judgments of children are permeated by broader societal patterns of privilege and bias. Children of color and low-income children are more likely to be excluded from special opportunities and have dramatically less access to advanced courses and innovative curricula and programs. This is because they are less likely to have well-prepared and supported teachers. In fact, they are disproportionately taught by beginners. Every day in this country, thousands of children—especially Black, Latinx, and Native American—and children living in low-income and marginalized communities miss out on educational opportunities because of their teachers' unequal access to high-quality preparation and support. White children also experience instruction and curriculum that omit the histories of oppression and privilege and often perpetuate inequities in our society. Few teachers enter the profession committed and knowing how to use teaching to disrupt racism and to develop a just society through what they do as they teach white children as well as children of color.

Skillful teaching is a complex practice that requires specialized knowledge, insight, and capability.

Our country must commit to a professional standard for entry-level teaching. The learning, development, and growth of our nation's young people cannot be left to chance. The active disruption of inequity cannot wait. Building the capacity and the will to develop teaching that advances justice is our imperative. More than 1.5 million new teachers will be hired over the next decade. Children, and our society, depend on these educators to be **GREAT TEACHERS**, teachers who are adequately prepared to teach skillfully, to strive actively to disrupt inequities, and to work toward the dream of public education. Achieving this depends on high-quality professional training that is comparable to other high-stakes occupations.

Teaching has the power to be a force for justice and for disrupting legacies of oppression.

50
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SEPARATE SYSTEMS
FOR PREPARING AND
CERTIFYING TEACHERS
ACROSS THE
UNITED STATES

BLACK CHILDREN
ARE SUSPENDED
.....
3x
.....
MORE THAN
WHITE CHILDREN

We believe that **GREAT TEACHERS AREN'T BORN; THEY'RE TAUGHT.**

OUR MISSION is to create a system for teacher preparation and support that will make skillful beginning teaching that disrupts inequity commonplace. We know that establishing such a system with a professional standard for entry-level practice can only happen if we work collectively. Thus, we have partnered strategically with researchers, scholars, practitioners, policymakers, school districts, alternative and traditional teacher preparation programs, and teacher preparation centers from across the country. Through these

various partnerships, we have supported efforts to identify and learn practices of teaching that are particularly “high-leverage” for beginning and early-career teachers. We have offered professional development, trainings, seminars, and consultations to support teacher educators in learning practice-based methods to prepare beginning teachers—methods that allow beginning teachers to engage in practice *before* they enter the classroom.

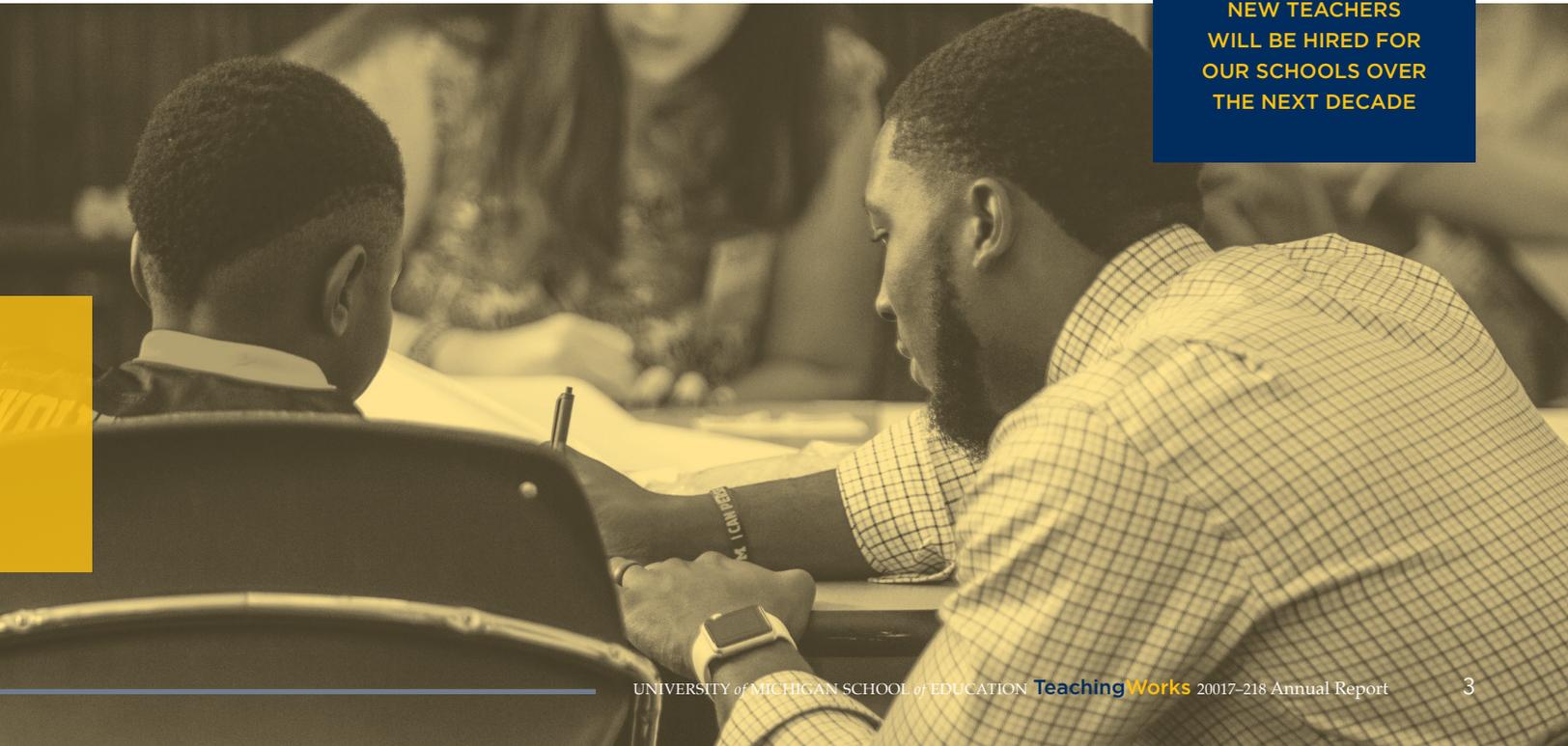
Through this collective work, we aim to contribute to achieving the vision of

a just and equitable public education system, one that makes possible a better tomorrow for all children.

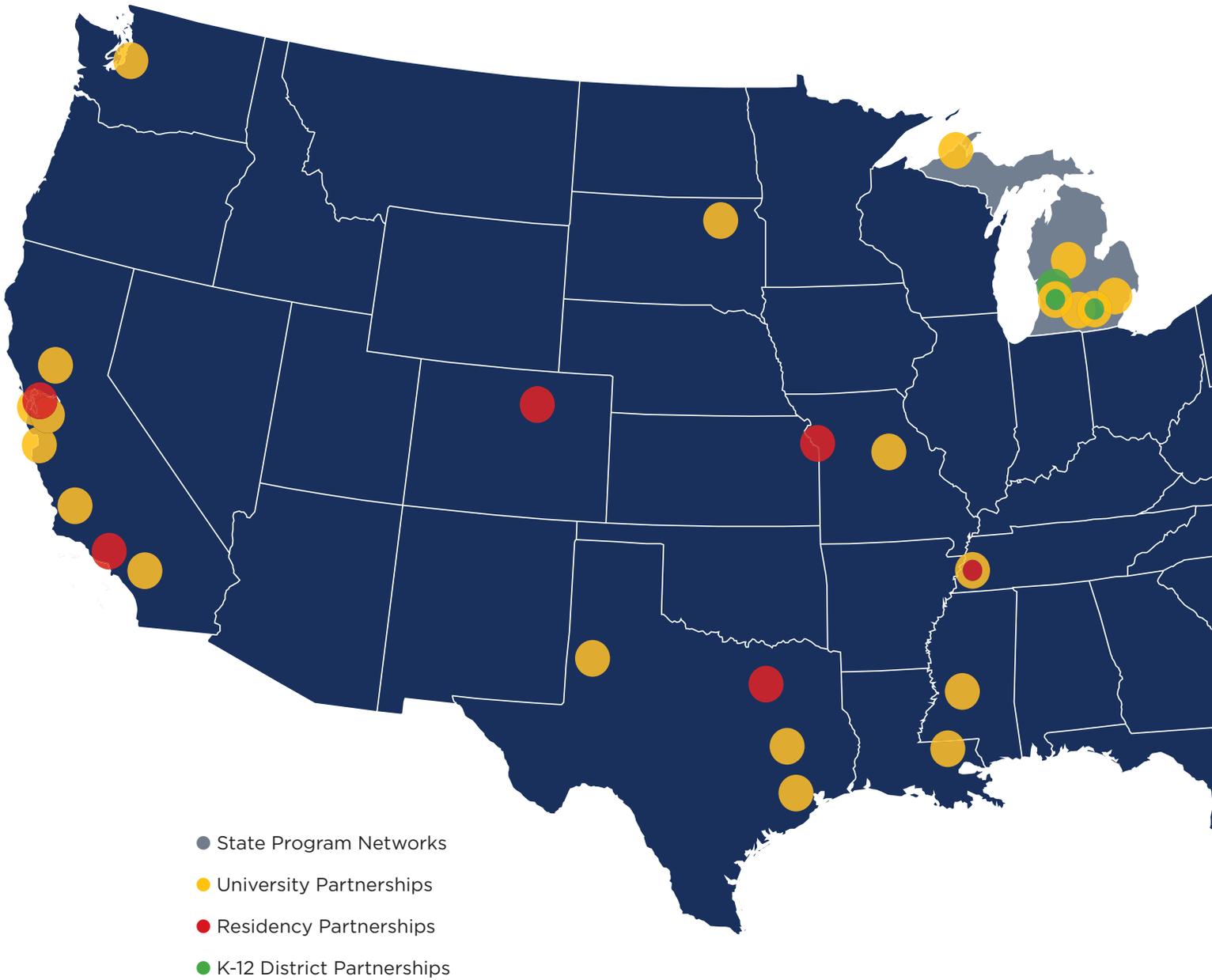


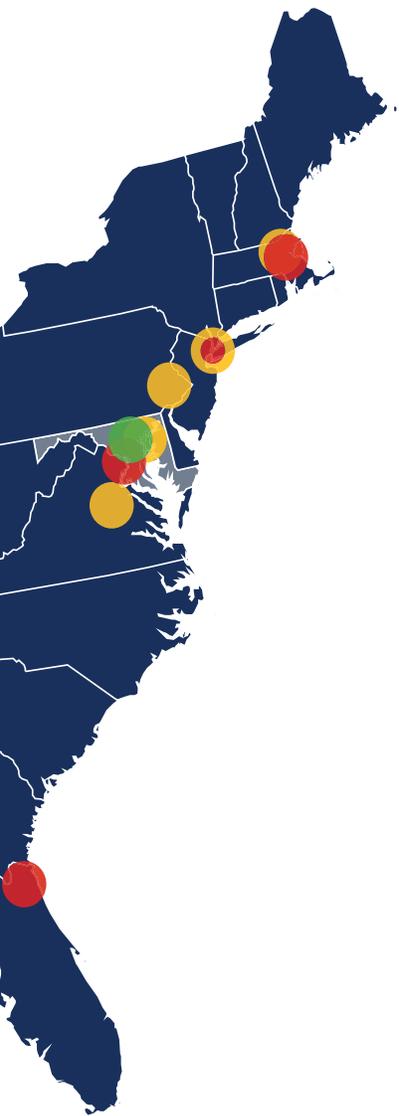
1.5M

NEW TEACHERS
WILL BE HIRED FOR
OUR SCHOOLS OVER
THE NEXT DECADE



TeachingWorks – Our Reach





STATE PROGRAM NETWORKS

- Maryland Program Network
- Michigan Program Network

UNIVERSITY AND RESIDENCY PARTNERS

- California State University
- National Center for Teacher Residencies
- TeacherSquared
- University-School Partnerships for the Renewal of Educator Preparation

K-12 DISTRICT PARTNERS

- Godfrey-Lee Public Schools
- Grand Rapids Public Schools
- Kent Intermediate School District
- Montgomery County Public Schools
- Ypsilanti Community Schools

STATE PROGRAM NETWORKS

- Maryland
- Michigan

UNIVERSITY PARTNERSHIPS

- Fullerton, California
- Monterey Bay, California
- Redwood City, California
- Sacramento, California
- San Francisco, California
- San Luis Obispo, California
- Hammond, Louisiana
- Baltimore, Maryland
- Jamaica Plain, Massachusetts
- Grand Rapids, Michigan
- Houghton, Michigan
- Mount Pleasant, Michigan
- Rochester, Michigan
- Spring Arbor, Michigan
- Ypsilanti, Michigan
- Jackson, Mississippi
- Columbia, Missouri
- New York, New York
- Philadelphia, Pennsylvania
- Aberdeen, South Dakota
- Memphis, Tennessee
- Houston, Texas
- Huntsville, Texas
- Lubbock, Texas
- Richmond, Virginia
- Seattle, Washington

RESIDENCY PARTNERSHIPS

- Los Angeles, California
- Oakland, California
- Denver, Colorado
- Washington, DC
- Jacksonville, Florida
- Boston, Massachusetts
- Kansas City, Missouri
- New York, New York
- Memphis, Tennessee
- Dallas, Texas

K-12 DISTRICT PARTNERSHIPS

- Rockville, Maryland
- Grand Rapids, Michigan
- Wyoming, Michigan
- Ypsilanti, Michigan

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 TEACHER EDUCATION PROGRAM PARTNERS

230+

 TEACHER EDUCATORS AND TEACHERS HAVE RECEIVED TEACHINGWORKS TRAINING

100+

 TEACHER EDUCATORS AND TEACHERS PARTICIPATING IN LAB CLASSES

200+

 INSTRUCTIONAL RESOURCES AVAILABLE ON THE WEB

1,800+

 INSTRUCTIONAL VIDEOS AVAILABLE ON THE WEB

TeachingWorks – Our Team

Introducing new staff members



In 2017, TeachingWorks hired three new staff members: a communications coordinator to develop strategies and generate content for our website, for social media, and other communication avenues; a research and design specialist to assist with English language arts resource development and programming; and a chief financial and operations officer to oversee our financial planning and record keeping.

Alyssa Brandon,
Communications Coordinator

Alyssa Brandon designs and implements strategic communications that visually and contextually communicate the organization's messages, information, and tools to a range of audiences. She is responsible for developing storytelling campaigns and multimedia content to create awareness of TeachingWorks, the teaching profession, and the importance of practice-based teacher preparation. Much of her communications initiative design focuses on social justice and the centrality of education to the life outcomes of children. Accordingly, she builds communications that will reach and engage teachers, policymakers, journalists, and researchers, with the goal of adding breadth to society's understanding of educational equity. Her responsibilities also include managing, updating, and developing content for the organization's website and social media channels, as well as building and distributing targeted content for TeachingWorks events and initiatives.



Martha Curren-Preis,
Research & Design Specialist,
English Language Arts

Martha Curren-Preis studies how teachers can engage with children around instructional practices justly, productively, and in ways that are culturally responsive, especially in cross-cultural settings. Specifically, she explores teachers' management and deployment of elements of the "self"—e.g., their voice, body language, and facial expression—and the relationship between their resulting teaching personas on their instruction and relationships with children. In her work with TeachingWorks, she designs practice-based assessments, engages in collaborations with multiple teacher education partners, designs practice-based tools and resources for teacher education programs, and conducts research around the high-leverage practices. Curren-Preis holds a PhD in teaching and teacher education from the University of Michigan, a reading specialist certification and MEd in elementary education

from the University of Pennsylvania, and a BA from Wesleyan University in Middletown, CT.

Cheryl McPherson, Chief
Financial & Operations
Officer

With more than 16 years of administrative experience in higher education, Cheryl McPherson has expertise in fiscal and human resource management, community outreach, grant writing, development, and fundraising. As a member of the administrative team, she leads the effort to implement and manage high-quality financial and administrative processes to support TeachingWorks. McPherson's understanding of the impact of diversity, equity, and inclusion are central to the philosophy of TeachingWorks and through her role, she is dedicated to supporting the mission of our organization. She has a strong commitment to building collaborative relationships across constituencies and is dedicated to improving opportunities for students from historically marginalized communities.



Overview of Projects

Teacher Education Partnerships

State Program Networks

Bill & Melinda Gates Foundation Teacher Preparation Transformation Centers Project

California State University Methods Course Fellowship

School District Partnerships

TeachingWorks Montgomery County Public Schools Partnership

West Michigan Partnerships (School-Based Teacher Education Partnership, Grand Rapids Mathematics Collaborative)

Programming

TeachingWorks Journal Club

TeachingWorks Streaming Seminar Series

TeachingWorks Elementary Mathematics Laboratory

Additional Projects and Resources

Working Papers Repository

TeachingWorks Resource Library

2018 American Association for Colleges of Teacher Education Annual Meeting

National Observational Teaching Examination

Video Exemplars



TeachingWorks – Year in Review

Professional development meetings, workshops, and sessions

27

PROFESSIONAL
DEVELOPMENT
CONVENINGS, SESSIONS,
AND WORKSHOPS

8

PROGRAM NETWORK
MEETINGS

August 3 – 4, 2017 – Michigan Program Network Convening #1

August 23, 2017 – End of year STEP Session

September 12, 2017 – Streaming Seminar with Sonia Nieto

September 14 – 15, 2017 – Maryland Program Network Convening #1

September 22, 2017 – Journal Club Session #1

October 3 – 5, 2017 – Centers Project National Convening #1

October 10 – 11, 2017 – Montgomery County Public Schools Workshop #1

October 11, 2017 – STEP Session #1

October 24, 2017 – Streaming Seminar with Valerie Kinloch

November 2, 2017 – STEP Session #2

November 13, 2017 – Streaming Seminar with Yolanda Sealey-Ruiz

November 14 – 15, 2017 – Montgomery County Public Schools Workshop #2

November 16 – 17, 2017 – Michigan Program Network Convening #2

November 17, 2017 – Journal Club Session #2

December 8, 2017 – Maryland Program Network Convening #2

January 11 – 12, 2018 – Michigan Program Network Convening #3

January 16 – 17, 2018 – Montgomery County Public Schools Workshop #3

January 24, 2018 – Grand Rapids Mathematics Collaborative Session #1

January 24, 2018 – Streaming Seminar with Christine Sleeter

February 1, 2018 – STEP Session #3

February 6 – 8, 2018 – Centers Project National Convening #2

February 23, 2018 – Maryland Program Network Convening #3

February 23, 2018 – Journal Club Session #3

March 2, 2018 – TeachingWorks Preparing Teachers for Practice Strand at the American Association of Teacher Educators Annual Meeting

March 8, 2018 – STEP Session #4

April 3, 2018 – Streaming Seminar with Ernest Morell

- April 6, 2018** - Journal Club Session #4
- April 18, 2018** - Montgomery County Public Schools Workshop #4
- April 19, 2018** - STEP Session #5
- April 25, 2018** - Grand Rapids Mathematics Collaborative Session #2
- May, 11, 2018** - Maryland Program Network Convening #4
- May 22 - 24, 2018** - Centers Project National Convening #3
- May 29 - June 1, 2018** - California State University Mathematics Methods Laboratory Class
- June 4, 2018** - Montgomery County Public Schools End of Year Celebration
- June 14 - 15, 2018** - Michigan Program Network Convening #4
- June 19, 2018** - STEP Session #6
- July 10 - 12, 2018** - California State University Fellowship Convening
- July 23 - August 3, 2018** - Elementary Mathematics Laboratory

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 SEMINARS AND
 JOURNAL CLUB
 SESSIONS

2

 LAB CLASSES



Leveraging state partnerships to develop effective methods for training entry-level teachers

Eliciting and interpreting student

At the state level, TeachingWorks is collaborating with two networks of university-based teacher preparation programs in Maryland and Michigan to develop powerful ways of training beginning teachers to teach skillfully and with care from their first day in the classroom.

These networks of education faculty members, researchers, teacher educators, and teacher preparation program administrators meet regularly throughout the academic year to develop a common language and understanding of the

high-leverage practices. In sessions facilitated by TeachingWorks, members of the program networks work on developing and practicing new methods of teacher education while members of TeachingWorks provide coaching, feedback, and support.

“Many teacher preparation programs have not centered their curricula on the core tasks necessary for skillful teaching, such as interacting with families and assessing students’ progress. Instead, teachers’ training focuses on learning about teaching, rather than learning to teach,” said TeachingWorks Deputy Director Francesca Forzani. “Both program networks operate

with the goal of transforming teacher preparation at their institutions by adjusting their courses to give their novice teachers opportunities to practice the fundamentals. By focusing on developing these resources and experiences for better preparing beginning teachers to do good work in the classroom, we have a powerful role to play in these state networks in advancing learning opportunities for each child in this country.”

“Many teacher preparation programs have not centered their curricula on the core tasks necessary for skillful teaching, such as interacting with families and assessing students’ progress.”

— Francesca Forzani, Deputy Director, TeachingWorks

Fostering community is a key emphasis of each program network as the institutions collaborate to identify shared challenges in preparing teachers and develop and try out solutions to managing these challenges.

Michigan Program Network

Launched in 2015, the Michigan Program Network (MiPN) comprises educators from six institutions across the state: Central Michigan University, Eastern Michigan University, Grand Valley State University, Michigan Technological University, Oakland University, and Spring Arbor University.

This year, MiPN participants focused their work on developing ways to better bring the voices of mentor

TeachingWorks Partners with University-Based Teacher Preparation Programs in Maryland and Michigan

teachers—practicing teachers who host and mentor teacher candidates in their classrooms—into the program network community more broadly. This included exploring ways to recognize mentor teachers as teacher educators and to support them in coaching teacher candidates on high-leverage practices while they are in their field placements.

Oakland University, for example, has worked closely with a small group of mentor teachers who serve as liaisons within their schools, helping other mentor teachers understand and support their teacher candidates in learning to enact the high-leverage practices. Grand Valley State University is an active partner in the School-Based Teacher Education Partnership, a collaboration between their teacher educators, mentor teachers in Grand Rapids Public Schools, and TeachingWorks.

“Partnering through teaching practice is mutually

beneficial to mentor teachers and the teacher educators who train beginning teachers in field placements,” said TeachingWorks Director of Partnerships Karen Ahn. “The collaboration allows teacher educators to better tailor their work with beginning teachers to be more relevant to children, and better fit the contexts in which they are likely to teach.”

Maryland Program Network

Launched in 2017, the Maryland Program Network (MdPN) comprises more than 30 teacher educators and program administrators from Bowie State University, Coppin State University, Salisbury University, Towson University, and University of Maryland, College Park.

The unique contexts of the institutions make for a significant potential in shifting the education landscape in the state of Maryland. Towson University, for example, produces more teachers than any

other university in the state. Bowie State University and Coppin State University, both Historically Black Colleges and Universities, have a specific focus on preparing teachers of color.

“Our hope is that we’re able to leverage the unique contexts and expertise of all of the universities in the Maryland Program Network to create a robust pipeline of skilled and diverse teachers in the state,” said Director of English Language Arts Monique Cherry-McDaniel.

This year, the group has focused on using the practice of eliciting and interpreting student thinking to understand the perspectives, ideas, and resources each child brings to instruction and to disrupt biases against children of color in classrooms. They have worked on developing methods of helping their beginning teachers recognize all children as smart, capable, and valued in classrooms. “The Maryland Program Network recognizes that the basis of skillful teaching is that all children are capable and competent learners, and that their voices are important and need to be cultivated,” Cherry-McDaniel said. “Our work together over the past year has shown that network members are committed to ensuring their teacher candidates are prepared to view all children as sense-makers.”



Applying high-leverage practices and practice-based teacher education to improve the preparation of beginning teachers

“It felt pretty exciting right away,” said Susan Gonzowitz, founding managing director of East Harlem Teacher Residency (EHTR). “I thought the high-leverage practices make so much sense. Why haven’t we been thinking about this all along?”

Gonzowitz is one of more than 80 teacher education deans, professors, directors, and program officers from across the country who have collaborated with TeachingWorks as part of the Bill & Melinda Gates Foundation Teacher Preparation Transformation Centers Project. Since 2016, the foundation has supported TeachingWorks in providing professional learning, support, and

resources focused on the teaching of the high-leverage practices to networks of teacher educators.

TeachingWorks collaborates with members of three teacher preparation centers for the project: the National Center for Teacher Residencies (NCTR), TeacherSquared, and the University-School Partnerships for the Renewal of Educator Preparation (US-PREP). Together, these organizations comprise more than 20 alternative and traditional teacher preparation programs from across the United States. Their collective goal in the collaboration is to apply both the high-leverage practices and practice-based teacher education pedagogies to improve their preparation of beginning teachers within their own contexts.

“Bringing these educators together enabled us to do deep work in developing a common language for training novice teachers,” said TeachingWorks Centers Project Director Anita Ravi. “We believe this work will have a significant impact in setting a new standard for entry to the teaching profession across the country.”

Over the past year, the bulk of the group’s work took place in three three-day-long cross-center convenings held in Detroit. During the convenings, TeachingWorks led participants through in-depth decompositions of multiple high-leverage practices, taking time to name and discuss key teaching moves within each practice that are integral to disrupting inequity and advancing justice in classrooms.

According to Gonzowitz, EHTR, which is a member of NCTR, joined the



TeachingWorks Collaborates with Teacher Preparation Centers



has proven to us that practice-based methods are the best way for us to train our residents.”

Above all, the positive adjustments participants like Gonzowitz have made to their teacher preparation programs as a result of the collective work showcase the power of cross-center partnership.

“We don’t often as teacher educators get the chance to collaborate with each other in this way, to talk about our work, to try things out with each other, and to learn and grow,” Garcia said. “We believe this work will continue to inspire collaboration across institutions from all over the country toward the improvement of teacher preparation.”

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**TEACHER EDUCATION
 PROGRAM PARTNERS**

Centers Project with the goal of improving preparation of their residents and to gain tools and knowledge to continue shifting their organizational model to embody anti-racism. Gonzowitz recalled when she first joined the collaboration, noting that learning about high-leverage practices, and how each can be leveraged to disrupt racism in classrooms, was most eye opening.

“We had worked so hard to ground our teacher training in evaluation systems, but we had never really stepped back and asked ourselves to consider what the key things were that we should teach our residents to do in their pre-service year that would have long-lasting and positive impact,” she said. “Learning about the high-leverage practices, especially about how enacting them poorly can reinforce injustice and harm children, was really powerful.”

In addition to working as a whole group to decompose the practices, participants

“We believe this work will continue to inspire collaboration across institutions from all over the country toward the improvement of teacher preparation.”

— Nicole Garcia, Chief Program Officer, TeachingWorks

worked in smaller groups to learn and try out ways of teaching the high-leverage practices in specific content areas. These breakout sessions were led by TeachingWorks research and design specialists in English

language arts, mathematics, science, and social studies.

TeachingWorks designed these sessions to be deeply engaging. Participants had opportunities to take turns role-playing, using methods such as examining transcripts and videos and facilitating rehearsals for teaching the high-leverage practices to beginning teachers, all while receiving coaching and feedback from TeachingWorks staff members and other participants in the collaboration.

“Rather than just reading or talking about the practice, and looking at examples, we’re using this collaboration to learn and try out specific ways to set beginning teachers up to actually engage in using the high-leverage practices before they work with children in classrooms,” said TeachingWorks Chief Program Officer Nicole Garcia.

Participants in the Centers Project continue to receive support from TeachingWorks to develop plans for implementing the work they’ve done together within their own contexts. At East Harlem, Gonzowitz said she and her team successfully piloted a small set of high-leverage practices and are now shifting their entire residency program to fit a practice-based model.

“We’ve really been able to see how our residents are reflecting on, talking about, and showing growth in using the high-leverage practices,” she said. “This whole process

TeachingWorks Partners with California State University



Supporting teacher educators to train new teachers to disrupt inequity

What would a laboratory class look like if the students enrolled in the class were teacher candidates instead of rising fifth-graders? Teacher educators in the California State University (CSU) Methods Course Fellowship program had a chance to find out.

Launched in 2017, the CSU Methods Course Fellowship is a partnership between TeachingWorks and the CSU system to support the development of practice-based approaches in elementary mathematics and English language arts methods courses on eight CSU campuses.

With a grant from the S. D. Bechtel, Jr. Foundation, TeachingWorks worked

directly with six instructors who train teacher candidates in mathematics from five CSU campuses during the 2017–2018 academic year to design a curriculum unit to use in their courses. During the semester when they were teaching the unit, TeachingWorks supported the instructors with coaching, feedback, and resources. The goal of the work was for methods instructors to learn how to work deliberately on disrupting inequity by integrating the high-leverage practices with mathematical content.

Because CSU's teacher preparation programs prepare 10 percent of the nation's teachers, it is a crucial partnership state for TeachingWorks to advance skillful teaching.

"The children who go to school in California represent a huge proportion of the changing population of the United States," said TeachingWorks Director Deborah Loewenberg Ball. "Being in a context where we are working with teacher educators who are preparing teachers who are not only members of those communities themselves but who are also teaching children from those communities is an important part of our mission to ensure that children in this country have regular access to skillful teaching."

This year, with a second grant from the S. D. Bechtel, Jr. Foundation, the partnership expanded to include six English language arts methods course instructors within the CSU system, as well as additional mathematics methods course instructors. But this year, Ball said, TeachingWorks wanted to adjust the partnership to better fit the needs of participants. "We found that the fellows were really excited about being able to work on content, teaching practice, and equity all together, but they were also concerned about the things they would have to

“We realized this year that we needed to find a way to show participants how they could better structure their curricula to layer together content, practices, and advancing justice.”

— Deborah Loewenberg Ball, Director, TeachingWorks

cut from their syllabi,” she said. “We realized this year that we needed to find a way to show participants how they could better structure their curricula to layer in content, practices, and advancing justice.”

The solution was a three-day laboratory class held at the CSU-Fullerton campus. While members of the TeachingWorks team taught a mathematics methods course to 20 teacher candidates from the CSU-Fullerton campus, fellows in the partnership, as well as stakeholders from the entire CSU system, observed the class to see first-hand how to integrate mathematical content, the high-leverage practices, and attention to equity within teacher education. In afternoon professional development sessions, fellows worked with the TeachingWorks instructional team to unpack each day’s lesson, highlighting the specific pedagogical moves that opened opportunities for novices to practice teaching toward the disruption of inequity.

“When issues of race and equity are dealt with in teacher education, it is often in a separate course like multicultural education or structural racism,” said Ball. “The laboratory class and professional development sessions were designed to demonstrate how teacher educators can interrupt that pattern in their courses. We were really focused on helping teacher educators see and understand specific moves and practices, like hearing students’ strengths, or acknowledging children’s mathematical ideas, that they can teach their teacher candidates to use in the context of their content to enable them to interrupt inequitable patterns that persist in classrooms.”

For Jesus Esquibel, a fellow in the partnership from CSU-Bakersfield, the laboratory class was insightful, and enabled him to walk away with concrete ways to better support his beginning teachers. “The lab class allowed teacher candidates to see some of the different ways they can build community in the classroom to disrupt inequities,” he said. “I saw teaching moves like learning student names and validating student responses not only being discussed, but also properly modeled for teacher candidates.”

Throughout the remainder of the year, fellows in the program will continue to receive support from TeachingWorks in designing new units to implement in their courses. TeachingWorks aims to provide fellows with opportunities to collaborate with each other across campuses. “We hope that this is a strategy to help build more strength and cohesiveness amongst the teacher educators on each campus,” Ball said. “It’s important to build a professional community of teacher educators in the same ways that are true for classroom teachers. We want this work to push back on the pattern of education faculty working on their own and to build more of a habit of conferring with one another.”





**Developing skillful
teaching that builds
on equity and cultural
competence**

Montgomery County Public Schools (MCPS) in Maryland is one of the largest and most diverse school districts in the United States, and it continues to expand each year. TeachingWorks is collaborating with teachers and school leaders within the district to further their work on developing skillful teaching that builds on the diverse cultural and community assets children bring to classrooms.

The MCPS and TeachingWorks partnership is focused on improving the teaching of mathematics by supporting teachers, administrators, and school leaders in implementing

TeachingWorks Collaborates with Montgomery County Public Schools to Improve Mathematics Teaching

district on their initiative by focusing explicitly on how skillful teaching is integral to advancing justice, specifically how the equitable enactment of the high-leverage practices can disrupt deficit views of children of color and other classroom inequities.

This year, the group has worked together to build an understanding of the practice of leading a discussion in mathematics, and to learn specific skills of discussion leading, including noticing and naming competence and asking questions that encourage broad and careful thinking amongst children.

“By having a clear and consistent focus on teaching that advances justice, these teachers are finding new ways to recognize and identify the mathematical competence and cultural knowledge students are already bringing to the classroom and how to leverage them for the benefit of their learning and growth,” said TeachingWorks ELA Research & Design Specialist Alexis Yowell, who works on the project.

In addition to monthly in-person professional development sessions, participants also receive support from TeachingWorks

in monthly coaching visits where they have a chance to receive on-site feedback on their instruction. Each participant is also placed in an online co-development community where they can share videos of their practice to receive additional coaching and feedback from TeachingWorks and other participants in the program. Both the district and TeachingWorks have been equally committed to creating a community where teachers and school leaders can learn and thrive together.

“Montgomery County Public Schools has been enthusiastic and eager to collaborate with us,” Yowell said. “One of the most rewarding things about this project is that MCPS truly views this work as a continued partnership where we are really learning and growing with one another and figuring out how we can best support each other.”

230+

**EDUCATORS
 HAVE RECEIVED
 TEACHINGWORKS
 TRAINING**



high-leverage practices to the benefit of students and their ideas of what it means to know and be successful with mathematics.

For the project, TeachingWorks collaborates with a group of 20 first-, third-, and fourth-grade teachers, along with their coaches and school leaders, from both Rock Creek Valley Elementary School and Mill Creek Towne Elementary School. Each month, members of the TeachingWorks team meet

with the group for day-long professional development sessions to work on learning about and trying out high-leverage practices in mathematics.

“Practicing teachers are often working on their craft as a whole, and don’t get many opportunities to focus on individual aspects of improving their practice,” said TeachingWorks Mathematics Research & Design Specialist Karen Reinhardt, who co-leads the project. “The high-leverage practices allow us to break down the complex work of teaching into smaller pieces that can be practiced, analyzed, and improved.”

MCPS has a deep commitment to meeting the needs of their growing school district by cultivating teachers who can leverage the diversity among their students to improve their practice. TeachingWorks is connecting with the

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— Alexis Yowell, ELA Research & Design Specialist, TeachingWorks



TeachingWorks – Grand Rapids Mathematics Collaborative and School-Based Teacher Education Partnership

Fostering communication and collegueship across institutions to improve the quality of education for children in West Michigan

School-Based Teacher Education Partnership

Launched in 2015, STEP is a collaborative effort between TeachingWorks, teacher education faculty at Grand Valley State University (GVSU), and mentor teachers in the Grand Rapids Public Schools (GRPS). Throughout the year, a group of more than 20 teacher educators and elementary mentor teachers meet monthly in Grand Rapids to produce strategies that they can use to work synergistically across the university and in school settings to better support student teachers as they learn to teach.

“Student teachers in field placements typically do not have a chance to receive coaching on the lessons they teach until after they complete the lesson. Our fundamental goal is to create more opportunities for student teachers to receive coaching and feedback in real time,”

“Our fundamental goal is to create more opportunities for student teachers to receive coaching and feedback in real time.”

— Susan Atkins, ELA Research & Design Specialist, TeachingWorks

TeachingWorks aims to build an interconnected system of training and support that enables beginning teachers to enter the profession with the necessary skills and knowledge to teach skillfully, and with care. As a part of this mission, TeachingWorks has strategically partnered with teacher preparation programs, school districts and leaders, and practicing teachers in West Michigan on two new projects: the School-Based Teacher Education Partnership (STEP) and the Grand Rapids Mathematics Collaborative (GRMC).

said TeachingWorks ELA Research & Design Specialist Susan Atkins. “Part of the STEP project is to help mentor teachers reconsider how they’re using their time with novices. We offer innovative ways to build in teaching strategies for student teachers, as well as to receive coaching and feedback before and while they enact lessons with children.”

Grand Rapids Mathematics Collaborative

This year, thanks to a \$3 million gift from the Michael and Susan Jandernoa Foundation, TeachingWorks launched the GRMC, a partnership between TeachingWorks, GVSU, GRPS, Godfrey-Lee Public Schools, and the Kent Intermediate School District. The partnership is focused on a program of training, development, and support to improve mathematics teaching in

grades 3–8 within each school district.

Each month, members of the TeachingWorks staff meet with approximately 15 teachers and school leaders from each district. During the meetings, the group focuses on using high-leverage practices for teaching mathematics in ways that create opportunities for children from marginalized communities to develop positive academic identities.

According to TeachingWorks Director Deborah Loewenberg Ball, participants in the program have been particularly excited to learn concrete ways to advance justice while teaching mathematics content. “It has been so exciting to see the uptake of this work by the practicing teachers and school leaders, and to hear stories from them about the positive ways their

students are responding to the adjustments they are making to their instruction,” she said. “The ways they are now engaging with children and having discussions about their mathematical thinking have proven to build students’ confidence and foster success in the classroom.”

Combined, the TeachingWorks projects in West Michigan demonstrate the power of fostering

communication and collegiality across separate institutions for improving the quality of education for children. “By working with so many different stakeholders in the region, we are building up a strategy that we believe will have a significant impact in inspiring a deep commitment to skillful teaching throughout West Michigan and beyond,” said Ball.



Addressing the rapidly expanding focus on education research

TeachingWorks Journal Club

TeachingWorks Journal Club is a quarterly meeting, held in September, November, February, and April, that brings faculty, staff, and students at the U-M School of Education together with TeachingWorks leadership to review and examine the latest teaching and teacher education research published in peer-reviewed journals.

During each gathering, a different member of the School of Education community serves

as leader, selecting two recently published pieces from a list of topics on teaching and teacher education. Together, the group summarizes and discusses each article, with particular emphasis on applications for teaching practice.

Topics are based upon the needs of the school's community-at-large, coupled with the expertise of TeachingWorks leadership. Since its creation, the casual, brown bag meetings have become a platform for bridging the gap between the school's faculty, students, and staff, helping those vested in education research remain up to date on the latest scholarly investigations.

12

SEMINARS AND
JOURNAL CLUB
SESSIONS



“The TeachingWorks Journal Club is both flexible and fertile—a place where everyone at the U-M School of Education can join together to learn about the expanding roles of educators.”

—Simona Goldin, Director of Instructional Design for Seminars and Special Programs, TeachingWorks

TeachingWorks Streaming Seminar Series

Advancing teacher education focused on teaching practice

The TeachingWorks Streaming Seminar Series brings education practitioners and scholars together to investigate, design, and better understand solutions for teacher education focused on teaching practice.

Hosted at the University of Michigan School of Education, the year-long series features lectures from a diverse range of scholars spanning the country. Now in its 12th year, the livestreamed seminar series has drawn more than 2,000 attendees and viewers.

Each year, the series is organized around a central theme or topic critical to teaching and teacher education. In 2017-2018, the theme was “Outrage to Action: Disrupting Inequity Through Teacher Education,” featuring Sonia Nieto, Valerie Kinloch, Yolanda Sealey-Ruiz, Christine Sleeter, and Ernest Morell. Each presenter investigated one TeachingWorks high-leverage practice, focusing explicitly

on the nuanced ways in which issues of equity and inclusion are integral to teaching practice.

“The seminar series provides an opportunity for members of the U-M School of Education community and beyond to think critically about some of the most pressing challenges in education,” says Simona Goldin, director of instructional design

for seminars and special programs at TeachingWorks.

“We see the seminar series as a curriculum for our own learning. The lesson plans, instructional materials, and speakers have shown how they use innovative approaches to overcome the unique challenges they face, and have helped us to reflect on ways to improve on our own practices as educators.”

In addition to being livestreamed, each series lecture is recorded and archived on the TeachingWorks website, teachingworks.org

2,000
ATTENDEES OVER THE
LAST 12 YEARS



Creating opportunities for educators, policymakers, and education advocates to engage directly in the close study of teaching practice

The TeachingWorks Elementary Mathematics Laboratory

The TeachingWorks Elementary Mathematics Laboratory (EML) enables educators and education advocates to see the complex work of teaching in real time. Held from July 23 through August 3, 2018, the EML featured

a two-week elementary mathematics class taught by TeachingWorks Director Deborah Loewenberg Ball and observed by participants as a part of the annual Summer Mathematics Program hosted at the University of Michigan School of Education for local students in the Ypsilanti and Ann Arbor area. Now in its 15th year, the 2018 EML enrolled 21 rising fifth-grade students from Ypsilanti Community Schools, and brought together more than 80 teachers, teacher educators, district leaders, and policymakers from across the country.

TeachingWorks seeks to advance skillful teaching that disrupts patterns of inequities for children of color, and instead helps them to develop strong and positive academic identities. Each year, Ball

designs her curriculum for the class to support students in developing skills in respectful argument and critical analysis, and attentive engagement with others' ideas and thinking. Above all, she uses the class

to show children the broad possibilities of mathematics and mathematical thinking.

"The instruction in the class is designed to create opportunities for highlighting the mathematical skills and knowledge the children already possess, while stretching their mathematical thinking, reasoning, and understanding," Ball said.

The EML program is designed to provide participants an authentic, first-hand experience of designing and implementing lessons that incorporate the TeachingWorks high-leverage practices and specific teaching moves that can disrupt patterns of inequities in classrooms. Each morning before the class, EML participants worked with Ball and the instructional team in a "pre-brief" session in which they examined, discussed, and refined each day's lesson plans and strategies for the instruction. They also worked in small groups to try out the mathematical problems and tasks the children would later complete, making note of specific responses from children and teaching moves from Ball they would analyze during the class.

Participants chose between observing the mathematics class in person or via livestream from remote viewing rooms. In addition to the more than 80 teachers, teacher educators, and advocates that attended

20+

LAB CLASSES
OVER THE PAST
15 YEARS



80+

EDUCATORS, DISTRICT
LEADERS, AND
POLICYMAKERS
PARTICIPATED IN 2018

the 2018 EML in person, teachers in New York and the TeachingWorks Montgomery County Public Schools partnership attended the program via livestream.

The unique laboratory setting of the class made visible the evolution of Ball's teaching strategies and approaches in real time, and helped EML participants observe concrete ways of intertwining mathematical content with the high-leverage practices to position children of color as both valued members of the classroom and competent learners.

"Children bring new cultural, academic, and social knowledge with them to class every day," Ball said. "The two-week-long laboratory class allows participants to see how teachers must draw on the rapidly changing contexts of their classroom from day to day to quickly adjust their instruction in ways that disrupt biases and

stereotypes, and better support children."

After each morning class, EML participants did a "gallery walk" of the classroom where they analyzed student work and made note of their responses to the mathematical tasks they completed in the morning. They then met again with the instructional team to debrief the day's lesson, ask questions, and reflect on the teaching practices and strategies they observed.

"An important goal of the EML is to create a public conversation about teaching where we can think critically about the various nuances involved in instructional practice," Ball said. "My goal is not for participants to think they're seeing an expert teacher, but to inspire them to consider how skillful teaching is a strategy we can use to help children's learning in this country improve."

TeachingWorks prioritizes creating a high-quality, well-rounded experience for students enrolled in the Summer Mathematics

Program. Each day after the morning class, students participated in afternoon fine arts programming at the University of Michigan Museum of Art, where they had a chance to explore historic artwork as well as create their own. They additionally received individual mentoring and support from students enrolled at the University of Michigan School of Education.

Also, in the afternoon during the first week of the program, EML attendees had the option of attending a variety of specially designed professional development sessions on facilitating mathematics discussions, examining children's mathematical thinking, and learning strategies for instructional leadership through the high-leverage practices. The sessions were structured to emphasize key teaching moves participants observed in the morning laboratory class, and to help teacher educators and school administrators develop specific strategies for coaching and supporting beginning teachers.

Denise Finney, math and science coordinator for Chula Vista Elementary School District in San Diego, California, participated in the professional development session focused on instructional leadership. Within a week of the program, she said she shared many of the tools and strategies she learned for observing and giving feedback to teachers with several principals and district administrators. Above all, she said she valued the opportunity the EML provided for collaborating with other mentor and practicing teachers outside of her district.

"The vulnerability of the instructional team and the openness of the professional development leaders made me feel such a strong sense of community," Finney said. "I made many valuable connections with other participants in the program, and we still communicate with each other about the different strategies we learned during the EML and how we're implementing and incorporating them in our work."

"I made many valuable connections with other participants in the program, and we still communicate with each other about the different strategies we learned during the EML and how we're implementing and incorporating them in our work."

—Denise Finney, 2018 EML Participant, San Diego, California



TeachingWorks – Additional Projects and Resources

AACTE Annual Meeting

The seventh annual TeachingWorks Preparing Teachers for Practice Strand at the American Association of Colleges for Teacher Education annual meeting was held on March 2, 2018, in Baltimore, Maryland. Each year, this themed strand is designed by TeachingWorks in partnership with AACTE and comprises a panel discussion as well as a number of smaller targeted breakout sessions featuring education researchers and practitioners from across the country. This year's strand theme was "Outrage to Action: Disrupting Inequity Through

Teacher Education." Each speaker illustrated how they work with beginning teachers to ensure they are prepared with ways of relating and acting in their practice so that all of the young people in their classes thrive and grow as human beings. Moderated by TeachingWorks Director Deborah Lowenberg Ball, the panel discussion featured Lisa Delpit, David Kirkland, sj Miller, and Theresa Montaño. Valerie Kinloch and J. Sharif Matthews each presented in concurrent sessions. The strand drew more than 400 attendees and more than 18,000 engagements on Twitter.

TeachingWorks Resource Library

The TeachingWorks Resource Library is a website that teacher educators can use to find high-quality, practice-based teacher education curriculum resources. The site is free and open to all teacher educators, across grade levels, content areas, and levels of experience with practice-based teacher education. Resources are organized by content area, high-leverage practice, and teacher education pedagogy. Each resource includes introductory materials that highlight key features, including how it might help teacher educators





to advance justice in their novice teachers' classrooms. You can explore a pilot version of the TeachingWorks Resource Library at library.teachingworks.org.

The National Observational Teaching Examination

In partnership with the Educational Testing Service

(ETS), TeachingWorks has developed a new breed of licensure assessment for teaching—the National Observational Teaching Examination (NOTE). The NOTE assessment series is designed to measure potential teachers' knowledge and skills, as well as their ability to apply them to effective teaching. The NOTE is divided into two components: simulation-based performance assessments and Content Knowledge for Teaching Assessments. This year, three states have voted to adopt the NOTE Content Knowledge for Teaching tests as part of the suite of assessments for licensure in that state: Delaware, Maryland, and South Dakota. In South Dakota, teacher candidates will have a choice between the NOTE and other licensure examinations. In

Delaware and Maryland, the NOTE will be the only option.

Video Exemplars

After collecting more than 200 hours of footage, we launched our microsite of video examples of the high-leverage practices through the University of Michigan School of Education Teaching & Learning Exploratory. Along with curated footage of previous Elementary Mathematics Laboratory classes, the site features video examples of 11 of the 19 high-leverage practices. You can subscribe and view the video collections at tle.soe.umich.edu.

Working Papers Repository

The TeachingWorks online Working Papers Repository features unpublished and freely available academic papers that reflect clear systematic examination of issues critical to the field of teacher education. These working papers are circulated to promote broad and nuanced discussion on education and practice. We invite papers from a wide range of authors, including researchers, practitioners, and policymakers, as well as those involved in the design and provision of teacher training programs and materials.



TeachingWorks – Priorities for the Future

Developing new partnerships with school districts and expanding our work with teacher educators

TeachingWorks is committed to ensuring that every child in the United States has access to skillful teaching. Over the next year, in addition to continuing the partnerships and projects described in this report, we will concentrate our efforts on the following:

Developing a strategy for partnering with school districts

Through our partnerships with the Montgomery County Public Schools and Grand Rapids area schools, we've seen evidence of the powerful role our collaboration with school districts can play in advancing skillful teaching that disrupts inequity. As such, we plan to spend the next year developing a strategic plan for partnerships with school districts across the country, building out new types of support we can offer to schools, school leaders, teachers, and district administrators.

Scaling our work with teacher educators

TeachingWorks offers a range of support and services to professionals responsible for preparing entry-level teachers before they enter the classroom. In an effort to refine the services we provide, TeachingWorks is now offering a new line of customized professional learning opportunities for teacher educators focused on understanding, designing, and implementing practice-based teacher education.

These services include introductory programs for those new to practice-based teacher education; coaching and skill-building opportunities for teacher educators implementing practice-based teacher education; and long-term program improvement partnerships for teacher educators and program administrators looking to implement practice-based teacher education at the programmatic level. With this new line of services, we hope to pursue new partnerships with teacher educators across the country, while exploring the

effectiveness of the different levels of engagement we have with teacher educators toward improving teacher preparation.

Tracking our impact

TeachingWorks recognizes that, as our collective work continues to expand, we must become more deliberate and proactive about how we measure our organizational impact. This year we've partnered with the Center for Public Research and Leadership (CPRL), an organization housed at Columbia Law School that offers consulting services to education sector leaders and organizations. Our collaboration with CPRL focuses on the construction of a comprehensive framework for tracking our organizational impact. In multiple virtual and in-person sessions, CPRL helped us identify key indicators critical to demonstrating how teachers and teacher educators are taking up and applying the high-leverage practices and practice-based teacher education. CPRL also supported us in prototyping measurement frameworks for tracking these indicators. Over the next year, TeachingWorks aims to finish building these measurement frameworks and begin tracking the success of our organizational work and mission.



Our Board of Advisors

TeachingWorks aims to transform how teachers are trained, prepared, and supported for independent practice in classrooms across the nation. To do so, we must navigate a complex and varied landscape of teacher training organizations, be mindful of and build political advocacy for difficult policy decisions, and make careful strategic decisions about how, when, and where to invest in order to make our vision for public education a reality. The TeachingWorks Board of Advisors works closely with the director to attend to strategic challenges and priorities to achieve our mission.

Our board comprises individuals with a strong and broad range of expertise in teaching and teacher education, the policy environment, and nonprofit management. The Board of Advisors is committed to providing critical feedback and guidance to support the growth and development of TeachingWorks.

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