THINK TANK ON STATE POLICY TO PROMOTE EFFECTIVE TEACHING AND LEARNING
Tuesday, October 14, 2014

CEELLO
Center on Enhancing Early Learning Outcomes

Build
Strong Foundations For Our Youngest Children
Beginning

• Framing the Scope and Context of the Meeting
• What We Are Doing and Why
What is Teaching Quality?

Teaching quality = strong instruction = students learn

Teacher quality =
  - teachers’ knowledge, skills, dispositions + context of instruction
  - curriculum and assessment system;
  - “fit” between teachers’ qualifications and what they are asked to teach;
  - teaching conditions, such as time, class size, facilities, and materials.

Policy (makers) must address the teaching and learning environment as well as the capacity of individual teachers.
Teaching Quality (Individual) Theory of Change

Teaching Quality

Teacher Quality

Conditions Of Teaching

Teacher Knowledge, Skills and Dispositions

Context of Instruction

Human, Organizational, Resources

Child Outcomes

Professional Standards

Program Standards
What is Teaching Quality?

Discussion:
– What does good teaching looks like?
– How would we know?

– What makes an “excellent” teacher?
– How would we know?
What do we think....at this point in the day?

- What’s missing?
- Emerging areas of agreement?
- Any ideas we could all stand behind?
BREAK
Panel and Discussion: Consistent Supports and Sensible Accountability Systems

- Vincent Costanza, NJ DOE
- Lisa Hood, IL State University
- Catherine Scott-Little, UNC
- Alison Lutton, NAEYC
- Pam Winton, Frank Porter Graham
Teaching Quality (System) Theory of Change

- Teacher Quality
  - Teacher Knowledge, Skills and Dispositions
  - Context of Instruction
  - Human, Organizational, Resources

- Conditions Of Teaching

- Child Outcomes
- Professional Standards
- Program Standards

Professional learning Evaluation systems
Lunch Break

- Working lunch, take a break, check email
Problems of Practice

- State representatives present a question, challenge, conundrum, or next step they’re wrestling with regarding our topic.
- Group asks clarifying or probing questions of state reps.
- Group conducts round-robin with suggestions, solutions or insights.
Debrief
Powerful and Few State Policies We Recommend

- Professional learning
- Evaluation systems
- Equitable teaching and learning conditions
- Other
Reflections

• Sheila Smith
• Aisha Ray
The Gates Foundation has learned that two questions can predict how much kids learn: 'Does your teacher use class time well?' and, 'When you're confused, does your teacher help you get straightened out?'

Bill Gates

Closing Thought, as we head to the Gates Foundation Reception…
WHAT DO YOU THINK?
What does this mean for improving teaching and learning?