



Building Teaching Skill: The Importance of Practice

How do Teachers Improve?

- Two assumptions about teaching

~~Improvements in
education come
from above~~

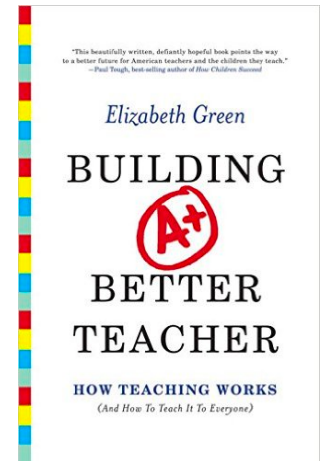


Widespread
improvements arise
from shared
community practice

~~Great teachers
are born, not
made~~



Great teachers
are made, not
born



Elizabeth
Green

Lesson Study

- In early 1990s, James Stigler visited Japan...



America: *I, We, You*

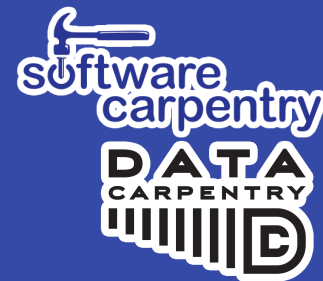
*Demonstrate new procedure (I)
Lead class in sample problem (We)
Each student tries worksheet (You)*



Japan: *You, Y'all, We*

*Students try problem alone (You)
Teacher analyses work, small groups
discussion (Y'all)
Present ideas to class, discussion (We)*

Akihiko Takahashi visits the States



- Currently President, Board of Directors at Lesson Study Alliance
- Visited the States
 - American teachers met once a year (if that)
 - Constrained to just *talking* about practices
- They had no jugyokenkyu, e.g.
 - Teachers observe each other in class, discuss lessons afterwards, study curriculum materials
 - Pervasive in Japan!

Jugyokenkyu in Practice

- In order for education majors to graduate...
 1. Observe assigned master teacher at work
 2. Each trainee planned five days of subject lessons
 3. Each taught a day of their own subject
 4. Then taught a day each of other subjects
 5. Afterward, teacher and trainees discuss what they saw that day
 - What the master teacher had done
 - More time spent discussing how students responded
 - Planning future teaching

***More important than how to give a lesson
is how to study teaching***

Other disciplines

- Prevalent in e.g. music
 - Dissect other performances
 - Band feedback during rehearsals, performances
 - Teacher-teacher feedback
- Not in English-language school teaching culture!
 - Teachers learn how to teach themselves
 - Application is up to them
 - Good practices don't spread



Exercise 1: Giving Feedback

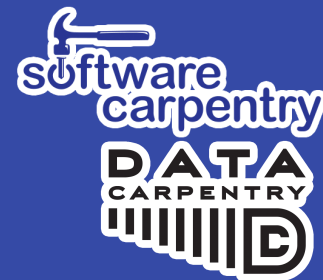
Watch [this video](#).

Take notes about the presentation, divide those into four groups:

- ***Positive or Negative***
- ***About Content (what was said) or Presentation (how it was said)***

Place answers in Googledoc.

Exercise 2: Feedback on Yourself



Split into groups of three.

Spend 5 minutes preparing to teach a 90-second segment of Carpentry lesson you chose.

Each person teaches segment to group, while one person records it (video & audio), using e.g. phone. Don't use live coding yet. Strictly 90 seconds!

*After first person finishes, **rotate roles** (speaker becomes videographer, audience becomes instructor, videographer becomes audience).*

*When everyone done, **all watch videos in turn**. Everyone gives **feedback** on all three videos (including on yourself!).*

*When all feedback done, **place everyone's feedback** about you **in Googledoc**.*

On Stage!

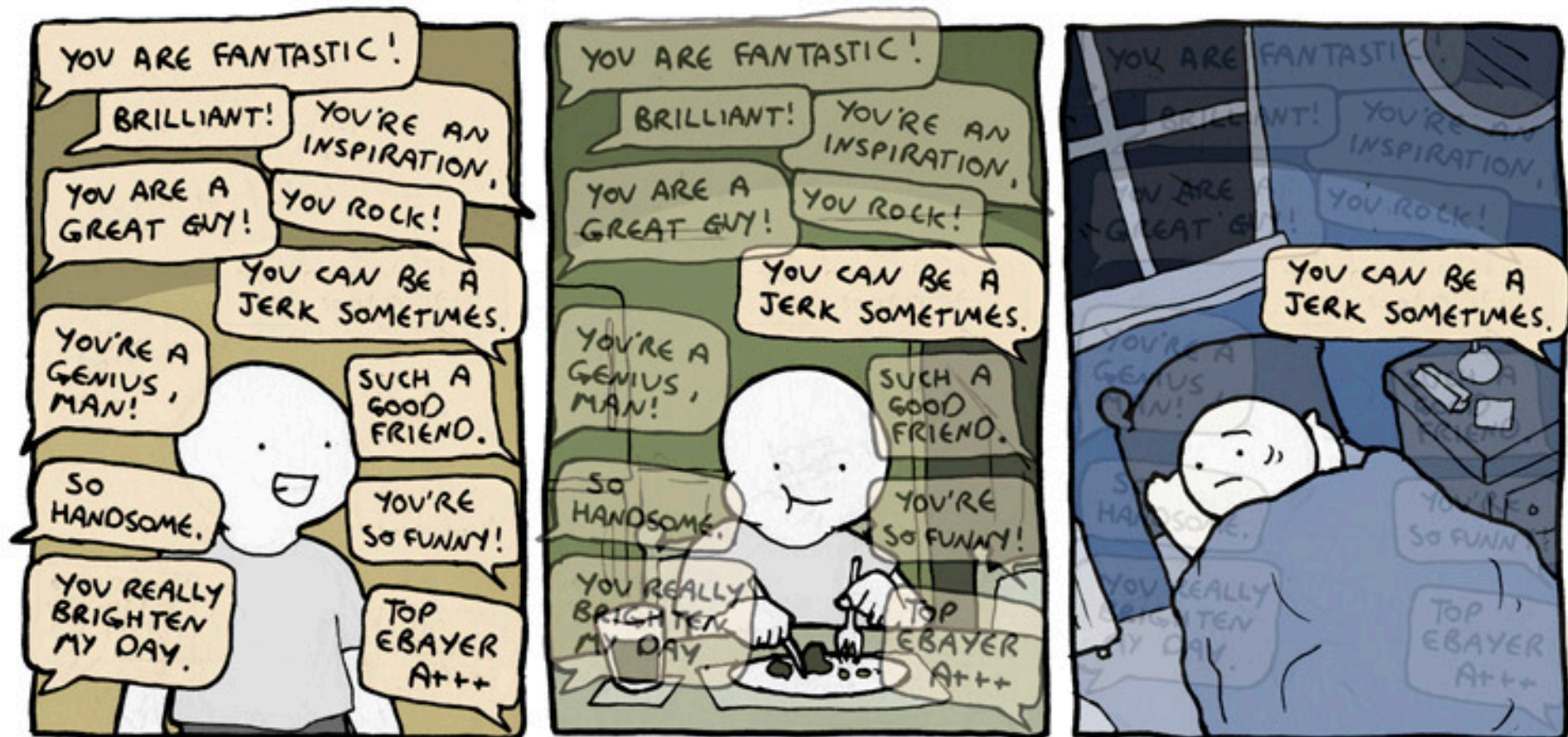
- Everyone has nervous habits!
 - “Mickey Mouse” effect
 - Identify and control
- Everyone has their strengths!
 - Musicians often very different
 - No different for other teachers
 - Play to your strengths!



Just as important to identify strengths as weaknesses!

Feedback

- It can be hard to receive feedback sometimes!



Set the Stage for Receiving Feedback – Some Tips



- Initiate feedback
- Choose your own specific questions
 - “One I thing I could do to make this lesson better?”
 - “Pick one thing from lesson to go over again?”
- Communicate expectations, e.g. observations
- Balance positive / negative feedback
 - Ask for / give “complement sandwiches”
 - Have fellow instructor provide summary
- Be kind to yourselves!

Never teach alone!

Exercise 3: Feedback on Feedback



Watch [this video](#).

Take notes about the presentation, divide those into four groups:

- Positive or Negative***
- About Content (what was said) or Presentation (how it was said)***

Place answers in Googledoc.

Exercise 4: Using Feedback

***Look back at the feedback** you received on your teaching in an earlier exercise.*

- *How do you feel about this feedback?*
- *Is it fair and reasonable?*
- *Do you agree with it?*

***Identify** at least one specific change you will make to your teaching based on this feedback.*

***Describe** your change in the Googledoc.*