

# PUBLIC TEACHING: A SET OF STRATEGIES COACHES CAN USE TO SUPPORT THE “SEEING” OF TEACHING

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Acknowledging our colleague, Deborah Loewenberg Ball, with whom we have been developing these ideas



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# WHAT DO WE MEAN BY “PUBLIC TEACHING,” AND WHY IS IT IMPORTANT?

- By “public,” we mean:
  - Teaching practice done deliberately in an open space where others can observe and discuss it.
- By “public,” we do *not* mean:
  - Model or demonstration of exemplary teaching practice.
- Why is this important?
  - To make teaching practice available for collective examination, discussion, and development.
  - To study teaching with integrity toward the intertwined nature of practice.
  - To compensate for the weak professional language we have for describing and discussing teaching practice.



# PAST APPROACHES TO OPEN UP THE PRACTICE OF TEACHING

- Lesson study
- Demonstration lessons
- Walk-throughs and observations
- Video “clubs”

Does she not see those boys are fooling around?

I wonder what the students are writing.

What answer does that child have?

I would not have let a student be at the board with a wrong answer.

Is student talk “on task” during partner work?

I wonder what she is looking for while she is circulating.

# PUBLIC TEACHING: WHAT IS IT AND WHY DO IT?



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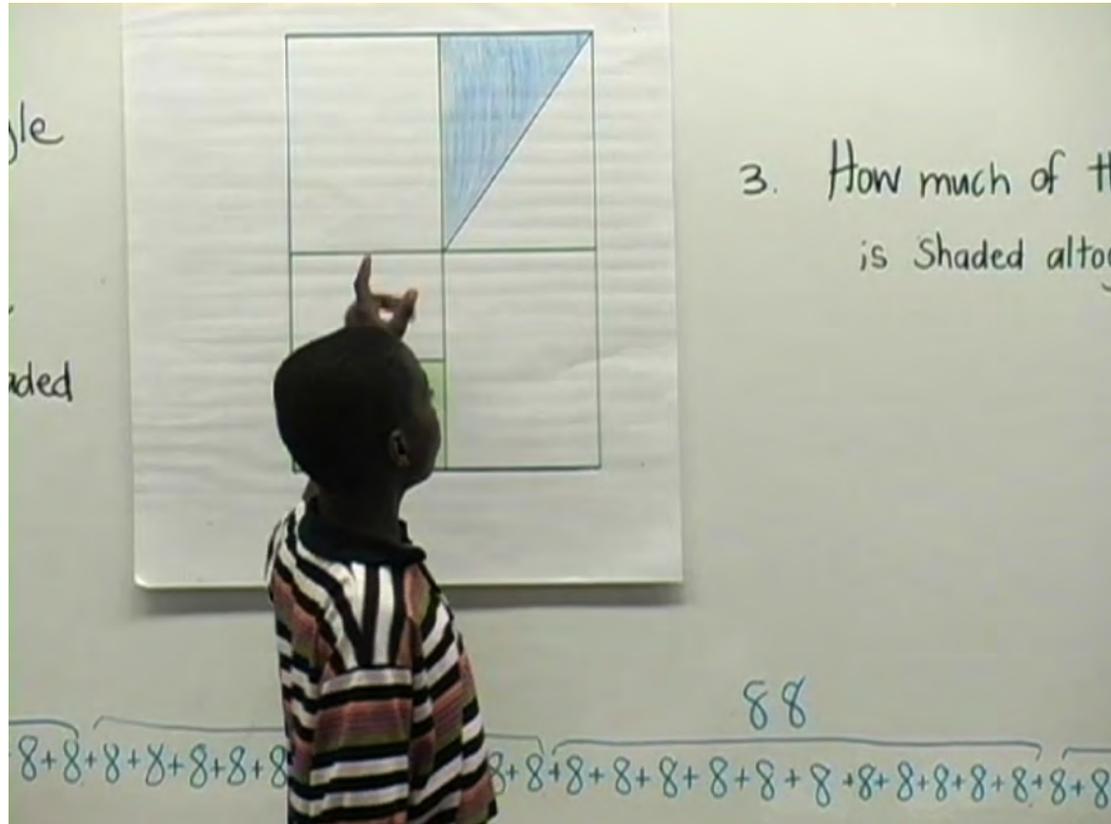
## WHAT IS INVOLVED IN PUBLIC TEACHING

1. How do we support student learning?
2. How do we support teacher learning?

## WHAT PUBLIC TEACHING IS NOT?

- Modeling “best practice”
- Demonstrating teaching for professional development purposes

# WHAT DO YOU NOTICE OF THE DUAL FOCUS OF TEACHING CHILDREN AND SUPPORTING TEACHER LEARNING?



# WHAT CAN YOU NOTICE ABOUT THE TEACHING OF CHILDREN



Making visible

- “Still waiting to see a few more hands. Lots of people have work done in their notebooks.”
  - “You should be thinking already about his reason. Who can repeat what Mamadou said? . . . if you're listening carefully, you should always be able to tell what someone just said. Dovan, what did he say?”
  - Can you put your finger around the part you're calling the whole? . . . Do you see where he just pointed? And where are the equal parts?”
  - “Raise your hand if you understand what Mamadou did. Who knows what Mamadou did to get his answer of one-half? I don't want to hear how you agree or disagree. I just want you to tell me what did he do.”
- Eliciting student thinking; broadening participation and distributing turns
  - Being explicit with students that **listening** is an important practice in which they are expected to engage
  - Supporting practices of presenting and explaining in whole group
  - Being explicit that the work is to pay attention to and try to understand someone else's mathematical explanation

# WHAT CAN YOU NOTICE ABOUT THE SUPPORTING OF TEACHERS' LEARNING



Making visible

- “Still waiting to see a few more hands. Lots of people have work done in their notebooks.”
  - “You should be thinking already about his reason. Who can repeat what Mamadou said? . . . if you're listening carefully, you should always be able to tell what someone just said. Dovan, what did he say?”
  - Can you put your finger around the part you're calling the whole? . . . Do you see where he just pointed? And where are the equal parts?”
  - “Raise your hand if you understand what Mamadou did. Who knows what Mamadou did to get his answer of one-half? I don't want to hear how you agree or disagree. I just want you to tell me what did he do.”
- That many children have completed independent work on the task.
  - That students are supposed to be thinking about Mamadou is about to say and this is not “dead” time.
  - Mamadou’s reasoning.
  - How many students think they understand what Mamadou said, and what is being asked of students

# THE PRACTICE OF PUBLIC TEACHING

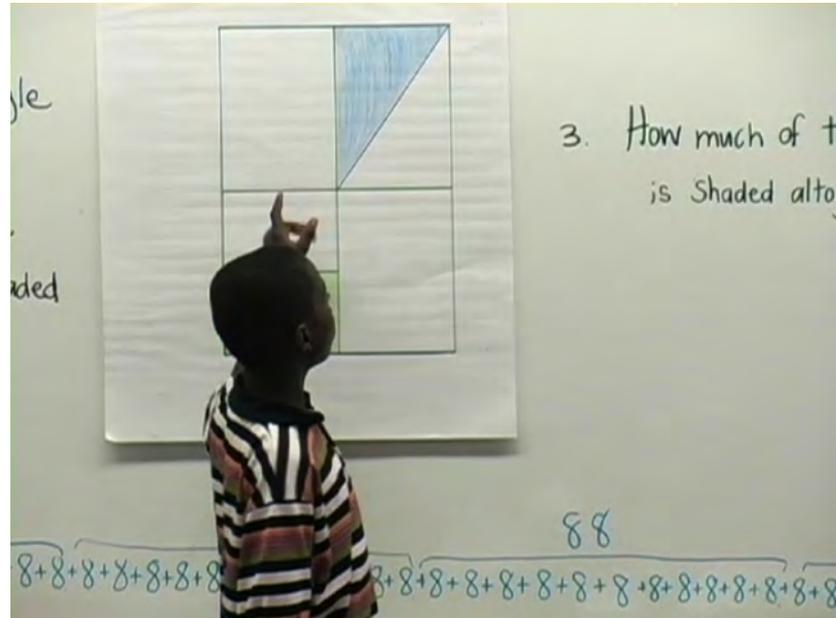
## PREREQUISITES

- Mindset oriented to making teaching visible
- Ability to be deeply engaged with children and to tune out adult observers
- Comfortable with self as teacher, and always curious about one's practice

## THREE DOMAINS OF WORK

1. Supporting observation (seeing, hearing, understanding)
2. Making teaching and learning visible
3. Minimizing the public-ness: creating a “cocoon”





- What is the teacher doing to support observation?
- What is the teacher doing to minimize the “publicness”?

# PUBLIC TEACHING, A SECOND VIEW

## SUPPORTING OBSERVING

- Standing and moving to make it easy for observers to see
- Speaking loudly enough and creating a norm of children speaking to be heard by peers
- Making large artifacts and using public space for representation

## MINIMIZING THE “PUBLIC-NESS”

- Creating a “cocoon” around oneself and the students
- Focusing intently and persistently on students and creating an serious focus in the room for concentration on the talk and the ideas
- Creating norms of attention to one another’s talk and ideas
- Deliberately non-attending to the observers



# HOW DOES PUBLIC TEACHING AFFECT HELPING STUDENTS LEARN?

- Supports explicitness: expectations, explanation, etc.
- Supports norms of speaking audibly, presenting clearly and visibly
- Enhances sense of seriousness and importance of what the children are doing

**Might it make children feel uncomfortable, embarrassed, shy, or reticent?**

# (HOW) DOES "PUBLIC TEACHING" FIT INTO COACHING PRACTICE?



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# CHALLENGES OF PUBLIC TEACHING

1. Easy equating to “modeling best practice” or an opportunity to see a particular teacher.
2. Conflating of the public teacher with the opportunity to study teaching.
3. For the person doing public teaching, remembering that it is about making teaching visible, not doing it “right.” Seeing “bad episodes” or errors as part of the work, and not a failed lesson.
4. The multiple levels of focus, purpose, and attention require deliberateness and attention.

# HOW CAN WE (AS COACHES) SUPPORT TEACHERS IN OBSERVING OUR TEACHING?

- What are moves that we (as coaches) can make when teaching children to support teachers in seeing teaching?
- What are moves that we (as coaches) can make when teaching children that support teachers in hearing the work that is happening in the instruction?
- What are moves that we (as coaches) can make when teaching children that support teachers in understanding why we are making particular decisions?

# DEVELOPING PUBLIC TEACHING STRATEGIES THAT SUPPORT TEACHER LEARNING GOALS



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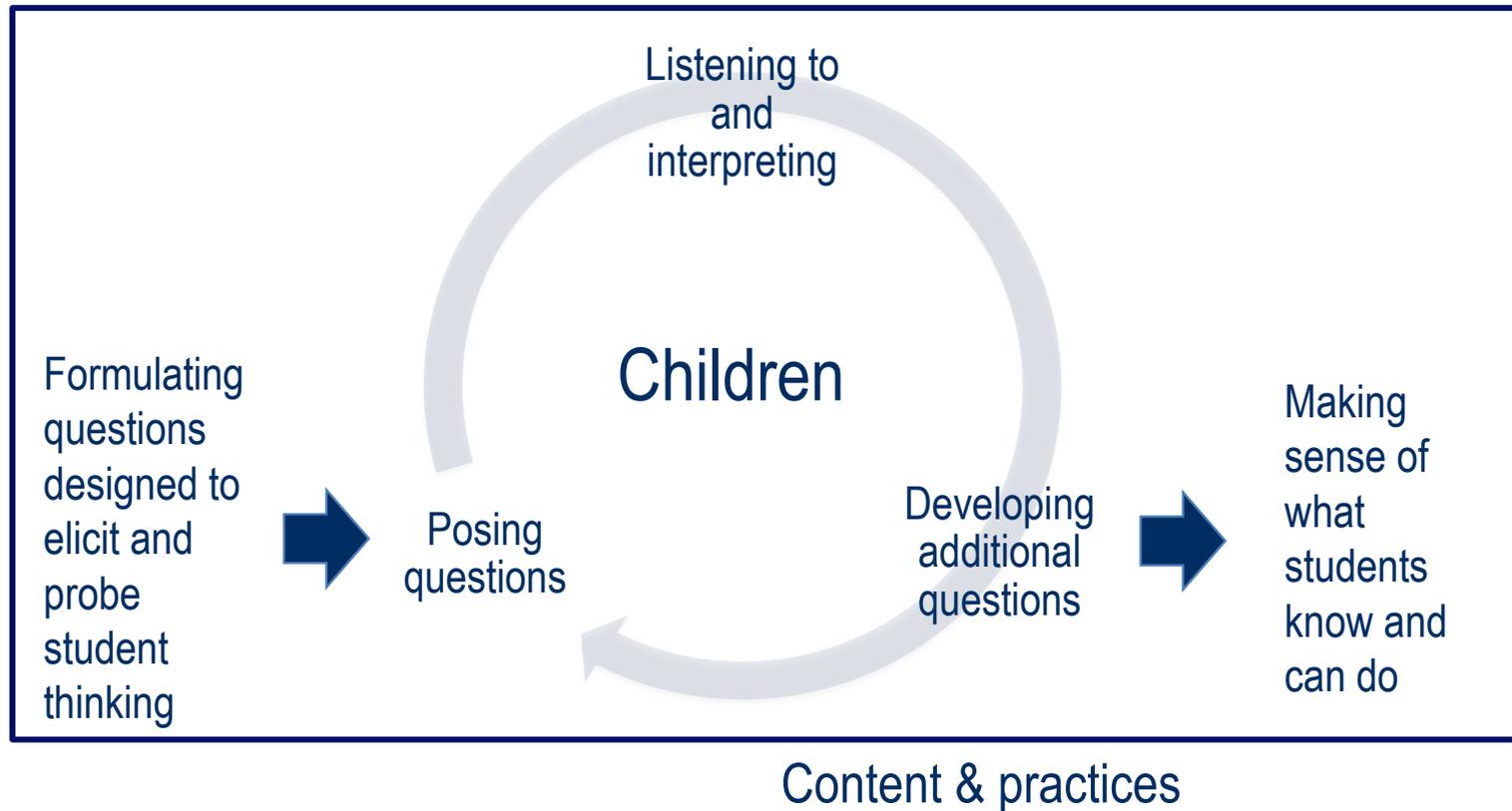
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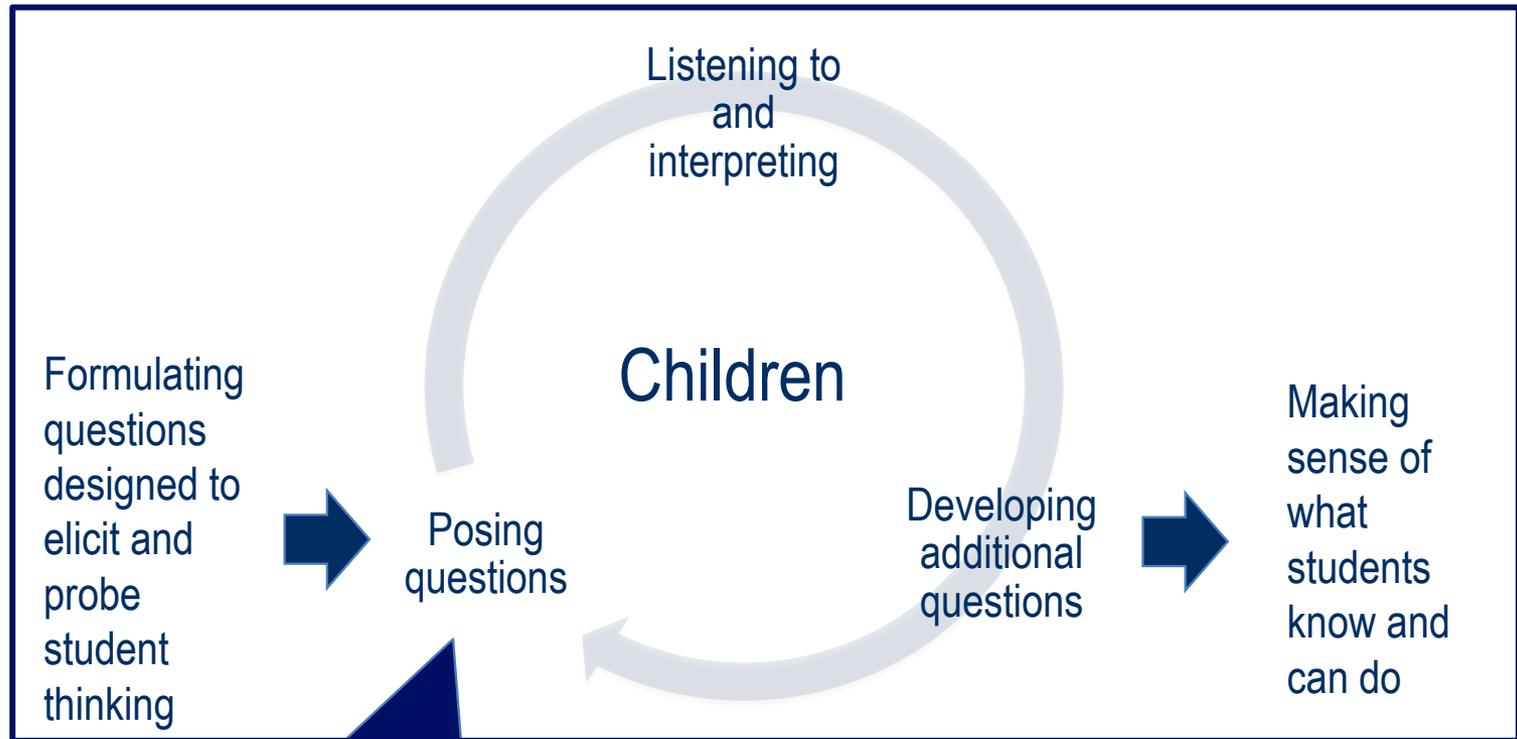
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# STRATEGY 1: CHOOSING AND PLANNING FOR A TEACHER LEARNING GOAL

- Explicitly name an interactional teaching practice (or set of practices) and identify the components of the practice
- Consider the following
  - What are the components of the practice that you want to highlight for your teachers?
  - How will YOU carry out this practice with students?
  - How can you make the work of this practice more visible to observing teachers?

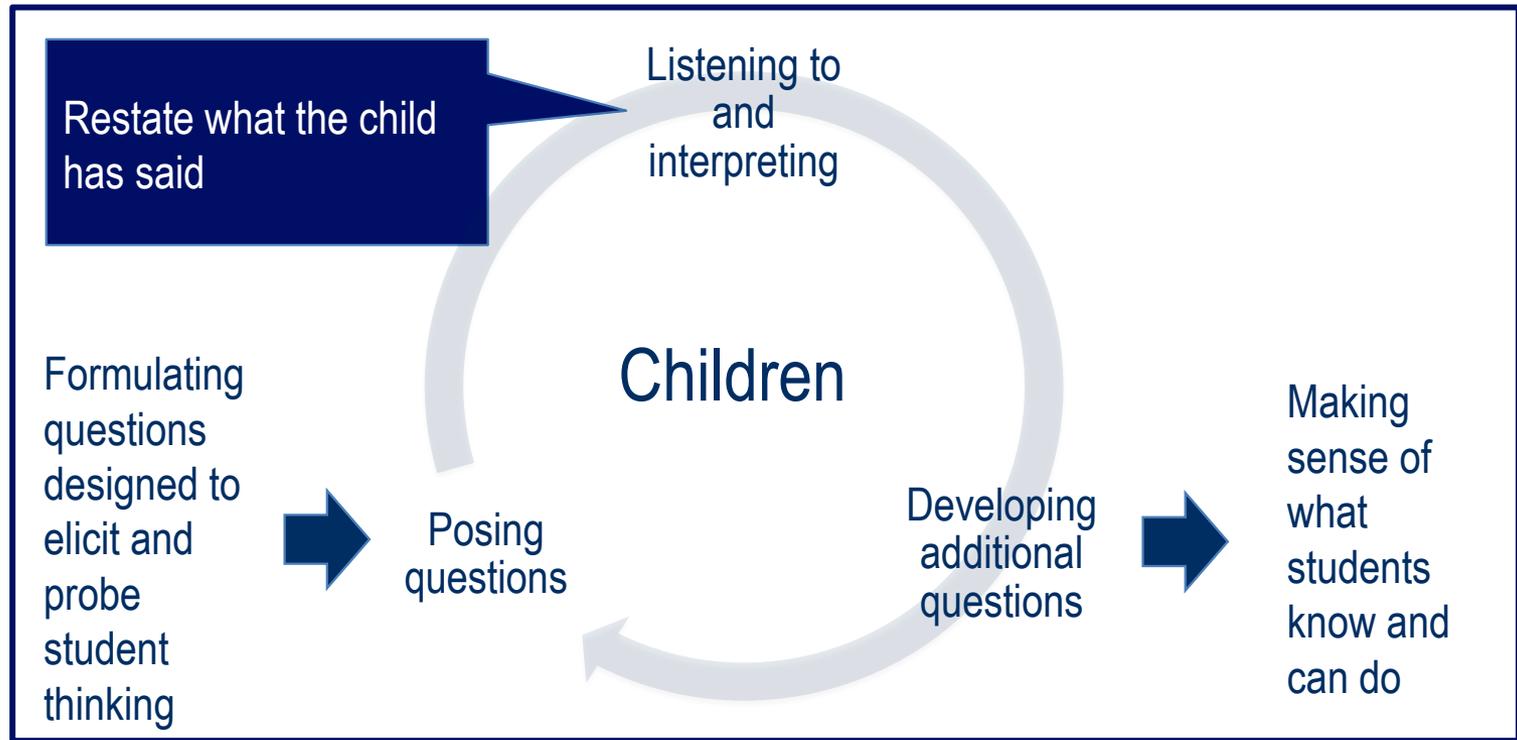
# EXAMPLE 1: ELICITING AND INTERPRETING STUDENT THINKING



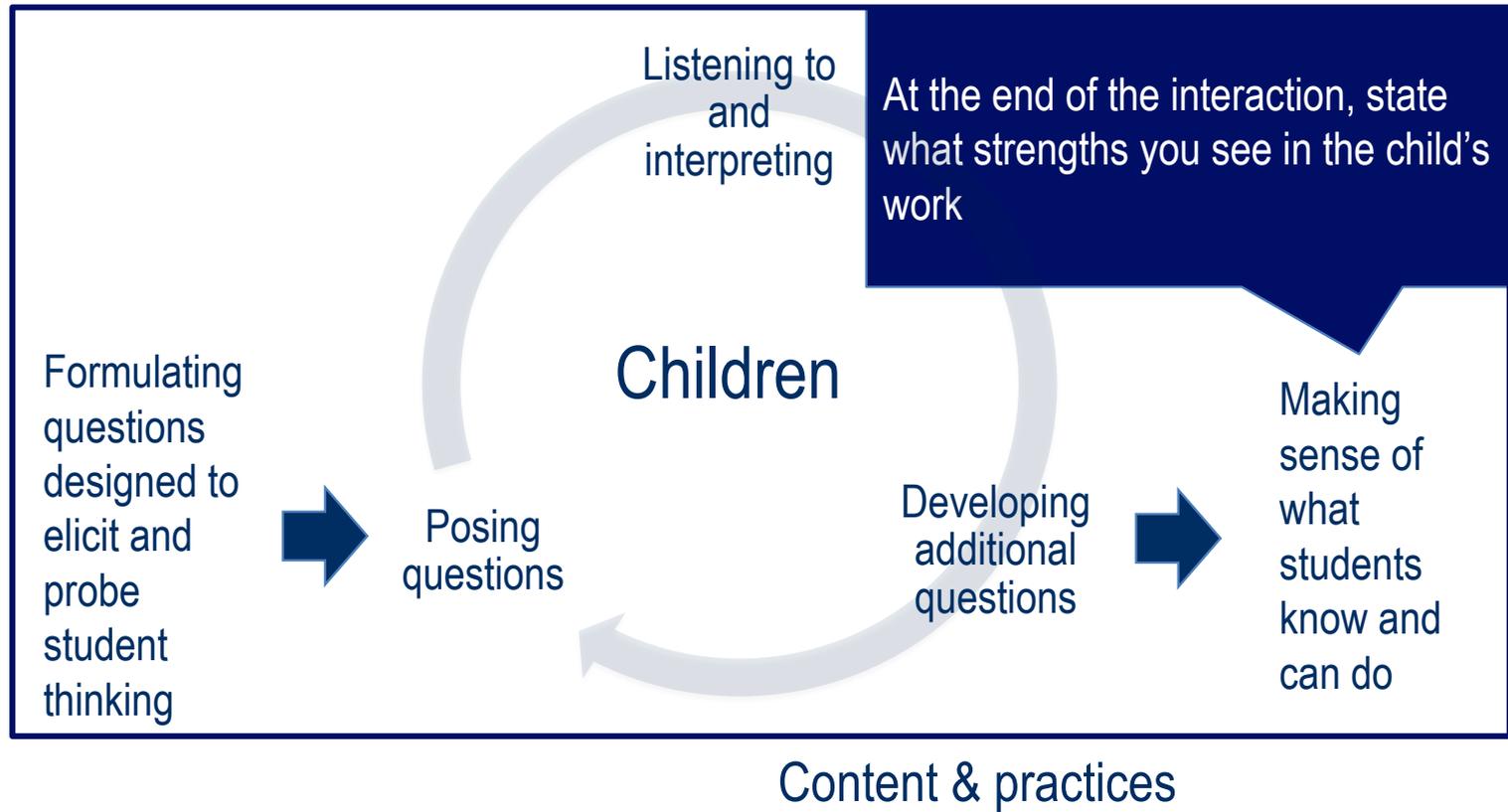


Annotate your questions:  
 “I’m asking you this because...”  
 “I’m going to give you a couple of minutes to think about that question...”

Content & practices



Content & practices



# TRY IT OUT

Consider the practice of leading a mathematics discussion.

- What are the components of the practice that you want to highlight for your teachers?
- How will YOU carry out this practice with students?
- How can you make the work of this practice more visible to observing teachers?

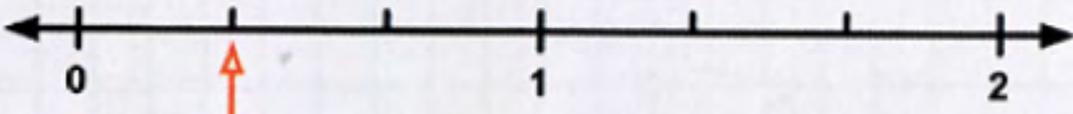
# STRATEGY 2: NAMING THE WORK OF CHILDREN

Consider the following set of work.

- What would you want observers to know about the work children have done?
- What strengths might you want to highlight?
- How could you summarize children's progress on this work?

# DANTE

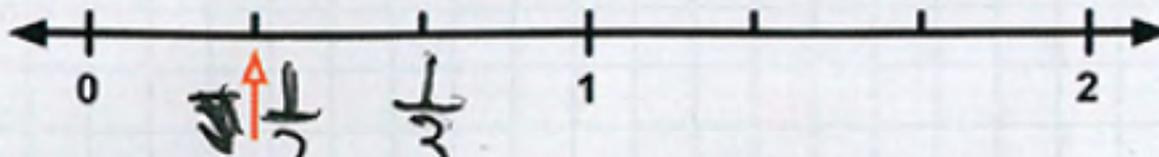
What number does the orange arrow point to?            $\frac{1}{2}$           



Explain how you know:           Because if you  
          look at it and count.

# ASHTON

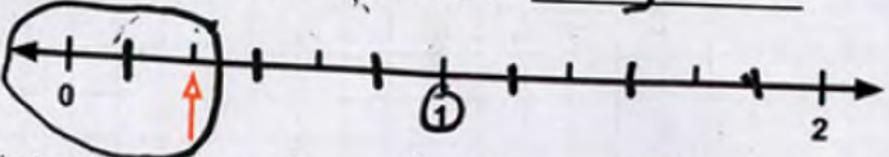
What number does the orange arrow point to? \_\_\_\_\_



Explain how you know: \_\_\_\_\_

# MAKAYLA

What number does the orange arrow point to?  $\frac{1}{3}$  Tuesday, August 5, 20

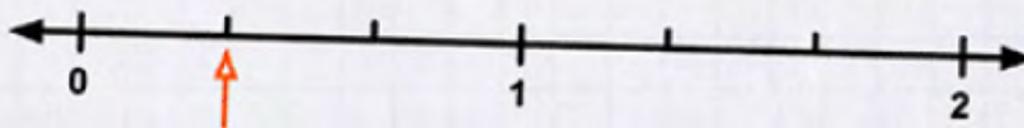


Explain how you know: Count from zero  
is one then make it  
equal and then it's a equal then  
count from the 1 I saw  
the one then 3 =  $\frac{1}{3}$  maybe not  
it has to be equal 1 2 3 and 3 each a 1

Write a complete sentence with one goal for yourself for our math class today. Give an example of what it looks like to do this really well. Parts

# MARIANA

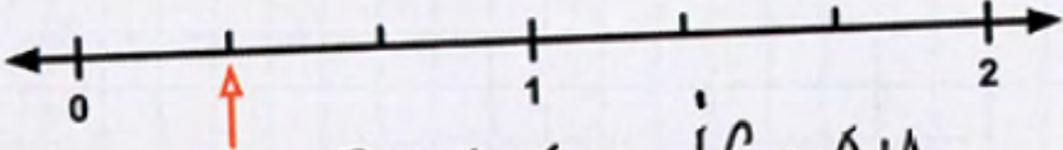
What number does the orange arrow point to?  $\frac{1}{2}$



Explain how you know: How I know its zero  
 $\frac{1}{2}$  is that there a interval from ~~one~~  
to one there was 2  
line between 0 and 1.

# PARKER

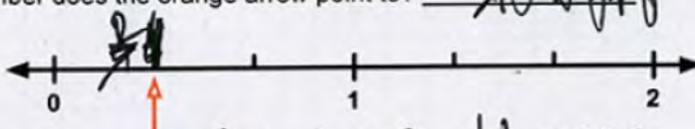
What number does the orange arrow point to?      $\frac{0}{5}$     



Explain how you know: Because if you  
count by ones you get zero  
over five.

# LAKEYA

What number does the orange arrow point to?  ~~$\frac{2}{4}$~~   ~~$\frac{1}{2}$~~   ~~$\frac{1}{4}$~~   ~~$\frac{3}{4}$~~



Explain how you know: because there  
~~four~~ equal parts and  
you're pointing to the  
second one so it's  $\frac{2}{4}$

---

Write a complete sentence with one goal for yourself for our math class today. Give an example of what it looks like to do this really well.

to listen to other people's  
ideas. Like just because  
I know the answer that  
I will still listen to others.

# SMALL GROUP DISCUSSION

Working with others, discuss how you might name (in front of children) the following:

- Key work the children did
- Strengths of the children's work
- Children's progress on this work as a whole class



# WHAT MIGHT YOU NAME ABOUT CHILDREN'S WORK?

- There were many different answers
- Children were writing explanations that helped to show their thinking



## STRATEGY 2: NAMING THE WORK OF CHILDREN THINKING ABOUT YOUR CONTEXT

Consider the learning goals that you have for the teachers that you are coaching related to the district initiatives.

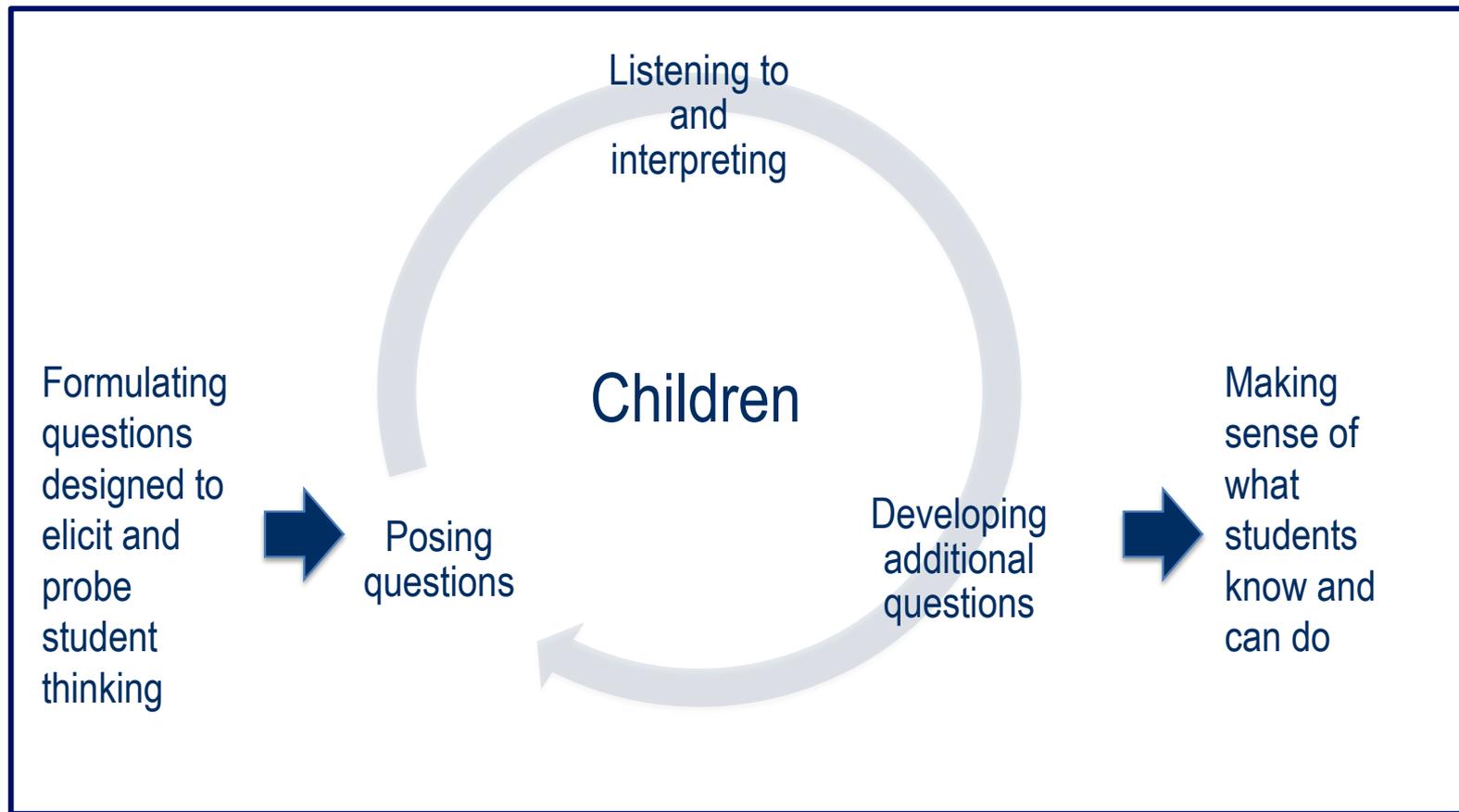
What are ways that you can help teachers to know what you are noticing about students that is supporting your instructional decision making?

## STRATEGY 3: MAKING THE TEACHER'S DECISION-MAKING VISIBLE

What are ways that you can help teachers to know how you are making instructional decisions related to these goals?

For example, if your teacher learning goal is around eliciting and interpreting student thinking, how will you help them to see the instructional decisions you are making in the moment?

# EXAMPLE 3: MAKING DECISION-MAKING VISIBLE



Annotate: "I'm going to come around and talk with a few of you because..."

Formulating questions designed to elicit and probe student thinking



Posing questions

Children

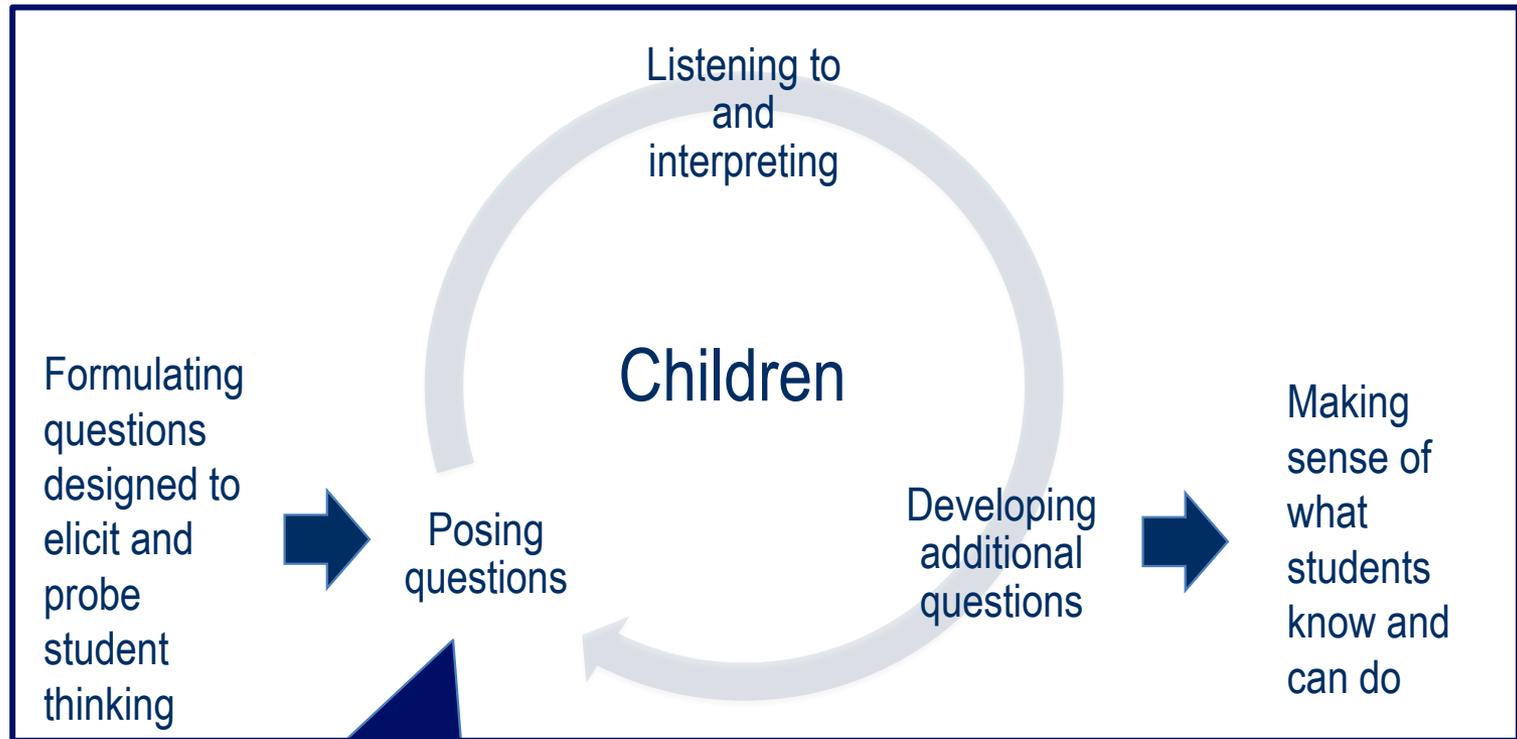
Listening to and interpreting

Developing additional questions



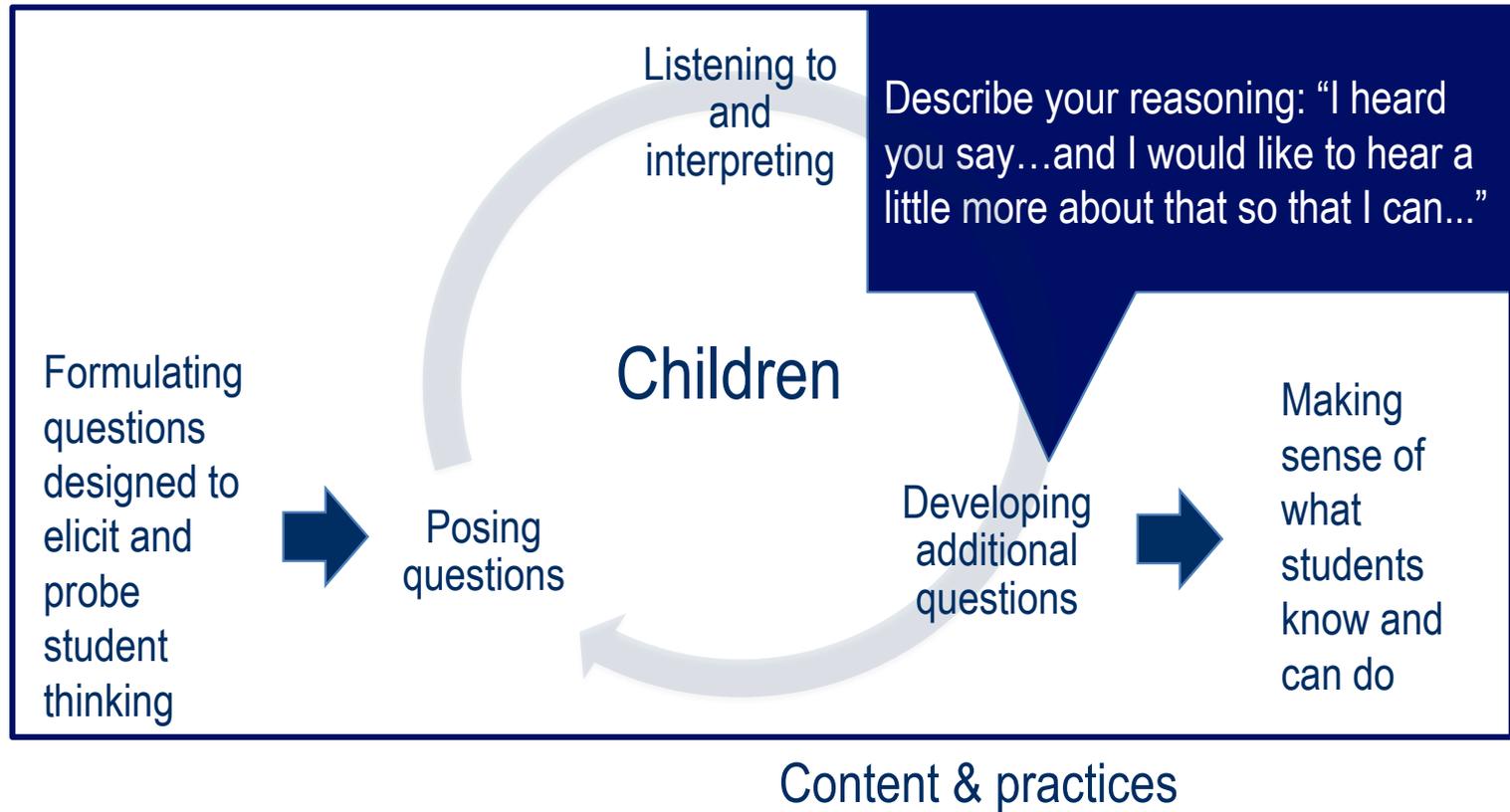
Making sense of what students know and can do

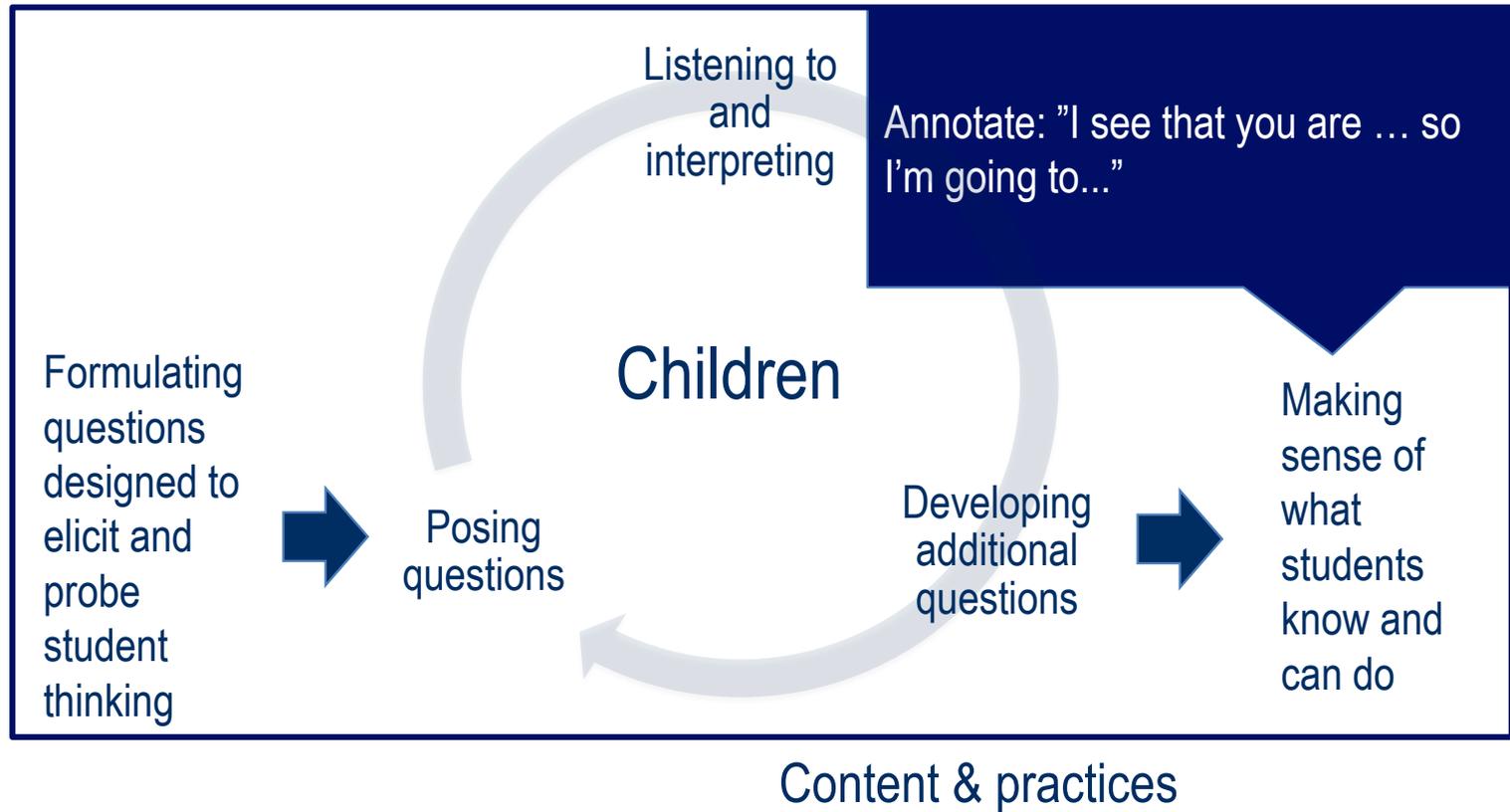
Content & practices



Annotate your questions:  
 “I’m asking you this because...”  
 “I’m going to give you a couple of minutes to think about that question...”

Content & practices





# THINKING ABOUT PUBLIC TEACHING IN YOUR OWN SETTING



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# SUPPORTING OBSERVATION (LIVE OR IN VIDEO)

What are some general strategies that you could use to help observers see and hear during observation?

Work with your table group to design examples and sentence stems that you could use to help observers

- See what students are doing in small groups or in their notebooks
- Hear what students are saying privately, in small groups, or in whole group
- Understand what students are doing or saying