

SME Principles, Instructional Activities, and Practices for Ambitious Teaching (2013-2014)

Principles	Ambitious Teaching	Cycles of Investigation & Enactment
<p><u>Principles of High Quality Teaching:</u></p> <ul style="list-style-type: none"> Teachers know and connect with their students as individuals, sense makers, and members of families and communities. Teachers design instruction for all students to do rigorous academic work and to have equitable opportunities for learning. Teachers elaborate clear learning goals to enact <i>Ambitious Instruction</i>. Teachers' quality of instruction is measured by student learning and equitable opportunities to learn. Teachers' instruction represents the nature of the discipline with integrity. Teachers engage their students in reflecting on their own learning. Teachers offer students authentic connections to school and community. Teachers are responsive to the requirements of the school and community environments at the same time consider how schools function and how they may need to improve. <p>Building a common vision, shared language, and experience with ambitious teaching is essential to TCs developing skilled practice.</p> <p><u>Principles of Learning to Teach:</u></p> <ul style="list-style-type: none"> Teaching is intellectual work requiring specialized knowledge of content and pedagogy. Learning to teach requires repeated opportunities to practice & the development of a shared language of practice. There is value in making teaching public. Teachers' learning experiences and identities shape what they know and do and should be open to examination and reflection. Teaching is a complex activity that must be learned and continually examined. 	<p><i>Ambitious teaching</i> requires that all students have opportunities to engage in rigorous academic work within equitable and safe learning environments. Teaching is responsive to student reasoning and focused on authentic and key knowledge, skills, dispositions, and ways of participating.</p>	<ol style="list-style-type: none"> Analyze the instructional routine (decompose, analyze, & discuss) Plan components of the instructional routine (co-planning using protocols) Rehearse with peers (coach, analyze, discuss & reflect) Rehearse in 6-12th grade classroom – small or whole group (coach, analyze, discuss, reflect) Video Club Professional Learning on rehearsals (analyze, discuss, & reflect)
	<p style="text-align: center;">Instructional Activities (IAs)</p>	
	<p>IAs provide supported opportunities to engage in ambitious teaching learning routines of teaching and enacting high leverage practices. IAs include:</p> <p><u>General:</u></p> <ul style="list-style-type: none"> Facilitating efficient & accessible openings and closures of lessons. Facilitating small and whole group discussions for a purpose. Facilitate student reflection on learning. Enacting formative assessment tools to inform subsequent instruction <p><u>Mathematics:</u></p> <ul style="list-style-type: none"> Facilitating sense making of procedures using tasks. Facilitating sense making of concepts using a representation or task. Facilitating sense making in response to common errors. <p><u>Science:</u></p> <ul style="list-style-type: none"> Facilitating sense making of big ideas. Eliciting student ideas to adapt instruction. Facilitating sense making of materials. Pressing students for evidence-based explanations. 	<p style="text-align: center;">High Leverage Practices</p> <p>Teacher Candidates develop repertoires of skilled practice through cycles described above.</p> <ol style="list-style-type: none"> Teaching toward a clear learning goal Representing student thinking verbally and on the board Constructing and organizing public records Eliciting and responding to student contributions Orienting students to one another and to the discipline Making sense of students' participation to inform instruction Positioning students as competent Developing and maintaining a productive learning environment Managing time and pacing Using body and voice <p><u>Strategies (used across practices)</u></p> <ol style="list-style-type: none"> Using discourse moves in whole class and small group settings Using appropriate questioning Offering relevant ideas, procedures, facts

