



# Building Teaching Skill: The Importance of Practice

# How do Teachers Improve?

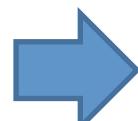
- Two assumptions about teaching

*Improvements in education come from above*

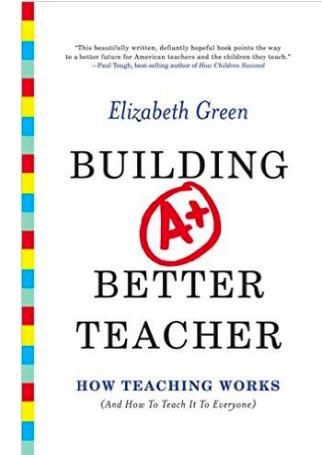


*Widespread improvements arise from shared community practice*

*Great teachers are born, not made*



*Great teachers are made, not born*



Elizabeth  
Green

# Lesson Study

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



Image by Fredler Brave

*America: I, We, You*

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

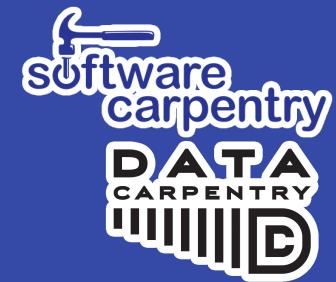


Image by Angie Harms

*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!

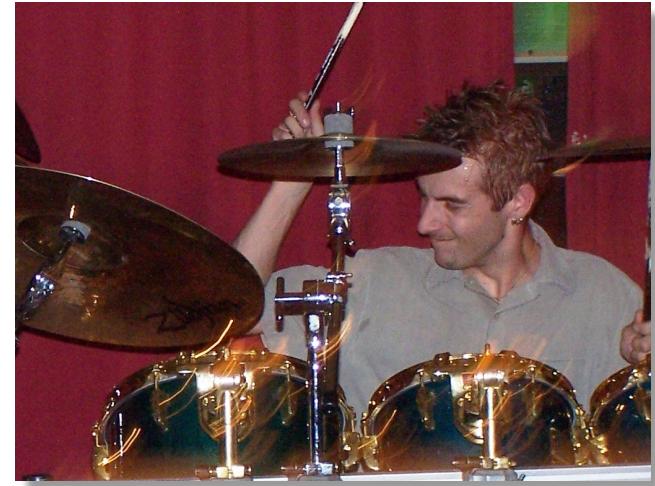
# Jugyokenkyu in Practice

- 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 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.***