Making   Practice Public: Teacher Learning in the 21st Century

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There is world wide concern that schools must change to meet the demands of the rapidly changing demographics, the globalization of the economy as well as the technological and cultural changes that are happening around us. There is much agreement that the teacher is the key figure in any changes that are needed (Darling-Hammond & Bransford ,2005).   There is also a commonly held view that the professional development of teachers should be the primary vehicle for teachers to improve their practice. Though well intentioned, teachers have long perceived professional development to be fragmented, disconnected and irrelevant to the real problems of their classroom practice. Researchers too have joined the chorus in agreement with teachers' perceptions (Ball & Cohen, 1999, Borko & Putnam, 1995, Hatch, et. al, 2005,Lieberman & Miller, 2001). In this paper, we challenge the entrenched professional development practices. We describe and discuss local, sustainable and economical teacher learning experiences that utilize professional learning communities, center on the study of practice, and incorporate the use of technology. Our cases were developed collaboratively with teachers over a decade, and led us to some learnings we think can contribute to a new understanding of the content and purposes of professional development. Others have suggested that the road from practitioner knowledge to professional knowledge is just in its infancy, but clearly provides much of what we need to explore. Practitioner knowledge comes from the problems of practice as they are "detailed, concrete and specific" (Hiebert, Gallimore & Stigler, 2002). But more than that, the knowledge must be made public, so that it can be shared, critiqued and verified. We propose that the advent and ubiquity of new media tools and social networking web resources provide a means for networked learning to "scale up." These important conceptual hooks present some new possibilities for thinking differently about the codification of professional knowledge, the conditions for its evolvement and the ways that professional development is organized. The idea of teacher quality and its importance in improving student learning has made this a time when such ideas as professional knowledge are paramount. We preface our discussion with a review of the research that has led us to argue for professional learning communities; document the policies and practices of professional development in high achieving countries internationally that have transformed the way teachers learn; and discuss the importance of online social networking as it is being used for teacher learning.

From Isolation to Colleagueship
For many years, researchers have written about the isolation of teachers and the harm that it brings to their continued learning and development (Lieberman & Miller 1984, Lortie 1975, Sarason, 1982). Over twenty-five years ago, researchers began to look at the importance of collegiality among teachers (Little, 1982, 1986) to see if it made a difference in the professional development of teachers. Little's seminal work showed that teachers who planned and worked together over time not only built commitment to each other, but to further learning. Even the act of "struggling" together

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1 at the same time in the same ways helped teachers to master new practices. Some
2 researchers warned that without the necessary supports, collegiality could be "contrived"
3 (Hargreaves, 2003, p. 165). Policies, Hargreaves argued, could get in the way of
4 collegiality by putting too many requirements and restrictions not allowing teachers to
5 grow the necessary relationships and shared work.
6 　　　　Perhaps our best example of colleagueship (and community) is the National
7 Writing Project (NWP) now celebrating its over thirty years of existence in over 200 sites
8 in the United States. In 2000, Lieberman and Wood studied two sites of the NWP, one
9 urban and one rural, and found that the practices that occurred during the summer
10 institute helped teachers see that working together was a powerful way to learn about
11 their own and others' practices. During the institute teachers learned to share their best
12 strategies, learn from others, become writers themselves and became open to learning as
13 a life long process. Teachers left the institute with a pile of tried and tested practices and
14 in observing six teachers classrooms after the summer institute, Lieberman and Wood
15 found that teachers were using many of the strategies they learned during the summer. A
16 big learning was that teachers became students of their own practice and for many went
17 public with their work *for the first time.*
18
19 **From Colleagueship to Professional Learning Community**
20 　　　　It has only been quite recently that researchers and policymakers have recognized
21 that our current mode of providing professional development for teachers needs radical
22 change (Borko 1995, Cochran-Smith & Lytle 1993, Fullan 1995, Knapp 2003, Lieberman
23 & Miller 2001). Researchers have played an important role in not only critiquing
24 professional development that promises real change with only a few workshops, but they
25 have also brought a new language and new evidence of what it will take to turn the
26 isolation of teachers into professional learning communities. McLaughlin & Talbert
27 (2001) studied high schools in Michigan and California and have provided us with the
28 first in-depth study of communities of teachers in secondary schools. They found that
29 subject matter departments were either "moving" or "stuck" referring to their openness to
30 change or their sticking to the status quo. Departments were either "weak", "strong-
31 traditional" or "strong innovative." They either "enacted tradition", "lowered standards
32 and expectations of students" or "innovatively engaged students". The idea of a
33 professional community encompassed collegiality, but gave us a more nuanced picture of
34 how teachers learn not only to work together, but how teaching and learning are
35 connected differently in *various types of communities*.
36
37 **Making Practice – and Communities of Practice – Public**
38 The multimedia online age has heralded new opportunities for individuals and
39 communities to "go public" with their work. Since the advent of widespread access to
40 multimedia tools, such tools have been used to capture teaching and learning. Many K-
41 12 teachers now have daily access to cameras, computers, video editing software, and
42 interactive whiteboards. More importantly, they are disposed to use these tools to connect
43 with their students and their colleagues in new ways. As "Digital Natives" (Prensky
44 2001) enter the teaching ranks, insular professional learning models are poorly positioned
45 to capitalize on their talents and interests. A second-grade teacher may start and end her
46 day by checking in with her friends world-wide via facebook or twitter. But while she's

1 at school, her classroom door is too often closed, literally and metaphorically. The
2 interconnectedness and ground-up user-generated world of Web 2.0 has yet to reach into
3 the realm of teacher professional learning.
4 But change is coming. Many teachers keep blogs of their practice, create video
5 podcasts of their students' performances, communicate with their students' parents via
6 email, and integrate technology into their pedagogy. The emerging field of
7 Technological Pedagogical Content Knowledge, or TPACK (Mishra & Koehler 2006),
8 articulates the ways in which technology can be deployed in powerful service of teaching
9 and learning. Yet deploying those same tools for professional learning has been limited.
10
11 **Professional Learning Communities 2.0: Moving Teacher Development Online**
12 Social psychology teaches us that public performance leads to improved
13 performance (Gibbons 1993). We believe that public *teaching* facilitates improved
14 teaching, and that all teachers can benefit from making their practices public and sharing
15 them with each other. "Public," in this sense, means making artifacts and events of
16 practice, and reflections on practice, available to interested educational audiences.
17 Technological innovations are not the destination, but the means by which this leap is
18 made.
19 By making teaching public, we are not launching the search for America's Next
20 Top Teacher. Nor is this an initiative to develop worshipful tales of inspiring teachers
21 who buck the odds and help the most challenging students to triumph, as wonderful as
22 that is. Having been elementary school teachers ourselves, we know too well that the
23 daily practices of teaching would not make a good "sell" in a Hollywood pitch meeting.
24 Rather, we have learned from our work with teachers making their practices public that
25 the most powerful result of going public with teaching is a new kind of conversation
26 about teaching. Instead of anecdotal venting in the teachers' lounge at lunch, we imagine
27 faculty looking closely at a writing workshop conference video and a piece of student
28 work, saying "Wow! Did you notice that? What do you think?"
29 Because we believe that multimedia representations of teaching travel best online,
30 the notion of who our colleagues are greatly expands. In one scenario, a teacher in her
31 second year might have a persistent problem with her guided reading circle during
32 language arts. She could videotape herself with her students, collect and scan their
33 running records, upload them to her blog with some reflections about what she thinks is
34 going on, and "tag" her veteran teaching friends on facebook to come give her feedback
35 and counsel—perhaps within minutes or hours. This changes the whole experience of the
36 induction years, eliminating the isolation and wheel-spinning that drive so many
37 promising novices from the profession and joins them early on with their colleagues. [1]
38 As we have been trying to understand the power of technology and social networking,
39 countries in Europe and Asia have been changing the way teachers learn their craft.
40
41 **UNDERSTANDINGS ABOUT NETWORKED LEARNING COMMUNITIES AND**
42 **TEACHING**
43
44 **International Perspectives on Professional Learning**

1   Many of our international colleagues in the highest achieving countries (on
2   international measures as TIMSS -Third International Math & Science Study - and PISA
3   - Programme for International Student Assessment) have already changed both the forms
4   and the meaning of professional development for teachers (OECD, 2005). While some
5   professional development in some places has changed in the U.S., as a general rule we
6   have not recognized the power of teachers to analyze their own practice as a critical
7   centerpiece of high quality professional development (Hammond, et. al, 2009).
8   In the U.S. teachers have from 3-5 hours a week for lesson planning (NCTAF,
9   1996).   In Japan, Singapore and South Korea, teachers spend 35% of their time teaching
10   students, while the rest is spent on a variety of activities to enhance their practice,
11   including having shared office space where teachers have access to materials and to each
12   other for large portions of the day (Kang & Hong, 2008). In Finland teachers meet once
13   a week to plan and develop curriculum, and schools in the same area are encouraged to
14   share materials (NSDC, 2009).   Other countries such as Denmark, Norway and
15   Switzerland deliberately provide time for teachers to collaborate on issues of curriculum
16   and instruction (p. 17, Darling-Hammond, et al. 2009). Time is considered a precious
17   commodity for teacher's learning as well as student learning.
18   Somewhat known in this country is Japan's "lesson study", the process by which
19   a teacher prepares and teaches a good lesson replete with materials for a group of her
20   peers. In Japan sometimes there are as many as 200 teachers observing the lesson.
21   Afterwards teachers join in a discussion to describe the strengths and weaknesses of the
22   lesson and ask questions of the teacher. In this way, teachers control the professional
23   development as it is centered on their own teaching practice. Sometimes teachers work
24   in groups and plan lessons together.   These "research" lessons provide opportunities for
25   teachers to learn from one another, refine their practice, and work with others to deepen
26   their understanding of the complexities of teaching. This continued focus on teacher's
27   work builds a culture of participation, the importance of the public nature of teaching and
28   collaboration with one's peers as a continued part of improving one's practice
29   (Hammond, et. al, 2009, Lewis & Tsuchida, 1998, Ma, 1999).
30   In Singapore, their new focus entitled: Thinking Schools, Learning Nation"
31   attends to not only a new curriculum for students, but also its support for teacher
32   learning. Its aim is to make a learning environment for everyone involved in the
33   educational enterprise, from policy makers to students. There are a number of different
34   components to the new focus on education, but one of the most interesting is a Teacher's
35   Network - an effort to mobilize groups of teachers who initiate a variety of activities of
36   their own making including: teacher –led workshops;writing publications; conferences,
37   website work and learning circles. The national university sponsors an initial whole
38   school training program in reflection, dialogue and action research. They also train
39   teachers as facilitators, mentors and critical friends. In these circles, the idea is to build
40   collegiality, but also to teach teachers that they are producing knowledge themselves as
41   well as gaining it from others. There are teacher led workshops again with the idea of
42   elevating tacit knowledge as a way of unearthing teacher knowledge publicly shared and
43   discussed (Hammond, et. al 2009).
44   In the UK, they have concentrated on a National Literacy and Numeracy strategy
45   that concentrates on these two areas by a model that specifically works to help teachers
46   use new materials and gain understanding of new methods. Within this strategy is an

1 effort to provide teacher leadership at the local level, including leading math and literacy
2 teachers (Hammond, et. al). Many resources are supplied by the government such as
3 high quality teaching materials and videos of good practice. This national initiative also
4 trains and mobilizes school heads, lead math teachers and expert literacy teachers. They,
5 in turn, work with teachers. The idea is to increase teacher expertise at the local level.
6 Many have already stated that the rise in the percentage of students meeting literacy
7 standards is due to this program (from 63% to 75%) Hammond, et. al, 2009). Building
8 on this strategy, they have also funded groups of schools to work together to improve
9 their practices (Fullan, 2007).
10   Inherent in all these leading countries is the idea that teachers must not only be
11 involved in collaborating with each other, but that the work needs to focus on teachers'
12 learning and the knowledge they create. This professional knowledge has become a large
13 part of the professional development that has been organized. Working in communities,
14 working on improving practice, and working locally with teachers as leaders are the
15 major themes in these high achieving countries. Creating professional knowledge that
16 comes from teachers appears to be the starting point of the professional development in
17 these high achieving countries. In other fields, there has been work on deeper
18 understandings that learning is not only individual, but *social* as well. And this too has
19 added to our understanding that people work in "communities of practice" as they make
20 public their collective understanding of their work.
21
22 **Understandings that Learning is Social within Communities of Practice**
23   Both research and development of new modes of working **with** rather than **on**
24 teachers has added to our understanding that learning is also social and therefore
25 changing professional learning for teachers demands a deeper understanding of the kinds
26 of conditions and contexts that support and encourage such learning (Cochran-Smith &
27 Lytle, 2009, McLaughlin & Talbert, 2006, Lieberman & Miller, 2008, Wenger, 1998).
28   Wenger has described the idea that most people learn in 'communities of practice'
29 and that these communities have within them three processes – learning, meaning and
30 identity – and learning happens through experience and practice. People learn in practice
31 (by doing), through meaning (learning is intentional), through learning in participation
32 with others; and through identity (learning and changing who we are).   Professional
33 learning described in this way is rooted in the human need to belong; to make a
34 contribution to a community; and to understand that experience and knowledge are part
35 of community property.   These "communities of practice" are everywhere and integral to
36 our lives. And when thought of in this way, they call our attention to the fact that
37 learning rather than being solely individual is also social and as such helps us understand
38 why and how practice becomes a public contribution to be shared, used, shaped and
39 understood by the community. This professional knowledge is what becomes community
40 property. As Wenger puts it: "such participation shapes not only what we do, but also
41 who we are and how we interpret what we do" (1998, p.4). With this understanding,
42 along with important shifts in studying teachers' practice, the development of learning
43 communities has become a worldwide focus for teacher learning.
44   Some researchers have actually developed communities in order to try and
45 understand how they get started; how people get engaged; what communities take on; the
46 developmental sequence; how they are sustained; and the eventual impact on students.

The most comprehensive rendering of how a professional community develops has been described by Grossman, Wineburg & Woolworth (2001). The researchers created a book group with members from an English and Social Studies department in a secondary school in Washington. The researchers documented how teachers interacted, what they talked about and how they developed into a learning community. Teachers went from concern only with *themselves as individuals*; to uncovering the *fault lines* (conflicts over gender, race, differences in teaching styles); to eventually *taking responsibility for their own and their colleagues' learning* and well being in the community. This important inside look at the development of a community helped deepen our understanding of the complexity of creating the conditions for community and the complicated way that interactions over time changed both the relationships and the teachers ability to work in a group and learn together. These understandings have also been brought to virtual communities as well.

The Origins and Outcomes of Online Professional Learning Communities

Current research on teachers' professional learning, including online environments, suggests that evaluations of outcomes be framed around "core features" including "content focus, active learning, coherence, duration, and collective participation." (Desimone 2009). From more formal networks designed with particular purposes to informal grassroots connections, teacher professional learning is thriving online. Over a decade ago, Harvard University's Education with New Technologies Networked Learning Community (Wiske et al. 1997), SRI International's TappedIn.org (Schlager & Shank 1997) and the Canadian TeleLearning Professional Development School (Breuleux et al 1998) provided among the first widely accessible online learning environments to support teachers' professional development. These pioneering projects re-envisioned how Schwab's commonplaces of teaching (1978) might apply to online learning environments. Such online communities for teacher professional learning would need to anticipate:

- The "teachers": Who were the designers/ developers and what were their goals? What roles might they take as moderators or coaches?
- The "students": Who were the participating teachers, and what did they hope to get out of their engagement in an online professional learning community?
- The content: What resources would support teachers' learning in such an environment?
- And the context: How could online learning communities be designed to support teachers' sustained engagement?

Outcomes of participation in networked professional learning communities include transformation of practices, philosophies, instructional time and collegial interactions (Borko 2004). When this participation occurs asynchronously and online, it also supports the integration of the various domains in which teacher learning can occur, bridging divides that previously existed between teachers' homes, school hallways and lunchrooms, and university schools of education. Fletcher et al. (2007) describe that the strength of online learning experiences depend on the robustness of "learning objects" around which the development initiatives are centered. We propose that when these learning objects emerge from teachers' own practices and are presented by teachers themselves, these new texts of teaching can advance educators' professional

development, inverting traditional top-down models. We have seen this inversion in our own work with teachers and teacher educators to create such texts.

LOOKING BACK: A DECADE OF MAKING TEACHING PUBLIC

The Context: Multiple Initiatives for Making Teaching Public

In 1998, as part of a new program at the Carnegie Foundation for the Advancement of Teaching (CFAT), Lee Shulman proposed that teachers could be scholars in much the same way as academics. He described **scholarship** as having three parts. It was necessary to make knowledge *public*: to *critique it;* and to *build upon it and pass it on*. With this definition as our guide, in 1999 we invited some teachers and teacher educators to spend some time at Carnegie as our first K-12 cohort of the Carnegie Academy of the Scholarship of Teaching and Learning (CASTL). We soon realized that the simple aphorism of scholarship was far more complicated than we thought.   By the end of the first cohort's time at Carnegie, we began to talk about showing an artifact of each teacher's practice online: adopting a multimedia approach to our work. By the second cohort two years later, we realized that we needed to start with the ideas and dilemmas that teachers talked about in their own teaching rather than the abstraction of scholarship. Out of their ideas, we reasoned they could make their teaching public. Instead of saying teaching should be public and talking about what that might look like, we were teaching them *how* to go public.   We were struggling with how to model the kind of teaching we were doing as they were learning how to go public; work with their peers who helped them clarify their ideas; and strengthen their own work by building on the work of their colleagues. We were getting close: multimedia representations of teacher's practices were multiplying and more audiences around the world were using them to provoke teacher learning. We were learning to start with practice and develop representations of teaching in ways that could extend others' learning..

The Development of Multimedia "Texts" of Teaching

Our teacher collaborators were as diverse as the profession itself embraces: The three CASTL cohorts' faculty came from many different cultural and language backgrounds; had finished their fourth, or fortieth, year in the classroom; were men and women teaching in contexts ranging from New York City (pop. 8.2 million) to Shelby, Mississippi (pop. 2626). But they shared a common characteristic—the belief that they had something to share as educators, and that by sharing their practices with each other, they all could learn to better serve students.

Phase 1: Inventing Different Ways to Go Public. Our first CASTL collaborators were teachers who already emphasized the creative arts in their teaching and could easily visualize how they might represent their work using multimedia.

Irma Lyons – then a 5th grade teacher and now the principal of Will Rogers Learning Community School in Santa Monica, California – wanted to visually represent the diverse school community in attendance at a dramatic performance assessment of her students' learning about the Harlem Renaissance. We videotaped interviews with as many attendees during this "Harlem Renaissance Museum Day" as we could, then created an interactive collage of the faces, demonstrating the interconnections between

1   the video interviewees (Lyons 2001). In the website, video clips of parents were linked
2   to children, who were linked to teachers, who were linked to colleagues, and so on.
3   Heidi Lyne, a history teacher at Mission Hill School in Boston, created her own
4   year-long documentary account of the school faculty's work to develop students' "habits
5   of mind" through a portfolio interview assessment (Lyne 2001). Lyne collected and
6   represented video and student work samples from multiple points during the students'
7   preparation for their portfolio defense, interviewed school founder Deborah Meier about
8   her rationale for setting school standards for student learning, and Lyne and her Mission
9   Hill colleagues used the resulting website to reflect on how better to support students in
10   the assessment process.
11   Marsha Pincus created a site centered on her work bridging domains of English
12   and Drama at the high school level in Philadelphia (Pincus 2001), influenced by the
13   dramatic theorist Augusto Boal (1979). She drew together videos of student-authored
14   monologues, her own practitioner reflections on drama and inquiry, and developed an
15   aesthetic for the website that was influenced by the graphic design of a theatrical
16   performance's "Playbill". Our goal during this Phase was to invent different ways in
17   which teachers might share the artifacts of their practice and to inspire greater numbers of
18   their colleagues to follow suit.
19   Phase 2: Articulating essential artifacts and events of teaching practice. The first
20   group of multimedia representations of teaching (MRTs) authored by CASTL scholars
21   went "live" in 2001. Subsequent teacher learning cohorts, both in the CASTL initiative
22   (1999-2004) as well as the Goldman-Carnegie Quest project (2004-2006), were then able
23   to read and explore these MRTs to begin to envision how they would share their own
24   practices. We realized that audiences found it most generative for their learning when
25   they could make their way easily and intuitively through an MRT, and so we developed a
26   series of templates for the use of multiple faculty to share their teaching practices with
27   external audiences.
28   Yvonne Hutchinson developed a "class anatomy" (Hutchinson 2003) juxtaposing
29   video clips from a single two-hour classroom instructional block with resources and
30   reflections from her practice at King Drew Medical Magnet School in Los Angeles. On
31   the site, Hutchinson's ninth grade English students discuss an excerpt from the jazz
32   musician Willie Ruff's autobiography *A Call To Assembly* (1991). Hutchinson provides
33   artifacts for some of the literacy practices shared on that day, including a "Class Scribe
34   Report" and an "Anticipation Guide", as well as materials she had authored to support
35   her departmental and district colleagues in their professional development, part of her
36   work as a Teacher Consultant for the National Writing Project.
37   Jennifer Myers, a second grade teacher in a suburb of San Jose, also captured a
38   block of language arts instruction as well as images of student work and reflections on
39   her practice. But with Myers' site (2006) and others developed at the same time, we
40   created a similar frame for representing teachers' practice: a sidebar for the website with
41   features common to all of the teachers' practices (a statement about their teaching
42   contexts, connections to state and local standards, a rationale for the content being taught
43   that day or days) as well as a horizontal navigation designed around the particular
44   practitioner's themes for reflecting on her or his practice. Myers' themes included a
45   description of the rituals and routines she established at the beginning of the year to

1 support her students' literacy learning, a description of her workshop approach, and a
2 discussion of the role of "touchstone texts" in her instruction.
3   The same frame informed our collaboration with Philip Levien, a high school
4 drama teacher in Santa Barbara, California. Levien, a former professional actor, worked
5 with the University of California Center for Education and Social Justice to document an
6 entire semester-long project working with his students to rehearse and perform a
7 Shakespearean comedy. So while his MRT (Levien 2005) shares some of the same
8 navigational features as Myers' along the left of the browser window, his practitioner
9 themes describe his particular challenges of serving a student population that speaks four
10 different languages natively, and a classroom designed to support the learning needs of
11 multiple students with significant learning disabilities in an inclusive setting. He
12 describes how he builds community, develops his students' capacities to read and
13 perform "gatekeeper texts," and how he serves his diverse learners.
14   Phase 3: Broadening the Frame - Looking across practices and classrooms: Even
15 with explicit attention to a similar frame for reading across multiple MRTs, we still found
16 that audiences experienced the sites as an individual encounter, a virtual visit to a
17 particular practitioner's classroom. This was generative in some ways—it was helping to
18 open classroom doors to observation, reflection and conversation about teaching
19 practices. But the emphasis was firmly focused on the practitioner. We wondered what
20 it would be like to shift the focus from practitioner to *practices*.
21   In 2006, we were able to partner with the Noyce Foundation to document four
22 teachers' professional learning practices as influenced by their mutual participation in the
23 Every Child a Reader and Writer Program: the resulting site was
24 InsideWritingWorkshop.org (Noyce Foundation 2007). To develop the site, we
25 documented three days of a seminar series for Bay Area educators on personal narrative
26 writing, and then captured an entire writing workshop session in a Spanish immersion
27 kindergarten class, two different second grade classrooms, and a fifth grade classroom.
28 Because each practitioner not only shared a content theme of personal narrative writing,
29 but a structural continuity in their writing workshop pedagogy, we were able to create a
30 navigational matrix connecting each teacher's practice to all of the others. A teacher
31 exploring the site might begin by examining Cyrus Limón's kindergarten writing
32 workshop mini-lesson, and follow the video documentation into an individual student
33 writing conference. At that point, the teacher might wonder what a writing conference
34 would look like with older children. InsideWritingWorkshop encourages and makes
35 visible the connections between Limon's conference with an emerging 5-year-old writer
36 and Mark White's much more elaborate conversation with his fifth grade student
37 concerned with her paragraphing revisions. Similarly, audiences of
38 InsideWritingWorkshop could compare the practices in two different second grade
39 classrooms and make some determinations about children's development as writers at
40 that age, or reflect on how the different student populations in Rachel Rothman's and
41 Becky Pereira's classrooms informed each teacher's pedagogical and curricular choices.
42 In many ways, our work developing InsideWritingWorkshop was the culmination of
43 desires we each long held as teachers ourselves—to see others teach, to examine artifacts
44 of learning, to hear accomplished practitioners reflect on their work, but also to uncover
45 the subtleties of particularly effective practices.
46

Collaboration and Teacher Voice
In all of our collaborative work with CASTL and QUEST faculty, it was critical for us to
ensure that they felt like the resulting representations of their teaching practices were
theirs. We had heard tales, even from our own collaborators, of other well-intentioned
projects who had swooped into their classroom with cameras one day, disappeared, and
proudly reappeared months later to present the highly polished DVD of their teaching.
One teacher even spoke about a camera crew interrupting her while she was teaching,
asking her to "stick to the script" of her lesson plan! As teachers ourselves, we knew that
this was important to avoid. We wanted the sites to emerge from these classrooms, speak
with the voices of the teachers themselves, and not prioritize glitz over classroom reality.
     An essential determinant in our success in bringing this about was time. Unlike
their higher education counterparts or their K-12 counterparts in other countries,
American K-12 teachers do not commonly have substantial time built into their school
day to reflect on their practice. As a result, we built paid release time into our project
budgets, and regularly gathered teacher collaborators together to reflect on the videos,
student work samples, and other artifacts of their documented practices. We built
narrative templates to guide their reflections: introducing themselves, providing a
description of their professional experiences, and sharing goals for their own professional
learning. For each artifact or video clip, we invited the teachers to describe the artifact
event as well as provide commentary about it. This gave the resulting multimedia
representations of teaching an intimacy akin to sitting down with the teacher and looking
at the artifacts "side by side", as Erickson (2006) reminds ethnographers and classroom
documentarians to do.

New Texts for Pre-service Teacher Education
     The more multimedia representations of teaching we created, the more we were
learning about what makes a "good" multimedia text. How much detail should a site
have? How could one show the complexity of teaching without making so much detail
that one would get lost in trying to find the pedagogy and the content? We began to get
feedback from a variety of global audiences from diverse educational sectors. And we
began to realize that we were providing opportunities for teachers to become articulate
about their practice as well as building the conditions for a different kind of professional
learning.
     By the time we had worked with three cohorts of teachers, we were learning that
some teacher educators were using the K-12 websites to prepare novice teachers in their
teacher education classes. They recognized that access to these kinds of texts would be a
powerful additional resource for their students, and collaborated with us to identify and
share some of their practices where MRTs were integrated into the teacher education
curriculum.

Developing Records of Teacher Educators' Practices
     Since teacher educators were already using the sites, we decided to organize and
support a teacher educator cohort to learn and to expand the work. We titled this
initiative *The Quest Project for Signature Pedagogies in Teacher Education*, as it was a
quest to understand how to use the wisdom of practice to prepare novices to the
profession. We highlight here how three teacher educators used Yvonne Hutchinson's

MRT on her high school English curriculum emphasizing academic discourse, described earlier in Phase 2 of our collaborative work with K-12 practitioners.   Each was teaching a different course, using Hutchinson's practice for different purposes, yet their representations of their teaching helped us understand *how* they taught and *what* they taught when they used the teacher sites in their teacher education courses[2]. We were coming to understand that the complexity of teaching could be mined online not only by the teacher's purposes, but by teacher educators who were using the teacher sites for *their* purposes as well.

Content Area Connection: Learning from Yvonne Hutchinson in a Course on Secondary English Methods

Pam Grossman and her colleague Christa Compton created a website (2006) in which they describe a multipartite assignment for their Secondary English Methods course at Stanford University. In the course, Grossman and Compton invited their students to work in pairs to investigate particular questions about Hutchinson's site, such as "What is the role of the anticipation guide before and during the class discussion?" and "Who speaks? How often? What does Hutchinson do to encourage everyone's participation?" The pairs compiled evidence from the website for their responses to these questions, and then divided into two groups to present the evidence to their fellow students by facilitating a discussion on their question. Grossman and Compton's students are then asked to try out one or more of the strategies identified in Hutchinson's practice in their own field placements, and finally the students reflect on what it took for them to adapt the strategies to their particular contexts.

In the multimedia representation of their teaching, Grossman and Compton share evidence of their students' insights. One reported success using Hutchinson's strategies for getting students to participate, that "the one student who had never, ever, ever spoken, spoke-- it was a real victory!" Another observed that in trying to get his own discussion going he realized "how much preparation needs to go into it. You can't just sort of show up and it sort of *happens*. Hutchinson obviously does so many specific things in order to reach that point where it can happen, and sort of seem like magic. Behind the scenes there's so much more." Still another of Grossman's students even successfully sought out a teaching position at King-Drew and is now one of Hutchinson's colleagues. The impact on these students from digging under the surface of practices that can seem "magical" is considerable.

Cross-Curricular Connection: Learning from Yvonne Hutchinson in a Course on Secondary Social Studies Methods

Gloria Ladson-Billings is a professor of education at the University of Wisconsin at Madison, and the author of the acclaimed book *The Dreamkeepers: Successful Teachers of African American Children* (1997). Hutchinson's MRT includes several quotes from *Dreamkeepers*, and she considers Ladson-Billings an important influence on her work serving "black and brown" children in an urban setting. Ladson-Billings came to know

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[2] Portions of the description of the teacher educators has been adapted from Teacher Practice Online: Sharing Wisdom, Opening Doors by Desiree Pointer Mace, published by Teachers College Press (2009).

1   Hutchinson's work when they participated on the same panel presentation at a conference
2   for the National Council of Teachers of English in 2004, and subsequently began
3   integrating Hutchinson's work into a course for pre-service teachers in Middle School
4   Social Studies. Like Pam Grossman, Ladson-Billings has used the site as an illustration
5   of how a teacher can subvert the traditional "ping-pong" style of classroom discussion,
6   where each student response is directed to the teacher, who then directs a question to
7   another student. She calls their attention to how Hutchinson gets the students up out of
8   their seats and into small group conversations with each other about issues of race and
9   racism, and encourages the students to recognize each other's turns to talk in the whole-
10 class discussion. Ladson-Billings, like Grossman, also then asks her students to try out
11 some of the strategies they identify in Hutchinson's class in their practicum field sites,
12 videotape their teaching, and add it to their digital portfolios.
13 But there are some content area differences in how Ladson-Billings uses Hutchinson's
14 site within the discipline of Social Studies. A focus of her course is for students to
15 articulate how social studies teachers "help kids learn to be citizens in a democratic
16 society" (Personal Communication, 2/25/08) and toward that end she invites her students
17 to put together a "text-set" of developmentally appropriate literature on a social issue.
18 Teaching about power and inequity, as Ladson-Billings observes, is "tricky, because the
19 students themselves don't feel all that comfortable" discussing race and racism with
20 children. By interrogating the ways in which Hutchinson frames her students' discussion
21 of the "n word" in the Ruff text and in their everyday discourse, Ladson-Billings'
22 students can think about how to facilitate class conversations on controversial topics, not
23 only on race and racism, but poverty, homelessness, immigration, political change, civic
24 engagement, and so on. Additionally, the mutual use of each other's work by Hutchinson
25 and Ladson-Billings reinforces a significant outcome of "going public" with K-12
26 practice: subverting the traditional power dynamic between university-based research
27 expertise and school-based wisdom of practice. Instead of a top-down university-school
28 relationship, Ladson-Billings and Hutchinson become colleagues in conversation about
29 issues of mutual concern.
30
31 **Foundational Connection: Learning from Yvonne Hutchinson in a Course on**
32 **Adolescent Development**
33   Anna Richert is a professor of education at Mills College. In her course on
34 Adolescent Development, she used Hutchinson's work along with several others as
35 "silent teaching partners" as described on her MRT "Learning About Adolescents from
36 Teachers Who Teach Them Well" (Richert, 2006). The "Foundational" courses in
37 Teacher Education can all too often be abstracted from practice as pre-service teachers
38 focus on theories of child development, the history of public education, and philosophies
39 of education. In Richert's case, she found that she needed to make the case to her own
40 students of the relevance of the class to their intended future practices as high school
41 teachers. Richert observed that her secondary teaching students often came to their
42 studies with a considerable love for their subject area but only a peripheral sense of why
43 they would need to know about adolescents as learners in a particular developmental
44 stage. By integrating Hutchinson's work into her class, Richert created a content
45 connection for pre-service English teachers, subsequently opening up for a whole-class

conversation about how different teachers approach the challenges of curriculum and pedagogy in middle and high school contexts.

Richert considers there to be three central texts for her course: the "silent teaching partners" whose practices are documented on their websites; the course readings; and the voices of adolescent learners themselves. To bring together all three, Richert developed an innovative outreach project in which local high school students visit her class as "experts" in adolescent development (Viadero, 2005.) As Richert describes on her website,

> We were joined for the day by a group of high school students whose teachers are two Mills grads. When the students arrived they were assigned Mills partners with whom they worked for the afternoon. The Mills students had selected something from one of the websites they had studied that they found puzzling about teaching or learning as it was portrayed on the site. The goal was to share that puzzle with the high school student and discuss it to get the high schooler's perspective on the events that the clip portrayed. A more general conversation about teaching and learning in the high school setting followed. (Richert, 2006)

There were significant outcomes for both sides of this exchange. The high school partners engaged confidently and animatedly in this exchange, comfortably slipping into their roles as "experts" in the conversation. One observed that "I think that every student should have to think about what teachers have to go through.. it was cool because we got to teach someone older than us, how to teach." Another commented that seeing how engaged the pre-service teacher was by his expertise "made us want to learn, made us want to listen to him." Another student described how she would take the learnings from the day back to her own school setting: "It made me want to be a better student for the teachers because they go through so much work for us. It also opens our eyes, as students, to *how* we should learn, the different ways we can learn."

The Mills students were similarly transformed by the experience, especially by seeking expertise from the high school students about how best to serve them as learners. One remarked that "I was able to give the best of myself as a listener, and create that connection with the child;" another contributed that "So much of school is about teachers knowing and kids not knowing – teachers holding, therefore, power, and kids not. This project really allows for an opportunity for kids to hold knowledge too." These learnings are pivotal for those about to begin their teaching careers: another of Anna's students observed that the collaborative project "puts you in a situation where you feel like you have a lot of power. You feel like you have a lot of weight on your shoulders. You're learning what you have to do, so it makes you want to go and do that even better."

By looking collaboratively at Hutchinson's practice (among others), the high school students and the teacher candidates were able to begin their conversation about a neutral common text; instead of beginning by either critiquing the other's experiences and practices as a teacher or learner, they were able to bring their individual perspectives to a record of others' school experiences, and link their insights into agendas of change for each.

Teachers' Practices for Teachers' Learning and Development

Grossman, Ladson-Billings, and Richert provide just three examples of how accomplished K-12 teachers' practices connect to and inform different environments of pre-service teacher education. But the same is true for in-service teacher learning. Hutchinson herself makes regular reference to the site in her work with novice and veteran teaching colleagues in the Los Angeles area. Lee Shulman observed that "we are using our analyses of Hutchinson's teaching to develop more powerful theoretical principles for teaching and learning literacy, especially in creating bridges between the interpretations of text and the active use of discussion and dialogue among students" (2005). Still other applications have yet to be invented, but all rest on a careful reading of classroom practices and a creative vision of how teachers' practices can extend other educators' professional learning.

THE TRANSLOCATION (and Transformation) OF KNOWLEDGE OF – AND FOR – TEACHING

When texts for learning about teaching emerge from classrooms and are voiced by teachers themselves, a powerful shift occurs. We can begin to learn from the everyday accomplished practices that characterize many – but not enough—classrooms around the country and world. We have an opportunity to connect accomplished practitioners with struggling ones, to interrupt patterns of burnout by inviting despairing teachers to unpack the challenges they face into surmountable tasks, to consider teaching not as a magical calling, but as a complex profession that can be refined over time. But none of that is possible if teaching remains ephemeral, evaporating as soon as it occurs. We have proposed that practice become public, and not just for the "best and brightest" – though certainly we want to learn from our most accomplished colleagues—but for everyone.

Availability and Ubiquity of Tools: Universal Access Means No Excuses

Many of us now have daily access to computers, cell phone cameras, and other multimedia tools. We use them to connect with our friends and families, and while facebook alone, as of this writing, is rapidly expanding especially among older users, we have yet to capture the potential of these connections for professional learning. If each teacher starts small—scanning a piece of student work, videotaping a conversation with a student, envisioning how she might share the events and artifacts of her practice—and then takes the first step of asking a colleague (next door, or online) to examine it with her, new conversations happen. Together, teaching professionals consider the subtleties of relational practice and strategize about how to improve student learning. Teachers don't have to wait for a monthly release in-service hour to reflect on their practice; doing so emerges from one's teaching and becomes part of daily practice. If a teacher can find time to reunite with former students, friends and classmates online, it's a small next step to engage in conversation about teaching and learning.

Responsive Feedback Opens our Doors to Mentors and Colleagues Worldwide

Because this vision of professional learning plays out in a "flat world" where one's teaching colleagues may be next door or across oceans, educators need no longer struggle alone. To be certain, it is daunting to open one's doors to feedback and critique. But the value added is considerable. Venting in teachers' lounges could actually be

transformed into strategy about how to ameliorate classroom challenges. Pedagogical loneliness gives way to international professional collaboration. Strong practices travel from practitioner to practitioner, and weak practices can't hide behind closed doors. If the assumption is that practice is public and shared, our hope is that such a shift may in itself begin to improve teaching.

SUMMARY: A VISION OF HOME-GROWN PROFESSIONAL LEARNING

The Tools for the Task

This is not a call for the multimedia cavalry to gallop in and save teachers from professional isolation and stagnation. And indeed, we recognize that many practitioners may be resistant to the idea of opening their classroom doors (literally or virtually) to peer review by others. School districts are still working to develop and refine media permissions protocols to protect student privacy. For those who recognize the value added by inviting critique on practice, however, we think that going public is a powerful form of professional learning.

To launch and sustain local movements for making teaching public and shared, educators need to develop the habits of having multimedia documentation tools close at hand. With handheld, small, tapeless USB camcorders costing less than $200, teachers can make a persuasive case to their administrators that powerful professional learning collaborations might be launched with comparably little financial investment. Once these tools are incorporated into daily practice, then teachers can act on moments when they wish their colleagues could hear a student erroneously conceptualize a challenging idea, or a teacher's particularly complex whole-group explanation. Once those moments are captured, then they can be blogged, or emailed, or posted – even to open a conversation with an individual student's parents about how best to advance their learning. The shift involves having the tools "at the ready" and not viewing them as irrelevant or external to teachers' practices.

Professional Learning from the Ground Up

We argue that much can be learned from the robust example provided by professional learning communities that have proved to be sustaining and to bring demonstrable results for teacher and student learning, such as the National Writing Project. The NWP has carefully evolved over decades a certain power-sharing alchemy in which the national organization is ever-mindful of the important directive power emerging from participating teachers. The same is true for collaboratives that emerge online. Any attempt to design networks for teacher learning must be done with active leadership from classroom teachers themselves. Representations of teaching must emerge from classroom practices, not merely describe them for outsiders.

Online Social Networking and Teacher Professional Learning

Hundreds of millions of users have signed up for social networking services and more are joining every day. The emergence and ubiquity of facebook, MySpace and twitter are not cause for hand-wringing among district technology leaders who decry the amount of hits such sites receive during the hours of the teaching day. Instead, technology leaders need to make clear to teachers how these gathering places and points

1 of connection are not distractions from, but opportunities for, professional learning and
2 development. The Digital Natives are already there. We need to capitalize on that time
3 and social investment and harness it toward improved learning outcomes for teachers and
4 students. Just as the 2008 Presidential election illustrated the rise and influence of the
5 "netroots," the teaching profession needs to open doors literally and metaphorically to
6 share the wisdom of practice online.
7
8 **Growing a "Local Teaching" Movement**
9   In recent years, Michael Pollan, Barbara Kingsolver and others have transformed
10 public dialogue about food, nutrition, and environmentalism by naming and promoting
11 the "locavore" movement, in which the most sustaining foods are those grown closest to
12 your plate. We need a similar movement in professional learning for teachers. What we
13 have proposed in this paper is a vision for professional learning initiatives that is
14 democratic, participatory and inexpensive. "Growing your own" professional
15 development means granting value to the everyday decisions that shape teaching and
16 learning in classrooms. Just as a local-foods gardener is invested in the daily care to grow
17 food that will grace the tables of her community, teachers can access a greater investment
18 in their own knowledge and expertise by sharing the fruits of their labors with each other.
19 This task is not intended to result in one standard for teaching and learning (like the
20 search for a perfectly round tomato), but to recognize the different heirloom varietals of
21 accomplished teaching practices already in place, refining themselves over years and
22 decades in schools. This vision of professional learning is intentionally local, humble,
23 sustainable, and intended to nourish both individuals and their communities. But it is
24 predicated on a vision of sharing your practices with others, which starts with each of us.
25   We have studied and worked with a number of teachers and know that "going
26 public" with teaching is a transformative idea for the field and for teachers. When
27 teachers go public with their work, they open themselves up to learning not only from
28 their own practice, but from research and others who help expand their knowledge.
29 When professional development opportunities start with other people's ideas *first*, they
30 deny what teachers know. Starting with teachers' practice invites them into the
31 conversation and opens them up to critique, to learning and to expanding their repertoire.
32 Making multimedia representations of practice helps teachers articulate what they know
33 (and what they need to know) and teaches the rest of us about the complexities and
34 layered nature of teaching. It helps teachers understand that their learning as adults is
35 tied to a larger community of professional educators – one where they are central to its
36 development. This, we believe, is transformative!
37
38 <center>Notes</center>
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