



**Great teachers aren't born;  
THEY'RE TAUGHT.**



**TeachingWorks**  
UNIVERSITY of MICHIGAN

## **Disrupting Injustice through the Power of Teaching: What Does “Practice-Based” Teacher Education Have to Do With It?**

Deborah Loewenberg Ball

Practice-Based Teacher Education Workshop  
July 8, 2019 • Ann Arbor, MI



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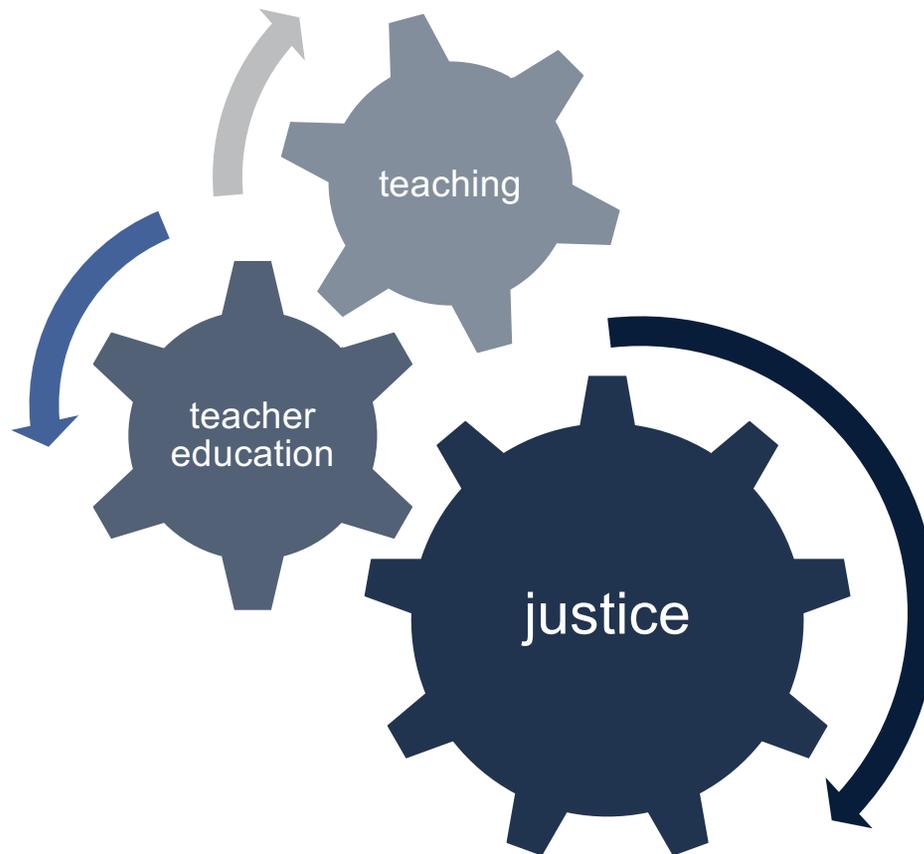


## Video: Brandin



How can we work together to dismantle  
hate and oppression?

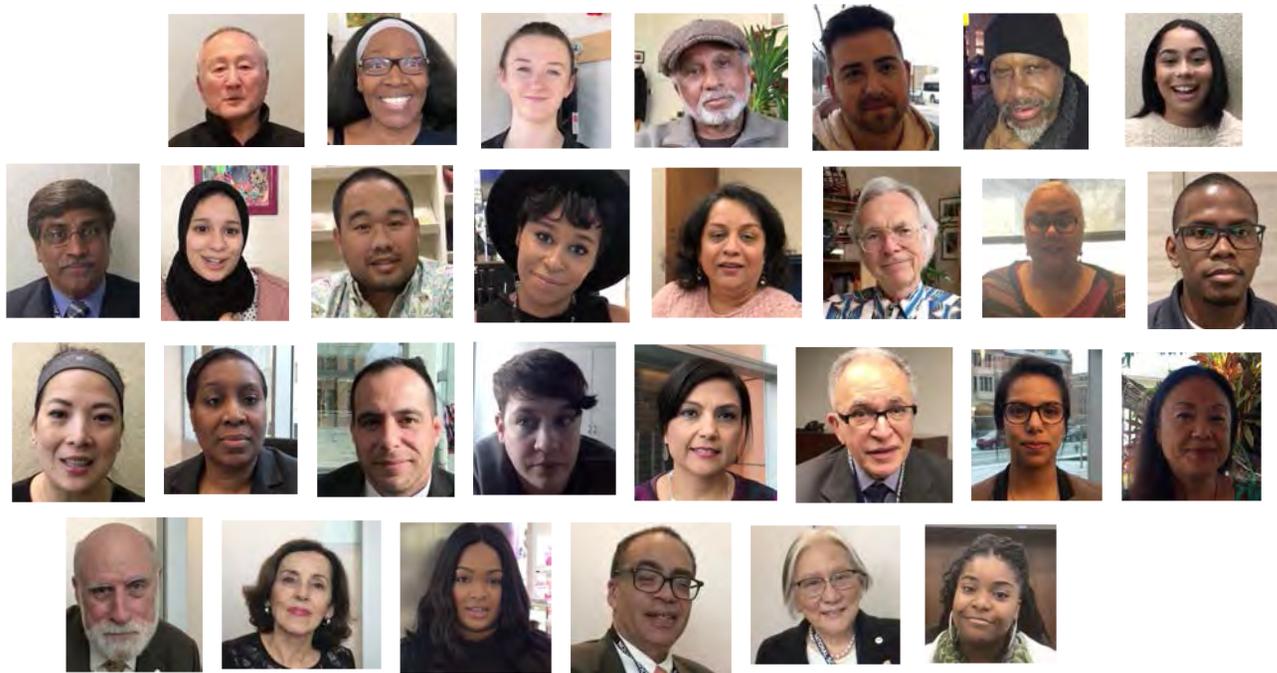
What does teacher education have to do  
with justice anyway?





# What Do We Know About Teaching?

1. Teaching is powerful.



# Teaching Effects

## COMPOUND EFFECTS

- Teacher sequence can affect student achievement by up to 50 percentile points after only three years.
- Low achieving students have the most to gain from an effective teacher.
- The top quintile of teachers facilitate appropriate to excellent gains for students of all achievement levels.

Sanders & Rivers (1996)

## VARIATION IN TEACHER QUALITY

- The most important in-school factor affecting student learning is the teacher.
- There is wide variation in effectiveness among teachers.

Wright, Horn, & Sanders (1997)

## LONG-TERM IMPACT

- Children who do not read proficiently by the end of third grade are four times more likely to drop out.
- Workers with a bachelor's degree or more earned almost twice as much as workers with only a high school diploma.

Fiester (2013)

## DISCIPLINE

- Latinx, Black, and Native/Indigenous students are punished more often and more harshly than other groups.
- Black girls are disproportionately subjected to exclusionary discipline practices.
- Students with disabilities are punished more often and more harshly than other groups.
- Discipline disparities for Black students, boys, and students with disabilities are observed as early as pre-K.

GAO Report GAO-18-258 (2018)  
Gregory, Skiba, & Noguera (2010)  
Skiba, Horner, Chung, Rausch, May, & Tobin (2011)  
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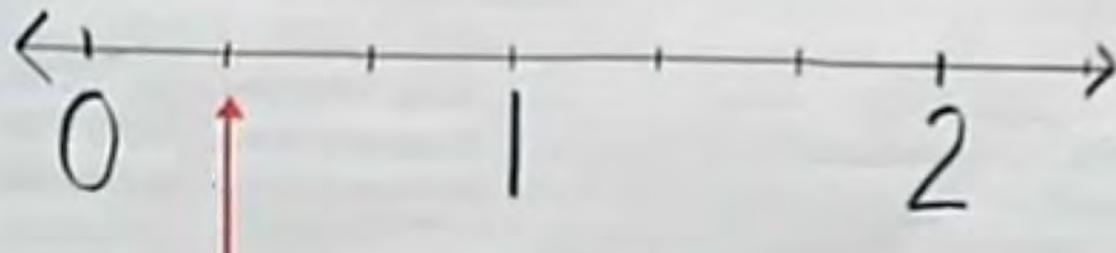
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# What More Do We Know About Teaching?

2. Teaching involves enormous discretion.
3. How that discretion is exercised can either reinforce patterns of oppression and inequity—or it can disrupt them.

What number does the  
orange arrow point to?  
Explain how you figured it out.



# Aniyah and Toni

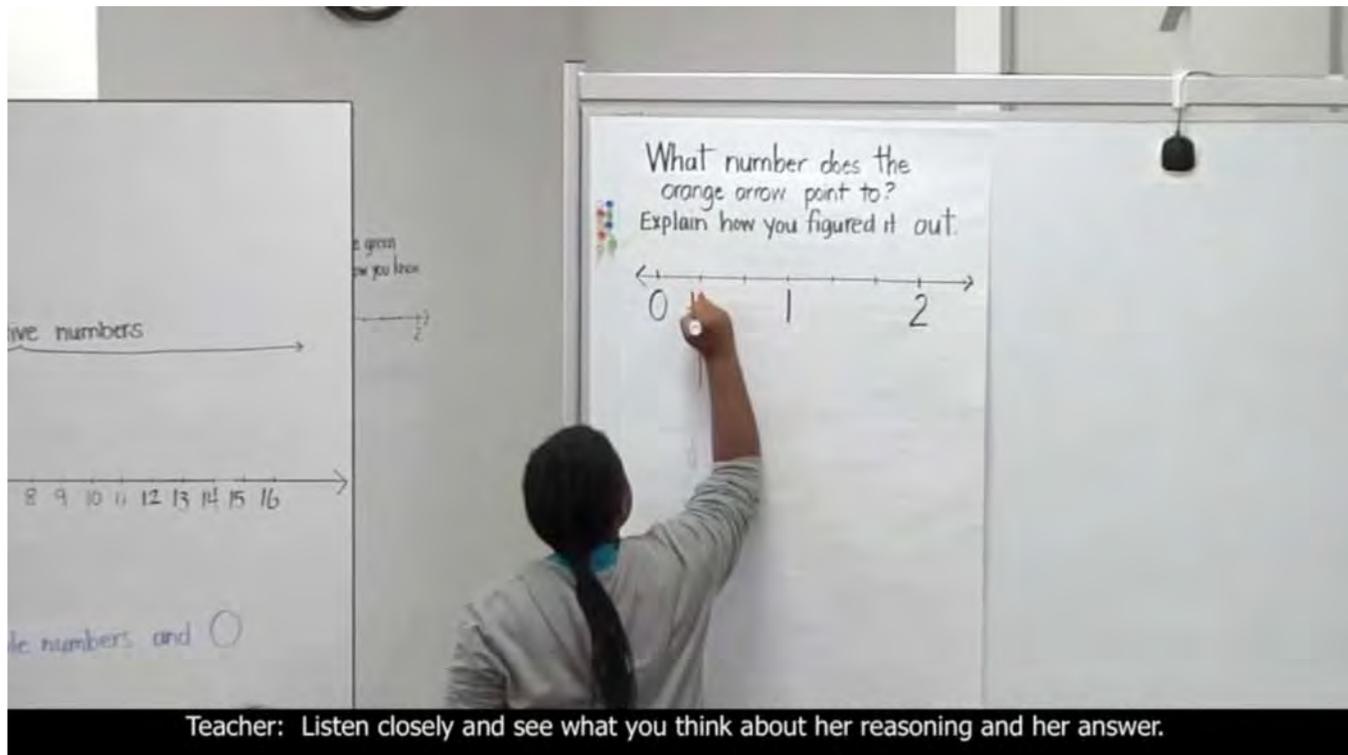


Aniyah

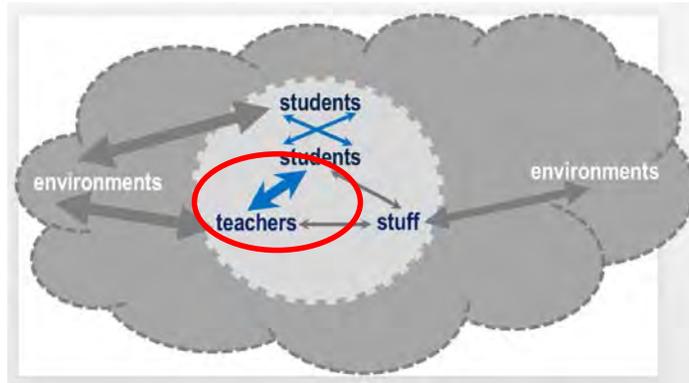


Toni

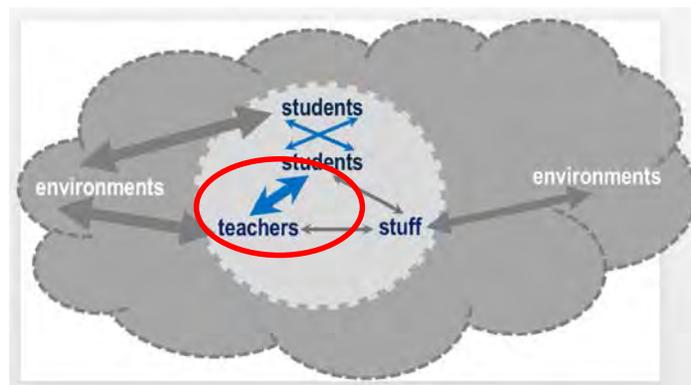
## Video: Aniyah and Toni



This video and additional supporting materials are available online [here](#).



Speaker	Talk	Discretionary space
Teacher	Who would like to try to explain what you think the answer is? And show us your reasoning by coming up to the board?  Who'd like to come up to the board and try to tell. And you know, it might not be right. That's okay because we're learning something here.  If the someone to come up and sort of tell the teacher and explain how you are thinking about it. What'd like to try that this morning?	1. Deciding when to open whole-group discussion. 2. Deciding what to do to launch discussion. 3. Framing the expectation for presenting. 4. Framing of what it "looking to the board" entails.
Teacher	Okay, Anya?	5. Selecting a student to present.
Fan Other children	Playing with her. Laying on arms.	6. Deciding whether to comment. 7. Deciding whether to comment.
Teacher	What someone's presenting at the board, what should you be doing?	8. Setting norms for what to do when a student is presenting.
Students in chorus	Looking at them.	9. Responding to students.
Teacher	Looking at that person.	10. Taking up an individual student question.
Teacher	Uh-huh?	11. Clarifying task.
Anya	You want me to write it?	12. Setting task for the other students.
Teacher	You're trying to make what you think this number is and explain how you figured it out.	13. Responding to student.
Teacher	Listen closely and say what you think about her reasoning and her answer. (Anya when I try by the orange line).	14. Setting task for responding to student explanation.
Anya	I put one seventh because that's...	15. Selecting student to speak.
Tom	Did she say one seventh?	16. Responding to student speaking across room.
Anya	Looks to Five Year. (Comments to class because there's seven equal parts, the one, two, three, four, five, six, and that seven. (Uses her finger to count the parts on the number line).	17. Responding to student laughing.
Teacher	Before you agree to disagree. I want you to ask questions if there's something you don't understand about what she did. No agreeing and disagreeing. Just: All you can do right now is ask Anya questions. Who has a question for her?	17. Responding to student laughing.
Teacher	Okay, Tom, what's your question for her?	18. Responding to student speaking across room.
Tom	You did not.	19. Responding to student speaking across room.
Tom	Why did (laugh at another student who says something to her from across the room)?	20. Responding to student laughing.
Teacher	Go ahead, it's your turn.	21. Responding to student laughing.
Tom	Why do you pick one seventh?	22. Responding to student speaking across room.
Tom	You did not.	23. Responding to student speaking across room.
Teacher	Let's listen to her answer now. That was a very good question.	24. Responding to student.



20 in 1:28

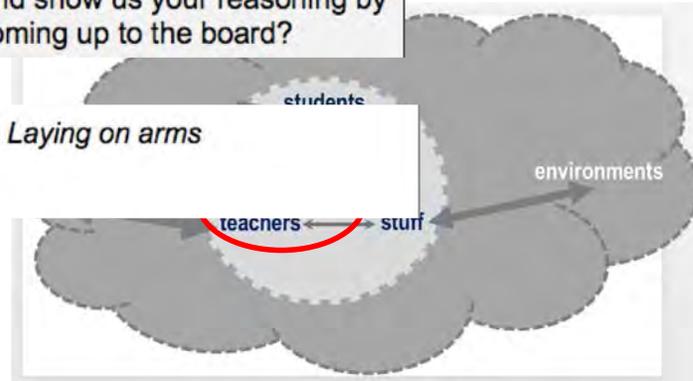
Speaker	Text	Time
Teacher	Who would like to try to explain what you think the answer is? And show us your reasoning by coming up to the board?	17
Teacher	Who'd like to come up to the board and try to tell. And you know, it might not be right. That's okay because we're learning something here.	18
Teacher	Is that someone to come up and sort of tell the teacher and explain how you are thinking about it. Would it like to try that this morning?	19
Teacher	Okay, Anyan?	19
Tom	Playing with her.	20
Other children	Laying on arms.	20
Teacher	What someone's presenting at the board, what should you be doing?	21
Students in chorus	Looking at them.	21
Teacher	Looking at that person.	21
Teacher	Uh-huh?	21
Anyan	You want me to write it?	21
Teacher	You're trying to make what you think this number is and explain how you figured it out.	21
Teacher	Listen closely and say what you think about her reasoning and her answer. (Anyan writes 17 by the orange line).	22
Anyan	I put one seventh because that's-	22
Tom	Did she say one seventh?	22
Anyan	Looks to Tom. (Comments to class) Because there's seven equal parts, the one, two, three, four, five, six, and then seven. (Lines her finger to count the parts on the number line).	22
Teacher	Before you agree to disagree, I want you to ask questions if there's something you don't understand about what she did. No agreeing and disagreeing. Just: All you can do right now is ask Anyan questions. Who has a question for her?	23
Teacher	Okay, Tom, what's your question for her?	23
Dante	You did not.	23
Tom	Why did (laugh at another student who says something to her from across the room)?	23
Teacher	Oh what, it's your turn.	23
Tom	Why did you pick one seventh?	23
Dante	You did not.	23
Teacher	Let's listen to her answer now. That was a very good question.	23
		25

Teacher

Who would like to try to explain what you think the answer is? And show us your reasoning by coming up to the board?

Other children

Laying on arms

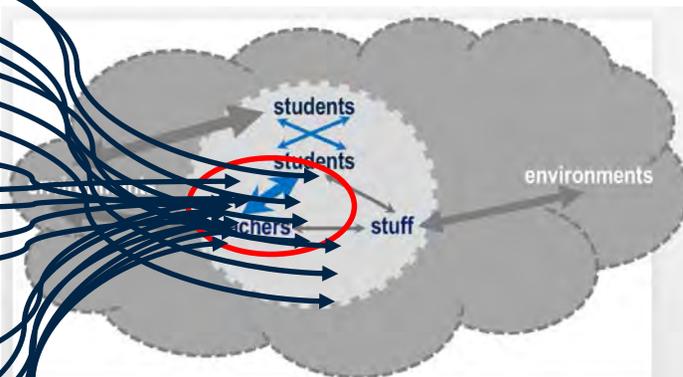


20 in 1:28

Dante

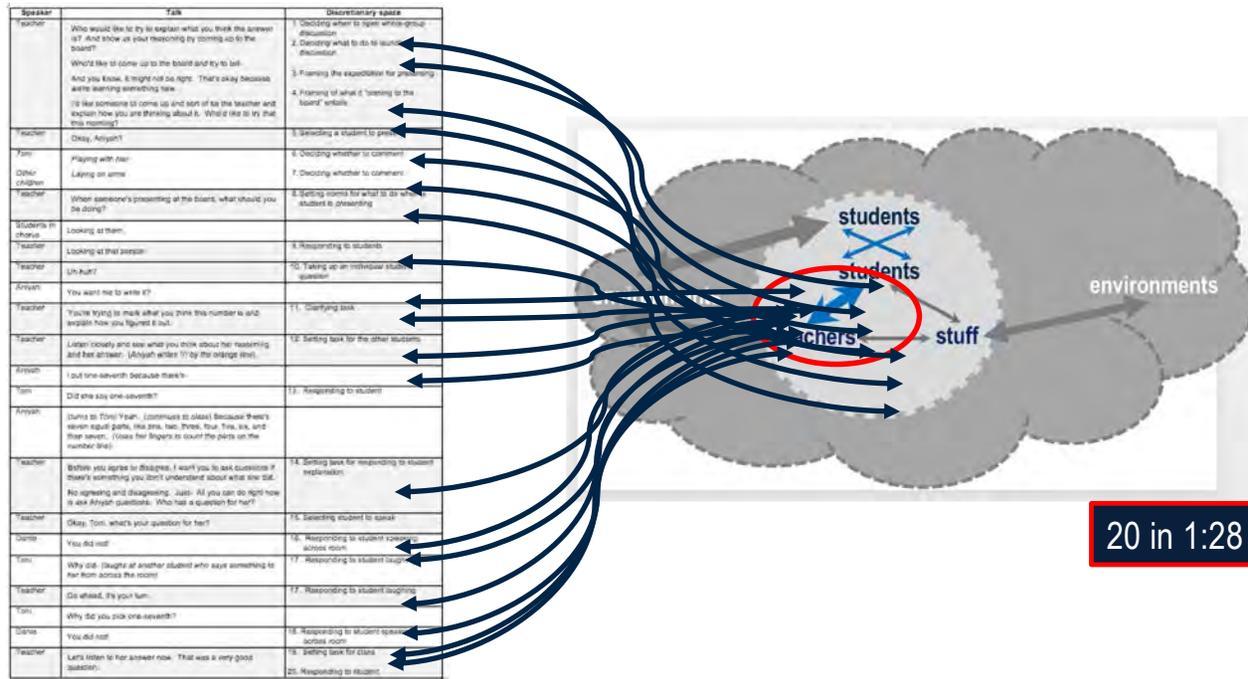
You did not!

Speaker	Talk	Discretionary space
Teacher	Who would like to try to explain what you think the answer is? And show us your reasoning by coming up to the board?  Who'd like to come up to the board and try to tell And you know, it might not be right. That's okay because we're learning something here.  If the someone(s) come(s) up and sort of tell the teacher and explain how you are thinking about it. Would like to try that this morning?	1. Deciding when to open whole-group discussion. 2. Deciding what to do to support discussion. 3. Framing the expectation for presenting. 4. Framing of what it "means to the board" entails.
Teacher	Okay, Anya?!	5. Selecting a student to present.
Fan Other children	Playing with her. Laying on arms	6. Deciding whether to comment. 7. Deciding whether to comment.
Teacher	What someone's presenting at the board, what should you be doing?	8. Setting norms for what to do as a student is presenting.
Students in chorus	Looking at them.	9. Responding to students.
Teacher	Looking at that person.	10. Taking up an individual student question.
Teacher	Uh-huh?	11. Clarifying task.
Anya?	You want me to write it?	12. Setting task for the other students.
Teacher	You're trying to make what you think this number is and explain how you figured it out.	13. Responding to student.
Teacher	Listen closely and say what you think about her reasoning and her answer. (Anya? when I try the orange one).	14. Setting task for responding to student explanation.
Anya?	I put one seventh because that's...	15. Selecting student to speak.
Tom	Did she say one seventh?	16. Responding to student explanation.
Anya?	Looks to Tom's face. (Comments to class: Because there's seven equal parts, the one, two, three, four, five, six, and then seven. (Uses her finger to count the parts on the number line).	17. Responding to student laughter.
Teacher	Before you agree to disagree, I want you to ask questions if there's something you don't understand about what she did. No agreeing and disagreeing. Just: All you can do right now is ask Anya questions. Who has a question for her?	18. Responding to student speech across room.
Teacher	Okay, Tom, what's your question for her?	19. Responding to student laughter.
Tom	You did not.	20. Responding to student.
Tom	Why did (laughter of another student who says something to her from across the room).	21. Responding to student laughter.
Teacher	Oh what, it's you Tom.	22. Responding to student speech across room.
Tom	Why do you pick one seventh?	23. Responding to student.
Tom	You did not.	
Teacher	Let's listen to her answer now. That was a very good question.	



20 in 1:28

# Teaching is Dense With “Discretionary Spaces”



# Video: Re-view and Re-listen to These Discretionary Spaces



These videos and additional supporting materials are available online [here](#).

# Discretionary Spaces in Just These Few Seconds

Speaker	Talk	Discretionary space
Teacher	Who would like to try to explain what you think the answer is? And show us your reasoning by coming up to the board?  Who'd like to come up to the board and try to help? And you know, it might not be right. That's okay because we're learning something new. I'd like someone to come up and sort of be the teacher and explain how you are thinking about it. Who'd like to try that this morning?	1. Deciding when to open whole-group discussion. 2. Deciding what to do to launch discussion. 3. Framing the expectation for presenting. 4. Framing of what it "coming to the board" entails.
Teacher	Okay, Anyah?	5. Selecting a student to present.
Tom Other children	Playing with hair Laying on arms	6. Deciding whether to comment. 7. Deciding whether to comment.
Teacher	When someone's presenting at the board, what should you be doing?	8. Setting norms for what to do when a student is presenting.
Students in chorus	Looking at them.	
Teacher	Looking at that person.	9. Responding to student.
Teacher	Oh huh?	10. Taking up an individual student question.
Anyah	You want me to write it?	
Teacher	You're trying to make what you think this number is and explain how you figured it out.	11. Clarifying task.
Teacher	Listen closely and see what you think about her reasoning and her answer. (Anyah writes 17 by the orange line).	12. Setting task for the other students.
Anyah	I put one seven because there's...	
Tom	Did she say one-seventh?	13. Responding to student.
Anyah	(Says to Tom) Yeah. (continues to class) Because there's seven equal parts. One one, two, three, four, five, six, and then seven. (Class has fingers to count the parts on the number line).	
Teacher	Before you agree or disagree, I want you to ask questions if there's something you don't understand about what she did. No agreeing and disagreeing. Just. All you can do right now is ask Anyah questions. Who has a question for her?	14. Setting task for responding to student explanation.
Teacher	Okay, Tom, what's your question for her?	15. Selecting student to speak.
Clara	You did not!	16. Responding to student speaking across room.
Tom	Why did (laughs at another student who says something to her from across the room)?	17. Responding to student laughing.
Teacher	Go ahead, it's your turn.	17. Responding to student laughing.
Tom	Why did you put one-seventh?	
Clara	You did not!	18. Responding to student speaking across room.
Teacher	Let's listen to her answer how. That was a very good question.	19. Setting task for class. 20. Responding to student.



# Discretionary Spaces in Just These Few Seconds

Speaker	Talk	Discretionary space
Teacher	Who would like to try to explain what you think the answer is? And show us your reasoning by coming up to the board?  Who'd like to come up to the board and try to help?  And you know, it might not be right. That's okay because we're learning something new.  I'd like someone to come up and sort of be the teacher and explain how you are thinking about it. Who's like to try that this morning?	1. Deciding when to open whole-group discussion. 2. Deciding what to do to launch discussion. 3. Framing the expectation for presenting. 4. Framing of what it "coming to the board" entails.
Teacher	Okay, Anyah?	5. Selecting a student to present.
Tom Other children	Playing with hair Laying on arms	6. Deciding whether to comment. 7. Deciding whether to comment.
Teacher	When someone's presenting at the board, what should you be doing?	8. Setting norms for what to do when a student is presenting.
Students at desks	Looking at them.	
Teacher	Looking at that person.	9. Responding to students.
Teacher	Oh huh?	
Anyah	You want me to write it?	10. Taking up an individual student question.
Teacher	You're trying to make what you think this number is and	11. Clarifying task.
Tom	<b>Toni</b>	
Any	Did she say one-seventh?	
Tom	One sixth say one-seventh?	
Anyah	(Says it 1 seven six than says number 1)	<b>Toni</b>
Teacher	Before you there's so No agree (a ask Any)	Why did- (laughs at another student who says something to her from across the room)
Teacher	Okay, Toni.	
Clara	You did not?	<b>Toni</b>
Tom	Why did (laughs at another her from across the room)	Why did you pick one-seventh?
Teacher	Go ahead, it's your turn.	
Tom	Why did you pick one-seventh?	
Clara	You did not?	18. Responding to student speaking across room.
Teacher	Let's listen to her answer how. That was a very good question.	19. Setting task for class. 20. Responding to student.



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Students in chorus	Looking at them.	
Teacher	Looking at that person--	9. Responding to student.
Teacher	Oh huh?	10. Taking up an individual student question.
Anyah	You want me to write it?	
Teacher	You're trying to make what you think this number is and explain how you figured it out.	11. Clarifying task.
Teacher	Listen closely and see what you think about her reasoning and her answer. (Anyah writes 17 by the orange line).	12. Setting task for the other students.
Anyah	I put one-seventh because there's--	
Tom	Did she say one-seventh?	13. Responding to student.
Anyah	(Same as Tom) Yeah. (continues to class) Because there's seven equal parts. One one, two, three, four, five, six, and then seven. (Class has fingers to count the parts on the number line).	
Teacher	Before you agree or disagree, I want you to ask questions if there's something you don't understand about what she did. No agreeing and disagreeing. Just. All you can do right now is ask Anyah questions. Who has a question for her?	14. Setting task for responding to student explanation.
Teacher	Okay, Tom, what's your question for her?	15. Selecting student to speak.
Clara	You did not!	16. Responding to student speaking across room.
Tom	Why did (laughs at another student who says something to her from across the room)?	17. Responding to student laughing.
Teacher	Go ahead, it's your turn.	17. Responding to student laughing.
Tom	Why did you put one-seventh?	
Clara	You did not!	18. Responding to student speaking across room.
Teacher	Let's listen to her answer how. That was a very good question.	19. Setting task for class. 20. Responding to student.



# In This Moment, A Move Can Reproduce Patterns that Marginalize Black Girls and Reduce Mathematics

## Normalized next moves

- “Nice job, Aniyah. Can someone help Aniyah out and show what we call the whole on the number line?”
- “Thumbs up if you agree with Aniyah; thumbs down if you disagree.”
- “What do others think?”

## Results

- Aniyah’s answer is signaled to be incorrect and she is positioned as not having contributed to the work.
- Aniyah’s solution is “voted” on by her classmates.
- Aniyah is excluded and her mathematical point is sidelined.

# In This Moment, Too. . .

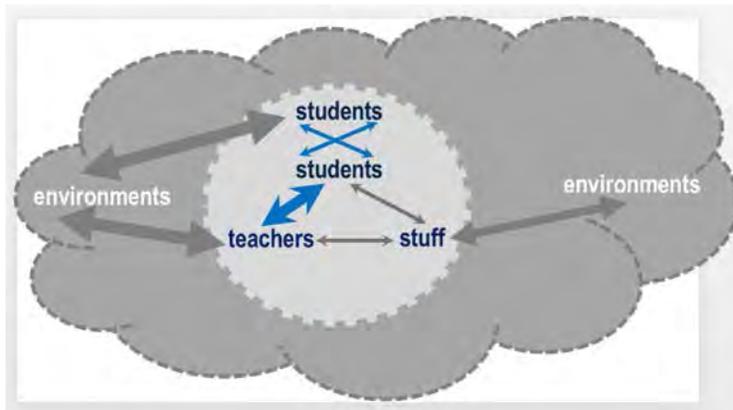
## Normalized next moves

- “Toni, when you’re ready to participate appropriately by not playing with your hair and laughing, and have a question to ask, I will come back to you.”
- “You need to be a better listener, Toni. Aniyah already explained why she picked one-seventh. Who else has a real question for Aniyah?”
- “What do others think?”

## Results

- Toni is publicly excluded from the discussion.
- Toni is judged to not be listening, her question is judged as not good, and she is excluded from the discussion.
- Toni is excluded and her mathematical point is sidelined.

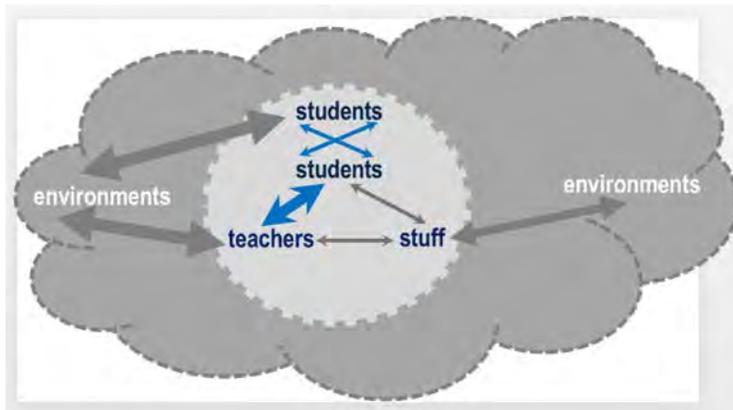
# What regularly fills the discretionary spaces in teaching?



1. Teachers' experiences in a society filled with racism and oppression.
2. Normalized practices in schools that institutionalize dominant values and habits.

Lortie (1975), Banks, Grant and Koskela, Moll  
Anyon (1981), Heath, Martin, Tuck  
Ball (2018)

# What regularly fills the discretionary spaces in teaching?



Lortie (1975), Banks, Grant and Koskela, Moll  
Anyon (1981), Heath, Martin, Tuck  
Ball (2018)

Professional education does not effectively intervene on these.

1. Teachers' experiences in a society filled with racism and oppression.
2. Normalized practices in schools that institutionalize dominant values and habits.

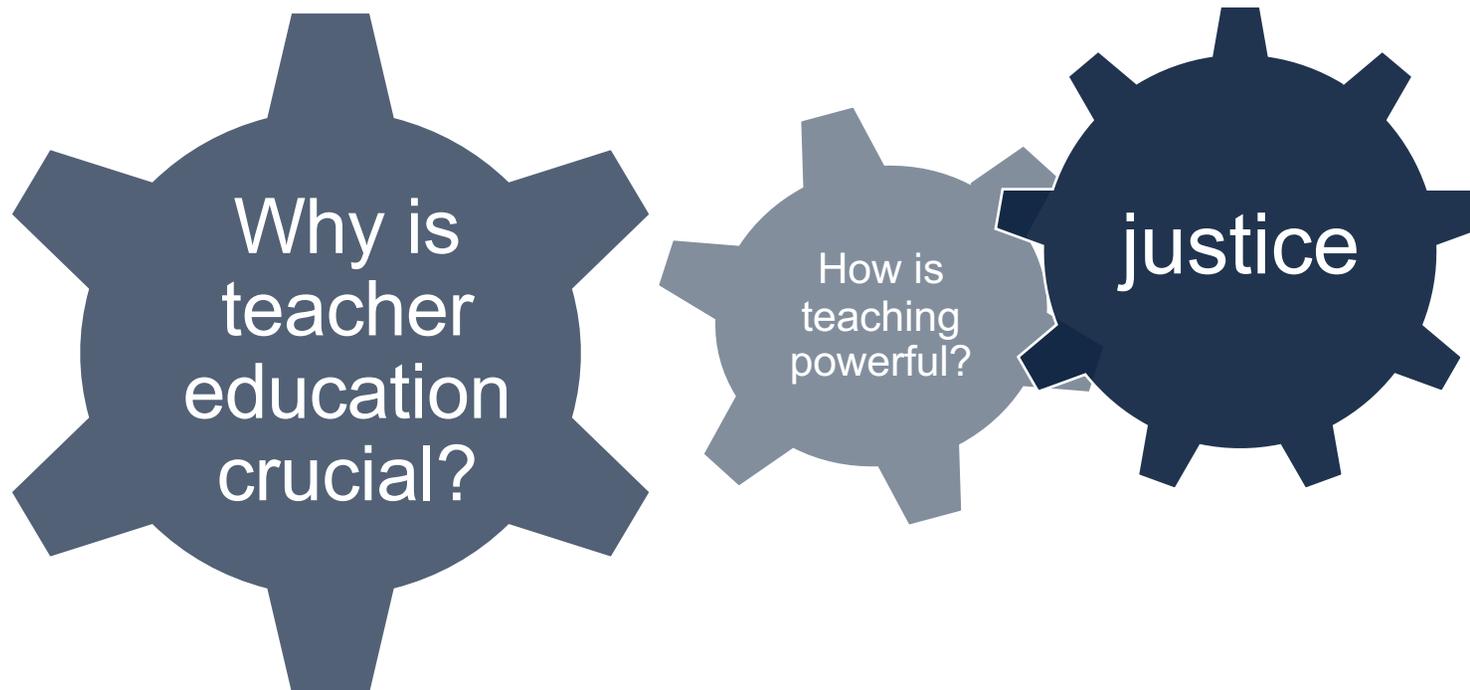
Professional education and teaching experience often teach these.

## What Does It Take to Disrupt These Patterns?



- Seeing Aniyah's solution and Toni's question as mathematically sophisticated and key to the class's work
- Taking as axiomatic the brilliance of Black girls, and thus Aniyah and Toni
- . . . And having something different to **do**

(Gholson & Martin, 2014; Joseph, Viesca, Bianco, 2016; Martin, 2012; Leonard & Martin, 2013)

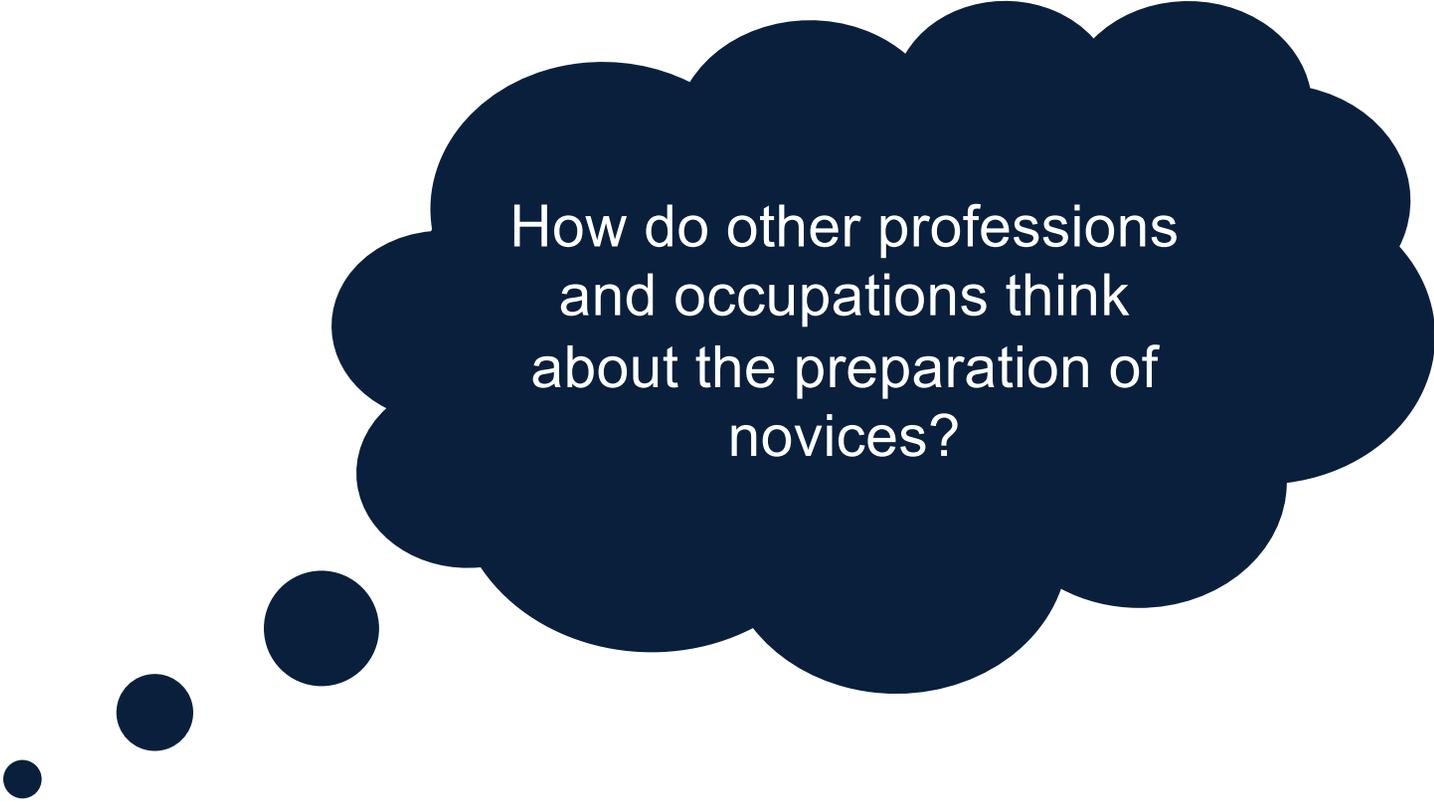


## So What About Teacher Education?

4. It's necessary. Managing the personal and the professional in practice is not natural. It is most likely to reproduce oppression.
5. Teacher education can be a force to shape the just exercise of professional discretion—or it can reproduce normalized practice.

# What Should Teacher Education Do?

- Prepare teachers with the theory and knowledge of the profession
- Prepare teachers to be lifelong learners
- Prepare teachers for the responsibilities they will have from the first day, such as:
  - Explaining so that students can understand
  - Disrupting patterns that reproduce racism and oppression
  - Establishing a positive learning environment
  - Designing interesting and useful lessons
  - Assessing students' progress
  - Working with families and communities



How do other professions  
and occupations think  
about the preparation of  
novices?



# What Do These Professions Have in Common?

1. Identify the most important skills, knowledge, and requirements necessary for the practice
2. Develop ways of teaching novices to learn the practice
3. Require each person to pass performance assessments before they are “licensed” to practice

**This is not true for teaching.**

## How Do We Get There?

6. The work to make teacher education a force for justice is collective work of our profession, across contexts and settings. This, too, is not the norm:

- *What* to work on and support beginning teachers to learn and to learn to DO
- How: Our own pedagogy – the teaching *of* teaching



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## What is Involved in “Practice-Based” Teacher Education?



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**Our Story**

[report.teachingworks.org](http://report.teachingworks.org)

**Web**

[www.teachingworks.org](http://www.teachingworks.org)

**Teaching & Teacher Education Resources**

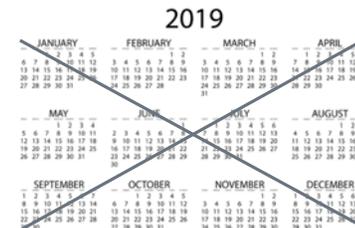
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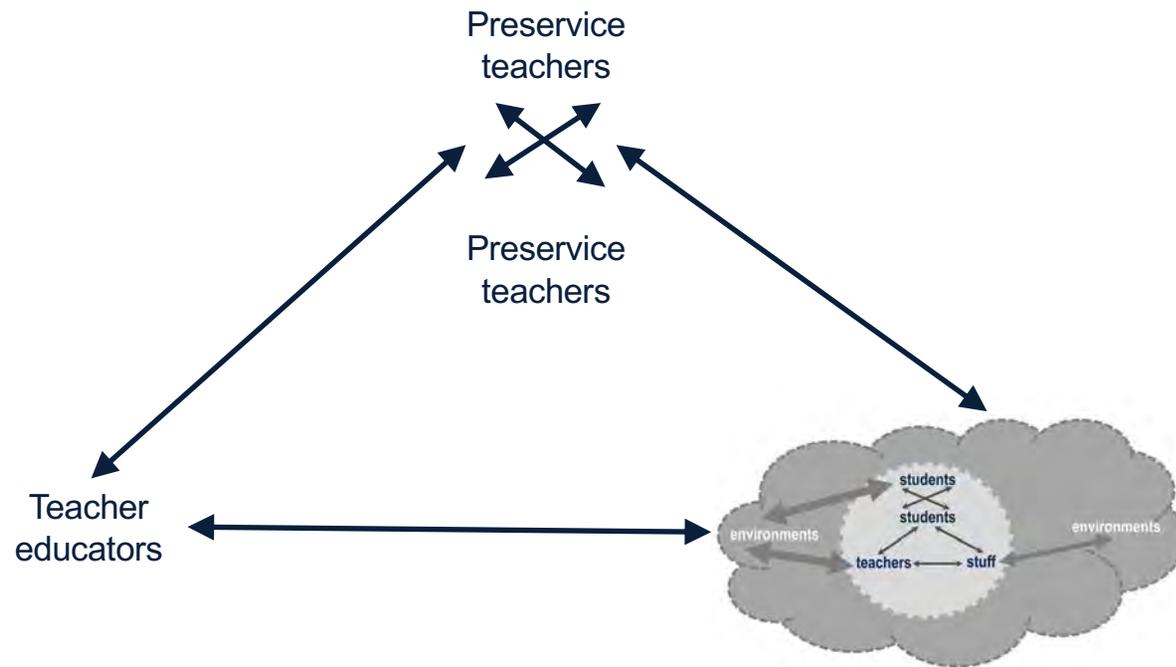
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# Orienting Teacher Education to Focus on Teaching Practice



- This is not simply about **how much time** teachers spend in fieldwork or in schools.
- It **is** about whether their program focuses on preparing teachers for the work of teaching:
  1. What is taught
  2. How it is taught
  3. How it is assessed

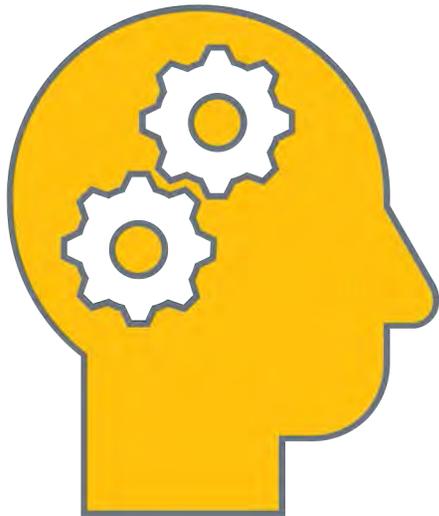
# Focusing the Teacher Education Curriculum: Preparing Teachers For The Work Of Teaching



# Components of the Practice-Based Teacher Education Curriculum

- Knowing content for teaching others
- Understanding structural oppression and having a commitment to and skills for advancing justice and disrupting injustice
- Enacting high-leverage practices of teaching

# A Jumble of Words



Learning cycle  
Teacher education pedagogies  
Rehearsals  
Disrupting patterns that reproduce injustice  
Decompositions  
High-leverage practices  
Using video to analyze practice  
Practicing practice  
Orchestrating  
Introduce  
Building relationships  
Understanding one's own identities  
LGD  
Eliciting  
Orienting  
Leading a group discussion  
PBTE

# Examples of High-Leverage Practices

- Leading a group discussion
- Explaining and modeling content, practices, and strategies
- Eliciting and interpreting individual students' thinking
- Diagnosing particular common patterns of student thinking and development
- Implementing norms and routines for classroom discourse and work
- Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction
- Setting up and managing small group work
- Building respectful relationships with students
- Checking student understanding during and at the conclusion of lessons
- Providing oral and written feedback to students
- Setting long- and short-term learning goals for students
- Talking about a student with parents or caregivers

(TeachingWorks and the University of Michigan School of Education)

# Teacher Education Pedagogies<sup>1</sup>

Specific methods and approaches for teaching high-leverage practices and content knowledge for teaching:

- Rehearsals
- Simulated student interactions
- Modeling
- Using video to practice (not just analyze)

<sup>1</sup> Grossman, McDonald, Kazemi, Franke, Lampert

## 1. Introduce

- Using video to see and analyze practice
- Examining student work, portraits, and other representations
- Using transcripts to see and analyze practice
- Teacher educator modeling of practice



## 2. Prepare

- Using Video to practice practice
- Using transcripts to practice practice
- Using student work to practice practice
- Coached rehearsals
- Peer run-throughs
- Simulated student interactions

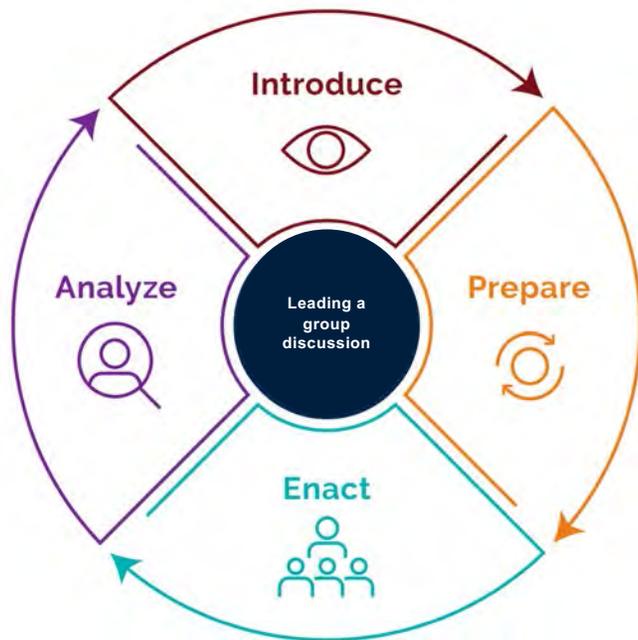
## 4. Analyze

- Using video to see and analyze practice
- Examining student work, portraits, and other representations
- Using transcripts to see and analyze practice

## 3. Enact

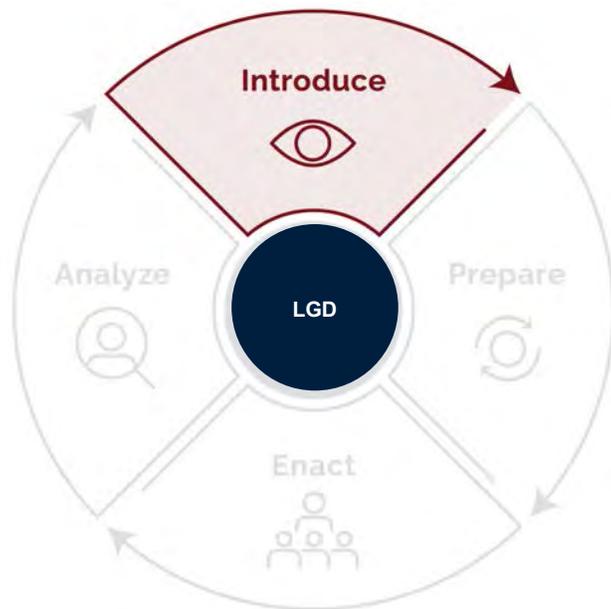
- Designing and using field tasks
- Coaching strategies

Adapted from: McDonald, Kazemi, and Kavanagh, 2013; Lampert et al., 2013; [Teacher Education by Design](#)



Discussion Enabling	Discussion Leading		
<ul style="list-style-type: none"> <li>• Selecting a task</li> <li>• Anticipating student thinking</li> <li>• Setting up the task</li> <li>• Monitoring student work</li> </ul>	Framing -Launching	Orchestrating - Eliciting    - Probing - Orienting    - Making contributions	Framing - Concluding
Recording and representing content			
Maintaining a focus on the instructional point			
Seeing and disrupting patterns that reproduce inequity			

# Introduce



## Goals

- Help novices develop a vision of the practice
- Help novices recognize the components of successful practices

## Pedagogies

- Using video to see and analyze practice
- Examining student work, portraits, and other representations
- Using transcripts to see and analyze practice
- Teacher educator modeling of practice

# Prepare



## Goals

- Novices try out components of the practice in a controlled environment

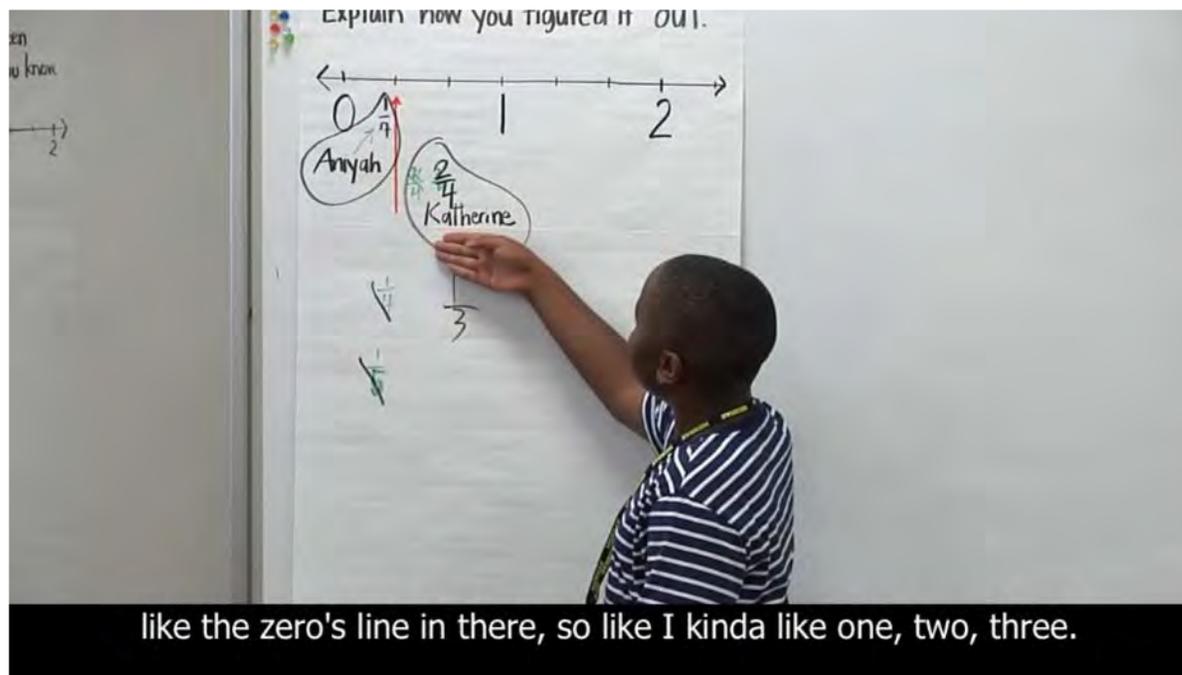
## Pedagogies

- Using video to practice practice
- Using transcripts to practice practice
- Using student work to practice practice
- Coached rehearsals
- Peer run-throughs
- Simulated student interactions

# Leading a Group Discussion: Concluding

Discussion Enabling	Discussion Leading		
<ul style="list-style-type: none"> <li>• Selecting a task</li> <li>• Anticipating student thinking</li> <li>• Setting up the task</li> <li>• Monitoring student work</li> </ul>	<b>Framing</b> -Launching	<b>Orchestrating</b> - Eliciting      - Probing - Orienting      - Making contributions	<b>Framing</b> - Concluding
Recording and representing content			
Maintaining a focus on the instructional point			
Seeing and disrupting patterns that reproduce inequity			

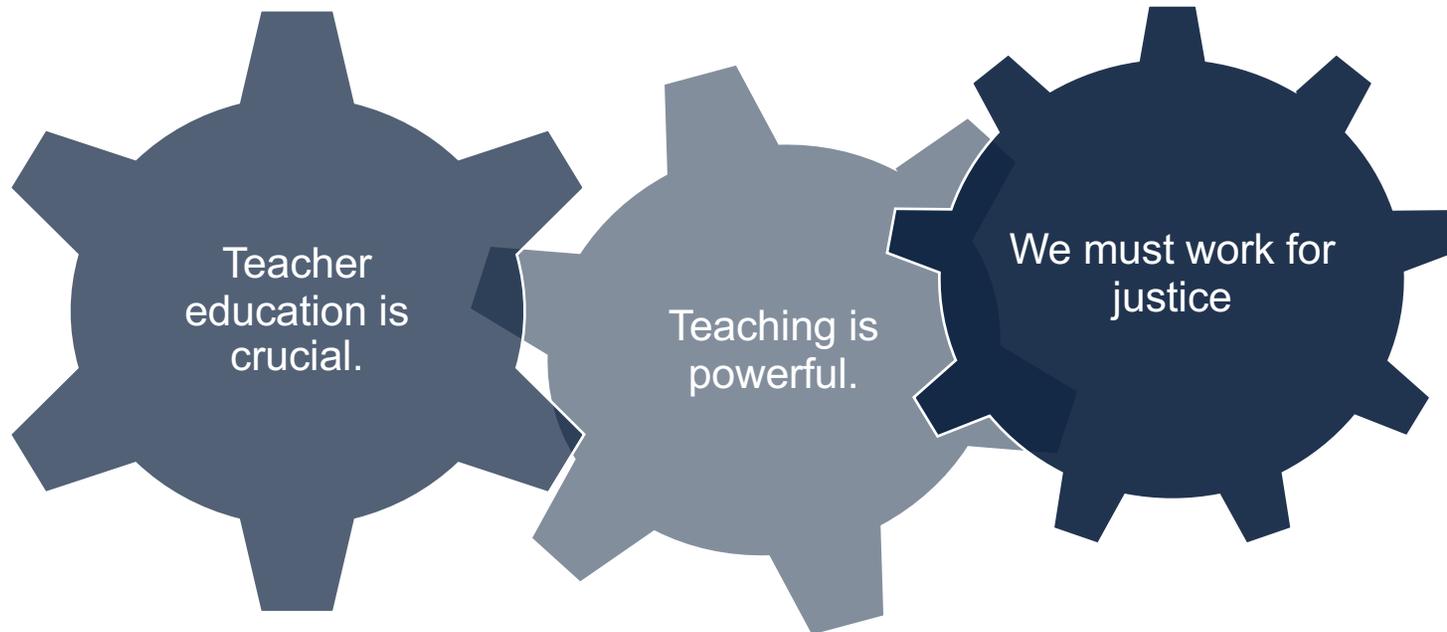
# Video: Leading a Group Discussion



# Introduce and Prepare



- Where do you see opportunities to work on content knowledge during these phases?
- Where do you see opportunities to address issues of (in)equity?



# “Teaching is a revolutionary act.”

Dr. Marcelle Haddix



Reaching for the possibilities and the power must be our collective work.

“We are really going to have to take upon ourselves a disciplined and continuing effort, with no real hope that, in our lifetime, we are going to be able to take a vacation from the struggle for justice.”

Rev. James Reeb



Reaching for the possibilities and the power must be our collective work.



**TeachingWorks**  
UNIVERSITY of MICHIGAN

# Thank You!

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“A worker carries a sign that will be displayed at a polling place.” [File: Chris Keane/Reuters]

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“A ‘No Trespassing’ sign is displayed on fencing surrounding the Marine Technology Training Center, part of the California Prison Industry Authority (CALPIA) of the California Institution for Men state prison in Chino.” [File: Patrick T. Fallon/Bloomberg]

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“Emalee Short played fetch with one of her dogs outside her grandmother’s home in Hensley, W.Va. She is enrolled in Upward Bound, a federal program that offers Saturday classes and summer school for bright students aspiring to college.” [File: Travis Dove/The New York Times]  
Retrieved from <https://www.nytimes.com/2014/04/21/us/50-years-into-the-war-on-poverty-hardship-hits-back.html>

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Image on slide 2:

“Migrants at a Border Patrol processing center in McAllen, Texas.” [File: HANDOUT / AFP/Getty Images]

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Image on slides 44–47 and 50:

Adapted from: McDonald, Kazemi, and Kavanagh, 2013; Lampert et al., 2013; Teacher Education by Design

## For more information about the learning cycle:

Lampert, M., Franke, M. L., Kazemi, E., Ghouseini, H., Turrou, A. C., Beasley, H., Cunard, A., & Crowe, K. (2013). Keeping it complex: Using rehearsals to support novice teacher learning of ambitious teaching. *Journal of Teacher Education*, 64(3), 226–243.

McDonald, M., Kazemi, E., & Kavanagh, S. S. (2013). Core practices and pedagogies of teacher education: A call for a common language and collective activity. *Journal of Teacher Education*, 64(5), 378–386.

Teacher Education by Design. (2014). University of Washington College of Education.

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