

"This beautifully written, defiantly hopeful book points the way to a better future for American teachers and the children they teach."
—Paul Tough, best-selling author of *How Children Succeed*

Elizabeth Green

**BUILDING
A+
BETTER
TEACHER**

HOW TEACHING WORKS
(and How to Teach It to Everyone)

@elizwgreen

@chalkbeat

buildingabetterteacher.com

#betterteaching

$$49 \times 5 = ?$$

$$49 \times 5 = 245$$

$$49 \times 5 = 405$$

□ A. Hyman Bass



□ B. Deborah Ball



correct method:

$$\begin{array}{r} 49 \\ x 5 \\ \hline 245 \end{array}$$

$5 \times 9 = 45$
write down 5
carry the 4
 $4 \times 5 = 20$
 $20 + 4 = 24$
answer: 245

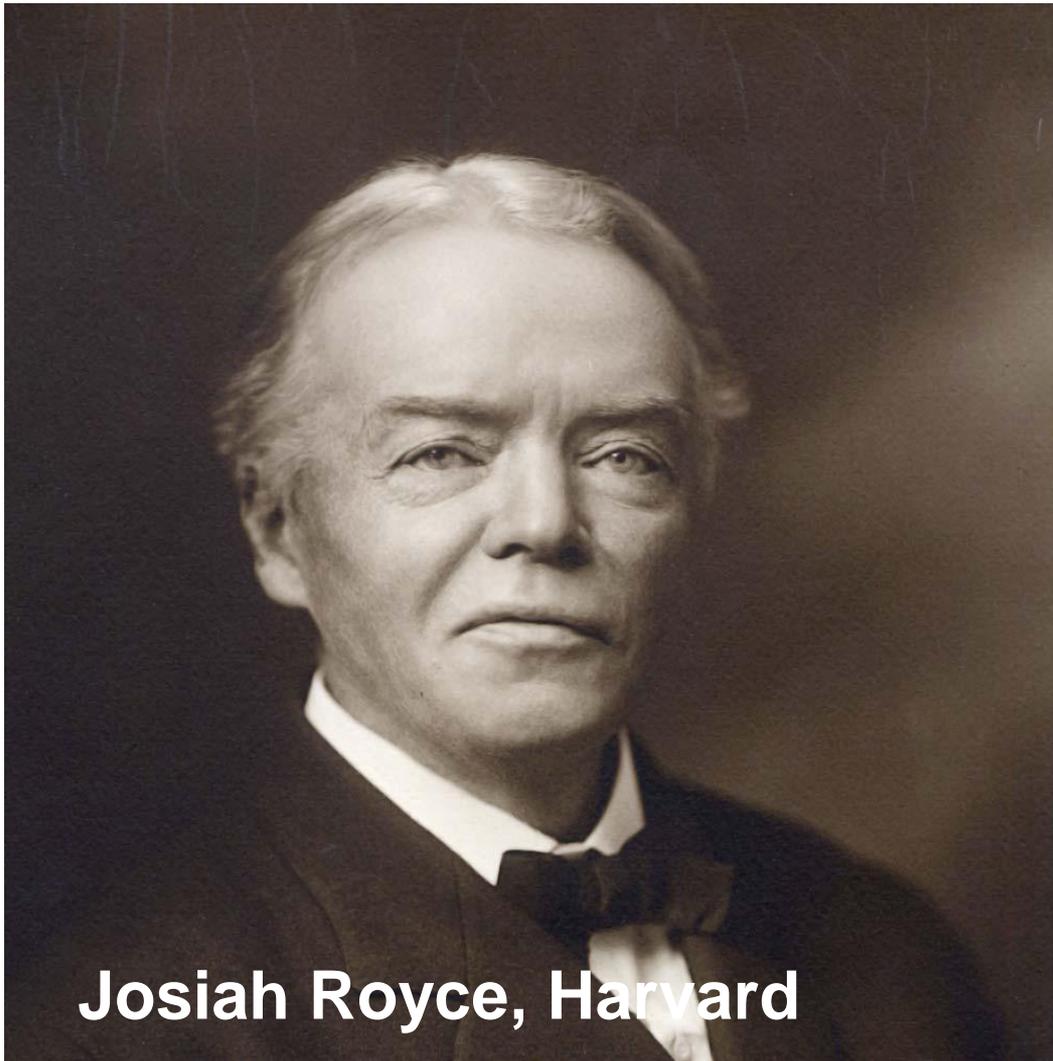
student's method:

$$\begin{array}{r} 49 \\ x 5 \\ \hline 405 \end{array}$$

$5 \times 9 = 45$
write down 5
carry the 4
 $4 + 4 = 8$
 $5 \times 8 = 40$
answer: 405

**Teaching requires
specialized *knowledge*
and *skill*.**

**But we haven't treated it
that way.**



Josiah Royce, Harvard

“There is no such thing as a science of Pedagogy...”

As for a ‘philosophy of education’ in any other sense, the lord deliver us therefrom.”

Teaching requires a
“clear head, an
enduring conscience,
an elastic
enthusiasm, and
uncommon
commonsense.”



LeBaron Russell Briggs



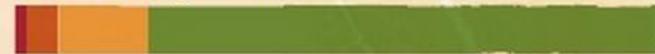
Steven Farr



**What does this mean for
education?**

Observation Score Distributions: PLATO Prime

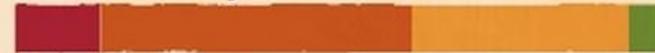
Behavior management



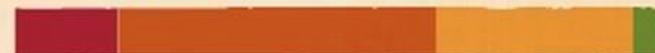
Time management



Intellectual challenge



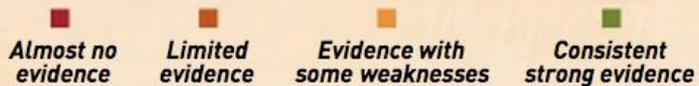
Classroom discourse



Strategy use and instruction



Modeling



- Solve problems that require one or two steps
- Solve problems that rely on familiar situations



94.3%

- Successfully explore a problem and make inferences about relationships within it
- Can take given hypothesis and test it through methods they devise



59.0%

- In addition to exploring a problem successfully, can plan a solution and monitor progress
- Can tackle unfamiliar situations (vending machines, home appliances)



32.0%

- Successfully solve *complex* problems and do so *efficiently*
- Maintain an understanding of their own mental models and choose the most useful to target the problem



2.7%



“Why should we pay the same amount for a third of a pound of meat as we do for a quarter-pound at McDonald’s?”



4 coconuts at 35 cruzeiros a coconut?

*“Three will be 105, plus 30,
that’s 135 . . . one coconut is 35
. . . that’s 140!”*

$$35 \times 4 = ?$$

$$\begin{array}{r} 2 \\ 35 \\ \times 4 \\ \hline 0 \end{array}$$

$$\begin{array}{r} 2 \\ 35 \\ \times 4 \\ \hline 0 \end{array}$$

$$\begin{array}{r} 35 \\ \times 4 \\ \hline 200 \end{array}$$

How do we fix this?



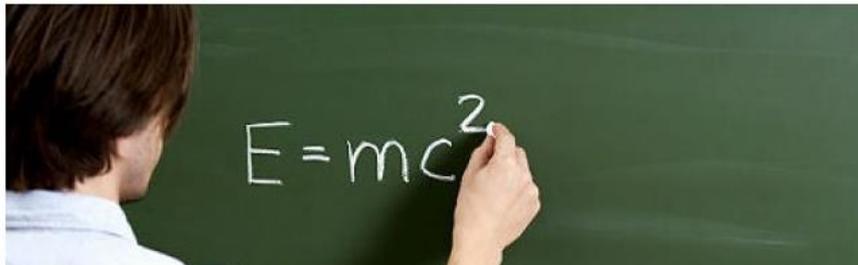
Approach #1: Accountability

OPINION

Free the teachers: Give classroom educators, suffocated by bureaucracy, freedom to inspire students

BY PHILIP K. HOWARD

SUNDAY, NOVEMBER 28, 2010, 4:00 AM



Approach #2: Autonomy

**But neither of these
approaches has worked.**

**A more promising
approach: Japan.**





11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8, 11-9

12-3, 12-4, 12-5, 12-6, 12-7, 12-8, 12-9

13-4, 13-5, 13-6, 13-7, 13-8, 13-9

14-5, 14-6, 14-7, 14-8, 14-9

15-6, 15-7, 15-8, 15-9

17-8, 17-9

18-9

11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8, 11-9

12-3, 12-4, 12-5, 12-6, 12-7, 12-8, 12-9

13-4, 13-5, 13-6, 13-7, 13-8, 13-9

14-5, 14-6, 14-7, 14-8, 14-9

15-6, 15-7, 15-8, 15-9

17-8, 17-9

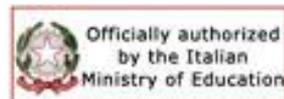
18-9

**What will it take to create
Japanese conditions in
other countries?**



**Magdalene
Lampert**





[Home](#)

[Italian Courses](#)

[Cultural Activities](#)

[Method](#)

[Services](#)

[Who we are](#)

[Contacts](#)

[News](#)



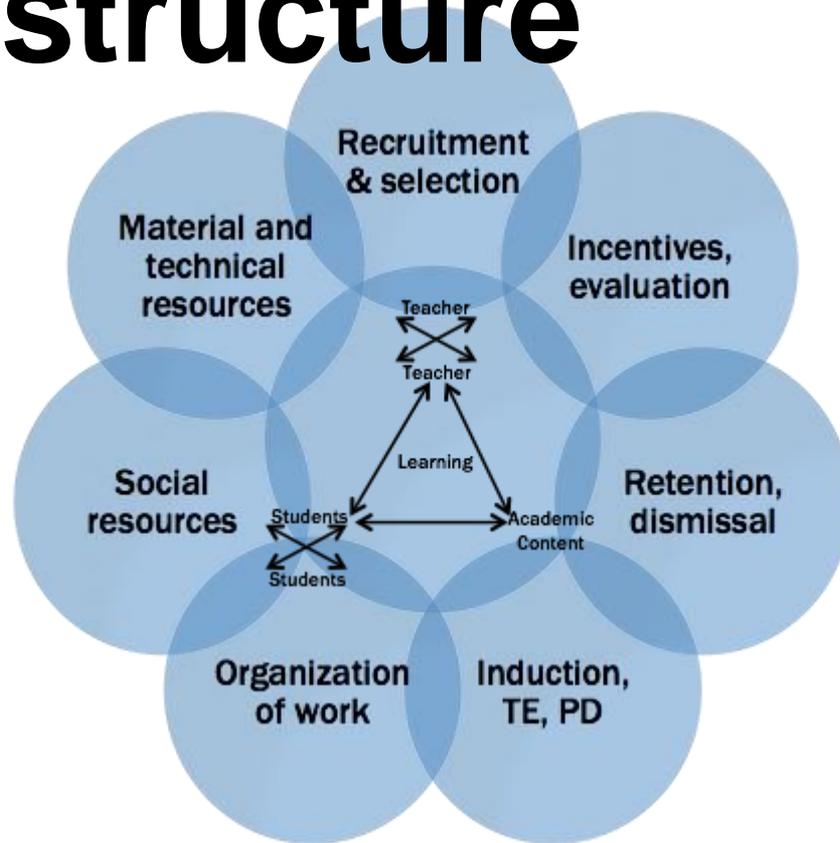
...in the eternal city...

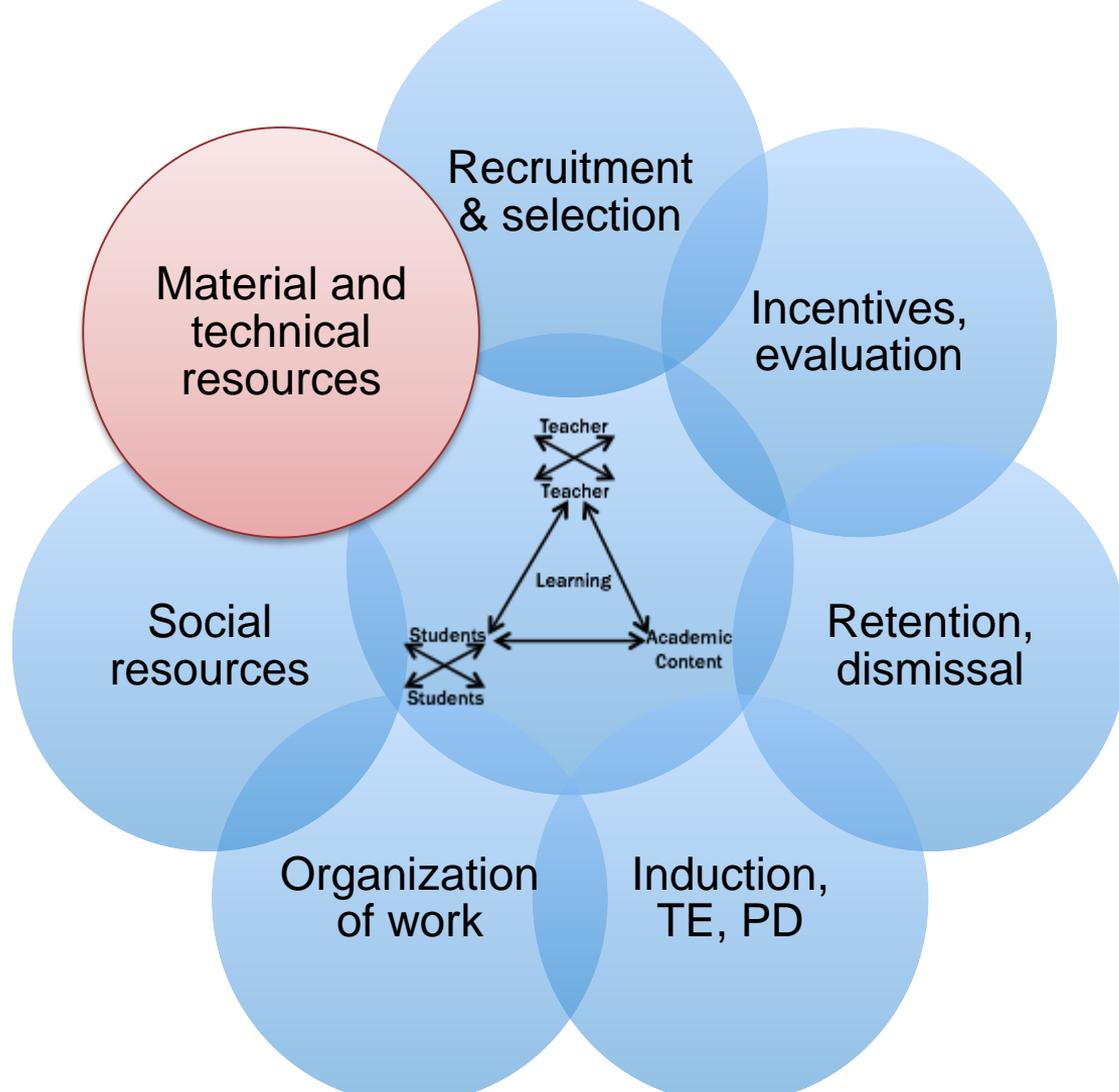
Welcome to Italiaidea, Italian language school in Rome!

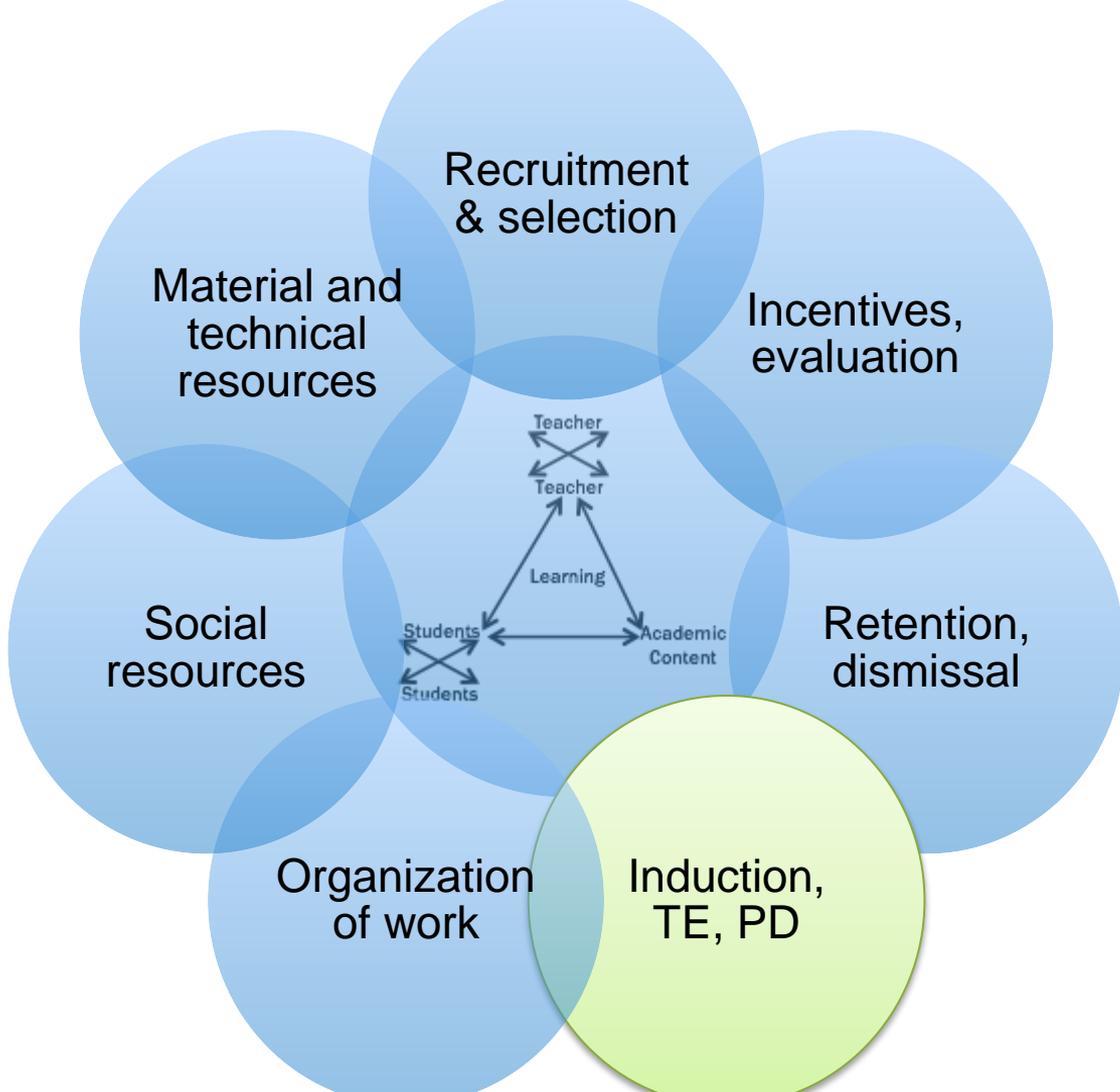
infrastructure

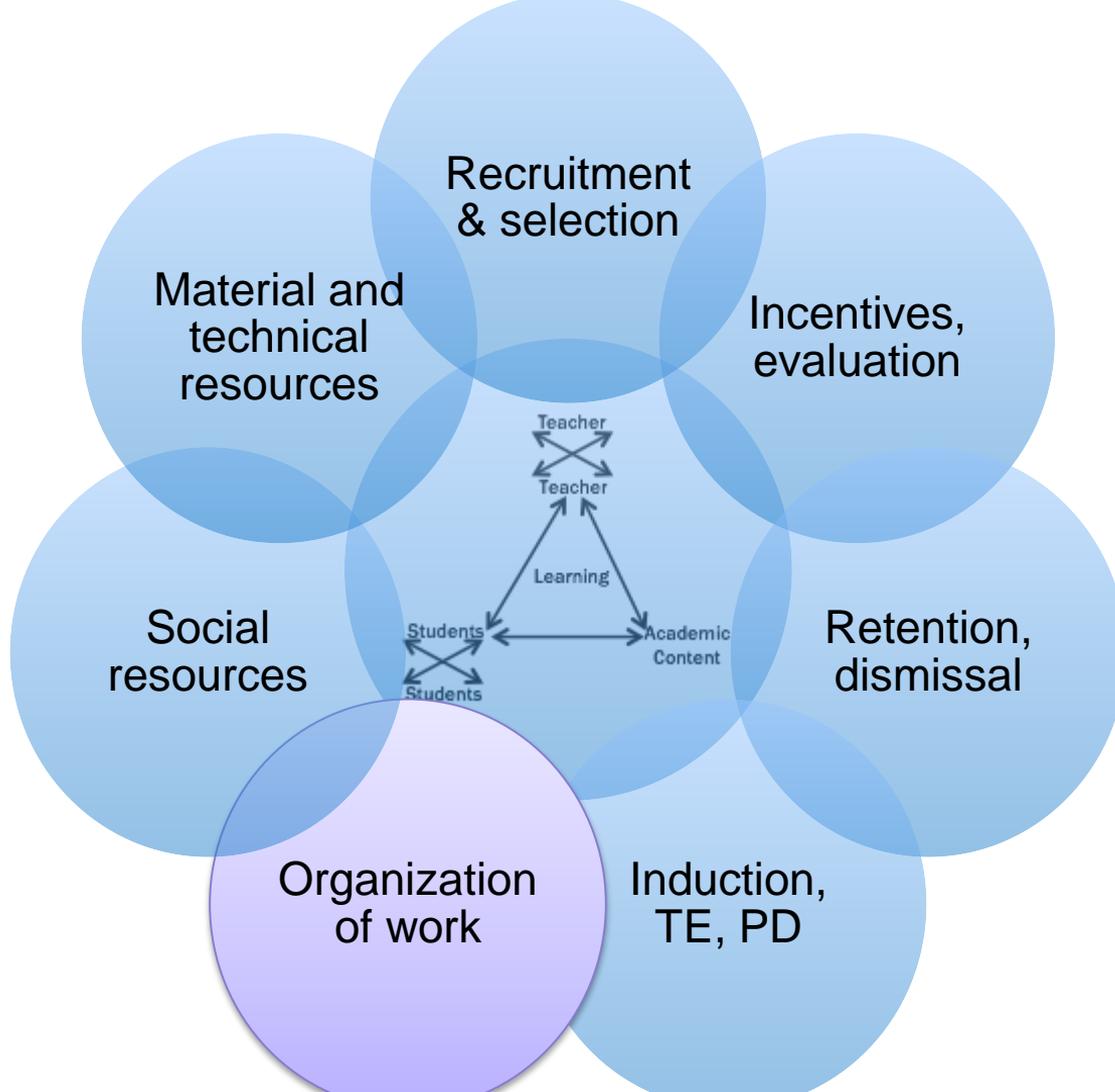


educational infrastructure









Thank you!

buildingabetterteacher.com