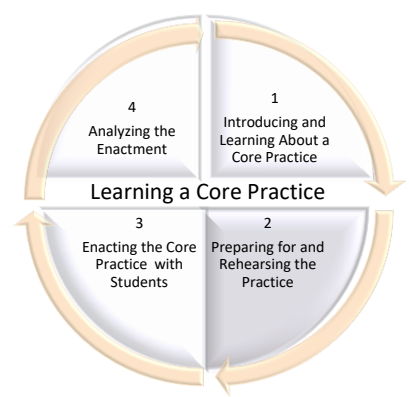


# Core Practice Pedagogy: Coached Rehearsals

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## What? What is this Pedagogy?

A coached rehearsal is a teacher education pedagogy that allows a PST to publicly practice a lesson or lesson segment, typically one that they are soon going to teach to K-12 students, in front of peers while receiving in the moment feedback and support from a teacher educator.

## Why? Why employ this pedagogy to support PSTs' understanding of core practices?

Coached rehearsals can be a powerful pedagogy of practice as they allow PSTs to engage in the complex work of managing both the teaching of content and student response to content, but in a safe and supportive environment. Additionally, they provide a context for PSTs to develop expertise enacting a particular practice and create an environment that models a collaborative approach to learning about the practice of teaching.

## Where? In what context do you engage in this pedagogy?

Coached rehearsals typically occur in the context of a methods type course in which a teacher educator is working with a group of PSTs to develop expertise in enacting a particular core practice or set of core practices.

## How? How do you engage PSTs in this pedagogy?

Based on the preparation programs goals and grounded in the clinical context in which PSTs are working, a lesson or lesson segment is selected as the focus of the rehearsal. PSTs then take turns enacting their teaching segment with the remaining PSTs playing the role of K-12 students. Those PSTs in the role of K-12 students are encouraged to respond to the lesson in ways that demonstrate their understanding of K-12 student thinking with regard to the content. During the rehearsal the TE engages in live coaching of the PST through a set of previously agreed upon moves such as a “time-out” in which the PST consults with the TE about what to do in the current situation, a “pause” in which the TE stops the action to highlight something noteworthy that has occurred, “rewind” in which the TE asks PST to back up a bit and try a different question or teacher move, and a “fast-forward” in which the PST skips over part of the lesson that is not necessary for the rehearsal.

## Key Considerations

### *Pedagogical*

- Defining and communicating structure, roles, and goals - deciding what PSTs will be rehearsing, the focal practices of the rehearsal, and the roles of the PSTs and TE in the rehearsal should all be determined prior to engaging in the rehearsal and clearly communicated to all participants.
- Developing norms for rehearsals - emphasizing that the focus of the rehearsal is on the work of teaching not teachers can be helpful. Norms should also focus on maintaining an environment that is respectful to teachers and children, and that takes an inquiry stance rather than an evaluative one.
- Anticipating - prior to the rehearsal it is helpful to know the content of the lesson that will be rehearsed as this facilitates identifying and introducing key issues that are likely to arise in working with K-12 students. Additionally, identifying points where PSTs are likely to struggle is helpful for anticipating pause points in the rehearsal.
- Debrief - planning for some sort of debrief of the teaching experience is also important. Often this includes debriefing with the group immediately after the rehearsal as well as more in-depth reflection assignment for the PSTs on their learning through the rehearsal process.

### *Logistical*

- Time management - rehearsals often last 15-30 minutes. In larger classes, additional teacher educators may be needed in order to allow all PSTs a chance to participate as a teacher in a rehearsal.
- Use of video - often it is helpful for PSTs to have a record of their rehearsal to facilitate in subsequent analysis and reflection on their learning. Therefore, if possible rehearsals should be video-recorded.

## Classroom Vignette

In an elementary science methods course, PSTs are working on the core practice of eliciting students' initial ideas. PSTs have collaboratively developed a lesson to address a first grade NGSS performance expectation related to sound and vibration that they will be teaching in their placements. In class PSTs, are rehearsing the launch of their lesson, and how they will elicit initial student thinking about sound and vibration. Maria is rehearsing the launch of her lesson, and begins by showing students a short video of a singer breaking a glass with her voice. She then asks the class, "What do you know about vibration. One PST answers, "My mom's phone vibrates when she doesn't want it to be loud." The TE then calls for a "pause and rewind" in which she encourages Maria to try a different question that would help her understand her students' initial ideas, but that would be more bounded and connected to the video clip she just showed. Resuming the rehearsal, Maria then asks students what they saw in the video. PSTs responded enthusiastically about the loud singing and the surprise of the glass breaking. Maria then asked students why they thought the glass broke. The PSTs were unsure how to respond, and the TE prompted Maria to ask students to try a turn and talk with their neighbor to come up with an explanation for how the glass broke. While the students are talking with each other, the TE encourages Maria to circulate around the room to hear what sorts of responses students are generating. During this time the TE also confers with Maria to develop a plan to record student responses. They decide to use chart paper so initial ideas can be recorded to and referred to in future lessons. Maria then brings the class together and records students' initial ideas about how the singer's voice broke the glass. At the completion of this activity, the TE ends the rehearsal. The TE and the PST's have a short debrief session that allows them to reflect on key elements of the teaching rehearsal that were particularly important for enacting the practice of eliciting students' ideas. Additionally, the rehearsal was captured with video, and students are given an out of class assignment that requires them to view and analyze the rehearsal.

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