Building a Culture of Teaching and Learning Excellence: Envisioning a System of Faculty and Student Learning

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What would it look like to examine teaching as a system?

Decades of research have found, at best, weak connections between teacher behavior and student learning. Because of this, efforts to change teacher behavior rarely result in improvements in learning; in fact, they rarely even produce changes in teacher behavior. We believe this is because teaching is a system, and the teacher is only one component of the system. Improving systems requires a different approach than improving individuals. (Hiebert & Stigler, 2017)
A Coherent Instructional System

Teacher Learning Subsystem:
- Pull-Out Prof. Development
- Instructional Coaching
- Teacher Collaborative Time
- Teacher Networks

Instructional Materials and Assessments

Learning Goals and Instructional Vision

Supplemental Supports for Currently Struggling Students
Instructors are Learners

Learning Progression

Learning Goals and Instructional Vision
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Learning Goals and Instructional Vision

Instructional Materials and

Supplemental Supports for Currently

Cobb, Jackson, Henrick & Smith, 2018
In the past academic year…

• 85% report at least some professional development
• 36% of faculty report attending a conference
• 32% report attending a workshop or seminar at their institution
In a coherent instructional system, pull-out professional development is...

- Grounded in learning goals for students and a shared instructional vision
- Informed by faculty needs as related to those goals and vision
- Coordinated with other ongoing supports (i.e., coaching, cohorted learning experiences) to provide ‘just-in-time’ supports for instructors
Atul Gawande on Coaching
In a coherent instructional system, classroom observation is...

- An opportunity for instructors to seek support on addressing instructional challenges
- Focused on students’ progress toward achieving learning goals
Professional Networks

“I don't really feel connected to the department. I know my supervisor and the secretary, but I don't know anyone else and haven't really been encouraged to meet with anyone else.” - PT faculty member

- **15% of PT** faculty report engaging in formal collaboration with colleges, as compared to **27% of FT**
- **40% of PT** faculty teach only at night, on the weekend or online, as compared to **7% of FT**
In a coherent instructional system, professional networks are...

- Used strategically to improve instructional practice toward student learning goals
- Available to part-time faculty
Institutional conditions impact the implementation of an instructional system.
Thank you!

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