

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

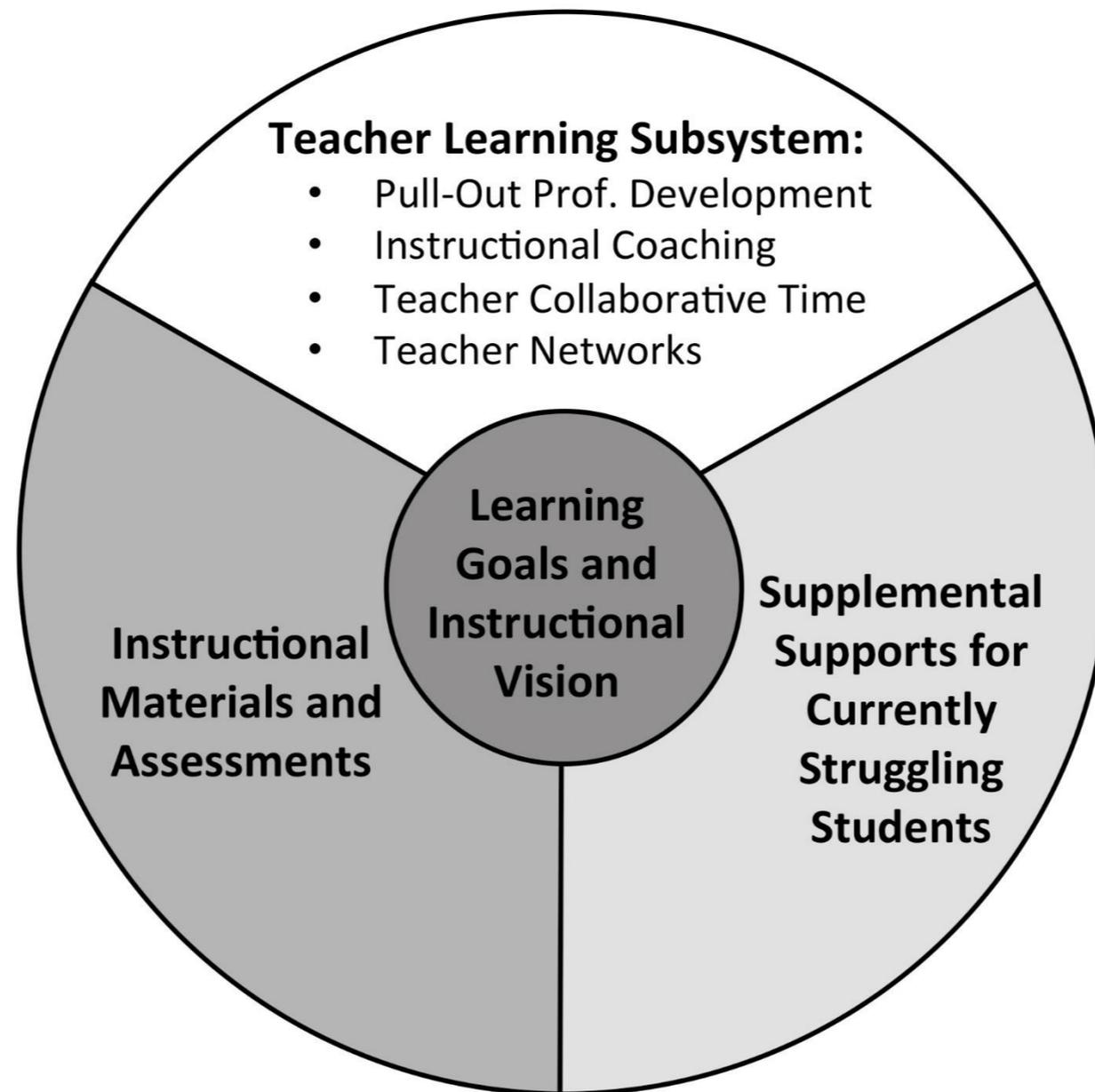
Susan Bickerstaff, Senior Research Associate



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*)

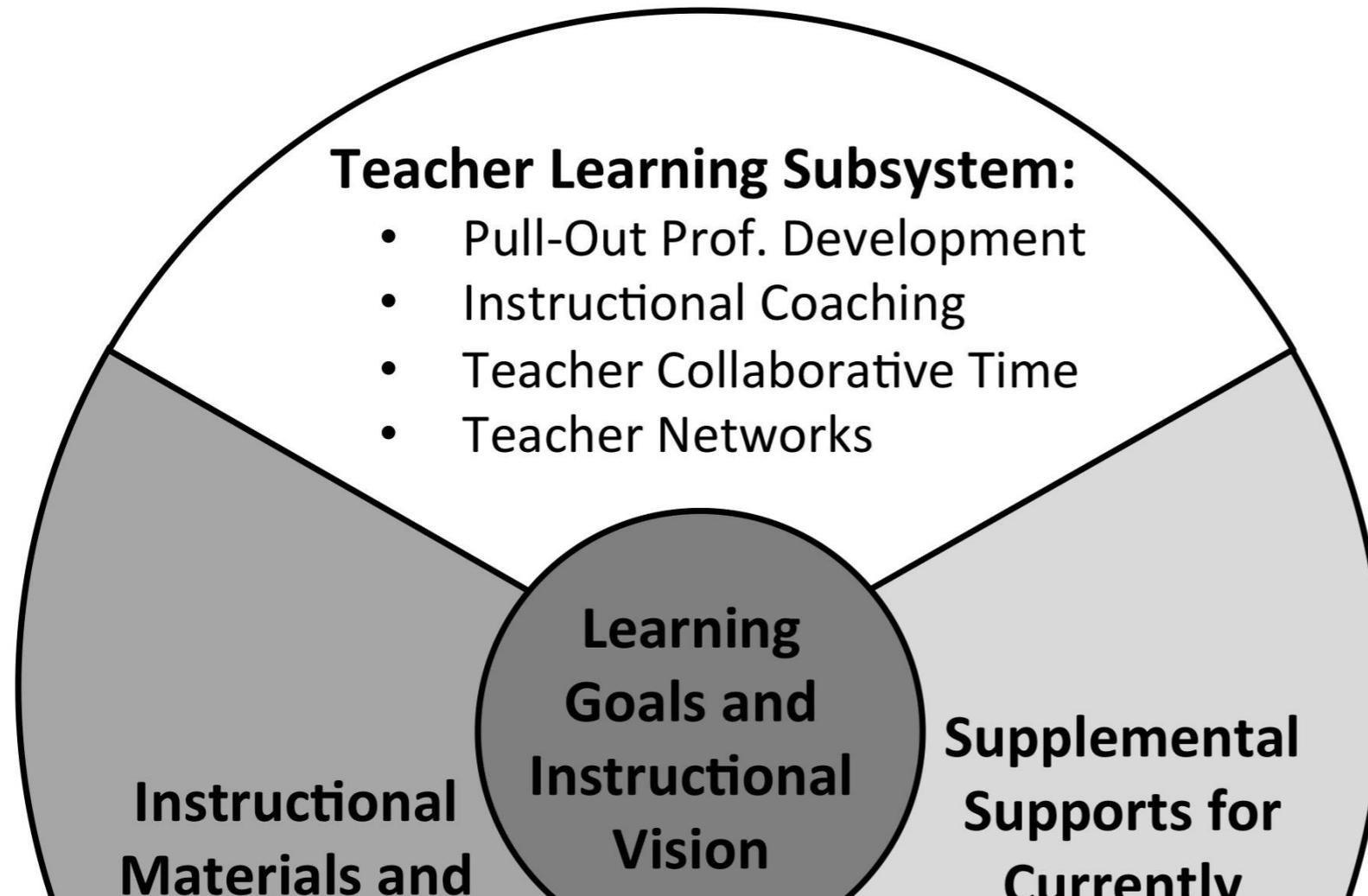
A Coherent Instructional System



Instructors are Learners



Teacher Learning Subsystem



Pull-out Professional Development

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

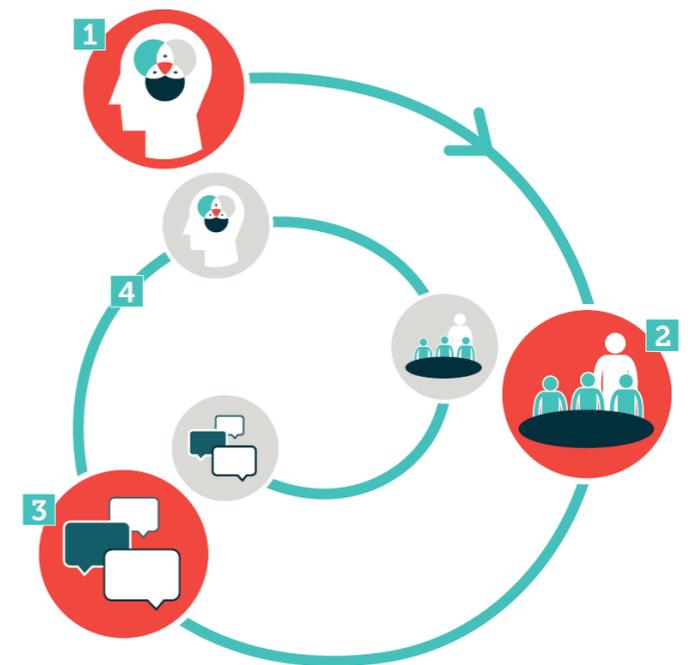
Atul Gawande on Coaching



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

Lesson Study



Professional Networks

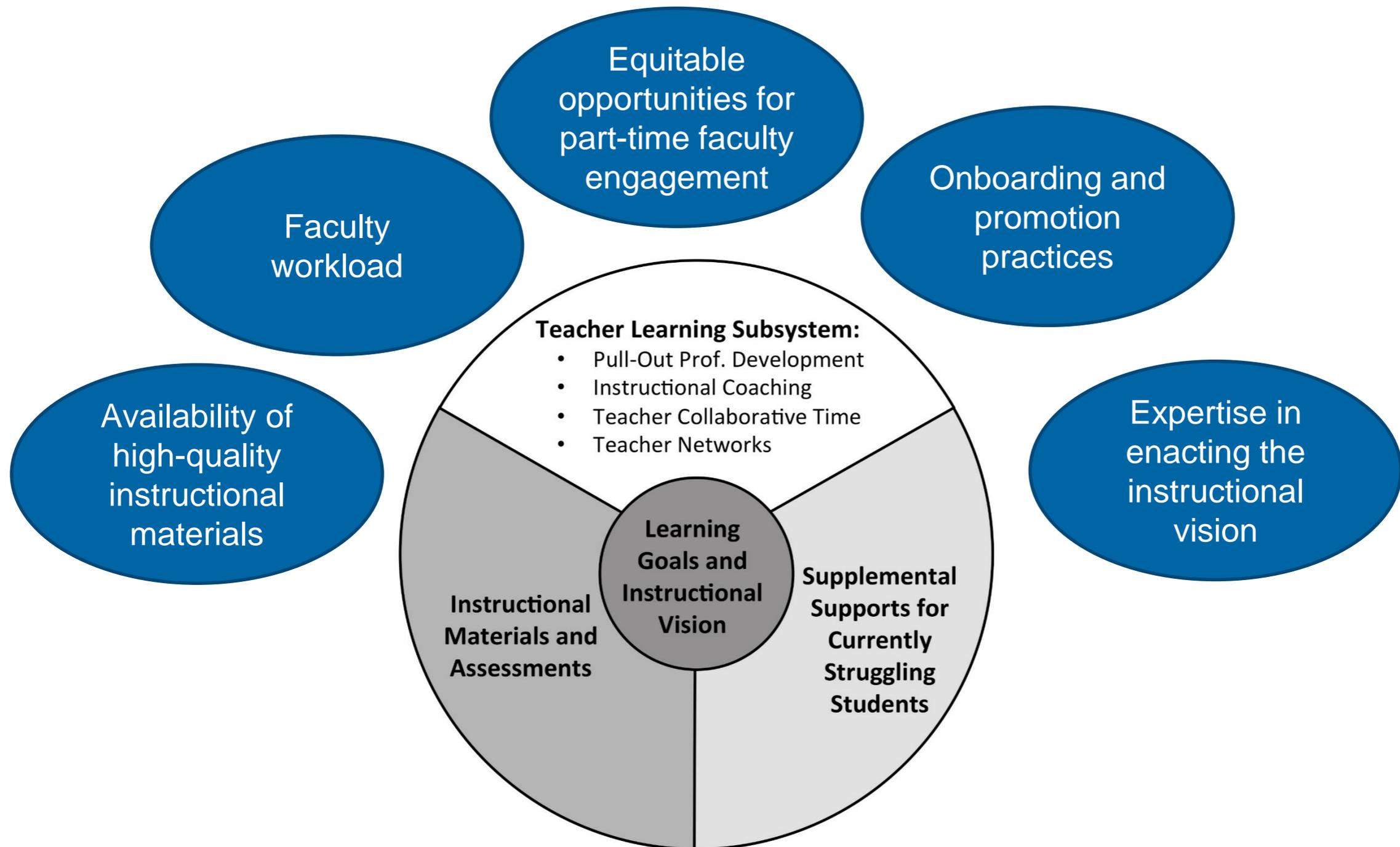
“I don't really feel connected to the department. I know my supervisor and the secretary, but I don't know anyone else and haven't really been encouraged to meet with anyone else.” -PT faculty member

- **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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