

Appendix M: Author and Publisher Responses

All 11 publishers of the 48 textbooks in the sample were invited to respond to information on the nature of NCTQ's evaluation of textbooks and percentage scores that their textbooks received on each of the six fundamental instructional strategies. (See Appendix A for a table of scores similar to that provided to publishers.) The publishers were invited to respond themselves or to forward the scores to authors for response. One response was received from Dr. Harry Wong (author and publisher of *The First Days of School*) and one from Pearson Higher Education (publisher of 19 textbooks in the sample). These two responses and NCTQ's comments are provided below.

Dr. Harry Wong Statement for the NCTQ *Learning About Learning* Report (8-30-2015)

I am asking you to remove *The First Days of School* from your list of books reviewed. *The First Days of School* is not a book on instruction. It is a book written to help teachers, especially newer teachers, to be Effective Teachers. The subtitle of the book is "*How To Be An Effective Teacher.*"

The purpose of *The First Days of School* is on organization and consistency, not on instruction.

You may remember I previously wrote to you to seriously and adamantly remove or rewrite the sentence, "common behavior models such as "Assertive Discipline" or "First Days of School." It is an insult to equate *The First Days of School* with Assertive Discipline. *The First Days of School* is not a behavior model. It is a book designed to help teachers organize and start the first days of school effectively.

Other than an opening and closing unit, the book centers on the three characteristics of effective teachers:

1. They have good classroom management skills.
2. They know how to deliver instruction for student mastery.
3. They have positive expectations for student success.

These are the same research-based characteristics found in *Looking in Classrooms* by Good and Brophy, now in its 10th edition.

In 2008, Robert Pianta of the University of Virginia, published his research on over 100 schools and came to the same conclusion that the three characteristics of effective teachers are:

1. Organizational support
2. Instructional support
3. Emotional support

Classroom Assessment Scoring Guide (CLASS)
Harvard Education Letter, "Neither Art nor Accident."

In 2008, the National Center for Mental Health at UCLA found that the “Three Barriers to Learning and School Improvement” were the same three:

1. Management component
2. Instructional component
3. Enabling component

*Framework for Systematic Transformation of
Student and Learning Supports.*
www.smhp.psych.ucla.edu.

Bruce Torff of Hofstra University interviewed school principals and in 2009 published their responses to the “Common Causes of Teacher Ineffectiveness” and they were the same:

1. Lacked classroom management skills
2. Lacked lesson mastery skills
3. Inability to establish rapport with students

Charlotte Danielson, in her *Framework of Teaching*, states that teacher effectiveness falls into four domains. If you combine domain one and two, as they overlap, her three characteristics of effective teachers are the same:

1. Planning the environment
2. Instruction
3. Professional responsibilities

And some ten years ago I received your permission to quote you when you listed the same three characteristics of a really good teacher:

1. Skilled at handling a classroom.
2. Knows effective strategies for delivering instruction.
3. Makes kids soar.

Kate Walsh
NCTQ

Although the six recommended *organizational instructional* strategies are important, *The First Days of School* addresses instruction based on the preeminent research of John Hattie. John Hattie’s research is titled *Visible Learning* and is the result of 15 years of research and syntheses of over 800 meta-analyses (over 50,000 studies and 250+ million students) relating to the influences on achievement in school-aged students. It presents the largest ever collection of evidence-based research into what actually works in schools to improve learning. His research continues to today with three more books.

Hattie's research states:

- Tell students what they will be learning (objectives) before the lesson begins and student achievement can be raised as much as 27 percent. (This is Chapter 21 in *The First Days of School*.)
- Additionally, provide students with specific feedback (rubric) about their progress and achievement can be raised as much as 37 percent. (This is Chapter 21 in *The First Days of School*.)

Good formative assessment can raise student achievement up to two years in an academic year, John Hattie and Larry Ainsworth (0.90 effect size). THE major teacher effect that will raise student achievement is formative assessment and this is not on your *Organizing Instruction* list.

Since NCQT's mission is to improve student achievement, I find Hattie's research more up-to-date and more meaningful as he indicates the teacher effect size of each strategy.

For new teachers and for teachers in general, if they will but start a lesson with an objective and then consistently check for understanding (assessment), that will suffice to start the first days of school effectively.

I commend NCTQ on your fine work and I am very supportive of it, but please remove *The First Days of School* from your list of books reviewed for *Organizing Instruction* as it does not fit your criteria.

Again, the purpose of *The First Days of School* is on organization and consistency, not on instruction.

NCTQ comment

Dr. Wong's statement was conveyed in a letter addressed to Kate Walsh, NCTQ President. Ms. Walsh sent Dr. Wong a full response to the effect that the sample of textbooks evaluated for our study included textbooks assigned in general methods or subject-specific methods courses that address instructional strategies in whole *or in part*. In her response, she noted a chapter entitled "Lesson Mastery: The successful teacher knows how to design lessons the help students achieve" which has a section entitled "How to Enhance Student Learning" and another on "How to Assess for Student Learning." Because this chapter addresses instructional strategies, the textbook was appropriately included in the sample.

Pearson Statement for the NCTQ *Learning About Learning* Report (1-8-2015)

Submitted by Jeffrey Johnston, Vice President and Editorial Director, Pearson Higher Education

Pearson is committed to quality education and recognizes the key role played by teachers in ensuring students' life-long love of learning and academic success. We are tremendously proud of our contribution to teacher training and preparation, as well as our collaborative work with Schools of Education throughout the country. In the development of high quality print and digital products across the teacher education curriculum, our authors and editors, aided by a rigorous peer review process, strive to ensure our products are academically sound, as evidenced by accurate and current coverage of theory and research. Equally important, we focus on outcomes; helping learners to excel in their courses, pass their licensure exams and become effective teachers.

Guided by this mission and commitment, we look forward to reviewing the National Council on Teacher Quality (NCTQ) report on teacher education products, *Learning About Learning*. We want to better understand the Report, its aims and research methodology, as well as NCTQ's perspective. We welcome that dialog and will continue to work with Schools of Education to incorporate any appropriate suggestions that would further help aspiring teachers be successful in their coursework and achieve their goal of becoming effective and inspiring educators.

NCTQ comment

NCTQ and the learning experts who signed a prefatory statement supporting the examination of issues raised by *Learning About Learning* welcome a dialog with Pearson on concrete steps that can be taken to make critical improvements in teacher education textbooks.