

Rethinking Field Experiences in Preservice Teacher Preparation

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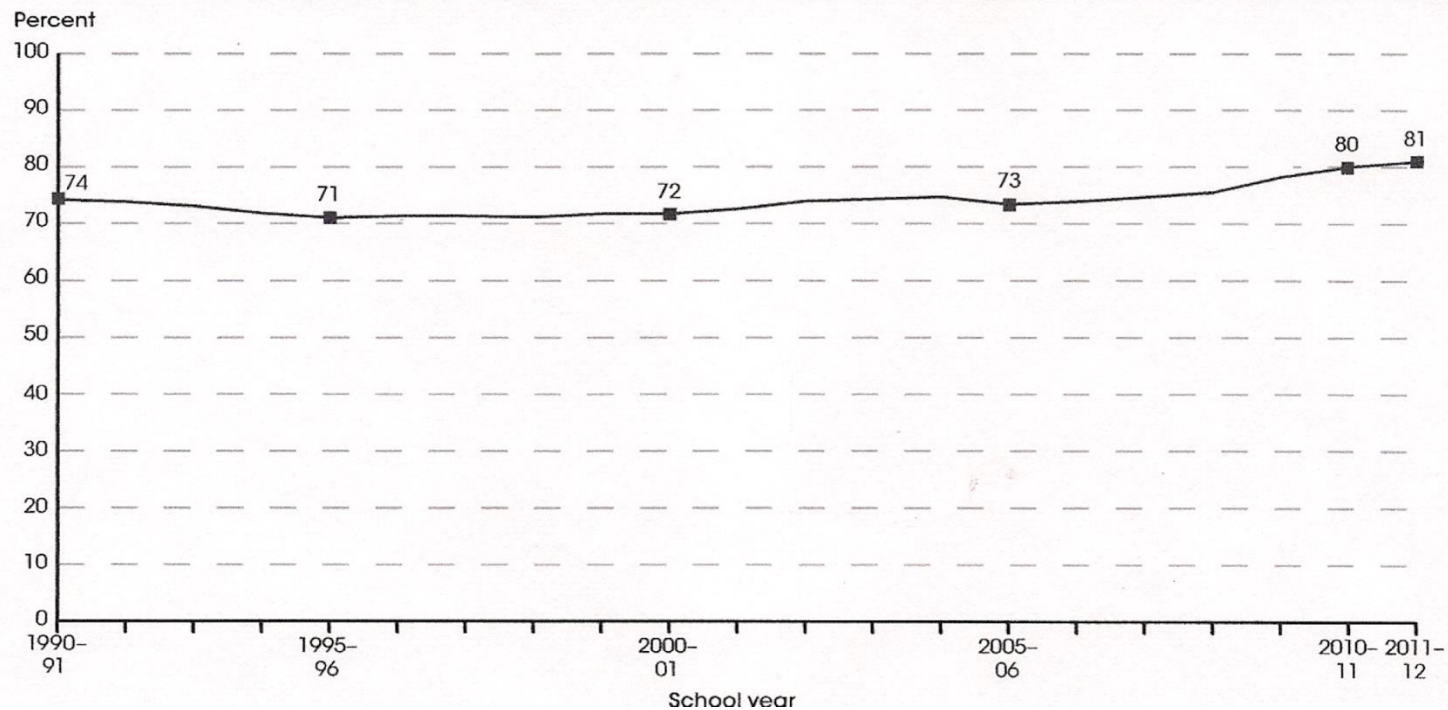
Rethinking Field Experiences in Preservice Teacher Education

- Successes and challenges in public education
- Vision for teaching and teacher education
- Internal challenges for the design of teacher preparation
- Accomplishing the vision for teaching and teacher preparation

What are key indicators of the successes and challenges for public education in the United States?

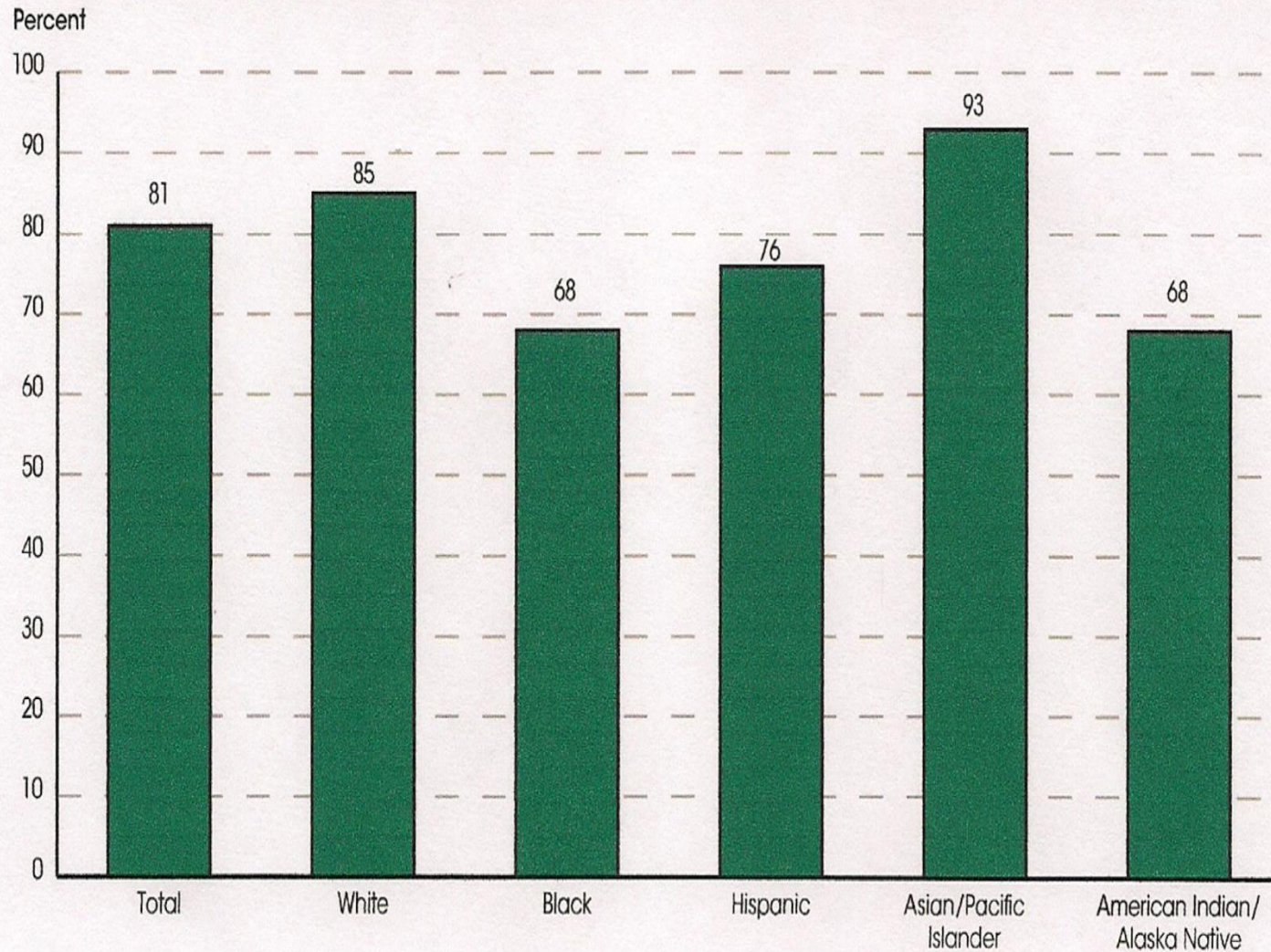
Public High School Graduation Rate

Figure 1. Averaged Freshman Graduation Rate (AFGR) for public high school students: School years 1990-91 through 2011-12



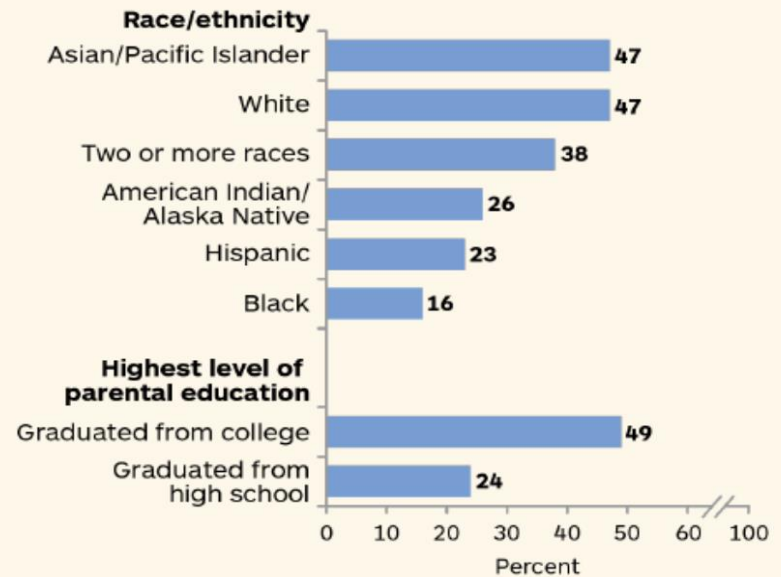
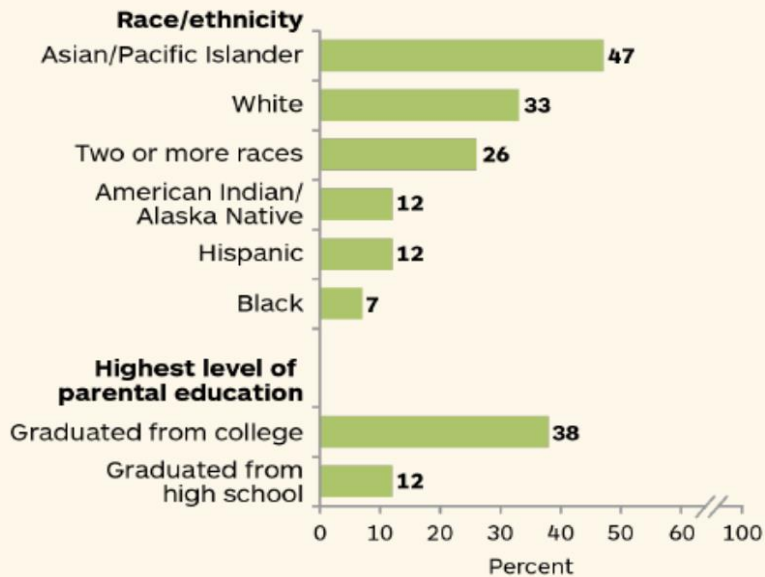
Chapter: 3/Elementary and Secondary Education
Section: Student Effort, Persistence, and Progress

Figure 2. Averaged Freshman Graduation Rate (AFGR) for public high school students, by race/ethnicity: School year 2011-12



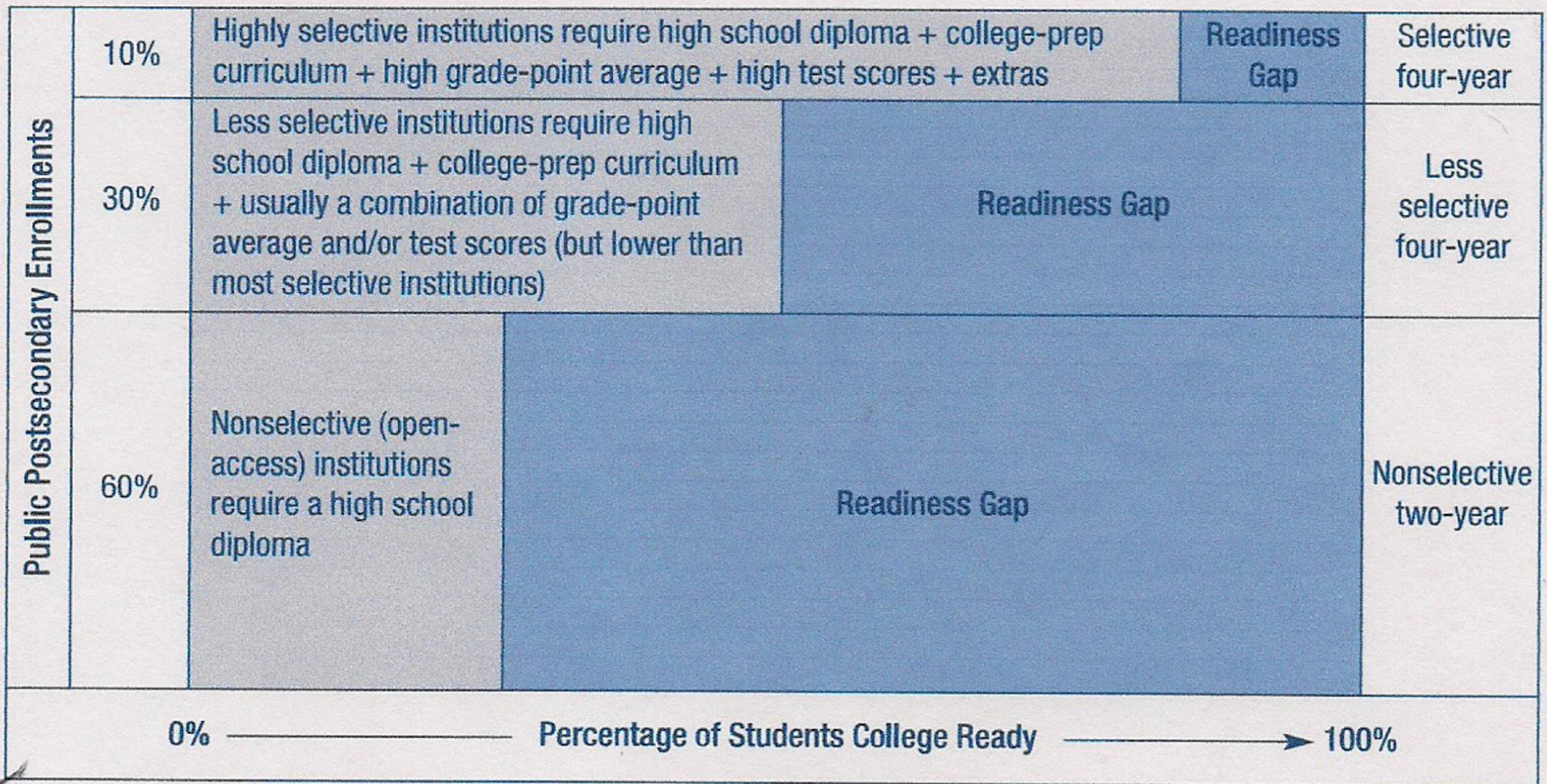
NAEP 12th Grade Proficiency

Percentage of students at or above the *Proficient* level in 2013



The High School Preparation and College Expectation Gap

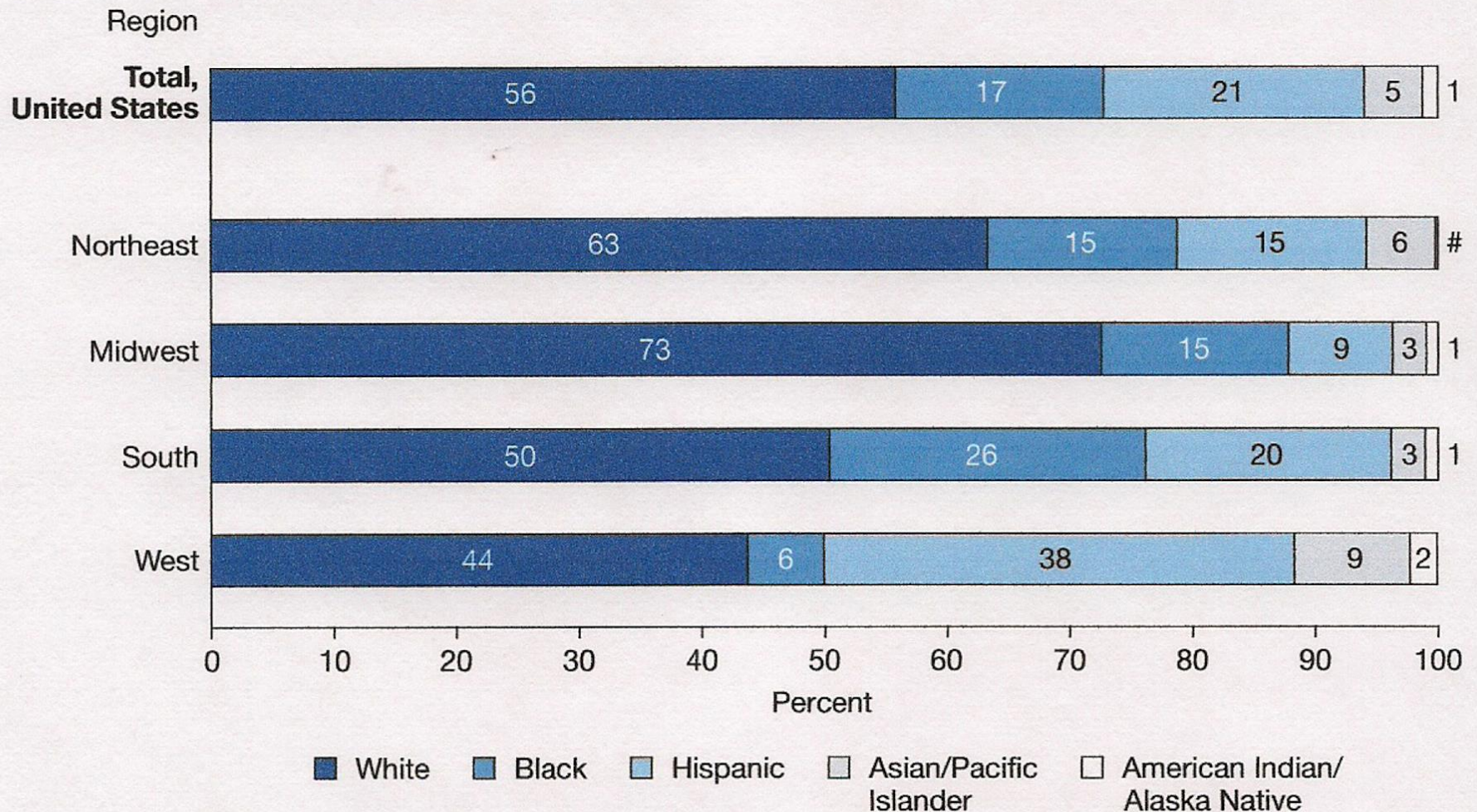
Figure 1: The Readiness Gap by Institutional Sector



Who are teacher candidates being prepared to teach?

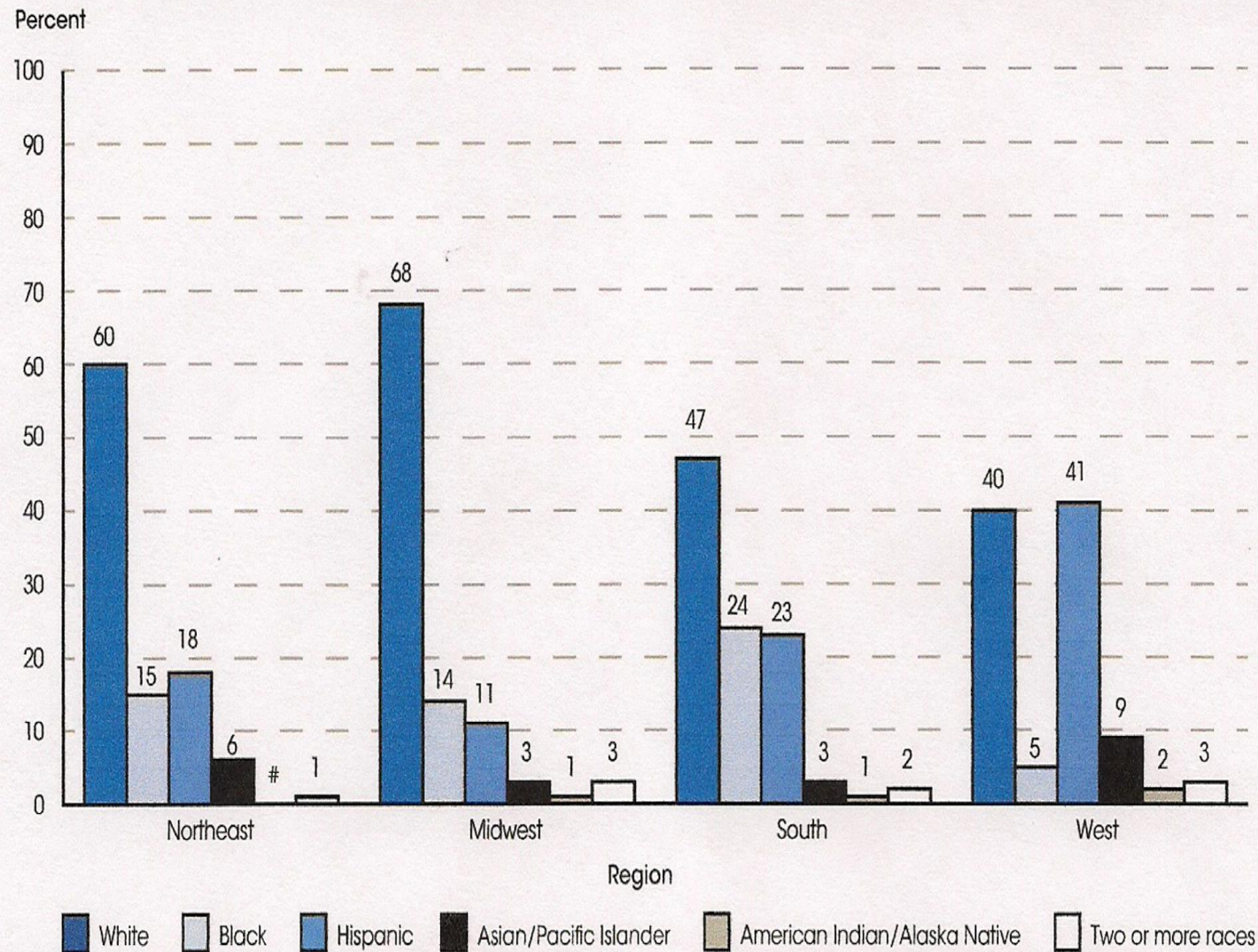
Status and Trends in the Education of Racial and Ethnic Groups

Figure 7.1. Percentage distribution of public elementary and secondary students, by region and race/ethnicity: 2007–08



Chapter: 2/Participation in Education
Section: Elementary/Secondary Education

Figure 3. Percentage distribution of U.S. public school students enrolled in prekindergarten through 12th grade, by region and race/ethnicity: Fall 2011



Status and Trends in the Education of Racial and Ethnic Groups

Figure 7.2. Percentage distribution of public elementary and secondary students, by race/ethnicity and locale: 2007–08

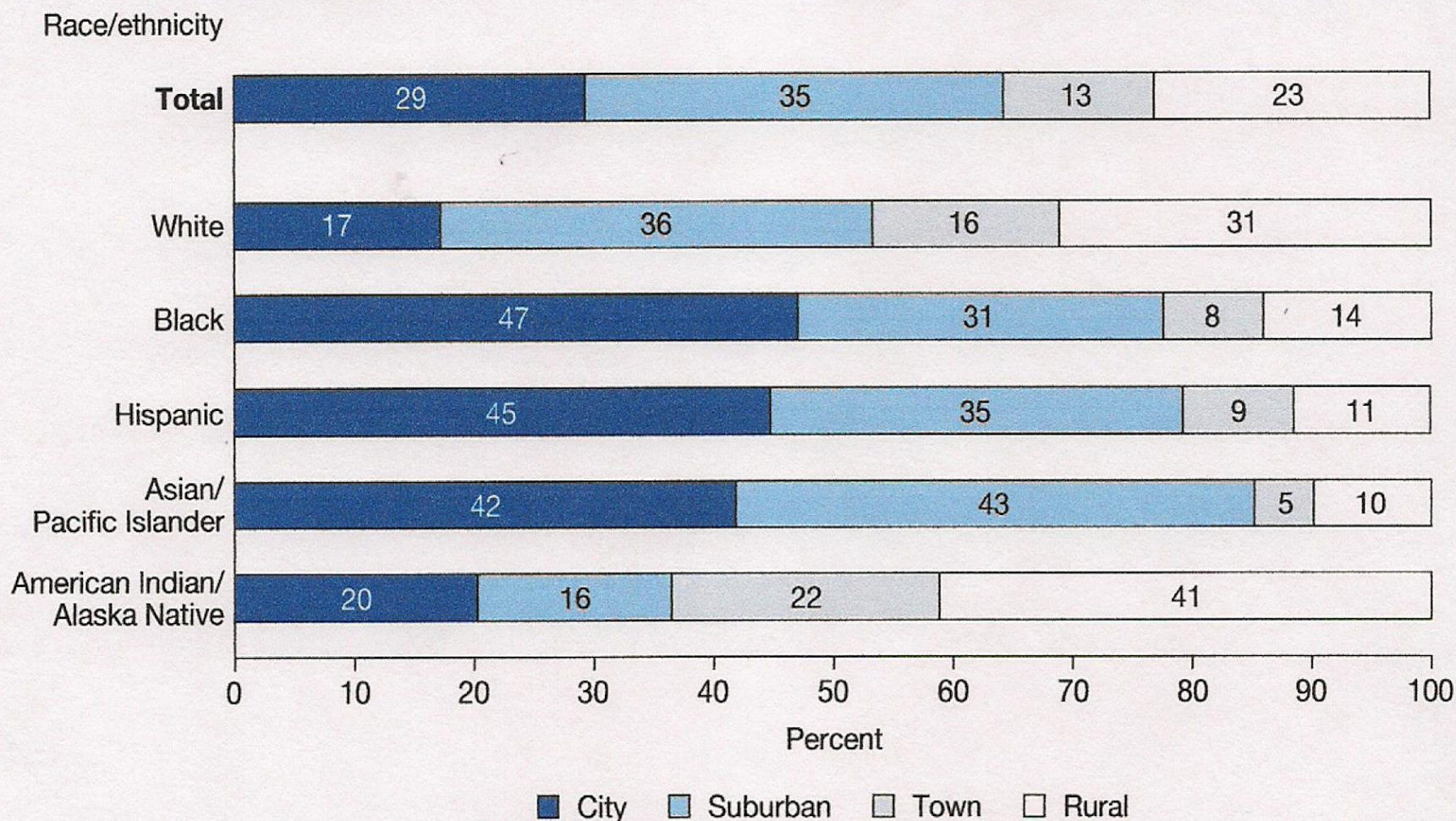
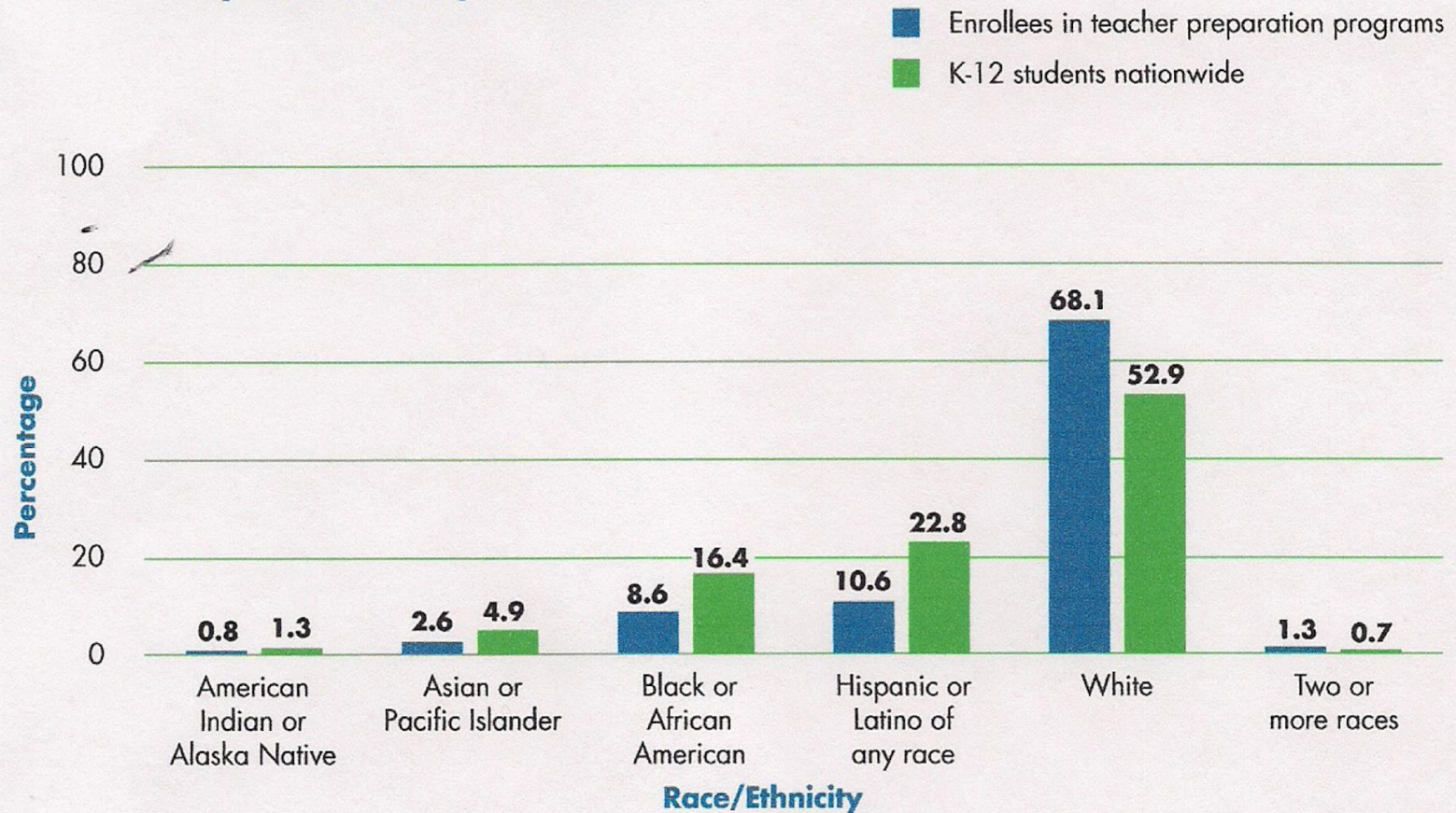


Figure 1.6 Individuals enrolled in teacher preparation programs and K-12 students, by race/ethnicity: AY 2009-10



NOTE: Data on enrollment by gender and race/ethnicity were not available for all teacher preparation programs. Some teacher preparation programs only provided the total number of students enrolled; thus, the sum of the number of students enrolled by characteristic will not equal the total. Percentages may not sum to 100. The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act Title II Reporting System*. U.S. Department of Education, National Center for Education Statistics. (2012). *Integrated Postsecondary Education Data System (IPEDS)*.

Given the present outcomes of schooling in the United States what might be an appropriate vision for teaching and teacher preparation?

Vision for the Teaching Profession

- A vision for the teaching profession where:
 - Teachers foster excellence for all students in all areas of development regardless of their race, social class status, or life conditions;
 - All students have equitable access to high quality, meaningful, and productive learning experiences; and
 - Teachers and teacher educators earn the public trust through the quality of our work and excellence in the performance of our students.

Vision for Teacher Education

- Consistently prepare teachers who have the ability to
 - provide high quality, meaningful, and productive learning experiences for children from different cultural and experiential backgrounds.
 - facilitate learning that enables students to meet and exceed the standard learning expectations.
 - facilitate the development of the whole student, academically, socially, and emotionally.
- Consistently employ valid and reliable approaches for assessing teacher competence, teaching practices, and learner growth and development.

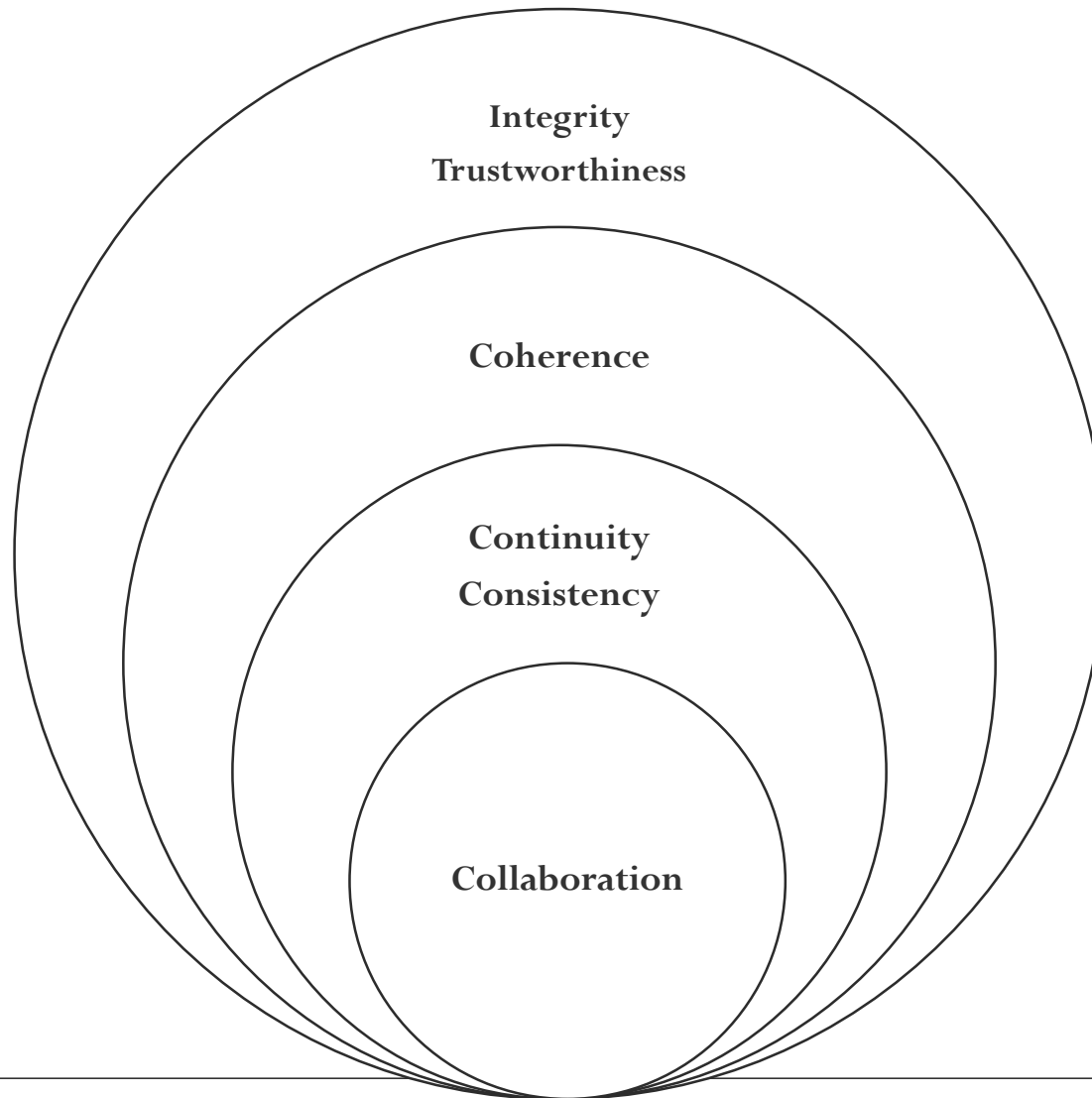
What are internal challenges to accomplishing the vision for teaching and teacher preparation?

- Coherence
 - Well designed, logical and systematic connections across courses and between courses and field experiences
- Continuity
 - A clear developmental sequence in which knowledge is cumulative, based on a shared understanding of the process of learning to teach
- Consistency
 - Conformity in the application and delivery of specific aspects of the program

What are important factors in meeting internal challenges?

- Meticulously designed and purposefully implemented models for preservice teacher preparation programs based on research and theory, and characterized by coherence, consistency, and continuity.
- Faculty committed to accomplishing a shared vision for teaching and teacher education.
- Carefully constructed protocols for the continuous assessment and review of pedagogies and practices within the program that constitute *practice-based research* aimed at improving program outcomes.

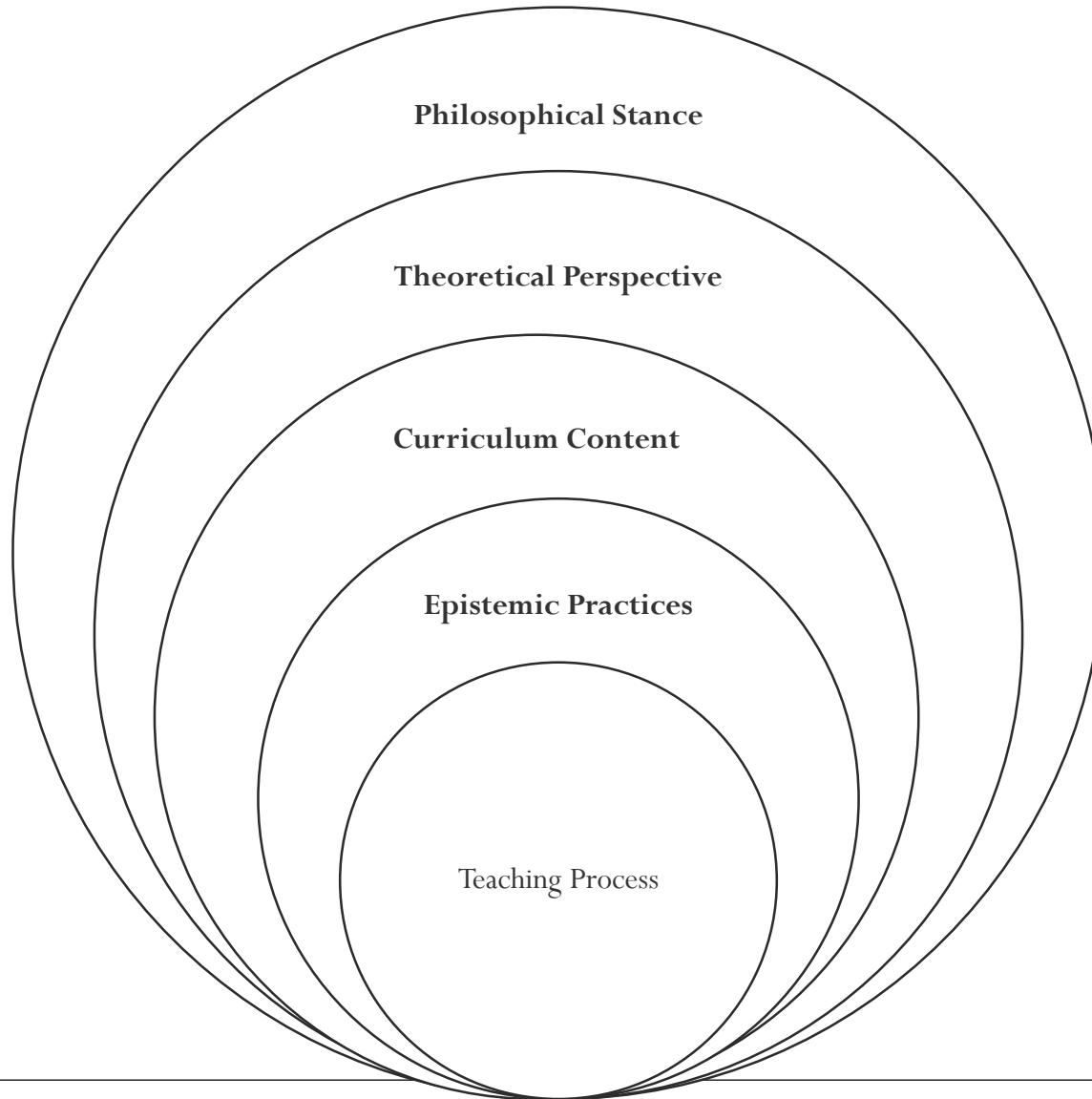
Teacher Preparation Program Qualities



What are important categories of Professional Knowledge for Teaching?

- The learning process
- Learners (Adolescent, child growth and development)
- Subject matter (disciplinary literacy)
- Pedagogical content knowledge
- Accountability and assessment
- Professional Community

Program Design Framework



Learning to Teach Continuum



Learning to teach is a progressive and cumulative process framed by personal beliefs, knowledge, and experience. Understanding the learning process, characteristics of particular learners, and the pedagogical tools that best support learning in specific situations is essential in facilitating learning and *solving problems in the context of practice*.

Assessing Professional Practice

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graph LR; A[Teaching practices] --> B[Teacher competence]; B --> C[Learning outcomes]
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Teaching practices

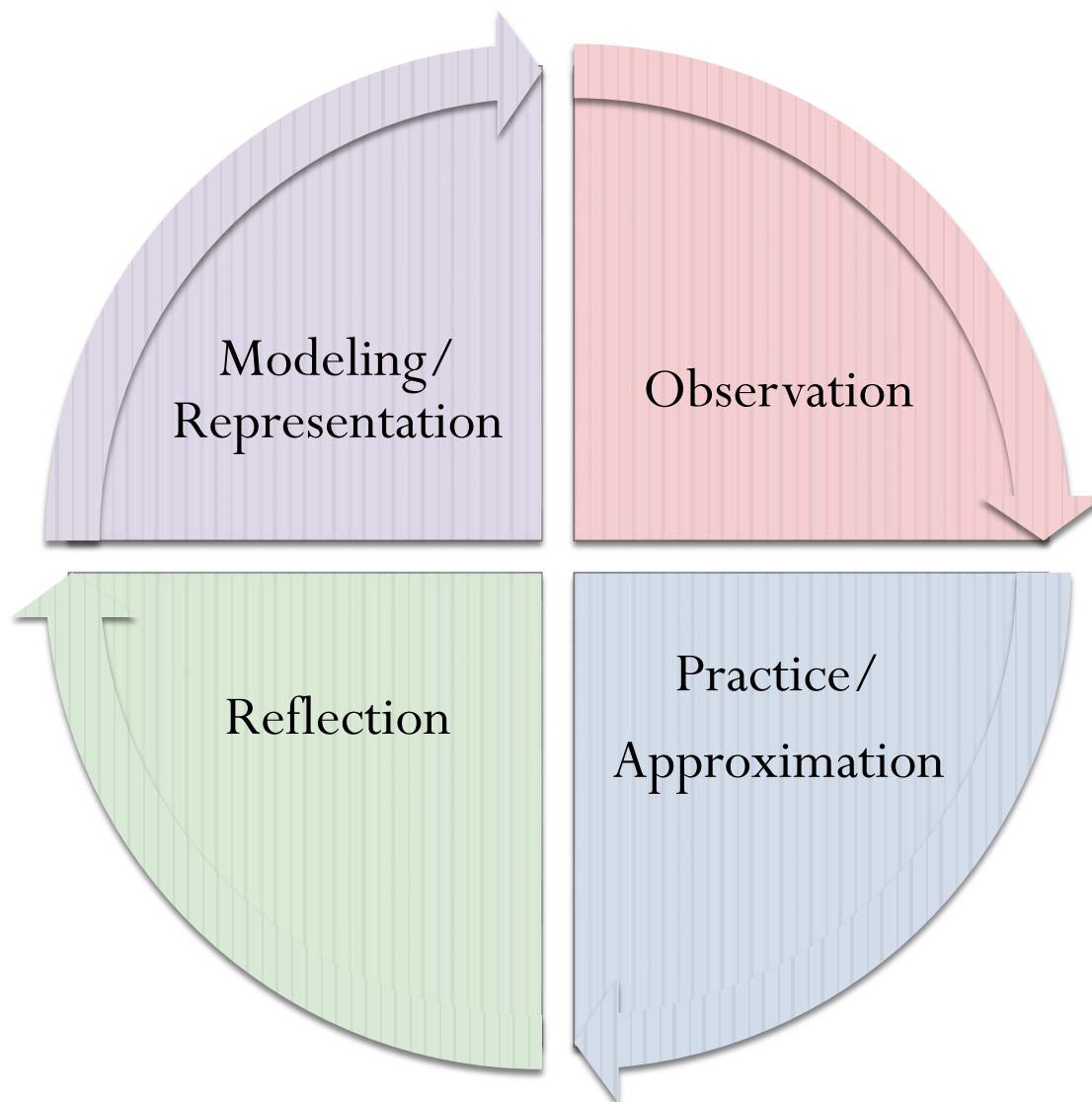
Teacher
competence

Learning
outcomes

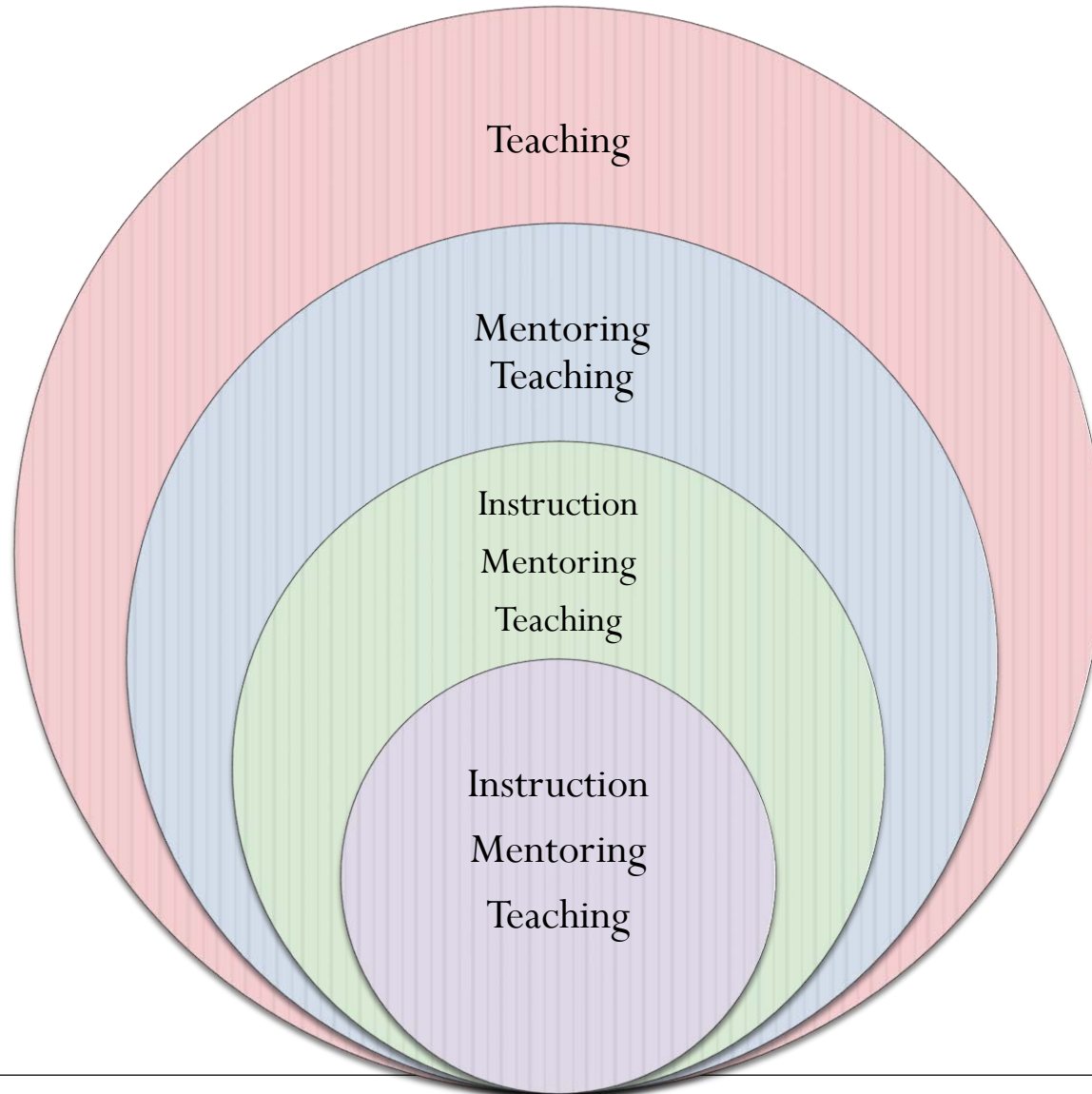
What are examples of ways of conceptualizing the process of learning teaching.

- Learning teaching as *representation and approximation*:
A cognitive perspective
- Learning teaching as *an interpretive process*: A
constructivist perspective

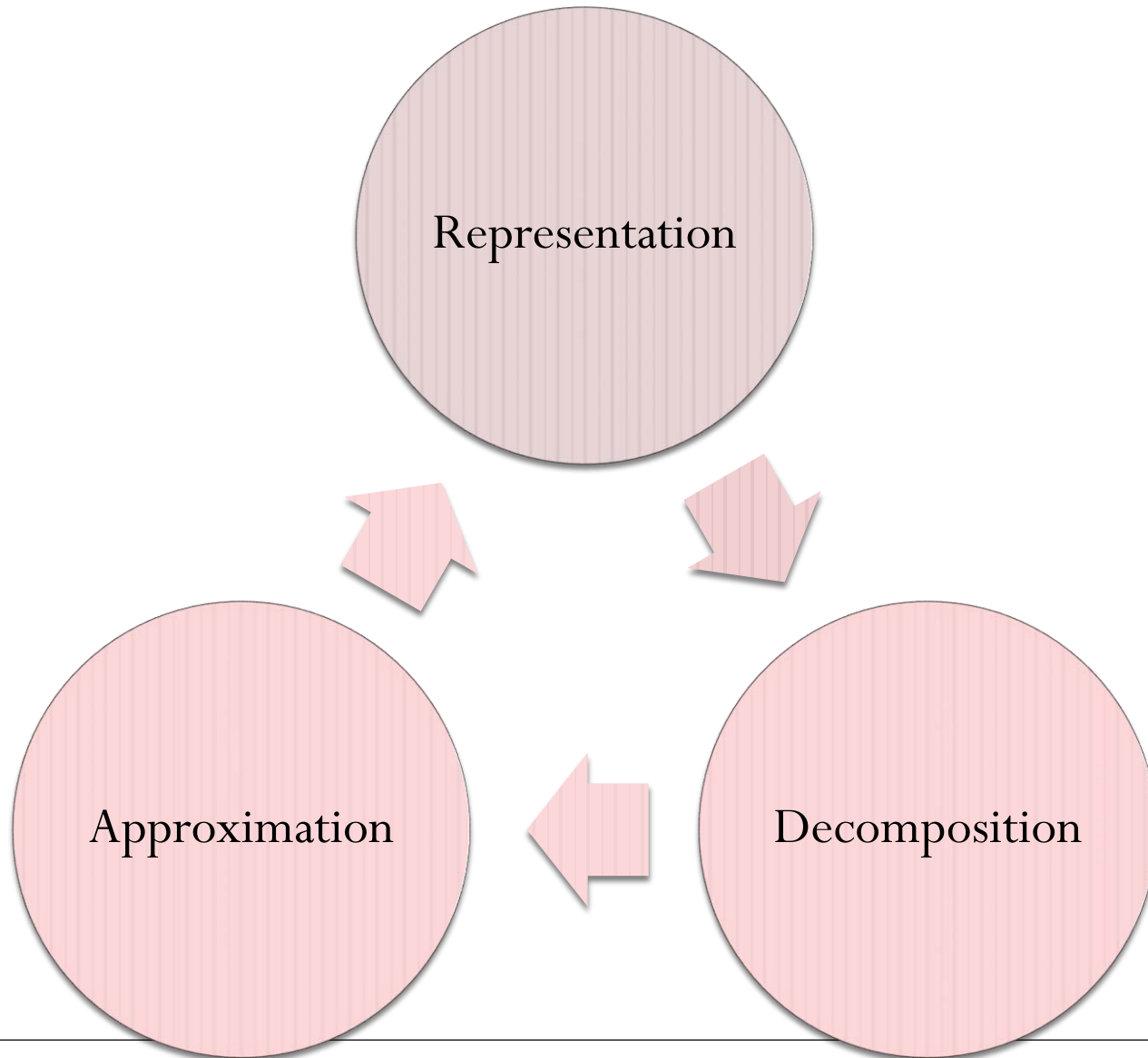
Representation and Approximation of Teaching Practice



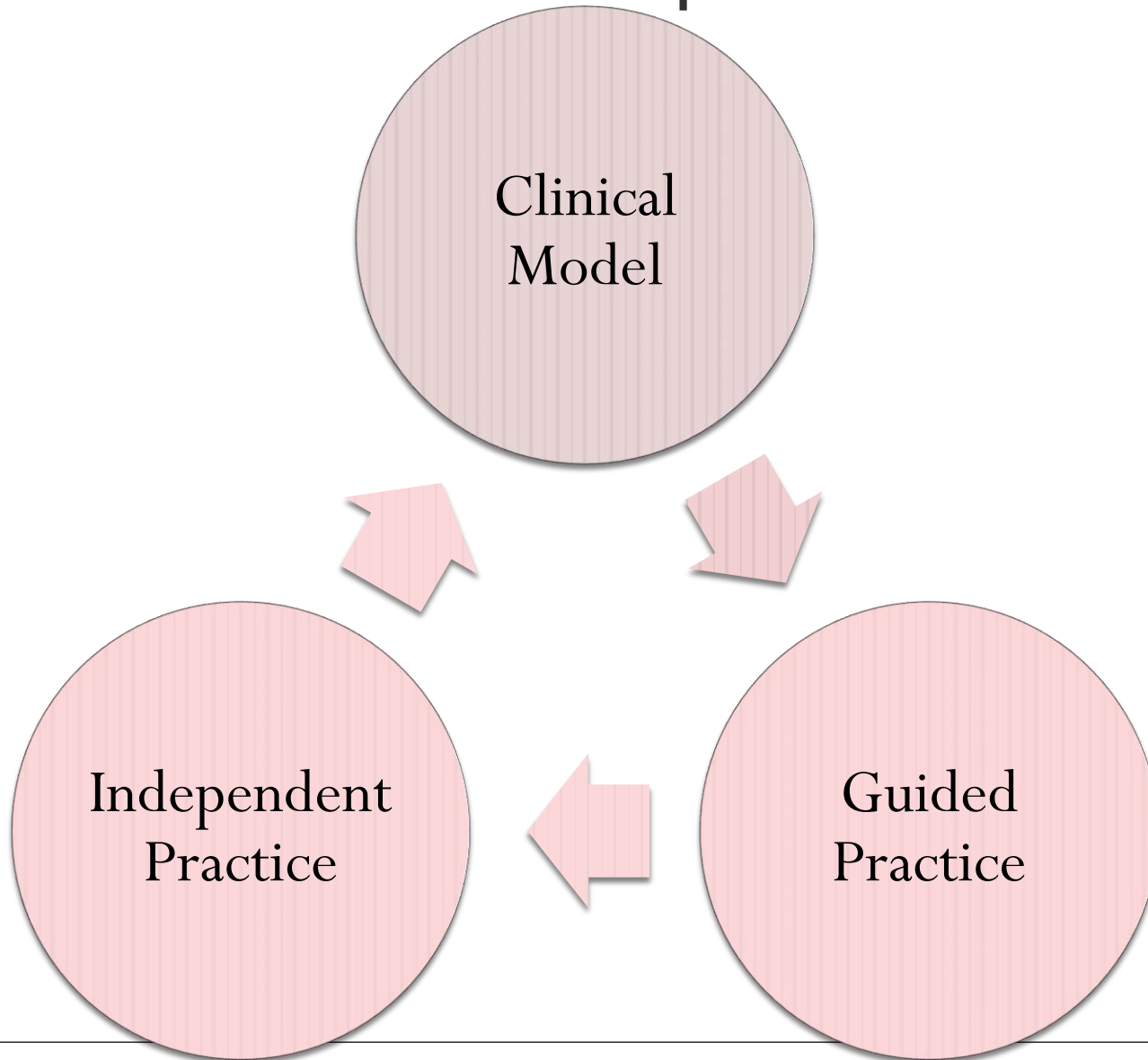
Representation and Approximation



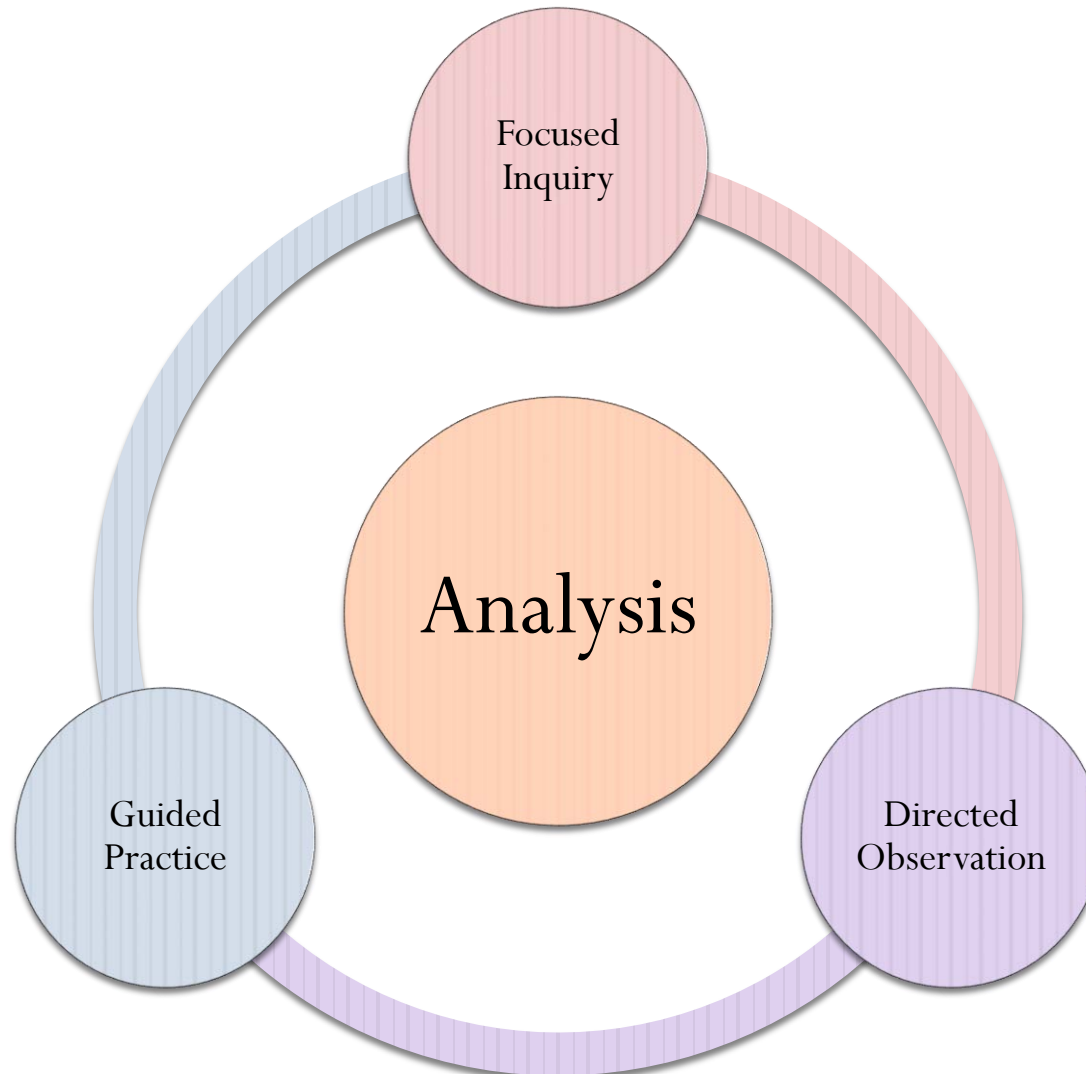
Focused Clinical Experience



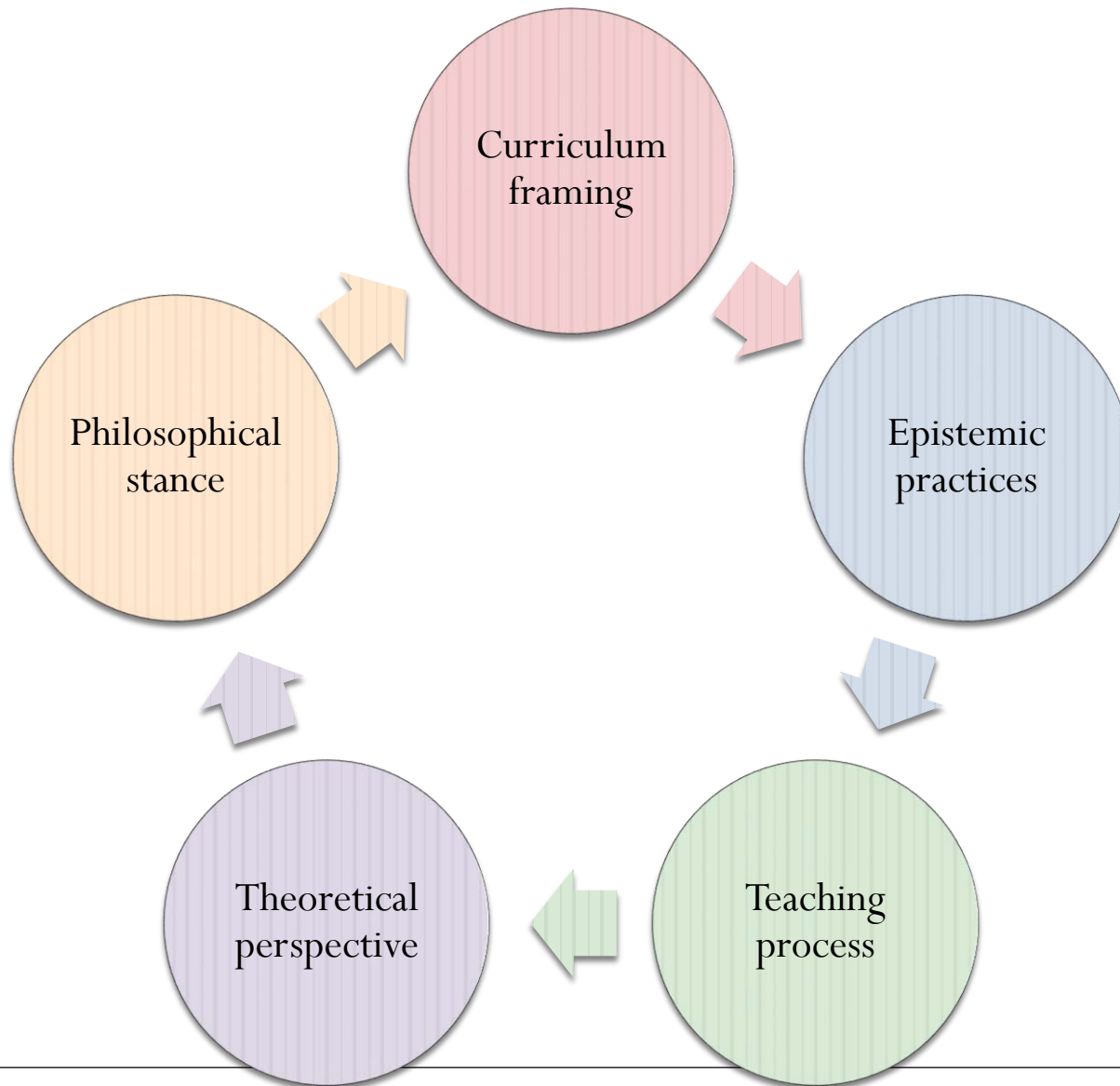
Focused Clinical Experience



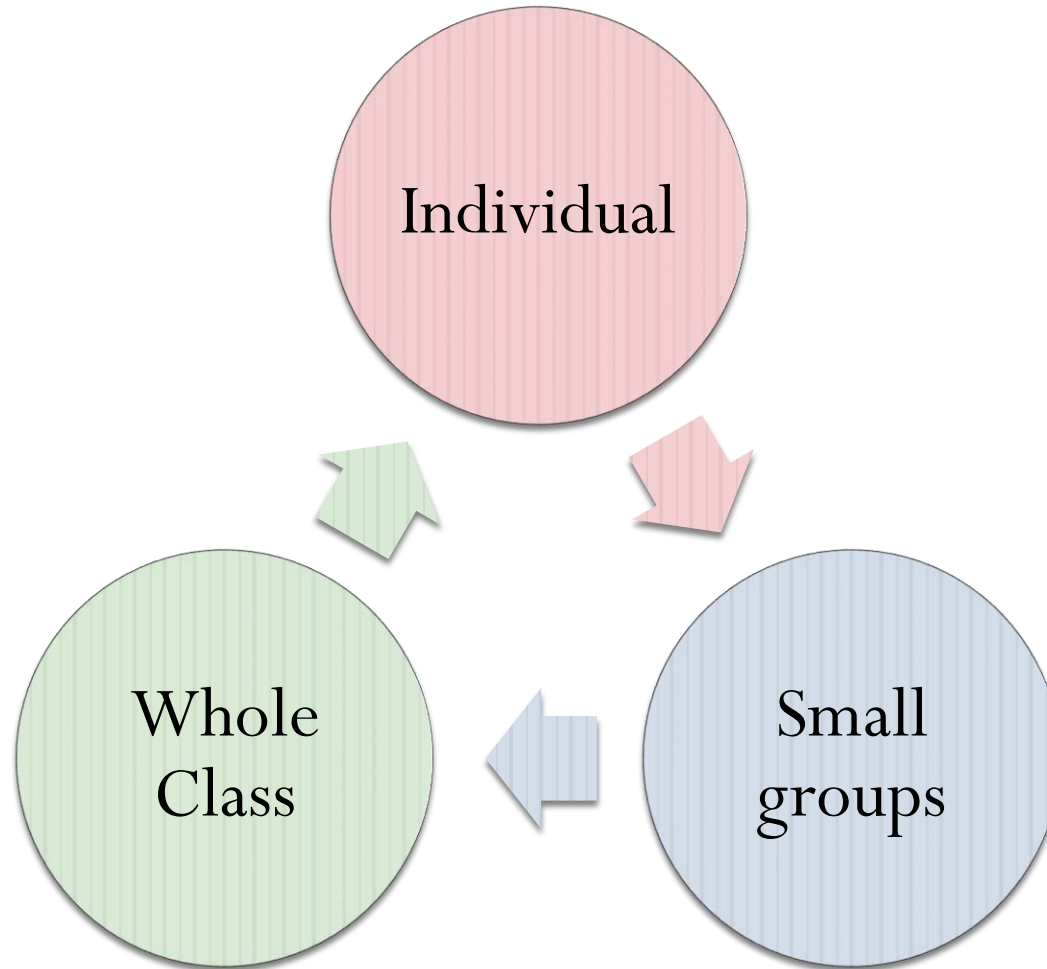
Learning teaching as an *Interpretive Process*



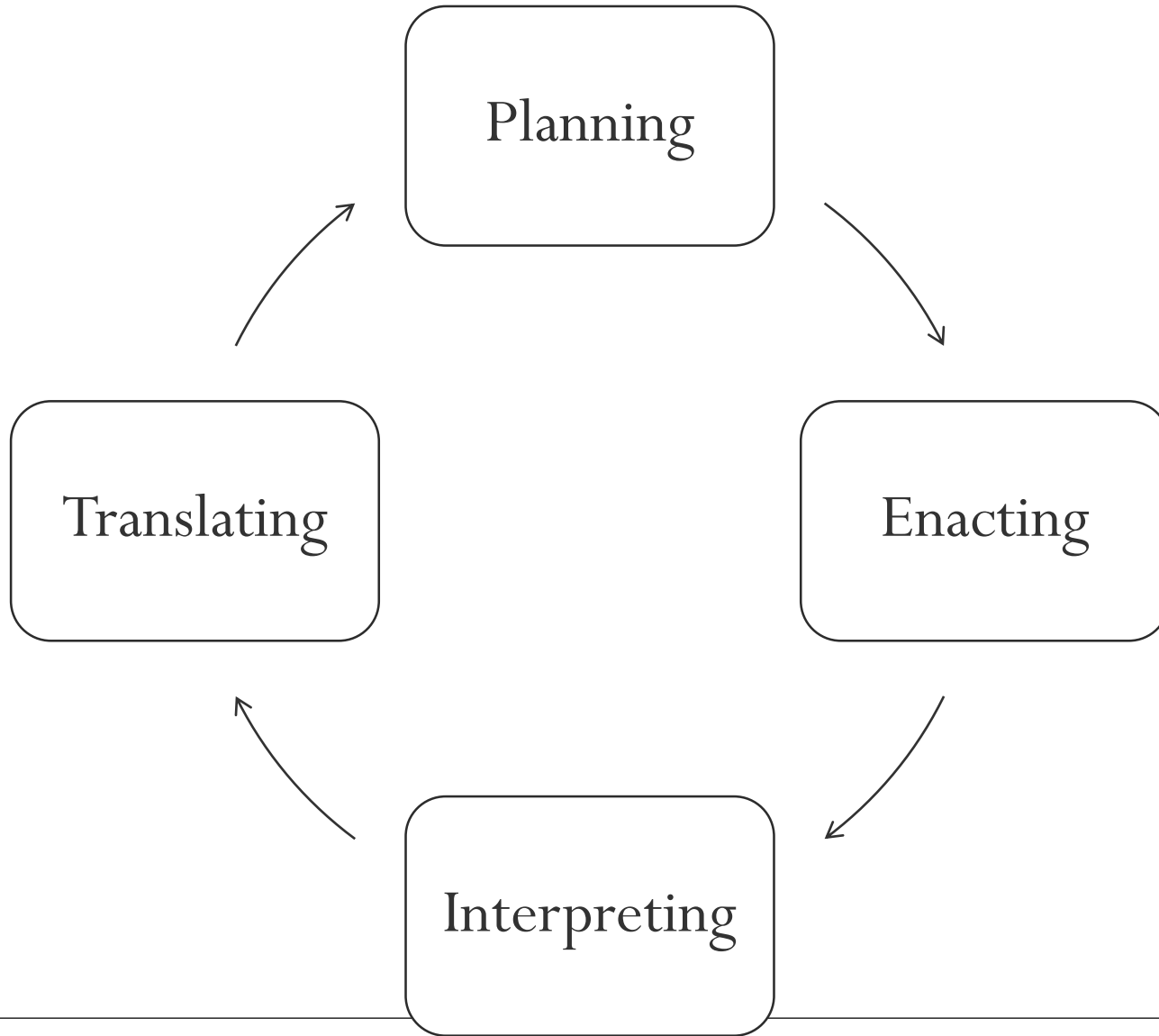
Clinical rotations: Frames of Practice



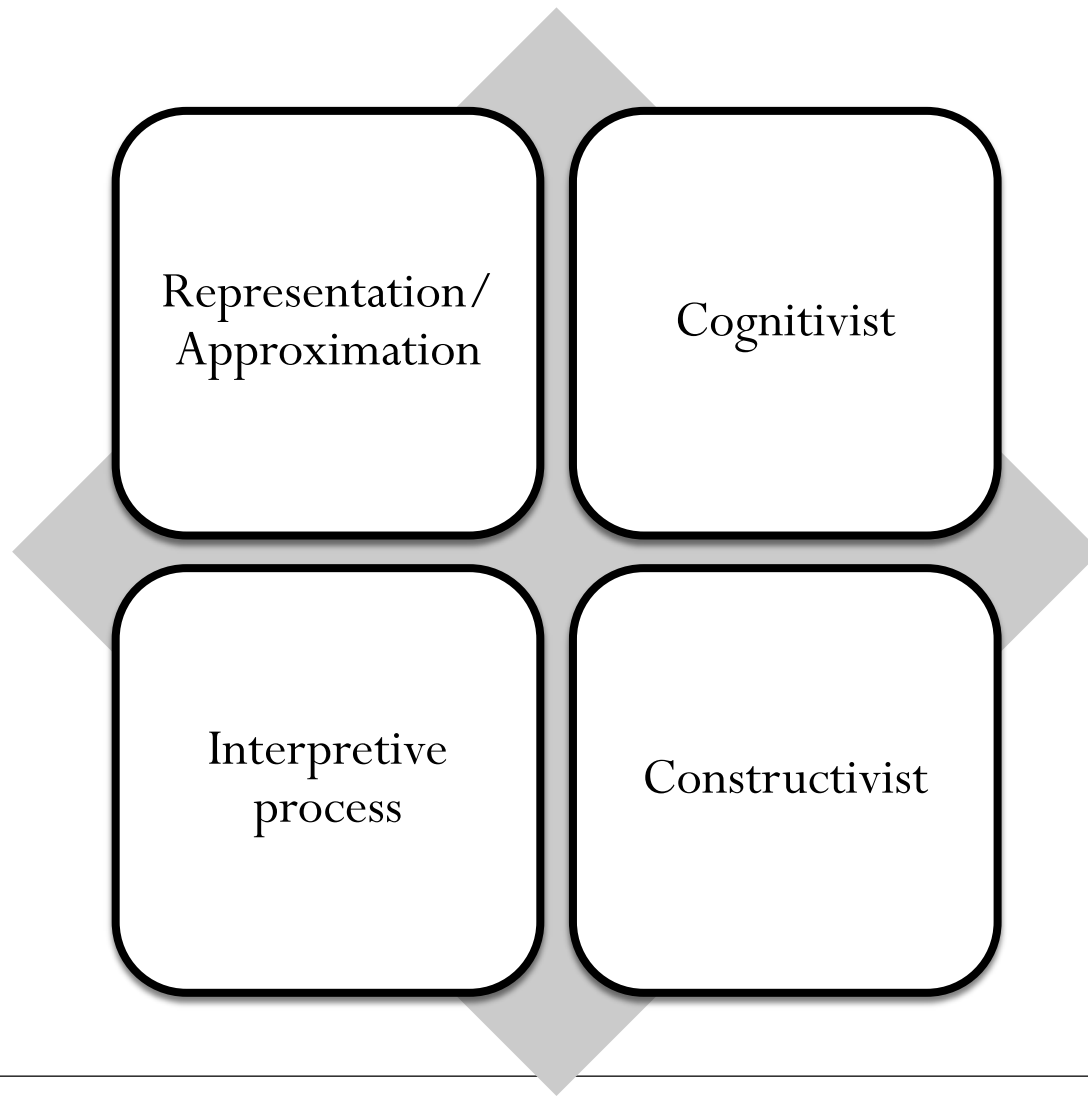
Clinical rotations: Analyzing grouping formats



The Teaching Process

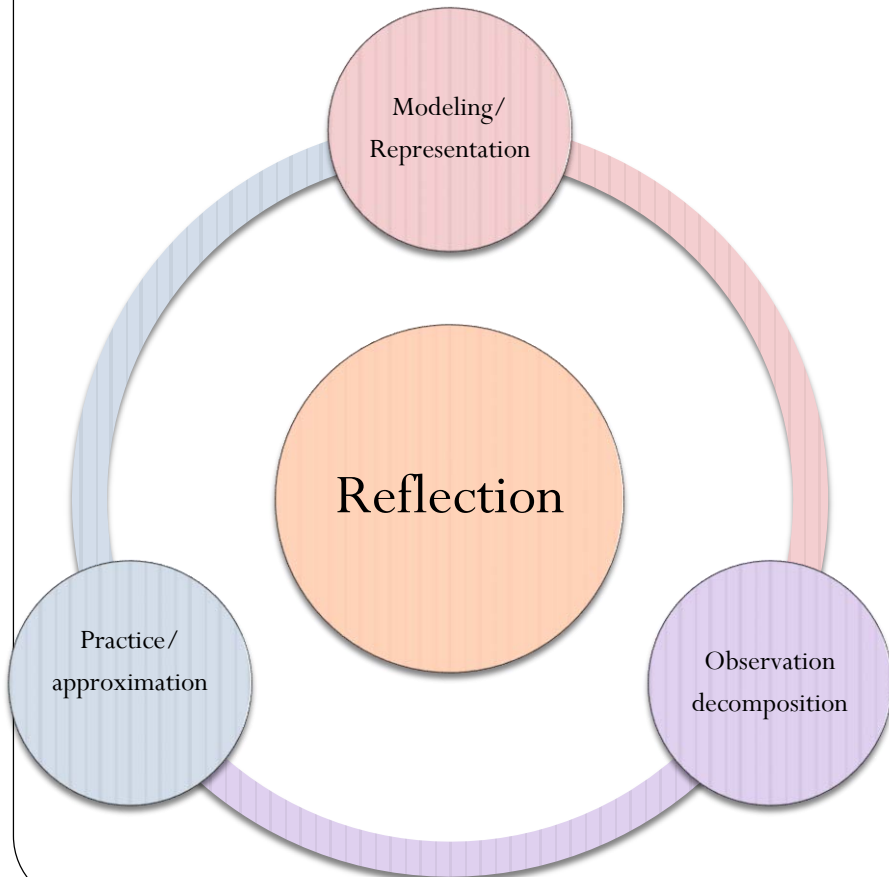


Perspectives on Field and Clinical Experiences

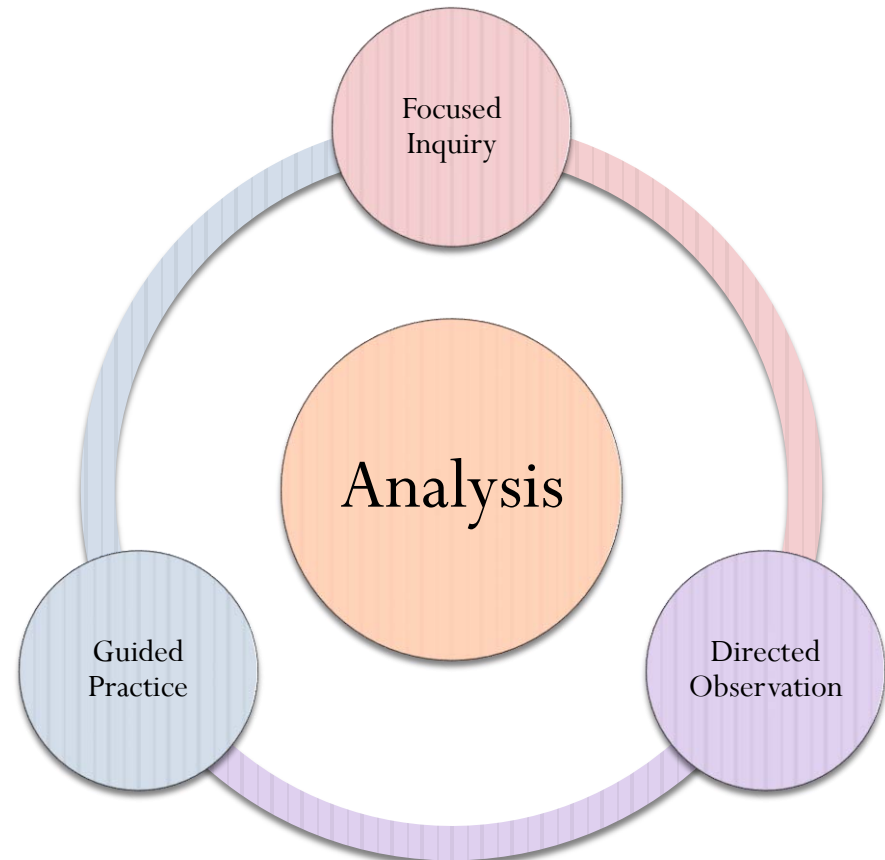


Comparison of perspectives

**Representation/
approximation**

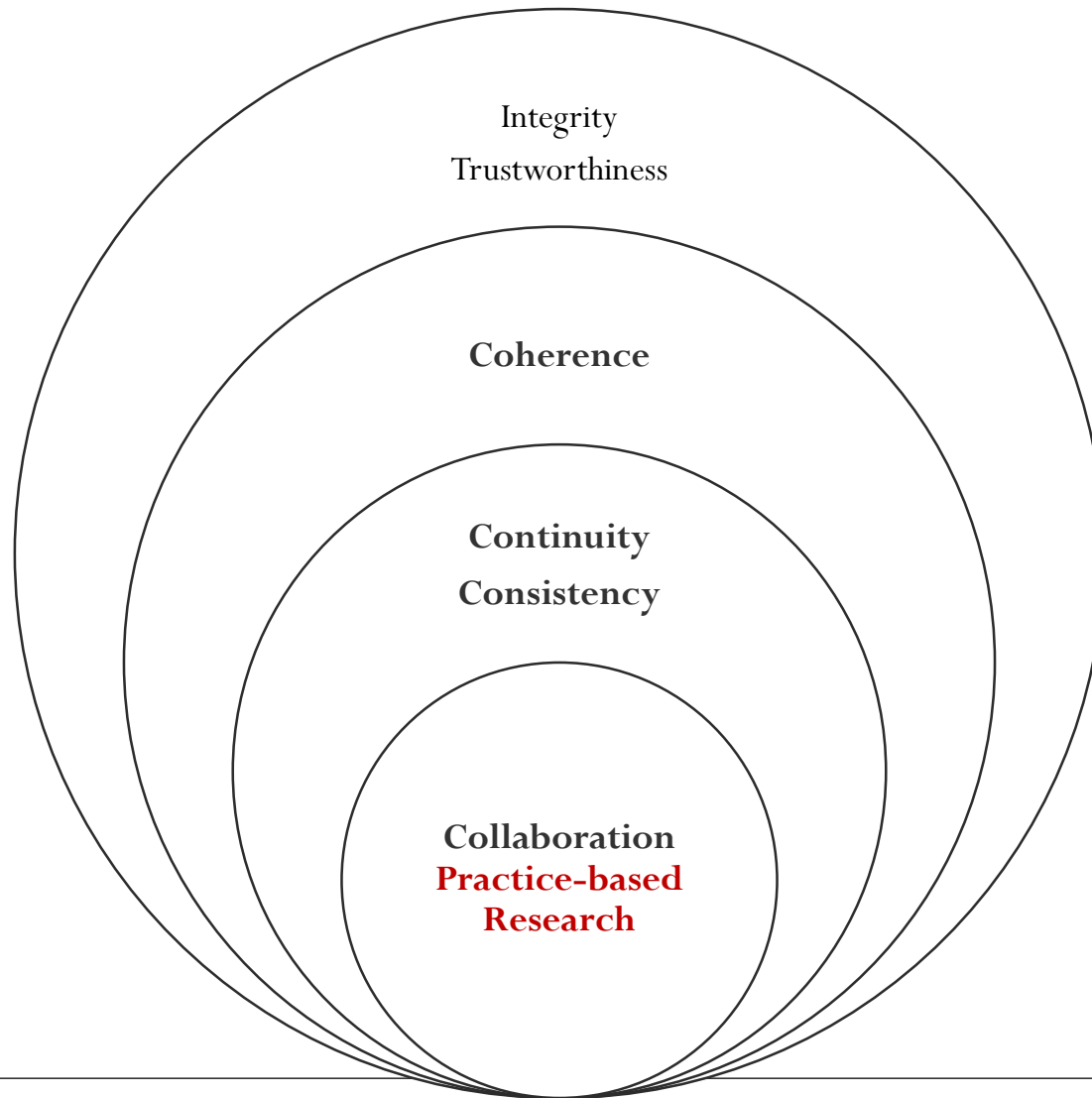


Interpretive process



What are the advantages for developing a theoretically grounded, pedagogically consistent design for learning teaching?

Teacher Preparation Program Qualities



ROUTLEDGE

RETHINKING FIELD EXPERIENCES IN PRESERVICE TEACHER PREPARATION

Meeting New Challenges for Accountability

Edited by **Etta R. Hollins**

