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Enhancing Teacher Pre-service Clinical Training

NM Legislative Education Study Committee

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Who we are

The essential, indispensable member of any team addressing education policy.



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Your education policy team.



What we do

We believe in the power of learning from experience, and we know informed policymakers create better education policy.



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How we do it

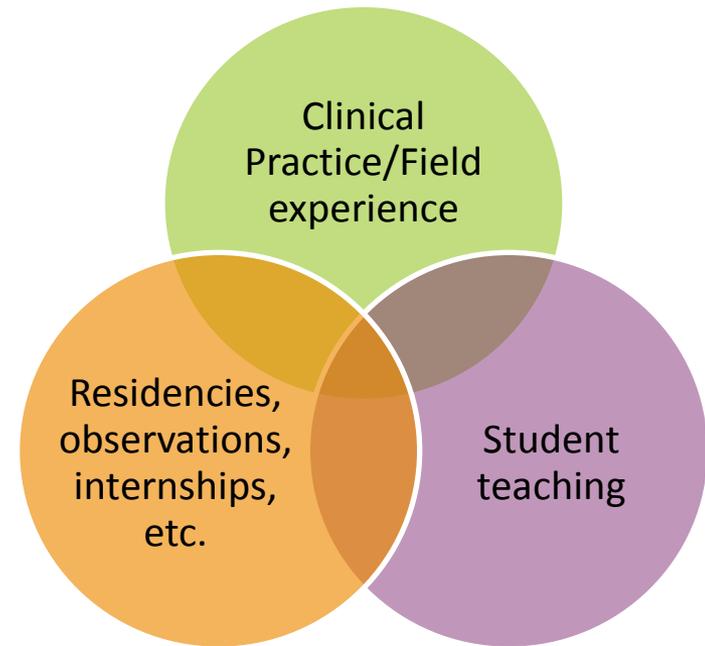
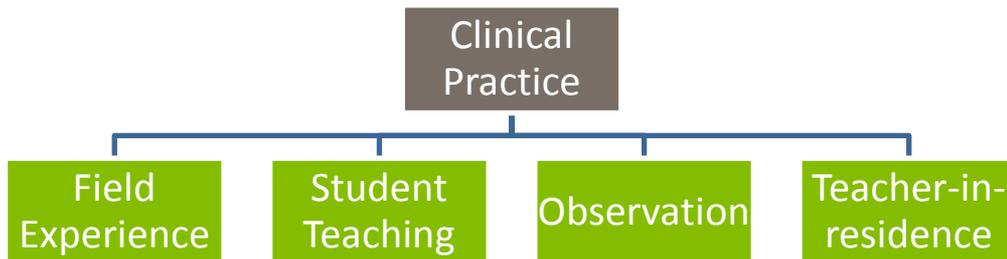
As your education policy team, we research, report, counsel and convene:

- **Research** key education topics.
- **Report** on education policies.
- **Counsel** as third-party experts.
- **Convene** education leaders.



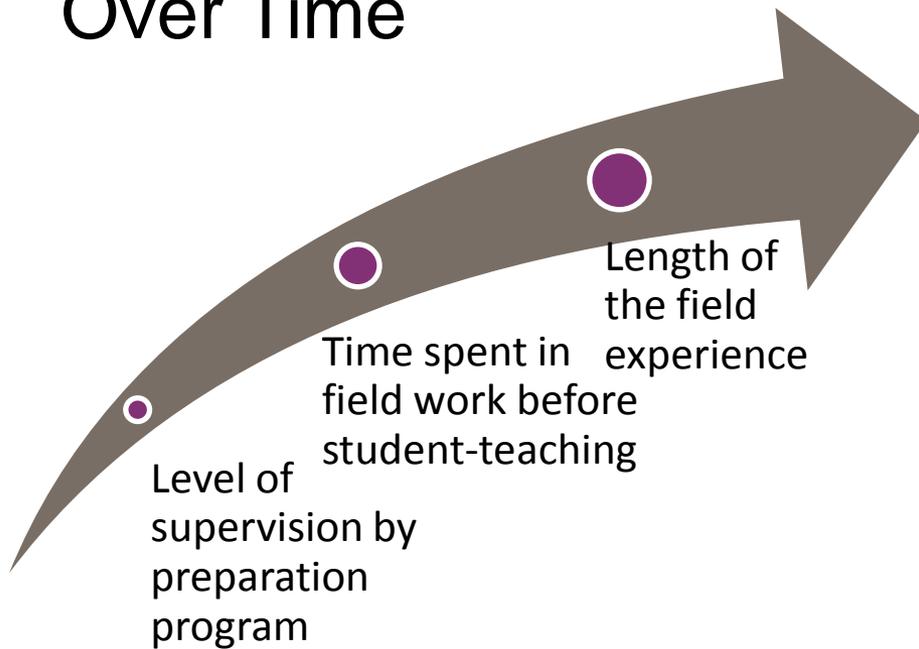
Definition of terms

- Clinical Practice or Field Experience
- Student Teaching
- Residencies
- Observations
- Internships



History & Importance

Increases
Over Time



- Improve effectiveness
- Teacher retention
- Hiring decisions



The “X Factor”

Good teaching requires...

- Detailed knowledge of the content area
- Precision and skill in making it learnable
- Capacity to relate to a wide range of young people

The teaching process is...

- Dynamic and reciprocal
- Unnatural to the lay person

Teachers must learn to...

- Weigh difficult dilemmas
- Implement decisions on the fly
- Alter their plan because of unforeseen circumstances
- Respond to children while presenting the material

Source: American Association of Colleges for Teacher Education Policy Brief



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What Research Says

- Very little research on effectiveness
- Teachers report that they feel more prepared



Student-Teaching Research

What are the issues surrounding student teaching addressed in research?

| Primary issue | Number of studies | Number of studies addressing effects on student performance |
|--|-------------------|---|
| Student teaching programs in general | 2 | 1* |
| Nature of relationship between preparation programs and partner K-12 schools | 13 | 2** |
| Student teachers' perceptions of their experiences | 6 | 0 |
| Supervision of student teachers | 13 | 0 |
| Totals | 34 | 3 |



Creation & Structure

- School/University Partnerships (Professional Development Schools)
 - Grant-giving organization (ex. Carnegie)
 - State
- Grants
 - Higher Education Opportunity Act's Title II Teacher Quality Partnership (TQP) grants
- Memorandum of Understanding



Key Components

- Active Partnerships
- Strong Mentor Teacher
- Strong Program/Supervisor Role
- Accountability Measures
- Aligned Coursework
- Real-Time Feedback



What does enhanced clinical training look like?

- Time
- Mentor Teachers
- Program Role
- Accountability
- Technology



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Implementation – Time

- Conversion: weeks, hours, semesters
 - 10-15 weeks = 450 hours = 1 semester
- Full time vs. part time
- Aligned with district calendar



Example: UTeach

- University of Texas at Austin
- STEM majors
- Earn STEM bachelor's degree + certification in 4 years
- Flexibility on when to enter and take required courses



UTeach – Stair Step Program

Table 5.1: Field Experience Hours in UTeach Austin

| UTeach Course | Observation Hours (approx.) | Teaching Hours (approx.) | Total Hours |
|--|------------------------------------|---------------------------------|--------------------|
| Step 1: Inquiry Approaches to Teaching | 2 | 3 | 5 |
| Step 2: Inquiry-Based Lesson Planning | 1 | 3 | 4 |
| Classroom Interactions | 3 | 5 | 8 |
| Project-Based Instruction | 4 | 10 | 23 |
| Apprentice Teaching | 20 | 260 | 280 |
| Total Field Experience Hours | | | 320 |

Source:
uteach-institute.org



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Stair Step Programs

- **Eastern Mennonite University (VA)**
 - Experience begins in 1st semester
 - Admission to student teaching experience is competitive
 - Must experience beginning of the school year

- **West Virginia University (WV)**
 - 3rd year: tutor 2 hours/week
 - 4th year: observe, tutor – up to 12 hours/week
 - 5th year: full time student teacher, then under contract



Implementation – Mentor Teachers

- Mentor Teacher Characteristics
 - Experienced
 - Effective
 - Trained Mentor
- 2015 legislation:
 - Indiana: effective or highly effective teacher
 - Oregon: effective for 3+ years & trained



Example:

MidValley Consortium for Teacher Education

- 4 higher education institutions & 7 local school districts
- Training + support for mentor teachers
- 3 year appointment + honorarium
- Qualifications:
 - At least 3 years teaching experience
 - Demonstrated commitment to the profession
- Training:
 - 2 day clinical faculty training
 - 3-4 refresher workshops



Implementation – Program Role & Accountability

- Florida: teacher preparation program selects the school site
- Denver Teacher Residency:
 - In-depth candidate selection process
 - Candidate assessment system
 - Only successful residents become teachers of record



Implementation – Technology

- TeachLive



- INTIME (Integrating New Technologies into the Methods of Education)

States Meeting Key Components

- **Tennessee**

- At least 15 weeks (one semester) + full-time
- Simultaneous courses prohibited
- At least 2 different classrooms
- When possible, align with school calendar
- Mentor teacher must be experienced (4 yrs), effective
- Mentor teacher & program staff work together

- **Oregon**

- At least 15 weeks
- At least 9 weeks full-time in schools assuming all responsibilities of teacher
- 6 weeks may be full- or part-time
- Mentor teacher must be experienced (3+ yrs), effective, and trained
- Mentor teacher + program staff supervisor required



Additional Areas to Consider

- Alternative certification
- Matching difficulties
- Earned vs. automatic residency
- Demonstrating mastery
 - Performance assessment
 - Capstone projects
- Aligned coursework
- Real-time feedback



Programs List

- High Tech High's Graduate School of Education
- Relay Graduate School of Education
- Academy for Urban School Leadership (AUSL) Chicago Teacher Residency
- National Network for Educational Renewal
- UTeach
- TeacherU
- Boston Teacher Residency
- Denver Teacher Residency
- Urban Teaching Residency
- Woodrow Wilson Teaching Fellowship
- St. Cloud State University (co-teaching)
- Stanford University's Teacher Education Program (STEP)
- Initial Professional Teacher Education Program, University of Colorado Denver
- Montclair State University Network for Educational Renewal



Key Resources

- National Education Association, Teacher Residencies: Redefining Preparation Through Partnerships, 2014
- Center on Great Teachers & Leaders at American Institutes for Research, From Good to Great: Exemplary Teachers Share Perspectives on Increasing Teacher Effectiveness Across the Career Continuum, 2014
- Committee on the Study of Teacher Preparation Programs in the United States; National Research Council, Preparing Teachers: Building Evidence for Sound Policy, 2010
- Urban Teacher Residency, Building Effective Teacher Residencies, 2014
- Education Policy Center at American Institutes for Research, A Million New Teachers are Coming: Will they be ready? 2015
- American Association of Colleges for Teacher Education, The Clinical Preparation of Teachers, 2010
- National Council on Teacher Quality, Student Teaching in the United States, 2011
- Kentucky Council on Postsecondary Education, Clinical Teacher Preparation Model Programs, 2013



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