

Selected References for Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning

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Teacher Learning and Development

Boyd, D., Grossman, P., Lankford, H., Loeb, S., & Wyckoff, J. (September 2008). Teacher preparation and student achievement. NBER Working Paper No. W14314. National Bureau of Economic Research. Available at SSRN: <http://ssrn.com/abstract=1264576>.

There are debates over the best way to prepare teachers. Some argue that easing entry into teaching is necessary to attract strong candidates, while others argue that investing in high quality teacher preparation is the most promising approach. Most agree, however, that we lack a strong research basis for understanding how to prepare teachers. This paper is one of the first to estimate the effects of features of teachers' preparation on teachers' value-added to student test score performance in Math and English Language Arts. Our results indicate variation across preparation programs in the average effectiveness of the teachers they supply to New York City schools. In particular, preparation directly linked to practice appears to benefit teachers in their first years.

Hammerness, K., Darling-Hammond, L., Bransford, J., Berliner, D., Cochran-Smith, M., McDonald, M., & Zeichner, K. (2005). How teachers learn and develop. In L. Darling-Hammond & J. Bransford (Eds.) *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 358-389). Jossey-Bass: San Francisco.

This chapter is a review of classic and contemporary theory and research on teacher learning and development. It includes a discussion of the preparation of teachers as professionals who are adaptive learners and who can put into action what they know. The chapter addresses the “problem of complexity” in teaching, a framework for considering the knowledge, skills, and dispositions needed for effective teaching, and research on the development of teaching expertise.

Schön, D. A. (1987). *Educating the reflective practitioner*. San Francisco: Jossey-Bass.

Schön describes practice as beginning with a knowledge base and becoming an active process involving inquiry, creativity, analysis, and evaluation, all of which are guided by a set of values or a system of ethics. It is a process that allows the teacher to deal with divergent situations in a value-laden context. Schön calls this process “reflection in action.”

Learning to Teach in and from Practice

Ball, D. L., & Cohen, D. K. (1999). Developing practice, developing practitioners. In L. Darling-Hammond & G. Sykes (Eds.), *Teaching as the learning profession* (pp.3- 32). San Francisco: Jossey-Bass.

The authors propose ways to improve teachers' knowledge and classroom practice. The chapter discusses three questions: (a) What would teachers have to know, and know how to do, in order

to offer instruction that would support much deeper and more complex learning to their students? (b) What sort of professional education would be most likely to help teachers to learn those things? (c) What do these ideas imply for the content, method, and structure of professional development? The authors provide examples of ways to make professional development a more practice-based enterprise.

Ball, D.L. & Forzani, F.M. (2009). The work of teaching and challenge for teacher education. *Journal of Teacher Education*, 60(5), 497-511.

“...[T]he authors argue for making practice the core of teachers’ professional preparation. They set the argument for teaching practice against the contemporary backdrop of a teacher education curriculum that is often centered not on the tasks and activities of teaching but on beliefs and knowledge, on orientations and commitments, and a policy environment preoccupied with recruitment and retention.” They argue that the work of teaching is “unnatural” in that it requires the teacher to relate to individuals in groups in unique ways and must be learned, requiring a shift from a focus on what teachers know and believe to what they can do. Once the common tasks are identified, one can work backward to determine what must be known to support those skills. They offer examples of what might be involved in teaching practice and conclude with a discussion of challenges of and resources for the enterprise.” Among the challenges identified are the widely held view that teaching is largely improvisational and uncertain and a concern that greater prescription and training would “de-skill the work of teaching. Additional challenges come from the ability to usefully deconstruct and articulate the work of teaching and an insufficiency in the knowledge base of practice.”

Cochran-Smith, M., & Lytle, S. (1999). Relationships of knowledge and practice: Teacher learning in communities. *Review of Research in Education*, 24, 249-305.

The authors discuss various educational reform efforts and their impacts on what teachers know or need to know. They discuss ways in which different conceptions of teacher knowledge have impacted teacher education and professional development. The authors also discuss relationships between higher education institutions that provide teacher education and professional development and their local partner schools.

Darling-Hammond, L., Hammerness, K., Grossman, P., Rust, F., & Shulman, L. (2005). The design of teacher education programs. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 390-441). Jossey-Bass: San Francisco.

A review of pedagogies of teacher education, including student teaching, performance assessments and portfolios, analyses of teaching and learning, case methods, autobiography, and practitioner inquiry intended to support teachers’ abilities to learn in and from practice.

Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record*, 103(6), 1013-1055.

“Drawing on a broad base of literature, the author proposes a framework for thinking about a curriculum for teacher learning over time. The paper also considers the fit (or misfit) between conventional approaches to teacher preparation, induction and professional development and the challenges of learning to teach in reform-minded ways and offers examples of promising programs and practices at each of these stages. The paper is organized around three questions: (a) What are the central tasks of teacher preparation, new teacher induction, and early professional development? (b) How well do conventional arrangements address these central tasks? (c) What are some promising programs and practices at each stage in the learning to teach continuum that promote standards-based teaching and enable teachers to become active participants in school reform.”

Grossman, P. (2010, May). Learning to practice: The design of clinical experience. Washington, DC: American Association of Colleges for Teacher Education & National Education Association.

In a brief co-sponsored by AACTE and the NEA, Grossman (2010) reviews the literature pertaining to clinical experience in teacher education. After summarizing the research on clinical preparation, she highlights promising practices in teacher education programs throughout the nation. The brief closes with following recommendations for states, the federal government, and teacher preparation programs:

- Invest in the creation and additional support of appropriate placements for learning to teach that build on research-based findings;
- Invest in stronger systems of supervision that cut across preparation-induction boundaries;
- Invest in systems for providing feedback that are targeted specifically to instructional practices linked to student achievement;
- Invest in larger scale, comparative research that can begin to disentangle the most critical features of effective clinical preparation.

Lampert, M. (2010). Learning teaching in, from, and for practice: What do we mean? *Journal of Teacher Education*, 61(1-2), 21-34.

“In talk about teacher preparation and professional development, we often hear the word *practice* associated with what, how, or when the learning of teaching is supposed to happen. In this article, four different conceptions of practice are investigated, and their implications for how learning teaching might be organized are explored. Rather than a comprehensive review of the literature, what is presented here is a set of ideas that draw on both past and present efforts at reform. The purpose of this essay is to provoke clarification of what we mean when we talk about practice in relation to learning teaching. The author draws on her own research on the work of teaching from the perspective of practice to represent the nature of the work and to speculate from various perspectives on how that work might be learned.”

Solomon, J. (2009). The Boston Teacher Residency: District-based teacher education. *Journal of Teacher Education*, 60(5), 478-488.

“This article describes an effort to create a coherent teacher recruitment, preparation and induction program in a large urban school district, based in part on the medical residency model. The article argues for several core principles in the creation of such a program: a) the program serves the school district, b) the program is structured to blend theory and practice, c) the program emphasizes the selection, recruitment and support of the mentor teacher and treats the mentors as teacher educators, d) the program creates an aligned set of induction supports which extend for the first three years of the new teacher’s career, e) the program treats student achievement as its ultimate outcome.”

Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college- and university-based teacher education. *Journal of Teacher Education*, 61(1-2), 89-99.

“This article examines a variety of work currently going on across the country in what are referred to as hybrid spaces to more closely connect campus courses and field experiences in university-based preservice teacher education. It is argued that the old paradigm of university-based teacher education where academic knowledge is viewed as the authoritative source of knowledge about teaching needs to change to one where there is a nonhierarchical interplay between academic, practitioner, and community expertise. It is argued that this new epistemology for teacher education will create expanded learning opportunities for prospective teachers that will better prepare them to be successful in enacting complex teaching practices.”

Lessons from the Education of Other Professions

Cooke, M., Irby, D.M., Sullivan, W., & Ludmerer, K.M. (2006). American medical education 100 years after the Flexner report. *New England Journal of Medicine*, 355(13), 1339-1334.

“[Summarizes] changes in medical education over the past century and describes the current challenges, using as a framework the key goals of professional education: to transmit knowledge, to impart skills, and to inculcate the values of the profession.”

Grossman, P., Compton, C., Igra, D., Ronfeldt, M., Shahan, E, & Williamson, P. (2009). Teaching practice: A cross-professional perspective. *Teachers College Record*, 111(9), 2055-2100.

“[Identifies] three key concepts for understanding the pedagogies of practice in professional education: representations, decomposition, and approximations of practice. Representations of practice comprise the different ways that practice is represented in professional education and what these various representations make visible to novices. Decomposition of practice involves breaking down practice into its constituent parts for the purposes of teaching and learning. Approximations of practice refer to opportunities to engage in practices that are more or less proximal to the practices of a profession. [The article] define[s] and provide[s] examples of the presentation, decomposition, and approximation of practice from our study of professional education in the clergy, clinical psychology, and teaching. [The authors] conclude that, in the programs...studied, prospective teachers have fewer opportunities to engage in approximations

that focus on contingent, interactive practice than do novices in the other two professions ...studied.”

Institutionalizing Change

American Association of Colleges for Teacher Education (2010, March). The clinical preparation of teachers: A policy brief. Washington, DC: Author.

This policy brief, released at the briefing *Teacher Preparation: Who Needs It? The Clinical Component*, describes three critical features of teacher preparation; (1) tight integration among courses and between course work and clinical work in schools, (2) extensive and intensively supervised clinical work integrated with course work, and (3) close, proactive relationships with schools that serve diverse learners effectively and develop and model good teaching. The brief focuses on the clinical aspects of each critical feature of teacher education and discusses recent changes in the profession. The brief presents AACTE’s policy recommendations for states, the federal government, and teacher preparation programs and offers examples of promising clinically based preparation programs. The brief also includes a chart that identifies the state requirements for student teaching in all 50 states.

Berry, B., Montgomery, D., & Snyder, J. (2008). *Urban teacher residency models and institutes of higher education: Implications for teacher preparation*. Washington D.C.: NCATE and the Center for Teaching Quality.

The authors explore the implications of Urban Teacher Residencies for improving more traditional preparation programs. Specifically, the authors cite ways in which UTRs offer examples of how to address specific issues, including:

- Difficulty in attracting high academic achievers and teacher candidates of color;
- Too few opportunities for prospective teachers to be taught by exemplary classroom teachers;
- Failure to meet needs in subjects such as math, science, and special education, as well as English Language Learning;
- Limited resources and structures to provide induction support for their graduates in a systematic way once they begin teaching; and
- Lack of accountability for the effectiveness of their graduates.

Berry, B. (May 2010). Strengthening state teacher licensure standards to advance teaching effectiveness. American Association of Colleges for Teacher Education & National Education Association, *Policy Brief*.

“...This policy brief presents both challenges and research-based recommendations for policy makers to pursue as they create a results-oriented teaching profession by strengthening teacher licensure standards.” It asserts that a teacher licensing system should hold all candidates – no matter what route they take into teaching – to the same standards.

Cohen, D. & Ball, D.L. (2007). Education innovation and the problem of scale. In B. Schneider & S-K. McDonald (Eds.), *Scale-up in education: Ideas in principle* (Vol. 1, pp. 19-36). Lanham, MD: Rowman & Littlefield.

Authors summarize what is known and believed about innovation and scale. They offer some “conjectures” concerning the challenges to institutionalization and consider some strategies for bringing innovations to scale.

Darling-Hammond, L. (May 2010). Recognizing and developing effective teaching: What policy makers should know and do. American Association of Colleges for Teacher Education & National Education Association, *Policy Brief*.

“...This brief outlines the issues associated with various approaches to ascertaining teacher effectiveness and suggests a framework for policy systems that could both identify and *develop* more effective teachers and teaching.”

Howey, K. & Zimpher, N. (2007). Creating P-16 urban systemic partnerships to address core structural problems in the educational pipeline. In R. Wehling (Ed.), *Building a 21st century U.S. education system* (pp.87-98). Washington D.C.: NCTAF.

The authors propose a vision of a 21st century education system that would provide high quality education to all and describe in detail how this can be achieved.

Intrator, S.M. & Kunzman, R. (2009). Grounded: Practicing what we preach. *Journal of Teacher Education*, 60(5), 512-519.

This article addresses one way to approach bridging the gap between university-based teacher education and P-12 schools, that of being grounded practice in which university faculty are required to teach P-12 students as a part of their clinical roles. It offers various models for how this might be enacted and warns of the need to re-conceptualize the faculty role and the necessary structural and policy changes to support and legitimize that change.

NCATE (2001). *Standards for professional development schools* (pp. 1-8). Washington D.C.: Author.

Standards for professional development schools clearly defines a professional development school (PDS) and describes the importance of PDS relationships in preparing teachers and improving student learning. The introduction establishes the five PDS standards and the ten key concepts embedded within the standards. A rubric to guide the development of PDSs, based on the standards is provided.

National Research Council (2010). *Preparing teachers: Building evidence for sound policy*. Washington D.C.: National Academies Press.

Preparing Teachers addresses the issue of teacher preparation with specific attention to reading, mathematics, and science. The report evaluates the characteristics of the candidates

who enter teacher preparation programs, the sorts of instruction and experiences teacher candidates receive in preparation programs, and the extent that the required instruction and experiences are consistent with converging scientific evidence. The report identifies clinical preparation (or “field experience”) as one of the three “aspects of teacher preparation that are likely to have the highest potential for effects on outcomes for students,” along with content knowledge and the quality of teacher candidates (p.180). *Preparing Teachers* also identifies a need for a data collection model to provide valid and reliable information about the content knowledge, pedagogical competence, and effectiveness of graduates from the various kinds of teacher preparation programs. Federal and state policy makers need reliable, outcomes-based information to make sound decisions, and teacher educators need to know how best to contribute to the development of effective teachers.

Noel, G. & Kowalski, P. (May 2010). Using longitudinal data systems to inform state teacher quality efforts. American Association of Colleges for Teacher Education & National Education Association, *Policy Brief*.

“...In order to answer critical education policy questions and inform states’ teacher quality agendas, states must accelerate their efforts to build and use statewide longitudinal data systems for continuous improvement.” This AACTE *Policy Brief* addresses important questions about the status of current statewide data systems, what can be learned from linking teachers with students, the challenges of creating reliable links, and the need to build capacity among educators to use data to make their practice more effective. The role of teacher preparation programs is addressed.

Wise, A.E. (2004, September 29). Teaching teams [Electronic version]. *Education Week*.

The author offers an approach to addressing the problems of teacher quality in hard-to-staff schools through the creation of teams composed of individuals with varying levels of expertise and training. When coupled with the structure and resources of a professional development school partnership, the model provides strategies for addressing the entire continuum of teacher development, from preparation through advanced National Board Certification. The author draws on lessons from the ways in which service delivery, preparation, and induction operate in other professions in the 21st century.

Wise, A.E. & Levine, M. (2002, February, 27). The 10 step solution [Electronic version]. *Education Week*.

The authors propose a design for going to scale in urban districts, with 10 percent of the lowest performing schools being converted into high performing professional development schools that serve as clinical preparation sites for all new teachers being prepared in the district. The design calls for re-staffing and restructuring the school using a differentiated staffing approach. Possible funding approaches are suggested.