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

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990-91</td>
<td>74</td>
</tr>
<tr>
<td>1995-96</td>
<td>71</td>
</tr>
<tr>
<td>2000-01</td>
<td>72</td>
</tr>
<tr>
<td>2005-06</td>
<td>73</td>
</tr>
<tr>
<td>2010-11</td>
<td>80</td>
</tr>
<tr>
<td>2011-12</td>
<td>81</td>
</tr>
</tbody>
</table>
Figure 2. Averaged Freshman Graduation Rate (AFGR) for public high school students, by race/ethnicity: School year 2011-12

- Total: 81%
- White: 85%
- Black: 68%
- Hispanic: 76%
- Asian/Pacific Islander: 93%
- American Indian/Alaska Native: 68%
NAEP 12th Grade Proficiency

Percentage of students at or above the Proficient level in 2013

**Mathematics**: 26%

**Race/ethnicity**
- Asian/Pacific Islander: 47%
- White: 33%
- Two or more races: 26%
- American Indian/Alaska Native: 12%
- Hispanic: 12%
- Black: 7%

**Highest level of parental education**
- Graduated from college: 38%
- Graduated from high school: 12%

**Reading**: 38%

**Race/ethnicity**
- Asian/Pacific Islander: 47%
- White: 47%
- Two or more races: 38%
- American Indian/Alaska Native: 26%
- Hispanic: 23%
- Black: 16%

**Highest level of parental education**
- Graduated from college: 49%
- Graduated from high school: 24%
The High School Preparation and College Expectation Gap

Figure 1: The Readiness Gap by Institutional Sector

<table>
<thead>
<tr>
<th>Public Postsecondary Enrollments</th>
<th>Highly selective institutions require high school diploma + college-prep curriculum + high grade-point average + high test scores + extras</th>
<th>Readiness Gap</th>
<th>Selective four-year</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Less selective institutions require high school diploma + college-prep curriculum + usually a combination of grade-point average and/or test scores (but lower than most selective institutions)</td>
<td>Readiness Gap</td>
<td>Less selective four-year</td>
</tr>
<tr>
<td>30%</td>
<td>Nonselective (open-access) institutions require a high school diploma</td>
<td>Readiness Gap</td>
<td>Nonselective two-year</td>
</tr>
<tr>
<td>60%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percentage of Students College Ready

0% — 100%
Who are teacher candidates being prepared to teach?
Figure 7.1. Percentage distribution of public elementary and secondary students, by region and race/ethnicity: 2007-08

- **Region**
  - **Total, United States**
    - White: 56%
    - Black: 17%
    - Hispanic: 21%
    - American Indian/Alaska Native: 5%
    - Asian/Pacific Islander: 1%
  - **Northeast**
    - White: 63%
    - Black: 15%
    - Hispanic: 15%
    - American Indian/Alaska Native: 6%
  - **Midwest**
    - White: 73%
    - Black: 15%
    - Hispanic: 9%
    - American Indian/Alaska Native: 3%
  - **South**
    - White: 50%
    - Black: 26%
    - Hispanic: 20%
    - American Indian/Alaska Native: 3%
  - **West**
    - White: 44%
    - Black: 6%
    - Hispanic: 38%
    - American Indian/Alaska Native: 9%
Figure 3. Percentage distribution of U.S. public school students enrolled in prekindergarten through 12th grade, by region and race/ethnicity: Fall 2011
Figure 7.2. Percentage distribution of public elementary and secondary students, by race/ethnicity and locale: 2007–08

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>Percent</th>
<th>City</th>
<th>Suburban</th>
<th>Town</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>29</td>
<td>35</td>
<td>13</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>17</td>
<td>36</td>
<td>16</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>47</td>
<td>31</td>
<td>8</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>45</td>
<td>35</td>
<td>9</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>42</td>
<td>43</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>20</td>
<td>16</td>
<td>22</td>
<td>41</td>
<td></td>
</tr>
</tbody>
</table>
Figure 1.6  Individuals enrolled in teacher preparation programs and K-12 students, by race/ethnicity: AY 2009-10

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Enrollees in teacher preparation programs</th>
<th>K-12 students nationwide</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.8</td>
<td>1.3</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>2.6</td>
<td>4.9</td>
</tr>
<tr>
<td>Black or African American</td>
<td>8.6</td>
<td>16.4</td>
</tr>
<tr>
<td>Hispanic or Latino of any race</td>
<td>10.6</td>
<td>22.8</td>
</tr>
<tr>
<td>White</td>
<td>68.1</td>
<td>52.9</td>
</tr>
<tr>
<td>Two or more races</td>
<td>1.3</td>
<td>0.7</td>
</tr>
</tbody>
</table>

**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.

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

- Integrity
- Trustworthiness
- Coherence
- Continuity
- Consistency
- Collaboration
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

Philosophical Stance
Theoretical Perspective
Curriculum Content
Epistemic Practices
Teaching Process

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

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

- Modeling/Representation
- Observation
- Reflection
- Practice/Approximation
Representation and Approximation

Teaching

Mentoring

Teaching

Instruction

Mentoring

Teaching

Instruction

Mentoring

Teaching
Focused Clinical Experience

Representation

Approximation → Decomposition

Decomposition → Approximation
Focused Clinical Experience

Clinical Model

Independent Practice

Guided Practice
Learning teaching as an Interpretive Process

**Focused Inquiry**

**Guided Practice**

**Directed Observation**

**Analysis**
Clinical rotations: Frames of Practice

- Curriculum framing
- Epistemic practices
- Theoretical perspective
- Teaching process
- Philosophical stance
Clinical rotations: Analyzing grouping formats

- Individual
- Whole Class
- Small groups
The Teaching Process

Planning

Translating

Enacting

Interpreting
Perspectives on Field and Clinical Experiences

- Representation/Approximation
- Cognitivist
- Interpretive process
- Constructivist
Comparison of perspectives

Representation/approximation

Modeling/Representation

Observation decomposition

Practice/approximation

Interpretive process

Focused Inquiry

Guided Practice

Directed Observation

Analysis

Reflection
What are the advantages for developing a theoretically grounded, pedagogically consistent design for learning teaching?
Teacher Preparation Program Qualities

- Integrity
- Trustworthiness
- Coherence
- Continuity
- Consistency
- Collaboration

Practice-based Research