Clinical Preparation for Teachers: The Whys and Wherefores

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August 2014
Overview

- Is teaching a clinical practice profession?
- What is meant by clinical or practice-based teacher preparation?
- What is the evidence?
- What are some emerging efforts to strengthen clinical preparation?
- What are some emerging tools for the assessment of beginning clinical practitioners?
How Is Teaching a Clinical Practice Profession?

- Clients (students) are central to the work.
- Teaching requires specialized knowledge and skills.
- And practitioners...
  - …must use evidence and exercise expert judgment in their daily practice.
  - … are held to community-generated standards of practice.
  - … must successfully complete rigorous academic and practice-based training and engage in continuous learning.

How Are Clinical Practice Professionals Prepared and Assessed?

- Academically grounded, practice-based training
  - Involves “opportunities to practice new skills and apply new knowledge” (National Research Council, 2010).

- Assessment: Multiple measures (Epstein, 2007)
  - Written exams
  - Faculty and supervising clinician assessments
  - Direct observations or video reviews
  - Clinical simulations
  - Portfolios or e-portfolios
What Is Clinical Teacher Preparation?

- **Opportunities to practice and apply new knowledge:**
  - Also called *field experience*, *in-school practicum*, *student teaching*, *practice teaching*, *classroom apprenticeship*, or *teacher residency*.
  - Often situated in real (or simulated) classrooms.
  - Often supervised by practicing teachers and program faculty.

- **Emerging practices in clinical teacher preparation:**
  - Capstone projects
  - Teacher residencies
What Is Known About High-Quality Clinical Preparation?

- **Duration** seems important to experts (e.g., AACTE, 2010; Feiman-Nemser, 2001).

- **Meaningful oversight** is necessary (Boyd, Grossman, Lankford, Loeb, & Wycoff, 2009).
  - Programs select cooperating teachers and require a minimum number of years of experience to serve as a cooperating teacher.
  - The program supervisor observes a candidate at least five times.

- The program requires some sort of **capstone project** (e.g., portfolio, or action research; Boyd et al., 2009).
What Is Known About High-Quality Clinical Preparation?

- **Placements** matter (Ronfeldt, 2012).
  - Schools with less turnover seem to make more effective clinical preparation sites.

- Effective placements require strong **partnerships** (Darling-Hammond & Baratz-Snowden, 2005; National Council for Accreditation of Teacher Education [NCATE], 2010).

- Teachers with more **comprehensive pedagogical preparation** appear more likely to stay in the profession (Ingersoll, Merrill, & May, 2012)

- Not much else is known in terms of effective **content** (Cochran-Smith & Zeichner, 2009; National Research Council, 2010)
State Requirements for Student Teaching Duration - 2013

Source: NCTQ, 2013
State Requirements for Cooperating Teacher Selection Based on Effectiveness - 2013

Source: NCTQ, 2013
An emerging line of work focuses on core or high-leverage practices of teaching (discussed in Forzani, 2014).

- Specify essential teaching practices.
- Develop pedagogies effective for training novices in those practices.
- Train program faculty to enact those pedagogies.
- Assess candidates’ competence in the specified practices.
What Are Some Emerging Efforts to Strengthen Clinical Preparation?

- **NCATE (2010) report**: *Transforming teacher education through clinical practice*
  - Panel called for full integration of content, pedagogy, and professional coursework surrounding a core of clinical experiences.
  - Identified 10 design principles for clinically based programs.

- **Council for the Accreditation of Educator Preparation [CAEP] (2013): Accreditation**
  - **Standard 2: Clinical Partnerships and Practice** *The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all PK–12 students’ learning and development.*

- **State Alliance for Clinical Preparation and Partnerships**
What Are Some Emerging Efforts to Strengthen Clinical Preparation?

- **Teacher residency programs are on the rise.**
  - Common features
  - Emerging evidence of impact

- **Teacher quality partnership (TQP) grants**
  - Competitive, federal grant program to create partnerships among institutions of higher education (IHEs), high-need local education agencies (LEAs), high-need schools, and high-need early childhood education programs.
  - Twenty-four of the forty 2009 and 2010 grantees operate teacher residencies.
  - Five grantees are statewide, serving at least seven LEAs.

- **2014 TQP applications due July 14, 2014**
  - $35 million per year for five years across approximately 20 partnerships
What Are Some Emerging Tools for the Assessment of Beginning Practitioners?

- edTPA, Stanford Center for Assessment, Learning, & Equity
  - Currently used in institutions in 34 states, with at least seven states requiring it (or something like it)

- Praxis Performance Assessments for Teachers (PPAT), ETS
  - Available fall 2014

- TeachingWorks performance assessments, University of Michigan
  - Under development
edTPA

- edTPA is both a “summative capstone assessment to evaluate readiness to teach” as well as a “source of evidence for program review, teacher licensure and/or state and national accreditation.”

- Candidates submit artifacts (including samples of student work and video clips) from their clinical field experience as well as written commentaries.

- E-portfolios are scored using 15 analytic rubrics on a five-point scale by selected and trained scorers.

(adapted from AACTE, n.d.)
Praxis Performance Assessments for Teachers (PPAT)

- PPAT is not an end-of-program assessment but involves four performance tasks that are completed during the course of the program.
  - Task 1: Formative, scored by program faculty
  - Tasks 2–4: Summative, centrally scored

- Candidates develop a professional growth plan to take with them into professional practice.

- PPAT is based on Interstate Teacher Assessment and Support Consortium (InTASC) model standards.

(adapted from the PPAT website)
A set of “consequential performance assessments centered on high-leverage practices and high-leverage content knowledge for teaching.”

These assessments will be accompanied by scoring rubrics, video exemplars, and training opportunities for teacher educators.

For use by

- programs to define program exit requirements,
- states to grant initial licensure, or
- districts as they make hiring decisions.

(adapted from the TeachingWorks website)
Questions?
References


References


EdWeek (2014). Quality Counts: State Highlights Reports.


References


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