



Special Education
& Interventions Department

CCSU

Central Connecticut State University



Developing Quality Fieldwork Experiences for Teacher Candidates:

A Planning Guide for Educator Preparation Programs and District Partners

Council for Exceptional Children (CEC) Conference

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Disclaimer

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Our Journey

The CSDE together with Central and Southern Connecticut State Universities embarked on the CEEDAR journey in 2014, initially to look at curricular reform focused on EBPs.

On that journey, we identified another need – to focus on clinical experiences. Faculty team leaders together with a few key district partners began to the quality of clinical experiences discuss relative to teaching standards/outcomes.

However, as this conversation developed, we all realized that there was a need for articulating the “what” and the “how” that EPPs and candidates SHOULD be doing in their clinical experiences to ensure that we prepare “learner ready day one” teachers.

Our Journey Part 2

The district partners raised serious concerns about not knowing:

- ✧ what the learning outcome of the experience is
- ✧ where it falls within the program
- ✧ whether the candidate can answer the “why” question about that experience
- ✧ why candidates were contacting district representatives directly at the school or district level to arrange for their own clinical experiences for “their course,” rather than the school of education contacting the designated district level administrator

Bottom Line: District partners were not included in the EPP design and communication of clinical experiences from beginning to end of the program.

Principles For Guiding Design of Clinical Experiences

1. **Teacher preparation is a shared responsibility**
2. **Collaboration among professionals in the field improves preparation experiences and benefits teacher candidates**
3. **Practice-based preparation improves teacher candidates' readiness**
4. **Practice experiences should occur throughout a preparation program, from beginning coursework to culminating student teaching.**
5. **Practice experiences are scaffolded carefully and thoughtfully to facilitate the development of confidence and success of teacher candidates in addressing varied student needs.**
6. **Practice experiences are designed based on research**
7. **Experiences are intended to be responsive to community and cultural contexts**
8. **EPP improvement is iterative and ongoing**

Reference: page 7-8 of the Guide.

Practice

... ***Is essential*** to demonstrating, improving and mastering specific techniques for all performance-based professions (medicine, plumbing, cosmetology, the law).

Based on research from psychology, neuroscience, sports, and other disciplines ... ***deliberate practice*** is defined as carefully sequenced and calibrated practice that builds on one's current knowledge and skill in conjunction with performance feedback.

(Ericsson, 2014, Ericsson, Krampe, & Tesch-Romer, 1993)

Where We Started

- ✧ Scaffolding evidence/practice based strategies for beginning, middle and end of program
- ✧ Articulating roles and responsibilities for EPP and LEA
- ✧ Identifying effective examples of those strategies used by our programs in clinical experiences

Why a guidance document?

1. Improve how fieldwork is conceptualized and implemented (Problem of practice: too much observing, not linked to courses, not scaffolded, etc.)
2. Design coherent program-wide clinical experience (rather than course-based disconnected experiences)
3. Ensure transparency of field experiences learning and practice outcomes responsibilities of LEAs.
4. Articulate for LEAs cost/benefits of partnership in fieldwork at every stage (beginning experiences through student teaching).
5. Use of intentional strategies and tools by all role-players engaging in practice-based experiences leading candidates to learn how to analyze and implement teaching and learning.

CEEDAR Documents Informing our Work

Note. See the CEEDAR and GTL practice guides:

- ✧ *Learning to Teach: Practice-Based Preparation in Teacher Education* (Benedict, Holdheide, Brownell, & Foley, 2016) and
- ✧ *Learning to Teach: A Framework for Crafting High-Quality, Practice Based Preparation* (Benedict, Foley, Holdheide, Brownell, & Kamman, 2016) for more information on evidence-based practice strategies and the research supporting their inclusion in this table.

Organization of Evidence-Based Practice Strategies

Evidence-Based Strategies	Course work	Field work	Student Teaching
Case-study instruction	X		
Microteaching	X		
Virtual simulations	X		
Video analysis		X	
Tutoring		X	
Lesson study		X	
Coaching		X	X
Action/practitioner research		X	X
Practice in complex classroom contexts			X

Beginning Experiences: Ensure appropriate scaffolding of the practice-based opportunities and field experience strategies across semesters or courses to ensure both knowledge and skill development as candidates begin their preparation experience.

	Practice-Based Experience Strategy	Roles and Responsibilities of Partners	
		EPP Faculty	School-Based Educators
Beginning of Program Experiences	Case studies	<ul style="list-style-type: none"> ▶ Instructors develop realistic case studies with problems of practice embedded within full and rich characterizations of children, their families, and communities. 	<ul style="list-style-type: none"> ▶ Review case studies and verify the accuracy of the scenarios.
	Guided observation	<ul style="list-style-type: none"> ▶ Develop observation expectations and guide in collaboration with LEA partner. ▶ Agree on feedback strategy and construct a collaborative structure to provide it to candidate. 	<ul style="list-style-type: none"> ▶ Develop observation expectations and guide in collaboration with EPP partner. ▶ Provide appropriate context and model. ▶ Agree on feedback strategy and schedule to provide to the candidate.
	Case studies Microteaching	<ul style="list-style-type: none"> ▶ Instructors develop realistic case studies with problems of practice embedded within full and rich characterizations of children, their families, and communities. ▶ Develop evidence-based micro teaching experiences aligned with course content. 	<ul style="list-style-type: none"> ▶ N/A
	Tutoring experience	<ul style="list-style-type: none"> ▶ Identify instructional evidence-based and high-leverage practices candidates will use in tutoring linked to student needs. ▶ Develop tutoring partners to improve feedback structure. 	<ul style="list-style-type: none"> ▶ Teachers assist in setting up tutoring groups, identify student instructional needs, and determine appropriate evidence-based practices. ▶ Teachers provide feedback to candidate tutoring teams with faculty partner.

Mid-Program Experiences: Plan knowledge development and field experiences to build on prior knowledge developed earlier in the program and increase complexity in experiences.

	Practice-Based Experience Strategy	Roles and Responsibilities of Partners	
		EPP Faculty	School-Based Educators
Mid-Program Experiences	Microteaching Virtual experience (TeachLive) in managing class and individual behavior	<ul style="list-style-type: none"> ▶ Develop evidence-based microteaching experiences aligned with course content. ▶ Work with virtual simulators on classroom and individual behavior management scenarios. 	<ul style="list-style-type: none"> ▶ N/A
	Tutoring experience	<ul style="list-style-type: none"> ▶ Identify instructional evidence-based and high-leverage practices candidates will use in tutoring linked to student needs. ▶ Develop tutoring partners to improve feedback structure. 	<ul style="list-style-type: none"> ▶ Assist in setting up tutoring groups, identify student instructional needs, and determine appropriate evidence-based practices. ▶ Provide feedback to candidate tutoring teams with faculty partner.
	Lesson study	<ul style="list-style-type: none"> ▶ Faculty facilitate teams of candidates who work collaboratively to: (1) analyze student data, standards, and curriculum; (2) plan a lesson based on the analysis; (3) implement instruction with assigned students; (4) analyze impact of instruction on student learning; and (5) debrief and discuss subsequent instruction. 	<ul style="list-style-type: none"> ▶ May or may not be involved in facilitating lesson study.
	Practicum or full immersion teaching experience	<ul style="list-style-type: none"> ▶ Instructional coaching strategy utilized, or ▶ Focused feedback strategies used tied to teaching performance rubric. 	<ul style="list-style-type: none"> ▶ Shared instructional coaching strategy utilized, or ▶ Shared and focused feedback strategies tied to teaching performance rubric are used in coordination with EPP supervisor.

End of Program Experiences: Plan field experiences, practica, and student teaching that allow candidates to experience the full complexity of teaching diverse students representing varied communities and needs.

	Practice-Based Experience Strategy	Roles and Responsibilities of Partners	
		EPP Faculty	School-Based Educators
End of Program Experiences	Lesson study	<ul style="list-style-type: none"> ▶ Faculty facilitate teams of candidates who work collaboratively to: (1) analyze student data, standards and curriculum; (2) plan a lesson based on the analysis; (3) implement instruction with assigned students; (4) analyze impact of instruction on student learning; and (5) debrief and discuss subsequent instruction. 	<ul style="list-style-type: none"> ▶ May or may not be involved in facilitating lesson study.
	Practicum or full immersion teaching experience	<ul style="list-style-type: none"> ▶ Instructional coaching strategy utilized, or ▶ Focused feedback strategies used tied to teaching performance rubric. 	<ul style="list-style-type: none"> ▶ Shared instructional coaching strategy utilized, or ▶ Shared and focused feedback strategies tied to teaching performance rubric are used in coordination with EPP supervisor.
	Student teaching or culminating experience		

Planning Template

Clinical Experience Planning Template

Semester 1 of Example Program (undergraduate or graduate and year)

Course and Description	Objectives for Clinical Experiences	Field Activities and Strategy Employed	Key Assessments With Standards Met	School-Based Educator Responsibilities	Candidate Supervisor Responsibilities	Tools (Guidance tools, observation tools, etc.)

Two university examples of how this template can be used are contained in Appendix H & I

Practice Based Strategies: Tools Highlighted

- ✓ Sample Grade 3–5 English Language Arts Observation Guide
- ✓ Sample Video Analysis Assessment Guide
- ✓ Sample Tutoring Guide
- ✓ Lesson Study Protocols
- ✓ Observation/Coaching Guide for School-Based Practitioners

SAMPLE Clinical Experience Observation Guide

What to Look For in Grade 3–5 Reading Comprehension Instruction

In Grades 3–5, the instructional time should focus on the following critical areas of reading comprehension:

Focus on high-quality text(s)



Provide all students opportunity to engage in the work of the lesson



Use questions and tasks that are text dependent and text specific



Candidates in teacher preparation programs can use this observation guide to focus on how the classroom teacher integrates English language arts (ELA) standards and engages students in the implementation of instructional tasks, direct instruction, student discussion, and other learning behaviors as well as student work.

Which instructional practices do you observe?

Instructional Practice Related to High-Quality Texts

- ☐ Read-aloud time is spent reading, listening to, speaking, or writing about texts.
- ☐ Texts are at or above the complexity level for grade and time in the school year.^a
- ☐ Texts exhibit exceptional craft and/or provide useful information.

Instructional Practice Related to Students Engaging in Work of the Lesson

- ☐ Students demonstrate use of word analysis (decoding) skills for unfamiliar words activating such strategies as needed to read with grade-level fluency and comprehension.
- ☐ Students persist in efforts to read, speak, and/or write about texts.
- ☐ Students support responses to questions with textual evidence.
- ☐ Students use evidence to build on other students' responses.

Instructional Practice Related to Text-Dependent/Text-Specific Questions

- ☐ Questions and tasks address the text by attending to its particular structure, concepts, ideas, events, and details.
- ☐ Questions and tasks require students to use details from the text to demonstrate understanding and to support their ideas about the text.
- ☐ Questions and tasks attend to the academic language (i.e., vocabulary and syntax) in the text.
- ☐ Questions are sequenced to guide students in delving deeper into text and graphics.

In the box below, record your objective observational notes focusing on what you **see or hear** the students and teacher do or say related to the practice. Continue notes on reverse side or separate sheet.

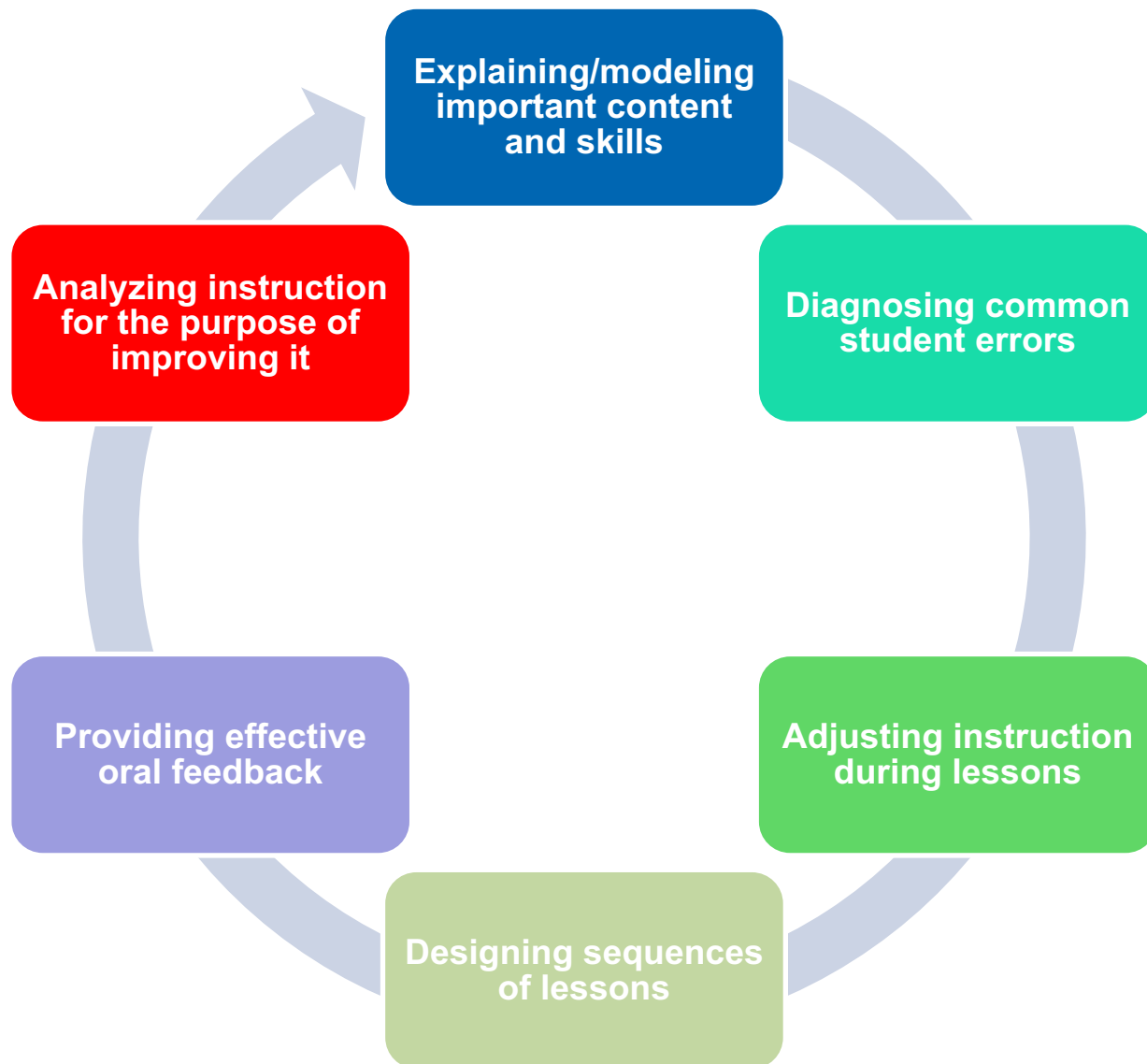
Tutoring Guide

	SED 365 (Math)	SED 435 (Reading)
Content Training Focus	Math content includes important components of math; role of automaticity/fluency in math achievement; general education expectations; common math difficulties; value of explicit, systematic instruction; value of manipulatives and visual representations especially for concepts.	Reading content includes the five components of reading: phonemic awareness, phonics, vocabulary development, reading fluency, including oral reading skills and reading comprehension strategies. Also included is training in language structure at the word, sentence, and discourse level.
Assessment Training	Assessment content includes types and purposes of assessment; utility of CBM in screening/PM; ethical considerations in assessment.	Assessment content formative assessment in techniques of reading. Based on reading profile, why is the student having reading difficulties?
Age Tutored	Grades 3–5 students	Grades 1–2 students
In-Class Training	First seven to eight weeks of semester candidates receive training in pedagogical content knowledge and opportunity to practice assessments with a peer in-class.	
Frequency of Tutoring	Fieldwork begins week 8 of semester for eight weeks, Tuesday/Thursday class has one session per week at local school (K–8) and one 1 session at university.	
Supervision	All fieldwork sessions are supervised by the instructor.	
Focus of Tutoring Sessions	Fieldwork sessions 1 and 2 focus on administration of formative assessments with students, and the remaining six sessions focus on tutoring.	
Assignments	Diagnostic report, lesson plans, goals and objectives, reflections, final summary report, portfolio	
Examples of High-Leverage/Evidence-Based Practices (HLP/EBP) Learned	<ul style="list-style-type: none"> ▶ Designing single lessons and sequences of lessons ▶ Explaining/modeling content and strategies ▶ Eliciting and interpreting children’s thinking ▶ Diagnosing common patterns of thinking/errors ▶ Building respectful relationships with students ▶ Setting long-term and short-term goals/objectives ▶ Checking student understanding/interpreting results of student work ▶ Adjusting instruction during a lesson ▶ Providing oral feedback to students ▶ Analyzing instruction for purpose of improving subsequent instruction 	

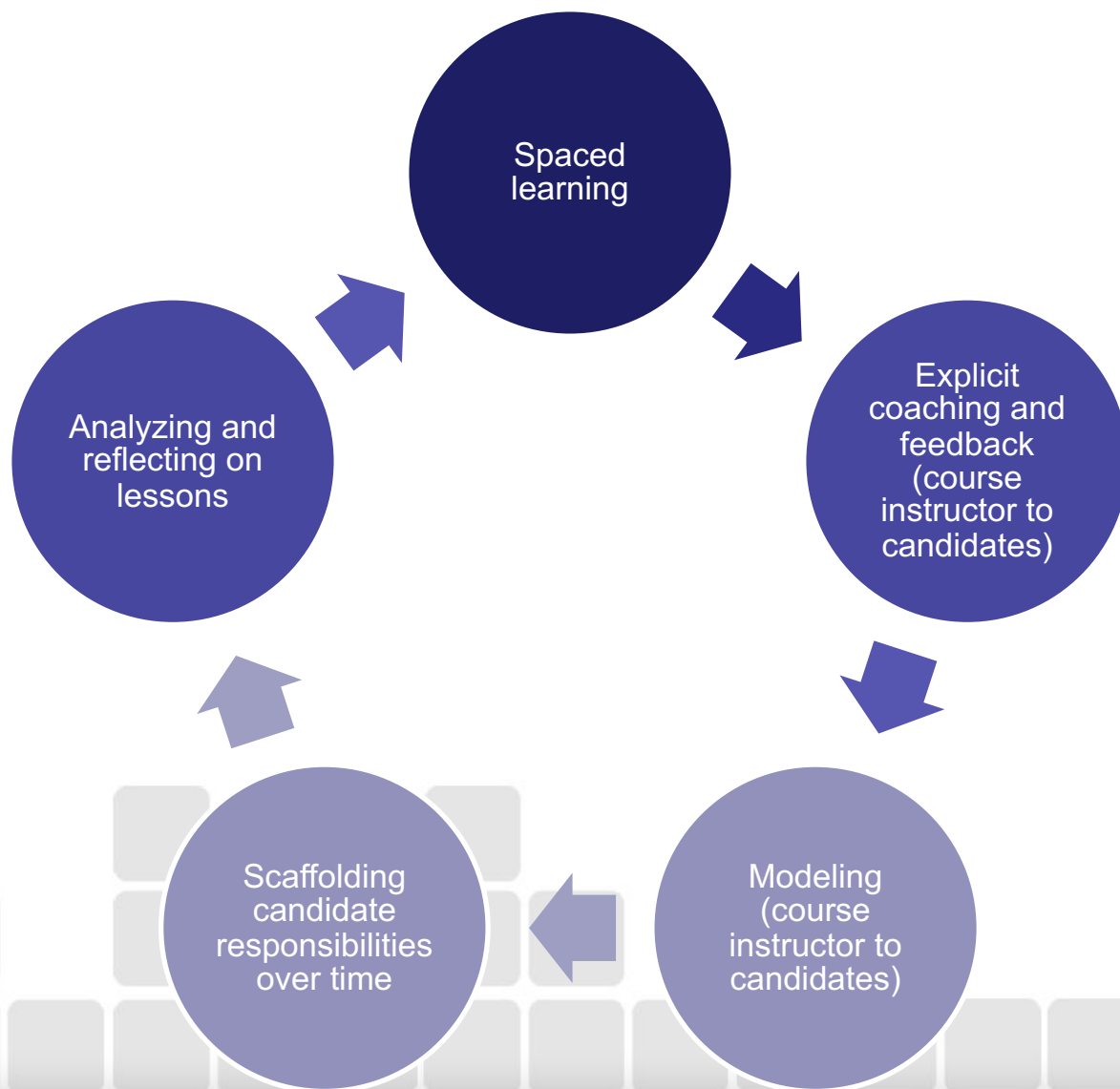
Tutoring

- ✧ Examples from undergraduate special education program
- ✧ Two parallel courses with embedded supervised tutoring
 - SED 365 Math and 435 Reading
- ✧ Course content knowledge addressed first 7-8 weeks, tutoring follows in next 7-8 weeks
- ✧ Formative assessments
- ✧ In-class practice with a peer

Tutoring: High Leverage Practices Used



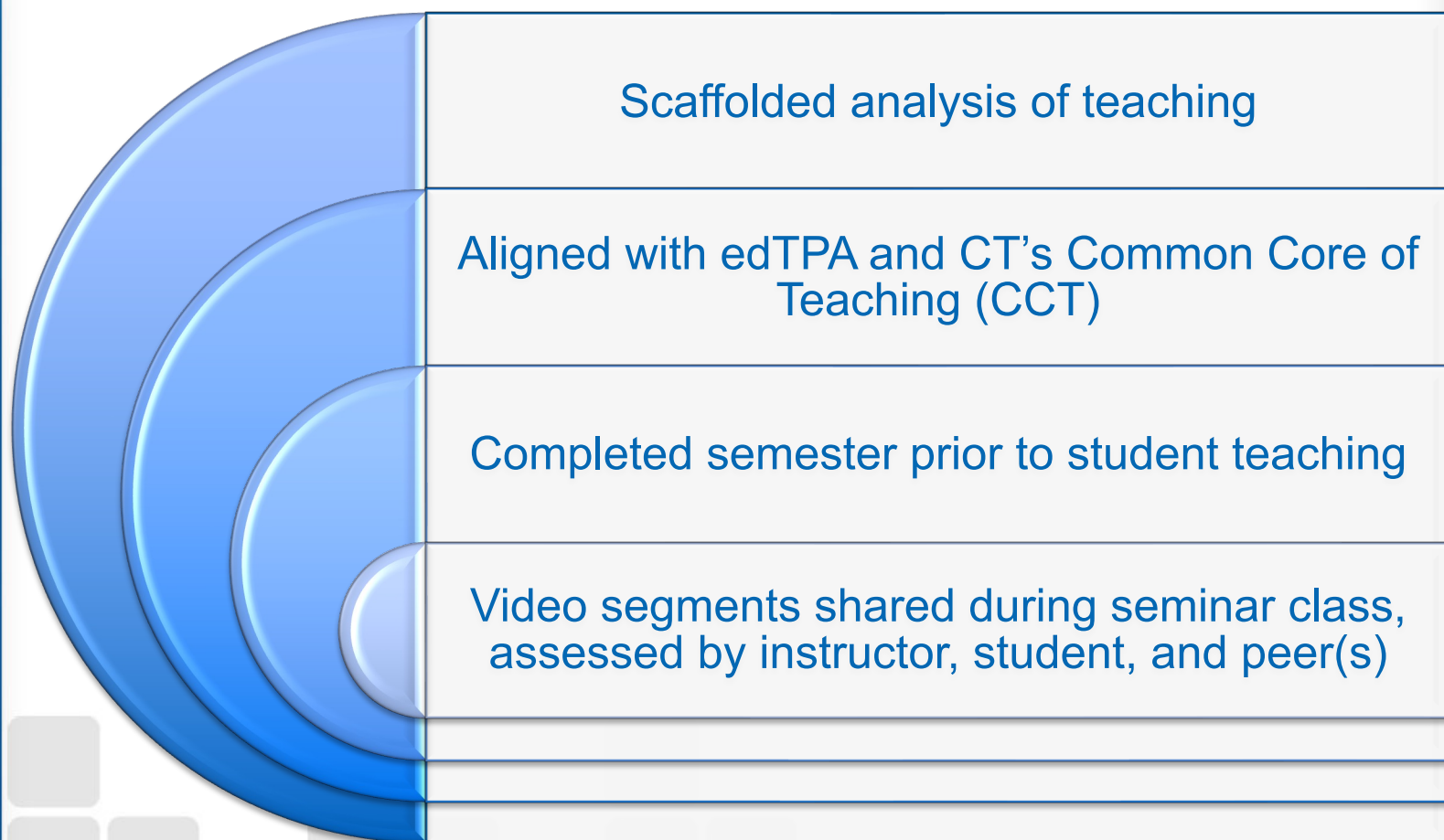
Tutoring: Practice Based Preparation Strategies Used



Tutoring: Benefits

- ✧ Ensures high coherence between course content learning and clinical experience
- ✧ Makes content learning more meaningful for candidates
- ✧ Improves candidate ability to use high-leverage teaching practices such as modeling, providing students effective feedback, etc.

Video Analysis: Overview



Video Analysis: Components

- ✧ Lesson plan
- ✧ Two video segments:
 - 10-minute video segment in which TC is instructing a literacy or language objective in their discipline
 - 5-minute video segment in which students in the field placement classroom are using literacy and language to support content learning
- ✧ Written reflection on the teaching and viewing experience (what, so what, now what)
- ✧ Rubric scored (reflection only)

Video Analysis: Three Lenses



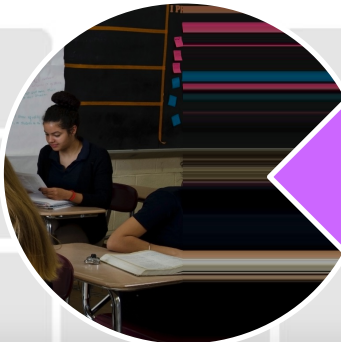
Lens 1: The Students

- What opportunities were created for students to make sense of the new learning?
- How did students show what they learned?
- What are students' specific learning needs?



Lens 2: The Teacher Candidate

- How did the candidate share responsibility with students for learning?
- How did questions lead students to learn?
- What supports were provided to deepen learning or scaffold students who were struggling?



Lens 3: The Learning Environment

- Preparing the learning environment to support learning?
- Creating an environment of mutual respect and rapport with the students?
- Communicating standards of behavior?

Video Analysis: Lessons learned

- ✧ Little/no need for borrowed equipment
- ✧ Importance of scaffolding
- ✧ Alignment to edTPA & SEED
- ✧ Currently expanding on assignment to assess lesson planning and implementation

Considerations for Designing and Implementing Field Experiences

We propose five critical components of designing and implementing field experiences, including roles and responsibilities, between the EPP and LEA:

1. Design of field experiences across planned programs
2. Development of specific field experiences
3. Coordination of shared responsibility
4. Communication
5. Professional learning and calibration of faculty and school-based educators.

See Table 3 in the Guide

Developing Shared Partnerships

Win-win for both sides to collaborate in order to secure the teacher pipeline as well as ensure learner ready day one teachers. *Must address the cost/benefit to all parties most importantly the investment of TIME.*

Quality indicators for consideration in partnership development (King, 2014) can be grouped within the following categories:

- ✧ Partnership vision
- ✧ Institutional leadership
- ✧ Communication and collaboration
- ✧ Joint ownership and accountability for results
- ✧ System alignment, integration, and sustainability
- ✧ Response to local context

In Closing

- ✧ Establish a representative workgroup of faculty and district partners
- ✧ Review sequence, coherence, course vs. semester based clinical experiences and substantive engagement in the work of the classroom
- ✧ Identify shared goals and accountability measures between EPP and LEA to ensure quality and communication, without overburdening the parties
- ✧ Consider program evaluation measures of impact on candidate performance

Q & A

Thank You

