Framework for Conducting a Metasynthesis of Inservice Educator Preparation Research

Carl J. Dunst
Senior Research Scientist
Orelena Hawks Puckett Institute
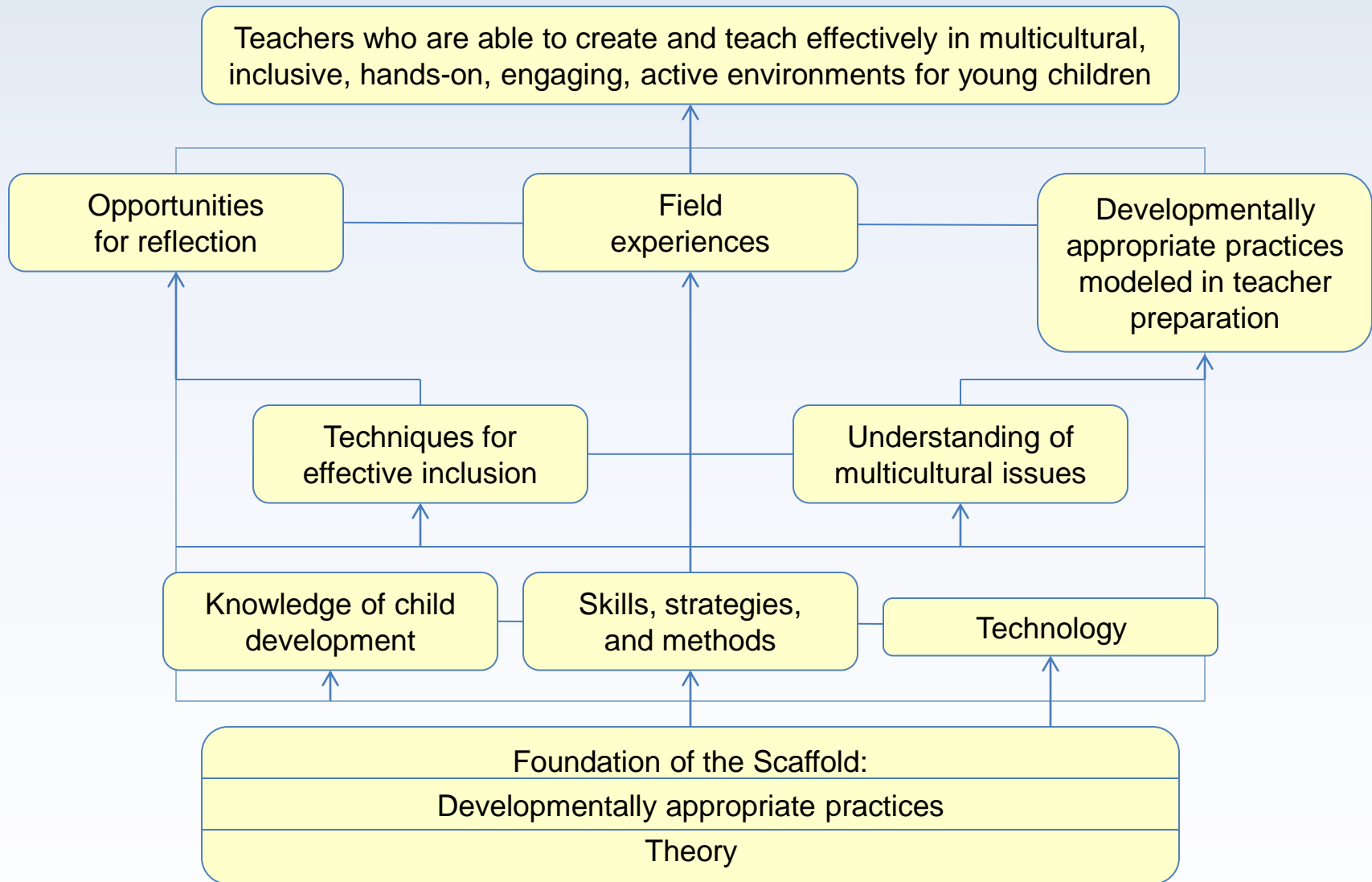Asheville and Morganton, NC

Focus of the PowerPoint Presentation

1. Describe several different frameworks for conceptualizing inservice educator professional development

2. Provide examples of the types of inservice teacher preparation research reviews and large-scale studies that have been used to evaluate the effects of teacher education programs

3. Propose a model for organizing research on inservice teacher preparation

4. Highlight some of the findings from research reviews and studies of inservice teacher professional development

Examples of Models of Inservice Teacher Professional Preparation

- Scaffolding Model of Early Childhood Teacher Preparation

- Professional Development Systems Framework

- Conceptual Framework for Teacher Preparation

A Scaffolding Model for Early Childhood Practitioner Preservice Preparation

Teachers who are able to create and teach effectively in multicultural, inclusive, hands-on, engaging, active environments for young children

| Opportunities for reflection | Field experiences | Developmentally appropriate practices modeled in teacher preparation |

Techniques for effective inclusion

Understanding of multicultural issues

Knowledge of child development

Skills, strategies, and methods

Technology

Foundation of the Scaffold:

Developmentally appropriate practices

Theory

Jacobs, G. M. (2001). Providing the scaffold: A model for early childhood/primary teacher preparation. *Early Childhood Education Journal, 29*(2), 125-130.

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Professional Development System Framework for Early Childhood Practitioner Preservice Preparation
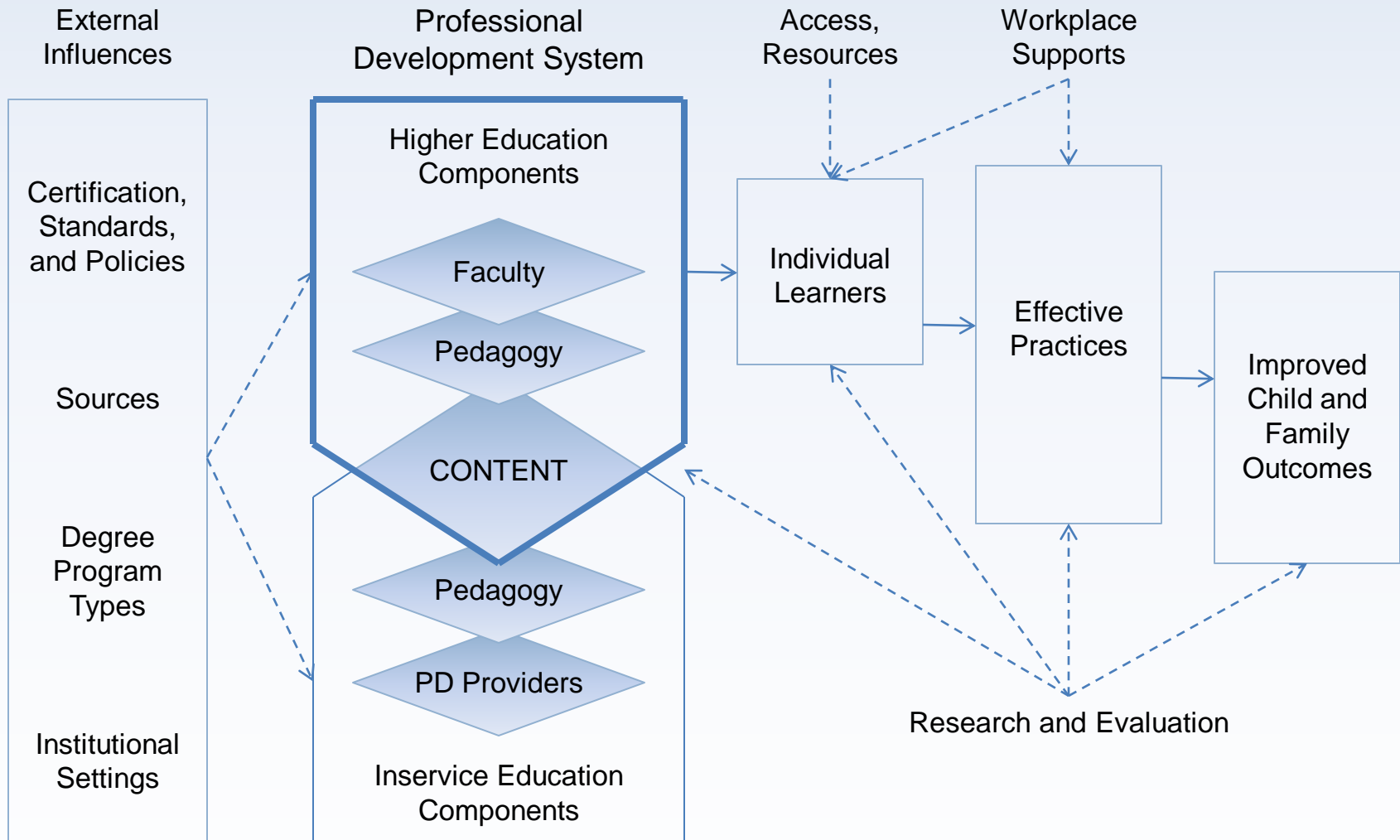
Hyson, M., Horm, D. M., & Winston, P. J. (2012). Higher education for early childhood educators and outcomes for young children. In R. Pianta, W. S. Barnett, L M. Justice & S. M. Sheridan (Eds.), *Handbook of early childhood education* (pp.553-583). New York: The Guilford Press.

Conceptual Framework for Evaluating Teacher Preparedness in Preservice Teacher Education Programs

TEACHER EDUCATION PROGRAM STRUCTURE

Undergraduate
- Four-year B.Ed.
- Double-degree program (e.g., BA/B.Ed.)

End-on postgraduate diploma

BACKGROUND FACTORS
- Teacher age
- Gender
- Previous career

IN-SCHOOL EXPERIENCE
- Quality of practicum
- Number of days in school
- Number of days spent teaching
- Block or continuous practice
- Shared supervisor
- Range of roles in school

MEDIATING VARIABLES

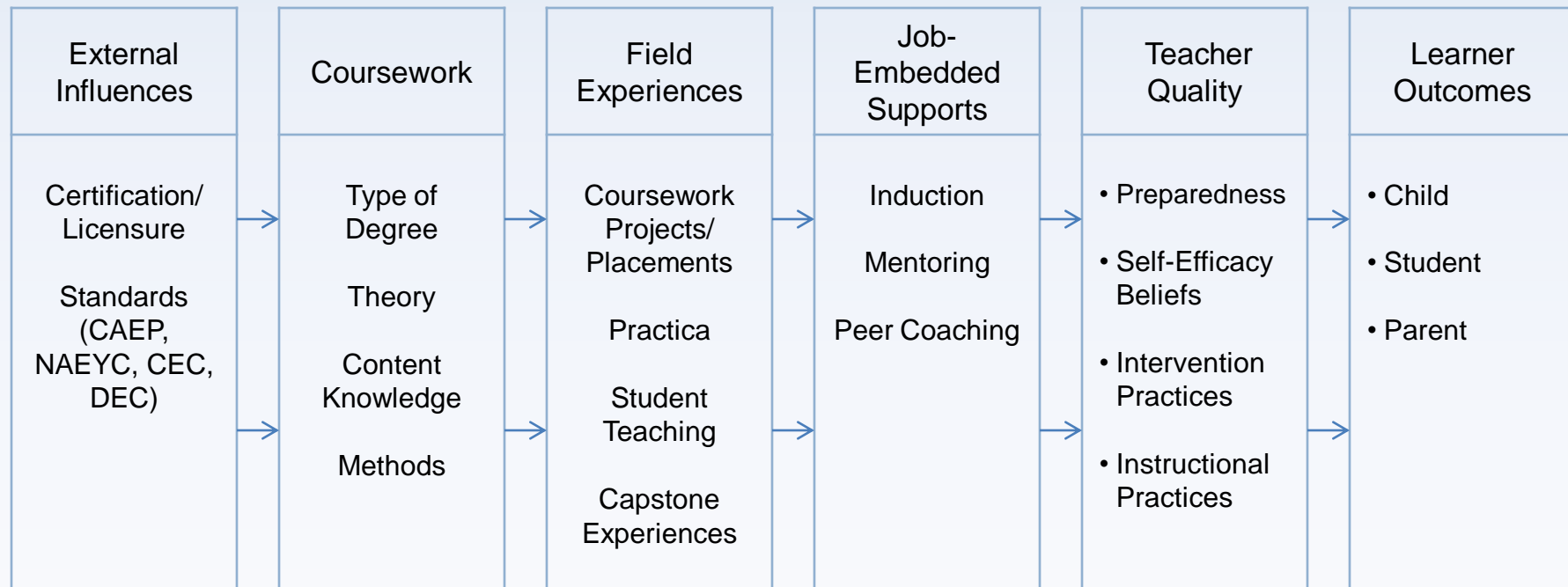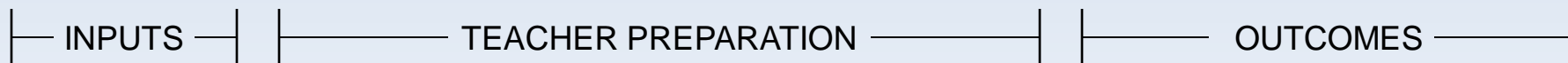School context in first year of teaching
- Av. contact hours per week
- Proportion of ESL students
- Proportion of students with literacy problems
- Induction program
- Formal mentor teacher

OUTCOME MEASURES

Teacher Preparedness Inventory (TPI)
- Knowledge
- Practice
- Professionalism

OPPORTUNITY TO LEARN
- Content to be taught
- Practice of teaching
- Feedback on practice
- Assessment and planning
- Quality of university teaching

Ingvarson, L., Beavis, A., & Kleinherz, E. (2007). Factors affecting the impact of teacher education programmes on teacher preparedness: Implications for accreditation policy. *European Journal of Teacher Education, 30*, 351-381.

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Research Reviews and Large-Scale Studies of Preservice Teacher Preparation

- Type of Degree and Degree Program

- Teacher Licensure and Certification

- Type of Coursework (Theory, Content Knowledge, Methods Courses)

- Types of Field Experiences (Course Placements, Practica, Student Teaching, etc.)

- Field Experience Supervision

- Induction and Mentoring

INPUTS		TEACHER PREPARATION			OUTCOMES	
External Influences	Coursework	Field Experiences	Job-Embedded Supports	Teacher Quality	Learner Outcomes
Certification/ Licensure

Standards (CAEP, NAEYC, CEC, DEC) | Type of Degree

Theory

Content Knowledge

Methods | Coursework Projects/ Placements

Practica

Student Teaching

Capstone Experiences | Induction

Mentoring

Peer Coaching | • Preparedness

• Self-Efficacy Beliefs

• Intervention Practices

• Instructional Practices | • Child

• Student

• Parent |

Framework for Conducting a Metasynthesis of Inservice Teacher Preparation Reviews and Studies

Methods Courses and Field Experiences

- "We conclude that it seems unreasonable for teacher educators to distance themselves from a practice orientation. If we adopt the stance that providing propositional knowledge of theory-based practice accomplished the task, we do our students and the field a grave disservice. Researchers, teacher educators, teachers, administrators, and students **must learn more about how to transform propositional knowledge into practice**—and how both knowledge and practice must be modified to adapt to different settings" (Clift & Brady, 2005, emphasis added).

- "Many teacher educators have argued that novices who have experience in classrooms are more prepared to make sense of the ideas that are addressed in their academic work and that student teachers see and understand both theory and practice differently if they are taking coursework concurrently with fieldwork" (Darling-Hammond, 2014).

Clift, R. T., & Brady, P. (2005). Research on methods courses and field experiences in M. Cochran-Smith & K. M. Zeichner (Eds.), *Studying teacher education: The report of the AERA Panel on Research and Teacher Education* (pp. 309-404). Mahwah, NJ: Lawrence Erlbaum.

Darling-Hammond, L. (2014). Strengthening clinical preparation: The holy grail of teacher preparation. *Peabody Journal of Education, 89*(4), 547-561.

Methods Courses and Field Experiences

- Findings show "teachers who completed more methods-related coursework and practice teaching felt better prepared and were more likely to stay in teaching" (Ronfeldt et al., 2014).

- Deliberate, supervised experience is necessary and crucial to the development of expert performance (Ericsson & Charness, 1994).

Ericcson, K. A., & Charness, N. (1994). Expert performance: Its structure and acquisition. *American Psychologist, 49,* 725-747.
Ronfeldt, M., Schwartz, N., & Jacob, B. (2014). Does pre-service preparation matter? Examining an old question new ways. *Teachers College Record, 116*(10).

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Research on Field Experiences in Early Childhood Education

"There is almost no mention of student teaching or field experiences in studies examining the relationships among early childhood teacher characteristics, practice, and child outcomes" (Whitebook & Ryan, 2011).

Whitebook, M., & Ryan, S. (2011). Degrees in context: Asking the right questions about preparing skilled and effective teachers of young children. *Preschool Policy Brief*, Issue 22, 1-16. Berkeley, CA: National Institute for Early Education Research.

Teacher Preparedness

- "Teachers who reported that they were well-prepared to meet the demands of their first year of teaching were more likely to have completed courses that gave them deep knowledge of the content they were expected to teach, and how students learned that content, as well as skill in: diagnosing students' existing levels of understanding of the content; planning activities that would promote further development of understanding; and assessing the extent to which development had taken place" (Ingvarson et al., 2007).

- Results indicate "that participants' judgments of their preservice preparedness to work with young children and their families, and the number of different kinds of in-service training for which they availed themselves, were the best predictors of all four types of self-efficacy beliefs" (Bruder et al., 2013).

Ingvarson, L., Beavis, A., & Kleinherz, E. (2007). Factors affecting the impact of teacher education programmes on teacher preparedness: Implications for accreditation policy. *European Journal of Teacher Education, 30*, 351-381.
Bruder, M. B., Dunst, C. J., Wilson, C., & Stayton, V. (2013). Predictors of confidence and competence among early childhood interventionists. *Journal of Early Childhood Teacher Education, 34*(3), 249-267.

Induction and Mentoring

Results from the review showed that "the studies reviewed provide empirical support for the claim that support and assistance for beginning teachers have a positive impact on three sets of outcomes: teacher commitment and retention, teacher classroom instructional practices, and student achievement…[and] almost all of the studies showed that students of beginning teachers who participated in induction had higher scores, or gains, on academic achievement tests" (Ingersoll & Strong, 2011).

Ingersoll, R., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Education Research, 81*(2), 201-233.

Tentative Conclusions

- Examination of only one inservice professional development variable (e.g., type of degree) is associated with small sizes of effects on either teacher or student/child outcomes

- Larger sizes of effects are associated with combinations of inservice professional development variables (e.g., methods courses and field experiences, induction and mentoring)

- Research on inservice professional development in early childhood intervention/education is not nearly as rich as that for elementary and secondary education

- Research on the pathways of effects between coursework, field experiences, and job-embedded supports and educator and student/child outcomes is essentially nonexistent and sorely needed

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PowerPoint available at
www.puckett.org
and
http://www.ecpcta.org/our_work/powerpoints.html