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San Diego, California
CAEP Clinical Experiences Design Team

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The Clinical Experience
Design Team

We are dedicated to the design and implementation of experiences that foster a practice-based approach to teacher education.
Purpose

The purpose of this presentation is to engage participants with ongoing work to develop a clinically based, practice-based approach to teacher education. This work includes:

1) A continuum for teacher candidate development

2) Rubrics for performance-based assessments

3) Interview study on teacher candidate development.
Developmental Continuum

Based on InTASC Standards
Practice-based
Performance-oriented
A resource, not a requirement
## Developmental Continuum for Clinical Experience in Teacher Education

<table>
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<tr>
<th>InTASC Standard 1:</th>
<th>Learner development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</th>
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<tr>
<td><strong>Beginning</strong></td>
<td><strong>Intermediate</strong></td>
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<td><strong>The teacher candidate understands how learners grow and develop.</strong></td>
<td><strong>The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, or physical areas.</strong></td>
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<td>Identify/explain different developmental stages of learners in a classroom and how these stages affect learning for multiple age levels. Supervise students by accompanying them to lunch, recess, PE, music, etc. Attend extracurricular activities to better understand individual development of students at various ages.</td>
<td>Analyze the developmental stages of groups of students in at least two areas: cognitive, linguistic, social, emotional, or physical, and explain how development affects learning. Observe cooperating teacher’s interactions with students and discuss with the teacher topics including, but not limited to: learner’s language development and proficiency, special student needs, and differentiation of instruction.</td>
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<td>Plan/implement developmentally appropriate learning experiences for a small group of students over time that supports a specific learning goal noting changes in developmental stages in at least three areas of cognitive, linguistic, social, emotional, and/or physical development. Observe and note common patterns of students’ thinking and development in a subject matter domain and plan accordingly. Reflect on development after plan is implemented and evaluate effectiveness of the plan and revise future plans accordingly. Seek information about the learner’s interests and cultural background in order to engage learners in appropriate learning experiences with attention to language proficiency levels so that academic content and language are accessible to the learner.</td>
<td>Plan/implement challenging learning experiences that are developmentally appropriate for a group of students over time. Reflect on development after plan is implemented and evaluate effectiveness of the plan and revise future plans accordingly.</td>
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Rubrics for Performance-based Assessment

Linked to Developmental Continuum
For early clinical experiences & Internship
Quality Indicator
A resource, not a requirement
The teacher candidate plans, teaches, and assesses a developmentally appropriate lesson to a large group of students. Teaching a lesson or a segment of instruction is a high leverage teaching practice that can be assessed at the Intermediate or Profession Ready levels on the Developmental Continuum. The plan should be flexible enough to accommodate learners across varied levels of development, the candidate should provide support for multiple levels of engagement during the lesson, and the learners should be motivated and engaged by material that is suitable for their developmental level.
**PERFORMANCE-BASED ASSESSMENTS FOR EARLY CLINICAL EXPERIENCES**

**InTASC Standard 1 Rubric: Learner Development - Teaching a Developmentally Appropriate Lesson**

The teacher candidate plans, teaches, and assesses a developmentally appropriate lesson to a large group of students. Teaching a lesson or a segment of instruction is a high leverage teaching practice that can be assessed at either the Intermediate or Continuous levels on the Developmental Curriculum. The plan should be flexible enough to accommodate learners across varied levels of development, the candidate should provide support for multiple levels of engagement during the lesson, and the learners should be motivated and engaged by material that is suitable for their developmental level.

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<tr>
<th>Criteria (Check all that apply)</th>
<th>Does Not Meet Expectations</th>
<th>Approaching Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
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<td>Planning: Did the candidate ...</td>
<td>The candidate has a limited awareness of individual differences in the classroom. The plan does not address differences in development and does not consider developmental differences among learners. No accommodations are included. The justification for the plan demonstrates little or no insight into the developmental levels among students.</td>
<td>The candidate demonstrates a growing awareness of individual differences in the classroom. The plan addresses a limited range of developmental level and does not consider developmental differences among learners. A few accommodations are included. The justification for the plan demonstrates some insight into the developmental levels among students.</td>
<td>The candidate regularly discusses the varying levels of student development with the teacher. The plan includes accommodations for a wide variety of learners based on the candidates’ knowledge of individual learners’ development (cognitive, linguistic, social, emotional, and physical). Multiple connections are made between the plan for instruction and the existing knowledge about child development.</td>
<td>The candidate designs and modifies instruction to meet each area of development (cognitive, linguistic, social, emotional, and physical). The plan includes scaffolds intended to increase the learners’ development and is flexible enough to accommodate learners across varied levels of development. Significant insight is revealed by the connections between the plan for instruction and developmental theory.</td>
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<td>Enactment: Did the candidate ...</td>
<td>Learners are observed in activities that are developmentally inappropriate. Candidate uses limited strategies (e.g. questions, materials, and facilitated responses) that do not elicit learners’ thinking. The candidate does most of the talking, and learners provide few responses or interactions.</td>
<td>Learners participate in activities that focus solely on one modality for learning. Candidate primarily asks low level questions and evaluates learners’ responses as correct or incorrect. Candidate uses some strategies to facilitate and elicit students’ thinking.</td>
<td>Learners are actively participating in learning experiences that occur in multiple modalities. Candidate consistently uses multiple strategies (e.g. questions, materials, and facilitated responses) to elicit learners’ thinking, actively facilitating the construction of their understanding of the lesson in a meaningful context.</td>
<td>Candidate consistently and explicitly uses multiple strategies (e.g. questions, materials, and facilitated responses) to elicit learners’ thinking, actively facilitating the construction of their understanding of the lesson in a meaningful context.</td>
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Implications

Formative Assessment Tool
Supports Clinical Educators
Enhances Mentor Feedback
Promotes Recursive Learning
Promotes Reflection
Interview Study

The purpose of this inquiry is to examine the impact of clinical experience on the thinking of teacher candidates.

Teacher candidates will be individually interviewed near the end of their program on four critical issues:

- Mentoring
- Assessment
- Differentiation
- Classroom Management
Why Interviews?

The Clinical Experience Design Team is undertaking a large-scale data collection effort using common set of questions.

Intern interviews should provide direct access to the perceptions, thoughts, and discourse of teacher candidates.

Intern interviews provide a means for comparison across a multitude of programs and states.
Example Questions

Please describe how the artifact [selected by the teacher candidate] is representative of student learning in response to your teaching. Evaluate and discuss the level of student thinking required to create the artifact.

Please recall and discuss an episode during which you provided significant instruction to an individual student with unique learning needs.

How did you develop a learning environment that provided respect, fostered rapport, and supported students’ engagement in learning?

Considering the whole of your teacher preparation program, what would you like to see added to the program? What could be improved about the program?
Preliminary Findings
Mentoring

Significant Impact
Need for Consistent & Frequent Mentoring
Need More Systematic Approach to Giving Feedback
Preliminary Findings
Mentoring

Oh, she is amazing. I can contact her at anytime and she will answer us – phone, text or email... She uses super good strategies and I get to see them in action.

My cooperating teacher I really didn’t get support from.
Preliminary Findings

Assessment

Level of Instruction Varies Significantly
Focus on Summative Assessment
Limited Comments on Student Thinking
Lacking In depth and Systematic Clinical Approach
Preliminary Findings
Assessment

The best thing that taught me about assessment throughout the whole program was Mr. Frake’s seminar classes. We had a lot of discussions about the ways to go about assessing and the different types of assessments and what is most effective in different settings...The methods course helped me out a lot. And I do remember 641 was classroom management and that helped me. And Dr. Tosolt’s class about diversity.
And I feel like we could have more courses on assessment. I feel like I got a lot out of my assessment class but matching my assessment to what the state wanted and what is part of the standards was tough.
Preliminary Findings
Differentiation

Candidates identified the importance of college class instruction.
Candidates often focus on single student.
Candidates tend to focus on students identified with disabilities.
Candidates notice extreme cases.
We learned through instructional strategies courses. We learned about modifications and planning and we learned about modifications for ESOL students and IEP accommodations. I had those sheets from those classes and so I looked at those and reviewed them even during my planning during student teaching, especially with some of the students when I wasn’t sure how to help them.
There's a student that I have right now, he's in the lower group of students, and he has a really bad speech problem. You'll give him the directions and then he'll want to ask a million questions about what you just said... So I have to give him a lot more individual attention to help guide him through different part of a lesson.
College Instruction can be effective
College instruction is often misaligned with clinical experience
Mentor teacher serves as significant role model
Difficult for candidate to initiate and use their own mgt. system
Preliminary Findings

Classroom Management

I was very lucky to come into a classroom that already had a lot in place. When I introduced myself on day one, it was still Ms. Turner’s room, and her rules apply. I was able to add my own spin to that and the dynamic of the class changed a little bit when I was teaching versus when she was teaching.
My cooperating teacher didn’t help me establish classroom management. He was often frustrated and he gave out a lot of detentions. I only observed for a week and watched. So before I came in I called some other teachers I know to ask for advice.
Next Steps

Better Understanding of Teacher Candidate Development in Clinical Settings
Further Development of Clinical Tools (Developmental Continuum and Performance based Assessments)
Wider Implementation of Clinical Tools
Further Interviews to Assess Progress
Final Thoughts

The Clinical Experience Design Team is working to better understand student learning in clinical settings, develop resources and processes to support learning in clinical settings, and assessing the impact of those resources and processes on teacher education programs.