

### Executive Summary:

**Across all teacher education programs at SCSU, the frequency and quality of field experiences vary significantly. The intent of this document is to introduce a general framework for implementing field experiences in all program areas that A) are tied to methods courses and other relevant course work; B) contain specific, measurable outcomes; C) focus intentionally on TPA; and D) involve multiple opportunities for individual and programmatic feedback. In keeping with the guiding principles established by the Prepare Work Group, the implementation and evaluation of quality field experiences will be one of the primary hallmarks of teacher preparation success. Additional, Field Experience principles were developed directly from the NCATE Blue Ribbon Panel Report on Clinical Preparation. Concerns exist, such as sustaining these recommendations once funding from the Bush Foundation becomes exhausted, but we are confident that the ideas below will help teacher candidates become better prepared for careers in education, which, in turn, will allow them to more effectively prepare their pupils for life in the 21<sup>st</sup> century.**

### What is our need?

- “National studies suggest that beginning teachers leave the profession at rates of up to 50% within the first five years of practice. The MDE (2007) reported that for the first-year teachers hired in 2001, 68% were still teaching in Minnesota (but not necessarily in the same school district in which they started) and only 48% were still teaching in the same school district after five years. With almost one third of the teaching force leaving teaching in Minnesota after five years and 20% changing districts in that same time, issues of teacher attrition and turnover are costing Minnesota schools resources and expertise” (TSP 5).
- Crucial focus of teacher preparation programs must be getting students familiar with the aspects they will encounter during student teaching
  - The more “hands-on” experience they have, the more prepared they’ll be to enter the teaching world.
  - Teacher Performance Assessment (TPA) must be integrated throughout coursework and field experiences.
- Teacher candidates should have experience/exposure in a variety of educational settings.
- In order to gauge our students’ strengths and deficits, we need to assess their progress early and often through evidence-based formative, summative, and self-assessments.
  - This is an iterative process of assessing programs and candidates.

- Field experiences must be tied to all methods courses in order to offer practical and on-going application of teaching methods.
  - Example: Teacher candidates may be able to go over students' work to discuss what should be changed, but without the experience of conferencing with a student, the application and immediate feedback of teaching methods are insufficient. In short, this process doesn't reinforce what teacher candidates are learning.
- Having clearly defined outcomes for the teacher candidate, cooperating teacher and supervisor, with consistency across the curriculum, is critical.
  - This can be done best when field experiences are tied directly to coursework, and regularly discussed during coursework.
- Teacher Performance Assessment (TPA) must be meaningfully integrated and mapped into core coursework for each program in order to effectively prepare teacher candidates. TPA integration will be different for each program.
- NCATE standards the follow their Blue Ribbon Panel Report on Clinical Preparation must be considered as part of the new Clinical Experiences Program.

#### **Current Status of Field Experiences:**

- Child & Family Studies: (8) including PreK and K-3 student teaching
- Elementary Education: (4-5) including Block 3 & Block 4 student teaching (most often in the same setting) (5 if Block 4 student teaching is in a different setting)
- Special Education: (7) including Elementary and Secondary special education student teaching
- Secondary Education: (3) including student teaching (PE have 4; PE with DAPE have 8)

#### **Objectives**

Field Experiences will:

- Be tied directly to course work as content [be specific about this], including ALL Methods courses, at least four times including student teaching (developmentally sequenced based on TPA as a guideline). The order of the tasks may be addressed in a different sequence based on program needs.
- These courses will be scheduled in a block schedule across departments.
- Be P-12 student centered, with positive impact on P-12 student achievement.
- Be scaffolded throughout coursework, each experience building on the previous, focusing on MN Standards of Effective Practice and INTASC standards.
- Some teachers' education courses will be taught on-site in P-12 and will include collaboration from p-12 which include a co-teaching method. These courses would have

their field experiences at the same site & would be directly before or after the method course

- Implementation will follow a gradual approach adding additional steps each year
- P-12/University partnerships will become more important. Programs will consider holding Methods courses on P-12 school sites, within school programs, including direct interaction with P-12 teaching staff and students. Programs will consider co-teaching Methods courses with P-12 faculty. At minimum, Methods courses will include on site opportunities for direct student interaction.

Teacher Candidates will:

- Apply current course information/strategies in field experiences found within their current course.
- Critically reflect on all clinical experiences, including self reflection.
- Practice co-teaching strategies during field experiences as part of an interactive, professional community.
- Be engaged around TPA tasks and course outcomes by both the cooperating teacher and university faculty in each field experience, in addition to self-reflection.

P-12 will:

- Be involved in the planning, implementation, and assessment of teacher candidates during field experiences.
- Provide high quality field experience and student teaching placements.
- Include assessment of P-12 participation.

Additional objectives per the NCATE Blue Ribbon Report:

*Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers: Report of the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning (NCATE November 2010)*

- Move to programs fully grounded in clinical practice.
- Clinical preparation is integrated throughout every facet of teacher education in a dynamic way.
- A candidate's progress and the elements of a preparation program are continuously judged on the basis of data.
- Candidates learn in an interactive professional community.
- Clinical educators and coaches are rigorously selected and prepared and drawn from both higher education and the P-12 sector.
- Strategic partnerships are imperative for powerful clinical preparation.

- Preparation programs learn more directly what they need to know about WHAT schools really need.
- Development of skills to analyze student needs and adjust practices using performance data.
- Analyze case studies.
- Link candidate performance and program approval more directly to student learning.
- Hold all programs to the same standards.
- Revamped curricula to integrate coursework with laboratory and extended embedded school experiences and better educate teachers to use measures of student learning.
- Develop and implement alternative reward structures for higher education faculty.
- Establish new staffing models to support clinical preparation in school.
- Ensure that all candidates have qualified clinical educators, coaches and mentors.

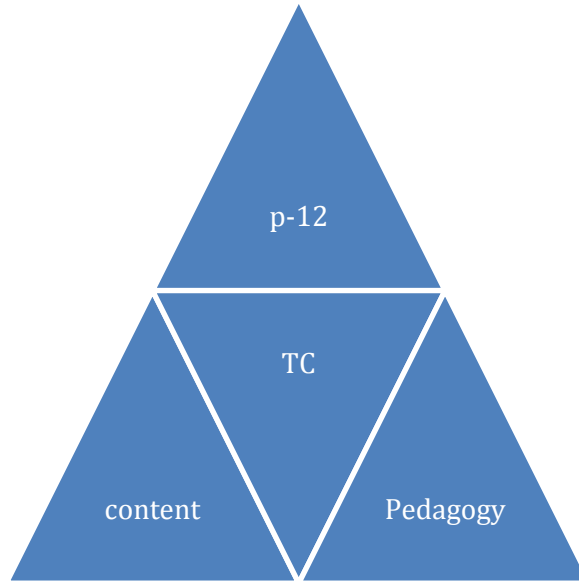
### **Methods:**

Our **first major recommendation** is that all licensure areas adapt block scheduling of all courses related to teacher education at the licensure level: that all content and pedagogy classes be scheduled in blocks from semester to semester in order to facilitate collaboration across all courses for licensure with a clear focus on field experience as the core.

More detailed but still general recommendations would include:

- Matching teachers with the cooperating teachers: etc. stronger cooperating teachers with weaker teacher candidates; stronger teacher candidates with new cooperating teachers.
- Each field experience should be videotaped and evaluated by teams with the videotape part of the embedding of TPA into pre-student teaching field experiences. The evaluation teams should include content and education professors as well as P-12 teachers.
- Field experience as early as possible in the program. with the first experience both in the community and the school, as well as in school and after-school programs.

Our **second major recommendation** is that a team approach for field experiences be implemented with three sets of teacher educators focused on preparing teacher candidates: 1) content faculty, 2) pedagogy faculty, and 3) P-12 faculty being part of each team by licensure area. The following diagram would illustrate this team approach with its focus on the teacher candidate:



Ideally, at least one content and/or pedagogy course would be taught at P-12 sites with the professors teaching these courses, supervising field experiences connected to these courses at the site school, and with induction specialists or coaches as well as cooperating P-12 teachers providing input from the P-12 side. Additionally, we could connect New Teachers participating in induction programs with teacher candidates in their field experiences. This approach would promote equal and balanced input from all three faculty groups with the use of co-teaching strategies as well as with other instruction strategies. The approach would also need to be implemented with clear assessments so that pupil learning as well as teacher candidate learning can be tracked and evaluated.

Our **third major recommendation** is to adapt the SPED developmental sequence for Field Experiences as seen in Appendix I with the exception that the first field experience would be reformulated.

For this reformulation of the first field experience, we would recommend the following components: Teacher candidates would:

- 1) Have direct interaction with students;
- 2) Be accountable for their actions during this experience;
- 3) Have defined expectations for themselves and for all others participating in the Field Experience;
- 4) Work within a simplified context for learning;
- 5) Have an additive impact to student activity and learning;

- 6) Work more from one-on-one to one-on-two interactions with a focus on at-risk student;
- 7) Integrate technology into their interactions with pupils;
- 8) Write reflective pieces daily with a focus on how they have added value to their pupils and how have they grown as a teacher candidates through the process;
- 9) Dress and behave as a professional and not as a student;
- 10) Have specific assignments;
- 11) Have some experiences in after school as well as in classrooms during the school day;
- 12) Focus on professional dispositions.
- 13) Participate in on-site courses with field experiences either during or after school.

This recommendation includes a merging of university and P-12 field experience, service learning and volunteer experiences into a coherent program that both assists teacher candidates in progressing through their teacher education program and P-12 pupils in improving their learning and score achievement as determined by the school district. In particular, these various experiences in school and after school should be focused on and assessed for their impact on reducing the achievement gap, and on making the academic curriculum in the P-16 classroom more accessible to English Language Learners and Special Education students.

Our **fourth major recommendation** is that the InTASC standards be clearly sequenced from the first field experience through student teaching. In particular, a focus on dispositions and expectations of professional teachers should be stressed early. Reflection should be part of the process for each field experience. Each field experience should model collaboration about the three faculty groups and should be an integral part of teacher candidate activity and the assessment of that activity.

Our **fifth major recommendation** would be this Enhanced Field Experience program be implemented over three or more years with a gradual approach to implementation. For example, a select number of licensure areas would implement the program in the first year, the number would increase in the second year, and then in the third year all licensure areas would implement the program. And/or, on-site courses might be implemented with a few in the first year with more courses added in the second and third year, And/or the first year would focus on early or the first field experiences and then each succeeding year focus on the next field experience up until student teaching. And/or foci on ELL, SPED or STEM might be introduced in the second, third or later years.

Within these recommendations, each licensure program should address the following:

- Programs must review what course objectives are currently being addressed in field experiences and what areas need to be addressed further.
  - As programs are evaluating their current field experiences, P-12 voice of cooperating teachers who actually host our students must be included in some capacity.
- Programs should review program feedback data to determine areas to address further.
  - For example, on the summative assessment, cooperating teachers rate SCSU teacher candidates lower in the area of assessment skills, therefore this is an area to address more strongly in programs.
- Each program should create formative and summative assessments to be used during field experiences within each course. This should be consistent within each program, reviewed and updated regularly.
- P-12 will be included in planning, implementation, and assessment of field experiences and teacher candidates. This will especially include P-12 staff who directly host our teacher candidates.
- Cooperating teachers should complete brief evaluations of the program when evaluating teacher candidates in order to give feedback on the programs' implementation of these adjustments. These evaluations should be supplied to the cooperating teacher at the beginning of a Field Experience.
- Professional dispositions of teacher candidates should be evaluated during each field experience.

### **Evaluation:**

- Program Evaluations: There will be a continuous process of assessment or evaluation and adjustment will be multi-dimensional: based on cooperating teacher evaluation, content and pedagogy faculty evaluation, and teacher candidate evaluation of program;
- These evaluation will:
  - Happen at the end of each FE
  - Measure for growth in each FE
  - Use base rubric or /and TASC standards that were specifically targeted in the FE
  - Be Formative in nature from teacher candidates perspectives as well as formative for university supervisors
  - Answer the basic question-is the T.C growing in the targeted areas?
  - Compare the results between these 2 metrics. Do they agree?
  - Evaluate by asking TC to report on quality of experience (i.e.-did you grow or spin your wheels?)
  - Include quality of placement aspart of this evaluation too, and
  - Survey the preferred method of evaluation for T.C.

- Field Experiences will also be evaluated based on TPA standards and expectations.
- For cooperating teachers: There can be an ongoing, informal conversation in addition to a brief summary of overall experience (Ex.: What do you think this teacher candidate did well in the time he/she spent with you? What areas do you feel this teacher candidate must focus on prior to student teaching (include options regarding required tasks). Cooperating teacher evaluation will be factored into course grade (ex. S/U).

**Sustainability:**

- Sustainability must come in the form of a solid partnership between the three groups of faculty with a focus on the teacher candidate that is closely monitored and nurtured.
  - P-12 +university meet regularly-start semester/end semester ongoing communication/on phones/emails/
    - Discuss objectives, implementation
    - Evaluation and changes
  - Do this in small groups
  - Regular evaluation of framework
    - What done well
    - What changes needed
- Overall feedback on global program on regular basis-focus groups/surveys+implementation suggested changes result in sustainability
- Greatest challenges to sustainability:
  - How do we compensate university faculty and P-12 partners for time?
    - Credit/ CEU
    - Tuition reimbursement
    - If teach class will be compensation

**Timetable:**

**During 2012-2013 academic year: Cooperating teachers and principals will come to campus to discuss field experience planning and implementation and formative and summative assessment tools, along with faculty and OCE staff. (2-3 meetings)**

**Fall 2012:** Field Experience components will be reviewed and in place by the Spring 2013 semester.

- Each program should have specific course outcomes and formative and summative assessment tools to be used by teacher candidates, cooperating teachers, and university faculty supervisors.



- P-12 voice should be included in the development of the formative and summative assessment tools. Utilize current reports readily available from recent teacher candidates, cooperating teachers, and employers prior to meeting with P-12 faculty in order to discuss formative and summative tools.
- Include staff from the Office of Clinical Experiences in discussions.
- **Who is responsible?** Department Chairperson will lead the charge to complete this task.

**By Spring 2013:** Programs will meet to discuss program's implementation of recent adjustments through formal and informal evaluations.

### **Annual Reviews:**

- Programs will regularly review feedback from recent graduates, cooperating teachers, and partner districts in order to continue adjusting and improving programs. This may be done through employer reviews, end-of-program surveys, and informal evaluations done by cooperating teachers and university faculty.

### **Budget:**

- Subs for cooperating teachers and principals to come to campus to discuss field experience planning and implementation and formative and summative assessment tools (meetings should take place during the 2012-2013 academic year).
- There is a need for PTE and possibly financial compensation for University faculty to go out into the schools. Courses should include time out of class for field experiences, and thus allow for faculty time to support students in the field.

### **Additional Recommendations and Concerns:**

**Departments demonstrate how they are meeting the following NCATE Blue Ribbon Report recommendations:**

1. Clinical preparation is integrated throughout every facet of teacher education in a dynamic way.
2. Preparation programs learn more directly what they need to know about WHAT schools really need.
3. Link candidate performance and program approval more directly to student learning.
4. Revamped curricula to integrate coursework with laboratory and extended embedded school experiences and better educate teachers to use measures of student learning.
5. Clinical educators and coaches are rigorously selected and prepared and drawn from both higher education and the P-12 sector.

### **Lingering Concerns:**

- *Time and compensation must be addressed to allow university faculty to observe and evaluate teacher candidates.*
- *Pulling University faculty out of the classroom in order to compensate for time spent observing teacher candidates may inevitably hurt the teacher candidates instead of helping. How can we address this issue?*
- *Training adjunct supervisors thoroughly and on an ongoing basis- how do we accomplish this?*
- *Do we have ideas for alternatives to university faculty going into the classroom? Peer evaluation? Graduate Assistants? Credit or pay?*
- *Appropriate compensation for P-12 faculty hosting SCSU students should be discussed further: reduced rate graduate credits? Other options?*

Reference: Minnesota Educator Induction Guidelines , p 5., Teacher Support Partnership, April 2009.

## **Appendix**

### Appendix I: SPED Field Experiences: Courses through Outcomes with TPA

DEPARTMENT OF SPECIAL EDUCATION K-age 21 FIELD EXPERIENCES 4/12/12					
Course title/number	Hours	Course	Required Student Level	Course Outcomes Tied to Field Experience	TPA Focus of Field Experience
SPED 200 Introduction to Education (3 cr.)	20	Embedded in SPED 200	Elementary, Middle, or High School Classroom	Learn about public school environments, practice teaching math and literacy lesson plans prepared by cooperating teachers, and gaining understanding of the context for learning. <b>Assessment:</b> Cooperating Teacher Checklist	Introduction to Context for Learning and Lesson Planning
SPED 203/503 SPED Foundations (3 cr.)	20* *suspended for 2012-13	Embedded in SPED 203	Community-Based Programs Serving Students with Disabilities	Service Learning Project: Provide services to individuals with disabilities in community programs. <b>Assessment:</b> Reflection Paper and Class Presentation	
SPED 338 General Educ Field Experience I (2 cr.) (Junior Block)	60	Part of Junior Block: SPED 405  SPED 418	Elementary or Middle Public School Classroom	SPED 405: Conduct anecdotal and interval behavior recordings; describe positive behavioral intervention systems <b>Assessment</b> using course rubrics.  SPED 418: Develop two lesson plans addressing literacy standards <b>Assessment</b> using course rubrics.	SPED 418: TPA Context for Learning, Lesson Planning TPA Task 1: Planning Instruction • Design two lessons that meet the needs of specific students with regard to literacy standards.

<p>SPED 339 General Educ Field Experience II (2 cr.) (Junior Block)</p>	<p>60</p>	<p>Part of Junior Block: SPED 415  SPED 445</p>	<p>Secondary or Middle Public School Classroom</p>	<p>SPED 415: Apply Universal Design in secondary setting <b>Assessment</b> using course rubrics.  SPED 445: Unit modification project <b>Assessment</b> using course rubrics.</p>	<p>SPED 445: TPA Context for Learning, Lesson Planning TPA Task 2: Instructing and Engaging Learners • Plan and modify a unit of study within the general education curriculum for students with mild disabilities</p>
<p>SPED 440 English Learners with Special Needs (Senior Block)</p>	<p>3 full days (3 Fridays)  (embedded)</p>	<p>Part of Senior Block</p>	<p>Elementary, Middle, or Secondary Public School EL Programs</p>	<p>Conduct Language Discourse Analysis <b>Assessment</b> using course rubrics.</p>	<p>SPED 440: TPA Context for Learning, Lesson Planning</p>
<p>SPED 455 Special Education Field Experience (2 cr.) (Senior Block)</p>	<p>5 weeks, M-TH  (20 full days)</p>	<p>Part of Senior Block</p>	<p>Elementary, Middle, or Secondary Public School Programs for Students with Mild-Moderate Disabilities</p>	<p>SPED 411: Develop IEP  SPED 416: Administer evaluations and write Evaluation Report <b>Assessment</b> using course rubrics.  SPED 419: Design and implement Curriculum-based Measurement (CBM)/Generalized Outcome Measurement (GOM) <b>Assessment</b> using course rubrics.</p>	<p>TPA Context for Learning, Lesson Planning  SPED 416: Task 3 Assessing Learning -Evaluation Report  SPED 419: TPA Task 4 Analyzing Teaching - Progress Monitoring: CBM/GOM</p>

<p>SPED 456/556 Student Teaching in Mild-Moderate Disabilities</p>	<p>6 weeks, full days  (Remain in Senior Block setting)</p>	<p>SPED 452 Advanced Methods and Interventions for Students with Mild-Moderate Disabilities</p>	<p>Elementary, Middle, or Secondary Public School Programs for Students with Mild-Moderate Disabilities</p>	<p>1. TPA Lesson Plans <b>Assessment</b> using course rubrics 2. Strategies for Working with General Education Teachers <b>Assessment: Paper Analyzing Specific Research-Based Practices</b> 3. Strategies for Working with Paraprofessionals <b>Assessment: Paper Analyzing Research-Based Practices</b> using course rubrics. 4. Behavior Intervention Project <b>Assessment</b> using course rubrics.</p>	<p>Portfolio Items Required for SPED 452/552 Advanced Methods and Interventions course</p>
<p>SPED 457/557 Student Teaching in Mild-Moderate Disabilities (6 cr.)</p>	<p>10 weeks, full days  (separate)</p>	<p>SPED 452 Advanced Methods and Interventions for Students with Mild-Moderate Disabilities</p>	<p>Elementary, Middle, or Secondary Public School Programs for Students with Mild-Moderate Disabilities</p>	<p>TPA Task 1: Planning Lessons TPA Task 2: Instructing and Engaging Students TPA Task 3: Assessing Learning TPA Task 4: Analyzing Teaching</p>	<p>TPA Tasks 1, 2, 3, 4</p>