

Lessons Learned: Maximizing Teacher Candidate Time During Clinical Experiences

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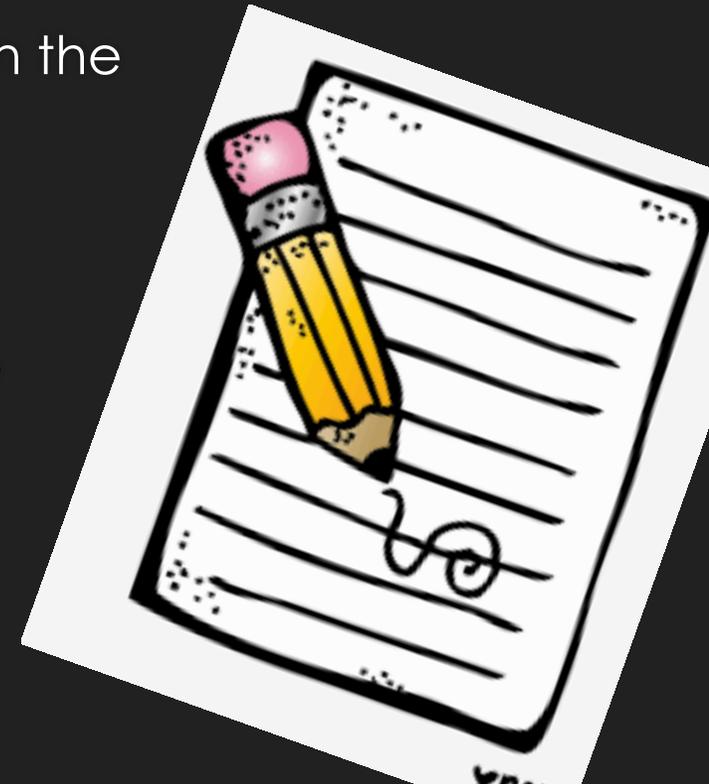
Capital
University
Ask. Think. Lead.

Today's Outcomes

- Literature on Clinical Experiences
- Re-design of Courses
- Discussion: What is Working for You?

Quick Write

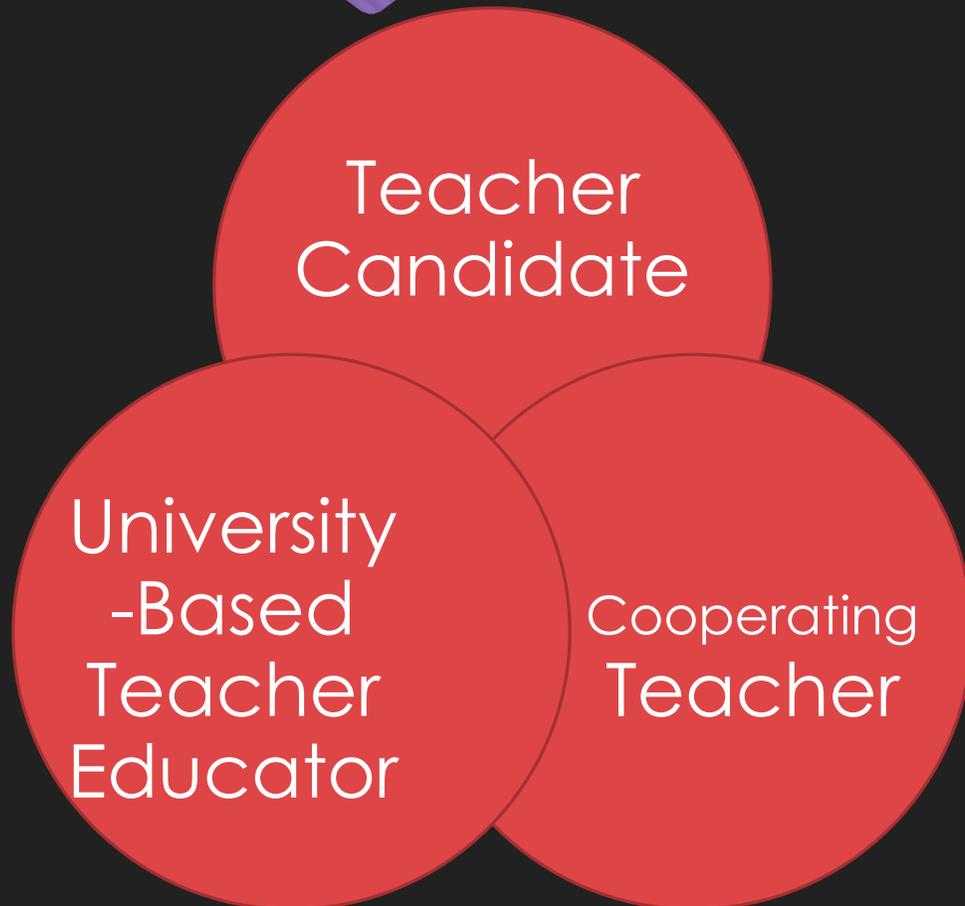
- Take 3 minutes to write about:
 - What you and your university have redesigned/redeveloped in the last few years
 - Why you have chosen to redevelop/redesign that particular component
 - What you would love to redevelop/redesign in the near future
 - Anything else you are thinking about!
- Only requirement: you write the whole time!



Clinical Experiences: The Literature

- Engaging candidates in clinical experiences helps bridge theory and practice and allows for depth of knowledge construction (Young et al., 2017)
- Develops a framework to reference in the future (Darling-Hammond et al., 2005)
- Supports teacher candidates as they learn to apply, connect, and understand the knowledge gained to the authentic and in-the-moment practice of everyday teaching (Darling-Hammond, 2014; Lipp & Helfich, 2016)

The Triad



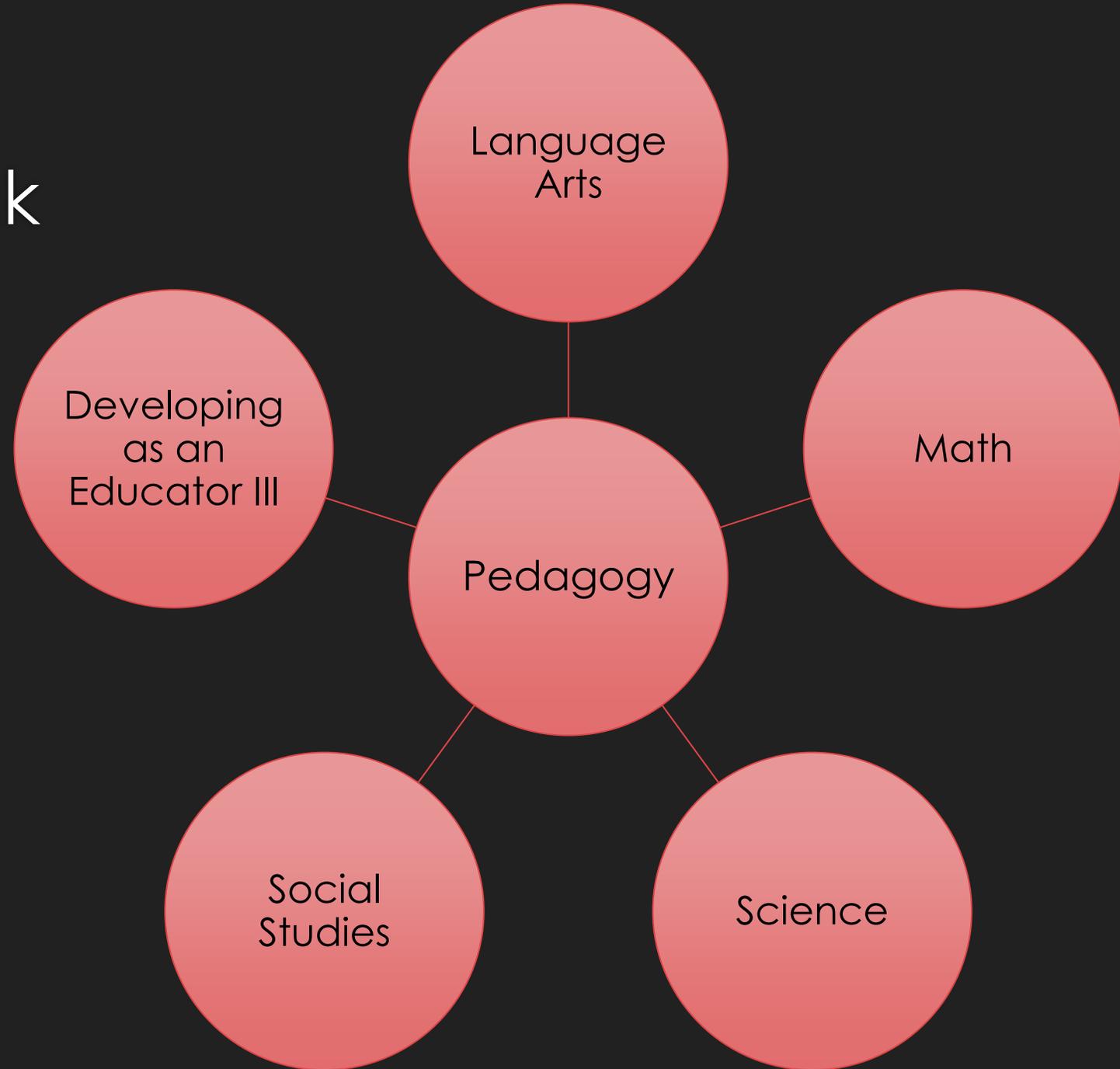
(AACTE, 2018)

Education preparation programs must scaffold learning and provide meaningful interactions for candidates with knowledgeable others in the field (John-Steiner & Mahn, 1996)

The Rationale

- Teaching is complex because it's unpredictable (Young et al., 2017).
- Strategically consider ways to help candidates participate and respond to obstacles they may encounter (Fairbanks et al., 2010; Young et al., 2017)
- Many teachers still feel unprepared going into their first years of teaching (Buckley et al., 2005).
- On average, 40-50% of teachers leave the profession within their first five years of teaching (Ingersoll et al., 2018)

The “Original” Pedagogy Block



The “Original” Pedagogy Block



The Re-Designed Pedagogy Block

- Increased the hours and time spent in their clinical experience placements
 - 2 weeks in courses
 - 6 weeks course + clinical experience placement (M/T course + W/TH field)
 - 6 week fulltime placement: M-F
- Use of video reflections of instruction in their placements

Implications: Application of Pedagogy

- Knowledge happens over a continuum (Scales et al., 2014) with authentic and applicable opportunities to apply learning
- Practice-based opportunities to meet the demands of the complexities of classrooms (Young et al., 2017)
- Exposure to varying instructional strategies and activities supports the development of a “teacher toolkit” candidates can use in the future (Zeichner, 2005)
- Teacher-centered approach in order for candidates to take charge of their own learning (Hoffman & Pearson, 2000)

Implications: Scaffolded Critical Reflections

- Reflection can be defined as “active persistent, and careful consideration of belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it ends” (Tripp & Rich, 2012, p. 9)
- Collaborative models may lead to the development of teachers that can think for themselves and use their professional judgments to make informed teaching decisions (Duffy, 2004)
- When reflective, teachers are readily available to identify areas of improvement, consider alternate strategies for the future, and problem solve (Darling-Hammond et al., 2005)

Implications: Video Critical Reflections



- Education Preparation Programs can help candidates bridge the gap between theory and practice (Parsons et al., 2015) and critically reflect on practices in the moment (Groth et al., 2017)
- Can support growth and improvement through coaching, collaboration, and group learning (Groth et al., 2017; Parsons et al., 2015)
- Video coding allows teacher candidates to mark-up and reflect on instruction, in a time-synced way (Parsons et al., 2015)
- Allows for the development of authentic, meaningful, and reflective pedagogical practices (Calandra et al., 2009)

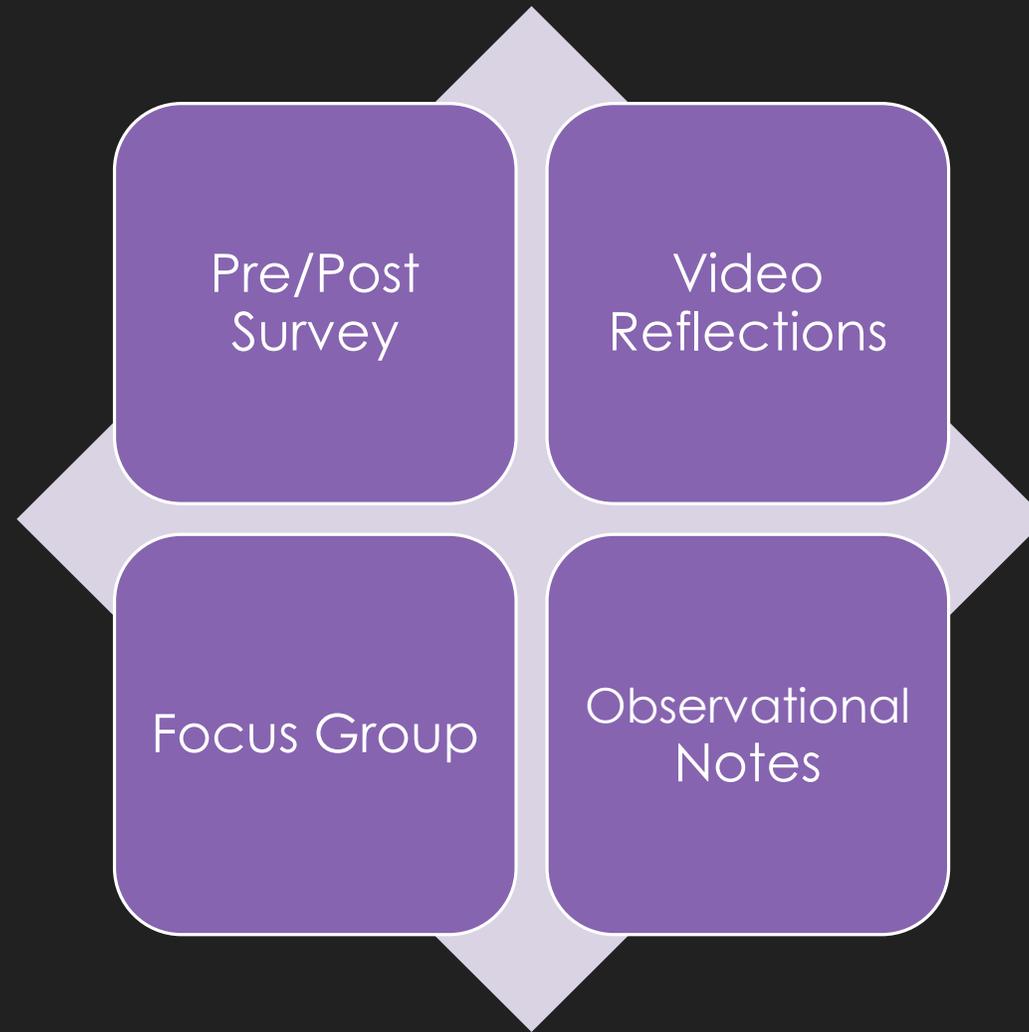
Use of Video Critical Reflections

During Split Time	During Full-Placement
<ul style="list-style-type: none">• Recording developed lessons that include guided reading and comprehension minilesson• Recording in-class teaching practice w/reflection	<ul style="list-style-type: none">• Recordings based on a prompt/focus area of focus• Recordings based on action research project

Next Steps: Our Study

- How does a student's confidence in critically reflecting on their own teaching grow from the beginning to the end of the semester?
- How do students feel about using video reflections during pedagogy?
- What types of reflections are student's making?

Next Steps: Our Study



Collaborative Discussion

- What you and your university have redesigned/redeveloped in the last few years
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References

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