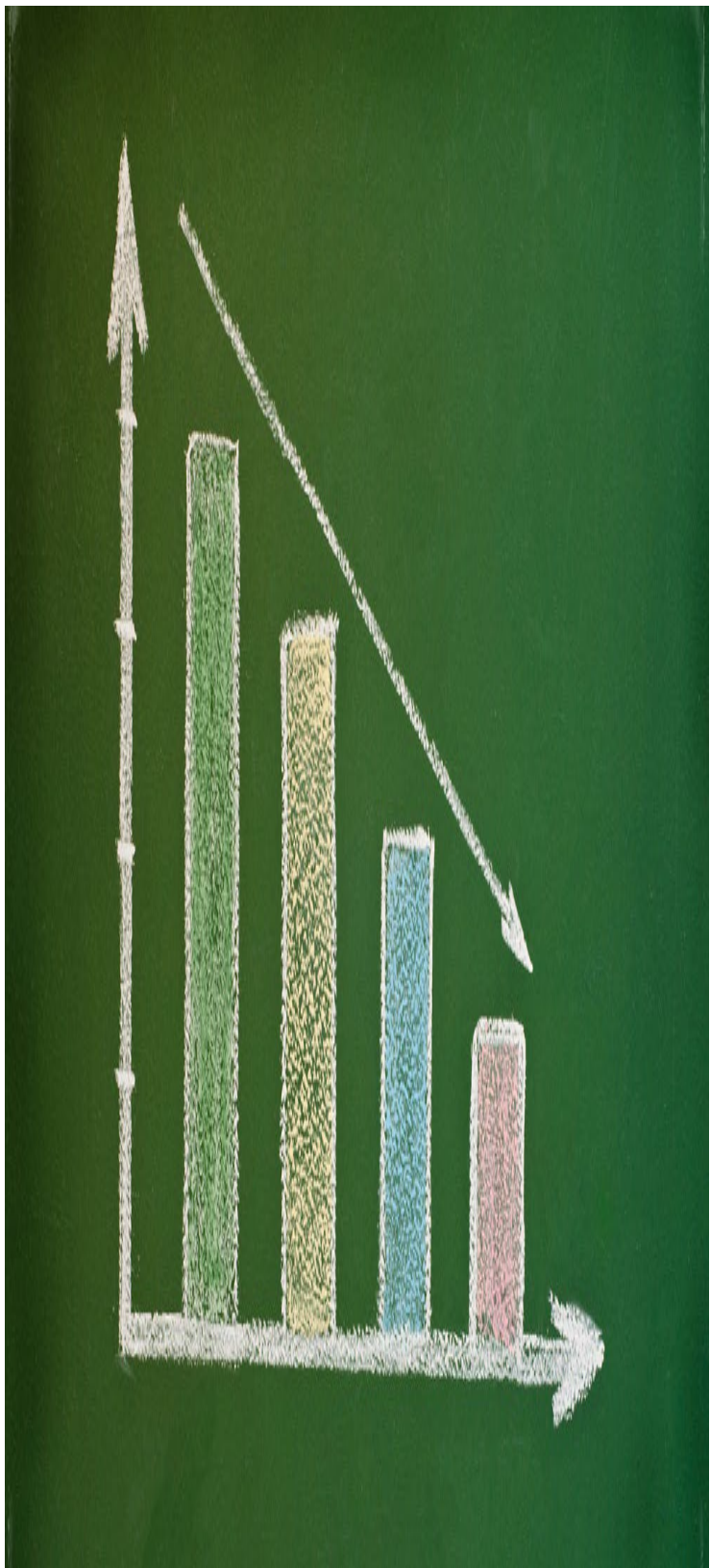


Does practice make perfect? The curricular give and take of one teacher education program’s revisioning

Context

- Declining interest in becoming a teacher (Sutcher et al., 2016)
- Increasing competition (Granados, 2017)
- Criticism for being too theoretical and not practice-oriented (Grossman et al., 2009)
- Decreasing enrollment (American Association of State Colleges and Universities, 2017)
- Re-design of graduate initial licensure programs



Literature Review

Alternative Licensure Programs

- Shortage of teachers has spawned numerous alternative licensure programs
- Residency Models

Online Instruction

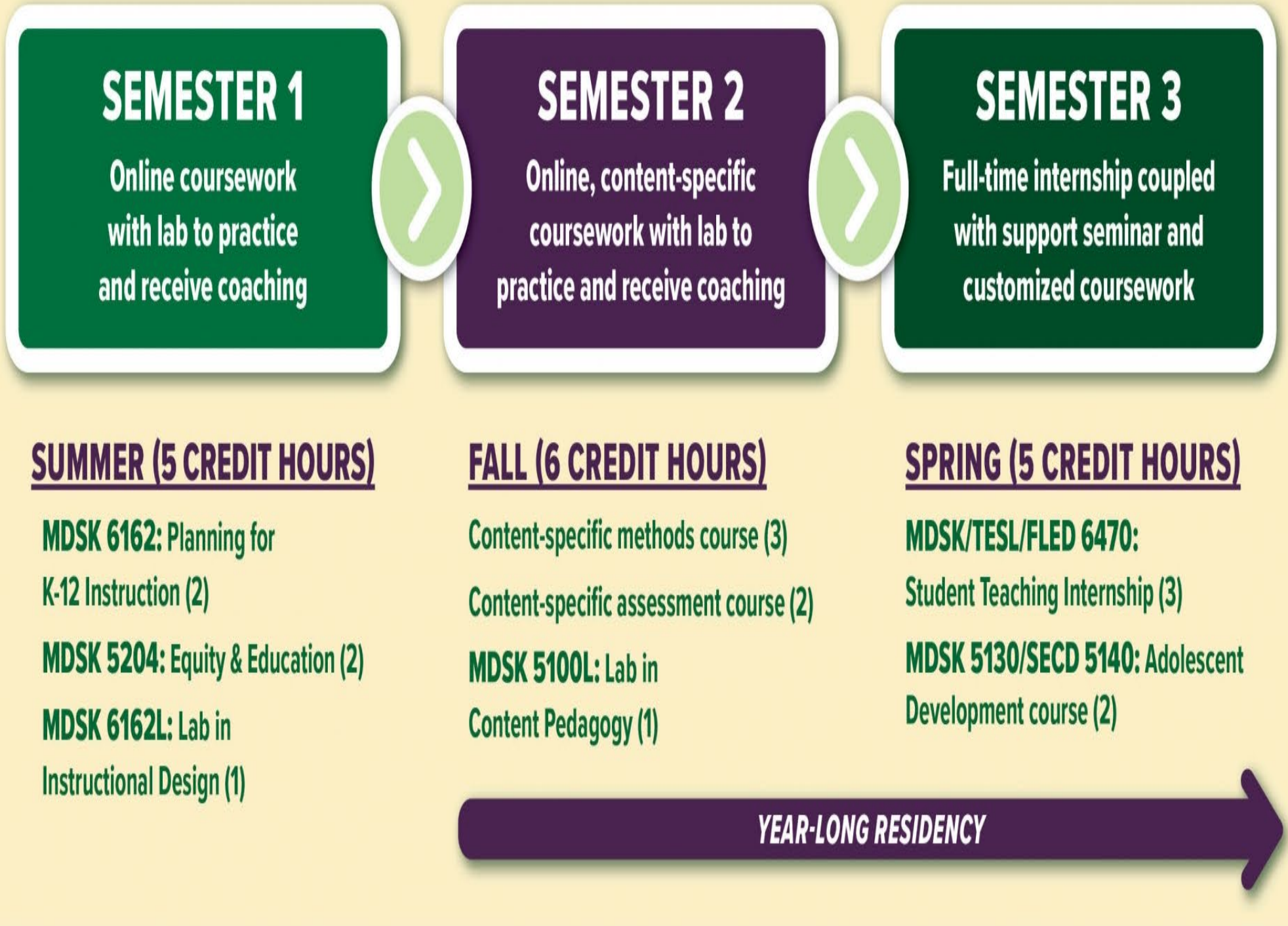
- Increasing prevalence in teacher preparation (U.S. Department of Education, 2018).
- Type of instructional method (online or F2F instruction) has no impact upon student learning (Kirtman, 2009).
- Use of Quality Matters (2018) to enhance online and hybrid instruction.

Practice-Based Teacher Education & Coaching

- Learning cycle built around four quadrants (Ball & Forzani, 2010)
- Use of high-leverage practices (Grossman et al., 2009).
- Coaching (Ericsson & Pool, 2017)



RESIDENCY PROGRAM (INITIAL LICENSURE)



Methodology

Research Question	Instrumentation
1. What impact did the re-design have on teacher candidate performance?	1. CLASS observation instrument 2. edTPA
2. What impact did the re-design have on teacher candidate perceptions of their preparation?	1. Teacher Efficacy Scale developed by Tschannen-Moran and Woolfolk Hoy (2001) 2. Culturally Responsive Teaching Self-Efficacy Scale (Siwatu, 2007) 3. Semi-structured interviews with teacher candidates

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Results

Impact on Performance	
CLASS	<ul style="list-style-type: none">Re-design candidates scored statistically significantly higher on 3 of 4 dimensions: Emotional Support, Instructional Support, and Student Engagement.On average, re-design candidates scored significantly higher on the majority of the items associated with each dimension.
edTPA	<ul style="list-style-type: none">comparable passing scoresAlmost identical overall mean scores (44.36 v. 44.19)Re-design candidates scored significantly lower on Task 1 (i.e., Planning)Re-design candidates scored significantly higher on Task 2No significant difference for Task 3.
Impact on Preparation	
Self-Efficacy Sale	<ul style="list-style-type: none">Re-designed program candidates reported, on average, lower scores.Approaching statistical significance, the overall TES scale score was lower for the re-design candidates with a moderate effect size ($d=.532$).
CRTSE Scale	<ul style="list-style-type: none">Very similar responses between two groupsOn two of the 26 CRTSE items, re-design candidates reported significantly lower scores:
Interviews	<ul style="list-style-type: none">Key differences in the perceptions between the two groups centered on the extent to which they felt prepared to manage a classroom, use assessments, and teach diverse learners in an urban setting.

Lessons Learned

- Ensure program’s primary focus is threaded throughout all coursework.
- Point out implications for practice and ask candidates to apply content to their unique context
- Value of faculty-candidate relationships
- Maintain some element of F2F instruction
- Consider small incremental changes and evaluate impact