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

Professional Development System Framework for Early Childhood Practitioner Preservice Preparation

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

### OPPORTUNITY TO LEARN

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

### 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

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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
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).

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).

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).

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).

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).

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