Teacher Preparation Clinical Residency Program: What’s Its Worth

Jean Lee
Deb Sachs
Jill Bradley-Levine
Gina Mosier

November 13, 2013
CELL Conference, Indianapolis
How effective is our teacher preparation clinical residency program?
## The UIndy WW Program

<table>
<thead>
<tr>
<th>YEAR</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>1</td>
<td>Intensive one-year clinical teaching residency program. Fellow obtains a Masters in teaching.</td>
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<tr>
<td>2</td>
<td>First year teacher. Fellow attends university-based mentoring, paired up with a WW Mentor.</td>
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<td>3</td>
<td>Second year teacher. Fellow attends university-based mentoring, can opt-out of a WW Mentor.</td>
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<tr>
<td>4</td>
<td>Third year teacher. Fellow pursues individualized professional development plan.</td>
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</table>
How does WWITFP integrate content, inquiry-based methods, and pedagogy?

Jean Lee
The UIndy WW Program

- Intensive one-year, Master’s degree program to prepare teachers for high-needs urban schools.
- Clinical immersion in Indianapolis area public schools.
- Collaborative project-based learning university curriculum designed by School of Education and College of Arts and Sciences faculty.
What is PBL?

Learners go through a process of inquiry in response to a question, problem, or challenge. While allowing for some degree of student "voice and choice," tasks are carefully designed, managed, and assessed to help learners master key academic content and practice 21st Century Skills (such as collaboration, communication & critical thinking).

(Adapted from http://www.bie.org/about/what_is_pbl/)
DOING PROJECTS vs. PBL

- Practice Problems
- Lecture
- Class discussion
- Culminating Project
- Practice Problems
- Lecture
- Textbook Activity
- Textbook Activity

Entry Document
- Practice Problems
- Quiz
- Research
- Investigations
- Textbook Activity
- Class Discussion
- Practice Problems

Driving Question

Results Evaluation
How can I as an innovative teacher design an academically rigorous and relevant PBL unit so that my students are actively engaged in learning?
What are the challenges & benefits of this work to University and secondary school partners?

Deb Sachs
Challenges

- Balancing program needs vs. academic freedom
- Essential content
Challenges

- Collaboration, co-planning and co-teaching

Picture accessed on 11/7/13 from: http://www.bvsd.org/tag/Pages/SocraticSeminarFacilitatorTrainingmaterials.aspx
Challenges

Cost

Picture accessed on 11/7/13 from: http://www.med3000.com/resources/blog/bid/91355/Cost-Savings-Results-In-Accountable-Care-O rganizations-ACOs
Challenges

- State policies related to teacher evaluation and compensation
Challenges

Assessing Fellows’ effectiveness as classroom teachers

Picture accessed on 11/7/13 from: http://www2.acs.ncsu.edu/UPA/archives/assmt/resource.htm
Challenges

- Time in classrooms vs. coursework

Benefits

True partnership between the university and middle and secondary school partners

Picture accessed on 11/7/13 from: http://www.vitalvoiceanddata.com/partnership/
Benefits

+ Capitalizes on middle level and secondary level master teacher expertise

Picture accessed on 11/7/13 from: http://blog.deiricmccann.com/2011/03/2-steps-to-becoming-an-expert/
Benefits

+ Extensive classroom experience
Benefits

+ Integration of theory and practice
Benefits

+ Grow your own model

Picture accessed on 11/7/13 from: http://www.channel4.com/4food/on-tv/river-cottage/extras/grow_your_own_food
Benefits

+ “Not typical first year teachers…”
Benefits

Three years of university provided mentoring

Picture accessed on 11/7/13 from: http://xponents.com/2013/07/30/mentoring-vs-coaching/
Benefits

+ Informs other teacher preparation programs at the university
What is Fellows’ teaching effectiveness and sense of efficacy?

Jill Bradley-Levine and Gina Mosier
What we measured

- Teacher effectiveness through WWITF program outcomes
- Teacher’s sense of efficacy
- Outcomes & support within the residency program
## Profile of Survey Participants (N=29)

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Content Area</th>
<th>Industry of Previous Employment</th>
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<tbody>
<tr>
<td>• 1: 37.9%</td>
<td>• Math: 27.6%</td>
<td>• Research: 24.1%</td>
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<tr>
<td>• 2: 41.4%</td>
<td>• Science: 72.4%</td>
<td>• Medical/Health: 17.2%</td>
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<td>• 3: 20.7%</td>
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<td>• Finance: 10.3%</td>
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</tbody>
</table>

| Technical: 13.8% | Other: 13.8% | Missing: 20.7% |
Descriptive Findings

Fellows reported a very positive experience in the clinical residency program and reported favorably in the teaching effectiveness and efficacy measures.
**Statistical Findings**

- **Largest number** of statistically significant relationships found between classroom facilitation & other measures
- **Strongest** relationship found between culturally responsive practices & developmentally responsive practices

### Figure 1.1: Correlations between the Study Variables

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<th>11</th>
<th>12</th>
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<tbody>
<tr>
<td>1.Content Knowledge</td>
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<td>2.Teacher Leadership</td>
<td>0.44</td>
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<td>3.Data-driven Reflection &amp; Assessment Strategies</td>
<td>0.43</td>
<td>0.53</td>
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<tr>
<td>4.Culturally Responsive Practice</td>
<td>0.59</td>
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<tr>
<td>5.Developmentally Responsive Practice</td>
<td>0.43</td>
<td>0.39</td>
<td>0.71</td>
<td>0.76</td>
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<td>6.Differentiation Strategies</td>
<td>0.48</td>
<td>0.39</td>
<td>0.66</td>
<td>0.68</td>
<td>0.69</td>
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<tr>
<td>7.Classroom Facilitation</td>
<td>0.58</td>
<td>0.60</td>
<td>0.71</td>
<td>0.62</td>
<td>0.73</td>
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<td>8.Instructional Design</td>
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<td>9.Classroom Management Efficacy</td>
<td>0.38</td>
<td>0.02</td>
<td>0.27</td>
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<td>10.Personal Efficacy</td>
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<td>0.55</td>
<td>0.56</td>
<td>0.62</td>
<td>0.57</td>
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<td>0.72</td>
<td>0.67</td>
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<tr>
<td>11.Outcome Efficacy</td>
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<td>0.43</td>
<td>0.63</td>
<td>0.70</td>
<td>0.69</td>
<td>0.48</td>
<td>0.68</td>
<td>0.58</td>
<td>0.52</td>
<td>0.72</td>
<td>1.00</td>
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<tr>
<td>12.Teacher Shared Collective Efficacy</td>
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<td>0.34</td>
<td>0.64</td>
<td>0.56</td>
<td>0.41</td>
<td>0.43</td>
<td>0.45</td>
<td>0.51</td>
<td>0.63</td>
<td>0.58</td>
<td>1.00</td>
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<tr>
<td>13.Support</td>
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<td>0.27</td>
<td>0.30</td>
<td>0.20</td>
<td>0.28</td>
<td>0.32</td>
<td>0.53</td>
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<td>0.20</td>
<td>0.57</td>
<td>0.20</td>
<td>0.21</td>
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<tr>
<td>14.Learning Outcomes</td>
<td>0.11</td>
<td>0.17</td>
<td>0.38</td>
<td>0.31</td>
<td>0.43</td>
<td>0.37</td>
<td>0.23</td>
<td>0.36</td>
<td>0.29</td>
<td>0.24</td>
<td>0.32</td>
<td>0.42</td>
<td>0.32</td>
<td>1.00</td>
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• Largest number of statistically significant relationships found between classroom facilitation & other measures

• Strongest relationship found between culturally responsive practices & developmentally responsive practices
Statistical Findings (cont’d)

Large, statistically significant difference between math and science teachers in personal efficacy:

Mean Scores by Content Area

Math

Science

3.58

4.11
Resources

- http://cell.uindy.edu/our-work/research-evaluation/resources
- http://cell-orig.uindy.edu/docs/research/UniversityBasedMentoring040513.pdf
- http://cell-orig.uindy.edu/docs/research/PBLSTEMEducation040513.pdf
Discussion

- What are the challenges of operating a clinical residency model?
- What ways can we collaborate together for future opportunities to explore the effectiveness of residency programs?
- How can we expand and sustain clinical residency programs?
# THANK YOU

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