Building a Better Teacher Preparation Program
One Program's Story of Reinventing Itself

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California Commission on Teacher Credentialing Webinar

John Pascarella, Ph.D.
Chair of the Master of Arts in Teaching Programs
Associate Professor of Clinical Education

USCRossier
School of Education

Historically, one of the central concerns that has plagued the field of teacher education is the observation that **fragmentation characterizes the experience of learning to teach**. Too often, university-based teacher education programs consist of a set of **disconnected individual courses**; **separate clinical work from coursework**; and **lack a vision of teaching and learning**. Therefore, some teacher educators have argued that creating structurally and conceptually coherent programs will result in more powerful learning for prospective teachers. Yet, although empirical work on such programs is growing, there is little research on the nature of coherence and on how it might develop.

— Karen Hammerness

Brass Tacks.

✓ Align with the newly approved California Commission on Teacher Credentialing requirements. CCTC is the accrediting body for our teacher preparation program, ensuring that our program meets the standards to prepare new teachers and recommend them for a preliminary state teaching credential.

✓ Still offer option for one year completion of program.

✓ Integrate learning and teaching theory into guiding practice throughout program.

✓ Provide opportunities for Teacher Candidates to engage in a form of guided practice from the first term of the program.

✓ Limit the number of pedagogies that Teacher Candidates will be expected to demonstrate expertise (ODE) in by the time they graduate.

✓ Core Teacher Candidates so that they will take their courses together.

✓ Credential/certificate-based electives will be provided as optional and can be taken in any or all three terms.

✓ Build program from ground up – eliminate existing core courses because content will be combined and taught in the context of decomposing practice.

A Coherent Program Vision *Matters*

- USC's program is developed around a distinctive vision of a teacher and seven domains of teacher practice.

- USC Domains of Teacher Practice encompass the knowledge, skills, and competencies we expect our candidates to master during and beyond the program.

- USC's expectation is to graduate teachers who will transform their classrooms, schools, districts, and the national dialogue about educational change.
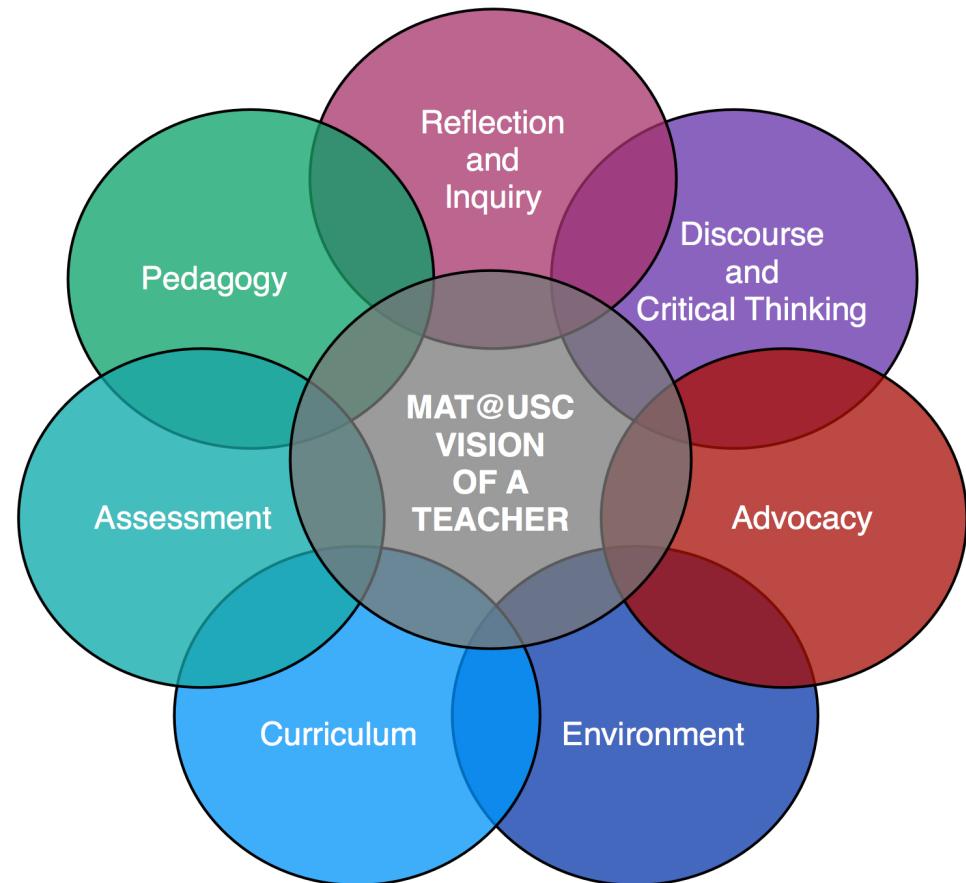
Program Design *Matters*
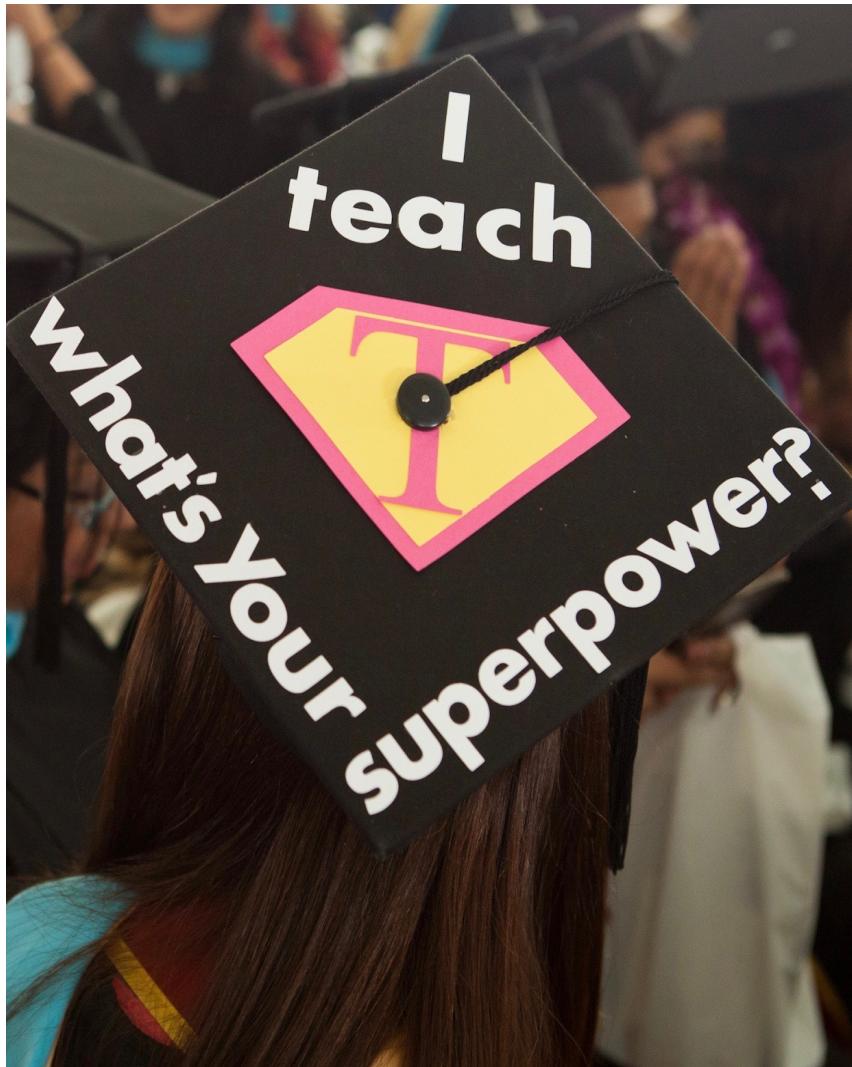
1. **Powerful Partnerships**: Approx. 96% of our candidates are trained and prepared in high needs schools in which the majority of students receive free and reduced lunch, the school receives Title I funding, and there is a highly qualified mentor teacher.

2. **Powerful Practice**: All candidates complete a rigorous, video-based fieldwork curriculum using portfolio assessments through which they learn in and from initial rehearsals, co-teaching, and leading instruction.

3. **Powerful Participation**: All candidates learn teaching strategies with the use of digital collaboration tools and online learning settings, model the use of digital learning tools in their K12 classrooms, and promote digital citizenship and responsible online practices.

Smarter, Precise, & Cohesive

Old MAT

- 32-35 units (Approx. $62K)
- 4 terms; 1 year option
- 4 key assessments; edTPA not required of non-credential; Capstone project for non-cred.
- Multiple PT pathways resulting in courses taken out of sequence and greater incoherence
- Different courses depending on pre-service licensure or non-licensure, non-integrated

New MAT

- 28 units (Under $50K)
- 3 terms; 1 year option
- 4 key assessments; aligned with edTPA; edTPA required of all; and a Capstone project for all.
- Universal Pathway for Pre-Service Licensure, Alternative Certification, or Non-Licensure candidates
- 3x3 tiered and integrated course curriculum (topics, assessments, & fieldwork)

Changing Our Perspective

1. **Full-Time is the program**. Any move to part-time should be treated as temporary and an action plan for returning to full time should be in place with every candidate who moves to part-time.
   - Part time pathway is sequential and deliberate, leading back to full time completion:
     - 670 must be taken before 671 and 672
     - 673 must be taken before 674 and 675/676
     - 677 must be taken before 678 and 679

2. **Failure in student teaching will not lead to reroute to Capstone**. Capstone will sunset with the old program. Capstone components will be built into Term 2 & 3 courses and a Capstone Project will make up the final key assessment in Term 3. When candidates fail student teaching, we will help them try again with strategic support.

3. **Universal Pathway**: Whether you are a pre-service teacher, an experienced teacher with a credential, or an intern just hired by the school district without a credential, the MAT Program will be completed using the same curriculum with fieldwork accommodations and district agreements that differentiate the fieldwork arrangements for each profile.
   - ✓ MOUs must reflect need for GTs for credentialed teachers and interns.
   - ✓ All candidates will complete edTPA licensure exam, even credentialed teachers in our program.

Innovating & Integrating
Our Entire Approach

Teacher Candidates will take a **Core Pedagogy and Practice class** each term in the full time track of the program. This is a 4-unit course. This class will probably be team-taught. The core pedagogy/practice class will focus on:

- Term 1: Learning 3 models of instruction/pedagogies that are content neutral (can be used in every subject).
- Term 2: Subject Specific Pedagogy that extend the core pedagogies taught in the first term.
- Term 3: Subject Specific Pedagogy that extend what was taught in the first and second term.

Teacher Candidates practice the pedagogy in a video-based and field-based classroom setting where and the teacher practice the pedagogy and get feedback from each other as well as reflect on their practice.

Innovating & Integrating
Our Entire Approach

Seminar A courses will parallel instruction in the Core Pedagogy courses by serving as a place to decompose the pedagogy and examine the way it should be enacted through the lenses of social context and human differences. These courses will be taught by one of the faculty who teach the Core Pedagogy class, which should allow for a tight connection between the Core Pedagogy and the content in this class.

Seminar B courses will parallel instruction in the Core Pedagogy courses by serving as a place to decompose the pedagogy and examine the way it should be enacted through the lenses of EL, Literacy theory, and technology content. These courses will be taught by one of the faculty who teach the Core Pedagogy class, which should allow for a tight connection between the Core Pedagogy and the content in this class.

Curriculum

	Term 1	Term 2	Term 3
Core Pedagogy & Practice Courses: Integrated Pedagogy/Fieldwork	**670**: Introduction to Curriculum & Pedagogy in Urban Schools	**673**: Applications of Curriculum & Pedagogy, Part A (Subject Specific)	**677**: Applications of Curriculum & Pedagogy, Part B (Subject Specific)
Seminar A Courses: Social Contexts, Learning Differences, Equitable Teaching	**671**: Contexts for Educational Equity	**674**: Identifying & Teaching to Student Differences	**678**: Applying Knowledge & Strategies for Teaching All
Seminar B Courses: Language Development, Literacy, and Blended Learning	**672**: Integrated Language Development	**675**: Literacy Development in Elementary Education **676**: Literacy Development in Secondary Education	**679**: Blending Learning Experiences for Students in Urban Schools

Fieldwork

	Term 1: Video-Based	Term 2: Student Teaching	Term 3: Student Teaching
Core Pedagogy & Practice Courses: Integrated Pedagogy/Fieldwork	**670**: Video observations	**673** (Subject Specific): Student Teaching, 15 weeks, 4 days weekly	**677** (Subject Specific): Student Teaching, 15 weeks, 4 days weekly
Seminar A Courses: Social Contexts, Learning Differences, Equitable Teaching	**671**: Works in unison with 670 video observations	**674**: Works in unison with 673 student teaching assignment; otherwise weekly observations, planning and leading lessons, which is approx. 6-8 hours per week	**678**: Works in unison with 677 student teaching assignment; otherwise weekly observations, planning and leading lessons, which is approx. 6-8 hours per week
Seminar B Courses: Language Development, Literacy, and Blended Learning	**672**: Works in unison with 670 video observations	**675/676**: Works in unison with 673 student teaching assignment; otherwise weekly observations, planning and leading lessons, which is approx. 6-8 hours per week	**679**: Works in unison with 677 student teaching assignment; otherwise weekly observations, planning and leading lessons, which is approx. 6-8 hours per week

Electives

Special Education	GATE	BILA
574: Collaboration, Families, and Case Management	**529**: Political and Academic Issues Facing Gifted Students	**558**: Culture Learning in Schools - Latino
575: Assessment and Curriculum for Students with Disabilities	**530**: Differentiated Curriculum and Pedagogy for Gifted Students	

Special Education: 574 and 575 lead to a CCTC approved Special Education Credential when taken with all MAT courses (standards specifically addressed in 671, 674, & 678; 574 may be taken in summer (as of Summer 2018); 575 may not be taken in summer. May be completed as a stand alone credential without MAT courses, but additional course work needed, including: EDUC 573, 576, and 577.

GATE: 529 and 530 may now be taken in the summer (as of Summer 2018); leads to a certificate (not credential) and must be taken in conjunction with MAT completion (not stand alone certificate).

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Tiered, Integrated, & Applied Practice

- Integrate knowledge of learning theories, content and pedagogy when planning and implementing lessons/curricula;

- Built an use a reflective cycle framework to deepen one's understanding of the relationship between teaching and learning;

- Draw upon information from observation and reflection to inform instructional decision-making;

- Use multiple and varied approaches to facilitate individual and group learning; and

- Develop one's identity as a teaching professional, change agent and educational advocate.

MAT Reflective Teaching Cycle

- We built this framework by incorporating components of Cohen, Raudenbush, & Ball's (2003) "Instruction as Interaction," Lampert et al.'s (2013) "Cycles of Enactment and Investigation," and Rodgers's (2002) "The Reflective Cycle" frameworks to engage candidates in a series of evidence-based inquiry, rehearsal, application, and reflection practices throughout the course and during the fieldwork application of instructional activities (IAs) and models of teaching (MOTs) learned in this course.

- The course work (readings, activities, and assessments) are designed to provide candidates opportunities to observe and investigate the complexities of your fieldwork classroom's social context, environment, instructional practices, and the learners' various funds of knowledge (prior knowledge and academic work).

- This course borrows Lampert et al.'s conception of rehearsal: "Rehearsal can involve notices in publicly and deliberately practicing how to teach rigorous content to particular students using particular instructional activities" (p. 227) and models of teaching introduced in the methods courses of this program.

- Represented in a cyclical graphic below, Figure 1 demonstrates the process candidates will encounter to complete a reflective teaching cycle of observation, preparation, rehearsal, enactment, and analysis.

How do we engage and guide new teachers in professional practice?

- Observe school and classroom context, instruction, curriculum, and assessment in practice
- Prepare and rehearse a lesson to meet individual learning needs for the social and curricular context
  - Record planning conference with Guiding Teacher.
  - Submit all lesson plan materials.
- Apply/enact teaching methods in practice
  - Record full length lesson, unedited.
- Reflect and self assess teaching.
- Engage in peer and faculty guided review of teaching video.

Critical and Culturally Responsive Analysis of Candidate Lesson Videos

How are our "Domains of Teacher Practice" used as an analytical toolkit for deconstructing teacher practice?

How effectively are these questions used to guide candidate analysis?

What constitutes "critical teacher reflection" and how does this form of reflection translate to more effective, meaningful practice and learning conditions and outcomes for students?

Has your program tried a similar approach to using a more coherent framework (domains) as an analytical lens for initial teacher practice?

MAT Program Reflective Teaching Cycle

During rehearsals, you will teach a model of teaching or instructional activity while your instructor and peers act as simulated classroom students in the way Lampert et al. (2013) describe below:

> In rehearsal, a novice teacher is responsible for teaching an instructional activity while the teacher educator in the role of a simulated classroom student "acts back" in ways that intentionally represent the intellectual and social range of actions that might be anticipated in an actual lesson (citing Lampert & Graziani, 2009). Other novices participate, exhibiting their understanding of the children they are teaching. The simulation can represent the multiple relationships with students and content that might be in play, as well as the routine and spontaneous instructional interactions that must be managed in teaching.

Step 4: Enact (video-recorded lesson)
Teach the Model of Teaching or Instructional Activity to learners in your fieldwork classroom. Refer to your EDUC 673 and EDUC 677 syllabus for further instructions regarding the enactment and recording of your student teaching lessons.

Step 5: Analyze
Review and Analyze with peers the classroom recording of your enacted Model of Teaching or Instructional Activity.

Environment	• What role does the physical environment, insomuch as how the classroom is arranged, what artifacts are displayed, and what resources are available, play in my lesson? • What were my expectations for student learning and behavior during my lesson? • What did I do to motivate students and build a community of learners? • What resources did I make available to serve students with language acquisition needs, students with disabilities, students with high ability, and students from diverse racial and economic backgrounds? • How did I use power and authority in my lesson? How did learners use power and authority in their learning? • How did I use knowledge of and relationships with families and community in my lesson?
Advocacy	• How did I offer learning opportunities that accounted for the culturally based differences among students in their language, speech, reading, and writing (Howard, 2003, p. 200)? • To what degree did my pedagogical approaches support all students to access and acquire the intended content, concepts, and skills of the lesson to serve students with language acquisition needs, students with disabilities, students with high ability, and students from diverse racial and economic backgrounds? • Were there any pedagogical approaches that appeared to undermine equitable participation? If so, what might I do to interrupt these inequities in future teaching? • How does I offer high expectations and high support all individual students, including students of color, non-native English speakers, high and low achieving students, and students with special learning needs? • How did I actively avoid individual actions (both intentional and unconscious) that engender marginalization and inflict varying degrees of harm on minoritized persons, reproduce racial inequity, or contribute to institutional norms that sustain White privilege and permit the ongoing subordination of minoritized persons (Harper, 2012)?
Pedagogy	• How frequently did I select, adjust, and differentiate instruction based on my knowledge of students' individual needs (Howard, 2003) to serve students with language acquisition needs, students with disabilities, students with high ability, and students from diverse racial and economic backgrounds? • What instructional activities and strategies specifically engage students of color and make them excited about learning (Harper, 2014)? • How did I establish an authentic purpose in helping students understand what they were doing and why? • What role did technology play in my lesson? In what ways, if at all, was my use of technology pedagogical? How might I incorporate technology that is student-driven to further promote student engagement and learning?
Assessment	• How did I use a multitude of ways to evaluate students to serve students with language acquisition needs, students with disabilities, students with high ability, and students from diverse racial and economic backgrounds? • How did I use nontraditional means of evaluating students, such as roleplaying, skits, Socratic Seminar, journaling, student-led conferences, or cooperative group projects (Howard, 2003)? • Dig into student data: How will I use evidence from students' assessment data to make instructional decisions in future lesson plans that meet students' varied learning needs (edTPA)? • What types of feedback did I provide students to focus their learning during the lesson (edTPA)? • To what extent did I see students using my feedback to guide their learning in the lesson (edTPA)? • How did the informal and formal assessments selected help to monitor students' conceptual understanding, procedural fluency, *and* subject matter reasoning or problem solving skills (edTPA)? • What is my plan to assess students' progress in future lessons (Bocala & Boudett, 2015) to serve students with language acquisition needs, students with disabilities, students with high ability, and students from diverse racial and economic backgrounds? • Did the scoring rubrics give advantages for certain ways of knowing and expression and not account for culturally based differences among students in their language, speech, reading, and writing (Howard, 2003)?

Moving from Collaboration to Transformation

Moving from Collaboration to Transformation

Guided Approximations
(Actual language we use at USC Rossier to guide video analysis)

- **Environment**: Note where you see: Tasks and discussions that challenge students *and also* encourage respectful student-to-student and student-to-teacher interactions; learning environments that encourage students to debate, express themselves, and evaluate differing perspectives; structures or scaffolding that promote student construction of meaning, interpretation, and responding to others; and concerns or successes pertaining to your classroom management.

- **Student Engagement**: Note where you see: High levels of student engagement that develop conceptual understanding, procedural fluency, subject matter reasoning, and problem solving skills; use of questions that draw from students' prior knowledge and/or experiences outside of school; and instruction that builds on students' funds of knowledge and verbal responses "in the moment" to progress learning. Instruction that is rooted in authentic applications of learning theory.

- **Subject-Specific Pedagogy**: Note where you see: Your use of instructional activities, models of teaching, examples of high leverage practices or ambitious teaching, or your use of resources to develop students' understandings of subject matter concepts, academic language, and procedures.

- **Areas for Improvement:** Identify at least three areas for improving (AFI) teaching practice in this video. Then, for each AFI, describe the pedagogical method, strategies, or techniques you will implement in future lessons. Support your responses with references to learning theories, methods, social context, and human differences, and/or literacy literature.

Moving from Collaboration to Transformation
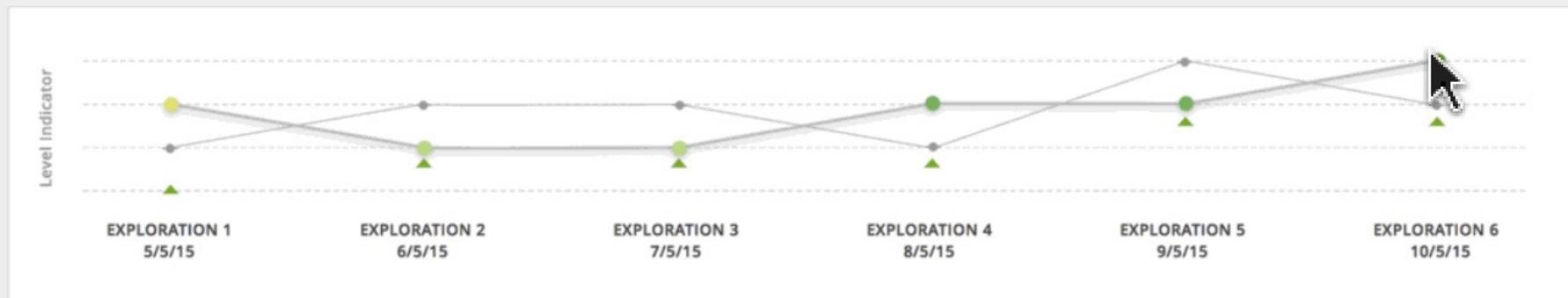
Spring 2016 Pilot

Active Dates: 01/01/2016 - 06/30/2016

Comments by Type

- Question - 7%
- Suggestion - 29%
- Strength - 54%
- Note - 11%
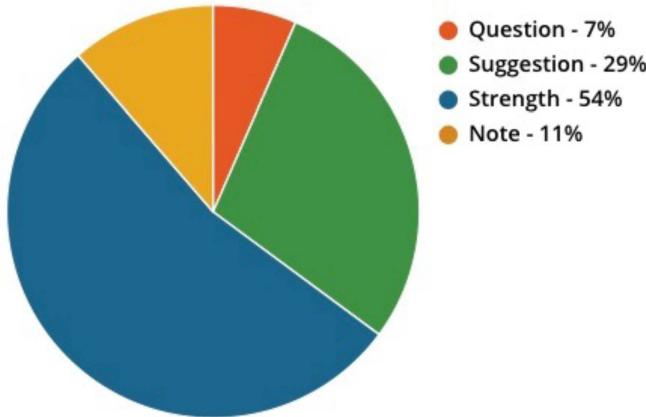
Usage Stats

28	Active users
192	Videos uploaded
4,265	Minutes of video uploaded
6.9	Average number of videos uploaded per user
5	Number of groups
200	Video conversations created
894	Number of comments in video conversations
12.5	Percent of conversations which include a framework comment
3.5	Percent of conversations which were added to an Exploration

Like the nature and act of teaching and learning, "Decomposing Practice" is Situated and Complex

Hatch & Grossman (2009) used video collaboration software to examine novice teacher practice (and learning from practice). In order to do so, they identified four basic conceptions to guide their investigation (p. 73):

- Teaching is a complex, situated, and ill-defined activity

- Teacher learning is a long-term engagement in which both conceptions of practice and repertoires of practice develop over time

- Multimedia representation of teaching is a key means for facilitating collaborative examinations of practice from multiple perspectives

- Learning from representations of teaching is dependent on both the affordances of the representations and the settings in which those representations are examined

Affordances of Video Collaboration
(What we've observed at USC Rossier)

- Learning from practice by engaging teacher candidates, their peers, and their instructors in joint examinations of teaching affords candidates the opportunities to slow down and view the evidence of learning occurring (or not) and decompose the interactions in an evidence-based rather than anecdotal (and biased) summary of teaching moves.

- Describing and analyzing various aspects of practice "amid the flux and ambiguity" of "real contexts" in "real time" (Hatch & Grossman, 2009, p. 74) with the benefit of being able to stop, rewind, slowdown, and decompose the elements of practice in a controlled online setting contributes to growth and improvement in instructional activities, differentiation, and use of assessments.

- Helping candidates "approximate" practice that call attention to "key aspects of the practice that may be difficult for novices, but almost second nature to more experienced practitioners (Grossman et al., 1999, p. 2078) is invaluable, with lasting effects beyond program completion.

Drawbacks of Video Collaboration
(What we've observed at USC Rossier)

- **Learning from practice by engaging teacher candidates, their peers, and their instructors in joint examinations of teaching**:
  - Instructors and field-based mentors (i.e., "Guiding Teachers) must be more knowledgeable and experienced in the implementation of instructional activities that constitute "ambitious teaching" (Hatch & Grossman, 2009).

- **Describing and analyzing various aspects of practice "amid the flux and ambiguity" of "real contexts" in "real time":**
  - When instructors are not well prepared to engage in this work themselves and model each component of the reflective teaching cycle, candidates' levels of engagement and enactment suffer.

- **Helping candidates "approximate" practice that call attention to key aspects of the practice:**
  - Experienced practitioners (teacher educators and field-based mentors) must be skilled in a reflective teaching cycle (e.g., of enactment and investigation, c.f., Lampert et al., 2013) and be able to model approximations (Grossman et al, 2009; Hatch & Grossman, 2009) of their own practice and others.

What more might we learn?
(What we're currently wondering…)

- **Learning from practice by engaging teacher candidates, peers, and instructors in joint examinations of teaching**:
  - How do we improve the substance, focus, and outcomes of joint examinations of teaching (using teaching videos)?

- **Describing and analyzing various aspects of practice "amid the flux and ambiguity" of "real contexts" in "real time":**
  - Candidates (and their instructors) are not always skilled videographers. How can we better prepare faculty and candidates to capture teaching videos that provide higher quality representations of their practice without detracting them from their learners/lessons?

- **Helping candidates "approximate" practice that call attention to key aspects of the practice:**
  - Approximations vary in length, depth, focus, and transference to future practice. How do we better construct, sequence, and track performance assessment data to ensure transformation/growth of candidates' practice?

Although coherence is not without skeptics, in many cases, it is viewed as a universal good. Yet an exploration of coherence in development and in practice reveals the possibilities of coherence and some core challenges not only regarding how much coherence is possible but also regarding what kind of coherence is desirable. This study suggests that **perhaps coherence is not an outcome so much as it is a constant process of adjustment** (Honig & Hatch, 2003). **The process requires seeking evidence for coherence in key places where one might want to see it, evaluating the evidence, and ensuring opportunities for debate and evaluation**. In this way, coherence in teacher education programs should not be seen as summative results to be achieved that culminate in having "arrived at" coherence. Rather, **efforts toward coherence should be understood as part of the steady work of such programs, a continuing and necessary effort of adjustment, revision, and calibration**.

— *Karen Hammerness*

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Thank You!

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John Pascarella, Ph.D.
Associate Professor of Clinical Education
Chair of the Master of Arts in Teaching Programs

(213) 740-0159
pascarel@usc.edu

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