ECPC
Early Childhood Personnel Center

Pre-Service Core Practice: #1 Student Field Experiences

2019

Research on Pre-Service Personnel Preparation

A meta-synthesis of high impact practices for preservice teacher professional preparation was prepared, for ECPC through a formal contract with Pucket Institute (Dunst et al, 2018), to inform institutes of higher education (IHE) on faculty-related practices that have been found to increase university student learning outcomes. A total of 130 studies were included in the meta-synthesis, with a combined total of 3 million+ study participants. Findings from this analysis contribute to the improvement of pre-service outcomes by providing evidence of seven high impact faculty instructional practices that can be embedded into IHE policy, programs and faculty instruction that prepare personnel who work with children birth-5 years old. Ultimately, early childhood (EC) and early intervention (EI) pre-service educators who experience a range of faculty instructional practices are more likely to use instructional strategies within their own EC/EI classrooms and with their students.

What are Student Field Experiences?

Student field experiences are the preservice opportunities teacher candidates have that allow them to apply newly learned teaching strategies in the classroom with students.

These experiences include:

- Student teaching
- Practicum experiences
- Course-based field experiences
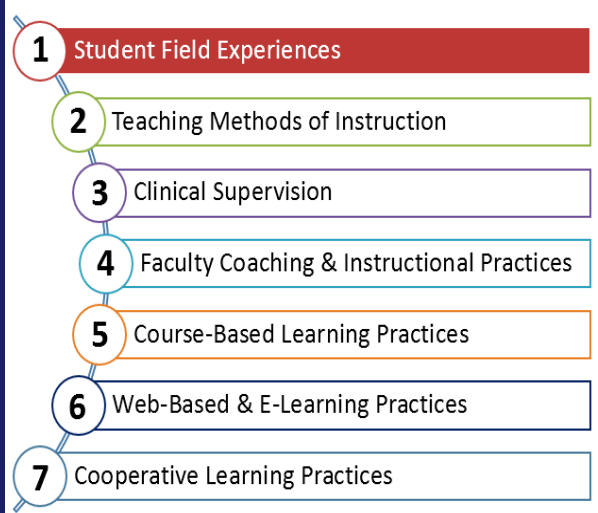- Course-based service learning

How is it Measured?

To examine the practice of Student Field Experiences, four meta-analyses and one survey were reviewed. These studies included a variation of field experiences such as a 10-week student teaching experience, service learning and course-based field experience. Outcome measures for this practice included teaching practices, university student and beginning teacher performance, and beliefs. Each of the studies reviewed for the Student Field Experience Practice utilized comparison models including, but not limited to, student teaching experiences vs. no student teaching experience and service learning compared to no field experience.

## What did the Research Find?

The results were clear:

- The more time students participated in field experiences, the more they used the teaching practices applied in their experience.
- Increased student teaching experience resulted in increased classroom quality.
- Service learning was shown to have 2 to 3 times greater effect on student outcomes than course-based learning experiences.
- Combined, service learning and course-based field experiences were associated with university student achievement, skill acquisition, and attitudes toward teaching (Dunst et al, 2019).
- Development of expert performance requires deliberate practice.

1 Student Field Experiences
2 Teaching Methods of Instruction
3 Clinical Supervision
4 Faculty Coaching & Instructional Practices
5 Course-Based Learning Practices
6 Web-Based & E-Learning Practices
7 Cooperative Learning Practices

Relationship Between Types of Field Experiences and Teaching Practices

Teaching Practices   Classroom Quality
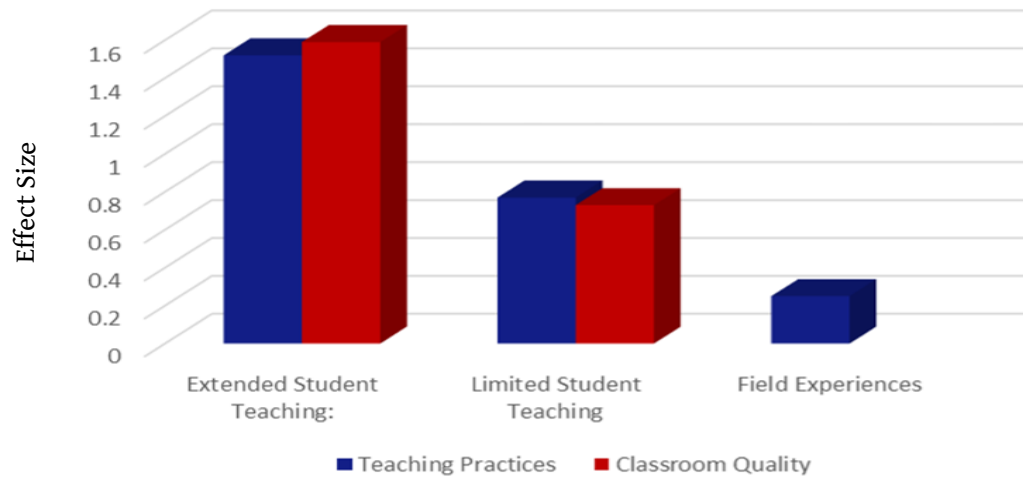
Relationship Between Types of Field Experiences and Student Outcomes

Achievement   Positive Attitudes   Social Skills
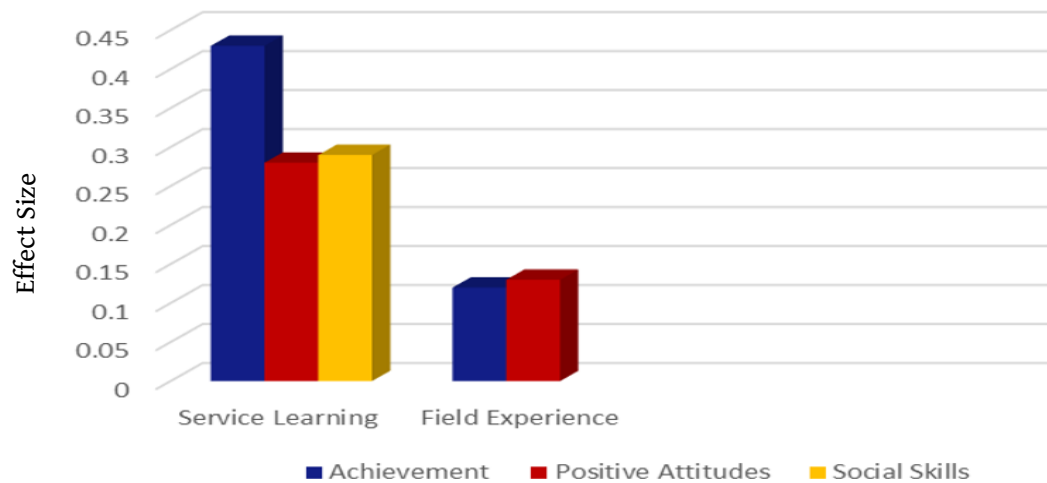
How Pre-service Preparation Programs Can Use this Information

Pre-Service Preparation Programs can:
- Ensure that all pre-service teacher preparation courses include opportunities for practicum experiences.
- Include service-based learning opportunities into the coursework of pre-service teachers.
- Create intentional course-based learning experiences allowing pre-service teachers to intentionally apply and use teaching practices taught in the coursework.

References

Dunst, C., Hamby, D., Howse, R., Wilkie, H., & Annas, K. (2019). Metasynthesis of preservice professional preparation and teacher education research studies, Education Sciences, 9(50), 1-36.

www.ecpcta.org