

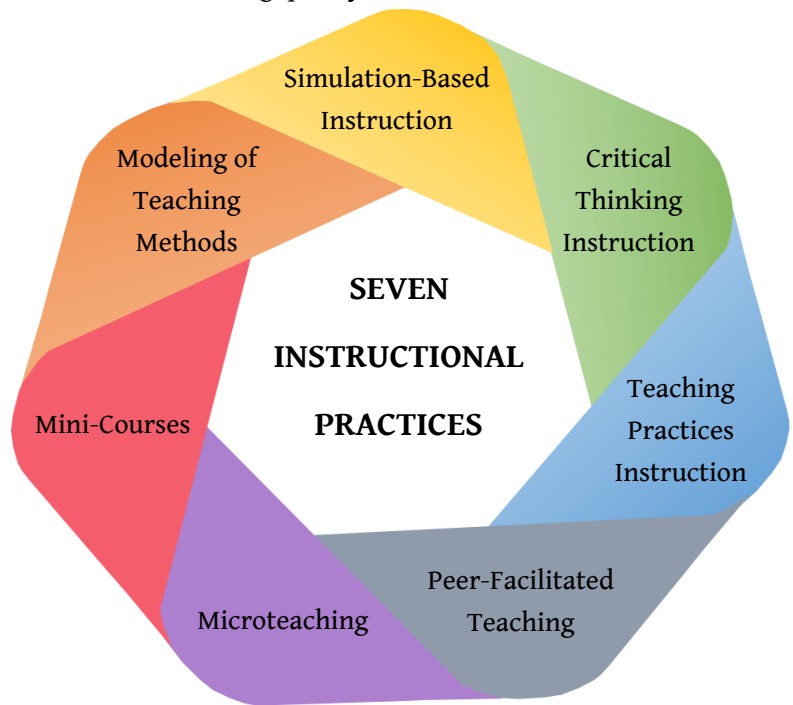
Research on Pre-Service Personnel Preparation

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 is Teaching Methods of Instruction?



Teaching Methods of Instruction refers to the instructional techniques and strategies used by Institute of Higher Education (IHE) faculty in the classroom to improve student outcomes. Seven instructional practices were related to student teaching quality outcomes.



How Was it Measured?



Eight meta-analyses were examined to identify instructional practices used by faculty to influence students' knowledge and use of teaching practices during preservice coursework. Proxy measures for teaching method instruction, including simulation-based instruction and micro counseling, were included in the study due to a low number of meta-analyses located for pre-service teaching methodology. Instructional practices were measured to identify the relationship between types of teaching method instruction and teaching quality and student outcomes.

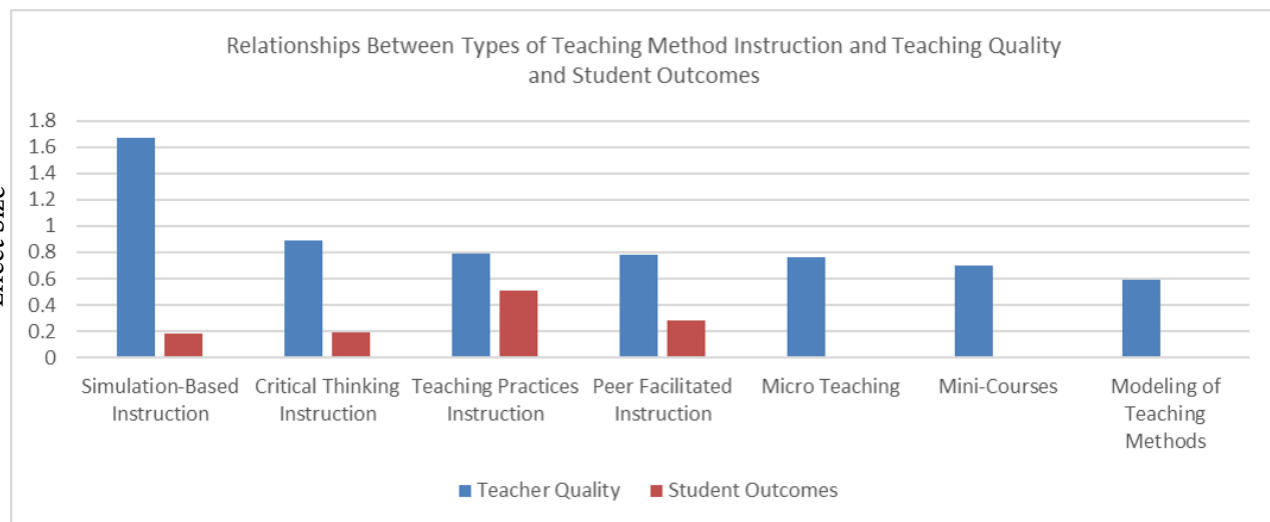
- 1 Student Field Experiences
- 2 Teaching Methods of Instruction
- 3 Clinical Supervision
- 4 Faculty Coaching & Instructional Practices
- 5 Course-Based Learning Practices
- 6 Web-Based & E-Learning Practices
- 7 Cooperative Learning Practices

What Did the Research Find?



The results showed:

- ALL seven practices were related to student teaching quality outcomes.
- The most effective practice for increasing teaching quality was the use of simulation-based instruction with intentionally designed opportunities to improve students' clinical practice. Simulation-based instruction, without intentionally designed opportunities, had a smaller positive effect.
- Critical thinking instruction and simulation-based instruction had small effect sizes for increasing student knowledge and skill acquisition.
- All seven practices used explicit activities to teach students different types of instructional practices.



How Pre-Service Preparation Programs Can Use this Information



Pre-Service Preparation Programs can:

- Review coursework to determine if and how intentionally designed simulation-based instruction is used to deliver teaching practices content.
- Review coursework to identify how critical thinking instruction is used to deliver content.
- Provide IHE faculty resources and research to increase their use of different types of teaching methods.

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.

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