

## 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 Faculty Coaching and Instructional Practices?



Faculty coaching and instructional practice refers to the course-based interactions between faculty members and students. These interactions include in course coaching of students, student mentoring and the different types of feedback provided to give students guidance when learning teaching strategies.

### How is it Measured?



Twelve meta-analyses were reviewed to examine findings on the relationships between faculty practices and faculty-student interactions. Outcome measures included achievement, instructional practices and attitudes. One study included retention as an outcome measure. The measures for studies reviewed were based on student assessment of faculty performance.

### What did the Research Find?

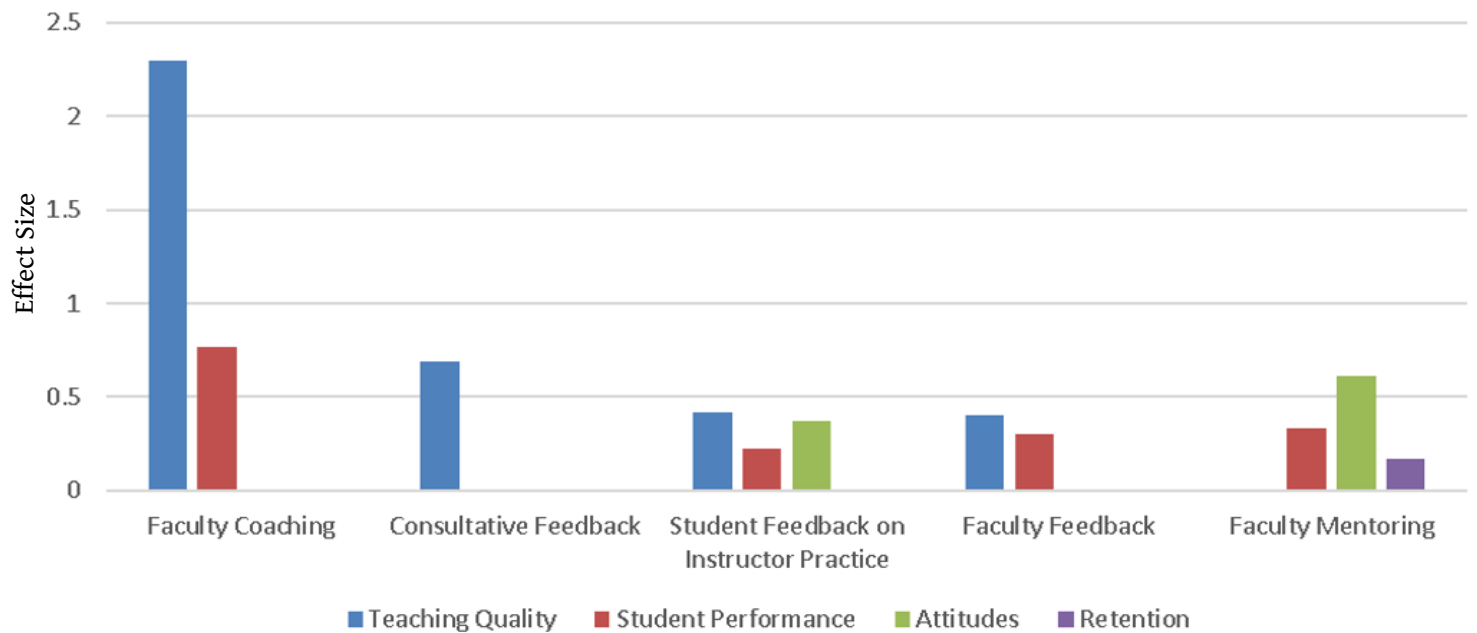


The results showed:

- Students reported the most positive judgments of faculty instructional practices when faculty used coaching as part of the classroom practice/course.
- Students positively rated faculty performance when faculty used one of three types of feedback in their instruction: consultative feedback, student feedback on faculty instruction and faculty feedback on student performance.
- University student performance was related to faculty coaching, faculty member mentoring, faculty feedback on student performance and student feedback on faculty member instruction.
- Student performance was more positive when students had positive faculty interactions.
- Students had more positive attitudes towards faculty instructional practices when faculty used mentoring student feedback on instructional practices.



## Relationship Between Faculty Instructional Practices and Study Outcomes



### How Pre-service Preparation Programs Can Use this Information



Pre-Service Preparation Programs can:

- Provide IHE faculty professional opportunities to learn about different types of feedback.
- Build ways for students to give instructors feedback on the strategies used during class time.
- Help IHE faculty to embed different types of feedback into coursework.
- Help IHE faculty to consider how they encourage positive faculty-student interactions by creating explicit opportunities to engage and promote student learning.
- Share research with IHE faculty demonstrating the importance of feedback, support, and guidance as factors for supporting student learning and achievement.

### 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](http://www.ecpcta.org)

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