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The effects of early field experiences in the professional preparation of teachers: A review of related literature

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The effects of early field experiences in the professional preparation of teachers: A review of related literature

Abstract

Early field experiences claim almost universal acceptance as a requirement in the professional development of teachers. The theory-practice link, in almost all professions, lies in the clinical experience component of professional studies. The design and development of effective clinical experiences contribute not only to the prospective member's knowledge, skills, attitudes and values, but also serve to characterize the evolution of the profession itself.

The Effects of Early Field Experiences
in the Professional Preparation of Teachers:
A Review of Related Literature

An Abstract of a Research Paper
Submitted
In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education
Educational Psychology: Teaching

Patricia K. Jackley

September, 1986

This is to certify that

PATRICIA K. JACKLEY

 x satisfactorily completed the comprehensive oral examination
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for the Master of Arts in Education degree with a major

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Early field experiences claim almost universal acceptance as a requirement in the professional development of teachers. The theory-practice link, in almost all professions, lies in the clinical experience component of professional studies. The design and development of effective clinical experiences contribute not only to the prospective member's knowledge, skills, attitudes and values, but also serve to characterize the evolution of the profession itself.

The provision of clinical experiences that reflect outcomes and activities consistent with effective professional practice is a distinguishing feature of professional education. Early field experiences constitute a significant portion of the current clinical component in teacher education. Studying the effects of early field/clinical experiences on subsequent teaching performance is an important area of teacher education research. Establishing the research base, determining the ways early field experiences contribute to the development of knowledge and skills associated with effective teaching, ascertaining the relationship between experience outcomes and program design, and examining the relationship between experience outcomes and effective teaching practices have yet to be examined.

The purpose of this paper was to synthesize and analyze the research literature regarding early field experiences in teacher education professional preparation and their contribution to effective teaching. This study addressed four questions. First, what kinds of activities are included in early field experiences? Second, what kinds of outcomes are sought through early field experiences? Next, what relationship exists between teacher education program design and early field experience outcomes? Finally, what relationship exists between intended field experience outcomes and correlates of effective teaching?

There have been periodic calls for reform in teacher education throughout the history of the profession, however, the current national initiatives both within and external to the profession suggest that innovation and change are imminent in education today. This study identified how activities and outcomes in early field experiences have been assessed by prospective teachers and instructional providers. Given the research based findings regarding effective teaching and effective schools, the study further examined the extent to which existing field experiences contribute to the development of effective teaching skills.

This Research Paper by: Patricia K. Jackley

Entitled: THE EFFECTS OF EARLY FIELD EXPERIENCES IN THE
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A REVIEW OF RELATED LITERATURE

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**The Effects of Early Field Experiences
in the Professional Preparation of Teachers:
A Review of Related Literature**

**A Research Paper
Presented to the
Department of Educational Psychology and Foundations
University of Northern Iowa**

**In Partial Fulfillment
of the Requirements for the
Master of Arts in Education
Educational Psychology: Teaching**

**by
Patricia K. Jackley**

September, 1986

ACKNOWLEDGEMENTS

Teaching is central to any promising investment in the future. It is our human resources who hold the key to future innovation and change. Far too often, good teaching is acknowledged only many years later when students reflect on how much they changed as a result of some key people. I have been extremely fortunate to have had two outstanding teachers in my program of study. Their standards of quality, of scholarship and of purpose will very much influence my future. I owe them a great deal and only hope that in the future I can do for someone else what they have so generously done for me. Dr. Len Froyen and Dr. Marlene Strathe have been exceptional as educational leaders, teachers, scholars and warm and encouraging people. This paper is largely a reflection of their expectations, which at times seemed difficult, if not impossible to satisfy.

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Chapter I
INTRODUCTION

Within the last eighteen months, there have been three national reports, American Association of Colleges of Teacher Education's (AACTE's) A Call for Change in Teacher Education (1985); the Holmes Group's Tomorrow's Teachers (1986); and the Carnegie Forum's Task Force on Teaching as a Profession report entitled A Nation Prepared: Teachers for the 21st Century (1986), that have addressed teacher education and called for significant reform in the professional preparation of teachers. The Holmes Group report suggested "competent teaching is a compound of three elements: subject matter knowledge, systematic knowledge of teaching and reflective practical experience." (p. 68).

The recommendations called for by the Carnegie Commission included giving teachers more control over schools while holding them more accountable for student performance; creating a national certification board, similar to those in law and medicine, which would set standards and certify entrance into the teaching profession; and creating a hierarchical teaching profession that would differentiate teachers according to academic preparation and degree held, level of commitment to teaching, and leadership responsibilities in schools. In addition, the Commission recommended awarding school-wide salary incentives for improvements in such measures as student test scores, dropout rates and attendance rates; requiring all future teachers to hold a bachelors degree in the arts and sciences prior

to professional study in education; replacing undergraduate education majors with an extended program of professional study that would lead to an advanced degree in education; and increasing the pool of minority teachers by encouraging minority students with strong, early incentives to enter education.

AACTE also issued a set of recommendations for reform efforts in teacher education. Of the three national directives, the AACTE document is the least restrictive and radical in scope regarding changes in teacher education. AACTE called for a nationwide effort to recruit talented individuals into the teaching profession, with special emphasis on minority recruitment; improved admission and retention standards for prospective teacher candidates; the awarding of a provisional certificate upon completion of a teacher education program to be followed by a required year long internship in which the candidate teaches with close supervision and receives regular performance evaluations; and finally, increased funding from federal, state, and local levels for teachers' salaries, on-going research efforts and improved research information dissemination. One common recommendation, echoed in all of the national initiatives for reform in teacher education, is the development of preparation programs which articulate the knowledge base and provide clinical experiences which develop the knowledge and skills of effective teaching.

The development of teaching as a profession has an evolutionary history similar to other professions such as business, medicine and law. In describing the developmental progress of professional

education, Blauch (1962) observed the following stages/steps: first, professional training is based entirely on apprenticeship; then, professional training in formal settings is separated from the practice of the profession; and finally, theory-based preparation programs incorporate subject matter content and integrate apprenticeship experiences.

Dinham & Stritter (1986) pointed out that this final stage of professional preparation program development, characterized by reliance on theory, is "among the most telling distinctions between a profession and a craft or a trade" (p. 952). Theory based professional preparation programs provide theories of action by which the profession is practiced (Argyris & Schon, 1974) and, as a profession develops, those theories of action serve to guide systematic inquiry into current practices. Research efforts suggest areas of incongruence in professional practice that may warrant further investigation. The empirical validation of professional practices informs practicing professionals and decision makers and interacts synergistically in the development of an empirically derived professional practice base. Professional practice is characterized as an interaction between research and custom which is reflected in the content of professional education preparation programs (Dinham & Stritter, 1986). "The established professions have, over time, developed a body of specialized knowledge, codified and transmitted through professional education and clinical practice" (Holmes Group, 1985, p. 68).

The identification, codification, and articulation of the developing research based knowledge relative to effective teaching and effective schools have provided a more well defined set of characteristics and behaviors which reflect desired outcomes of teacher education programs. Although historically, teacher educators have relied heavily on an apprenticeship model to guide training and development efforts, it is now possible to assess teacher preparation programs in light of evidence describing effective professional practice. Such information should facilitate a more congruent match between teacher education professional preparation models and characteristics and outcomes associated with the effective practice of teaching.

The provision of clinical experiences that reflect outcomes and activities consistent with effective professional practice, is a distinguishing feature of professional education (Dinham & Stritter, 1986). Early field experiences constitute a significant portion of the current clinical component in teacher education. These early field experiences are viewed favorably from the prospective teachers' viewpoint (Benton & Osborn, 1979; Marso & Reed, 1971); however, despite the favorable reception, recent research efforts attempting to document and describe outcomes, activities and behaviors associated with early field experiences, have been inconsistent in their findings (Hedberg, 1979; Ingle & Robinson, 1965; Scherer, 1979; Sunal, 1980). The behaviors and characteristics that are introduced, reinforced, or developed as a result of early field experiences may not produce

outcomes consistent with students' perceptions, may not reflect the intent of providers of early field experiences (Denton, 1982), and may not have an impact on effective professional practice.

Studying the effects of early field/clinical experiences on subsequent teaching performance is an important area of teacher education research. Establishing the research base, determining the ways early field experiences contribute to the development of knowledge and skills associated with effective teaching, ascertaining the relationship between experience outcomes and program design, and examining the relationship between experience outcomes and effective teaching practices have yet to be systematically examined.

Statement of the Problem

The purpose of this paper is to synthesize and analyze the research literature regarding early field experiences in teacher education professional preparation and their contribution to effective teaching. Specifically, the study addressed the following questions:

1. What kinds of activities are included in early field experiences?
2. What kinds of outcomes are sought through early field experiences?
3. What relationship exists between teacher education program design and early field experience outcomes?
4. What relationship exists between intended field experience outcomes and correlates of effective teaching?

Significance of the Study

Although there have been periodic calls for reform in teacher education throughout the history of the profession, the current national initiatives both within and external to the profession suggest that innovation and change are imminent in education today. These calls for reform, coupled with an expanded research base in effective professional practice, stimulate systematic inquiry into existing early field experiences. This study identified how activities and outcomes in early field experiences are assessed by prospective teachers as well as instructional providers. Given the research based findings regarding effective teachers and effective schools, this study further examined the extent to which existing field experiences contribute to the development of effective teaching skills.

Chapter II

REVIEW OF LITERATURE

Neither formal instruction nor field work alone is sufficient preparation for the professional teacher. Quality teacher education programs do not have a mechanical separation of classwork and field experiences; instead, field work and on-campus laboratory experiences should accompany all classes, and classes or seminars should accompany all field work, such as student teaching or internships. Such programs are coherent: Early classes, laboratories, and field work anticipate what is to come, and later classes and experiences expand what came before.

(AACTE, 1986, p. 13)

Early field experiences claim almost universal acceptance as a requirement in the professional development of teachers. The theory-practice link, in almost all professions, lies in the clinical experience component of professional studies. The design and development of effective clinical experiences contribute not only to prospective members' knowledge, skills, attitudes and values, but also serve to characterize the evolution of the profession itself.

Nearly twenty-five years of research now undergird the profession of teaching. This research base has amassed significant findings on effective teaching practices and effective teachers in general. All three of the current calls for reform in teacher education have indicated a need for increased clinical experiences in the

professional development of teachers. This chapter includes a review of the current calls for reform in teacher education relative to early field experiences, the literature devoted to professional education, and the research studies that relate the effects of early field experiences on subsequent effective teaching.

Reform in Teacher Education

A sweeping reassessment of and outpouring of concern for the quality of American education mark the 1980's. From the release in April, 1983 of the much-acclaimed A Nation at Risk, a report which vividly described the decline of quality in American education, to A Nation Prepared: Teachers for the 21st Century, a report portrayed as an attempt to rebuild education, the focus of this concern has shifted from student outcomes to the preparation and work of teachers as professionals.

Three national reports, all released within the past eighteen months, have spoken directly to the work conditions and professional preparation of the American teaching force. A Call for Change in Teacher Education (1985), prepared by the National Commission for Excellence in Teacher Education (AACTE), Tomorrow's Teachers (1986), a report from the Holmes Group, and the report of the Carnegie Task Force on Teaching, A Nation Prepared: Teachers for the 21st Century (1986) all call for higher teacher salaries, improved working conditions and enhanced autonomy for members of the teaching profession (Appendix A). In addition all recommend higher entry and exit standards, greater rigor in preparation programs and

significant reform of professional preparation programs to prepare better educated teachers. Specifically, they collectively call for a more liberally educated teacher who has subject matter specialization depth and extensive professional experiences--specifically clinical experiences.

The Carnegie report spoke of . . . "the professional study of teaching . . . a new professional curriculum based on systematic knowledge of teaching and including internships and residencies in schools" . . . and the need to make a . . . "significant investment in research, curriculum and clinical practice" (pp. 55-57). The AACTE report recommended "Each teacher education program should be an exacting, intellectually challenging integration of liberal studies, subject specialization from which school curricula are drawn, and content and skills of professional education" . . . and . . . "teachers should have both the skills to teach and the knowledge of research and experiential bases for those skills, not simply a set of prescriptions for what to do under various classroom circumstances" (pp. 14-15). "Professional studies must be integrated into clinical experience where formal knowledge must be used as a guide to practical action" (p. 57), asserted the Holmes Group. While these reports differ in their degree of prescriptiveness regarding preparation programs, a common theme pervades them; namely, the preparation of teachers as professionals.

Teaching as a Profession

Teaching in the United States evolved as a convenient, respectable, and relatively challenging employment for bright and energetic workers who were 'passing through' enroute to more serious life commitments. It was constructed as a job rather than a profession; and it accommodated talented short timers as well as those educated minorities and single women with few other choices for employment. (Holmes Report, 1985, p. 34)

If one traces the historical development of teaching as a profession, parallels to other established professions can be made. Mayhew (1971) suggested that although professional education curricula vary both within and between professions, some or all of the following components are included: (1) coursework in basic content areas, (2) coursework which addresses problems, activities, and ethics and (3) professional initiation which includes apprenticeship, clinical studies and internship experiences.

In a recent article in The Journal of Educational Thought, Broudy (1986) similarly characterized a professional curriculum as (1) a body of theory from which generalizations about its special problems can be derived; (2) procedures and technology rationalized by theory; and (3) some type of clinical experiences and internship. This professional experience component, an "attempt" to link theory and practice by allowing students to be involved with the profession

as it is being practiced, differentiates professional education from other forms of training.

There does not, however, appear to be consensus regarding professional schooling's treatment of clinical experiences (Dinham & Stritter, 1986). McGlothlin (1961) observed that professions vary widely in their use of clinical experiences for teaching about professional practice. Two dominant models, however, appear to prevail; the apprenticeship and the applicative model. In the apprenticeship model, paraprofessionals (apprentices), Broudy (1986) suggested, are trained by learning procedures and rule-governed behaviors to be applied in a variety of situations, and are often resistant to and discouraged from developing skills, knowledge and attitudes associated with more independent professional decision-making (applicative) functioning.

The apprenticeship preparation model stresses replication, modeling and overlearning a specific set of routines and procedures that will allow one to practice a particular profession. The applicative preparation model, on the other hand, focuses not only on the mastery of the routines and procedures associated with the practice of the profession, but also the application of those skills and procedures in a variety of settings and the adaptation of those routines and procedures as the field, technology, research base, methods of inquiry and other scholarly activities evolve. The applicative model, applied to teacher preparation, thus requires

the translation of the research base regarding teaching and learning into effective teaching practices within varying contexts.

This distinction between a craft, developed through an apprenticeship model, and a profession, developed through the applicative model, is most clearly reflected in the preparation programs of the profession. Broudy (1986) in reflecting on clinical experiences in teacher preparation, asserted that the apprenticeship model has historically dominated the clinical experience component of the professional preparation of teachers.

Berliner (1985) observed that the breadth and quality of the research base in teacher education has now evolved to a point where a conceptual and empirical base provides direction for developing preservice teacher education programs based on an applicative model. He further argued that some of the current calls for reform need to be examined against this research base rather than relying on conventional wisdom or intuitive appeal.

Each of the three national reports calls for more subject matter preparation, a deemphasis of (or at best later exposure to) pedagogical content, and more reliance on field based experiences. Druva and Anderson (1983) analyzed some sixty five studies in science education and concluded that there was a "positive but low correlation between measures of subject matter competency and student achievement. The relationship becomes somewhat more significant when higher level science courses are taught" (p. 2). The General Accounting Office (1984) reported a finding which suggested that there is no evidence

for a consistent relationship between teachers' knowledge of subject matter and student achievement. Researchers Evertson, Hawley, and Zlotnik (1984) interpreted these findings and concluded that "knowing one's subject matter does not necessarily make one a good teacher" (p. 30).

In response to the reform movement to deemphasize pedagogical content, Berliner suggested that the move to drop many educational methods courses or reduce credit hours in teacher preparation is ill-timed and short-sighted. To support these contentions, he argued that teacher education currently has as its disposition a scientific foundation that can provide needed changes in pedagogic training. Research has yielded findings in such diverse areas as time allocation, content choice, engagement rate, wait time, the power of success in esteem building in young children, (to name just a few.) (Gage, 1985). Such findings may be learned initially as concepts, but must be made applicative by procedural understanding. Berliner suggested appropriately that, "It is in preservice programs with trial and practice components that teachers must learn to provide academic feedback or engage in monitoring during seatwork, or to introduce people to tasks in ways that are positively motivating." (Berliner, 1985, p. 4; Gage and Berliner, 1984; Brophy, 1982, 1982). It is in professional preparation programs that prospective teachers must learn how to transform those research findings into meaningful and effective classroom practices in complex environments.

The complexity of the classroom environment in which teachers practice their profession has been well documented in research. McKay and Marland (1978) found that teachers make ten significant decisions per hour. Teachers have roughly 1500 distinct interactions with children on different issues, in classes where thirty students require fulltime supervision (Jackson, 1968). The ability to handle this complexity, largely based on decision-making skills, comes with training and experience, which are unlikely to be gained only by immersion in subject matter content and apprenticeship experiences.

In describing the current status of research to support additional laboratory and field experiences, Berliner (1985) identified contextual and content concerns, as well as technical skills, that must be dealt with in pedagogic training. Decisions regarding what to teach, what to test, curriculum concern and subject matter competencies may be ably addressed in simulations, analyses and discussions. But there are a host of other instructional decisions that cannot be acquired by merely knowing research based information. Knowing that sufficient wait time is essential in effective questioning and interactions with children does not approach the competency to use that information effectively in the classroom.

The complexity of an instructional environment may be assessed in terms of analyzing critical elements that contribute to the dynamics of a classroom, but well-designed clinical/field experiences can support and enhance conceptual learning by allowing for application in the complexity of a classroom setting. Berliner

submitted that the reverence for practical experiences such as student teaching is built in given our current training paradigm. We have intuitively and almost seductively fused education and experience as a pillar of pedagogy (Berliner, 1985). Berliner went beyond other researchers and stated, "I believe it (student teaching) retards the development of analytic skills, and thus, in its present form, militates against the development of the profession" (p. 3).

In conclusion, Berliner suggested that since 1963, teacher education has entered a new era. With the publication of the first handbook on research on teaching, a scientific knowledge base had been established in education. This research base provides information relevant to the content of programs in teacher education and provides a framework for analyzing the effects of early field experiences on subsequent teaching performance.

Effects of Early Field Experiences

Much faith and accord has been given to student teaching and other field based experiences in preparing novice teachers. Both teacher education preparation institutions and prospective teachers have valued field based experiences as a critical component in traditional teacher education programs (Conant, 1963; Joyce, Howey, Harbeck, and Kluwin, 1977). The Association of Teacher Educators defined early field experiences as those . . . "pre-service education activities, sponsored by the training institution, which occur typically (but not exclusively) in non-university/college environments and which precede student teaching or intern experiences" (p. 1).

In 1983 the American Association of Colleges of Teacher Education (AACTE) described field experiences as an information base for career decision making. In Educating a Profession: Profiles of a Beginning Teacher, the AACTE task force identified the following as outcomes that field and clinical laboratory experiences should develop in teacher candidates:

1. thoughtful observers of individuals and groups who use information collected by observation to promote learning;
2. experienced in the classroom and with the teaching profession which includes interactions with students, teacher, parents, and the community;
3. demonstrated abilities to apply both scientific and artistic dimensions of teaching to real and simulated classroom situations;
4. developed competence and confidence in using their professional repertoire of knowledge and skills;
5. demonstrated ability to assume increasingly greater responsibility for classroom teaching;
6. evaluators of their own performance and the outcomes of that performance;
7. identifies with the teaching profession and possessors of an understanding of the range of responsibilities associated with a competent professional.

Ishler and Kay (1981) found, in a study of 240 teacher preparation institutions, 99% reported required early field

experiences as part of their preparation programs. Typically these early field experiences ranged from 100-160 clock hours in duration. Of the teacher education programs reporting early field experience requirements, 25% reported these field experience components did not have explicit goals and 73% of the institutions indicated no research studies had been conducted to assess the effectiveness of the early field experiences required within their programs. Despite this reported lack of systematic research, Ishler and Kay reported a trend within professional preparation to increase field experiences in the professional study of teaching.

Although historically there has been nearly universal acceptance of early field experiences, Sexton and Ungerer (1975), in a review of the literature prior to 1975, reported that virtually no serious research had been done analyzing the relationship between experiential and programmatic goals. A follow-up study of the literature six years later led Gerhke (1981) to concur with this finding.

A still later review by Lasley and Applegate (1984) led them to conclude, "What is absent from the literature are data describing what reality confronts preservice teachers once they are directly exposed to the classroom during these early field experiences" (p. 3), which supported the contention of Gerhke in 1981 that there had been no analysis of the relationship between the programmatic goals of teacher preparation and the social reality of required early field experiences. Most recently, Goodman (1985) argued that because the value of early field experiences has largely been assumed, the

literature regarding early field experiences has focused primarily on legal and logistical questions and discussions regarding design and implementation issues, at the expense of attention to the identification and assessment of measurable effects of such experiences.

As early as 1971, Marso and Reed observed, "Little research evidence has appeared to support or refute the field based concept despite the rather ponderous supply of articles lauding the value of this concept in teacher preparation" (p. 1). In response to this lack of empirical validation, Marso and Reed (1971) conducted a study to determine whether or not observable differences existed between the teaching behaviors of students who had participated in field oriented experiences compared to students without field experiences prior to student teaching.

Marso and Reed hypothesized that student teachers having one or more quarters of field experience would rate themselves higher and would also be rated higher by university supervisors and public school cooperating teachers than those student teachers without prior field experiences. A twelve item teacher behavior checklist was given to 93 students following their student teaching. Fifty eight of the student teachers had had at least one quarter of field experience prior to student teaching and the remaining 35 students had no such prior experience. The findings of the study supported the three research hypotheses. From all perspectives, those of the student teachers, university supervisors and cooperating teachers,

those students with prior field experience were rated significantly higher than the control subjects on demonstrated teaching behaviors.

In a study by Gantt and Davey (1972), the researchers investigated the impact of methods courses supported by field experience on pre-student teachers' reactions and confidence. Forty undergraduate elementary education majors at the University of Maryland were blocked into methods courses for reading, language arts and social studies. Each section met twice a week for a three hour period. In a typical section, twelve hours or four class sessions were given to elementary school classroom experiences. These classroom experiences were provided by 18 teachers at two elementary schools involved in the study.

The objective of the school based portion of the methods course was "to provide observational and teaching experience for the student in elementary language arts, reading and social studies" (pp. 3-4). Evaluation of the field supported methods courses was focused on how confident the student felt about the ability to apply course content upon entry to student teaching and on student attitudes about the relationship and value of school field experiences in conjunction with methods coursework.

Each student had a specific plan of operation with student responsibility to evaluate the extent to which this plan was successful. Four visits were organized for each student. With each successive visit the student assumed more responsibility for integrating previous observational, contextual, and philosophical

understandings. The final visit involved a lesson taught by the student and a continuance of assisting the classroom teacher in a variety of responsibilities. Each school visit concluded with a feedback seminar in which the principal, students and college instructors all participated.

Data for the study was collected using a three part evaluation instrument administered at the conclusion of the field experience. The first part of the instrument assessed student confidence in the ability to apply ideas stressed in the methods course to student teaching. The second part of the instrument measured the extent to which the field experience was perceived as a valuable part of the methods course. The first and second portions of the instrument was a checklist with six categories of response. The final phase of the evaluation consisted of an open ended comments section which allowed students the opportunity to offer reactions to the program. Cooperating public school teachers were asked to estimate the value of using a classroom based field experience to support elementary methods coursework in preparation for classroom teaching. Additionally, classroom teachers were asked to make recommendations regarding future program planning.

Student response to both the application and value of field supported methods coursework was overwhelmingly positive and in sharp contrast to usual perceptions of 'irrelevance' often associated with methods coursework. Based on the findings of their study, Gantt and Davey recommended that "elementary school classroom field

experiences do add an important dimension to college methods courses. Students express feelings of confidence about their potential functioning in student teaching" (p. 13). These researchers also echoed a need for additional, systematic description and evaluation of existing early field experience programs.

Another study by Knoll (1973) also investigated changes in attitudes toward teaching following pre-student teaching field experiences. The primary purpose of the study was to determine the effect of an undergraduate exploratory field experience on attitudes held by prospective teachers. The study examined the relationship of eight demographic and descriptive variables to attitude change of preservice teachers.

A total of 448 students participated in the study; 162 elementary and 286 secondary pre-student teachers. These students were enrolled in the Exploratory Field Experience Course at the University of Iowa for the 1971-72 academic year. Change in attitudes was measured by response to statements in the Minnesota Teacher Attitude Inventory (MTAI) which was designed to measure those attitudes that predict how well one will get along with pupils in interpersonal relationships, and indirectly, how well satisfied one will be with teaching as a vocational choice. Pre and post measures were computed as well as MTAI change score. The data obtained was analyzed by a Lindquist type 1 analysis of variance technique.

Three null hypotheses were generated for the study. First, there was no difference between pre and post MTAI means for the

total sample. Second, there was no difference between average MTAI means for the pre-student teachers grouped by each of the eight demographic variables. Finally, there was no difference between pre and post MTAI means for pre-student teachers grouped by each of the eight demographic variables. The demographic variables utilized in this study included sex, elementary versus secondary pre-student teachers, major curricular areas, university classification, ACT composite scores, grade point averages, grades received in the Introduction to Teaching Course, and grade level of pre-student teaching experience.

The results of the study indicated that pre-student teachers entered the Exploratory Field Experience Program with a positive attitude toward interpersonal relationships with children and teaching as a career. They left the Exploratory Field Experience Program with an even stronger positive attitude in those areas.

The mean change score was significant at the .01 level which led to a rejection of the initial hypothesis. The major portion of the study detailed the differences in eight demographic variables. Six of the eight variables investigated generated sufficient differences to reject the null hypothesis. Four variables were significant of the .001 level of confidence. These included sex, elementary versus secondary pre-student teachers, major curricular area and grade level of field experience. Also significant at the .01 level of confidence were university classification and grade received in the Introduction to Teaching Course. There was no

interaction reported between pre/post MTAI score and the eight demographic variables which led the author to fail to reject the third null hypothesis.

Knoll concluded that the empirical results of this study showed that pre-student teaching experience improved attitudes of prospective teachers with regard to interpersonal relationships with pupils and satisfaction with teaching as a vocational choice. Given these findings, Knoll suggested "there is merit for teacher education programs with early and continuing field experiences and opportunities for practice with more conventional and realistic classroom learning" (p. 13). Knoll also argued that given the differences associated with six of the eight demographic variables, some consideration is warranted regarding whether 'pre-student teacher's attitudes might be further improved if attempts were made to structure the teacher preparation program so as to provide field experiences specifically tailored to meet the needs of individual students with different major educational philosophies and varied socio-educational backgrounds and experiences" (p. 13).

Several studies (Bartos, 1973; Clark, 1974; Strathe, 1976; Crowl and Alsworth, 1976) conducted in the mid '70's, investigated the effects of early field experiences upon student attitudes and achievement. Bartos (1973) hypothesized that field experiences and/or classroom experiences (simulations designed to provide practice opportunities) would affect students' degree of openmindedness, self-actualization, self concept and inclusion control. Sixty

students were randomly assigned to each of four groups; group A engaged in undirected field experiences, group B in classroom experiences, group C in directed field experiences and group D served as a control group. Pre-post analysis on six standardized instruments revealed no significant differences between or within groups.

Clark (1974), in a similar study, examined the effects of early field experiences upon student achievement of knowledge and concepts in educational psychology, attitudes toward the subject of educational psychology, and growth in the development of an educational philosophy. The 158 students in the experimental group received the same lecture, film, demonstration and discussion opportunities as the control group, but were also assigned to an early field experience in a public school classroom related to their grade levels and content areas of interest. Although more positive change was noted for the experimental group in all of the areas assessed, limited statistically significant differences were found. The experimental group tended to move toward more idealistic tenets and reflect a more authoritarian posture than the control group.

Another study which investigated the effects of school based experiences on prospective teachers' attitudes was conducted by Crowl and Alsworth in 1976. A control group composed of 25 female students was compared to a 15 student (also all female) experimental group. The experimental group spent a total of ten additional weeks in early field experiences in comparison to the control group. A thirty-one item Likert scaled questionnaire, administered at the

conclusion of field experience participation, and designed to measure attitudes toward teacher preparation, revealed that the experimental group had significantly more positive attitudes toward teacher preparation than did members of the control group. Two methodological concerns, however, were apparent in the study; the experimental group were volunteers and no attitudes were assessed prior to the experiences. Thus, both the Hawthorne effect and possible initial differences were threats to the validity of the study.

A study conducted by Strathe (1976) investigated students' perceptions of participatory opportunities within early field experiences. Strathe hypothesized that no significant differences existed between two age groups of preservice teacher education students. The 282 study participants were first semester preservice teacher education students. The 89 subjects in the control group were 2.3 years older than the experimental group and were under a different professional preparation program. All students were in a required field experience that met for a four hour block of time, once a week for an entire semester.

Following their field participation, students completed a 50 item survey that classified field experience opportunities into eight broad categories including business affairs, clerical and maintenance tasks, evaluation, institutional affairs, instruction, planning and preparation, and student affairs. A three point scaled response asked students to classify the amount of time (frequently, occasionally, or never) they engaged in activities in these eight

areas. An independent means t-test yielded significant group differences in favor of the older group in six of the eight general areas. Only business affairs and evaluation failed to show differences between groups. These findings led Strathe to rejection of her hypothesis and she concluded, "If students are expected to adequately evaluate teaching as a career, and to develop the skills necessary for a successful student teaching experience, field experiences need to occur early and frequently" (p. 32).

A study by Uhlenberg and Holt (1975) investigated the effects of an early field experience on student attitudes in a traditional program of teacher education. Using an individual interview technique, the researcher questioned 138 elementary education majors after the completion of a required 4 to 8 hour one quarter field experience. The interviewer used an open ended and unstructured format in which students were encouraged to respond freely. Students were asked to comment on the role of the teacher, whether they viewed the role the teacher expressed as an appropriate one; and, given the field experience, had their career decision regarding teaching changed. Students were also presented with a hypothetical situation in which, they were asked, if given the opportunity to go into the classroom they had just been a part of and assume the teaching responsibility, would they do so. Following their response to the scenario, students were asked to comment on any fears or concerns they had regarding assuming the duties of a classroom teacher. Finally, students were asked to suggest ways that might alleviate

those fears and concerns and provide them with perceptions of competence and confidence to be good teachers.

The authors reported that most students described the role of the teacher in terms of tasks performed rather than learning goals and objectives. Students perceived that the job of teaching was represented by carrying out prescribed text and workbook programs, covering content of an enforced curriculum in a given period of time as well as the routines of collecting lunch money, taking attendance, disciplining students, ordering supplies, etc.

The majority of the students viewed their experience as rewarding and were looking forward to teaching. Students were most apprehensive about maintaining control in the classroom. In response to questions regarding how their fears could be alleviated, the overwhelming response was a request for more experience. Student perception regarding how one learns to teach was expressed as "one doesn't learn to teach except by doing it" (p. 6).

Uhlenberg and Holt summarized their findings and commented, "Beginning education students view successful teaching as a combination of two factors. The first is a certain set of personality characteristics that they associate with teachers they have observed and consider to be good teachers . . . They believe strongly that only through experience does one learn those methods, techniques, and approaches that eventually help them to develop as good teachers. From the students' point of view, neither the possession

of personality characteristics nor job experience has anything to do with university coursework" (p. 7-8). The authors also made a final observation regarding design of teacher education professional preparation programs, "Colleges and universities could choose to train teachers from a more vocational standpoint with more emphasis on helping students to adapt and adjust to the role of teaching through learning those skills and competencies required to fulfill that role" (p. 9).

Using a combined interview and survey technique, Lortie (1975) investigated the sociological implications of teaching. Using a stratified random sampling procedure, Lortie collected data in the Five Towns sample of the greater Boston, Massachusetts area; then paired this data with information collected in a survey of all professional staff in the Dade County, Florida school system. This combined pool of information was summarized in an extensive sociological examination of the teaching profession. This qualitative analysis described the historical development of teaching as well as the evolution the profession has experienced in terms of recruitment, socialization and enculturation practices of beginning and career teachers. In addition, the study included an examination of career and work rewards, some perspectives on purposes and uncertainties associated with teaching as well as a description of the logic of teacher sentiments and interpersonal preferences.

Lortie (1975) observed preservice training and the transition to practicing professionals as "Mediated entry is a part of preservice training and is at most a minor apprenticeship: the transition from college student to responsible teacher is abrupt. Years of unformulated experience as a student precede formal socialization; teachers themselves emphasize the importance of the private experiences they have as beginning teachers" (p. 79).

Regarding this rather haphazard socialization of new professionals, Lortie suggested,

This kind of socialization experience leaves room for the emergence and reinforcement of idiosyncratic experience and personal synthesis. In neither structure nor content is it well suited to inculcating commonly held, empirically derived and rigorously grounded practices and principles of pedagogy. The lessons taught by early yet persisting models rest on chance and personal preference; training in pedagogy does not seem to fundamentally alter earlier ideas about teaching. Teachers say that their principal teacher has been experience; they have learned to teach through trial and error in the classroom. They portray the process as the acquisition of personally tested practices, not as the refinement and application of generally valid principles of instruction" (Lortie, 1975, p. 79-80).

Almost 10 years later, Goodman (1985) employed a field study methodology and sampled 10 early education majors at a large southeastern university. This early field experience consisted of a four quarter sequence which preceded student teaching. Each quarter students were expected to take on more responsibility for planning and implementing classroom activities.

These progressive responsibility based experiences tended to reflect an apprenticing orientation. Goodman (1985) observed "Aside from these expectations, students did not have a behavioral competency list to master" (p. 43). The emphasis was instead on quantity and diversity of experience. According to the results reported by Goodman, "The students in this study considered their field experiences the fundamental substance of professional education" (p. 44). Student learning appeared to be a function of three variables: the individual student, the cooperating teacher and the ecology of the classroom. Three distinct student perceptions regarding teaching emerged from the Goodman study. First, teaching was viewed as the transmission of utilitarian skills that largely dealt with decisions around what to teach; second, teaching as a management concern involved how to teach the 'what' in the most effective and efficient manner; and finally, teaching as a craft, which dealt largely with the motivational and creative delivery of the other two dimensions.

Goodman challenged the underlying apprenticeship model and argued that caution must be exercised about making "the assumption

that having students 'out in the field' automatically improved the quality of their professional preparation" (p. 46). Given that students in both early field experiences and student teaching are primarily evaluated on routine procedures and technical skills (Gibson, 1976; Goodman, 1985; Tabachnick, Popewitz, and Zeichner, 1985; Smith, 1970, 1980), it is not surprising that most students' field experiences reflected an apprenticeship model" (Goodman, 1985, p. 46). Goodman argued that a benefit of conducting single case studies utilizing observation and interviews for data collection, lies in the yielding of insights into the subtleties of social reality often missed in more generalized, quantitative research" (p. 46).

Goodman cited Dewey's (1904) earlier argument regarding premature placement of students in public schools before they had "developed habits of reflection." In The Relation of Theory to Practice in Education, Dewey (1904) asserted that by focusing on the practice of teaching rather than the observation, analysis and synthesis of acquired experience, the focus became proficiency in skills rather than critical judgments relative to the worth of the students own work. Dewey stressed the development of analytic skill rather than the immediacy of imitation of the supervising teacher. The supervisory role was not meant to monitor performance but was to assist the novice teachers in their ability to judge their own work (Berliner, 1985, p. 3).

The argument presented by Dewey, and reiterated by Goodman, contended that "if students are placed in 'apprenticeship' experiences

too soon, they would be overly influenced by the ongoing practices found in their placements. As a result, these practicum experiences would stifle students' potential for reflective inquiry and experiential action, while encouraging mindless imitation" (p. 46). A number of current studies support Goodman's conclusion. Lortie's (1975) sociological analysis identified the apprenticeship model as an impediment to the socialization of teachers and to the creation of a culture which would establish teaching as a profession in contrast to its current occupational posture.

Future Directions

One can find increasing support in the literature for a paradigmatic shift in the focus of early field experiences. This reflects a movement away from an apprenticeship model toward that of a professional orientation which uses clinical experiences to teach a wide range of knowledge, attitude and skill components as well as to provide a more adequate foundation in which the sociology and culture of teaching may be passed on to prospective members (Denton, 1983; Erdman, 1983; Goodman, 1985, in press; Martin & Wood, 1984; Nolan, 1982; Lanier & Little, 1986; Dinham & Stritter, 1986; AACTE, 1982, 1986; Holmes Report, 1986; Carnegie Forum's Task Force on Teaching, 1986).

Broudy (1986) argued for the desirability for courses in education to incorporate laboratory experiences whenever possible and made the following observation with regard to laboratory schools. "Lab schools were supposed to be used to illustrate and test theory:

. . . Stress on the laboratory component of all courses taught for application might go far in improving the quality of education course" (Broudy, 1986, p. 5). He made a further indictment regarding the use of clinical experiences as they are currently practiced. "Practice teaching as it is usually conducted is not a clinical experience. The student teacher takes the role of the teacher aide and learns by doing what the teacher prescribes. And what that may be is anyone's guess" (p. 5). Such a commentary raises questions about the appropriateness of the apprenticeship training model.

Broudy is not solely condemnatory, but suggested that if the analytic model does in fact do a more effective and efficient job in the preparation of prospective professionals, then teacher education programs ought to develop case study approaches to methods, clinical experiences and internships. This model would more closely parallel the training utilized by physicians and attorneys entering professional practice; wherein one is equipped with a set of analytic skills and is taught how to systematically assess situations and make decisions relative to the context of the situation. The refinement of those analytic and applicative skills could be incorporated into clinical professional experiences.

Summary

The empirical investigations as well as the qualitative and analytic analyses of early field experiences suggest that the apprenticeship model will no longer support the professional preparation of teachers for the eighties, nor will it meet the needs

of the teachers for the twenty first century. The calls for change in the design of early field experiences are visible on almost every front. Within the profession, teacher education scholars and researchers have repeatedly identified the shortcomings of the existing apprenticeship model. The Holmes Group report and the Carnegie Commission findings have strongly urged educators to redefine clinical experiences and more broadly, for the professional development of teachers. An historical and sociological examination reveals the inability of teacher educators to prepare effective professionals as professional preparation currently designed, to provide adequate induction experiences, and to assume a sensitivity to the cultural contexts of teaching.

The literature supports the impending need for innovation and change as well as a more systematic utilization of current research findings. A continued effort toward systematic and empirical evaluation of the various phases of professional preparation will assist all concerned publics to make better use of available information, upon which sensitive and informed decisions regarding clinical experiences and teacher education program design may be made. In describing the current dichotomy of teacher education at the crossroads, Lanier and Little (1986) astutely captured the essence of the challenge facing teacher education in the rest of the eighties and well into the twenty first century.

These two researchers asserted, "What is not learned, apparently, is the set of intellectual tools that would

allow teachers to evaluate the quality of education they are provided, or to critically evaluate suggestions for improvement. A model of field experience consistent with the liberal-professional approach to teacher education would strive to produce a deeper understanding of the way theoretical concepts from psychology, curriculum and sociology are played out in classroom. Such an understanding of children, subject matter, and schools would enable teachers to provide better instruction, make better curriculum choices, and participate on a stronger footing in policy debates" (p. 551).

Chapter III

DISCUSSION AND CONCLUSIONS

The purpose of this paper has been to synthesize and analyze the research literature regarding early field experiences in teacher education professional preparation and the purported and actual contribution of these experiences. Specifically, this study addressed the kinds of activities that are developed in early field experiences, the relationship between teacher education program design, and hoped for outcomes, and the relationship between intended outcomes and correlates of effective teaching.

There has been little systematic research to demonstrate the relationship between early field experience activities and teacher preparation program goals. An AACTE task force identified seven general competencies to be developed in teacher candidates. These competencies suggested the need to develop observational skills and the effective use of this information to promote learning. Additionally, the recommendations included experience in the classroom that included interactions with students, teachers, parents, and community members; demonstrated abilities in the scientific and artistic aspects of teaching; the ability to assume greater responsibility for classroom teaching; the development of self evaluation skills and performance evaluation skills; and the development of an appreciation for the range of responsibilities associated with competent professionals.

Seven of the nine empirical investigations of early field experience reviewed herein focused on possible affective and attitudinal changes in preservice teachers. Only one study, by Marso and Reed (1971), sought to determine any behavioral differences between field experienced and non-field experienced student teachers. That significant differences were noted in performance in student teaching lends support to the claim that there is a need for early field experience; however, the researchers also noted the need for more explicit direction in the design of early field experiences. The most recent empirical study by Goodman (1985) reiterates the concerns of researchers over the past fifteen years. There is little objective data to describe, support, or refute what is occurring in existing early field experiences. Until a more concerted effort is made to focus on explicit statements of outcomes and activities appropriate to early field experiences it will be difficult to assess the value of field experience in any more meaningful way than earlier attitudinal and affective studies of prospective teachers.

A growing research base relative to effective teaching shows promise of offering an empirically derived professional preparation program. Utilizing such a paradigm would allow for systematic evaluation and reformulation of the current research base and provide more concrete ways to assess the effectiveness of early field experiences. Such information would assist in the design of teacher

education professional preparation programs that coincide with the knowledge base and effective professional practice.

The almost universal acclaim and support for early field experiences by teacher educators, public school teachers, and prospective teachers suggests that these early field experiences have the potential for imparting significant knowledge and understanding of teaching as a profession. Though there is limited empirical support to document the relationship between early field experiences and the effectiveness of teacher education programs, there has been a resounding call for change on many fronts. Three national reports issued within the last eighteen months have signaled the readiness of many parties to address the restructuring of teacher education professional preparation and, within that, restructuring to increase the amount and quality of clinical/professional experiences.

The literature does not address explicitly intended field experience outcomes. The research base relative to effective teaching is well documented and has yielded findings that have altered professional teaching practices accordingly. Given the limited number of empirical investigations, almost all of which focused on attitudinal changes of prospective teachers, it is difficult to describe the relationship between intended field experience outcomes and correlates of effective teaching. Nearly all researchers in the area have called for an increased research emphasis which could

articulate intended field experience outcomes. As that body of literature develops, it may then be possible to more effectively assess what relationship exists between intended field experience outcomes and correlates of effective teaching.

The findings of this study support several earlier studies that identify the lack of systematic inquiry and evaluation of existing field experiences as an impediment to more effective program design. Nearly a decade and a half of empirical work yielded only a handful of data based studies on early field experiences. Within those studies, there was overwhelming support for more extensive study in the area. The profession of teaching is currently endowed with twenty five years of research to inform instructional providers and educational decision makers. Although relatively few studies articulate existing field experience outcomes, there has been almost universal support for increased early field experiences.

Three national initiatives have all called for increased clinical experiences and more laboratory teaching opportunities to be incorporated into professional preparation of teachers. Those suggest that existing early field experiences warrant increased and careful attention. Teacher education researchers, scholars, and leaders need to examine and explicitly describe the desired outcomes of early field experiences. Given an explicit statement of intended outcomes, regarding early field experiences and expanded clinical opportunities, a systematic effort toward data collection,

description, and analysis would serve to inform policy makers and program designers. The research base of effective professional practice must also serve as a valuable reference for the design and delivery of early field experiences.

The apprenticeship model can no longer meet the complex demands or provide the professional skills required of teachers of the eighties or those of the twenty first century. The applicative model offers a promising alternative. It has been conceptualized from a research and knowledge base in pedagogy, sociology and psychology. The current reform movements in education echo the concerns of a variety of public and private sector forces that can assist teacher educators in the design of effective professional preparation programs. Grounding pedagogical content in researched based knowledge, coupled with a renewed research effort on early field experience has the potential to guide the design and development of clinical experiences that will enhance teacher education programs and assist in the development of professional teachers ready to meet the challenges of education in the twenty first century and beyond.

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APPENDIX A

AACTE Recommendations

1. Admission to and graduation from teacher education programs should be based upon rigorous academic and performance standards.
2. The states, in concert with the federal government, should launch a nationwide campaign to recruit qualified candidates into the teaching profession.
3. Special programs should be developed to attract capable minority teacher candidates.
4. Each teacher education program should be an exciting, intellectually challenging integration of liberal studies, subject specialization from which school curricula are drawn, and content and skills of professional education.
5. Following their completion of a teacher education program and the awarding of a provisional certificate, new teachers should complete an induction period or internship of at least a year's duration for which compensation is provided.
6. States should encourage and assist the development and evaluation of experimental teacher education programs.
7. Certification and program approval standards and decisions should continue to be state responsibilities in consultation with the profession.

8. States should maintain and strictly enforce rigorous standards for program review. Voluntary national accreditation should be strengthened and made to serve as a means for improving teacher education.
9. Teacher education programs should continue to be located in colleges and universities.
10. Sufficient resources must be assigned to teacher education to provide thorough, rigorous programs.
11. Federal and state governments should provide support and encouragement for the further development, dissemination, and use of research information in education and teacher education.
12. A national academy for teacher education should be established, to which promising teacher educators could be nominated for postgraduate traineeships.
13. Teachers' salaries should be increased at the beginning of and throughout their careers to levels commensurate with other professions requiring comparable training and expertise.
14. Teachers' responsibilities and working conditions should be commensurate with the requirements of the job.
15. Teachers should be provided professional development opportunities and incentives so that they can consistently improve their practices.
16. Administrator preparation should be extended, focusing on instructional leadership and on the creation of conditions for professional practice for teachers.

Carnegie Commission Recommendations

1. Giving teachers more control over schools and, in return, holding them more accountable for student performance.
2. Founding a national board, similar to those in law and medicine, to set standards for teachers and certify those that meet them.
3. Creating a hierarchical teaching profession, including a new category of "lead teachers" who are able to assume leadership roles in schools.
4. Making teachers' salaries and career opportunities competitive with those in other professions.
5. Awarding additional schoolwide bonuses to teachers, based on such measures as student test scores, dropout rates, and attendance rates.
6. Requiring all future teachers to have a bachelors degree in the arts and sciences prior to professional training.
7. Replacing undergraduate education majors with a new "professional curriculum" in graduate schools of education, leading to a masters degree.
8. Increasing the pool of minority teachers by providing minority students with strong, early incentives to enter teaching and a better general education.

The Carnegie Commission argued strongly that the recommendations must be carried out in total out of a premise that none will succeed unless all are implemented.

The Holmes Report: General Goals

1. To change the preparation patterns and occupational structures of teaching so that highly competent people see it as a worthy investment either for a brief period of national service or for the long-term as a professional career.
2. To change the entrance standards for teaching so that only college graduates with established records of strong academic ability and successful records of apprenticeship with selected teachers and professors are allowed to teach in our schools.
3. To change the selection process for teaching so that talented college graduates with very modest preparation in education can work for one to five years as instructors; i.e., provided they have sound technical training in the basics on pedagogy, and quality guidance and oversight from professional teachers throughout the school year.
4. To change the selection process and role expectations for those who would pursue teaching as a career so that only those with outstanding qualifications would fill the ranks of professional careers teachers; i.e., those persons will be able to do the following:
 - * successfully pursue an in-depth course of study for professional preparation;
 - * pass rigorous examinations that evidence mastery of the required knowledge and skill;

- * demonstrate four consecutive years of teaching that is evaluated regularly and judged consistently to be of truly outstanding quality, and commitment; and
 - * assume responsibility for helping schools be more effective through professional work with adults as well as children.
5. To then change the reward structure for professional career teachers so that the extrinsic, as well as the intrinsic returns for the work are comparable to that of other respected professions.
 6. To change the working relationships, roles, and responsibilities within and between schools and universities so that their collaborative endeavors can assure the public of well-educated teachers for America's children.