

A Technological Systematic Analysis of Intern Teaching Performance

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Problem

- ◆ Vague and subjective feedback
- ◆ Relationship between teacher and student behavior not the focus
- ◆ Triad relationship is ineffective
- ◆ Preservice experiences provide limited practical experiences

Purpose

- ◆ Increase technological proficiency of student interns.
- ◆ Increase technological proficiency of faculty.
- ◆ Impact curricular redesign.
- ◆ Provide an internal evaluation of the impact on student learning.


Technologically Proficient Student Interns

- ◆ Increased focus on teaching with technology
- ◆ Created technological instrument that changed the focal point from subjectivity to objectivity
- ◆ Focused development on technical aspects of teaching.

Technologically Proficient Faculty

- ◆ Faculty increased their use of data based coding.
- ◆ Methods and content faculty increased their comprehension of technical teaching skills.
- ◆ Faculty were encouraged to include the use of technology in their preservice teacher training.
- ◆ Increased technology skills in technology driven systematic assessment.

Impact on Curricular Design

- ◆ Involve content faculty in supervision.
 - ◆ Increased understanding of active versus passive engagement in learning.
 - ◆ Reflective statements will be incorporated into e-portfolios.
 - ◆ Inclusion of more context specific experiences prior to student teaching.
 - ◆ Supervision process under evaluation.
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Computerized Management System

- ◆ clinical faculty
- ◆ measures
 - duration
 - ◆ active engaged time
 - event
 - ◆ technology
- ◆ reflective teaching based on objective data
 - active engaged time was 5%
 - behavior management was 12%
 - ◆ Are these numbers appropriate for the lesson?
 - ◆ If active engaged time was increased would behavior management have decreased?
- ◆ objective goal development
 - Increase active engaged time to 8%
- ◆ instructional strategy development
 - How can the lesson be changed to result in an increase in active engaged time?



Teacher Behaviors - Timed

1. transition	0:17
2. behavior management	0:18
3. facilitation	2:55
4. checking for understanding	0:16
5. lecture	3:38

Teacher Behaviors - Talled

Q. checking for understanding	Total: 3
W. learning style accommodation	Total: 1
E. connection	Total: 2
R. technology	Total: 2
I. response presentation	Total: 0

Student Behaviors - Timed

A. behavior management	0:00
S. begin/end class	0:00
D. nonengaged	0:57
E. active engaged	0:50
G. passive engaged	5:51

Student Behaviors - Talled

Z. critical thinking	Total: 2
X. connection	Total: 2
C. student response presentation	Total: 0

Color Legend

Teacher Management
Teacher Instructional

Student Management
Student Instructional

Start Teacher Timer

Start Student Learning Timer

Stop

Edit

Comments

Report

Exit



General Session Data

Session Time

07:56

Management Time

00:36

Instructional Time

06:51

Management Events

0

Instructional Events

5

Show Charts

Print

Done

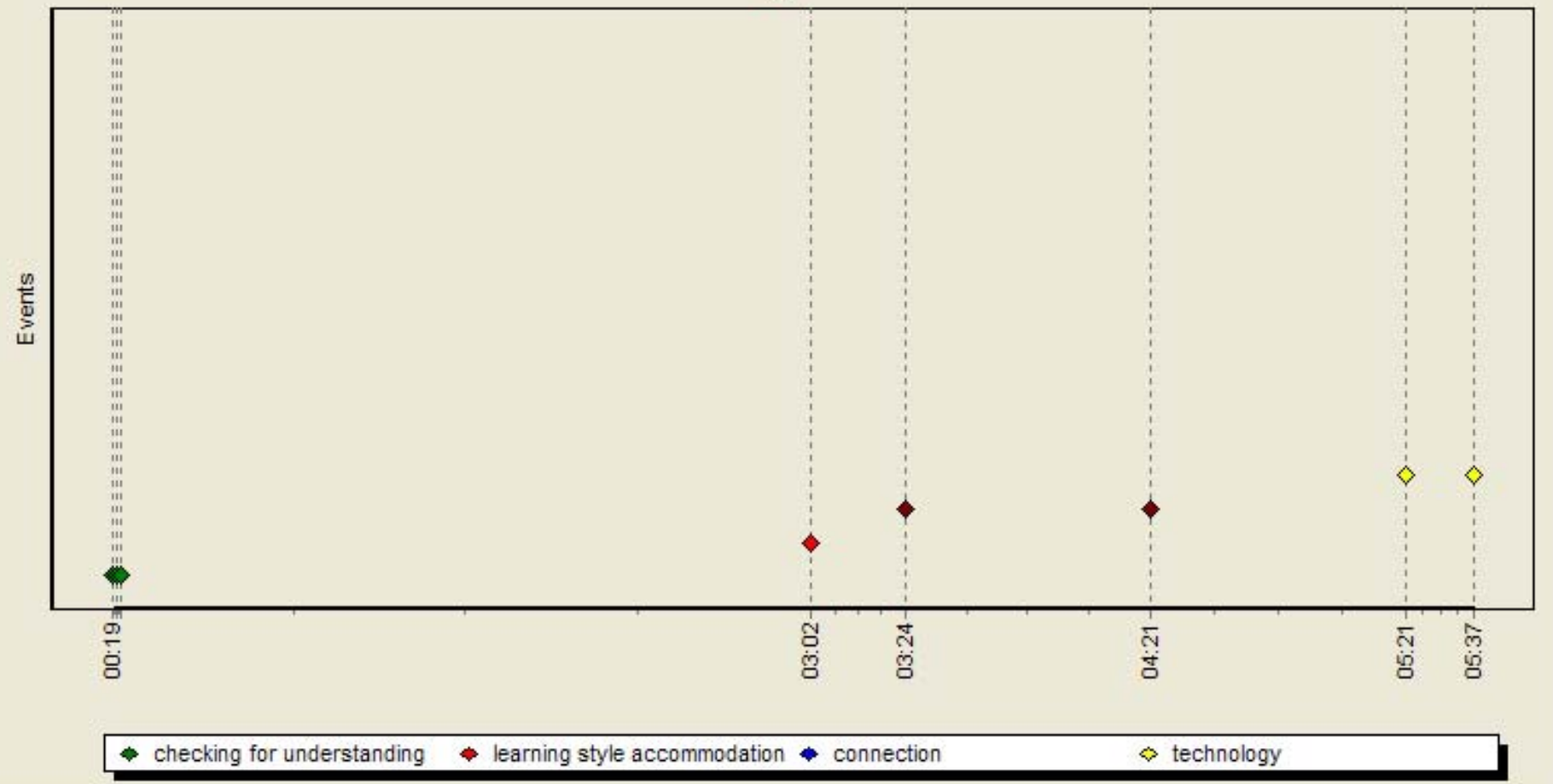
Teacher Behaviors

Customized	Management Behaviors	Recorded Time	Percent of Management Time	Session Percent
-----	-----	-----	-----	-----
	transition	00:17	49.78	3.76
	behavior management	00:18	50.22	3.79
		-----		-----
Total	Management Behaviors	00:36		7.55%

Customized	Instructional Behaviors	Recorded Time	Percent of Instructional Time	Session Percent
-----	-----	-----	-----	-----
	facilitation	02:55	42.79	36.91
	checking for understanding	00:16	3.97	3.43
	lecture	03:38	53.23	45.91
		-----		-----
Total	Instructional Behaviors	06:51		86.24%

Teaching Events Tracked

Teaching Events



◀ Back

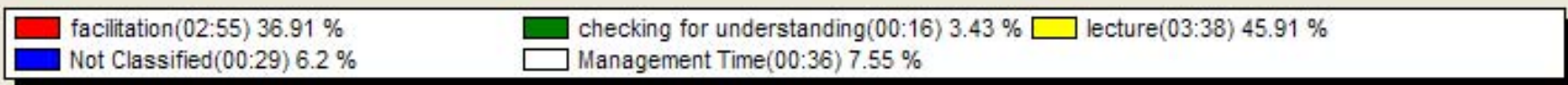
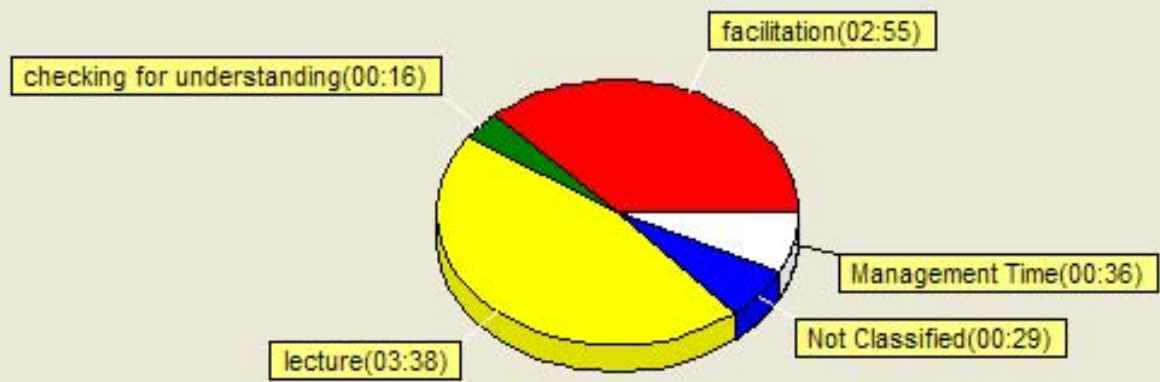
Print Chart

Text Report

Done

Next ▶

Teaching Instructional Behaviors



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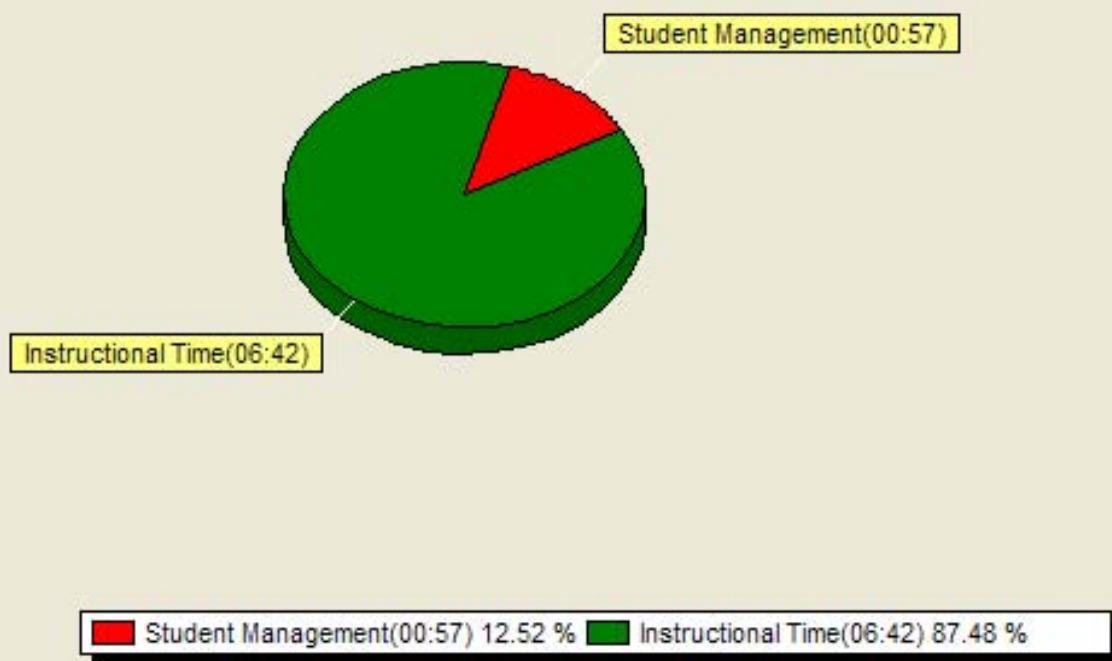
Text Report

Details

Print Chart

Done

Student-Learning Behaviors Overview



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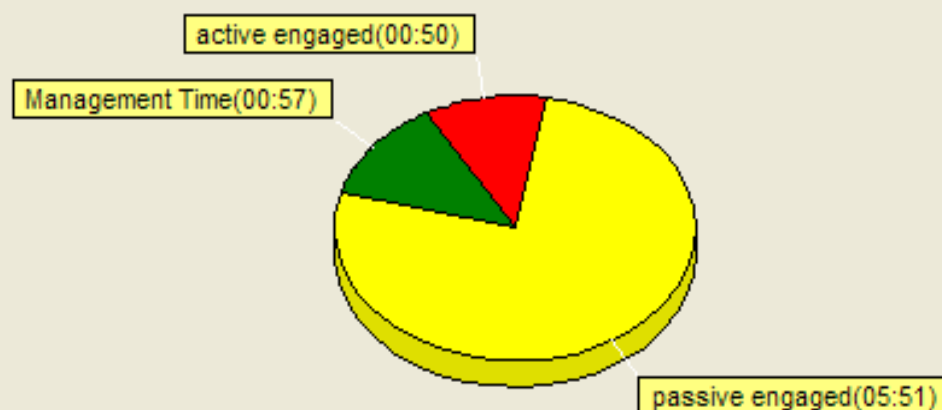
Text Report

Details

Print Chart

Done

Student Instructional Behaviors Detail



active engaged(00:50) 11.06 % Management Time(00:57) 12.52 % passive engaged(05:51) 76.43 %

[← Back](#)[Text Report](#)[Details](#)[Print Chart](#)[Done](#)



Student Events



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Internal evaluation

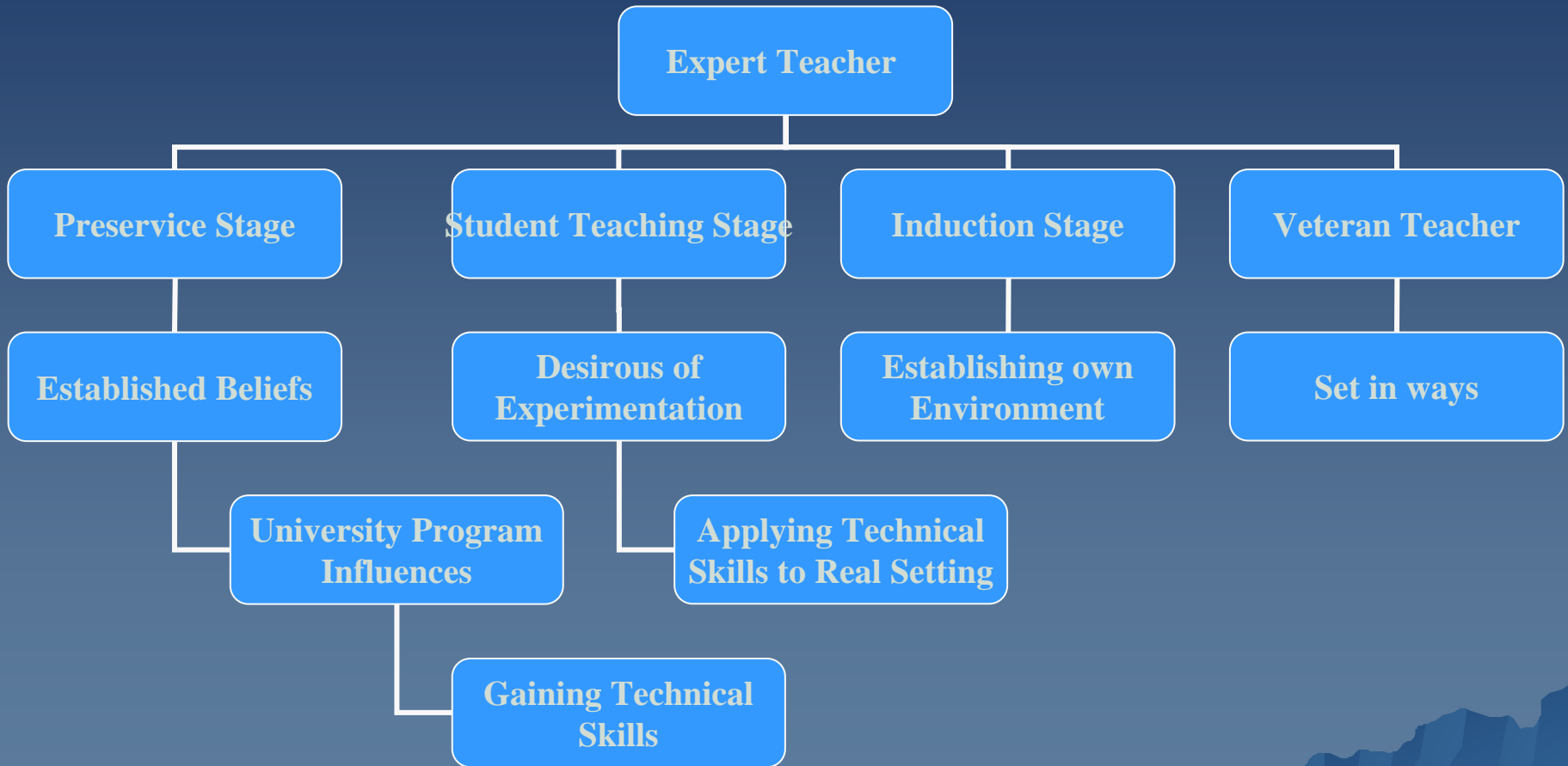
- ◆ Impact on teacher candidates?
- ◆ Impact on student learning?

Questions?

End show



Developmental Stages of Teaching



- ◆ “. . . findings sadly suggest that the most important and fragile phase of a teacher’s career, the **transition** from aspiring novice to beginning professional, is often **seriously neglected.**” (Pajak, 2001)

CTL-ATP

- ◆ standards driven
- ◆ evolved into the CTL-ATP

Initial Instrument Creators:

Univers

James DePaepe, Martha Kurtz, Steve Wagner, Mark Oursland, Andrea Sledge, Kirk Mathias, Ken Briggs, Jan Bowers, Barbara Phillips, Shari Stoddard, and Mary Lochrie

Procedures

- ◆ trained university mentors
- ◆ trained cooperating teachers (clinical supervisors)
- ◆ year-long interns videotaped weekly
- ◆ set objective goals
- ◆ developed instructional strategies
- ◆ completed weekly

Data Analysis

- ◆ Data were

We Know . . .

- ◆ Novice teachers
 - lack experience in the real life context
 - teaching effectiveness unknown
 - receive vague and incomplete feedback (Kauffman, 1992)
- ◆ Barriers to impacting student teaching (Kauffman, 1992 and Tannehill & Zakrajsek, 1989)
- ◆ Must meet standards established by the state and the university which may violate relationships. (Pajak, 2001)

Objectives

- need for the technology
 - standards driven development
- technological application
 - technology applied