



“This is a much better opportunity!”

Immersed, Embedded, and Connected: A Much Better Opportunity for Early Field Experiences.

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Problems Associated with Traditional Fields: (The Immersed, Embedded Solutions)

Lack of success (or sometimes lack of attempt) in connecting theory and practice

Difficulty in organizing appropriate experiences for pre service teacher candidates
(university personnel and cooperating teachers)

Uneven supervision or experiences

Use of students as cheap labor

Programs organized around two different contexts... mismatch between knowledge and understanding of teaching they develop in those two contexts

No day-to-day continuity for relationships or seeing how classrooms run

No class time or discussion about field experiences to make connections



“Taking clinical practice seriously will require teacher educators to add pedagogies of enactment to an existing repertoire of pedagogies of reflection and investigation.”

Grossman, P., Hammerness, K., McDonald, M. (2009). Redefining teacher: Re-imagining teacher education. *Teachers and teaching: Theory and practice*, 15(2), 273-290.

“Initial teacher preparation must help novices learn how to *do* instruction, not just hear and talk about it”

Ball, D. L., Sleep, L., Boerst, T. A., Bass, H. (2009). Combining the Development of Practice and the Practice of Development in Teacher Education. *Elementary School Journal*, 109 (5), 458-474.



Oakland University is:

A large (but not huge) state university just north of Detroit

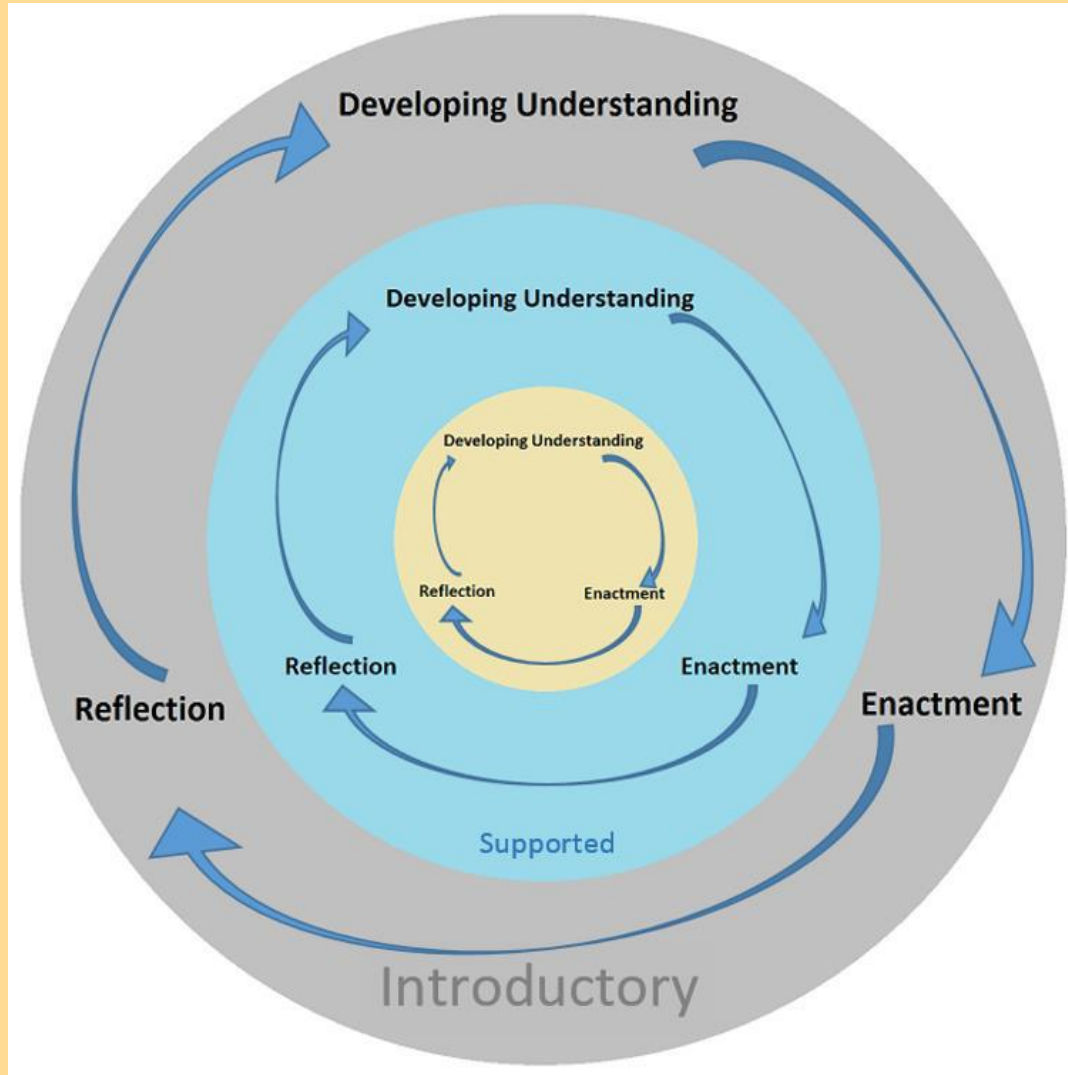
Carnegie Classified - Doctoral/Research

Elementary Teacher Preparation:

the largest program in the School of Education and Human Services and,
(up until recently)
one of the largest in the university

Field Placement in a school every semester leading up to student teaching

History of School/University Partnerships



Stein, M., Lee, J., Francis, A., Olson, M. (2017). *Integrated support for skill development: A learning progression model for courses and programs*. Presented at the annual meeting of the Michigan Academy of Science Arts and Letters, Kalamazoo, MI, March, 2017.



Two Courses taught to the same cohort of students

EED 354 - Instructional Design and Assessment

EED 420 - Managing the Classroom for U.S. Diverse Learners

- All Day, Every Day for the Month of May
- Two Hours Each Day With Students
- Third Graders in the Morning
- First and Second Graders in the Afternoon

“OU Teachers” assigned to specific groups of students
with specific teaching responsibilities



Data Collection

- On-line Survey before the semester began
- Pre- and Post-Course Questionnaires
- Field Notes
- Focus group interviews with the students and with the classroom teachers

Data Analysis

- Read and re-read for themes
- what impact this had on our students and
- what the implications might be for program improvement



Convenience

“I needed one class before I could take other classes. ...I don't remember which it was, but my counselor suggested it, and I jumped on it. ... because it would've pushed my graduation back a semester if I waited till the fall.”

“I was like 4 weeks? I'm all over this!”

“...the appeal of getting 8 credits in 4 weeks”

“I would've had an extremely heavy load in the fall, of like, things that I had to get done in order to like keep progressing and stay up on things.”

“Well my first reason was that, I could get two classes done in four or five weeks. But I also wanted to be put into the school, and see it like in action or live or whatever.”

“For me it was easier to just take a month off work instead of ***** instead of doing like a bunch of different times off work for random field placement days or whatever. It was easier just to...”



Characteristic of Traditional Fields

“I feel like with other field placements it’s really just observing. Like, I’ve had, so this would have been my third placement. The other two I had I just sat in a corner and I watched and I took notes.”

“I worked a little bit with the kids, like kids that were struggling and needed extra help with like math, or writing. They’d like, come to my table and we’d like work on stuff. But that was just for, you know, 30 minutes. And then the other 30 I was there, because I was only there an hour over the 8 weeks, or 2 hours... I don’t know, but I didn’t really do anything.”

“...it’s like three days later and you go to your field placement you’re going to forget what you talked about in class or you’re just not looking for those types of things.”

“For me, my teacher was like, look at my gradebook, look at my lesson plans, look at, this is how I do this... Because my field placement teacher would show me that kind of stuff. Like this is how I log everything, this is... you know, show me stuff like that.”

“In previous field placements, we’ve talked about something in class, you know our one day a week class. And they’d be like, “think about this for your next field placement.” Well, a week later, when I’m in a field placement after I’ve had, you know, six more classes in between there and work and all this other stuff, and I go in my field placement and I’m like, “ok, I’m here. What do I have to while I’m here?” I don’t remember the things that we talked about...”



Characteristics of an Embedded Field

- **Opportunities for Application**
- **Relationship with Field Placement Teacher**
- **Opportunities for Debriefing**
- **Relationship with Field Placement Students**
- **Becoming a Fixture in the School**



Opportunities for Application

In this class, we were learning something and then we put it directly into the classroom.

We learned more too having these discussions. Like, I took what we learned and what we talked about... Like, how can I help these students with this? Or this is not working, let me try something new and having us in here *****.

we were going to have instruction, a lecture, and then we were going to walk to a class and it's right next door... and you're even looking for it in that case. Because we pointed it out in class and we go over there and you're looking for those things.



Relationship with Field Placement Teacher

It's really up to the teacher. My first field placement, they were amazing. The second field placement, I was shoved into the corner so it was really nice to just be so welcomed by everyone. It was very comfortable to go and ask for help. They made that clear that's perfectly okay.

The fact that the teachers knew they had this time with us and wanted to do something with it rather than somebody who just takes on a field student for the semester and knows it's going just to give them an extra set of hands to do things here and there. I think that helped too, that the teachers and the students were invested in it and planned on having us here and wanted us here rather than, "oh I guess I'll have a field student this semester but it's not a big deal".

I feel closer with the teachers here than I did with my (other) field placement. My field placement teacher wasn't really willing to talk about what she did or how she did things I guess. I was there the second half of the day and she just left after so there was no conversation.

We didn't have, our teacher there. We had a teacher, she was taking control of, or he, was taking control of 30 other kids, they weren't really focusing on us, they were focusing on their kids. Where here, we had the focus.

"I felt like we were more on an equal playing field instead of me being a superior." (Classroom teacher)



Opportunities for Debriefing

(In my other field) I didn't get to talk to the teachers as much as I wanted to about what they did, but we came back here and we talked about what they did, why they did so even though they weren't the ones explaining themselves, I felt like I knew them because we were talking about what they did. So I- even though maybe it wasn't exactly a relationship with them, I developed an understanding of their teaching better than...

Whereas it's like three days later and you go to your field placement you're going to forget what you talked about in class or you're just not looking for those types of things. We talked about things before and then debriefing immediately after. Like, that way you're not writing notes about the things then forgetting them.

you guys were there and like we can point things out in this classroom, and be like oh did you notice this: which maybe things that slide past us like or like, oh, so and so had this experience in there, did you notice like, how do you, like, what should we have done?

if we see something we don't really understand, why the teacher did it or what's going on, we can ask you about it right there and you guys saw it too.



Relationship with Field Placement Students

(I was able to) form a relationship and maybe spend more specific time with certain students whereas in the field it's like you're there to see all of these kids. You know their names, but you can't really sit down and discuss and make something with all of them.

You're helping this group of students who are behind a lot of times in other field placements. I'm not (just) helping, I'm not going through a process with them and like getting them to an end goal

the benefit of doing it in 4 weeks rather than 15 has... I see my kids once a week over 15 weeks rather than every day for four weeks. Just being there and seeing the rewarding faces of the kids feel like "I made a book. Like, I did this" kind of thing rather than... My other field placement, I barely knew any of the kids' names. It's because I never interacted with them. Where here, I knew kids that weren't even in my group.

in the field placement, you were sometimes the person who just sat in the back, stapled the papers, just like an extra person helping out the teacher, whereas here, since we're going to the classroom to help them with projects and there were a bunch of us and we were called the OU teachers, and we were going to help them get to their goal, um, I think that that made them look at us differently and take us more seriously than the field placements (I had where) we were just an extra body.

And I really saw OU students, too, take like ownership with the kids and their learning. The other experiences, those are really helpful. But they are just that segment and they, I don't know that they feel as connected or responsible for achieving what you want to achieve. But you saw, just physically in their faces how much they wanted these kids to do well on this report or to figure this out or to be able to form a topic sentence. And they just felt like there was a huge buying in because one part of that project, you know what I mean? They wanted it to be successful. (Classroom teacher)



Becoming a Fixture in the School

I feel like I understand students better and I haven't even really taught them on my own yet because, you know we've seen like the kids coming from the bus, we've seen them at lunch, we've seen them at recess, we've seen them take them out for brain breaks you know...

I wasn't in Ms. **** class (but) Ms. **** knew my name and would stop and say hi to me in the hallways like at the end of the day

There was a morning that I was walking in by myself and I like crossed paths with another teacher and she was like, "good morning how are you?" and I was like, "I'm good, how are you?" Like I had no idea who she was, I never saw her face before, but she knew me like, you know. Like she knew exactly who I was.

And she's like, Oh she was like I'm just so proud of you guys. She's like I haven't really gotten to interact with you at all. She was like, but I've heard like awesome things so like I do think that we were like starting to be viewed as like, I don't want to say like important, but like we were like a part of... We're normal to the building and actually like a part of something.



Disadvantages

I didn't talk to the teachers here much at all. At my other field placement, I had really good field experiences, the first one was a little bit more detached, but my last one I had was awesome, and the teacher talked to me so much.

I had a really good experience (in the previous field) and I felt like in those experiences I did get to know the teachers better because there are so many of us here. But I did a one-on-one talk with Ms. ***** yesterday, in the break room, I talked to her for a little bit.

I feel like I had a better relationship with the teachers I guess than this time because we were all in the class. So like some of the teachers didn't even know all of our names. But we had a way better connection with the students. So I don't know, I think having a better connection with the students is better

The issue with other field placements is that you do get the benefit of hearing from the teachers what the process is and everything, but you don't get to work deeply and so closely with the students and see their progression every day so that was really awesome.



Concluding Statements and Level of Commitment

I was just terrified of the course load because I've had friends. And I'm not saying this against you, Dr. J. I've had friends who've had your class before and they were like, You're taking her course in four weeks? And I said Yeah, and they're like, I'm so sorry.

that was what was hard, the work outside your guys' class. I was taking two classes because I had FE 406 as well, but I feel like I could've taken on 354 and I was exhausted, but I was excited to come back every day. And so it was, it felt worth it and that's why I would definitely do it again if given the opportunity even though it was very overwhelming.

I was honestly terrified. Like, two weeks prior I was like oh my... I apologized to my mom and my boyfriend in advance. I was like, I'm so sorry because I'm going to be exhausted, I'm going to be so overwhelmed, I'm gonna be mean because I'm gonna be like stressed out. Like I apologize. I wasn't... I don't... I was not overwhelmed.

It kind of sounded like it was going to be more work, just because I didn't know what each of your classes actually entailed for outside work. But, I don't know, I kind of got through it by thinking that this is just what I'm going to have to do to be a teacher anyways. I was just living the life of a teacher right now so...



Implications

Questions and (hopefully) Answers

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