


Voices From the Field Judith Schillo

Voices From the Field

An Investigation of the perceptions of novice teachers about aspects of their teacher preparation.

From the Childhood/Early Childhood Education Department at the State University of New York College at Cortland

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Purpose

- Investigate the perceptions of novice teachers about aspects of their preparation in...
 - knowledge base for lesson planning.
 - curriculum construction.
 - instructional practices.
 - professional interactions.



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Research Questions

In what ways did your education degree program and experiences prepare or not prepare you for your first-year of teaching?





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Method



- **Participants**
 - Selection criteria
 - Obtained an undergraduate degree in Education from SUNY College at Cortland.
 - Completing their first-year teaching in their own classroom.
 - Different school settings, genders, and grade levels were considered.
- **Videotaped Interview**
- **Thematic Analysis**



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Joshua

- Teaching 3rd grade in an urban setting.
- High-needs school.
- Time of study 16 out of 24 students in his class were living in shelters.
- First year in the classroom.
- Graduated in 2004.
- Undergraduate degree.



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Field Experiences

- Implementing lessons with real kids in classrooms.
- Observing teachers model effective teaching strategies.



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Lissa

- Teaching 5th-8th grade technology.
- Rural middle school.
- Currently 200 children in school.
- Average class size 16-18.
- Full inclusion model.
- First year as a classroom teacher, but subbed in the district for one year.
- Was 3/4 through her Masters program when hired.



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Field Experiences



- Interacting with students in community building activities.
- Interacting with students, teachers, and parents at Math and Literacy nights.



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Kim

- Teaching 1st grade in a small rural school.
- Average class size: 20-22.
- High-needs school.
- Heterogeneously grouped.
- Not an inclusion model.
- First year in her classroom, but substitute taught in the district.
- Completed master's degree in literacy.



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Meeting the Needs of Diverse Students

- Diverse reading levels.
- Diverse math levels.
- Diverse child development levels.
- Diverse learning styles.
- Diverse socio-economic levels.



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Diverse Needs of Students

- Diverse needs of high achieving and low achieving students.
- How to support the learning of students with specific disabilities.




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James

- Teaching 3rd grade in a suburban school.
- With 100 students per grade level.
- Average class size: 18-22.
- Heterogeneously grouped .
- Inclusion model.
- First year in his own classroom.
- Graduated in 2004.
- Undergraduate degree.




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Planning

- Long-term planning (annually, monthly, weekly, daily).
- Plan for the whole year -- time, materials, resources (money and library), parents, long time lesson planning.




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Establishing Routine

- Establishing routine in the first weeks of the semester.
- Planning for the beginning of the year.
- Teaching procedures, what's important and how to teach them.
- Establishing learning environment.




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Establishing Routine

- The actual physical organization, as well as social academic community.
- Building communities, and fulfilling and setting expectations of students, parents, and colleagues.



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Collaborating with Colleagues

- Building relationships with colleagues.
- Interacting with administrators, mentors, and colleagues.



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Gaps in Teacher Preparation Program

- More and earlier field experiences.
- More exposure to children's literature.
- More interdisciplinary application of lesson plans in classroom.
- More literacy knowledge of how children read and write.



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Gaps in Teacher Preparation Program

More knowledge and practice of...

- effective classroom management.
- classroom routines.
- effectively supporting children with specific learning disabilities.
- long-term planning for curriculum and instruction.
- managing resources.




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Ways They Felt Prepared

- **Field experiences through thematic block...**
 - More, more, and more with students, teachers, and parents.
 - Children's Literature used across the curriculum.
- **Interdisciplinary planning and applications through the thematic block.**
- **Professional Interaction**



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Thank you for coming!

Questions?



For Further Information Contact schilloj@cortland.edu

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