

A meta-synthesis of high impact practices for preservice teacher professional preparation was prepared, for ECPC through a formal contract with Pucket Institute (Dunst et al, 2018), to inform institutes of higher education (IHE) on faculty-related practices that have been found to increase university student learning outcomes. A total of 130 studies were included in the meta-synthesis, with a combined total of 3 million+ study participants. Findings from this analysis contribute to the improvement of pre-service outcomes by providing evidence of seven high impact faculty instructional practices that can be embedded into IHE policy, programs and faculty instruction that prepare personnel who work with children birth-5 years old. Ultimately, early childhood (EC) and early intervention (EI) pre-service educators who experience a range of faculty instructional practices are more likely to use instructional strategies within their own EC/EI classrooms and with their students.

1 Student Field Experiences

2 Teaching Methods of Instruction

3 Clinical Supervision

4 Faculty Coaching & Instructional Practices

5 Course-Based Learning Practices

6 Web-Based & E-Learning Practices

7 Cooperative Learning Practices

What is Clinical Supervision?

Clinical Supervision for this meta-synthesis included studies investigating clinical supervision of graduate students in counseling programs and the performance feedback provided to undergraduate and graduate students.

How is it Measured?

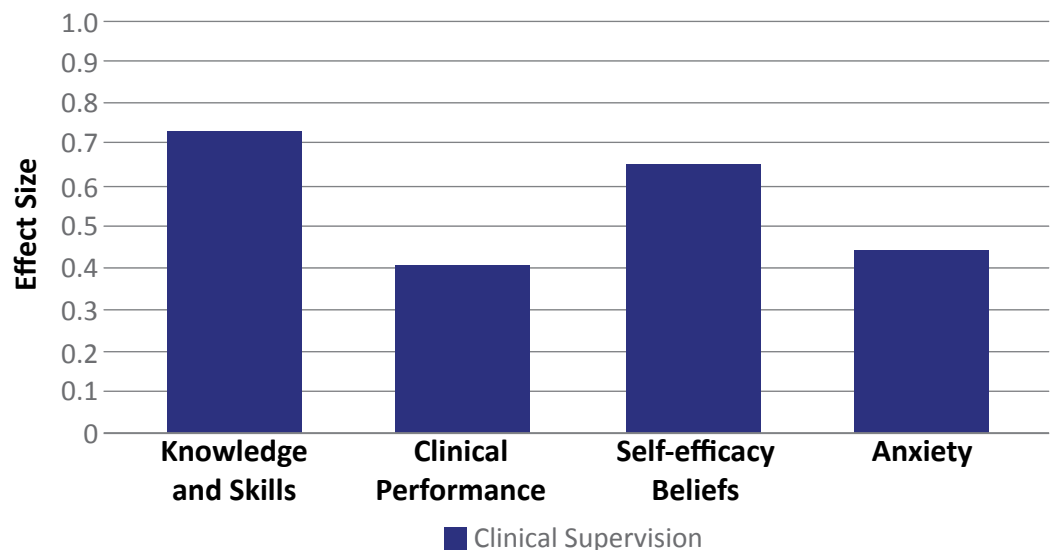
Three meta-analyses were located and used to examine the effect of clinical supervision and performance feedback. Graduate students in counseling programs were the focus of clinical supervision studies. Both graduate/undergraduate students were the focus of studies measuring performance feedback used within clinical supervision. Student performance, self-efficacy beliefs and anxiety were used to measure the effects of these practices; both when used with students and when not used with students.

What did the Research Find?

The results showed:

- Undergraduate and graduate students increased their knowledge and skills when provided clinical supervision.
- Graduate students in counseling programs increased their professional performance and had increased self-efficacy related to personal clinical abilities when participating in clinical supervision.
- Graduate students engaged in clinical supervision reported an increase in anxiety.
- Performance feedback had positive outcomes when used with both undergraduate and graduate students.
- Undergraduate and graduate students also reported stronger self- efficacy beliefs related to their practice when receiving performance feedback.

Relationships Between Clinical Supervision and Related Practices and University Student Outcomes



How Pre-service Preparation Programs Can Use this Information

Pre-Service Preparation Programs can:

- Discuss with students the rationale of using clinical supervision to increase their knowledge and skills.
- Provide IHE faculty with knowledge and tools related to using performance feedback with students.
- Consider ways to mediate anxiety response from students when using clinical supervision with students.



References

Dunst, C., Hamby, D., Howse, R., Wilkie, H., & Annas, K. (2019). Metasynthesis of preservice professional preparation and teacher education research studies, *Education Sciences*, 9(50), 1-36.