

# Reports of Research

## Know Your Tiger Stripes: Considering Personality Type in Teacher Education

*Susan Carter*

Dowling College

### *Abstract*

Pre-service teachers are required to collaborate during their full-time field placements, however often struggle with establishing collaborative relationships with their cooperating teachers. Teachers in the field also have difficulty establishing effective working relationships with those they co-teach with. This qualitative study explores the phenomenon of knowing personality type. Participants were pre-service teachers who completed the Myers Briggs Type Indicator prior to beginning field placements. At the end of the 14 weeks, interviews were conducted to explore student teacher's perceptions on knowing their personality types. Respondents expressed increased self-understanding, willing to take criticism, courage to try new things, and increased ability to collaborate as a result of knowing their personality types.

### **Author Biography**

Susan Carter, Ed.D., is Associate Professor of Special Education at Dowling College in Oakdale, Long Island, NY. Her research interests include utilizing an interdisciplinary approach to alleviate bullying, bullying of students with Asperger Syndrome, and improving teacher collaboration through increasing practitioners' self-understanding. Email: [carters@dowling.edu](mailto:carters@dowling.edu)

## **Revisiting Science Misconceptions: Has Anything Changed?**

*Rosemary A. Millham*

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State University of New York at New Paltz

### ***Abstract***

This study describes how science misconceptions remain prevalent in middle school settings. Misconceptions were collected from primary and anecdotal sources (teachers) and posed to students using a survey. The students agreed or disagreed with specific statements and then explained why they agreed or disagreed. Findings demonstrate that students who incorrectly agreed or disagreed with a statement were less likely to explain their reasoning, and many students who correctly agreed or disagreed with a statement were not able to explain the science concepts. Analysis of students' explanations assisted middle school teachers in their thinking and scaffolding of understandings about science misconceptions.

### **Author Biographies**

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# **Effective Scaffolding for edTPA: Perspectives from Teacher Candidates, Cooperating Teachers and College Supervisors**

*Jeffrey R. Lindauer*

*Barbara A. Burns*

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Canisius College

## ***Abstract***

This project examined the perspectives of teacher candidates, cooperating teachers and college supervisors in relation to the supervisory aspects of the edTPA. Research examined the roles that cooperating teachers and college supervisors could play in the edTPA during the student teaching experience and what supports would be needed to assist them in fulfilling these roles. Data from teacher candidate, cooperating teacher and college supervisor surveys were analyzed. Results indicated that college supervisors were viewed as key support people who needed extensive training in order to fulfill this role. Perspectives were mixed in regards to cooperating teachers, with some expressing a desire to accentuate their role and others indicating that cooperating teachers should not be expected to contribute much to the edTPA experience. Implications for campuses are explored.

### **Author Biographies**

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# **Autism Related Curriculum in New York State Graduate Speech Language Pathology Programs**

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## ***Abstract***

This study describes an investigation of curriculum content dedicated to autism spectrum disorders (ASD) at the graduate level for programs in communication sciences and disorders in New York State. A survey was conducted, followed by a review of publicly available data, in order to obtain information regarding classroom and clinic exposure to ASD. Findings indicate that six out of 23 universities polled are allocating specific coursework to this clinical population. Implications for pedagogy and clinical practice are discussed.

## **Author Biographies**

Dana Battaglia, Ph.D., is Assistant Professor of Communication Sciences and Disorders at Adelphi University in Garden City, New York. Her research interests include vocabulary development and associative language in individuals with autism spectrum disorders, as well as curriculum development for clinicians and teachers working with individuals with autism spectrum disorders. Email: [dbattaglia@adelphi.edu](mailto:dbattaglia@adelphi.edu).

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# The Elementary edTPA and the “Successful Literacy Teacher”

*Tarie Lewis*

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State University of New York at Cortland

## *Abstract*

It is a turbulent time for teacher educators in New York State. The implementation of new certification exams, including the edTPA, is set to begin in the spring of 2014. How will the use of this new performance assessment impact what and how we teach future educators? In this article, we use the work of French philosopher Michel Foucault to explore the ways in which the elementary edTPA privileges certain literacy practices. We then explain the initial drawbacks and potential long-term benefits of the instructional shifts that are required by the edTPA.

### **Author Biographies**

Tarie Lewis is the Coordinator of Literacy Programs and a Lecturer at the State University of New York at New Paltz where she teaches undergraduate and graduate courses in literacy education. She has worked as an elementary school teacher, reading teacher, and an adult ESL and basic literacy teacher. She is currently a doctoral student in Reading at the University at Albany, SUNY. Her research interests include approaches that support English learners’ literacy development and morphological awareness instruction. She can be contacted at [lewist@newpaltz.edu](mailto:lewist@newpaltz.edu).

Mary-Jo Morse, is an Instructor in the Literacy Department at the State University of New York College at Cortland, in Cortland, New York. Her current teaching focus is primarily aimed at preparing pre-service teachers to teach reading in the intermediate grades, as well as preparing the pre-service teachers for successful completion of the Literacy components of the Elementary Education edTPA Certification exam. Mary-Jo is also a doctoral student in the Reading Department at the University at Albany, SUNY. Email contact: [mary-jo.morse@cortland.edu](mailto:mary-jo.morse@cortland.edu).

# Defining a Cognitive Apprenticeship Model to Strengthen Teacher Preparation

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## *Abstract*

Recent legislative and researcher calls suggest that teacher preparation programs need to be clinically rich in design (NCATE, 2010; US Dept. of Ed., 2011). However, if we look at ways that teacher preparation programs need to change to be truly clinically rich, calls for this change have become an impetus for comprehensive curriculum redesign. This article defines and describes clinically rich teacher preparation and the associated implications related to its implementation. Recommendations are provided for implementing clinically rich teacher preparation programs.

## **Author Biography**

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# **Beyond Campus Walls for Preparing New Teachers to Work with Hispanic Students**

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## ***Abstract***

What should new teachers know about working with Hispanic students who don't speak English fluently or at all? Our teacher education program has been grappling with this question since we discovered that our neighboring schools were experiencing a demographic shift in the number of Hispanic students who were enrolled in the schools. We realized that we had to determine what our students would need to know; revise our coursework and fieldwork accordingly; and develop mutually beneficial relationships with our neighboring schools. We work at a small, private college in Westchester County where there have been significant demographic shifts in the student population, particularly those whose first language is not English. This article describes what we are doing to help prepare teacher candidates to work effectively with increasingly diverse student populations.

## **Author Biographies**

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