SUPPORTING THE NOVICE TEACHER

Dr. Michael Land   Dr. Mary Ann Coe
Dr. Bambi Bailey   Dr. Martha Burger
Dr. Stan Harztler   Dr. Robert Redmond

West College of Education
Midwestern State University
Wichita Falls, Texas
michael.land@mwsu.edu

Abstract: The field-based undergraduate teacher education program at Midwestern State University has been designed using TxBESS standards (PathWise, FrameWorks for Teaching). We are using Palm computers to collect data based on these standards. Data are collected in the field setting, using spreadsheets, word processing or Learner Profile software (Sunburst). The data are used during post-conferences with student teachers or interns to help in their continual development as teachers. The data will also be used as an assessment of the university’s curriculum.

Our undergraduate teacher education program is based on the work of Charlotte Danielson, as presented in Frameworks for Teaching and her work at ETS’s PathWise. The state of Texas has also adopted these standards for first year teacher support. We use Palm hand-held computers with spreadsheets, word processing, and Learner Profile (Sunburst). Standards that will be studied during a student teacher or intern visitation by the university supervisor are downloaded to the PDA. During the visitation, data based upon these standards is collected. The University Supervisor is free to select the type of software comfortable to her/him to collect the data.

One method used to collect and present the data is briefly described here. The data are collected in the field using a spreadsheet (Figure 1) on a Palm computer. The spreadsheet data can be shared immediately with the intern in either printed or electronic format.

![Figure 1. Data collected in a spreadsheet.](Image)

Then the data can be easily imported into a database (Figure 2) where they can be categorized, collated by query, and prepared for export.
Finally, the category data can be placed into a word processor in a format for discussion by the observer and the intern (Table 1).

<table>
<thead>
<tr>
<th>Notes of evidence by Component</th>
<th>Component summary</th>
<th>Notes of Intern Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>3b: Using Questioning and Discussion Techniques</td>
<td>Trying to get all to participate; critiques. Asks for cities Ss have generated. These cities are primarily in the SW. Where do you suppose the English/Spanish/French are?</td>
<td>Most T questions elicited factual recall and did not result in discussion. Limited student participation.</td>
</tr>
</tbody>
</table>

Table 1. Data collated by category.

During the paper presentation, we will share our experiences, as well as student teachers’ reflections.

References