

Running Head: ON-SITE SECONDARY EDUCATION PROGRAM

On-Site Secondary Education Program (OSSEP): A Study in Pre-service Teachers' Efficacy and Civic Engagement

Submitted to the UNC Charlotte Scholarship for Teaching and Learning Grants Program

Paul G. Fitchett

Susan Harden

Heather Coffey

Joyce Brigman

Thomas Fisher

Department of Middle, Secondary, and K12 Education

Abstract

Classroom-based field experiences are a cornerstone of teacher preparation. They provide opportunities for preservice teachers to make connections between university-based instruction and real world application. Moreover, a continually evolving body of research supports the use of place-based instruction in teacher education. These on-site teacher education programs provide opportunities for collaboration between higher education and PK-12 institutions. The purpose of this proposal is to provide funding and resources for the implementation and evaluation of an On-site Secondary Education Program (OSSEP). This program, unique of its kind at UNC Charlotte, will include a yearlong place-based instructional setting for three key courses in the Minor in Secondary Education program. Located at A.L. Brown High School, OSSEP will provide authentic opportunities for future high school teachers to collaborate with discipline-specific colleagues to develop lesson plans, reflect on practice, and better understand the psychological development of adolescents. By including targeted clinical activities, preservice teachers will engage in meaningful school community activities that will prepare them as instructional leaders, but also civic-minded, socially-conscious professionals. Research will be conducted to examine the effect of the OSSEP program on preservice teachers' sense of self-efficacy, civic-engagement, and professional competence (as measured by the edTPA teacher performance assessment). The rationale for this program aligns with the College of Education professional mission statement and has the potential for informing how the secondary in education minor is implemented at UNC Charlotte.

Budget Request for SOTL Grant Year 2014 and 2015

Joint Proposal? Yes No

Title of Project On-Site Secondary Education Program (OSSEP): A Study in Pre-service Teachers' Efficacy and Civic Engagement

Duration of Project May 2014 to December 2015

Primary Investigator(s) Paul Fitchett, Susan Harden, Heather Coffey, Joyce Brigman, and Thomas Fisher

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UNC Charlotte SOTL Grants Previously Received (please names of project, PIs, and dates) none

Allocate operating budget to Department of Middle, Secondary, and K12 Education

Account #	Award	Year One January to June
Faculty Stipend	Transferred directly from Academic Affairs to Grantee on May 15	\$ -
911250	Graduate Student Salaries	
911300	Special Pay (Faculty on UNCC payroll other than Grantee)	
915000	Student Temporary Wages	
915900	Non-student Temporary Wages	
920000	Honorarium (Individual(s) not with UNCC)	
921150	Participant Stipends	\$12,000
925000	Travel - Domestic	
926000	Travel - Foreign	
928000	Communication and/or Printing	
930000	Supplies	
942000	Computing Equipment	
944000	Educational Equipment	
951000	Other Current Services	
GRAND TOTAL		\$ -

		Year Two
Account #	Award	July to June
Faculty Stipend	Transferred directly from Academic Affairs to Grantee on May 15	\$ -
911250	Graduate Student Salaries	\$360
911300	Special Pay (Faculty on UNCC payroll other than Grantee)	
915000	Student Temporary Wages	
915900	Non-student Temporary Wages	
920000	Honorarium (Individual(s) not with UNCC)	\$250
921150	Participant Stipends	
925000	Travel - Domestic	
926000	Travel - Foreign	
928000	Communication and/or Printing	
930000	Supplies	\$500
942000	Computing Equipment	\$2,500
944000	Educational Equipment	
951000	Other Current Services	
GRAND TOTAL		\$ 15,385

Attachments:

1. Attach/provide a narrative that explains how the funds requested will be used.
2. Has funding for the project been requested from other sources? ___ Yes ___X___ No. If yes, list sources.

Budget Narrative

This project seeks funding for three distinct purposes: compensation for faculty, expenditures for research analysis and data collection, and technology enhancement of instructional practice.

Faculty Compensation

Funds from this grant will be used to support program curriculum development of the On-Site Secondary Education Program (OSSEP), site-based logistics, and research design implementation during the first summer session of 2014. Drs. Harden and Coffey will develop course syllabi, activities, and assessment for MDSK 2100 (phase I of the program). Drs. Brigman and Fisher will develop syllabi, activities, and assessment for MDSK 3151 and SECD 4140 (phase II of the program). Dr. Fitchett will oversee aspects of

curriculum development and serve as principal research methodologist at both phases. He will also work with department leadership to ensure cohort enrollment through recruitment activities. All faculty members will be responsible for maintaining contact with the program site principal (Mr. Kevin Garay, A.L. Brown High School).

Expenditures for Research

Funds will be allocated to support one doctoral student in the PhD in Urban Education strand to work 40-hours (x \$9 an hour) to help with organizational issues, printing and copy of materials, data collection, coding, and limited analysis. The graduate student work will begin Spring semester of 2015. We also wish to provide a small inducement for teachers at A.L. Brown to participate in the OSSEP . We will offer \$10 gift cards to teachers in order to encourage their on-going participation within our study.

Supplies and Technology

This project requires Co-PIs to teach off-site from the College of Education. Given the hands-on nature of the instructional activity embedded within this program, we project that numerous resources such as printing, poster board, and other instructional materials will be necessary. A substantial component of the project requires the preservice teachers (PSTs) to video record their teaching (see phase II of the OSSEP program under project narrative) and engage in relevant instructional technologies. Because the project is located offsite from UNC Charlotte, access to technology is prohibitive. Funds are requested for 5 Dell Latitude 10 Windows Tablets, Essential Edition (\$500 a piece including tax—see attached description). These tablets include a video camera, a USB drive, and access to thousands of educational applications which would be of interest to faculty of MDSK 3151, MDSK 2100, and SECD 4140. Moreover, it will allow PSTs to video record their own instructional experiences with teachers and students, more readily access important information via the Internet, and collaborate on various activities such as the needs-assessment and service learning component of the OSSEP project. These activities not only fit within our study design, but will help prepare PSTs for the EdTPA portfolio required for teaching licensure.

A tablet that works like a PC

A 10" tablet featuring full Windows 8 that's Office-ready, letting you work seamlessly between your PCs so that you never miss a beat.

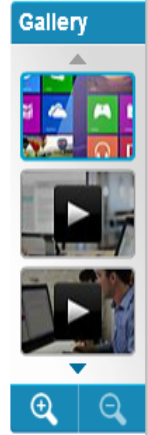
Starting Price \$641⁴³

Total Savings \$192⁴²

Dell Price \$449⁰⁰

As low as \$15¹ / month | Apply

Select >



Latitude 10 Tablet



Essential edition: Includes 64GB of storage & a non-removable battery.

Starting Price \$641⁴³

Total Savings \$192⁴²

Dell Price \$449⁰⁰

As low as \$15¹ / month | Apply

Smart Selection.
Ships: 4 Nov 2013

- Intel® Atom™ processor Z2760 (1.8GHz with Intel® Burst Technology, 1.5GHz HFM, 600MHz LFM)
- Windows 8, 32-bit, no media, English
- Office Trial, MUI
- 10.1" IPS (1366 X 768) Wide View Angle LCD, Corning® Gorilla® Glass, Capacitive 5 Finger Touch
- 2GB² DDR2 SDRAM at 800MHz
- 64GB of Solid State Storage
- Intel® Graphics Media Accelerator

Latitude 10 Tablet



Productivity edition: Features like a removable battery and HDMI improve your productivity.

Starting Price \$755⁷¹

Total Savings \$226⁷¹

Dell Price \$529⁰⁰

As low as \$15¹ / month | Apply

Estimated Ship Date:
4 Nov 2013

- Intel® Atom™ processor Z2760 (1.8GHz with Intel® Burst Technology, 1.5GHz HFM, 600MHz LFM)
- Windows 8 Pro, 32-bit, no media, English
- Microsoft® Office Trial, MUI
- 10.1" IPS (1366 X 768) Wide View Angle LCD, Corning® Gorilla® Glass, Capacitive 5 Finger Touch
- 2GB² DDR2 SDRAM at 800MHz
- 64GB of Solid State Storage

Latitude 10 Tablet



Mobile edition: Includes AT&T mobile broadband, removable battery, active stylus and HDMI.

Starting Price \$947⁵⁷

Total Savings \$293⁵⁶

Dell Price \$653⁸⁷

As low as \$17¹ / month | Apply

Smart Selection.
Ships: 4 Nov 2013

- Intel® Atom™ processor Z2760 (1.8GHz with Intel® Burst Technology, 1.5GHz HFM, 600MHz LFM)
- Windows 8 Pro, 32-bit, no media, English
- Microsoft® Office Trial, MUI
- 10.1" IPS (1366 X 768) Wide View Angle LCD, Corning® Gorilla® Glass, Capacitive 5 Finger Touch
- 2GB² DDR2 SDRAM at 800MHz
- 64GB of Solid State Storage, enabled

Latitude 10 Tablet



Security edition: Includes mobile broadband, fingerprint and Smart Card readers, HDMI and a removable battery.

Starting Price \$970⁰⁰

Total Savings \$291⁰⁰

Dell Price \$679⁰⁰

As low as \$17¹ / month | Apply

Estimated Ship Date:
4 Nov 2013

- Intel® Atom™ processor Z2760 (1.8GHz with Intel® Burst Technology, 1.5GHz HFM, 600MHz LFM)
- Windows 8 Pro, 32-bit, no media, English
- Microsoft® Office Trial, MUI
- 10.1" IPS (1366 X 768) Wide View Angle LCD, Corning® Gorilla® Glass, Capacitive 5 Finger Touch
- 2GB² DDR2 SDRAM at 800MHz
- 64GB Solid State Storage, Fingerprint

Office of the Dean
9201 University City Blvd., Charlotte, NC 28223-0001
(704) 687-8722, www.uncc.edu

November 4, 2013

Dr. Paul G. Fitchett
Dr. Susan Harden
Dr. Heather Coffey
Dr. Joyce Brigman
Dr. Thomas Fisher
Department of Middle, Secondary, and K12 Education
College of Education
UNC Charlotte

Dear Drs. Fitchett, Harden, Coffey, Brigman, and Fisher,

I write to enthusiastically support your proposed SOTL study, "On-Site Secondary Education Program (OSSEP): A Study in Pre-service Teachers' Efficacy and Civic Engagement." The project explores a new model for clinical practice for teacher candidates that promise to better prepare secondary teachers for diverse classrooms. The highlight of your project is that it not only engages UNC Charlotte teacher candidates in meaningful community work, it also will prepare our students as civic-minded, socially-conscious professional leaders.

The project will be evaluated to assess teacher candidates' efficacy and civic engagement, two important characteristics of successful secondary teachers. The project will also use a new teacher observation instrument developed at Stanford and adopted by our College, edTPA. I am pleased that you have proposed a project and study that uses this important instrument as one of our measures of teacher effectiveness.

I applaud this work and will support it in any way I can.

Sincerely,



Ellen McIntyre
Dean, College of Education



UNC CHARLOTTE
College of Education

9201 University City Blvd, Charlotte, NC 28223-0001
t/ 704.687.8875 f/ 704.687.6430 www.uncc.edu

November 1, 2013

Dear Reviewers:

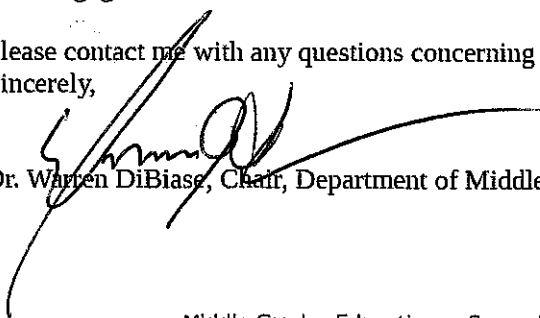
I am pleased to support the proposal: "Place-Based Teacher Education Collaboration: A Study in Civic Engagement and Teacher Efficacy" submitted by Drs. Paul Fitchett, Susan Harden, Joyce Brigman, Thomas Fisher, and Heather Coffey.

This proposal focuses on the Department of Middle-Secondary, and K12 Education and the College of Education's transition into the edTPA teacher assessment program and supports our continuous efforts to provide meaningful, intentional early clinical field experiences to prepare pre-service teachers to enter the field ready to teach an ever-increasing diverse population of children. Acknowledging that quite often clinical field experiences in education are often independently developed without opportunities for debriefing or in depth reflection, this team of faculty members have designed a cohort-style program for the Minor in Secondary Education, which will engage pre-service teacher candidates in a two-phase course model whereby they both take classes and have the opportunity for classroom observations at an urban high school in close proximity to the University. In seeking to learn more about how pre-service teachers, associated with greater teaching and civic engagement through this program, experience self-efficacy when compared to those enrolled in the traditional program. The primary activities within the SOTL application consist of a three-point data collection model, which includes self-efficacy surveys before, during, and after the program components. Additionally, the research team will collect data from the College's newly implemented edTPA electronic portfolio activities.

The long-term goal, which falls outside of the parameters of the grant, is to use the instrument to measure change in candidates' efficacy within the Minor in Secondary Education, as well as determine the benefits of developing an intentional, on-site field experience model for those candidates seeking to obtain licensure in Secondary Education. The data will be used to inform our teaching practice as well as consider potential programmatic changes that may positively influence teacher efficacy in this area.

The research team has developed a sound pilot program which explores the potential of site-based clinical field experiences for giving pre-service teacher candidates a context for understanding the needs of diverse populations of students. All members of the research team are nationally known for their work in the areas of teacher education and civic engagement.

Please contact me with any questions concerning this application.
Sincerely,


Dr. Warren DiBiase, Chair, Department of Middle, Secondary, and K-12 Education

Middle Grades Education • Secondary Education • Teaching English as a Second Language
Foreign Languages Education • Arts Education • Ph.D. in Curriculum and Instruction





A. L. Brown High School

415 East First Street
Kannapolis, North Carolina 28083

(704) 932-6125
Fax: (704) 933-1862

November 1, 2013

Dear Reviewers:

It is with considerable enthusiasm that I write this letter in support of the UNC Charlotte On-Site Secondary Education Program (OSSEP). The purpose of this program is to create on-site opportunities for future high school teachers as they participate in a cohort-designed program of three core classes for anticipated completion of the Minor in Secondary Education. According to the OSSEP program design, students would complete MDSK 2100: Diversity and Inclusion in the Secondary Schools, SECD 4140: Adolescence in Secondary Schools, and MDSK 3151: Instructional Design for Secondary School Learners. Successful completion of each of the three courses will also require extensive on-site clinical activities. Cooperating teachers from our school would work with the students in the cohort in a much more intensive setting than the students would be exposed to during a traditional teacher education model.

As a high school administrator with over nine years of working with university students in both the clinical and student-teaching experience; and specifically with over nine years of working with students from UNCC, I am excited about the opportunities this model will provide for our school. The proposal is detailed in the expected outcomes and I fully support the implementation of the program at our school. The advantages of more intensive clinical experiences throughout the duration of the courses are benefits we believe our teachers and the program students will realize. Direct application of the OSSEP curriculum in our classrooms serves a potentially much more meaningful pre-service experience for the students. Similarly, the teachers and students at A.L Brown High School will also likely produce measurable positive feedback on how the program benefits their respective teaching and learning. In summation, our district and high school leadership team are excited about the opportunity to serve as the host school/district for the piloting of the program and look forward to working with UNC Charlotte in support of this endeavor.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kevin Garay', written over a horizontal line.

Kevin Garay
Principal

Project Narrative

Aims, Purpose, and Objectives

The purpose of this project is to develop, implement, and evaluate an On-Site Secondary Education Program (OSSEP) that will provide a place-based teacher education environment for students in the Department of Middle, Secondary, and K12 Education (MDSK) Minor in Secondary Education program. Teacher candidates will engage in unique instructional activities that encourage discipline-specific collaboration with practitioners and students at the school site. The research questions associated with this project will analyze whether OSSEP improves teaching efficacy, civic engagement, and preparedness of preservice teachers (PSTs) compared to a traditional program of study, and examine the practical strengths and weaknesses of a place-based teacher education program as perceived by faculty and school-site partners.

Rationale

The conceptual framework of the UNC Charlotte College of Education indicates "(t)he mission of the professional education programs at UNC Charlotte is to prepare highly effective and ethical graduates who have positive impact on children, youth, families, communities, and schools and who are successful in urban and other diverse settings" (Jaus et al., 2011, p.5). As part of this mission, PSTs participate in clinical placements. Placements afford students opportunities to engage practitioners and their students, thus bridging the gap between theory and current professional practice. In MDSK, students enrolled in the minor in secondary education complete a series of clinical experiences during their course work. However, departmental needs-assessments indicate that these clinical experiences are frequently disjointed and fail to offer substantial partnerships between K-12 schools and UNC Charlotte PSTs—at a detriment to the teaching efficacy of future practitioners and potential collaboration with the educational

community. We propose to develop the On-Site Secondary Education Program (OSSEP) in response to these programmatic issues.

Unlike the traditional course of study in the MDSK secondary education minor, OSSEP will be a cohort-designed program of three core classes for the Minor in Secondary Education. The three-course program will consist of two phases (see Table 1). In phase I, cohort students will be enrolled in MDSK 2100: *Foundations of Education and Diverse Youth in the Secondary Schools*. MDSK 2100 is the introductory course students take in the secondary minor. The course provides an introduction to the teaching profession by surveying the social, cultural, historical, and philosophical foundations of education and examining how these factors relate to current issues facing American secondary education in urban, suburban, and rural contexts. Foundational knowledge of diverse learners includes particular emphasis on cultural and ethnic identities, English language learners, and special education. The course is intended to provide fundamental background material to challenge future educators to begin formulating their own philosophies within the broader context of education. Because of the breadth of topics covered, offering this course within the secondary school setting is critical toward connecting theory to the grounded practice of teaching. This course will introduce PSTs to the unique, diverse educational setting at the school site. Cohort members will have class in a designated space on the A.L. Brown High School campus and complete specific clinical activities within the school building. They will also be assigned specific cooperating teachers by discipline area (mathematics, foreign language, science, etc.). Along with focusing on issues of diversity and differentiation, this course will include a community needs-assessment activity in which PSTs will engage in a meaningful service learning project to enhance students' civic engagement and promote social justice (Conklin, 2008; Johnson, Oppenheim, & Suh, 2009).

In phase II, the cohort will take two courses on-site, SECD 4140: *Adolescence in Secondary Schools* and MDSK 3151: *Instructional Design for Secondary School Learners* (see Table 1). These courses will utilize a flipped (or inverted) classroom environment, allowing students and instructors to spend more time discussing the cognitive development of adolescent learners and practicing the implementation of developmentally appropriate lesson plans (Lage, Platt, & Treglia, 2000). The face-to-face components of these classes will be taught over the course of 180 minutes (1st and 2nd instructional block at the project site.) The remainder of the day will be spent in various clinical activities (3rd and 4th block) where OSSEP students will shadow teachers, participate in instructional activities, and engage high school students. Through an on-site SECD 4140 (course focuses on aspects of educational psychology and contexts of learning), PSTs will better understand the complex integration of teaching and learning with multiple factors of community and school and their impact on adolescent students (SECD 4140 Syllabus, 2013; Zeichner, 2010b). Allowing for on-site teaching and clinical experiences for PSTs enrolled in MDSK 3151 (course focuses on instructional lesson planning) ensures the opportunity to see first-hand how lessons are planned and implemented and create relationships in order to practice these functions within a professional setting.

Additionally, we propose that this cohort would be better prepared for success as they move forward with the college's new adoption of edTPA (performance-based assessment of preservice teachers) (AACTE, 2013), an assessment system with multiple measurements which examine students' ability to construct developmentally appropriate lessons, reflect on practice, and construct appropriate assessments.. EdTPA is aligned with Teacher Assessment and Support Consortium as well as the Common Core State Standards and standards of Specialized Professional Associations (AACTE, 2013). For example, Task 2 and Task 3 of the edTPA

program mandates student teachers to videotape themselves teaching a group of students and then choose specific clips to identify specific instances of engagement and assessment (AACTE, 2013). MDSK 3152 course requirements stipulate that PSTs practice these video assessments with students or peers or any volunteers possible in order to practice this essential task. Creating a place-based environment for MDSK 3152, PSTs will be able to foster partnerships with a school faculty in order to collaborate, practice, and video their teaching in real classrooms—the most authentic environment possible.

Following the development of curricular material and final logistical support from on-site faculty and staff in Fall 2014, implementation of OSSEP will begin in Spring of 2015. This proposed partnership between the COED and A.L. Brown High School (see letters of support) is a direct application of the College of Education conceptual framework by fostering a partnership among community and university educational stakeholders.

Table 1

Description of the On-Site Secondary Education Program Phases

Phase	Course(s)	Place-based Activity	Desired Instructional Outcomes
1	MDSK 2100	<ul style="list-style-type: none"> • Service-learning needs assessments 	<ul style="list-style-type: none"> • Application of civic engagement in authentic settings • Identity and analyze needs of school
2	SECD 4140	<ul style="list-style-type: none"> • Case Study (teacher/student) 	<ul style="list-style-type: none"> • Effective professional reflection
	MDSK 3151	<ul style="list-style-type: none"> • Micro teaching/tutoring in subject • Teacher PST Roundable • Inquiry Project 	<ul style="list-style-type: none"> • Teaching Self-efficacy • Pedagogical content knowledge • Ability, recognize and adjust

instruction based
upon cognitive
needs of students

Impact

We identify several potential benefits of OSSEP. For the school site (A.L. Brown), we envision the following (but not limited to):

- ❖ Providing opportunities for school site teachers to serve as teaching mentors and demonstrate professional leadership—important components of the current teacher evaluation system.
- ❖ Developing a “pipeline” teacher development/recruitment program for the school site.
- ❖ Connecting experienced teachers with teacher educators to collaborate on research-based instructional strategies
- ❖ Piloting for potential Professional Development School venture which provides additional funding to site school faculty and staff.

For UNC Charlotte’s MDSK faculty and students, we project the following benefits from OSSEP:

- Meaningful connections with high school teachers and students through research, teaching, and service
- Enhancement of clinical experiences in our program of study
- Improvement in the quality of teacher education provided at UNC Charlotte.

Literature Review

Importance of meaningful clinical experiences

Research suggests that teachers often fail to connect with students based on misunderstandings about young peoples’ lives and the circumstances of their learning

environments (Howey, 1999). Clinical field experiences, a common intervention for this problem in teacher preparation programs, afford PSTs opportunities to observe and engage teachers and students in their classroom . Wilson, Floden, and Ferrini-Mundy (2001) have found clinical experiences play an important role in teacher preparation and assert that it must be interwoven with coursework to be most effective. The National Commission on Teaching and America's Future (1996) supports the claim that extensive clinical experiences, which complement and support coursework, are a critical component of teacher preparation. Field experiences are also important because preservice educators enter teacher education programs with strong beliefs and values about teaching and learning, as they have been students for the majority of their lifetime (Darling-Hammond, 2006). These beliefs are unlikely to change unless students are offered experiences that “challenge their validity” (Feiman-Nemser & Buchman, 1987, p. 9). Marx (2004) argues these types of field experiences are important given that, “the dominant face of the American teacher workforce is female, white and English-speaking and one child in five was estimated to be the child of an immigrant, and almost 47 million people over the age of five living the U.S. were considered non-native speakers of English” (p. 36). Sleeter (2008) suggests that pre-service teachers also need training in the context in which they will be teaching. The high school/secondary environment is unique to teaching and learning (Stodolsky, 1993). The discipline-specific nature of secondary schooling requires clinical placement and activity that exposes students to specific pedagogical content knowledge within their content field (Shulman, 1986). Providing PSTs with opportunities to engage in meaningful, context-specific field experiences (like OSSEP) has the potential to increase their professional mastery—a function of self-efficacy and culturally responsive self-efficacy (Fitchett, Starker, & Salyers, 2012; Pajares, 1996).

Place-Based Learning and Community Engagement

Influenced by the progressive approaches to education championed by Dewey (1900), place-based learning looks to contextualize student learning, recognizing that where we learn is foundational to what we learn. Often grounded within K-12 settings, place-based educational programs coalesce around common themes where multi-disciplinary and experiential knowledge emerge from particular attributes of place (Woodhouse, 2000). Within higher education, there has been elevated focus on university-community engagement (Boyer, 1990; Kellogg Commission 2000, 2001), including integrated engagement within teaching and a call for sharing the task of education with the broader community (Stanton, 2007). This integrated engagement can enhance the teacher education landscape by making meaningful connections between research, theory, and site-based practice and fostering civic engagement (Zeichner, 2010a, 2010b). It is within this theoretical context of engagement and place-based learning that this project seeks to share the task of educating high school teachers with our K-12 partners within the places that they will someday work.

Methods

Evaluation

The purpose of our program is create a school-site program of study (OSSEP) for high school preservice teachers (PSTs). Our evaluation of the OSSEP program is guided by the following three overarching research questions. These questions and the analytical procedures used to evaluate them are described below.

- ❖ **Are PSTs in the OSSEP program associated with greater teaching and civic engagement self-efficacy compared to the traditional Minor in Secondary Education program participants?**

This evaluation will follow an experimental research design. Data will be collected at three points during the OSSEP process. At the beginning of phase I, cohort participants will complete a series of self-efficacy surveys including the Tschannen-Moran & Woolfolk-Hoy (2001) *Teachers' Sense of Efficacy Scale*, Swiatu (2007) *Culturally Responsive Teaching Self-Efficacy Scale*, and the *Bringing Theory to Practice Toolkit Assessment Survey* (2007). These surveys will be administered to the OSSEP cohort four times: once, as a baseline at the beginning of the program, again after completing phase I and II, and finally at the end of student teaching. Data will be compared to a randomly-selected control group of non-cohort members enrolled in parallel sections of MDSK 2100 and SECD 4140 at each data point. Descriptive and inferential statistics including (but not limited to) Repeated Measures ANOVA, Factor Analysis, and Structural Equation Modeling will be used to analyze findings.

❖ Does the OSSEP program have the capacity to better prepare high school PSTs than traditional teacher education models?

This evaluation will follow an experimental research design and collect data at two points. PSTs in the College of Education are required to complete an electronic portfolio assessment activity as part of edTPA. This program includes a series of 15 rubrics that measure students' pedagogical knowledge, teaching performance, and reflection. They are graded by faculty reviewers. Students are required to pass edTPA in order to receive recommendation for state teaching licensure. To prepare students, activities and rubrics are embedded in MDSK courses that reflect various rubrics associated with edTPA. These data, already being collected by MDSK, will be analyzed for courses MDSK 3151 and SECD 4140 along with corresponding rubrics in the final edTPA model. The scores from these rubrics will be compared to scores from randomly selected non-cohort PSTs in the minor in secondary education control group. Analysis

of data will include descriptive statistics and inferential statistics (including but not limited to) paired *t*-tests, factor analyses, and multiple regression.

- ❖ **How do participants in the OSSEP program (students, on-site teachers, and university faculty) perceive the practical strengths and weaknesses of on-site teacher education instruction at the programmatic level?**

This evaluation will follow a case-study research design. PSTs enrolled in OSSEP, the teachers at the site-school, and faculty participants will take part in semi-structured interviews, focus groups, and class observations. Data will be coded to examine the promise and problems associated with the on-site undertaking.

Knowledge Dissemination

Findings from this study will be published and distributed in many ways. At the local level, findings from the OSSEP program will be presented to school and community leadership in Kannapolis City Schools. As part of this burgeoning partnership with A.L. Brown High School, we plan to include school leadership in the research process as co-investigators. We will also publish our findings as a technical report through the Urban Education Collaborative at UNC Charlotte. It is our intention that this program serve as a model for future, sustained place-based secondary education programs. From a scholarly perspective, we will submit relevant findings to top-tier teacher education journal such as *Urban Education*, *Journal of Teacher Education* and *Teaching and Teacher Education*. We also anticipate presenting at national educational conferences including the American Educational Research Association annual meeting.

Human Subjects

Given the comprehensive nature of this proposal, we anticipate that we will have to complete an Institutional Review Board (IRB) protocol application. Initial steps for completing this protocol are currently underway. The research team understands that data collection and analysis cannot take place until successful approval from the UNC-Charlotte IRB board.

Extramural Funding

Currently, no additional funding is being requested. However, upon successful completion of phase I and II of the program, initial data results will be used to determine the appropriateness of a potential professional development school (PDS) partnership with A.L. Brown High School, which offers the potential for on-going programmatic funding of OSSEP. Initial data analysis will determine whether additional external funding such as the Spencer Foundation (Data Use and Educational Improvement strategic initiative) is appropriate.

Timeline

Summer 2014 through Fall 2014—Development of course syllabi; PST recruitment to the OSSEP cohort, logistics, teacher recruitment, and organizational positioning with school partners at A.L. Brown; purchasing of relevant technological and instructional materials.

Spring 2015—Phase I of OSSEP. Data collected analyzed in MDSK 2100 program and control groups.

Fall 2015—Phase II of OSSEP. Data collected and analyzed in SECD 4140 and MDSK 3151 program and control groups. Exit interviews will be conducted. PSTs' edTPA portfolios will be analyzed following their student teaching.

References

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