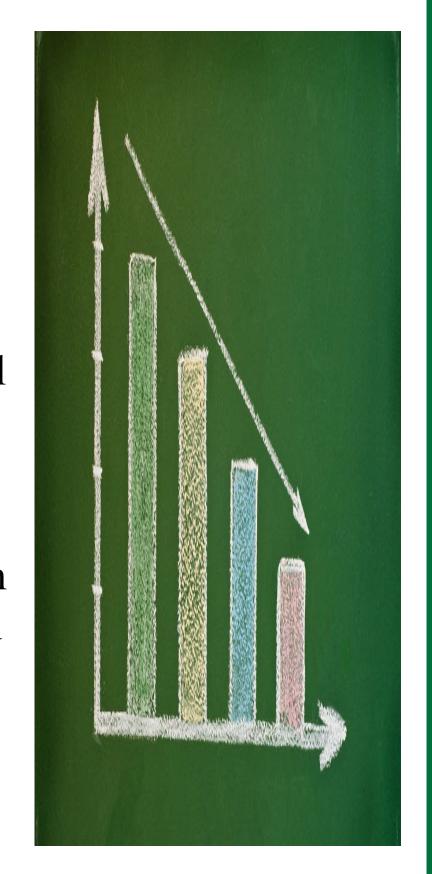
Does practice make perfect? The curricular give and take of one teacher education program's revisioning

Context

- Declining interest in becoming a teacher (Sutcher et al., 2016)
- Increasing competition (Granados, 2017)
- Criticism for being too theoretical and not practice-oriented (Grossman et al., 2009)
- Decreasing enrollment (American Association of State Colleges and Universities, 2017)
- Re-design of graduate initial licensure programs



Literature Review

Alternative Licensure Programs

- Shortage of teachers has spawned numerous alternative licensure programs
- Residency Models

Online Instruction

- Increasing prevalence in teacher preparation (U.S. Department of Education, 2018).
- Type of instructional method (online or F2F instruction) has no impact upon student learning (Kirtman, 2009).
- Use of Quality Matters (2018) to enhance online and hybrid instruction.

Practice-Based Teacher Education & Coaching

- Learning cycle built around four quadrants (Ball & Forzani, 2010)
- Use of high-leverage practices (Grossman et al., 2009).
- Coaching (Ericsson & Pool, 2017)

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RESIDENCY PROGRAM (INITIAL LICENSURE) **SEMESTER 3 SEMESTER 1** SEMESTER 2 **Online, content-specific Full-time internship coupled** Online coursework coursework with lab to with support seminar and with lab to practice customized coursework and receive coaching practice and receive coaching **SUMMER (5 CREDIT HOURS)** FALL (6 CREDIT HOURS) **SPRING (5 CREDIT HOURS)** MDSK 6162: Planning for Content-specific methods course (3) MDSK/TESL/FLED 6470: K-12 Instruction (2) Student Teaching Internship (3) Content-specific assessment course (2) MDSK 5130/SECD 5140: Adolescent MDSK 5204: Equity & Education (2) MDSK 5100L: Lab in Development course (2) MDSK 6162L: Lab in Content Pedagogy (1) Instructional Design (1) YEAR-LONG RESIDENCY

Methodology **Research Question** Instrumentation What impact did the re-1. CLASS observation design have on teacher instrument candidate performance? 2. edTPA 2. What impact did the re-1. Teacher Efficacy Scale developed by Tschannendesign have on teacher Moran and Woolfolk Hoy candidate perceptions of their preparation? (2001)2. Culturally Responsive Teaching Self-Efficacy Scale (Siwatu, 2007) 3. Semi-structured interviews with teacher candidates

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Results **Impact on Performance** CLASS Re-design candidates scored statistically significantly higher on 3 of 4 dimensions: Emotional Support, Instructional Support, and Student Engagement. On average, re-design candidates scored significantly higher on the majority of the items associated with each dimension. edTPA comparable passing scores • Almost identical overall mean scores (44.36 v. 44.19) • Re-design candidates scored significantly lower on Task 1 (i.e., Planning) • Re-design candidates scored significantly higher on Task 2 • No significant difference for Task 3. **Impact on Preparation** Self-• Re-designed program candidates reported, on Efficacy average, lower scores. • Approaching statistical significance, the overall TES Sale scale score was lower for the re-design candidates with a moderate effect size (d=.532). CRTSE • Very similar responses between two groups • On two of the 26 CRTSE items, re-design Scale candidates reported significantly lower scores: • Key differences in the perceptions between the two Interviews groups centered on the extent to which they felt prepared to manage a classroom, use assessments, and teach diverse learners in an urban setting.

Lessons Learned

- Ensure program's primary focus is threaded throughout all coursework.
- Point out implications for practice and ask candidates to apply content to their unique context
- Value of faculty-candidate relationships
- Maintain some element of F2F instruction
- Consider small incremental changes and evaluate impact