
Electronic Theses and Dissertations, 2004-2019

2016

Examining Elementary Preservice Teacher Efficacy to Teach Writing in a Title 1 School: A Mixed Method Study of a School-based Teacher Education Course Intervention

Norine Blanch
University of Central Florida



Part of the [Elementary Education and Teaching Commons](#)

Find similar works at: <https://stars.library.ucf.edu/etd>

University of Central Florida Libraries <http://library.ucf.edu>

This Doctoral Dissertation (Open Access) is brought to you for free and open access by STARS. It has been accepted for inclusion in Electronic Theses and Dissertations, 2004-2019 by an authorized administrator of STARS. For more information, please contact STARS@ucf.edu.

STARS Citation

Blanch, Norine, "Examining Elementary Preservice Teacher Efficacy to Teach Writing in a Title 1 School: A Mixed Method Study of a School-based Teacher Education Course Intervention" (2016). *Electronic Theses and Dissertations, 2004-2019*. 5074.

<https://stars.library.ucf.edu/etd/5074>

EXAMINING ELEMENTARY PRESERVICE TEACHER EFFICACY TO TEACH
WRITING IN A TITLE 1 SCHOOL: A MIXED METHOD STUDY OF A SCHOOL-
BASED TEACHER EDUCATION COURSE INTERVENTION

by

NORINE BLANCH

M. Ed. Brock University, 2005

B. Ed. University of Toronto, 1995

B.P.H.E. University of Toronto, 1993

A dissertation submitted in partial fulfillment of the requirements
for the degree of Doctor of Philosophy
in the College of Education and Human Performance
at the University of Central Florida
Orlando, Florida

Summer Term
2016

Major Professor: Sherron Killingsworth Roberts

ABSTRACT

As the demographics of the United States change, barriers persistently thwart efforts to ensure that all students, regardless of ethnicity, academic ability, or family circumstance, have equal opportunities to learn. Diminished retention rates of effective educators in Title 1 schools, elevated rates at which students from low-income families are taught by inexperienced or unqualified teachers and insufficient preparation of preservice teachers (PSTs) to teach in Title 1 schools are three such barriers. Policy reform organizations interested in improving the effectiveness of teacher education programs nationwide suggest forging strong clinical partnerships between universities and schools by relocating coursework to school-based settings that more closely resemble the reality of today's classrooms. PSTs, 27 in total, participated in a school-based teacher education intervention situated in a Title 1 school in central Florida to examine the influences of this intervention on PSTs efficacy for culturally responsive teaching and their sense of efficacy for teaching writing to students of diversity in a Title 1 school. Preliminary results indicated that while some PSTs tended to overestimate their efficacy for teaching students of diversity in Title 1 schools prior to the intervention, the school-based course disrupted that reality. Through weekly teaching experiences, PSTs' misconceptions about Title 1 schools, and their own pedagogical practices were challenged. Results yielded a purportedly more efficacious group of PSTs as measured by quantitative survey research and post qualitative responses in this mixed method study.

ACKNOWLEDGMENTS

First and foremost, I want to express my sincere thanks, love, and appreciation to my chair, advisor, professor, and friend, Dr. Sherron Killingsworth Roberts. It is cliché to say that this culmination of my journey would not have been possible without you, but that is most definitely the case. You are a remarkable balance of what a mentor, cheerleader, torturer, and professor should be. I am very grateful that you have been such a valuable part of my doctoral studies.

Thank you to many important individuals at the University of Central Florida for supporting me. In particular, I would like to thank Dr. Lue Stewart, Dr. Zygouris-Coe, and Dr. Zugelder for serving on my dissertation committee and being such invaluable mentors for me during my studies. In addition, I would like to thank Dr. Hynes and Dean Carroll for the opportunities to further myself professionally; to Damien Chaffin, Laura Wilcox, and Dr. Cox for your guidance and advice; and to Dr. Hoffman, Dr. Jennings-Towle, Dr. Gelfuso, and Lourdes Smith, for the role each of you played along the way.

A sincere thank you to Mr. Ron Nathan, Mrs. Gase, and the amazing staff at Midway Elementary Magnet School of the Arts for welcoming UCF into your school, and allowing important research to take place.

Last, but most importantly, thank you to my family. Thank you, Mom and Crit, for your loyalty and unwavering faith in me, for pep talks, and visits to Florida. Thank you, David, for being such a great young man. Dad and I are proud of you. Thank you, Zack, for taking such great care of mom these past three years. I will treasure the time we spent together forever. Finally, to my husband, who made the ultimate sacrifice so that the three of us could pursue our dreams. You are the best man I know. Thank you.

TABLE OF CONTENTS

LIST OF FIGURES	vi
LIST OF TABLES	vii
CHAPTER ONE: INTRODUCTION	1
Personal Rationale.....	4
Statement of the Problem.....	6
Theoretical Framework	7
Research Questions	8
CHAPTER TWO: REVIEW OF THE LITERATURE	13
Changing Population Demographics.....	13
Changing U.S. Educational Landscapes	14
Increased Prevalence of Title 1 Schools	16
Preservice Teacher Efficacy.....	18
The State of Writing in the U.S.....	21
The Importance of Effective Teachers for Students of Diversity in Title 1 Schools..	27
A Call to Action for Improved Teacher Preparation	28
Evidence for a School-Based Teacher Education Intervention	31
CHAPTER THREE: RESEARCH METHODOLOGY	34
Research Design.....	35
Data Collection Procedure	36
Phase One of Data Collection for the School-Based Intervention: Quantitative Instruments.....	38
Phase Two of Data Collection for the School-Based Intervention, Qualitative	44
Participants.....	46
Trustworthiness.....	48
Research Setting.....	48
Description of the School-Based Teacher Education Course	50
Laying the Writing Rocks Foundation.....	51
Students of Diversity.....	52
The First Class	53
More Writing Rocks Lessons.....	54
PST Led Writing Rocks Workshops.....	55
Writing Rocks Celebration	57
Description of the Methods Course.....	58
CHAPTER FOUR: RESULTS AND DISCUSSIONS	61
Research Question 1 Results.....	62
Research Question 2 Results.....	65
Discussion of RQ1 and RQ2.....	67
Research Question 3 Results.....	72

Discussion of RQ3	73
Research Question 4 Results.....	79
Discussion of RQ4	80
Limitations of the Research Design	96
CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.....	99
Summary	99
Conclusions.....	108
The Necessary Disruption of Self-Efficacy to Enhance Teacher Effectiveness	
.....	108
Benefits of School-Based Coursework	109
Implications for Teacher Retention.....	110
Recommendations.....	111
Future Research	115
APPENDIX A: WRITING ROCKS LETTER	118
APPENDIX B: METHODS COURSE SYLLABUS	121
APPENDIX C: MINILESSON TEMPLATE	136
APPENDIX D: IRB APPROVAL FORMS.....	138
APPENDIX E: PERMISSION TO CONDUCT RESEARCH	140
APPENDIX F: PERMISSION TO USE EXISTING SURVEY 2.....	142
APPENDIX G: PERMISSION TO USE EXISTING SURVEY 3	144
APPENDIX H: SURVEY 1	146
APPENDIX I: MODIFIED SURVEY 2 (CRTSE).....	151
APPENDIX J: MODIFIED SURVEY 3 (TSELI)	154
APPENDIX K: ADDITIONAL QUANTITATIVE DATA ANALYSIS TABLES	158
APPENDIX L: SURVEY 4	163
APPENDIX M: QUALITATIVE DATA TRANSCRIPTION.....	165
REFERENCES	185

LIST OF FIGURES

Figure 1. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Writing Assessment, p. 1.....	26
Figure 2. Demographics of Masterwood Elementary Magnet School. Retrieved from publicschoolsk12.com.....	49

LIST OF TABLES

Table 1. One-tailed, Left Directional Hypothesis.....	8
Table 2. A Synthesis of Recommendations Regarding School-Based Teacher Education Coursework.....	29
Table 3. Dissertation Timelines for Spring 2016.....	37
Table 4. Likert-type Items Omitted from the Modified CRTSE Survey	40
Table 5. Curriculum Link Between CRTSE and LAE 4314 Course Activities.....	41
Table 6. Dissemination of Quantitative Instrumentation in Spring 2016	42
Table 7. Design for Research Question 1 & 2	43
Table 8. Research Design for RQ4	45
Table 9. Academic Experiences and Preferences by Educational Setting.....	47
Table 10. Eligibility for FRL at Masterwood Elementary. Retrieved from publicschoolsk12.com.....	49
Table 11. Weekly Schedule of LAE 4314: Language Arts in the Elementary School on-site at Masterwood Elementary School.....	56
Table 12. Mean Score CRTSE and TSELI – T1 Writing Results by Participant	63
Table 13. SPSS Output Table for Paired Samples T-Test	64
Table 14. Paired Samples Test.....	66
Table 15. SPSS Generated Statistics for Pre/Post CRTSE & TSELI Measures.....	69
Table 16. Courses and Course Effectiveness: Data from Survey 1	71
Table 17. Pearson Correlation PRE School-Based Intervention	73
Table 18. Pearson Correlation POST School-Based Intervention	73
Table 19. Frequency Table of Pre and Post CRTSE & TSELI – T ₁ Writing Data.....	76
Table 20. Quantified Responses to Question 1 of the PPOp-T ₁ Questionnaire.....	80
Table 21. PPOp-T ₁ Question #1	82
Table 22. PSTs’ Responses to PPOp-T ₁ Question 2.....	84

Table 23. PPOp-T1 Question #2.....	85
Table 24. PPOp-T ₁ Question #3	88
Table 25. PPOp-T ₁ Question #3	90
Table 26. Accuracy of Perceived Efficacy Prior to the School-Based Methods Course	93
Table 27. PPOp-T ₁ Question #4	94
Table 28. Weekly School-Based Course Schedule of LAE 4314	113
Table 29. Descriptive Statistics from SPSS Output.....	159
Table 30. Boxplot for Mean CRTSE Scores Pre and Post Intervention	160
Table 31. Paired Samples Statistics Output	160
Table 32. SPSS Tests of Normality	161
Table 33. Descriptives	162
Table 34. Paired T-Test Data for TSELI-T ₁ Writing.....	162

CHAPTER ONE: INTRODUCTION

Retention of effective teachers in low-income, urban settings for three or more consecutive years in a child's schooling increases the chances for marginalized students to be successful (Freedman & Appleman, 2009), but as the demographic landscapes of education in the U.S continue to change, barriers persistently thwart efforts to ensure that all students, regardless of ethnicity, academic ability, or family circumstance, have equal opportunities to learn and be successful. Major barriers to student success include the following: 1) diminished retention rates of effective educators in Title 1 schools (Ingersoll, 2003); 2) elevated rates at which students from low-income families (or students of color) are taught by inexperienced, unqualified, or out-of-field teachers (National Assessment of Educational Progress, NAEP, 2007), and 3) insufficient preparation of preservice teachers to teach students of diversity in Title 1 schools (American Institute for Research, AIR, 2015) are but three of the more notable barriers revolving around a larger more central topic, effective teaching for students of diversity in Title 1 schools.

A diminished retention rate of effective teachers in Title 1 schools was introduced by Ingersoll in 2003. He reported that turnover rates of novice teachers in Title 1 schools were 50% higher than in more affluent schools. In 2014, the Teacher Retention Survey revealed that retention rates in Title 1 schools continued to lag behind more affluent schools (United States Department of Education, 2014), but were not as bleak as Dr. Ingersoll had estimated. More recently, Brown (2015) reported National Center for Education Statistics data that boasted a very low attrition rate of 17% for novice teachers in their first five years. In comparison to Ingersoll's estimated 40 to 50% attrition, these are favorable results. Yet the National Center for Education Statistics study made no distinction between urban,

suburban, or rural school settings and attrition rates. With no distinction between the number of teachers leaving low-income, urban (or urban characteristic schools), versus the percentage leaving more affluent schools, it is difficult to report whether attrition from low-income, high-needs schools continues to be more pronounced. While the current study has no instruments embedded within it to measure teacher attrition/retention, it is an important topic that remains open for future research and consideration. Retaining effective teachers in low-income schools is more problematic than more affluent schools but is discussed within this study for the sheer purpose of exploring the need for potential solutions to preparing more efficacious teachers to teach and remain in challenging classrooms long enough to make a difference in the lives of the students who need them the most (AIR, 2015).

Second, survey results showed that students of diversity are generally taught by less effective teachers, potentially contributed to reported learning lags of close to one full school year; perpetuating equity and achievement gaps between races and cultures of students in Title 1 schools (NAEP, 2007; U.S. Department of Education, 2010). Finally, insufficient preparation of PSTs for Title 1 schools exacerbates increased retention rates, leaving students in Title 1 schools at a further disadvantage when it comes to equitable opportunities for academic success (AIR, 2015). Therefore, this study explores one potential solution to breaking down the aforementioned barriers, by examining the effects of school-based teacher education coursework on elementary preservice teachers' efficacy to teach writing to students of diversity in Title 1 schools. Finding ways to break down barriers and ensure a level academic playing field, upon which all students have equal opportunities to learn, is the goal. The approach is an authentic learning approach in which

both PST and elementary student engagement is theoretically motivated, and the academic work is situated and enacted in real-world contexts as policy makers recommend (Ryan & Healy, 2009).

The Council for Accreditation of Education Professionals (CAEP, 2013), The National Council of Accomplished Teacher Educators (NCATE, 2010), The United States Department of Education , The American Institute of Research (AIR, 2015), and the controversial National Council of Teacher Qualification (NCTQ, 2013) reports, that a potential solution to improving teacher retention, and preparing more effective teachers for Title 1 schools, lay foundationally in forging strong clinical partnerships between universities and schools during preservice teacher education programs. Providing authentic, clinical environments in which PSTs learn to teach, purposefully situating school-based teacher education coursework in Title 1 Schools, more closely resembles the reality of the classrooms for which the 1.5 million new teachers being added to the teaching workforce in the next decade (AIR, 2015) are preparing. Relocating university-based teacher education coursework to school-based teacher education coursework is a practical and plausible solution. Forging partnerships between schools and universities, and offering clinical environments (i.e., authentic learning environments) within which PSTs can “get their sea legs” (CAEP, 2013, p. 11) through authentic teacher-student interactions in Title 1 schools, could potentially, with more researched evidence, result in more efficacious beginning teachers, decreased attrition rates in Title 1 schools, and more equitable opportunities for students of diversity to receive effective teaching year after year. Ensuring that the school-based teacher education intervention is situated on Title 1 school sites is important. Organizing the content and objectives of the school-based teacher education methods

coursework to build authentic learning experiences around theory is innovative. In addition to the aforementioned evidence on the need for further research on this topic, finding ways to encourage more efficacious PSTs has been of interest to me for over two decades and thus, my story did not come to me in a moment but over the past 21 years in education in Canada and the United States.

Personal Rationale

During my first year of teaching, I, like many other teachers, was overwhelmed by the number of different learners in my classroom for which I felt wholly unprepared to teach effectively, despite my underlying belief that I was going to be a great teacher. Many times I wondered how I spent an entire year learning how to be a teacher, and yet had no idea how to differentiate my instruction for students with differing abilities, how to manage challenging student behavior, or how to enrich gifted learners, all in one class. I set my goal of completing my doctoral studies in elementary education and becoming a professor at a faculty of education. Drawing on my knowledge and experience, I would ensure that PSTs were strong in their content knowledge, had many opportunities to work directly with students, and feel more prepared pedagogically to remain in the teaching profession throughout challenging situations and across many years of service.

During my Master of Education degree studies, I was able to revisit the topic of teacher preparation, specifically exploring beginning teachers' feelings of preparedness to include different ability learners in general education classrooms. What became very apparent at that juncture of my professional life in Ontario schools was the need to expand the topic of inclusive education to encompass the increasingly more diverse student populations that challenged teachers' pedagogical practices as the landscape of education

within the large Board of Education in Ontario grew and changed. The cultural milieu of students in south central Ontario was wholly more diverse than when I began my career in a small northern city, adding an important consideration to inclusionary research, and a dimension of cultural diversity that became touchstone in my research. Certainly, classrooms include different ability learners, but they are also home to culturally, linguistically, ethnically, academically, and racially diverse learners, not only in Canada, but throughout the United States and indeed the world.

Presently, I am challenged by the topic of PST preparation for teaching diverse student populations. The topic inspired me to go deeply and critically into the existing literature, to carve out my path as a recent doctoral graduate and current university lecturer as I began to consider the factors central to effective teachers choosing to stay in high poverty, low income, urban classrooms (i.e., Title 1 schools). I sought to understand how a teacher's choice to leave a challenging Title 1 teaching career prematurely, could significantly affect student learning, and I was interested in the potential impact of ineffective teachers for marginalized students' academic achievement. Finding potential ways to better prepare PSTs so they are not making the choice to leave prematurely; and that PSTs are effectively prepared for the diversity of their student population became my research. Therefore, narrowing the examination to one innovative way that teacher education programs could potentially prepare more efficacious teachers for Title 1 schools became the focus. Teacher education policy reports would clarify the innovation.

Through an examination of many policy reports, school-based teacher education coursework was introduced. School-based coursework is the practice of teaching a university course at a school site (i.e., school-based) during which PSTs have authentic

teaching experiences built into the class for specific and predetermined periods of time. The amount of time that PSTs spend with actual students may vary across programs. A 30 minute tutoring time or a 45 minute writing workshop (as was the case for this study) are but two examples of authentic teaching blocks within the school-based teacher education intervention. Siwatu (2007) encouraged future researchers to explore school-based teacher education coursework, citing the need for more evidence that school-based teacher education coursework helps prepare more efficacious teachers. Hence, this dissertation explored a school-based teacher education course (as an intervention) and gathered evidence needed to measure the influences of this intervention on elementary PSTs' efficacy to teach students of diversity in a Title 1 school, potentially preparing more efficacious PSTs for future diverse and inclusive classrooms.

Statement of the Problem

Close to 30 years ago the Holmes Group, a group of 100 deans of schools of teacher education suggested that teaching practices were best enacted in classrooms and not in university classrooms (AIR, 2015). The National Commission on Writing (2002) admitted that teacher preparation rarely takes place within the context of children's schools or classrooms, and suggested moving courses into school-based sites was exactly what PSTs needed to form deep connections with educational settings outside teacher education programs (Rust, 2010). Exploring one such opportunity (i.e., relocating teacher education coursework from a university to a school-based site), to develop PSTs' capabilities "to adapt and adjust their instruction in culturally appropriate ways" (Council for Accreditation of Education Professionals, CAEP, 2013, p. 28) was the goal of this research. Therefore, as a university instructor at this institution in central Florida, I intentionally created a partnership

with an area Title 1 school in order for PSTs enrolled in language arts methods course to engage in authentic teaching opportunities on-site in a 16 consecutive week school-based teacher education intervention. During the semester, 27 PSTs were afforded opportunities to teach writing to third graders in a Title 1 school for 45 minutes of every class.

The 2013 CAEP report recommended next steps in research to move teacher education courses from college and university campuses into public schools where impacts should be explored and documented. Therefore, in keeping with the purpose of this study which is to explore the effects of a school-based teacher education intervention on elementary PSTs' efficacy to teach writing in Title 1 schools, the following overarching research question and secondary questions guided this study.

Theoretical Framework

The purpose of this study was to examine the influences of a school-based teacher education course intervention on elementary PSTs' efficacy and to teach writing to students of diversity in Title 1 schools. The Experiential Learning Theory (Dewey, 1938) provided a strong theoretical framework for this study. Based on the simple precept that one learns by doing, the Experiential Learning Theory follows that teachers learn by teaching. From its inception by founding father, John Dewey (1938), the Experiential Learning Theory (ELT) grounded the purpose of this dissertation and validated the need to place elementary PSTs in situations where they could experience authentic teaching environments, explicitly teach writing skills to students, and measure their effectiveness through student's performance and levels of motivation to learn. Additionally, PSTs experienced students of diversity in preparation for the increasingly diverse populations they will inevitably teach in these changing educational landscapes. Experiential Learning Theory is further defined as a

holistic model of the learning process based on cycles of learning driven by action and reflection, and experience and abstraction (Kolb & Kolb, 2011) as was the case with this school-based teacher education intervention. The following research questions were posited.

Research Questions

To what extent does a *school-based teacher education intervention influence PSTs' efficacy to teach writing to students of diversity in a Title I school, as measured by Culturally Responsive Teacher Self-Efficacy appraisals, Teacher Sense of Efficacy for Writing Specific Literacy Instruction surveys, and Post Perceptions of Preparedness for Title I Teaching questionnaires?*

The null hypothesis for this research states that the population means were not equal, and the alternative hypothesis purported that the population mean after participation in a school-based teacher education methods course was less than 0. This one-tailed (left) directional hypothesis signified that teacher efficacy would increase from pre to post intervention (i.e., PSTs would increase their level of efficacy as a result of the school-based intervention). The hypothesis is symbolized in the table below (see Table 1).

Table 1. One-tailed, Left Directional Hypothesis

$H_0 : \mu d \geq 0$ $H_0 : \mu d < 0$

Four secondary research questions followed:

RQ1. *Is there a statistically significant difference on how PSTs in a school-based teacher education intervention appraise their pre/post culturally responsive teacher self-efficacy when provided with instruction related to a writing methods course?*

RQ2. *Is there a statistically significant difference on how PSTs in a school-based*

teacher education intervention report their pre/post sense of efficacy for writing specific literacy instruction when provided with instruction related to a writing methods course?

RQ3. Is there a statistically significant correlation between Culturally Responsive Teacher Self- Efficacy and PSTs' Sense of Efficacy for Writing Specific Literacy Instruction, in Title 1 schools?

RQ4. How do the qualitative results from the Post Perception of Preparedness for Title 1 Teaching questionnaire (PPoP-T₁) inform the development of the school-based teacher education intervention? What additional information does the qualitative information reveal about the school-based coursework? How do the qualitative results expand on the quantitative data?

Few studies document school-based teacher education interventions. This dissertation explored evidence regarding the effectiveness of such an intervention on PSTs' culturally responsive self-efficacy, and sense of efficacy to teach writing to students of diversity in low income, Title 1 schools. Through this study, the goal was to build the research evidence necessary to find support for school-based teacher education course interventions and potentially change an important facet of preservice teacher education in an innovative and plausible way. Effectively preparing PSTs for the inclusion of increasingly more diverse learners in general education classrooms is vitally important to the future success of teacher education programs.

The definitions, necessary for this dissertation, are included below:

Advanced via Individual Determination (AVID) funding. AVID is a discretionary grant program funded by the U.S Department of Education. "Magnet schools are established to eliminate, reduce, or prevent minority groups isolation; to provide student with challenging

academic standards; to implement diversity and increase choice; and to strengthen students' knowledge of academic subjects and marketable skills" (www.AVID.org).

Beginning teacher. A teacher in a public school who has been teaching less than a total of three complete school years.

Culturally Responsive Teaching Self-Efficacy: Teachers' beliefs in their confidence to execute specific teaching practices and tasks that are associated with teachers who are believed to be culturally responsive (Siwatu, 2007, p. 8).

Effective teacher. A teacher who, regardless of the number of years of teaching experience, the location of the school (i.e., urban, suburban, or rural), the status of the school district (low- income, middle income, or affluent), fosters student learning and academic progress on par with age and grade appropriate peers with respect to statewide standards and norms of achievement.

Equity gap. An equity gap is the difference between the rate at which low-income students or students of color are taught by excellent educators and the rate at which their peers are taught by excellent educators. (Department of Education, 2015). The difference between the rates at which students from low-income families or students of color are taught by inexperienced, unqualified, or out-of-field teachers compared to the rates at which other students are taught by these teachers.

Funds of knowledge. Students are vessels who come to school with rich and varied language and cultural experiences that should be acknowledged, celebrated, and incorporated (National Council of Teacher Educators, NCTE, 2009). Gonzalez, Molls, and Amanti (2005) believe that all students possess different funds of knowledge on the basis of their own (and their families) lived experiences, especially work experience,

social practices, and social history. Accessing these funds of knowledge through written communication allows writers of all cultures, races, socioeconomic status and academic ability, to have an outlet for validating their experiences, knowledge, and circumstances.

Perceptions of preparedness. PSTs' belief that they are armed with the skills necessary to perceive that they are ready to be an effective teacher (i.e., an effective teacher of writing in this case) to all students, especially culturally, linguistically, ethnically, economically, academically, and racially (CLEEAR) students of diversity in Title 1 schools.

School-based teacher education intervention. A methods course that is taught at an actual school, in this case an elementary Title 1 magnet school, where preservice teachers meet weekly for approximately three hours; spending a set amount of time each week teaching writing to elementary students in a second grade classroom (i.e., embedded field experience).

Self-Efficacy. A belief in one's ability to successfully perform a particular behavior or task. Bandura (1997) defines self-efficacy as a belief in one's capabilities to organize and execute the course of action required to attain a goal.

Students of diversity. According to the Council for Accreditation of Educator Practitioners (CAEP, 2013) this includes the many, and increasing individual and group/social differences of students in classrooms across the United States. Individual differences include: personality, learning style, and life experience. Group/social differences are those of race/ethnicity, class, gender, sexual orientation, country of origin, ability, and cultural, political, religious, and other affiliations. This will also be the operational definition for the purposes of this research. The researcher coined a new term in this research used to

describe a classroom in a Title 1 school, situated in a high poverty, culturally diverse community. A CLEEAR diverse classroom includes, culturally, linguistically, ethnically, economically, academically, and racially diverse students. This term is in keeping with the CAEP definition of diversity.

Teacher retention. Teachers who stay in the teaching profession longer than their first three years of teaching, despite the challenges that the profession poses.

Title 1 schools: These are state funded schools typified by over 40% participation in a free and/or reduced lunch program. Also referred to in this dissertation as low-income and high-needs schools.

University-based teacher education coursework. A methods course that is taught on campus at this university where the preservice teacher is enrolled; where preservice teachers meet weekly for approximately three hours; spending time each week discussing how to teach writing to elementary students but void of any actual authentic teaching experiences with students (i.e., void of embedded field experience).

Urban Characteristic. A school located in suburban or rural areas but have characteristic challenges similar to those that would be encountered in an urban school (Milner, 2012).

The constructs of interest in this study are addressed in Chapter Two in the review of related research literature. Chapter Three provides information regarding this study's methodology while Chapter Four reports the results of this mixed method intervention research. Chapter Five concludes with a discussion of the findings as they pertain to teacher education reform and improvement, also offering limitations of the study and recommendations for future research.

CHAPTER TWO: REVIEW OF THE LITERATURE

In this chapter, support for the components involved in building evidence for a school-based teacher education course intervention was presented. The literature review is divided into eight sections.

The first section highlights the changing population demographics of the United States, while the second section highlights the changes to the educational landscape of the United States, both setting the foundation for the third section which highlights the increased prevalence of Title 1 schools in the United States. The fourth section discusses preservice teacher efficacy for Title 1 School teaching, operationalizing teacher efficacy, and discussing how teacher efficacy is often disrupted by new and challenging Title 1 classrooms for which novice teachers should be preparing. Section Five reports the state of writing in the United States, purposefully situated to highlight the challenges with respect to teaching writing in Title 1 schools. Section six highlights why it is important to have effective teachers for students of diversity in Title 1 schools, while section seven offers a synthesis of teacher education policy reform reports suggesting the forging of strong clinical partnerships between universities and schools. The eighth, and final section of the literature review, highlights studies of school-based teacher education interventions that provide evidence for the continued exploration of such an intervention. The foundation for this dissertation rested in the reality of rapidly changing population demographics and changing educational landscapes of the United States.

Changing Population Demographics

In the last decade, the demographics of the United States have altered dramatically. The nation's immigration population is the largest in U.S. history as it reached 40 million in

2010, the highest in United States history, according to the Center for Immigration Studies (Camarota, 2011; United States Census Bureau, 2012). In excess of 13 million immigrants “entered the United States between 2000 and 2010, making it the highest decade for immigration in the nation’s history” (Camarota, 2011, p. 7). The most significant numbers emigrated from Asia (mostly China), and the Americas (mostly Mexico). Smaller, but significant, numbers of immigrants arrived from countries such as: Africa, India, Dominican Republic, Philippines, Ethiopia, and Russia. Mexico is the number one sending country for immigrants into the United States, accounting for close to 12 of the 13 million immigrants (Camarota, 2011; United States Census Bureau, 2012). As a result, the percentage of Latino families immigrating to the U.S. has increased from 42% in 1968 to 80% in 2001. Large numbers of Latino families, close to 2.17 million, emigrated to the U.S. in the last decade (i.e., from 6% of the total population in 1970 to 22.5% in 2010), despite the decline in U.S. jobs (Alexander et al., 2014; Berg, 2012). Less than half the population of the United States is white Caucasian where a decade ago over 60% white majority dominated (Davis, 2007). This reality inevitably changes the educational landscapes of the United States.

Changing U.S. Educational Landscapes

Nationally, racial, and ethnic minorities account for more than 25% of the total population in the United States. By 2019, approximately 49% of students enrolled in US public elementary and secondary schools will be Latino, African American, Asian, or American Indian (Hussar & Bailey, 2011 as cited in Glen, 2012), but current reports by the U.S. Census Bureau (2015) purport that only 61% of Latino students complete high school, compared to 90% of white students and 81% of African American students. When changing demographic landscapes couple with the exodus of the white middle class (i.e., white flight)

out of urban centers to the bedroom communities of the suburbs (Alexander et al., 2014; Morris, 2007), more segregated urban schooling results, despite desegregation laws. The urban educational settings that remain have: higher concentrations of poverty, increased dropout rates, ill-prepared and underqualified teachers, higher percentages of predominantly young, white female, Caucasian teachers, over- representation of marginalized students of color in special education programs, and gaps in opportunity and academic achievement between black and white (AIR, 2015; Haberman, 1996; Ladson-Billings, 2007; Milner, 2012). Urban areas, experiencing growth rates of 12.1% this past decade, now account for approximately 82% of the U.S. population (Berg, 2012; Davis, 2007). The following paragraph operationalizes the term urban. For the purposes of this study, the term urban will be synonymously linked with Title 1 schools, which are often, though increasingly not exclusively, located in urban areas (as is the case with the school site chosen for this study).

According to Berg (2012), the U.S. Census defines urban as densely developed residential, commercial and other non-residential areas that have large collections of people. Three such distinct categories have been identified: urbanized areas of 50,000 people or more, urban clusters of between 2,500 and 50,000 people, and small towns of less than 20,000 people. As of 2012, there were 486 urbanized areas, 3,087 urban clusters, and over 3,500 small towns in the U.S. The U.S. Census suggests that rising immigrant populations are forcing changes in the way we define urban, suburban, and rural communities and that the term urban could eventually be replaced by the term U.S. majority non-rural (Berg, 2012) in the not so distant future. As a result of this growth, minority student populations are exploding at a significant rate. In 1990, only 8.2 million children under the age of 18 were born to at least one immigrant parent. In 2013, this

figure jumped to 17.4 million children born to immigrant families living in the U.S. (MPI, 2013). Such a large increase in the number of immigrant children (predominantly Latino); in a relatively short span of time is cause for concern. Poverty and health are among the causes for concern as 21% of Hispanic families are living in poverty with health care issues. Close to 1.9 million children live in low-income families, according to the U.S. Census data (2013). The United States Department of Education (2014) claim that while poverty is a central indicator of risk among minority and immigrant populations, effective teaching supersedes the impact of poverty in the pursuit of academic success (U.S. Department of Education, 2014). To ensure equal opportunity to learn, the rising number of diverse, immigrant students, often challenged by their language, culture, and family circumstance resulted in the increased prevalence of low-income, urban schools. In 1965, the idea of such schools, referred to as Title 1 schools, was born.

Increased Prevalence of Title 1 Schools

In 1965, under the Elementary and Secondary Education Act (ESSA, as cited in Weinstein et al., 2009); the idea of Title 1 schools was born. The policy's mission was to close the achievement gap between low-income students and other students. Federal funding was put in place to ensure that all children had a fair and equal opportunity to obtain a high quality education, and reach proficiency on challenging state academic achievement tests (Weinstein et al., 2009). The policy was revised once in 1994, and then again with the *No Child Left Behind Act* when schools were held accountable for student learning and performance in order to continue receiving federal funds (Peterson & West, 2003). To remain designated as Title 1, schools must make adequate yearly progress (AYP) on state testing and focus on best teaching practices.

According to the U.S. Department of Education (2015), schools in the United States are eligible for Title 1 funds if the percentage of low-income students participating in free and reduced lunch programs exceeds 40% of the school population. Increasing prevalence of Title 1 schools, noted by the U.S. Departments of Education (2015), reported 14.9 million students received assistance nationwide in 2002; increasing to 21 million children supported by Title 1 funds during the 2009-2010 school year; and more than 56,000 public schools across the country accessing Title 1 funds to support low achieving students (U.S. Department of Education, 2015). In the State of Florida alone, 72% of schools are Title 1. In 2014, roughly 800 million dollars in Title 1 grants were federally allocated to school districts in Florida to support low achieving students (United States Department of Education, 2015). According to Milner (2012), schools that are considered urban characteristics, such as the Title 1 School in this study, are located in suburban or rural areas but characteristic challenges similar to those that would be encountered in an urban school.

Educational implications related to educating the increasingly more diverse immigrant population are unavoidable when high influxes of immigrants to the United States are considered. One such implication was reported in a 2010 policy reform report by the Blue Ribbon Panel. NCATE (2010) suggested that while family and poverty deeply affect student performance, research over the past decade indicates that “no in-school intervention has a greater impact on student learning than an effective teacher” (p. 9). Therefore, the notion of improving teacher effectiveness so as to have a greater effect on student learning and performance may be more immediate than efforts to alter family circumstance or cultural status. Currently, a lack of teacher efficacy, a mismatch between

coursework and classroom reality, and an inability to sustain the level of service required to teach diverse student populations, are but three explanations that beginning teachers offer as to why they leave the teaching profession prematurely. Keenly focused efforts, aimed at educating a more efficacious, effective, and prepared teacher workforce, to serve increasingly more diverse learning communities, can be seen as a potential solution. Therefore, understanding current research on teacher efficacy is pertinent.

Preservice Teacher Efficacy

Self-efficacy, according to Bandura (1997), is defined as a belief in one's capabilities to organize and execute the course of action required to attain a goal. Ashton (1984) split self-efficacy into two categories: a teacher's general belief that students can learn material, and a more specific personal belief that students can learn under their instruction. Ashton (1984) asserts that teachers' beliefs can affect learning in their classrooms and play a role in a teacher's ability to be effective and contribute to the level of student success in their classroom. Elementary PSTs' belief in their ability to teach students of diversity in Title 1 schools is compromised by the reality of the actual classroom environment. Title 1 school classrooms tax beginning teachers' "belief in their personal teaching capability" (Bandura, 1997, p. 4); causing them to quit the profession in their first few years frustrated and exhausted" (NCTQ, 2013, p. 4). AIR (2015) admits that the novice teacher frustration is often aimed at teacher education programs that do not wholly prepare them for challenging Title 1 school settings. Siwatu (2010) used the example of a novice teacher whose teacher preparation was primarily geared towards teaching White middle-class student in suburban schools. While the PST may be highly self-efficacious in similar educational settings, when placed in a low-income, Title 1 school with culturally and

linguistically diverse students, an equal level of self-efficacy may not be realized. Ill-prepared teachers, lacking confidence in their abilities to teach, are likely to choose to leave Title 1 settings in their beginning years (Freedman & Appleman, 2009), resulting in poor teacher retention rates, especially in hard to staff, Title 1 schools.

Bandura (1997) introduced four sources of influence impacting self-efficacy beliefs that have relevance to this research. Examples pertaining specifically to teaching writing will be used in the explanation of each. The four sources of influence include: mastery experiences, vicarious experiences, verbal persuasion, and physiological or emotional arousal.

Mastery experiences (such as practice teaching, service learning, or embedded experience in a school-based course), provide individual PSTs with evidence of their ability to organize and execute the course of action required to attain a goal. Tschannen-Moran et al. (1998; in Siwatu, 2007) “believe that the actual teaching experience is the most influential activity that shapes a person’s confidence in their abilities” (p. 20).

Vicarious experiences include those opportunities for individuals to alter their belief in their own ability by viewing a model successfully execute a task (i.e., an expert teacher led lesson, a classroom successfully engaged in writing circles, a research article reporting a statistically significant improvement to student achievement given a particular teaching strategy or practice). Opportunities to learn vicariously through models are found to have a positive influence on the development of students’ efficacy (Bandura, 1997, Lee, 2002).

Verbal persuasion is the verbal feedback that individuals receive, during teacher education for example, that promotes their success or contributes to their lack of self-

efficacy. One example of this could include a positive message on teaching performance, delivered by a clinical supervisor that encourages a PST to improve her practice.

Physiological and emotional states were important in determining an individual's level of efficacy. For example, stressful teaching situations, such as teaching writing to students of diversity in a Title 1 school for the first time, or teaching a content-specific subject, like writing, that is unfamiliar, "adds to a feeling of capability or incompetence, depending upon whether it is experienced as a sense of anxiety or of excitement about a performance" (Tschannen-Moran & Johnson, 2010, p. 751). Bandura's (1997) believed that self-efficacy beliefs were formed early and may persist. He asserted that "self-efficacy beliefs are more in flux early in learning and tend to become fairly stable and resistant to change once set" (Bandura, 1977 in Tschannen-Moran & Johnson, 2010, p. 753). Ensuring strong efficacy beliefs early in one's teaching career is very important.

Taking this into account, Tschannen-Moran and Johnson (1998, 2010) and Siwatu's (2010) research also considers that the context in which the sources of efficacy are experienced plays an important role in the development of teachers' self-efficacy beliefs. Including school-based teacher education coursework in teacher education programs is one way that research suggests will influence PSTs' self-efficacy beliefs. Promising studies that examined placements of teachers in low income, Title 1 or urban schools suggested that many teachers did not experience a decline in their self-efficacy after a semester of student teaching or a year of initial service (in Siwatu, 2010). The current study was conducted to further influence PST efficacy between what teachers currently know about teaching low-income students, and what they may need to "get their sea legs" (CAEP, 2013, p. 11). Part of what PSTs may need moves beyond general efficacy to more specifically teach students of

diversity, and further still, to teaching writing to students of diversity in low income, Title 1 schools. The following section, therefore, is an examination of the current state of writing in the United States that builds the case for content specific literacy efficacy.

The State of Writing in the U.S.

Because this dissertation explores a school-based language arts methods course taught on-site at a Title 1 school and elementary PSTs efficacy to teach writing, the state of writing instruction is important to consider as writing is a complex task. With so many skills needed for a writer to communicate effectively, writing can be very daunting, but “writing today is not a frill for the few, but a necessary skill for the many” (Graham & Perin, 2007, p. 3).

Writing is a skill that in 2003, the National Commission on Writing admitted was not what it should be in the United States. For decades, writing has taken a back seat to more highly researched content areas such as reading and mathematics (NAEP, 2002). With the shift to mandated, standardized testing and rigorous Common Core State Standards, teachers are less than efficacious in their ability to teach writing effectively in their classrooms. What often happens as a result is that writing is left out altogether. The following outlines what research revealed about the state of writing in the United States.

A Nation at Risk (1983), the ground-breaking report by the National Commission on Excellence in Education (United States, 1983), warned that “the educational foundations of our society are being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people” (p. 1). Further, the report revealed that approximately 13% of 17 year olds were functionally illiterate, and college students needed remedial courses in a number of different subjects in order to be successful. The youth of the United States were not well

prepared for college or career, and graduation rates were suffering. A once dominant and leading nation for college graduation rates, the U.S. was slipping behind the rest of the globally advancing world and action was imminent. Almost two decades later, the United States experienced a significant shift as the *No Child Left Behind Act* (NCLB, 2001) was implemented.

The *NCLB Act* (2001) addressed the growing concern about the academic standing and achievement of an increasingly more diverse population of students in the United States. Standardized testing of student was mandated and a shift back to a very mechanistic style of writing was realized. Student performance was tracked, reported and compared to student data in other states across the nation, and in an attempt to leave no child behind, many children were left behind as achievement gaps between Black and White became glaringly apparent. In response, the National Commission on Writing was established in 2002 and brought with it the first published report specifically about writing.

The Neglected "R" (2002) focused wholly on the importance of spending more time writing (i.e., at least doubled time in the classroom), suggested that writing tasks be included in all subjects across the curriculum. In a 2004 report, the National Commission on Writing purported that "people who cannot write and communicate clearly will not be hired, and if already working, are unlikely to last long enough to be considered for promotion" (p. 1). But two years later, Applebee and Langer (2006) in *The State of Writing Instruction in America's Schools*, revealed that while an increased emphasis was being placed on teaching writing in language specific classes and integrating writing into content areas, "students were not writing a great deal for any of their academic subjects including English...two-thirds of students in grade 8 spent one hour or less on writing homework" (p. 3) per day.

Applebee and Langer (2006) contended that “high stakes testing and state standards were shifting attention away from a broad program of writing instruction toward a much narrower focus on how best to answer particular types of test questions” (p. 3). As a result of the shifting focus on high stakes standardized tests of achievement, the U.S. who once boasted the top percentages of high-school and college graduates among developed countries, experienced a sharp decline in graduation rates comparatively. One important finding from this study provided support for increasing the amount of time spent on writing, and writing instruction, as “students who scored well in writing proficiency came from classrooms in which the teacher spent over half the time helping students learn to write” (p. 3). One year later, in 2007, important writing data was reported by the National Assessment of Educational Progress (NAEP).

NAEP (2007) results indicated that only 31% of eighth graders and 23% of twelfth graders scored at the proficient level in writing. Data, extrapolated to include differences between culture and race for the first time in 2007, reported that only 8% of Black students and 11% of Hispanic students in twelfth grade scored at the proficient level; in comparison to 23% White peers. Raw scale score data revealed that while white students averaged writing scale scores of 159 (grade 12 students in 2007); black students scored an average of only 130, demonstrating significant variability in performance results for writing proficiency. Further, differences existed in terms of location with results showing at least 14 scale scores higher in suburban students’ scores than their urban counterparts. The same year, the following report by Graham and Perin (2007) suggested 11 elements of writing instruction were found to be effective for improving the skills of struggling writers.

In the executive summary of Graham and Perin’s report (2007), they purported that

“every year in the United States large numbers of adolescents graduate from high school unable to write at the basic levels required by colleges or employers” (p. 3); citing a national literacy crisis as a result of such poor writing proficiency and lack of basic literacy skills. Graham and Perin (2007) conducted a meta-analysis of “elements of effective adolescent writing instruction” (p. 11), using writing skill as a predictor of academic success to determine which elements were most effective for improving writing achievement in grade 4 to 12. The report, entitled *Writing Next* (Graham & Perin, 2007), revealed 11 elements of effective writing instruction found to improve writing achievement. These included: “1) writing strategies, 2) summarization, 3) collaborative writing, 4) specific product goals, 5) word processing, 6) sentence-combining, 7) prewriting, 8) inquiry activities, 9) process writing approach, 10) study of models; and 11) writing for content area learning” (Graham & Perin, 2007, p. 11). The report’s goal was to generate policy level discussions leading to improvements in effective writing instruction. They stated clearly that, “if students are to learn, they must write” (Graham & Perin, 2007, p. 1). Therefore, a focal shift to examining teacher education programs ensued as attention to the achievement gap escalated after both the 2007 NAEP assessment, and the report by Graham and Perin in 2007. A follow-up report by the United States Department of Education in 2008 continued to paint a bleak picture of the state of writing nationwide.

Twenty-five years after *A Nation at Risk* (1983), the United States Department of Education (2008) released a new report entitled *A Nation Accountable*. It summarized the progress made since 1983 in the following five areas: curriculum content, standards and expectations, time spent in school, teacher quality, and leadership and financial support. In the two decades following the 1983 report, policymakers developed measurement systems

to collect annual test score data in reading and math. The report revealed that, of the 20 students they were tracking longitudinally, only 5 graduated colleges in 2007. Once a world leader in graduation rate, the United States fell to 10th. The United States was standing still while other countries surpassed it in performance and achievement on international tests, despite “spending more money per student than almost any other country in the world” (p. 9). *A Nation Accountable* (2008) drew attention to the added complexity that a new majority of diverse students would add to the educational progress of the nation in the decades following the report.

Applebee and Langer emerged again in 2009 with research that examined many different aspects of NAEP data, with one focal point being the amount of time that students actually spent writing. The article noted that some gains in writing instruction “maybe eroding in the face of an increased emphasis on reading skills, and perhaps also on high-stakes tests in which writing may have little place” (p. 21). Even as recent as 2009, writing was not being given the attention and focus it needed. Troia (2009) agreed that writing was wholly an under-represented field of research. He purported that less than optimal writing instruction was evident in classrooms, and that there was still a strong emphasis on the mechanics of writing. Troia (2009) found that five components, associated with strong positive writing outcomes for poor writers, existed. These included: explicit modelling of the writing process, peer collaboration and teacher conferencing, providing students with organizers for planning and revising, allowing alternate forms of transcription, and teaching students self-regulation skills. Further writing assessment by NAEP in 2012 generated the next set of data.

The *Nation’s Report Card* (NAEP, 2012), offered the first large scale computer-based

writing assessment. Results, reported in 2012, indicated that 27% of students performed at or above the Proficient level at grade 8 and 12, approximately 80% performed at or above the Basic level at Grade 8 and 12, and female students out scored their male counterparts at both grades irrespective of culture. Gaps in achievement persisted as White students outperformed Black, Hispanic, Native Hawaiian, and American Indian. Asian students outperformed all students of different race/ethnicity (see Figure 1 below).



Figure 1. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Writing Assessment, p. 1

NOTE: Black includes African American, and Hispanic includes Latino. Race categories exclude Hispanic origin. Detail may not sum to totals because of rounding

The above reports of the state of writing in the United States brought a few common topics to the forefront. Students need to write more, and teachers need to teach writing effectively using elements found to improve writing achievement. These include:

“1) writing strategies, 2) summarization, 3) collaborative writing, 4) specific product goals, 5) word processing, 6) sentence-combining, 7) prewriting, 8) inquiry activities, 9) process writing approach, 10) study of models; and 11) writing for content area learning” (Graham & Perin, 2007, p. 11).

While many gains have been made, writing continues to be a complex area of study. The importance of preparing and retaining effective writing teachers

for the increasingly more diverse populations of students in the United States is worth examining since “effective teachers are one of the most important factors in a child’s learning” (NCATE, 2010, p. 9), as discussed in the next section.

The Importance of Effective Teachers for Students of Diversity in Title 1 Schools

The following research highlights the importance of strong teacher education programs that focus on providing potential teachers with the skills, content knowledge (i.e., writing), and experiences to become effective teachers for marginalized populations in low-income schools. While family circumstance and poverty deeply affect student performance, research over the past decade indicates “no in-school intervention has a greater impact on student learning than an effective teacher” (NCATE, 2010, p. 9). In my opinion, a great teacher can change the course of a student’s life; lighting a lifelong curiosity and hunger for knowledge. Therefore, it should not be surprising that research supports that “the single biggest influence on student achievement is the quality of the teacher standing at the front of the classroom...not socioeconomic status, not family background, not wealth of the school, but the quality of the teacher” (AIR, 2015, p. 1). Excellent teachers are especially important for our neediest students (Applebee & Langer, 2006; AIR, 2015; United States Department of Education, 2010). So, “if the 1.5 million new teachers entering the workforce in the next decade are poorly prepared, efforts to solve our nation’s educational problems and guarantee next generations of students receive the highly effective education they deserve, could be blocked” (AIR, 2015, p. 1). Specific policy reform reports, as mentioned above and synthesized below, indicate that students’ learning and academic performance may actually be altered by the level of effectiveness of their teacher. The National Council for Teacher Quality (NCTQ, 2013) posits that “with the reality of baby-boomer teacher retirements,

students are being taught by teachers, on average, with only one year of teaching experience, students are losing ground; and teachers are quitting the profession in their first few years frustrated and exhausted” (p. 4). The United States Department of Education (2010), in their report entitled *Great Teachers Matter*, state that “teachers in the top 20% of performance generate five to six more months of student learning each year than low-performing teachers (p. 1). Additionally, the United States Department of Education (2010) reports that low-income students have less access to effective teachers, particularly noted in middle school, but “elementary and middle school students taught by more effective teachers for one year attend college at higher rates by age 20” (p. 1). If “strong teacher preparation programs lead to better learning for students” (p. 1), and effective teacher preparation supersedes the impact of poverty and learning disabilities (United States Department of Education, 2010), then examining how to best prepare more effective teachers for Title 1 schools (i.e., exploring school-based teacher education coursework) is important to potentially strengthening teacher retention rates and improving opportunities for students of diversity to succeed.

A Call to Action for Improved Teacher Preparation

In the 21st century wherein teaching is the single largest occupation in the nation, it “should be one of the most critical issues facing policymakers today” (AIR, 2015, p. 4). Therefore, in keeping with the focus of this study, Table 2 below synthesizes six policy reform reports, summarizing recommendations made with respect to school-based teacher education coursework (i.e., clinical).

Table 2. A Synthesis of Recommendations Regarding School-Based Teacher Education Coursework

Reform Report Title	Accrediting Body/year	Summary of Recommendation
<i>Reforming teacher preparations: The critical clinical component</i>	AACTE 2010	<ul style="list-style-type: none"> ● Link course work with clinical work, critical bridge of theory and practice.
<i>A million new teachers are coming: Will they be ready to teach?</i>	AIR, 2015	<ul style="list-style-type: none"> ● Move TP into K-12 schools mimic medical teaching hospital include hands-on experiences.
<i>CAEP accreditation standards and evidence: Aspirations for educator preparation</i>	CAEP, 2013	<ul style="list-style-type: none"> ● Build collaborative partnerships and strong clinical experiences, include all providers. ● Ensure certified clinical educator supervision of candidates, “accountable for the performance of candidates they supervise and the students they teach” (p. 15). ● Clinical experiences in a variety of schools, simulations and other virtual opportunities. ● Until research base for clinical practice is built, offer hands-on opportunities, improve quality of clinical educators.
<i>Teacher prep review: A review of the nation’s teacher preparation programs</i>	NCTQ, 2013	<ul style="list-style-type: none"> ● “Provide highly structured opportunities to practice the craft” (p. 9). ● Set minimum conditions that require student teachers be placed in classrooms with an exceptional classroom teacher.
<i>Transforming teacher education through clinical practice: A national strategy to prepare effective teachers.</i> <i>Report of the Blue Ribbon Panel on clinical preparation and partnerships for improved student learning</i>	NCATE, 2010	<ul style="list-style-type: none"> ● Need close partnerships with schools and school districts. ● Support school partnerships with funding incentives and removed legal barriers. ● Use a medical model for clinical supervision, get students into hard to staff schools with strong and experienced support from educated professionals. ● Expand knowledge base on what makes clinical preparation effective.
<i>Improving teacher preparation: Building on innovation</i>	United States Department of Education, 2010	<ul style="list-style-type: none"> ● Co-ordination between teacher preparation and school districts. ● Aligning coursework with classroom reality. ● Aligning curricula with field experience.

Individual researchers also added to the body of literature around teacher education reform in the following instances. Max and Glazerman (2014) interested in federal initiatives to improve disadvantaged students' access to effective teaching conducted a study which synthesized the findings from three peer reviewed studies. Isenberg et al. (2013, in Max & Glazerman, 2014) showed that across 29 districts, disadvantaged students received less effective teaching than other students in fourth through eighth grade. Sass et al. (2012, in Max & Glazerman, 2014) examined two states and found the same for fourth and fifth grade. Both found a disparity in teaching effectiveness equal to four weeks of learning for reading and two weeks for math. Max and Glazerman (2014) had varying correlations between high performing teachers and low performing students. All of the above researchers used standardized state assessment scores as indicators of performance. Additionally, Rust (2010) synthesized the ideas and theories of researchers such as Levine, with respect to teacher preparation program effectiveness. Levine (2006) believed that too often teacher preparation programs “cling to an outdated historically flawed vision of teacher education that is at odds with a society remade by economic, demographic, technological, and global change” (p. 1). Levine (2006) believed as well that “teachers must demonstrate their relevance and their graduates' impact on student achievement” (p.3).

Of many areas of concern identified by Rust (2010), the following findings have relevance to the research focus: only 28% of administrators reported teachers who were moderately or well prepared to meet the needs of culturally diverse or limited English proficient students, faculty were reportedly disconnected due to outdated classroom experience, and irrelevant coursework activities that were not connected to classroom realities. Further, PSTs had insufficient time to student teach, the clinical sites were poorly chosen, and there was little

supervision in internship placements. Rust (2010), believed that teachers “need to learn to teach in school settings, and assess teacher effectiveness through student performance” (p. 8) and have time to develop their expertise through practice.

Dewey’s work (1938) purports that teacher education rarely takes place within the context of children’s schools or classrooms, noting that while some studies do exist, there is a dearth of research that documents and evaluates school-based methods course delivery models. The following section describes the few current, empirical studies of school-based teacher education coursework, with most studies finding benefits for student learning and teacher efficacy. The studies also provide evidence that more research is needed to further this field of study.

Evidence for a School-Based Teacher Education Intervention

Swars and Dooley (2010) conducted a study of 21 elementary PSTs’ experiences within a professional development school-based (PDS-based) science methods course delivery model. Findings indicate that PSTs increased their mean efficacy scores (i.e., their belief in their ability to be effective science teachers) pre and post PDS by 10 scale scores. This is a statistically significant result. Qualitative findings from this mixed method study revealed three explanations for the improvement of science teaching self-efficacy. These include: enjoyment of the embedded opportunities to teach, student centeredness of the PDS model, and increased content knowledge of teaching strategies. Each explanation supported that school-based coursework experiences that “facilitate preservice teacher development in a meaningful way” (p. 199).

Hudson (2010) conducted a nine week mixed method study of 38 PSTs in two elementary schools. The science unit afforded repeated experiences for candidates to teach primary science

to students. Participants agreed, or strongly agreed, that the school-based experiences helped them improve their teaching ability; raised their confidence, deepened their content knowledge, and aided with organization and lesson planning. Hudson (2010) believes that “embedding school-based experiences needs to be part of each and every preservice teacher education program, so PSTs can develop confidence, knowledge, and skills within authentic school contexts” (p. 149).

McDonnough and Matkins (2010) conducted a longitudinal study of 129 elementary PSTs’ perceptions about the role of field experience with respect to their self-efficacy and ability to connect research to practice. Participants were required to teach three lessons to elementary students during their science methods course, measuring their self-efficacy using the Science Teaching Efficacy Beliefs Instrument (STEBI-B). Findings indicated that the connection of the science methods class and the practicum experience together had statistically significant positive influences on their sense of science teaching self-efficacy.

Siwatu (2011) studied the context specific nature of 34 prospective teachers’ sense of preparedness and self-efficacy beliefs. The population of PSTs consisted of 21 females and 13 males. PSTs appraised their culturally responsive self-efficacy and their outcome expectancy beliefs when presented with two scenarios in the form of a four paragraph essay. One half read an essay on an urban school experience and the other half read about a suburban environment. Teachers were administered Siwatu’s Culturally Responsive Teacher Self-Efficacy appraisal scale and an Outcome Expectancy survey. Results indicated that PSTs were more efficacious to teach in suburban schools. They were more efficacious to teach white students than African American students but were generally more efficacious to teach both in a suburban setting. PSTs were less efficacious and prepared to teach students in an urban classroom, especially

students of color. Siwatu's recommendation was to replace reading about experiences with taking PSTs into urban and suburban classrooms to research their efficacy.

Realizing a dearth in the research literature pertaining to literacy instruction in particular, Tschannen-Moran and Johnson (2010) conducted a study that surveyed 648 teachers from 20 elementary schools and 6 middle schools. Survey research resulted in the following conclusions: demographic factors proved to be weak predictors of Teachers' Sense of Efficacy for Literacy Instruction, including race of the teacher; and the number of years a teacher had been teaching was unrelated to self-efficacy beliefs. Findings did suggest though that it was not the number of credit hours that impacted teacher efficacy but the quality of what was learned that influenced teachers' beliefs about their ability to be effective literacy teachers (Tschannen-Moran & Johnson, 2010).

Therefore, this study focused on a school-based coursework intervention. The methodology used to study this construct follows. Chapter Three provides information regarding this study's methodology while Chapter Four reports the quantitative and qualitative results of this mixed method research. Chapter Five concludes with a discussion of the findings as they pertain to teacher education reform and improvement, offering limitations of the study and recommendations for future research.

CHAPTER THREE: RESEARCH METHODOLOGY

The methodology chapter is organized into the following sections: research design, data collection procedures, participants, and trustworthiness. This is followed by a detailed description of the school-based research setting that begins with a description of the school-based intervention, and ends with a description of the Writing Rocks Celebration at the conclusion of the course. The methods chapter concludes with a description of the language arts methods course chosen for the study. In this chapter, the researcher provides a summary of the methodology to a school-based teacher education course, and is guided by the following research questions:

Overarching Research Question. To what extent does a school-based teacher education intervention influence PSTs' efficacy to teach writing to students of diversity in a Title 1 school, as measured by Culturally Responsive Teacher Self-Efficacy appraisals, Teacher Sense of Efficacy for Writing Specific Literacy Instruction surveys, and Post Perceptions of Preparedness questionnaires?

Research Question 1. Is there a statistically significant difference on how PSTs in a school-based teacher education intervention appraise their pre/post culturally responsive teacher self-efficacy (CRTSE) when provided with instruction related to a writing methods course?

Research Question 2. Is there a statistically significant difference on how PSTs in a school-based teacher education intervention report their pre/post sense of efficacy for literacy instruction (TSELI-T₁ W) when provided with instruction related to a writing methods course?

Research Question 3. Is there a statistically significant correlation between: a) Culturally Responsive Teacher Self-Efficacy (CRTSE), and b) PSTs' Sense of Efficacy for

Literacy Instruction – Title 1 writing specific (TSELI-T₁W)?

Research Question 4. *How do the qualitative results from the Post Perception of Preparedness for Title 1 Teaching Questionnaire (PPoP-T₁) inform the development of the school-based teacher education intervention? What additional information does the qualitative information reveal about the school-based coursework? How do the qualitative results expand on the quantitative data? (Edmonds & Kennedy, 2013).*

The purpose of this study was to examine the influences of a school-based teacher education course on elementary PSTs' efficacy to teach writing to students of diversity in Title 1 schools. Results were documented before and after the experiences of the PSTs taking a school-based teacher education methods course (Language Arts in the Elementary School) during spring 2016 semester. The Title 1 School, home to the research, was given a pseudonym for the study, referred to herein as Masterwood Elementary Title 1 Magnet School. The following section outlines the research design chosen for this study.

Research Design

Mixed Method Design. The mixed method research utilized for this research (i.e., combining of quantitative and qualitative methods), which according to Curry, Nembhard, and Bradley (2009) is increasingly recognized as valuable because mixed method research can: “capitalize on the respective strengths of each approach, corroborate findings, generate more complete data, and use results from one to enhance insights attained with the other” (p. 1442). Creswell believes that “multiple methods can neutralize or cancel out some of the disadvantages of certain methods and mixing different types of studies can strengthen a study” (Creswell et al., 2003, p. 164).

Embedded Design. An embedded design approach was appropriate, “used when one type

of data clearly plays a secondary role and would not be meaningful if not embedded within the primary data set” (Edmonds & Kennedy, 2013, p. 157). This design allowed qualitative data to be embedded within the predominantly quantitative design, as a means of informing the numerical results with the personal accounts of the PSTs involved in the study.

Two-Phase. There are two phases of data collection in this study. In the case of an embedded design, data can be collected “during the school-based teacher education course (i.e., one phase), or before/after the school-based intervention (i.e., two phase). Since the qualitative data was solely collected after the school-based teacher education intervention, a two-phase design was used (Edmonds & Kennedy, 2013).

Data Collection Procedure

Due to the nature of research with human subjects, an Internal Review Board (IRB) application was submitted in fall 2015 requesting permission to conduct research in the spring of 2016. Permission was granted by the IRB to study data collected from the intervention group of PSTs in spring 2016. The IRB committee was clearly aware that student academic performance was not measured in this study. The principal of Masterwood approved our school-based teacher education intervention and was excited for the partnership between the university and his Title 1 elementary school. Permission from the district level had to be secured (see permission letter in Appendix E), and the grade level where the research was to take place had to be confirmed. The timelines were very tight for this research, and at times, did not appear that the class would actually be in place in time for the research to be conducted. Once permission was granted from the university and the district, the researcher and principal discussed room allocation, grade level of participating students, and set a meeting with the collaborating third grade teachers.

On the university side of this partnership, the school-based teacher education course was posted on the university’s electronic student registration page with a note stipulating that this particular section of LAE 4314: Language Arts in the Elementary School was being taught off-campus. Students voluntarily signed up for the section. As off-campus courses are sometimes difficult to recruit students, the researcher posted physical signs at the university, and sent email communication to fellow professors, making them aware of this special section. The researcher, co-taught an off-campus teacher education course on two occasions at a non-Title 1 school, and was the Instructor of Record for this same course on seven different occasions in the university setting. Documentation of approval from the IRB committee for this, mixed method research utilizing a within-subjects approach, and a one-group pretest and posttest design can be found in Appendix D.

During the first class of the semester, conducted on the university campus, PSTs completed the instruments in the order they are presented below in phase-one of the data collection. In this phase only quantitative data was collected. The following table (see Table 3 below) outlines the study timeline.

Table 3. Dissertation Timelines for Spring 2016

Study Event	SPRING 2016
Course Start Date (*first 2 classes on campus)	January 13, 2016
Initial Collection of Survey Data	January 20, 2016
Initial Class at Masterwood Elementary	January 27, 2016
Final Class at Masterwood Elementary	April 20, 2016
Final Collection of Survey Data	April 20, 2016

Phase One of Data Collection for the School-Based Intervention: Quantitative Instruments

The quantitative instrumentation for this dissertation were inspired by Siwatu (2007), creator of the Culturally Responsive Teaching Self-Efficacy appraisal (CRTSE), and by Tschannen-Moran and Johnson (2011) who created the *Teacher Sense of Efficacy for Literacy Instruction* survey (TSELI) instrument.

CRTSE. The CRTSE created by Siwatu was administered to 192 PSTs from Nebraska, and 83 PSTs from Missouri. It was designed to “elicit information from preservice teachers regarding their efficacy to execute specific teaching practices and tasks that are associated with teachers who are said to be culturally responsive. The creation of the sale was guided by the development of the *Culturally Responsive Teaching Standards*, which contained four key components: curriculum and instruction, classroom management, assessment, and cultural enrichment and competence” (p. 50). A total of 40 Likert-type items were included. Participants rated their confidence in engaging in culturally responsive teaching practices. Bivariate analysis, Product Moment Correlations, and for the purposes of this study, the 40 Likert-type items of the CRTSE were modified by the researcher. A total of ten Likert-type items were excluded because it was not possible to address or include the necessary course content in this particular school-based teacher education methods coursework.

TSELI. A panel of four experts in field of reading and literacy instruction reviewed the 33-item TSELI survey for content validity. The instrument was also administered to 11 graduate students. “Factor analysis demonstrated construct validity of the measures TSELI developed” (Tschannen-Moran & Johnson, 2011, p.751). For the purposes of this study, the TSELI scale was modified by the researcher to meet the needs of this particular study. The TSELI was renamed the Teacher Sense of Efficacy for Literacy Instruction-Title 1 Writing

scale (TSELI – T₁ Writing). Questions pertaining to literacy instruction or reading instruction in general, were made to elicit information pertaining specifically to PSTs sense of efficacy for writing specific literacy instruction.

Please see permission letters in Appendix F and G respectively. Pertinent information was gathered from PSTs during the first class meeting in a survey entitled *Preservice Teacher's Academic Experiences, Preferences, and Demographic Information Survey* designed by the researcher. The content of this survey is explained in the next section.

Survey 1. PSTs' Academic Experiences, Preferences, and Demographic Information

A four section (A through D) survey was distributed to study participants during the first class of this methods course in January 2016. The survey was designed by the researcher to elicit information deemed by the researcher to the following sections were included. Section A, Identifying Research Participants, coded the participants for anonymity. Section B, Teachers' Academic Experiences, provided background questions to determine the academic life experiences of participating teacher candidates. Section C, Post-Secondary Preferences and Academic Information, determined where PSTs prefer to teach once they graduate, and elicits information about their preservice education program, including: location of service learning courses and number of service learning clock hours; and courses taken to-date that discussed strategies for teaching diverse elementary students in low-income schools or that discussed writing strategies for teaching diverse elementary students in low-income, Title 1 schools. Section D, Teachers' Demographic and Background Information, determined participants' gender, race, and university major (see Appendix H). This is the first course at this institution that specifically focuses on writing.

Survey 2. Culturally Responsive Teacher Self-Efficacy

Permission to use Dr. Siwatu's Culturally Responsive Teaching Self-Efficacy scale was secured (see Appendix F). The scale elicited information regarding elementary PSTs' "efficacy to execute specific teaching practices and tasks that are associated with teachers who are said to be culturally responsive" (Siwatu, 2007, p. 49). Originally, 40 Likert-type questions were designed to determine PSTs' appraisal of their self-efficacy for teaching in culturally diverse classrooms, but only 30 of the original questions were included in this research. The following questions were omitted from the original survey for the simple fact that the school-based course would not afford the time nor the opportunity for PSTs to learn the skills necessary to answer the questions accurately or in a meaningful way (see Table 4 below).

Table 4. Likert-type Items Omitted from the Modified CRTSE Survey

Number	I will be able to...
3	determine whether my students like to work alone or in a group.
4	determine whether my students feel comfortable competing with other students.
5	identify ways that the school culture (e.g., values, norms, and practices) is different from my students' home culture.
8	obtain information about my students' home life.
10	establish positive home-school relations.
17	teach students about their cultures' contributions to science.
18	greet English Language Learners with a phrase in their native language.
22	praise English Language Learners for their accomplishments using a phrase in their native language.
29	design a lesson that shows how other cultural groups have made use of mathematics.
34	use a learning preference inventory to gather data about how my students like to learn.

The remaining 30 questions were perfect for this research as each was discussed or experienced during the course of the semester, either explicitly in the course content or by immersive experience in authentic teaching moments. See Table 5 below for the specific correlation between culturally responsive teaching and some of the relevant methods course

activities, assignments, tasks, topics

Table 5. Curriculum Link Between CRTSE and LAE 4314 Course Activities

Q #	Culturally Responsive Teacher Self-Efficacy	LAE 4314 Course Syllabus
1, 3, 4, 6, 19, 30	Adapt instruction, implement strategies, assess learning with various types of assessment, use a variety of teaching methods, and revise instructional material to meet student needs, design instruction that meets developmental needs.	<ul style="list-style-type: none"> ● Reviewing CCSS standards. ● Learning about assessment & planning. ● Explicit modelling of strategies. ● Weekly practice implementing strategies with <i>Little Knight</i>.
2, 5, 7, 11, 14, 18, 23	Obtain information about student’s academic strengths, weaknesses, and culture; build a sense of trust, develop a community of learners, help students develop positive relations, help students feel like important members of class.	<ul style="list-style-type: none"> ● Relationship building activities, expressive writing tasks, journal writing, community building activities, class cheers, etc. ● Direct practice and modelling.
15, 24	Identify ways standardized tests may be biased toward linguistically & culturally diverse students.	<ul style="list-style-type: none"> ● Class discussion during lesson on ELL, use of digital mentor text and spoken word poetry of Sula Breaks, study of Literacy Con Carino,
16, 17, 21	Communicate with ELL parents, structure parent conferences, model class tasks to enhance ELL understanding.	<ul style="list-style-type: none"> ● Study of <i>Literacy Con Carino</i>, lecture about ELL learners, practice writing a letter home to parents about journaling, discussions about including parents.

The above is not an exhaustive list, but provides an indication that the CRTSE was a suitable tool to measure self-efficacy as the questions regarding PSTs perceptions included many topics, tasks, assignments, lectures, teaching time, and discussions that the class included on a weekly basis as part of LAE 4314. It was predicted that the higher the composite appraisal scores on the CRTSE, the more efficacious the teacher. The full survey, as used for this research, can be found in Appendix H.

Survey 3. Teachers’ Sense of Efficacy for Literacy Instruction (TSELI)

The original survey designed by Tschannen-Moran and Johnson (2011) was modified by the researcher to specifically address the teaching of writing to students of diversity in Title 1 schools. This modification is in contrast to the more general survey as designed by Tschannen-Moran (2011) to elicit teachers’ sense of efficacy for many aspects of literacy instruction in the classroom, and not solely to garner a sense of teacher efficacy specifically for

writing instruction, as this study is interested in measuring. Permission to use the TSELI survey was granted from Dr. Tschannen-Moran (see Appendix G).

Table 6. Dissemination of Quantitative Instrumentation in Spring 2016

Survey	Title of Instrument	School-Based Participants	
		Pre	Post
1	Academic Experiences, Preferences, and Demographic Information Survey	✓	
2	The Culturally Responsive Teaching Self-Efficacy Scale (CRTSE)	✓	✓
3	Teachers' Sense of Efficacy for Literacy Instruction – Title 1 Writing Specific survey (TSELI-T ₁ Writing)	✓	✓

Quantitative survey data was collected before and after the school-based teacher education intervention (see Table 6 above). Quantitative research questions: 1) addressed PST efficacy to teach students of diversity in culturally responsive way in a Title 1 school; 2) addressed PST efficacy to teach writing to students of diversity in a Title 1 school, and 3) examined the correlation between PSTs' culturally responsive self-efficacy and their sense of efficacy for writing specific literacy instruction to students of diversity in Title 1 schools. The following section outlines the research design model that was used to address the accompanying research questions, along with the statistical tests used to analyze the data.

Quantitative Design, Research Questions, and Statistical Analysis

This section provided: (1) the research design, in a table form, for RQ 1 and RQ2 only; (2) a reiteration of RQ 1, 2, and 3 respectively; and (3) the statistical analysis that was chosen to appropriately analyze the data.

Research Question 1 & 2: Questions and Analysis

The following table (see Table 7 below) provides a visual model of Research Questions 1 and 2 (quantitative):

Table 7. Design for Research Question 1 & 2

Group	Assignment	Pretest (QUAN)	Treatment	Post-test (QUAN)
1	Non-Random	O ₁	X	O ₂

RQ1: *Is there a statistically significant difference on how PSTs in a school-based teacher education intervention appraise their pre/post culturally responsive teacher self-efficacy (CRTSE) when provided with instruction related to a writing methods course?*

RQ2: *Is there a statistically significant difference on how PSTs in a school-based teacher education intervention report their pre/post sense of efficacy for literacy instruction (TSELI-T₁ Writing) when provided with instruction related to a writing methods course?*

Descriptive Statistics. To answer Research Question 1 and 2, descriptive statistics were calculated and are displayed in Appendix K. Dependent t-tests addressed this research question as well. Dependent t-tests were used to compare the means of the one group pretest and posttest results to detect whether there were any statistically significant differences between pretest and posttest means. To run this analysis, one dependent variable (teacher efficacy for culturally responsive teaching and teacher efficacy for literacy instruction) and one categorical variable with only two related groups (i.e., before and after) were used.

Research Question 3. Question and Analysis

RQ3: *Is there a statistically significant correlation between Culturally Responsive Teacher Self-Efficacy (CRTSE) and PSTs' Sense of Efficacy for Literacy Instruction – Title I writing specific (TSELI-T₁ Writing)?*

Descriptive Statistics. Frequencies were explored with respect to CRTSE mean pre and post data, along with TSELI-T₁ Writing mean pre and post data. Frequencies included mean, median, mode, standard deviation and standard error of the mean, as well as the variance of scores; and minimum and maximum scores for each measure.

Pearson Correlation. A Pearson correlation was used as the statistical analysis chosen to measure the strength of a linear association between two variables and is thus used to research whether a positive or negative linear relationship exists between the variables in the study. In this case, the Pearson Correlation was used to determine if a positive linear relationship existed between PSTs' culturally responsive teacher self-efficacy and their sense of efficacy for writing specific literacy instruction. If a PST felt highly efficacious (or inefficacious) on one measure, did they also feel the same way on the other measure of efficacy? The mean pre and post scores for each measurement tool (and for each PST) are displayed in Table 12 in Chapter Four, SPSS output tables are displayed in Appendix K, and the results are discussed in detail in Chapter Four.

The qualitative questionnaire, in Phase Two of data collection, supported the quantitative findings and is outlined in the next section.

Phase Two of Data Collection for the School-Based Intervention, Qualitative

PSTs were given a short, post course qualitative open-ended questionnaire (see Appendix L: Survey 4). The Post Perceptions of Preparedness for Title 1 Teaching Questionnaire (PPoP-T₁) asked open-ended questions about PSTs' perceptions of preparedness to teach students of diversity in Title 1 classrooms after the school-based teacher education intervention. During the final class of the semester, the PPoP-T₁ questionnaire was administered electronically using a computer software program called Qualtrics. The

questionnaire was emailed to each PST via their university email. Ample time was provided for each elementary PST to reflect on the school-based teacher education intervention experience, considering self-efficacy and to teach writing to students of diversity in Title 1 schools both retrospectively and post-intervention. The questionnaire was used to address Research Question 4 below. The full questionnaire can be found in Appendix L.

Research Question 4 - Design, Question, and Analysis

The following table (see Table 8 below) provides a visual model of Research Question 4 (qualitative):

Table 8. Research Design for RQ4

Group	Assignment	Pretest	Treatment	Post-test
1	Non-Random		X	✓

RQ4. *How do the qualitative results from the Post Perception of Preparedness for Title 1 Teaching Questionnaire (PPoP-T₁) inform the development of the school-based teacher education intervention? What additional information does the qualitative information reveal about the school-based coursework? How do the qualitative results expand on the quantitative data?*

Analysis of qualitative data. The questionnaire responses were analyzed using a modified version of the van Kaam method of analyzing phenomenological data (Moustakas, 1994), otherwise known as the psychophenomenological method or PPM (Anderson & Eppard, 1998). Developed during the late 1950s, and known for its rigor in describing and analyzing qualitative data, the 12 step format of the Van Kaam method seeks to uncover the core essence of the experience. “Each structural element must be explicitly expressed by some of the sample, be implicitly or explicitly expressed by the majority, and be compatible with the whole.” (Anderson & Eppard, 1998, p. 400). Because the researcher used this qualitative

method of analysis in a previous pilot study, was familiar with it, and knowledgeable as to its use, this method of qualitative data analysis was purposefully chosen. The method was used in the following way. First, the researcher exported the responses to the PPOp-T₁ from Qualtrics into a Word document verbatim (see Appendix M). For each question, preliminary expressions that were similar to each other were highlighted to begin to identify the underlying themes or perceptions of the PSTs with regards to the particular question posited. Second, the initial expressions were reduced or eliminated based on van Kaam's criteria which states; "Does the expression contain a moment of the experiences that is necessary and sufficient for understanding it; and is it possible to extract and label it?" (Moustakas, 1994, p. 121). Particularly positive or negative quotes or statements that stood out as being significant were extracted and recorded. The data were then clustered, reviewed, and used to determine the final structural descriptions that will be used in the results section to discuss the qualitative findings of this study.

Participants

The data for this study were drawn from both a purposive and a convenient sample. The sample included elementary PSTs enrolled voluntarily in an off-campus section of a required methods course, Language Arts in the Elementary School, as part of their undergraduate degree in elementary teacher education from a large university in Orlando, Florida. A survey, given prior to the experience, revealed the demographics of this particular group of PSTs. The school-based, teacher education intervention group initially consisted of 29 female PSTs with 2 PSTs withdrawing from the course in the first few weeks due to personal reasons. Of the 27 PSTs who remained, 22 self-identified as Caucasian White, 3 as Hispanic and Caucasian White, 1 as Asian, and 1 as African American and Caucasian White. This course is populated

with junior and seniors with 20 PSTs in their junior year and 7 in their senior year of their Elementary Education degree. Based on an earlier study, with prior experiences in urban areas reported to promote retention in Title 1 school (Blanch & Roberts, 2016), PSTs were asked to identify their childhood school settings. Of the 27 PSTs, 14 PSTs grew up in suburban cities with populations between 100,000 to 500,000, 10 grew up in smaller towns of 25,000 to 100,000 people, 3 grew up in rural towns with less than 25,000 people, and only 1 PST grew up in an urban city of more than 500,000 people. With regard to where PSTs were personally educated, 26 were predominantly educated in public schools and 1 in a private religious school. Of the 26 educated in public schools; 7 completed a portion of their schooling in private religious schools, and 2 were home schooled for a period of time. The following table (see Table 9 below) outlines more specific school settings in which PSTs were educated. The settings are classified as urban, suburban, or rural; and Title 1 (T₁) versus non-Title 1 (non-T₁). An option to choose more than one school setting was given so totals do not necessarily equal to 27.

Table 9. Academic Experiences and Preferences by Educational Setting

	Urban Title 1	Urban, Non-T ₁	Suburban, T ₁	Suburban, Non-T ₁	Rural T ₁	Rural, Non-T ₁	Over- seas
Where were you educated?		2	4	20		3	
Where do you prefer to teach after you graduate?	2	1	6	15	1	1	1
Where was most of your service learning experience?	3	2	11	11			
Where have your school-based courses taken place?	1 - urban		13 – suburban		3 - rural		

As the table above reveals (see Table 9 above), therefore, to date 13 completed the bulk of school-based coursework in suburban schools, 3 in rural schools, and only 1 PST completed her school-based coursework in urban schools. It is not known whether the urban, suburban, or rural schools were Title 1 or non-Title 1, a clarification that will be made in future research. Trustworthiness was maintained as described under the next subheading.

Trustworthiness

The researcher used the Qualtrics computer technology program for participants to enter their responses electronically. A computer lab, attached to the assigned Art room at Masterwood Elementary was equipped with a full class set of computers. Prior, the surveys were emailed to each participant. During the allotted class time on the final day of class, PSTs responded to the questions freely and without a time constraint. A fellow doctoral candidate examined the data, discussed any discrepancies, corroborated and arrived at consensus in regard to the common themes reported. A description of the site of the school-based teacher education course intervention at Masterwood Elementary Magnet School of the Arts is included below.

Research Setting

School-Based, Research Setting. The language arts methods course was relocated from the university campus to a Title 1 magnet school located in a school district one half hour from the main university campus in central Florida. During the 2015-16 school year, this kindergarten through fifth grade school housed 457 total students and 27 full-time teachers, enjoying a 12:1 student: teacher ratio (publicschools12.com). Demographically, 49% of students are Black, 27% White, 22% Hispanic and 2% Asian (see Figure 2 below).

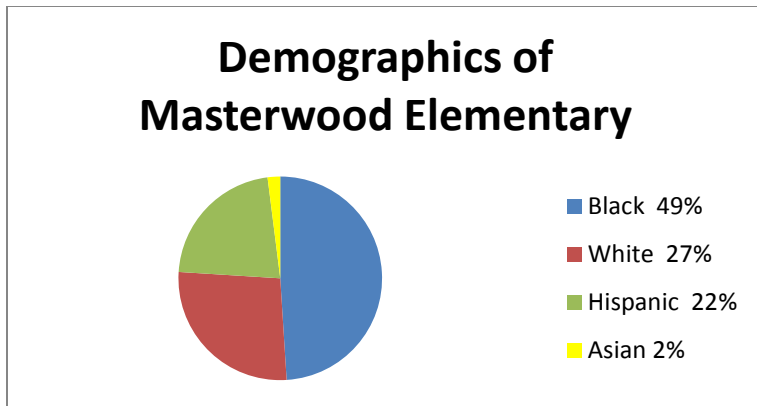


Figure 2. Demographics of Masterwood Elementary Magnet School. Retrieved from publicschoolsk12.com.

Magnet schools are designed to attract students of different racial/ethnic backgrounds for the purpose of reducing racial isolation, or to provide an academic or social focus on a specific theme, which in this case, is themed around the arts (publicschoolsk12.com). Of the total school population for 2012-2013, 72% of students are eligible for free lunch and 8% for reduced lunch programs, qualifying this school to be deemed Title 1 and receiving state and federal funding based on this designation for the purposes described above (See Table 10 below, OCPS.org).

Table 10. Eligibility for FRL at Masterwood Elementary. Retrieved from publicschoolsk12.com.

Free/Reduced Lunch Program Participation	Number (%)
Students eligible for free lunch	329 (72%)
Students eligible for reduced lunch	35 (8%)

Importantly, this particular Title 1 School is deemed the lowest Title 1 School among this school district, based on student academic performance and socioeconomic status of families in the community. However, when compared to other low performing Title 1 schools in Central Florida, Masterwood may be a somewhat weak comparison with respect to the level of need of the particular student population. One should note, however, that Masterwood Elementary met the parameters of Milner’s (2012) definition of an urban characteristic school. The school was not necessarily located in an urban area but exhibited challenges typical of

urban contexts, such as increases in English Language Learners. Urban characteristic schools are located in rural or suburban areas, as is the case for Masterwood (Milner, 2012). This difference will be noted in the limitations section.

Description of the School-Based Teacher Education Course

The methods course was taught on-site at Masterwood Elementary Magnet School of the Arts in a school district approximately one half hour from the main university campus in central Florida. This section of LAE 4314 teacher education coursework required PSTs to teach writing lessons to third graders for 45 minutes blocks of time, once per week for one full semester, throughout the spring of 2016 (from January to May). The writing partnership, entitled *Writing Rocks*, designed and coined by the researcher, encouraged an excitement for writing to students of diversity in a Title 1 school. The program provided authentic teaching time within which PSTs and third graders established writing relationships, developed writing skills in culturally responsive ways, practiced using “best practice” writing strategies for many different learners, and both reflected upon and celebrated student writing skill development and growth. The following is a detailed description of the intervention, as designed by the researcher specifically for this particular methods course and in this particular school. The model of course delivery was beneficial to the university and to the school. This model could easily be used for other programs to emulate.

Writing Rocks Wednesdays.

Every Wednesday, across this particular school district, students have what is called an early release day. The school day is shortened by approximately one hour and students are released from school at 2:15pm. Taking advantage of the classroom space that this freed up, the university course was relocated from the traditional university location to Masterwood

Elementary Magnet School of the Arts in order to establish the intervention site for this research study of a school-based teacher education intervention. At this particular School of the Arts, the final period of the daily schedule is referred to as a “specials” period. “Specials” time allows students to spend extra time participating in a specialized area of the curriculum through which they flourish, shine, and learn. This is enjoyed schoolwide. Through the Writing Rocks partnership established with Masterwood Elementary, the “specials” period every Wednesday was allowed to be focused on fostering a love of writing and introducing specific culturally responsive writing strategies to enhance writing-skill acquisition. The following is a detailed breakdown of the program.

Laying the Writing Rocks Foundation

To lay the foundation for the Writing Rocks program, PSTs met for two classes on the university campus prior to meeting their Little Knights at the Title 1, school-based site. These two campus classes allowed PSTs to learn and understand many important course components. Many discussions centered not only on how to establish relationships, but on why establishing relationships with students, in this case students of diversity, is so vitally important to student learning and success. The program mission is to establish culturally responsive writing relationships, foster an excitement for writing among students of diversity, and allow opportunity for students of diversity in Title 1 schools to access funds of knowledge, and express those funds of knowledge, through writing in a safe and welcoming environment. The first two campus classes therefore allowed PSTs to engage in writing relationship building activities (i.e., create a secret class handshake, crazy write, view culturally relevant motivational videos, and write about their academic champions), be introduced to formative and summative assessment, and focus an understanding on what to “look for” in writing. PSTs

were introduced to the 6 + 1 writing traits (Culham, 2003) that include: ideas, organization, voice, word choice, sentence fluency, conventions, and publishing. This built a clearer understanding about how to assess student writing so that the writing informs the direction of the PST's instruction. PSTs were taught how to provide specific and descriptive feedback to students about their writing, primarily the strengths in the writing and then how to determine what a student might be ready to learn (i.e., areas of writing skill need). Then PSTs (i.e., Big Knights) took time to craft a friendly pen pal letter to a Little Knight (i.e., third grader at Masterwood Elementary Magnet School), asking questions, and sharing some information that would lay the groundwork for a writing relationship to be formed. The letter built an enormous amount of excitement for our upcoming meet and greet (see sample letter in Appendix A). Little Knights responded to their Big Knight with a friendly letter of their own, giving this return letter to their Big Knight during our first class. The Little Knight letter became the authentic writing sample that the Big Knight used to formatively assess their Little Knight's writing strengths (i.e., how their writing rocked) and determine what writing skill the Little Knight was perhaps ready to learn more about. The much anticipated Writing Rocks meet and greet was planned for the third week of classes and both Big and Little Knights were very excited about meeting each other.

Students of Diversity

The school-based coursework that we entered into posed what will be referred to as welcomed challenges for this group of PSTs. The first welcomed challenge included the level of diversity of the students of Masterwood Elementary. The third grade classrooms were comprised of culturally, linguistically, ethnically, economically, academically, and racially (CLEEAR) diverse students, a term coined by the researcher. For many of the PSTs, this was

the first time in their teacher education program that they had the opportunity to work directly with students who were so diverse. One PST admitted that this was the most diverse class she had ever taught with Black students comprising 49% of student population at Masterwood, White students making up 27%, Hispanic students 22%, and Asian students holding 2% of the student population. The academic diversity of the Masterwood students posed the second welcomed challenge.

The two classes of third graders at Masterwood were very different in academic ability. Ms. Kendal's (pseudonym) class was a gifted third grade class, and Ms. Vance's (pseudonym) class was a cluster of low performing third graders. This meant that some PSTs worked solely with a gifted learner, others worked solely with a low performing third grader, a couple of PSTs worked with two gifted learners, two other PSTs worked with two low performing students, and one PST worked with a gifted learner and a low performing third grader. Despite that PSTs initially confessed that they thought that teaching gifted learners was going to be easier, PSTs revealed that while the ability to write was not as much of a factor for the gifted student, motivation to write was a key factor. Learning to be an efficacious, prepared, and effective teacher of writing for gifted students and low performing students alike proved equally challenging. Each third grade class stretched PSTs' thinking about teaching writing, and challenged PSTs' ability to assess student writing to determine what the student was ready to learn, practice, or complete. Except for the scheduled Spring Break of the university and the scheduled Spring Break of the students, the school-based coursework lasted until the end of the semester, culminating in a Writing Rocks Celebration.

The First Class

The very first meeting of our Writing Rocks with Masterwood students began with a read

aloud to engender topics for writing modelled by the researcher. In order to build writing relationships between the Big and Little *Knights*, the book *Grammy Lamby and the Secret Handshake* (Klise & Klise, 2012) was used as a mentor text. The story told a tale of a little boy who grew to appreciate a special relationship with his grandmother, showing their affection through a secret handshake that the two shared. The mentor text created the opportunity for Big and Little Knights to kick off their Getting to Know You lesson by creating a secret handshake that only they would share with each other. The remainder of the first class provided time for them to get to know each other, share their Writing Rocks letter, engage in some of the relationship building activities that PSTs had learned in the first two meetings on campus, and engage in as much writing time as possible (a goal of each and every Writing Rocks lesson thereafter). As many PSTs revealed, this was their first time in such a diverse classroom and so this lesson afforded PSTs time to listen and begin to understand the richness of the culture and diversity that their Little Knight brought to the conversation. This glimpse into the Little Knights' family, interests, hopes, worries, and dreams proved very enlightening.

More Writing Rocks Lessons

The researcher, being a seasoned educator, delivered a lesson to the entire group of third graders and PSTs. The lesson began with a digital mentor text /video. The researcher modelled asking questions and facilitating a whole group discussion. The conversation was a starting point for PSTs to take over. The remainder of the lesson was spent creating a letter to a younger student about what they needed to know about being in the third grade. PSTs brought a graphic organizer that they wanted to try and then guided their Little Knight through a brainstorming of ideas, gradually releasing the responsibility of actually writing the letter to the student as they sat alongside and supported the writing. This was the last class that the researcher was involved in a

lesson. The remaining 13 weeks were dedicated to the PST teaching their student. PSTs learned to lesson plan effectively, implemented writing strategies learned in class, encouraged and facilitated opportunities to write, learn, and grow.

PST Led Writing Rocks Workshops

During each week's 45 minute writing workshop, a Big Knight (PST) delivered a pre-planned writing lesson to a Little Knight (third grader). At the conclusion of the 45 minute Writing Rocks teaching time, PSTs attended an additional two hours of coursework, during which they reflected on their teaching time with their Little Knight, discussed their teaching experience, and asked questions to address their bias, misconceptions and minilessons. The remaining two hours of class time also involved the course instructor explicitly teaching different topic specific writing strategies (see syllabus in Appendix B), conducting modelled lessons for PSTs, building in time for PSTs to practice their own writing, delivering theory based lectures, providing research based readings, and completing group work writing assignments. This study was purposefully designed to potentially enhance elementary PSTs' abilities to teach writing to students of diversity in Title 1 language arts classrooms. The course schedule was generally consistent across each week and is outlined in Table 11 below.

Table 11. Weekly Schedule of LAE 4314: Language Arts in the Elementary School on-site at Masterwood Elementary School

TIME	TASK	DESCRIPTION
1:30 – 2:15	Writing Rocks program	PSTs work one-on-one or in small groups with third graders on writing skills and tasks that foster a love for writing.
2:15 – 2:30	End of day dismissal for students	End of day announcements was a perfect time for PSTs to reflect on their lesson – what went well, what could they do differently next time, what was their students ready to learn the following week? Reflections were written on the reverse side of their weekly lesson plan so the course instructor could see the progression of the lesson and the connection to the reflection, offering feedback, suggestions, or comments.
	Reflection time for PSTs	
2:30 – 2:45	PST Writing Time or small group work for PSTs	The final 15 minutes of the dismissal announcements was used to introduce a new writing skill with time for PSTs to try the task prior to us discussing it. This was also a perfect time to work on group projects such as our Text Set.
2:45 – 4:00	Content of Methods coursework	The bulk of the content material was delivered here via modelled lessons, small group work, readings, PowerPoint presentations, group discussions, lectures, etc.
4:00 – 4:20	Homework questions, group work time	This allows PSTs to ask questions, clarify, work with classmates on a group project, prepare for the following week, etc.

As mentioned, PSTs planned minilessons each week for their Little Knight, building upon the lesson from the previous week, introducing a new writing skill based on what their Little Knight was ready to learn, or trying a new writing strategy that was modelled by the instructor during class the previous week. Each minilessons was based on the gradual release of responsibility model (Pearson & Gallagher, 1983), of the writer’s workshop (Vopat, 2009) including naming the teaching point, identifying materials needed, making a connection to the previous lesson, explicitly teaching a specific writing skill, moving the lesson into guided/shared practice time, providing instructions and time for independent practice (student writes and teacher writes), and allowing a wrap-up opportunity to share writing creations (see minilesson template in Appendix C). The format of the content of the class varied from week to week

depending on the topic but the Writing Rocks time spent with our Little Knights remained consistent across the weeks. Big Knights arrived at the classroom promptly at 1:30 pm, their Little Knight greeted them and the pair or trio walked to the classroom that they would be working in that day. We had three classrooms available to us and PSTs chose the area that they felt was most advantageous to their Little Knight depending upon the type of environment their Little Knight needed to be successful (i.e., a busier classroom or a quieter computer lab), proper writing space, the need for technology to support learning, and the level of support needed from the Instructor or participating third grade teachers. We were very fortunate to have this tri model of support (i.e., University Instructor and two third grade teachers) as a partnership of this capacity is rare. The two teachers of the third grade classes and myself were available to facilitate conversations, provide extra support to partner groups, observe teaching and learning, and be privy to the weekly excitement for writing that the third graders exuded from the time they were picked up at their classroom to the time they were dropped off at the end of the day.

The smiles and laughter from both Big and Little Knights were so rewarding for all, and the writing creations, according to the third grade teachers, were incredible after only two or three visits. The third grade teachers were thrilled to have the Big Knights there to learn how to be effective teachers for their diverse populations of student, and the Big Knights increased their efficacy to teach writing to students of diversity through this authentic school-based teacher education intervention. The results will be discussed in depth in Chapter Four.

Writing Rocks Celebration

The final class at Masterwood was devoted to a celebration of writing that allowed each student to present a piece of writing polished during their weekly sessions through the writing process. Little Knights presented their writing to the entire group with the support of their Big

Knight by their side. The art room was decorated and snacks were brought in for the Little Knights. A microphone was set up, and guests were invited. The principal joined us for the celebration and was a featured guest speaker after the celebration, which many PSTs mentioned was one of the highlights for them. PSTs felt that the principal really gave them a purpose to move forward and a goal to find themselves in a Title 1 school such as Masterwood when they graduate. During the final celebration, the Little Knights surprised their Big Knight with a card telling them how important this WritingRocks experience was for them. The messages were very impactful to many PSTs, validating the magnitude of their role, and bringing tears to their eyes at the realization of just how very special they were in the life of a child. The order of the lessons that PSTs delivered week to week followed our course syllabus. The following outlines that syllabus.

Description of the Methods Course

LAE 4314: Language Arts in the Elementary School courses are housed within the elementary education program of a large university in central Florida, emphasizing: instructional delivery, learning environments, assessments, and best practice in language arts with an emphasis on becoming reflective practitioners and quality teachers of writing through direct and explicit instruction of PSTs and of elementary students, modeling, social interaction, active engagement with technology, reading great literature, and writing personally and professionally, as well as listening, speaking, readings, viewing, and visually representing (see Appendix B for course syllabus).

LAE 4314: Language Arts in the Elementary School, with a focus on writing instruction, was purposefully chosen for this study for the power that written language has to access students' funds of knowledge, encourage writing relationships, build writing

confidence, and align equity gaps for students of different ethnicities, academic abilities, and family circumstance. LAE 4314, Language Arts in the Elementary School allows all of the above to take place. The methods course promotes The National Council of Teachers of English (NCTE, 2004) belief that all students have the capacity to write, writing can be taught, and teachers can help students become better writers. Further, the writing strategies and content of Language Arts in the Elementary School, affords opportunities for PSTs to learn how to encourage students of diversity to access their personal funds of knowledge (Gonzalez, Molls, and Amanti, 2005; NCTE, 2004) and communicate that knowledge through various genres of writing. Gonzalez, Molls, and Amanti (2005) believe that all students possess different funds of knowledge on the basis of their own (and their families) lived experiences, especially work experience, social practices, and social history. Accessing these funds of knowledge through written communication allows writers of all cultures, races, socioeconomic status and academic ability, to have an outlet for validating their experiences, knowledge, and circumstances. PSTs learn the value and importance of their own funds of knowledge as being similar (or quite different), from those of their students. As PSTs promote and encourage writing relationships with students of diversity, they become the learner instead of the teacher, fostering partnership relationships with the families of their students. Conceding to the role of learner versus teacher is easier said than done. The school-based LAE 4314 was a perfect course for utilizing the intervention of a Title I setting and incorporating culturally responsive teaching just by the very nature of the diverse student population in the classroom and the instant feedback that PSTs received from teaching in a diverse setting, admittedly more diverse than they had experienced in the past in many cases. The opportunity to put to use writing strategies and modeled minilessons with students of

diversity is an important area of study. The use of Siwatu's (2007) Culturally Responsive Teaching Self Efficacy Survey was purposefully chosen as a tool to measure PST efficacy in this study. Please refer to page 46 and 47 in Phase One of data collection, Survey 2 for a more detailed explanation of the role of culturally responsive teaching in this methods course. An understanding of the demographics of the PSTs in this particular study will follow and be revisited in Chapter Four. To summarize, this mixed methods research utilized modified surveys (Siwatu, 2007; Tschannen-Moran, 2010) to examine the efficacy of PST before and after a school-based teacher education coursework intervention.

In the remaining dissertation chapters, Chapter Four reports the quantitative and qualitative results of this mixed method intervention research. Chapter Five concludes with a discussion of the findings as they pertain to teacher education reform and improvement, offering limitations of the study and recommendations for future research.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

The purpose of the study was to examine the influences of a school-based teacher education course intervention on PSTs' efficacy to teach writing to students of diversity in a Title 1 school. Because school-based teacher education coursework is a recommendation of key policy reform organizations, finding evidence to support the effectiveness of such an intervention yielded notable results. It was guided by the following overarching research question: *To what extent does a school-based teacher education intervention influence PSTs' efficacy to teach writing to students of diversity in a Title 1 school, as measured by Culturally Responsive Teacher Self-Efficacy appraisals, Teacher Sense of Efficacy for Writing Specific Literacy Instruction surveys, and Post Perceptions of Preparedness for Title 1 Teaching questionnaires?*

The null hypothesis for this research stated that the population means were not equal, and the alternative hypothesis purported that the population mean after participation in a school-based teacher education methods course was less than 0. This one-tailed (left) directional hypothesis signified that teacher efficacy would increase from pre to post intervention (i.e., PSTs would increase their level of efficacy as a result of the school-based intervention). Chapter Four reports the results of the research in the order of the research questions posited. The four sections (1) reiterate the research question; (2) discuss the descriptive statistics; (3) report the results of the statistical analysis; and (4) discuss the interpretations of the results on a question by question basis. A data table displaying results mean scores on a participant by participant basis precedes the individual research questions, as it will be referred to in each of the research questions posited.

Research Question 1 Results

Research Question 1: *Is there a statistically significant difference on how PSTs in a school-based teacher education intervention appraise their pre/post culturally responsive teacher self-efficacy when provided with instruction related to a writing methods course?*

Descriptive Statistics. The data table displayed below (see Table 12) pre and post mean score data for each PST along with the difference score (i.e., $H_0 - H_1 < 0$). Instead of the table displaying less than or greater than zero as a negative or positive number, the researcher has displayed this as it is meant to be interpreted, as an increase in efficacy, symbolized with an upward facing arrow (↑); and a decrease in efficacy symbolized by a downward facing arrow (↓). The individual PST data revealed that 7 of the PSTs' mean culturally responsive self-efficacy (CRTSE) decreased over the course of the semester, noting a decline in culturally responsive self-efficacy pre to post course intervention. The decrease in efficacy ranged from a decline of 0.5 to a mean decrease in efficacy of 5.9. Of the 20 PSTs remaining, 2 of the PSTs minutely increased their culturally responsive self-efficacy by < 1 mean scale score, and 2 PSTs increased by a small mean of 1 -5 scale scores. Further, 11 of the PSTs increased their culturally responsive self-efficacy by more than a mean of 10, and 4 PSTs by greater than a mean of 20. The difference in scores from pre to post school-based teacher education intervention ranged from a loss of culturally responsive self-efficacy of 5.9 (↓) to a gain in self-efficacy of 32.7 (↑). Please see Table 12 below.

Table 12. Mean Score CRTSE and TSELI – T1 Writing Results by Participant

PST	CRTSE PRE	CRTSE POST	Change CRTSE	TSELI PRE	TSELI POST	Change TSELI
RG66.J	74.7	92.9	↑ 18.2	6.2	6.9	↑ 0.7
AN11.J	97	94.2	↓ 2.8	8.5	8.1	↓ 0.4
NO61.S	80.8	96.1	↑ 15.2	7.6	7.6	Same
AN26.J	81.7	89.5	↑ 7.8	7.4	6.9	↓ 0.5
TE36. S	61.7	91.3	↑ 29.6	4.5	7.8	↑ 3.3
RS10. J	90.9	90.4	↓ 0.5	8	7.8	↓ 0.2
ES44. S	88.3	96.3	↑ 0.8	8.4	8.7	↑ 0.5
NG16.J	76.2	98.3	↑ 22.0	6.6	7.8	↑ 1.2
OL10. S	82.8	97.1	↑ 3.4	5	8.4	↑ 3.4
EY31. S	89.7	95.4	↑ 5.7	7.1	7.8	↑ 0.7
DT10.S	81.2	90.5	↑ 9.3	4.2	6.8	↑ 2.6
TO39.S	80.8	98.8	↑ 1.5	5.9	7.4	↑ 1.5
ER16.J	84	81	↓ 2.9	6.3	7.9	↑ 1.6
DE41.J	90.7	91.5	↑ 0.8	5.4	8.7	↑ 3.3
LL41.S	98.6	92.7	↓ 5.9	7.3	8	↑ 0.7
NA73.J	87.2	97.5	↑ 10.3	6.5	8.1	↑ 1.6
ON29.J	78.8	91.1	↑ 12.2	6.6	7.0	↑ 0.4
LA93.J	78.7	94.6	↑ 16.0	7.4	7.7	↑ 0.3
IK00.J	65.3	87.2	↑ 21.9	2.7	7.1	↑ 4.4
ER69.J	58	90.7	↑ 32.7	4.6	6.9	↑ 2.3
LO12.J	84.2	92.1	↑ 7.9	3.5	7.1	↑ 3.6
TH40.J	100	97.9	↓ 2.1	9	7.9	↓ 1.1
ND10.J	88.2	94.9	↑ 6.7	7.1	8.1	↑ 1.0
NT36.J	84.3	94.5	↑ 10.2	6.2	6.9	↑ 0.7
CK11.J	69.2	88.3	↑ 19.1	5.1	7.6	↑ 2.5
ER41.J	100	96.7	↓ 3.3	6.4	7.5	↑ 1.1
DS37.J	100	98.3	↓ 1.7	3	8.2	↑ 5.2

Note: The CRTSE is scored on a scale from 0 (no confidence at all) to 100 (completely confident). The TSELI is scored on a scale from 0 (no confidence at all) to 9 (completely confident).

Dependent T-Test Interpretation. A dependent samples t-test was conducted to determine if there was a difference in PSTs’ mean culturally responsive self-efficacy scores before participation in a school-based teacher education methods course situated in a Title 1 schools as compared to the mean culturally responsive teacher self-efficacy scale scores after participation in a school-based teacher education methods course in a Title 1 school.

The test was conducted using an alpha of .05. The null hypothesis was that the population means were not equal, and the alternative hypothesis purported that the population

mean after participation in a school-based teacher education methods course was less than 0. This one-tailed (left) directional hypothesis signified that teacher efficacy would increase from pre to post intervention (i.e., PSTs would increase their level of efficacy as a result of the school-based intervention). The following table displays the statistical output generated using SPSS.

Table 13. SPSS Output Table for Paired Samples T-Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pair					Lower	Upper			
1	CRTSEmeanpre - CRTSEmeanpost	-9.8840	10.3111	1.9844	-13.9629	-5.8051	-4.981	26	.000

The results of the dependent t test suggest (see Table 13 above) the mean culturally responsive teacher self- efficacy for teaching in Title 1 schools was statistically significantly different, $t(26) = -4.98, p < 0.5$, with the mean pretest score being lower ($M = 83.44, SD = 11.25$) than the mean posttest score ($M = 93.32, SD = 4.09$). Due to the means of the pre and post survey results and the direction of the t-value (negative), we can conclude that there was a statistically significant improvement in culturally responsive teacher self-efficacy following the school-based teacher education intervention. The effect size d (calculated as the mean difference divided by the standard deviation of the difference) was 0.958. Using Cohen’s (Hahs-Vaughn & Lomax, 2012) guidelines, this is interpreted as a large effect. Almost one full standard deviation unit difference in pretest teacher efficacy scores and posttest teacher efficacy scores was found. The results provide evidence to support the alternative hypothesis that the mean score of culturally responsive teacher self-efficacy to teach students of diversity in Title 1

schools prior to the school-based teacher education methods course is different than the mean score of culturally responsive teacher self-efficacy after the intervention. Therefore, we can demonstrate a statistically significant improvement of 9.88 (Mean Difference) with a large effect size of 0.958 for this study.

Research Question 2 Results

Research Question 2: *Is there a statistically significant difference on how PSTs in a school-based teacher education intervention report their pre/post sense of efficacy for writing specific literacy instruction when provided with instruction related to a writing methods course?*

Descriptive Statistics. From the pre to post school-based teacher education methods course intervention, four PSTs' scores decreased. The decline in efficacy ranged from 0.2 to 1.1, a minute to small decline in writing specific literacy efficacy was noted. By category from no increase to a large increase, only 1 PST's score remained the same, 7 PSTs' scores minutely increased (<1 mean score), 14 PSTs' scores increased by a small degree (1-5 mean score difference), and only 1 PST's score increased by more than 5. The mean post efficacy scores for writing specific literacy instruction ranged from a loss of efficacy of 1.1 (↓) to a gain in efficacy of 5.2 (↑). Please see Table 12 above for a visual confirmation of the descriptive results by study participant.

Dependent T-Test Interpretation. A dependent samples t-test was conducted to determine if there was a mean difference in PSTs' sense of efficacy for writing instruction in Title 1 schools before participation in a school-based teacher education writing methods course as compared to the mean sense of teacher efficacy for writing specific literacy instruction in Title 1 schools after the intervention. The test was also conducted using an alpha

of .05. The null and alternative hypothesis is identical to RQ1. This one-tailed (left) directional hypothesis is symbolized using the same upward and downward facing arrows that were used in RQ1 as well (see Table 12 prior on page 67). The alternative hypothesis purports that efficacy scores for writing specific literacy instruction after participation in a school-based teacher education intervention will be higher than they were before participation in the school-based methods course. The following table displays the paired sample t-test output generated using SPSS. (see Table 14 below).

Table 14. Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	meanpre - meanpost	-1.5534	1.6003	.3080	-2.1864	-.9203	-5.044	26	.000

The results of the dependent t test (see Table 14 above) suggest PSTs sense of efficacy for writing specific literacy instruction in Title 1 schools was statistically significantly different, $t(26) = -5.04$, $p < .05$, with the mean pretest score being lower ($M = 6.14$, $SD = 1.68$) than the mean posttest sense of efficacy score ($M = 7.70$, $SD = .55$). Due to the means of the pre and post survey results and the direction of the t-value (negative), a statistically significant increase in PSTs' sense of efficacy to teach writing in Title 1 schools following this school-based teacher education intervention was demonstrated. The effect size d (calculated as the mean difference divided by the standard deviation of the difference) was 0.969. Using Cohen's (Hahs-Vaughn & Lomax, 2012) guidelines, this is interpreted as a large effect. Almost one full standard deviation unit difference in pretest teacher efficacy scores and posttest teacher efficacy scores was detected.

The results provide evidence to support the alternative hypothesis that the mean sense of efficacy to teach students of diversity in Title 1 schools prior to the school-based teacher education methods course is different than the mean sense of efficacy for writing specific instruction after the intervention. Therefore, a statistically significant increase in efficacy of 1.56 (Mean Difference). There was a large effect size (.969).

The results provide evidence to support the hypothesis that the mean sense of teacher efficacy to teach writing to students of diversity in Title 1 schools prior to the school-based teacher education writing methods course is different than the mean sense of teacher efficacy for writing specific literacy instruction after the intervention of a school-based teacher education methods course. Therefore, a statistically significant improvement of 1.55 was indicated with a large effect size for this study.

Discussion of RQ1 and RQ2

The Experiential Learning Theory (Dewey, 1938) provided a strong theoretical framework for this study, an holistic model of the learning process based on cycles of learning driven by action and reflection, experience and abstraction (Kolb & Kolb, 2008). Being able to engage in the reflective cycle on a weekly basis for an entire semester impacted PSTs' efficacy as the quantitative results above indicated. Based on the simple precept that one learns by doing, it follows that PSTs learn by teaching. Gains in skills and abilities for culturally responsive teaching and for writing specific literacy instruction, through the experience with students of diversity in a Title 1 school, reportedly influenced their changes in efficacy. From its inception by founding father, John Dewey (1938), Experiential Learning Theory (ELT) grounded the research purpose of this dissertation and validated the need to place elementary PSTs in situations where they: experience authentic teaching environments (such as a Title 1

school), explicitly teach writing skills to students of diversity, and measure the effectiveness of their instruction through growth in student performance and feedback from their respective student, making necessary changes to their pedagogical practices as required for learning to occur. The Title 1, school-based teacher education intervention in its totality (i.e., including all of the above opportunities) afforded opportunities for changes in PST efficacy to occur in this study.

Ashton's theory of efficacy (1984) should also be echoed here. PSTs' general beliefs that Title 1 students could write, and learn to write, was strengthened, as was PSTs' efficacy that students could become better writers as a result of their writing specific instruction. PSTs were reportedly very motivated by the key influential teaching roles they played in the lives of the Masterwood students. Additionally, PSTs experienced teaching students of diversity in a Title 1 setting, gaining knowledge of culturally responsive teaching, and the unique characteristics of Title 1 schools in preparation for the populations they will inevitably teach.

As Table 15 below will reveal, the initial scores on the CRTSE for most PSTs in this study were quite high. Results indicated a mode of 100 out of a possible 100. This correlates to being completely confident that a PST will be able to teach in culturally responsive way. Further, results revealed a median of 84, and a resultant mean efficacy score of 83.44 prior to the school-based course. Somewhat contrasting appraisals of efficacy were reported in terms of PSTs' sense of efficacy for writing specific literacy instruction. The mode in this regard was 4.6 out of a possible 9 Likert-item scale scores, less efficacious than the above mode for culturally responsive teaching. The median for the TSELI-T₁ was 6.3, and the resultant mean efficacy score was 6.14 prior to the course (see Table 15 below).

Table 15. SPSS Generated Statistics for Pre/Post CRTSE & TSELI Measures

		TSELImeanPRE	TSELImeanPOST	CRTSEmeanpre	CRTSEmeanpost
N	Valid	27	27	27	27
	Missing	0	0	0	0
Mean		6.142	7.695	83.439	93.323
Std. Error of Mean		.3225	.1060	2.1657	.7878
Median		6.353	7.765	84.000	94.233
Mode		4.6 ^a	6.9 ^a	100.0	81.1 ^a
Std. Deviation		1.6760	.5506	11.2531	4.0937
Variance		2.809	.303	126.631	16.758
Skewness		-.414	-.083	-.467	-.968
Std. Error of Skewness		.448	.448	.448	.448
Kurtosis		-.490	-.691	.014	1.486
Std. Error of Kurtosis		.872	.872	.872	.872
Range		6.3	1.9	42.0	17.7
Minimum		2.7	6.8	58.0	81.1
Maximum		9.0	8.7	100.0	98.8

Perhaps, one of the most interesting findings for the researcher was the mode of 100 on the CRTSE prior to the teacher education coursework on-site at a Title 1 school. Despite the very high level of reported efficacy for culturally responsive teaching, only 7 PSTs indicated having experience in low-income, Title 1 schools before the intervention. Additionally, in an informal discussion during the first class, 20 PSTs indicated that they had no experience teaching writing to students, and only 7 who had some beginning experiences only. As the table outlines below (see Table 16) 13 PSTs had only 1 course that introduced writing strategies for diverse students, 6 PSTs had 2 courses, 5 PSTs had not had a course-to-date that talked about writing strategies for diverse student populations, 1 PST had 3 courses, and 1 PST had 4 courses. Only one PST (RG66.J) reported having five courses to-date that taught writing strategies for students of diversity. In contrast, 9 PSTs reported having >6 courses that discussed strategies for teaching diverse elementary students in low-income, Title 1 schools. A

total of 5 PSTs had 5 courses that discussed strategies for teaching diverse elementary students in Title 1 schools, 4 PSTs had 2 courses, 5 PSTs had 1 course, and only 1 PST (TE36.S) had not taken any courses that discussed strategies for teaching diverse elementary students in low-income, Title 1 schools. When considering that this student was in her senior year, that result was troublesome and worthy of future consideration. Additional results drawn from the Preservice Teachers' Academic Experiences, Preferences, and Demographic Information Survey reveal that while 11 PSTs had 0-3 courses that discussed strategies for teaching diverse elementary students in low-income, Title 1 schools, 16 PSTs completed 4 or more courses. In sharp contrast, 25 PSTs reported completing 0-3 courses that discussed strategies for teaching writing to students of diversity in low-income, Title 1 schools, but only 2 PSTs who had 4 and 5 courses respectively. This may account for some of the difference in appraised efficacy levels on the two different measures (CRTSE and TSELI-T1) prior to the course (see Table 16 below).

Table 16. Courses and Course Effectiveness: Data from Survey 1

PST	# Courses Including Culturally Responsive Teaching Strategies	# Courses Including Writing Strategies	CR Course Effectiveness	Writing Course Effectiveness
RG66.J	>6	5	6	6
AN11.J	5	2	9	9
NO61.S	>6	2	7	7
AN26.J	2	1	4	7
TE36. S	0	1	missing	7
RS10. J	>6	4	7	7
ES44. S	>6	1	7	7
NG16.J	5	1	6	5
OL10. S	5	1	7	4
EY31. S	2	1	6	4
DT10.S	1	0	3	3
TO39.S	5	3	8	8
ER16.J	>6	2	7	5
DE41.J	2	0	5	5
LL41.S	>6	2	7	7
NA73.J	>6	2	9	9
ON29.J	4	2	6	4
LA93.J	1	0	5	5
IK00.J	1	1	6	5
ER69.J	5	0	6	0
LO12.J	>6	1	6	1
TH40.J	2	1	4	2
ND10.J	1	0	6	7
NT36.J	3	1	6	5
CK11.J	4	1	6	4
ER41.J	1	1	4	4
DS37.J	>6	1	8	3
			M= 6	M= 5.2

Still, it is important to note that 11 PSTs reported completing service learning hours in suburban Title 1 schools, and 11 in suburban, non-Title 1 schools. Only 3 PSTs reported completing service learning hours in an urban, Title 1 setting, and 2 PSTs in urban, non-Title 1 schools. No PST reported being educated in an urban, Title 1 school. The majority (i.e., 24) of PSTs grew up in suburban schools (4 in Title 1 and 20 in non-Title 1). Another 3 PSTs grew up in a rural, non- Title 1 school. Only 2 PSTs were educated in urban, non-Title 1 schools. A number of PSTs had more than one school experience which explains the above numbers

exceeding the number of participants in the study (N=27). The number of courses during which PSTs discussed strategies for teaching diverse elementary students in low-income Title 1 schools seemed to contribute to more efficacious feelings towards culturally responsive teaching, but given a dearth of experience in Title 1 classrooms overall, PSTs, in my opinion, overestimated their CRTSE. The following researchers contribute to theories in this regard.

Research Question 3 Results

Research Question 3. *Is there a correlation between Culturally Responsive Teacher Self-Efficacy (CRTSE), and PSTs' Sense of Efficacy for Writing Specific Literacy Instruction in Title 1 schools (TSELI – T₁ Writing)?*

Descriptive Statistics. From the mean score data of CRTSE and TSELI-T₁ Writing results displayed Table 12, found on p.67, the results indicated that generally if a PSTs' culturally responsive self-efficacy was low (i.e., a score of 0-39), moderate (i.e., a score of 40-69), or high (i.e., a score of 70-100) as categorized by the researcher, their subsequent sense of efficacy for writing specific literacy instruction (TSELI–T₁ Writing) was equally scored. The TSELI–T₁ Writing, also categorized by the researcher, as low (0-3), moderate (4-6), and high (7-9). As can be seen from the table, most PSTs had moderate to high scores in both the CRTSE and the TSELI–T₁ Writing. Generally, if a PST increased their CRTSE, they also increased their TSELI–T₁ Writing. Exceptions to this were noted. PST (IK00.J) changed from a low TSELI– T₁ Writing (2.7) score to a high TSELI–T₁ Writing score (7.1) pre to post, but from a moderate CRTSE to a high CRTSE pre to post score.

Pearson Correlation. There was a statistically significant correlation between CRTSE and TSELI-T₁ prior to the intervention research ($r=.445$, $p<.05$). The correlation between measures of general efficacy was moderate. In contrast, there was no statistically significant

correlation CRTSE and TSELI-T₁ after the school-based teacher education intervention (r=.288, p>.05). Please see Table 17 and 18 below for the SPSS output table.

Table 17. Pearson Correlation PRE School-Based Intervention

		TSELI _{meanPRE}	CRTSE _{meanpre}
TSELI _{meanPRE}	Pearson Correlation	1	.445**
	Sig. (1-tailed)		.010
	N	27	27
CRTSE _{meanpre}	Pearson Correlation	.445**	1
	Sig. (1-tailed)	.010	
	N	27	27

** . Correlation is significant at the 0.01 level (1-tailed).

Table 18. Pearson Correlation POST School-Based Intervention

		TSELI _{meanPOS}	CRTSE _{meanpost}
		T	st
TSELI _{meanPOST}	Pearson Correlation	1	.288
	Sig. (1-tailed)		.073
	N	27	27
CRTSE _{meanpost}	Pearson Correlation	.288	1
	Sig. (1-tailed)	.073	
	N	27	27

Discussion of RQ3

The fact that the correlation between these two different measures of efficacy was statistically significant before the school-based teacher education intervention and not statistically significant after the course is interesting to note and discuss. Prior to the research, there was a moderate correlation between efficacy for (a) culturally responsive teaching in a Title 1 school, and (b) sense of efficacy for writing specific literacy instruction to students of diversity in a Title 1 school. Generally, or in a moderate number of cases, the level of efficacy

for CRTSE was similar to the TSELI-T₁W before the intervention. After the school-based course, no statistically significant correlation existed between these two measures. A high level of efficacy for culturally responsive teaching did not necessarily correlate with a high level of efficacy for teaching writing in a Title 1 setting after the course. In fact, while a mean increase in CRTSE was detected, a number of PSTs also reported a decrease in their CRTSE after the school-based teacher education coursework intervention.

Considering disruption theory as outlined in the discussion of RQ1 and RQ2, even though PSTs thought they were more efficacious in this regard, perhaps due to the greater number of courses completed that discussed strategies for teaching diverse students in low-income, Title 1 schools, talking about teaching and actually teaching were notably different. The actual experience of teaching students of diversity in a Title 1 school disrupted what PSTs had gleaned through only learning about diversity and low income schools. The school-based coursework allowed PSTs to teach writing to students of diversity in Title 1 schools. The authenticity of the entire school-based experience disrupted their efficacy and cleared the way for learning to occur (Ritchie, 2013; Ryan & Healy, 2009); hence, no correlation was found. Another distinction emerged from this research question that indicated that PSTs felt more confident to teach in a culturally responsive way, in general, than they felt to teach content specific writing to students in a Title 1 school. For example, one particular PST seemed to be low in her sense of efficacy to teach writing to students of diversity in a Title 1 school, but high in her culturally responsive self-efficacy to teach in a Title 1 school. This result raises a further interest in the Dunning-Kruger effect (1999) as mentioned earlier. Future research is also expedient in examining the distinction between general classroom efficacy to teach in diverse, Title 1 classrooms, and content specific efficacy (in this case to teach writing) and the

difference between these two variables. Higher culturally responsive self-efficacy to teach in Title 1 schools was notably higher than PSTs sense of efficacy to teach writing in the same settings. Similarly, PST (DS37.J) reported a low level of TSELI-T₁ Writing (3) before the school-based course, but an extremely high level of CRTSE (100). Post intervention, this PST increased her efficacy for writing specific literacy instruction by a mean of 5.2, but dropped in her CRTSE by a mean of 2, seemingly overestimating her CRTSE. This also raises a research interest in the area of efficacy estimation on the part of individual teachers as often their perception of their ability to teach students of diversity in Title 1 school was challenged by the reality of actually teaching in a Title 1 school as the qualitative data will reveal in more detail. Further, one PST noted in her response that she overestimated her ability prior to the school-based course because she really did not fully understand the context of Title 1. Finally, four PSTs demonstrated a negative correlation between CRTSE and TSELI-T₁ Writing as they reported a decrease in their culturally responsive self-efficacy, but an increase in their TSELI-T₁ Writing. Only one PST realized a large increase in her CRTSE but remained the same in her TSELI-T₁ Writing. Another PST increased her CRTSE by a mean of 7.8, but decreased her TSELI-T₁ Writing by a mean of 0.5, a small decrease, but showed a non-linear correlation nonetheless. For discussion purposes, the following table (see Table 19 below) provides more detailed descriptive statistics.

Table 19. Frequency Table of Pre and Post CRTSE & TSELI – T₁ Writing Data

		TSELI _{mean} PRE	TSELI _{mean} POST	CRTSE _{mean} pre	CRTSE _{mean} post
N	Valid	27	27	27	27
	Missing	0	0	0	0
Mean		6.142	7.695	83.439	93.323
Std. Error of Mean		.3225	.1060	2.1657	.7878
Median		6.353	7.765	84.000	94.233
Mode		4.6 ^a	6.9 ^a	100.0	81.1 ^a
Std. Deviation		1.6760	.5506	11.2531	4.0937
Variance		2.809	.303	126.631	16.758
Skewness		-.414	-.083	-.467	-.968
Std. Error of Skewness		.448	.448	.448	.448
Kurtosis		-.490	-.691	.014	1.486
Std. Error of Kurtosis		.872	.872	.872	.872
Range		6.3	1.9	42.0	17.7
Minimum		2.7	6.8	58.0	81.1
Maximum		9.0	8.7	100.0	98.8

The above frequency data reports the mean scores reported before and after the school-based teacher education intervention for the CRTSE and the TSELI-T₁ Writing surveys. A mean score of 83.44 on the CRTSE reported before the school-based coursework was higher than the reported mean on the TSELI-T₁ Writing survey. When categorized for a clearer understanding of levels of efficacy PSTs reported feeling more efficacious with regards to culturally responsive teaching than they did on their sense of efficacy for writing specific literacy instruction in Title 1 schools. A mean of 83.44 on the CRTSE correlates with a feeling of being highly efficacious. A score of 6.14 indicates only a moderate level of efficacy for teaching writing to students of diversity in Title 1 schools. It is interesting to note that PSTs predicted their feelings of confidence to teach students of diversity in culturally responsive ways in future Title 1 classrooms fared higher than their feelings of confidence to teach writing to the same population and in the same setting.

The results draw potential implications to the notion that PSTs can envision themselves taking on the role and responsibilities of being a classroom teacher in general, yet being a teacher of writing as different, teaching writing content was reportedly more difficult, and something that PSTs felt unprepared or less efficacious. In examining the mode, or score reported most often, note that before the school-based teacher education coursework intervention, a score of 100 was the most reported score on the CRTSE. For a PST to appraise herself 100% confident (i.e., completely confident) to teach a population of students in a Title 1 school, that she has reportedly little or no prior experience teaching, is curious. Comparing the mode of the CRTSE before the intervention (i.e., 100), to the mode of the TSELI-T₁ Writing before the school-based teacher education intervention (i.e., 4.6), the TSELI-T₁ Writing appraisal seems a much more realistic level of confidence given that most of the PSTs had one or less courses in their Elementary Education degree that talked about teaching writing. Only one PST indicated that she had urban Title 1 teaching experience during the course of her teacher training. The mode after the school-based teacher education intervention increased to 6.9 for the TSELI-T₁ Writing, but dropped to 81.1 for the CRTSE.

Most PSTs felt more efficacious after the school-based course with respect to teaching writing to students of diversity in Title 1 schools, but less efficacious after the intervention with respect to culturally responsive teaching self-efficacy. Perhaps, as RQ4 will discuss, PSTs did not necessarily feel less efficacious, but were able to more accurately report their efficacy based on the direct, and hands-on, experience they had to judge their own levels of confidence and preparedness. So while the mean scores increased pre to post school-based intervention, there seemed to be a weak to moderate correlation between PSTs' feelings of efficacy on the CRTSE and the TSELI-T₁ Writing. To determine statistical significance of a correlation, the following

statistical analysis was conducted.

Pearson Correlation. Correlation coefficients were computed, using Pearson Product Moment Correlation, to determine if there was a relationship between the following variables: a) culturally responsive teacher self-efficacy (CRTSE); and b) teachers' sense of efficacy for Title 1, writing specific literacy instruction (TSELI-T₁ Writing). The researcher was interested in whether a positive or negative linear relationship existed between PSTs' pre and post culturally responsive teacher self-efficacy and PSTs' pre and post sense of efficacy for teaching writing in a Title 1 school.

At an alpha level of .05, a statistically significant correlation was found between efficacy scores reported on the CRTSE and TSELI-T₁ Writing prior to the school-based teacher education course intervention ($r = .445$, $p = .010$, $N=27$). The r value indicated a moderate correlation existed between the two measures of efficacy prior to the intervention. After the school-based teacher education intervention, the results indicated that no statistically significant correlation existed between the CRTSE and TSELI-T₁ Writing ($r=.288$, $p = .073$, $N=27$). However, the discrepancy between the pre and post data was curious. Results indicate that this sample of 27 PSTs demonstrated a moderate correlation between their reported CRTSE and TSELI-T₁ Writing before the school-based coursework (statistically significant), and a weak to moderate correlation after the school-based coursework (although not statistically significant). Generally, a participant high in culturally responsive teacher self-efficacy was also high in their sense of efficacy to teach writing to students of diversity in Title 1 schools before the course. PSTs' correlation between the two measures of efficacy demonstrated less of a relationship after the course once a clearer picture of their actual level of ability to teach students of diversity in Title 1 schools was made clear through the authentic

intervention. Subsequently, PSTs low in culturally responsive teacher self-efficacy before the course were also generally low in their sense of efficacy to teaching writing in Title 1 schools before the course. PSTs experiencing moderate feelings of efficacy before the course generally increased to high feelings of efficacy after the course with the exceptions above noted. An increase in mean scores was evident in the results after the intervention, but the correlations between CRTSE and TSELi-T1 Writing were no longer correlated in a statistically significant way. The mean score data table (see Table 12 on page 67) brought this reality to light as some PSTs experienced no change in their efficacy on one measure, yet large gains on the other measure. Similarly, a number of PSTs experienced a decline in culturally responsive teacher self-efficacy, but reported increases in their sense of efficacy for teaching writing to students of diversity in Title 1 schools. Many variations in the data existed but a non-linear relationship remained.

Research Question 4 Results

Qualitative data was coded for specific themes which emerged from and across participants. When a particular question on either survey had large variances in responses, the researcher looked to the qualitative data to determine if the results could be supplemented by any explanations provided by the participants from the academic and demographic background survey.

***RQ4:** How do the qualitative results from the Post Perception of Preparedness for Title 1 Teaching Questionnaire (PPoP-T₁) inform the development of the school-based intervention? What additional information does the qualitative information reveal about the intervention? How do the qualitative results expand on the quantitative data?*

Discussion of RQ4

The qualitative responses of the PSTs across all four questions on the PPOp-T₁ questionnaire were very telling and some very interesting observations were revealed. The results that follow explored how the qualitative responses from the PSTs informed the quantitative results from the efficacy measures. This was explored on a question by question basis. For the full transcriptions and analysis of data using the van Kaam method of analysis of qualitative data, please see Appendix M.

Question 1. Did you want to teach diverse students in low-income, elementary, Title 1 schools prior to this *LAE 4314: Language Arts in the Elementary School* course? Why or why not?

Results. The following table (see Table 20 below) quantified the responses to the question posited

Table 20. Quantified Responses to Question 1 of the PPOp-T₁ Questionnaire

NO	YES	UNSURE
15	6	6

Of the 27 PSTs enrolled in this Title 1, school-based teacher education course intervention, 15 did not want to teach in a Title 1 school prior to the semester beginning, 6 PSTs want to teach in a Title 1 school when they graduate, and 6 were unsure if a Title 1 school is where they want to teach. Many reasons were given for not wanting to teach in a low income, Title 1 setting and the following structural descriptions were created to denote the overarching reasons, captured in a word or a phrase, as to why PSTs did not want to teach students of diversity in Title 1 schools before the intervention: 1) entirely not prepared, 2) perceptions of the level of difficulty of Title 1 environments; and 3) misconceptions about Title 1 students and

schools. Interestingly, the PSTs already expressing a desire to teach in Title 1 schools before the intervention all shared that they had some level of experience in Title 1 settings before the course began.

The following table summarizes the PST responses to this question. As outlined in the methodology, the qualitative responses were used to inform the quantitative findings. The responses below shed light on reasons that PSTs gave for not wanting to teach in a Title 1 school before the school-based intervention. This allowed insight into the factors that potentially contributed to PSTs self-efficacy for teaching writing to students of diversity in Title 1 settings. The responses were displayed in preliminary categories organized by common topics, ideas, words, or phrases (see Table 21 below).

Table 21. PPOp-T₁ Question #1

NO	Reasons for not wanting to teach in Title 1 Schools
Lack of skills & preparation	<ul style="list-style-type: none"> • Didn't think I would be able to handle it. • Unsure as to whether or not I could manage teaching title one students on my own. • I will put more on my plate and make me second guess myself. • I lack the skills to teach the way they need to be taught, unprepared and unqualified, lack preparation and confidence. • I have trouble making connections to content they are familiar with.
Too emotional	<ul style="list-style-type: none"> • They seem to want a deeper connection with teachers/pre service teachers than other students. • I would get caught up with difference and try to provide for them vs. teach them.
Lack of Confidence in ability	<ul style="list-style-type: none"> • Intimidated me, very intimidating, scared, worried, afraid, and unsure I could manage it, lack of confidence to succeed. • Afraid I would not be a good fit, incapable of teaching challenging students.
Lack Experience	<ul style="list-style-type: none"> • Lack experience in Title 1, more experience in non-Title 1 (more than one PST said this).
Misconceptions about Title 1	<ul style="list-style-type: none"> • I thought that lack of parent involvement would mean lack of student involvement. • The students have more to worry about than school work. • Too hard to teach, easier not too, too much behavior in that school environment or even academics would be affected.
Other	<ul style="list-style-type: none"> • I only would do it for the money to pay off my student loans. • I could not relate.
YES	Reasons for wanting to work in Title 1 schools
	<ul style="list-style-type: none"> • I have worked with multiple low income schools in the past. • I want to help them find their way into liking education. • I will have more of an impact. • I always wanted to make a difference. • I am eager to build relationships. • Yes because I have been in multiple schools, have volunteered most of my time in Title 1 schools.
UNSURE	Reasons for being unsure about teaching in Title 1 schools
	<ul style="list-style-type: none"> • I don't think I realized what I was agreeing to. • Attending a Title 1 school as a student might affect my bias.

It seemed as if most PSTs who did not want to teach in a Title 1 school indicated that they lacked the skill, the ability, the confidence, and the experience to do so. PSTs lacked an

understanding of Title 1 teaching, and therefore, did not want to teach in a classroom where they might not be successful, or worse, incompetent. Before the course, one PST indicated that she wanted to teach in a Title 1 school, even though she admittedly had never taught in a Title 1 classroom before this course. After the course, she reflected on the answer to this question and realized that without the experience she really did not think she fully understood what it was she was agreeing to. Subsequently, at least three of the six PSTs who indicated that they wanted to teach in a Title 1 school prior to the school-based course, had experiences in Title 1 schools already. The other three expressed a desire to help students of diversity be successful and wanted to make a difference in the lives of students who need them the most.

How Qualitative Data Informs Quantitative Data for PPop-T1 Question 1

The quantitative data indicated that prior to the school-based teacher education intervention, the majority of the PSTs ranged from very confident to completely confident in their culturally responsive teacher self-efficacy ($M=83$) and very confident (although slightly less so than the CRTSE) in their sense of efficacy to teach writing to students of diversity in Title 1 schools ($M=6$). The qualitative data sat in contrast to the quantitative results in some ways. The qualitative reports seemed to be implying that PSTs felt unprepared to teach in a Title 1 school, even though most of them had not taught in a Title 1 school prior to this research and therefore really did not know if they were prepared to teach in setting or not. Further, PSTs indicated that they lacked the skills to teach in highly emotional settings, yet quantitatively PSTs reported they were highly efficacious to teach in a Title 1 school. The results were somewhat conflicting. One would expect that if 15 of the PSTs did not want to teach in a Title 1 school and 7 were unsure, then the mean levels of efficacy would possibly be lower than they were. This seems in keeping with one study

conducted by Cunningham, Perry, Stanovich, & Stanovich, (2004) which found that PSTs tended to overestimate their knowledge and skills (in Tschannen-Moran & Johnson, 2010). This is also in keeping with the Dunning-Kruger effect (1999) that posits that teachers really don't know what they don't know, in simple terms, and with Bandura (1977) that a teacher's belief in their ability was more powerful than their actual ability for the task.

Question 2. Do you want to teach diverse students in low-income, elementary, Title 1 schools now that you have had this *LAE 4314: Language Arts in the Elementary School* course?

Results. The following table reveals PST responses to the question posited.

Table 22. PSTs' Responses to PPOp-T₁ Question 2

YES	NO	OTHER
21	1*	5*
	*Does not want to teach.	<ul style="list-style-type: none"> • 2 PSTs would not mind teaching in a Title 1 school. • 1 PST would be more likely to teach in a Title 1 school. • 1 PST feels more prepared to teach in a Title 1 school. • 1 PST will teach if a job in a Title 1 school is offered.

After the intervention of the school-based methods course, 21 PSTs stated that they would definitely like to teach in a Title 1 school afterwards. Note that 15 PSTs indicated that they did not want to teach in a Title 1 school before the intervention. Afterwards, responses to this question indicated that only one PST did not want to teach in a Title 1 school. Note, however, that this PST has decided that perhaps teaching is not the career that she will choose to pursue. The following table (see Table 23 below) displayed PST responses to PPOp-T₁ Question 2 and organized them by similarity of theme or topic.

Table 23. PPOp-T1 Question #2

YES	Reasons why PSTs want to teach in Title 1 schools after the school-based coursework
Experience	<ul style="list-style-type: none"> • Yes. After having the experience from this class I have seen that I actually am able to teach diverse students. • After this experience, I realized the positive impact I can have on a child's life, even if we come from different backgrounds. • Not as hard to connect with these students as I thought it would be, I truly feel like I will be able to work with any school now that I have taken this class. • Taking part in this class and in this opportunity only pushed me further toward wanting to have a career in schools like this. • I have seen how much progress one child can make, how much confidence can change a student's whole perspective, and that's what I want to do. • This extraordinary opportunity to go to a classroom...definitely changed my perspective. Now I actually want to teach in a title 1 school. • I feel more prepared...especially in language arts. I feel this class taught me a lot of ways to differentiate instruction for students who need it.
Confident	<ul style="list-style-type: none"> • They need the kind of support that I know I could give them. • It is exciting to create a love for writing. • I am certain I have the capability to support them all in their learning. • It's the students in Title 1 schools that need the help and support from teachers even more. • I want them to benefit immensely from what I feel like I can give them. • I don't think teaching in a Title 1 school is such a daunting task anymore, I will not be scared to apply to them, and I am now getting very comfortable here. I truly feel like I will be able to work with any school now that I have taken this class.
Reward	<ul style="list-style-type: none"> • Yes. It is so rewarding, I can make a difference and be a role model for these students that might not have one. • The amazing connection I made with my buddy... I could tell she really wanted to learn from me., I also felt accomplished after seeing my buddy make progress. • I feel like the reward of seeing your student's accomplishments is even greater at schools like these., so much more rewarding. • After being at a title 1 school, I have come to really want to be a part of their academic lives. I want to see them succeed. • This class inspired me to become a better person and to take a look at the bigger picture. • I know that it is so much more than being their teacher to them; you are also their role model.

The categories chosen to organize the data provide the structural descriptions for this question. Experience, confidence, the reward of teaching Title 1 students, a belief that students deserve great teachers, and the knowledge that Title 1 schools and communities are supportive all contributed to PSTs wanting to teach in Title 1 schools in the future.

How Qualitative Data Informs Quantitative Data for PPop-T1 Question 2

Once the PST responses were analyzed, it was more evident why post school-based course efficacy scores increased for both instruments. Each of Bandura's four sources influencing self-efficacy were components of the school-based teacher education intervention. The most powerful source, in keeping with research (Bandura, 1997, Siwatu, 2010, Tschannen-Moran & Johnson, 2010) was mastery experience. Tschannen-Moran (2010) purported that self-efficacy beliefs are raised when a teacher witnesses improvement in student performances as a result of her or his teaching, which then contributes to optimism that future performances likewise will be proficient. This increase in self-efficacy results in greater effort and persistence over time (in Tschannen-Moran, 2010). The following quotes stood out as noteworthy in supporting the structural descriptions as outlined and the research on efficacy by the noted researchers above. The final two are very honest responses to the reality of the changing demographic landscapes of U.S. education, and perhaps reveal that the more experience PSTs are afforded in the classrooms where they will inevitably teach, the less hesitant they will be about their teaching effectiveness.

Notable quotes by PSTs for Question 2:

1. I realized the positive impact I can have on a child's life, even if we come from different

backgrounds

2. Title 1 schools have such an atmosphere of community and I think the students react so well to that
3. I am constantly learning that students bring such a tremendous amount of diversity to the classroom... want to be able to learn about my diverse students and use that information to incorporate it into my teaching methods and to make the students feel a sense of safeness within a positive classroom
4. Nothing says achievement better than seeing a student become better than they were yesterday
5. I probably won't have a choice where I first get to teach. The position that is available is the one I have to take
6. I am still hesitant because I am afraid I will not be able to separate work and personal.

Question #3. *Do you feel more prepared to teach writing to diverse students in low-income, elementary, Title 1 schools after this course? If yes, please share the reason (s) why you feel more prepared to teach writing at this point in time. If no, please share why you do not feel more prepared to teach writing to diverse students in low-income, elementary, Title 1 classrooms at this point in time.*

Results. The following table reveals the responses to the question posited.

Table 24. PPOp-T₁ Question #3

More Prepared	Less Prepared	Unsure
27	0	0

All 27 PSTs or 100% of the sample indicated that they felt more prepared to teach writing to students of diversity in Title 1 schools after the school-based teacher education coursework intervention. Structural descriptions were very easy to coin for this question as two themes emerged as dominant in their responses, 1) improved confidence and ability through practice and experience in a Title 1 setting, and 2) stronger content knowledge gained through exposure to

explicit strategy instruction, introduction to tools and techniques, ideas, and assignments aimed at improving student writing and demonstrating growth in student writing. Evidence for these two categories can be seen clearly in the table that follows. Table 25 outlines how and why PSTs felt more prepared to teach in Title 1 classrooms after the school-based teacher education intervention (see Table 25 below).

Table 25. PPOp-T₁ Question #3

YES	Reasons why PSTs feel more prepared to teach in Title 1 schools – Question 3
<p>Experience/ Practice Influences Confidence & Ability</p>	<p><u>After this experience I feel/think/know...</u></p> <ul style="list-style-type: none"> • It is one thing to give someone strategies to use in the classroom and another thing to actually act upon those strategies. • I want to know that kinds of things that will work now, I don't want to have to wait until internship to try out activities that are fresh in my head now. • I don't think I would ever be fully prepared because it takes experience to feel as prepared as you should. • Being able to work one on one with a student gave me the experience to change my lesson on the spot and adapt to his needs. • One on one experience and learning from my mistakes the first couple weeks made a huge difference in my confidence level. • Important to be very flexible, I have gained the confidence to take on a whole classroom. • I have now taught writing so I know what to expect. • Reflecting on it once I was done teaching it really made me think of ways I can improve for the future. • I have so much more experience to work with now, and I feel more confident than I did before. • I feel more confident in my abilities to teach writing. • I have grown up in a predominately white, affluent town, so I did not know what Title 1 schools were like. • Connecting with the students and learning more about them through writing will be more joyful for both the students and the teacher. • I learned so much from actually getting to work with the students, I do feel more confident. • I can capture the students' interests and motivate them more to write great pieces. • I was also able to practice these strategies each week to see how the students reacted to them. • Practice is the number one thing that helps me to learn and helps me to be a better teacher. • I think seeing an individual student's growth like this is what truly will motivate me to want to teach in a "title one" school. • Being able to work with students on their writing showed me what I didn't know before, what I need to focus on to be better. • I learned from my mistakes, and have been able to see what I can do to further improve what did go well. • To have this immersive experience in the classroom working with Title 1 students is one of the greatest things I have done. • Being able to work one-on-one with a child and help them improve their writing. • I know how to approach them in my lessons and give them the most beneficial writing instruction. • I also know that students won't always do exactly what you will expect them to, and that your lessons won't go exactly as planned, but with being a teacher, flexibility is key. • Prior to this course, I had not truly ever had the experience of creating my own lesson plans and actually teaching them to a child • I honestly thought that writing would be easy and that all kids already know these things. But to be able to apply the lesson plans and see the growth in the student just shows how hands-on teaching can really be. • I was able to see some of the struggles that students go through, lack of confidence, lack of mobility to get to school, and even lack of motivation to do school work. Experiencing these things with my little buddy has given me the chance to be able to think of a way to possibly help or make sure that no matter what students are still getting what they need out of school/education. • This was the first time I had the opportunity to have a one-on-one long-term relationship with a student and I know that I have learned so much from working with them.

YES	Reasons why PSTs feel more prepared to teach in Title 1 schools – Question 3
Content Knowledge *strategies *tools *ideas *techniques	<ul style="list-style-type: none"> • I also have never been a good writer but I think that teaching writing and reviewing some of the basic concepts of writing has helped me improve writing myself. • I now know countless strategies to incorporate writing in the classroom, and how to make writing exciting. Who knew writing could be this fun?? • We have learned so many techniques and gained resources to use. • I always had a back-up lesson plan just in case the one I was prepared to teach did not go over well. • All the strategies that had been provided really helped when teaching. • The knowledge I gained. • The course exposed us to many strategies and techniques that can be used to accommodate students of diversity. • Let them write about things that they care about and enjoy writing about, they will have fun doing it and in the end they will be successful. • Letting the students have fun with writing is one of the most important parts about a writing unit. • I learned what it takes to accommodate my lessons to fit the student’s academic level and to provide them with the best support needed to succeed. • I learned how I can change a lesson to really fit any child. • I learned so many strategies that would benefit all students. • I have learned a variety of ways to teach and implement writing strategies. • Vast amount of resources about language art genres and type of activities to teach with them. • So many 'tools to put in my toolbox' as far as ESOL students and diverse students. • This class helped break it down into all of the areas and helped me to see that I could successfully teach this important topic. • I learned more how to differentiate material to fit many students’ needs.

How Qualitative Data Informs Quantitative Data for PPOp-T1 Question 3

The quantitative results indicate that post efficacy scores increased pre to post intervention. As Tschannen-Moran & Johnson (2010) reported, this is in keeping with a study out of New Zealand (Timperley & Phillips, 2003) that found significantly increased efficacy occurred over the semester as PSTs learned new literacy strategies, gained content knowledge, and witnessed their Little Knight having success with the writing strategies they taught them. PSTs in this study increased their expectations of themselves, once they gained content knowledge and a clearer understanding of their level of ability to teach writing to students of diversity in a Title 1 school, and increased their desire to ensure that students had great teachers. More specifically, PSTs reveal the following noteworthy comments as to why and how they are better prepared to teach writing in Title 1 schools after the school-based coursework. They also provide evidence for the value and benefit of school-based teacher education coursework becoming the norm and not the exception for teacher education programs.

Notable quotes by PSTs for Question 3:

1. I want to know that kinds of things that will work now, I don't want to have to wait until internship to try out activities that are fresh in my head now.
2. I do not feel 100% confident, however I don't think any teacher should feel like they know it all. We should always be learning.
3. After this course, I have learned that even if the school is title 1, they are still children who are eager to learn. Their home life doesn't define them.
4. If it weren't for this class, I do not know if I would feel prepared to teach writing to low income students.
5. Being able to have this immersive experience in the classroom working with Title 1 students is one of the greatest things I have done academically.
6. I hadn't learned very much about teaching writing until I took this class, so I definitely feel more prepared to teach it now.

7. I honestly thought that writing would be easy and that all kids already know these things. But to be able to apply the lesson plans and see the growth in the student just shows how hands-on teaching can really be.
8. Able to see some of the struggles that students go through, lack of confidence, lack of mobility to get to school, and even lack of motivation to do school work. Experiencing these things with my little buddy have given me the chance to be able to think of a way to possibly help or make sure that no matter what students are still getting what they need out of school/education.
9. I think seeing an individual student's growth like this is what truly will motivate me to want to teach in a "title one" school (key quote).
10. This was the first time I had the opportunity to have a one-on-one long-term relationship with a student and I know that I have learned so much from working with them.

Question 4. *Look back at the scores of efficacy that you gave yourself before this course began (look at the CRTSE and the TSELI – T₁ Writing). Please reflect on whether you feel that you accurately estimated your efficacy, over-estimated, or under estimated your efficacy for culturally responsive teaching and writing specific literacy instruction in Title 1 schools. Please add detail to your response.*

Results. The following table reveals the numerical totals for Question 4.

Table 26. Accuracy of Perceived Efficacy Prior to the School-Based Methods Course

Underestimated	Accurately Estimated	Overestimated
6*	12*	7*

*Note: PSTs indicated that they accurately estimated ability on one measure but over or under-estimated on the other measure. It is also the case that PSTS over-estimated on one measure but under-estimated on the other.

This question provided an important and a very interesting milieu of responses as it was evident from the descriptive data that more than one PST scored very high on CRTSE prior to the school-based course. Yet, some PSTs actually found that they may not have been as

prepared as they thought. One PST called this a “very humbling experience.” See Table 27 below.

Table 27. PPoP-T₁ Question #4

Underestimated	Accurately Estimated	Overestimated
6 PSTs	12 PSTs	7 overestimated PSTs
	3 accurately estimated in some areas like	2 overestimated on some aspects of survey
<ul style="list-style-type: none"> • Learned that it was very easy to grow a connection with the students and their background just makes them who they are. • Not sure what my ability was because I had never worked with a student in this specific population. • Because my love and ability for teaching will come through no matter the situation. • CRTSE survey, I think I may have underestimated. • I feel like I can find reading materials and can use their prior knowledge in forming assignments for my students. I can model great techniques of writing for my students and give them targeted feedback. 	<ul style="list-style-type: none"> • Confident going in. • I was pretty uncomfortable and unsure. • I know I would gain that confidence through practice. • Really, had never seen a diverse classroom, and most of my service learning and field experience has taken. • Difficult to know how to teach and work with students of diversity until you are actually in the schools place in suburban schools. • Because I knew that I had barely any experience, and I think I inaccurately portrayed that in my previous survey. • TSELI I feel like I had a proper gage. • Know that I was not prepared for teaching writing to a title 1 student. • Once the experience started, I slowly learned more of my strengths, and those things I need to work on. • Had some prior knowledge and experience adjusting lessons. providing assessments, and using a variety of teaching methods. • this isn't the first time I have worked in a Title 1 school. I have been working with another school on my own time for about a year now. 	<ul style="list-style-type: none"> • I thought I had what it takes to teach diverse populations of students. little did I know that this experience was a wake-up call, I have a lot of learning left to do. • Overestimating my ability I did not realize how much of differentiating instruction I was going to be doing. • First few sessions I felt a little stumped. I was more confident & prepared than I actually was. • I felt more confident at that time until we actually came to the school and started to teach. • CRTSE, realized that I had a lot to learn. Did not realize the amount of work put into working with such a diverse class. • Was so confident in my teaching that I felt like I could, but I feel like actually sitting down with a student and teaching them weekly is when I learned so much. • I don't think I would have known how to even really make a lesson or where to start with teaching writing. • TSELI definitely feel I overestimated • I had never actually worked in a school like this (or at all really), I had no idea what it was really like. • The scores I gave myself prior to this course are probably the scores I am actually at now, after taking this course. • humbling experience.

The responses to this question demonstrate Dunning-Kruger’s (1999) effect most vividly. PSTs reported very high levels of efficacy for culturally responsive teaching before the semester began. Many PSTs scored their level of confidence at a perfect score of 100/100 or completely confident in their efficacy for culturally responsive teaching. This was interesting as most PSTs also reported that they had never taught in a Title 1 school nor had their service learning

experiences taken place in urban Title 1 schools where the student populations were highly diverse. Rather, most service learning experiences were in suburban non-Title 1 schools with the majority of students being white with a minority student of color population. One PST commented that she really did not think she knew what she was agreeing to. This potentially summed up the feelings of most PSTs who felt more informed after the intervention about their own ability to teach students of diversity in Title 1 schools and more able to accurately report their own efficacy because they now had the experience to draw upon. After the school-based intervention, it seemed much clearer to the PSTs where their writing specific self-efficacy stood. Prior to the language arts course, juniors and seniors PSTs reported sparse writing strategy instruction thus far in their PST education courses. Since the language arts methods course is specifically devoted to teaching and assessing writing, a moderate level of efficacy prior to the course made sense as did a statistically significant increase in writing specific literacy instruction efficacy (TSELI- T₁ Writing) after the course. The following quotes support and inform the quantitative findings.

Notable quotes by PSTs for Question 4: Demonstrating Growth in Teacher Efficacy and the Value of School-Based Coursework

1. Showed me that understanding something does not necessarily mean that you are 100% capable of putting it into action. I have worked in several schools, but never as closely with the students.
2. I have dramatically improved my skills and abilities to teach students because I am more knowledgeable about building a relationship, adapting instruction, addressing each student's culture, and communicating with parents.
3. But today, the child I worked with throughout this whole course gave me a letter explaining that I helped improve her writing and that she'll miss me. That I made her happy. Just a little thing like that makes a person believe they are a good teacher. I think I should stop underestimating my teaching abilities.
4. It is a different experience to be reading books and learning behind a computer compared to actually applying the lessons and adapting to the students' needs. Let's just say that I

can't really know what I'm capable of doing until I try it ...It's either I succeed or I learn.

Limitations of the Research Design

A number of limitations to the research design and to the data collected exist and are discussed here.

1. PSTs were not randomly selected for this study and, therefore, the assumption of independence was not met, creating a potential for an increased probability of a Type 1 or Type 11 error.
2. The convenient sample selection is a threat to the internal validity of the study as there are unknown variables that determine differences in the group. One example of this might be the year that the PST is completing as part of their Elementary Education degree at this large university in central Florida. Of the total, 20 PSTs were in their junior year of schooling and seven in their senior year. Seniors came to the school-based teacher education course with one full additional year of experience. Therefore, results from senior students may have been skewed the results due to the variables of time, knowledge, experience, or age, and not wholly be attributed to the school-based experience itself. Further, due to the necessity of a convenient sample, findings are not generalizable to the larger population due to the non-random assignment of this purposive and convenient sample.
3. Masterwood Elementary Magnet School of the Arts is a slightly atypical Title 1 school and may not be a true representation of a low income, Title 1 school. Masterwood Elementary Magnet School is highly resourced and supported through additional AVID funding (see definition in Chapter 1), provided to this school of the arts. This elementary school is a Title 1 school, and the lowest achieving Title 1 school in this school district, yet it may be not be as representative of a high- needs, Title 1 school as would a typical Title 1 school located in a

more densely populated urban community void of such additional funding, resources, and community support. This particular Title 1 school, while exhibiting the highest needs in this particular county, should not be compared equally to the needs of other Title 1 schools in neighboring counties in the heart of Orlando. The school district in which Masterwood is located is comparatively a more affluent school district than is found across the state of Florida. Thus, while still considered a Title 1 school, the site for this study is perhaps a bit atypical when being compared to a Title 1 school in a city core. Regardless, Masterwood is a highly diverse, low performing Title 1 school and is also one that Milner (2012) would term an Urban Characteristic school. An Urban Characteristic school is a school that is not necessarily located in an urban area, yet still exhibits challenges typical of urban contexts such as increases in English Language Learners, low SES, and a majority of students of diversity. Urban Characteristic schools are sometimes located in rural or suburban areas as is the case for Masterwood (Milner, 2012, p. 560). A few PSTs indicated that they had never taught in a classroom with such a diverse population of students. Learning happened over the course of the semester, PST efficacy for culturally responsive teaching in a Title 1 school and PSTs; sense of efficacy for writing specific literacy instruction increased in a statistically significant way. Many factors contributed to a non-significant correlation between culturally responsive teacher self-efficacy and sense of efficacy for writing specific literacy instruction in a Title 1 school.

4. A conflict of interest in the data collection process is important to include as a limitation of this study. The researcher, who was also the instructor of the course, administered the pre and post surveys to the PSTs participating in this study, generating a possible conflict of interest in this study. Even though PSTs were encouraged to be open and honest about their responses to

all survey questions, a potential for bias existed as some PSTs could have tempered their responses to meet the approval of the researcher/instructor. In moving forward with future research, a different survey administrator would strengthen the trustworthiness and validity of the data collection.

Each of these limitations has implications for future research which will be addressed in the following chapter. Chapter Five also concludes with a discussion of the findings as they pertain to teacher education reform and improvement, implications for teacher education and clinical experiences such as a school-based teacher education course, limitations particular to the study, and related recommendations for future research.

CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to explore the effects of a school-based teacher education course intervention on elementary PSTs' efficacy and perceptions of preparedness to teach writing to students of diversity in Title 1 schools. Results were documented before and after the spring 2016 semester. The Title 1 School, home to the intervention research, was given a pseudonym for the study, referred to as Masterwood Elementary Title 1 Magnet School. One overarching research question guided this mixed method research, utilizing a within-subjects approach and a one-group pretest and posttest design (Edmonds & Kennedy, 2013): *To what extent does a school-based teacher education intervention influence PSTs' efficacy to teach writing to students of diversity in a Title 1 school, as measured by Culturally Responsive Teacher Self-Efficacy appraisals, Teacher Sense of Efficacy for Writing Specific Literacy Instruction surveys, and Post Perceptions of Preparedness for Title 1 Teaching questionnaires?* Preliminary quantitative results indicated statistically significant increases in PST efficacy occurred on both measures. While some PSTs admitted to overestimating their efficacy for teaching students of diversity in Title 1 schools prior to this section of LAE 4314: Language Arts in the Elementary School methods course, the qualitative results indicated that others felt they accurately estimated their ability based on the fact that they had never experienced teaching in a Title 1 school before. Whatever the case, experience in Title 1 environments tested their reality. Through weekly teaching experiences, PSTs' beliefs and misconceptions, practices, and confidence for teaching students of diversity in Title 1 schools were challenged. Experiencing the unique qualities of Title 1 classrooms firsthand culminated in a more efficacious group of preservice teacher candidates.

Initially, the study introduced three distinct barriers in the current educational system of the U.S. that persistently thwart efforts to ensure that all students, regardless of ethnicity, academic ability, or family circumstance, have equal opportunities to learn. The identified barriers included: 1) diminished retention rates of teachers in Title 1 schools, 2) different rates of access to effective teachers for marginalized students of diversity; and 3) insufficient preparation of PSTs to be effective teachers of diverse populations in Title 1 schools.

School-based coursework, especially this language arts methods course taught on-site at a Title 1 school, addressed all three of these barriers in specific ways according to the qualitative structural descriptions derived from the post intervention responses of PSTs. PSTs discussed the value of experience, talking directly about the benefit of the hands-on, one-on-one experience of teaching in a Title 1 school in better preparing them for the classrooms they will inevitably teach in. The second structural description included the importance of confidence. Direct experience with students increased PSTs' confidence in their ability to be effective teachers for students of diversity, contributing to a more positive desire to teach and stay in Title 1 classrooms. Third, the reward of teaching in Title 1 schools and witnessing student success and growth motivated PSTs to want to teach in Title 1 schools. Students deserve great teachers. The school-based experience motivated many participants to want to be an effective teacher for their student indicating they felt their Little Knight deserved a great teacher who would be genuinely interested in helping them be successful students. Finally, supportive environments arose as a notable description of the data as PSTs felt Title 1 schools and communities are supportive and welcoming, something they would not have discovered if it were not for this experience in a Title 1 school. Each will be discussed in more depth to follow.

Teacher education programs continue to evolve under intense scrutiny by policy reform

organizations interested in improving the effectiveness of programs nationwide. All contend that forging strong clinical partnerships between schools and universities is a potential key to reform. School-based teacher education course opportunities for PSTs to teach and learn in authentic Title 1 environments, more closely resembling the reality of the diverse classrooms they are preparing for, will potentially prepare a more efficacious teaching workforce in the coming decade as over 1.5 million new teachers are added to the education system in the U.S. (AIR, 2015).

Quantitative results indicated that PST efficacy for both culturally responsive teaching (CRTSE) and sense of efficacy for writing specific literacy instruction (TSELI – T_a Writing) to students of diversity in Title 1 schools increased as a result of participation in school-based teacher education intervention. A statistically significant difference (i.e., increase) in efficacy was found for both measures ($M_{\text{CRTSE}} = 83$; $M_{\text{TSELI-T1}} = 6$). The initial null hypothesis stated that there would be no difference between the pre-intervention appraisals of efficacy and the post-intervention appraisals of efficacy for culturally responsive teaching and for PSTs' sense of efficacy for writing specific literacy instruction. The alternative hypothesis of this one-tailed design indicated that the post-intervention appraisal of efficacy would be less than zero. This meant that the scores post-intervention would be higher than they were before the course and a negative result indicated an increase in efficacy. This was indeed the case on both measures. However, the participant specific data did not always reflect this finding. Additionally, a moderate correlation between CRTSE scores and TSELI-T1 Writing scores before the school-based course existed ($r = .445$), but no statistically significant correlation existed between culturally responsive teacher self-efficacy and teachers' sense of efficacy for Title 1 writing specific language instruction after the school-based teacher education intervention. No

statistically significant correlation was found between these variables that can be generalized to the larger population as the p value was greater than the alpha level of .05 as set for this research. The correlations between measures are worth mentioning for discussion purposes and could be examined with a larger sample size in the future.

Qualitative results supported the quantitative findings and strengthened the story further. Before the school-based teacher education intervention, more than half of the PSTs did not want to teach in Title 1 schools, yet only one PST indicated that she did not want to teach after graduation, and six self-reported that they were more likely or more prepared to teach, but perhaps still a little uncertain about their ability to teach in a more challenging school setting. With respect to the PST who identified that teaching may not be in her future, I feel that this is one benefit of having school-based coursework. The instant feedback on pedagogical practice afforded through authentic classroom experiences in school-based methods courses allows PSTs to have a taste of what is to come in their future career as an educator. This, in my opinion, is the perfect point in a novice teacher's life to recognize their strengths and make choices for their future. Through experience, one will discover if a career will or will not be right for them. Teaching is a very difficult job. Beginning teachers who lack desire, efficacy, experience, confidence, or skill; or perhaps those who overestimate their efficacy based on a lack of understanding of Title 1 environments, can potentially contribute to the high attrition rate of teachers leaving Title 1 schools. I applaud the PST who is making this important life choice. Finally, five PSTs were unsure if Title 1 teaching is in their future.

Many PSTs did not want to teach in a Title 1 school before the school-based teacher education intervention because they felt unprepared for the challenge. Many had never taught in a Title 1 school before or had the opportunity to practice teaching in a low income school,

believing it would be too challenging and emotional. The majority of PSTs were not confident in their ability to teach a population of students whom they had not been given the opportunity to experience in an authentic way. Those who were quite confident that they wanted to teach in a Title 1 school prior to the school-based course, had prior experience in Title 1 settings.

After the school-based experience, 21 of the 27 PSTs expressed an interest in teaching in a Title 1 school in the future, enthusiastically reporting that given their awareness of what a Title 1 school is like and have experience teaching students of diversity in a Title 1 setting, that the job is not quite as scary as they perceived it to be at the beginning of the semester. The age old saying that practice makes perfect seems to ring true here as only six PSTs remained unsure as to whether a Title 1 classroom was right for them in the future. Regardless, three of the six agreed that they were more prepared and more likely to accept a teaching position in a Title 1 school if the job was offered. All 27 PSTs reported that they were 100% better prepared to teach writing to students of diversity in Title 1 schools after the school-based teacher education intervention. When asked why they had a change of heart about being more prepared, PSTs agreed that the practice and experience they gained throughout the hands-on semester of teaching led them to feel more confident in their ability, more skilled and prepared, and more aware of the cultural diversity and differences of Title 1 populations. Each PST was more understanding of the role that diversity played in the preparation of lesson planning, teaching, and motivating young students to develop their writing skills week after week. PSTs found out that providing choice of writing topic, incorporating students' interests and background, using culturally relevant teaching materials, having back up lesson plans, and being flexible all helped to motivate and engage the learner. The explicit strategy instruction that was modelled for PSTs by the instructor, and subsequently taught to their Little Knights, increased PSTs' writing

content knowledge and improved their pedagogical practice. Further, the tools and techniques modeled and learned in class for the PSTs to use with their Little Knights, and the assignments that PSTs completed as part of the methods course, were purposeful in providing practice for PSTs with various teaching strategies researched to be effective for improving the writing skill acquisition of young students (Graham & Perin, 2007). The stronger PSTs' content knowledge became, the more confident they were in their ability to teach their Little Knight week to week, modify or differentiate their instruction, recognize strengths in writing and areas needing growth, use writing as formative assessment to guide their instruction, listen to their learner, write alongside their Little Knight as a writing mentor, and gain the experience they need to be confident teachers for the diverse learners they will teach.

PSTs enjoyed reflecting back to their pre course scores on the CRTSE and the TSELI-T₁ Writing as those who had not experienced a Title 1 setting prior to the course agreed that they really did not know what they were agreeing to before the course started. They only possessed the rare school based experiences thus far in their teacher education program; for most, this included the bulk of their experience in suburban non-Title 1 schools. PSTs learned the value of the theoretical frameworks chosen to guide this study. Dewey's Experiential Learning Theory (1938) helped PSTs to realize that feeling highly efficacious (or inefficacious) about one's ability to teach and being an effective teacher are sometimes entirely different. From an academic standpoint, PSTs had to alter lessons they had planned in order to incorporate student choice of topic. Lessons planned for delivery in one classroom moved to a different classroom due to the distractibility of their Little Knights, young students breezed through lessons that PSTs thought would take a long time, leaving empty time that PSTs had to fill. Lessons became better timed as the weeks went on and PSTs learned the importance of

having back-up plans, differentiated lessons if they happened to have more than one Little Knight, and modified plans in case the lesson was too easy or too difficult. Many lessons were revamped to include a mentor text that interested the student and not necessarily the PST.

In addition, multicultural children's literature became prevalent in the choices of books that PSTs used, and the topics became much more about what the Little Knights wanted to write, accessing students' funds of knowledge (Gonzalez, Molls, & Amanti, 2005), as opposed to what the PST wanted the student to write about. As PSTs' understandings about standards, learning goals, and expectations grew, they began to speak out about what they needed from the course curriculum in order to learn more effectively; to use the required assignments to better prepare them for their future classrooms, and encouraging literacy across the curriculum. All I had to do was listen and be open to what the learners needed from me. In this way, the Experiential Learning Theory was also valuable to me as the instructor. A breakthrough class during which PSTs talked openly about how the text set assignment (a unit plan based on third grade Social Studies topics) could be introduced in this particular methods class to better direct their planning and learning was invaluable for future courses. Each expressed an interest in starting with the standards and expectations of the social studies topic and then planning all writing tasks with their Little Knight (i.e., expressive, narrative, and expository) using rich and varied mentor literature (i.e., multicultural books, digital texts, commercials, movies, poetry, etc.) to learn to be effective writing teachers of students of diversity in Title 1 schools.

Planning with the end in mind also known as Backwards Design (Wiggins & McTighe, 1998) seems to serve the learning needs of PSTs. I attribute PSTs' abilities to voice their learning needs to the intervention of the school-based experience. Need is something determined through experience. Once a PST has the school-based experience of teaching

young children to draw upon, they are able to reflect on what was lacking from the school-based methods curriculum that would have helped to enrich and clarify the experience even further. Through lesson delivery, PSTs learn how they might change or improve lessons to better meet the needs of their population, listening to how the student needs the material taught in order for learning to occur. I am privileged to say that I learned a great deal from the PSTs enrolled in the course. The school-based experience helped PSTs to be better prepared and helped the instructor to be better prepared to offer learning the way PSTs need to be taught. The school-based experience was a win-win-win-win situation. PSTs improved their teaching practice and Little Knights thrived as writers and made close connections with their Big Knight. I learned how to be a better teacher of the language arts curriculum. Masterwood Elementary allowed what will hopefully continue to be a mutually beneficial professional partnership with this large university. The teacher education program will benefit as the forthcoming graduates will be better prepared for their future classrooms. Finally, researched evidence that this school-based teacher education intervention was valuable, necessary, and effective in better preparing more efficacious teachers of writing for students of diversity in Title 1 schools was found both quantitatively and qualitatively. One notable finding that will drive the future of teacher education is the value, importance, and necessity of PST feedback. Dunning and Kruger (1999) found that in order for teachers to more accurately assess their skill level, they must have the added value of feedback in order to recognize their weaknesses or ineptitudes, but also their growth and strengths. This interesting concept should be further explored in teacher education. Dunning-Kruger (1999) indicated that specific and detailed feedback is exactly what PSTs need to improve their ability to be effective teachers; the hands-on, school-based intervention allowed that feedback to occur authentically. Perhaps if inefficacious

teachers are leaving the profession “before they gain the necessary experience to become effective” (Ronfeldt, Loeb & Wyckoff, 2012, p. 2), the amount and specificity of feedback they are receiving during teacher training may not be enough to help them realize their strengths and areas requiring growth. Formal feedback was one aspect of this school-based teacher education intervention that admittedly was missing from the course; however, weekly reflections, instructor feedback on hard copy lesson plans, and weekly debriefing were all parts of the ongoing discussions built into the course. Specific ways to improve, alter, or enrich lessons as well as more observation and feedback on how PSTs taught writing lessons to their Little Knight was a need expressed by the participants of this study.

From a personal standpoint, some preliminary misconceptions that the PSTs had about students being unsupported at home, or thinking that all Title 1 students have behavior challenges that make teaching them too difficult, or that all Title 1 students are very low functioning, or that Title 1 students are unmotivated to learn, were challenged. PSTs realized that the students were eager and willing to learn, their school was diverse but rich with culture, the students were capable, and that they truly made a difference every week. The following comments made by three PSTs punctuate the value of this research and provide evidence that future school-based coursework is not only recommended, but desirable for preparing a more efficacious and prepared teaching workforce for the 1.5 million new teachers joining the profession in the next decade (AIR, 2015). One PST noted this course provided the kind of preparation necessary: *“If it weren't for this class, I do not know if I would feel prepared to teach writing to low income students ... I think seeing an individual students growth like this is what truly will motivate me to want to teach in a "title one" school (key quote) .. If I am not succeeding then I am learning.*

Conclusions

Certainly, this school-based teacher education course intervention influenced PSTs' efficacy for culturally responsive teaching, and sense of efficacy to teach writing to students of diversity in this Title 1 school. The intervention addressed one potential solution to positively influencing teacher retention rates, decreasing the equity gap in achievement between races and cultures of students, and improving teacher education programs in meaningful ways. Influencing PSTs' levels of efficacy through mastery experiences, vicarious experiences, physiological and emotional arousal, and verbal persuasion (Bandura, 1997, Tschannen-Moran & Johnson, 2010) each played a role in this dissertation research. Mastery experiences seemed to play the most vital role in the increased efficacy that PSTs reported. PSTs clearly reported that the practice and experience of teaching in a Title 1 school influenced their confidence and ability to teach writing to students of diversity in this Title 1 setting in a significant way. Further, the content knowledge that they gained through strategy instruction, writing tools, writing ideas introduced through mastery experiences, and techniques learned to teach writing, establish writing relationships, and teach in culturally responsive ways, influenced their efficacy in meaningful ways.

The Necessary Disruption of Self-Efficacy to Enhance Teacher Effectiveness

The Dunning-Kruger Effect (1999) became a key consideration in this research. PSTs learned a valuable difference between talking about teaching and actually teaching. The actual experience of teaching students of diversity in a Title 1 school disrupted what PSTs had gleaned through only learning about diversity, low income schools, and teaching writing to students of diversity in Title 1 schools. The school-based coursework allowed PSTs to try what they talked about every week. The authenticity of the entire school-based experience disrupted their

efficacy and cleared the way for learning to occur (Ritchie, 2013; Ryan & Healy, 2009).

Benefits of School-Based Coursework

With many stakeholders, thousands of different preparation programs, and more than 1.5 million new teachers joining the workforce in the next decade, reforming preservice teacher education programs is challenging. Relocating methods coursework from university to school-based, Title 1 settings affords opportunities for direct and authentic teaching experience in low-income classrooms with students of diversity. PSTs were able to teach writing to third grade students in authentic learning environments at a Title 1 school instead of merely studying and talking about teaching writing to students of diversity in Title 1 schools. Relocating university-based coursework to school-based teacher education coursework is a strong recommendation of the 2015 American Institute of Research's (AIR) report on teacher education, along with six policy reform reports who concur that forging strong clinical partnerships with between schools and universities is necessary to better prepare PSTs for the changing demographic landscapes of U.S. education systems.

The results of this study demonstrate the potential for a school-based teacher education intervention, grounded upon Experiential Learning Theory (Dewey, 1938), and theories of teacher efficacy (Ashton, 1984; Bandura, 1997; Siwatu, 2011; Tschannen-Moran & Johnson, 2010), to prepare more efficacious PSTs. Statistically significant increases in efficacy, for both culturally responsive teaching, and overall sense of efficacy to teach writing to students of diversity in Title 1 schools, found in this study, touches at the heart of what will retain effective teachers (i.e., purposefully situated teacher education coursework located on site at Title 1 schools in classrooms) in classrooms where they are most needed.

Implications for Teacher Retention

Results indicate that this school-based teacher education intervention had statistically significant effects on preservice teacher candidates' efficacy to teach writing to students of diversity in Title 1 schools. Further, school-based teacher education better prepared PSTs and motivated them to want to teach in Title 1 schools. Where some PSTs overestimated their efficacy prior to the course, an equal number quickly realized the value of experience and practice in raising their confidence and strengthening their content knowledge for future writing classrooms. While not all PSTs will want to teach in Title 1 schools, the majority were open to the possibility after the semester was complete. Even the PSTs who were still unsure of their futures as classroom teachers self-reported to be more prepared and more likely to teach in a Title 1 setting.

This study examined only one small cog in the conundrum of teacher retention; however, the evidence suggests that this school-based teacher education intervention may potentially be a larger piece in the teacher retention puzzle, particularly for poor and marginalized students of diversity in the U.S. Exploring school-based teacher education coursework in Language Arts in the Elementary School offered insights into improving teacher education so that beginning teachers gain additional experience in the schools and classrooms in which they will inevitably be teaching (AIR, 2015). A return to the purpose of this research is important at this time.

Studying a school-based teacher education intervention and its effect on teacher efficacy targets the larger construct of teacher retention. School-based teacher education course interventions is the microscopic examination of one cog in the wheel such as this, that enlightens researchers and policy makers to better understandings of current retention rates, to

bring action based on recent research as to the best ways to retain effective teachers in the neediest schools for the students who need them the most (AIR, 2015). School-based research is the small scope research that is being called upon to build evidence and find support for ways in which teacher education programs might strengthen the efficacy and preparedness of its PSTs preparing for diverse populations of students in the 21st century. More research is needed as outlined in this chapter, and the journey may be long and arduous. Perhaps teacher education, through school-based teacher education methods coursework, really can be the journey to which Ladson-Billings (2001) alludes, “Teachers can explore the side roads and the local scenery ...and have the opportunity to see for themselves those places (and people) they had only read about; becoming a teacher can be one of freedom and vision” (p. 2). This dissertation examined one such journey with a school-based teacher education intervention and it was a journey well worth taking.

Recommendations

The following practical recommendations emerged as plausible solutions to implementing school- based teacher education coursework across the elementary teacher education program at this large institution in central Florida.

Recommendation One: Teacher education should focus on content specific school-based course interventions based on the findings from RQ3.

Recommendation Two: The following outlines a specific program designed for the researcher’s home university. The program is proposed to be entitled UCF WISH Wednesdays. This stands for Undergraduate Clinical Fieldwork – Work In School Hours Wednesday. The UCF - WISH program could be opened to other institutions wishing to adopt this model of teacher education, with Work in School Hours Wednesday Program or The

W.I.S.H. Wednesday Program, coined and created by the researcher, but is really already being implemented by other innovative instructors at the researchers home university in central Florida, so making this a recognized and required part of the teacher education program is very plausible.

Across central Florida, in most school districts, elementary and secondary school students are released early from school every Wednesday. This creates a perfect opportunity for faculties of education to form close partnerships with local schools and begin to establish clinical environments to house school-based teacher education coursework. Partnerships such as this are often logistically very complex, in part, because schools do not have an abundance of extra physical space available for up to 35 additional adults in the school. University course instructors need classrooms or a working space allocated to them to house adult participants for up to three hours, some form of computer technology available to support course material, parking space for additional vehicles, school students must be available for authentic teaching and learning opportunities (i.e., clinical fieldwork), volunteer permission must be granted by the school district, and student safety, privacy and confidentiality must be maintained. Extra classroom space and computer technology are not often extra luxuries that elementary schools have to share.

Securing a class or two of school-aged students is also difficult as this teaching and learning time often come from within the regularly scheduled school day. In times of strict and rigorous standardized test taking, finding a classroom teacher who has an extra 45 minutes to one hour of time that they are willing to relent to an unfamiliar program is challenging and requires the establishment of trusting partnerships. Classroom teachers should see the value and benefit that forging relationships with their students has on student learning and academic

performance.

The model that this study used was beneficial to the university and to the school, and could be used as a model for other programs to emulate. The final class in the elementary schedule of the day was devoted to the university PSTs working one-on-one in classrooms with their Little Knights. The class schedule was fairly consistent across weeks, was outlined in Chapter Three, and is included again in the table below (see Table 28 below).

Table 28. Weekly School-Based Course Schedule of LAE 4314

TIME	TASK	DESCRIPTION
1:30 – 2:15pm	Writing Rocks program	PSTs work one-on-one or in small groups with third graders on writing skills
2:15 – 2:30pm	End of day dismissal for students	End of day announcements was a perfect time for PSTs to reflect on their lesson – what went well, what could they do differently next time, what was their students ready to learn the following week? Reflections were written on the reverse side of their weekly lesson plan so the course instructor could see the progression of the lesson and the connection to the reflection and offer feedback,
	Reflection time for PSTs	
2:30 – 2:45pm	PST Writing Time or small group work for PSTs	The final 15 minutes of the dismissal announcements was a perfect time to introduce a new writing skill with opportunities for PSTs to try the task prior to us discussing it. This was also a perfect time to work on group projects such as our Text Set
2:45 – 4:00pm	Content of Methods coursework	The bulk of the content material was delivered here via modelled lessons, small group work, reading, PowerPoint presentations, etc.
4:00 – 4:20pm	Homework questions, group work time	This allows PSTs to debrief, ask questions, clarify, work with classmates on a group project, etc.

What I am suggesting goes beyond establishing partnerships with just any school. I am suggesting that Work In School Hours Wednesdays (WISH Wednesdays) could be a model opportunity to work specifically in Title 1 schools. In this way, PSTs get the necessary experience in low income, hard to staff schools that are the reality of the classrooms for which they are preparing (AIR, 2015).

Recommendation Three: A suggestion to change terminology from students of diversity to CLEEAR diverse students is explained herein. The terms urban and diverse are quite broad and can be interpreted in a number of different ways depending on the lens, the researcher, the research, and the location of the research, to name just a few. The term CLEEAR diverse students, coined by the researcher, aims to be inclusive of the demographic of typical general education classrooms typically found in urban areas, in Title 1 schools, or in schools typified by greater than 40% of the student population participating in Free and Reduced Lunch programs. This new term, CLEEAR, is inclusive of the culturally, linguistically ethnically, economically, academically, and racially diverse students comprising general education classrooms as 80.7 urban areas force outpourings of low income families to suburban and rural areas in what Rust says is more accurately termed a majority non rural society. The term urban is all encompassing, but not huge enough to be inclusive in terminology or clear enough to the reader the exact magnitude of difference found in one general education classroom. To speak candidly and accurately of the degree of difference in a general education classroom, one must be inclusive of all learners, and teachers must be prepared to teach all learners in the same classroom, if they are going to be successful and effective. “Teaching is the single largest occupation in the nation and as such, the preparation of teachers, “should be one of the most critical issues facing policy makers today” (Kane & Staiger, 2008 in American Institute of Research (AIR), 2015, p. 4). When referring to students of diversity in low-income schools, therefore, the researcher suggests the term *students of diversity* be broadened to include culturally, linguistically, ethnically, economically, academically, and racially (CLEEAR) diverse students. This all-inclusive term is much more reflective of general education classrooms for which teachers are preparing. Diversity is more than the color of a student’s

skin, or the language that they speak. General education classrooms house students with differing academic ability and challenge, varying socio economic needs and experiences, different languages spoken, different cultures celebrated, different norms and expectations, and different skin color. Preparing preservice teachers for the increased prevalence of CLEEAR diverse students is important.

Recommendation Four: Establish a set of consistent and continuous measures, such as the CRTSE and TSELI– T₁ Writing, and encourage research such as that presented here at many large universities throughout the nation to secure more evidence to examine the power of school-based teacher education interventions. Strong, meaningful, and established partnerships could be called on to house school-based programs in which pre and post data could be collected. Gathering evidence for Title 1, school-based teacher education reform requires collaboration of many programs. Sharing the reported value of the experience of PSTs engaged in school-based teacher education will change minds and hearts and potentially prepare a more efficacious and prepared teaching workforce for the future.

Future Research

The current study lends itself well to the following potential research: a) finding continued empirical evidence for the value of Title 1, school-based teacher education interventions by comparing the effects of a traditional university-based course and the effects of a school-based course; (2) following PSTs into their beginning classrooms to track efficacy for teaching students of diversity in Title 1 schools; (3) designing a school-based writing intervention program to provide explicit direction, to beginning teachers and seasoned teachers alike, in delivering effective writing lessons to students of diversity in Title 1 schools; and (4) examining content specific school-based teacher education

interventions across a variety of content areas. Below is a description of potential studies that may be included in such a program of research.

1. Examining Elementary Preservice Teacher Efficacy for Title 1 Teaching: A Comparative Study of a School-Based and a University-Based Methods Course. As efforts to find evidence to support strong clinical partnerships between schools and universities continues to be important, learning of the benefits from PSTs who have experienced school-based coursework and comparing it to the efficacy of PSTs enrolled in the more traditional university-based coursework paves a much clearer path for the future of teacher education program reform.

2. Examining Elementary Students' Writing Performances, Writing Skills, and Writing Attitudes: A Mixed Method Study of a School-Based Writing Rocks Program in a Title 1 School. Title 1 schools grapple with low performance on standardized tests of achievement. Administrators are challenged to find effective programs that they can implement in their schools that could potentially raise the level of academic performance of the students. The best programs are those that have researched evidence that they are effective. Using the Writing Rocks program designed by the author of this study and studying its effectiveness in influencing writing performance, writing skill, and writing attitude would be expedient. Changing the variable from PST efficacy to student performance could potentially inform the value of content specific coursework in affecting change in student academic performance. Measuring the effects on elementary student writing performance by measuring changes in writing skill, and writing attitude would be interesting research. Including quantitative instruments which could examine the effectiveness of one or more writing

strategies and measure resultant change to student writing skill and motivation will be the goal. A qualitative component might, for example, ask students what strategies they liked best, if they considered themselves to be a writer before the intervention and after the intervention, and ask them to identify how their writing changed over the course of the semester.

3. Tracking Teacher Efficacy: The Match Between School-Based Teacher

Education and Beginning Teachers' Realities. The influences of a school-based teacher education intervention should be realized into the beginning years of a novice teacher's career. Increased PST efficacy after a school-based courses are hired to teach, and gather evidence of their feelings of efficacy through their first year in a classroom of their own using open-ended survey questions delivered via email. Responses will include how their PST education program prepared them for the reality of classroom teaching, offering ideas as to how a teacher education program might better prepare them for this reality.

4. Examining content specific school-based teacher education interventions across a variety of content areas. Conduct a study to narrow the variables and find evidence specifically for PST efficacy across content areas such as reading, writing, mathematics, and science.

5. School-based Teacher Education Interventions Across the Nation. The study could use common instruments to measure efficacy pre and post, and include collaborations between many course instructors and researchers.

APPENDIX A: WRITING ROCKS LETTER

"[Kids] don't remember what you try to teach them. They remember what you are."

-Jim Henson



Dear Little Knight,

Hello friend, my name is Miss M and I cannot wait to meet you! We will be working together for the next 16 weeks as we discover all the fun that writing has to offer. I know that sounds like forever but trust me time will fly as we get to know each other! I hope you are as excited as I am!

I attend the University of Central Florida with dreams to become an Elementary School teacher. This is my third year at UCF and I still have one more left until I officially have a classroom of students just like you. What is your favorite teacher at school like? Also, I hate to break it to you but school does not end after you graduate elementary school, it goes all the way to 12th grade in high school and college if you choose to like I did. Yes, I know the thought of being in school that long is scary but I promise you it will be the best years of your life! You're going to meet so many friends! What do you want to do when you grow up? I used to want to be an animal trainer at Sea World!

I grew up in a small beach town called Deerfield Beach. It is three hours away from Orlando. It is not a fun drive, especially when I you have a puppy like I do who insists on sitting in your lap the entire time. Did I mention I have a puppy? Her name is Kona and she is a golden retriever. She likes long walks, eating my socks, and sleeping in her water bowl. Do you have any pets? Were you born in Orlando? If not, then where are you from?

I have many likes that can easily steal my entire day away. I love to travel, workout, specifically go running, go to the beach, hang out with friends, and spend time with my puppy. I am not a crazy dog lady it is just my puppy is the cutest, fluffiest thing in the world. What is your favorite thing to do on the weekends? My little sister is in the 5th grade and she is obsessed with the game Mind Craft. Do you play it? My favorite food is pizza and my favorite movie is Finding Nemo (you are never to old for kids movies). What's your favorite food and movie?

I also love to travel the world. My goal before I graduate college in a year is to visit every continent in the world (minus Antarctica, I would not be able to bear the cold). I have been to North America (we live here) and South America. I am going to Europe for spring break in March, Asia in May, and Africa in August. I hope

to go to Australia for Christmas break. I just got back from the Galapagos Islands (located in South America). The Galapagos Islands is home to exotic and rare animals you can't find anywhere else! Have you ever visited a place outside of Florida? If you could travel any where in the world where would you go?

I hope this letter has given you some insight of what I am like. I can't wait to find out more about you! Feel free to include anything you want to share about yourself!

WRITING ROCKS!

Sincerely,

Miss M

APPENDIX B: METHODS COURSE SYLLABUS

LAE 4314: LANGUAGE ARTS IN THE ELEMENTARY SCHOOL

Instructor of Record:	Mrs. Norine Blanch / ED 222D /Cell: 321-265-2441
E-Mail:	norine.blanch@ucf.edu
Office Hours:	Monday 10:00am – 1:00pm and by text
Course Date/Time:	Wednesday 1:30-4:20 pm
Location:	TBD for first two and final classes/ Midway Elementary Magnet School (Jan 27 – April 20)
Department: STLL	Program: Elementary Course Credit: 3 CREDIT HRS

Catalog Course Description: Instructional delivery, learning environments, assessments, and best practices in language arts with emphasis on writing as well as listening, speaking, reading, viewing, and visually representing. *Florida ESOL Performance Standards have been infused within the objectives for this course. Course objectives and assignments are designed to prepare students for the Florida ESOL Endorsement*

Purpose and Rationale:

The importance of literacy in today's society cannot be overstated. Literacy is the foundation of any democracy and often is thought to be the key to a successful life. In this methods course, you will see how language arts impacts intensely on our lives and upon all other content areas. Language arts also may act as a complementary subject when integrated into almost any learning situation.

Today's elementary educator must have a solid understanding of what a good elementary language arts program should encompass so that our students will be able to use language in the most competent and satisfying ways. As educators, we must be committed to a better understanding of speaking, listening, reading and writing as part of the language arts curriculum and as links to disciplinary literacy across the larger elementary curriculum.

We will experience and experiment with language arts approaches that are also social processes; we will facilitate your language arts learning through direct instruction, social interaction, and active engagement through the use of technology as a tool, reading great literature, writing personally and professionally, and teaching writing to second grade students. Each has the potential to help us grow academically as well as find meaning in our lives through the language arts. Candidates will gain a greater understanding of the elementary language arts learner with effective methods, strategies, and teaching practices to engage, motivate and encourage student success at all levels and abilities within the elementary classroom. A one-time field experience visit has been arranged to provide a rich firsthand experience with students.

Elementary Education Program Goals (Fall 2014): The UCF Elementary Education program is devoted to the development of all children as 21st Century learners, thinkers, and creators of new knowledge. As a professional preparation program, elementary education focuses on the preparation of teachers who collaborate and participate in action-research, data informed instruction, and continuous professional development to create effective learning environments that demonstrate high expectations, knowledge of child development, deep subject knowledge,

and research-based pedagogy and are focused on the development of creative and critical thinking.

Elementary Education Program Expectations (Fall 2014):

Teaching is a profession; therefore, *let's please* strive to:

- Treat each course as though you are interviewing for your first career position in the teaching profession.
- Maintain a professional attitude: preparedness, attendance, attention, and appearance. (Professional dress, as though in internship, is required for our school-based sessions)
- Collaborate with others. Your future administrators and peer teachers will expect you to value and exhibit collegiality and positive attitudes toward others.
- Communicate effectively through oral and written language. Please review mechanics and conventions of language. Online sources include Purdue Online Writing Lab (OWL), APAstyle.org (grammar and usage); print sources include writing handbooks (ex: Writers Express, Elements of Style).
- Become an expert in all elementary curriculum areas; this may mean reviewing and refreshing knowledge of concepts you have not thought about since you were in elementary school. (Elementary curriculum areas: language arts/reading, mathematics, science, social studies, arts, and health and wellness.
- Learn as much as you can every moment; take notes, ask questions, think, connect, and reflect!

Note: Your journey begins in the College of Education and Human Performance and within it. You are a member of the School of Teaching, Learning, and Leadership:

The elementary education program is housed in the School of Teaching, Learning, and Leadership in the College of Education and Human Performance. Please visit the college website to learn more about this “family” to which you will belong throughout your program: www.education.ucf.edu.

Click on “For Students” tab, and explore. Visit “Clinical Experiences” to learn about the student teaching handbook. Also, from the college home page, click on “Accreditation” and then “Resources” to learn about our conceptual framework, Code of Professional Conduct, and Florida’s competencies and standards for which you will be held accountable as professional teachers <http://education.ucf.edu/aadm/resources.cfm>

Course Objectives: Language Arts Objectives and Accreditation: The following objectives have been developed to meet the requirements of our accrediting agencies. They meet the standards established for the following:

CCSS- Common Core State Standards, which are national standards

FEAP -Florida Educator Accomplished Practice

Tech- NCATE technology and teacher education ISTE

ESOL- English for Speakers of Other Languages

SELA- NCTE/IRA Standards for the English Language Arts

FSAC- Florida Subject Area Competencies - Sections 60, 35, 28

To successfully complete LAE 4314, students must be able:

A. To intelligently discuss the components of language (analyze language processes according

- to phonics, graphophonics, orthography, morphemic analysis, structural analysis, syntax, and semantics) as well as the corresponding modes of language arts. [ESOL 2.1.a, 2.1.b ; Tech I.C.1, III.A; FSAC-section 60 1.1, 1.2, 1.3, 2.3; NCTE/IRA 6, 9,12]
- B. To understand Standards as handed down from our professional organizations, such as IRA & NCTE/IRA, and from the State of Florida through the Sunshine Standards and the Florida Accomplished Practices. [FEAP A.3e ; NCTE/IRA 11]
- C. To realize the importance of listening, speaking, poetry, art, music, and drama in the elementary language arts program, including the key role these play in second language development. [ESOL 3.2.b, 3.2.c, 3.2.k ; FSAC-section 60 12.3; section 60 28.2, 28.3; section 60 35.1 35.2; NCTE/IRA 3, 4, 5, 8, 11,12]
- D. To demonstrate an understanding of the many avenues of learning that children’s literature as well as other art forms and technological aids can bring to the elementary language arts curriculum, particularly in light of the culturally and linguistically diverse students in our classrooms. [FEAP/PEC 5, 9, 12; ESOL 3.3.c as well as PEC 14; Tech I.D.2, IV. B, IV.C; FSAC-section 60 4.4; FSAC-section 35.1, 35.2; 11.1, 11.2; NCTE/IRA 1, 2, 7, 8, 9, 11, 12; FSAC Section 28.2, 28.3]
- E. To plan and execute a project related to stimulating written expression in elementary students. [FEAP/PEC 2, 4, 7, 10, 12; ESOL 3.2.f, 3.2.g, 3.2.k; Tech I.D.2, IV.B; NCTE/IRA 3, 4, 5, 7, 8, 12; FSAC-section 60 5.1, 5.2, 5.3, 5.4, 5.5; NCTE/IRA 5; FASC Section 60 28.2, 28.3]
- F. To plan and execute at least one letter home to parents about an issue in language arts instruction or a pedagogical strategy. This letter home will model acceptable written communication and to show evidence for collaboration with home/school and the larger community [FEAP (A) 2.e and (B) 1.d]
- G. To plan a thematic unit/text set related to a social studies topic, and utilizing a broad variety of genres of children’s literature to deepen and enrich student thinking, employing a pre/post test of 20 related facts & concepts, and enhancing higher order thinking. [FEAP (A) 3.b; (A) 3.e; (A) 3.f ; (A) 4.c]
- H. To demonstrate an understanding of effective spelling, grammar, and handwriting instruction for the elementary student, taking into consideration differentiation across developmental levels and for the culturally and linguistically diverse child. [ESOL 2.1.a, 3.2.a; FSAC-section 60 5.3; NCTE/IRA 4]
- I. To recognize the importance of the writing process as well as other instructional strategies related to the arts and language arts that also provide social language development such as writers’ workshop and literature circles.[ESOL 3.2.f, 3.2.g, 3.2.k, 4.1.b ; FSAC section 60 35; 12.2; NCTE/IRA 1-12; FSAC Section 60 28.2, 28.3]
- J. To demonstrate an understanding of appropriate techniques for evaluating and assessing the writer/ learner, particularly in light of culturally and linguistically diverse population. [ESOL 5.1.a, 5.1.b, 5.1.d, 5.3.f ; FSAC-section 60 5.1,5.2, 5.3, 5.4, 5.5, 5.6; section 60 6.2, 6.3; NCTE/IRA 1-12]
- K. While accommodating for the various learning styles, and integrating art, music, and movement, as well as the cultural/ linguistic backgrounds of students and families, to explore instructional decisions about the elementary teacher’s role as the manager of the language arts learning environment and as the parent and community literacy educator. [ESOL 1.1.a, 1.1.e, 4.1.c ; FSAC-section 60 5.1, 5.2, 5.3, 5.4, 5.5, 5.6; NCTE/IRA 1-12; ACEI 2.1]

Texts Required:

1. Tompkins, G. E., (2012). *Teaching Writing: Balancing Process and Product* (6th ed.). Boston: Pearson Publishing.

2. Hayes, C.W., Bahruth, R., & Kessler, C. (1998). *Literacy con carino: A story of migrant children's success*. Portsmouth, NH: Heinemann.

THESE ARE GREAT ADDITIONAL CHOICES FOR YOUR PROFESSIONAL LIBRARY!

1. Culham, Ruth. *6+1 Traits of Writing: The complete guide for the primary grades. OR 6+1 Traits of Writing: The complete guide for the grade 3 and up.*

2. Daniels, H. & Steineke, N. (2013). *Texts and lessons for teaching literature: With 65 fresh mentor texts*. Portsmouth, NH: Heinemann.

2. Fiderer, Adele. *25 Minilessons for Teaching Writing Grades 3-6*. Scholastic. Amazon is a bit cheaper.

3. Fine & Josephson (2004). *Nitty-Gritty Grammar* New York: Scholastic. ISBN 0-439-69211-3

4. Forney, Melissa *Razzle Dazzle Writing: Achieving Excellence through 50 Target Skills*. Scholastic. Amazon

5. Fresch & Wheaton (2004). *The Spelling List & Word Study Resource Book*. New York: Scholastic.

6. Miller, Carol R. *50 Writing Lessons that Work: Motivating Prompts and Easy Activities*. Scholastic, Amazon

7. Owacki, Gretchen. *The common core standards lesson book., K-5*

8. Tannenbaum. *Teeth As Wiggly as Earthquakes: Poetry*

9. Calkins, L., Ehrenworth, M., & Lehman, C. (2012). *Pathways to the Common Core: Accelerating achievement*. Portsmouth, NH: Heinemann. ...And for many free resources: <http://www.readingandwritingproject.com>.

**** the above books are NOT required ****

Materials Requested by Instructors:

1) Devices (IPad, Laptop, Smart phone, iPhone, etc.),

2) 1 spiral notebook with at least 40pgs=writing journal/composition book (letter size),

3) Misc. items: ***post it notes**, glue stick, colored pens and pencils

SPECIAL NOTES:

Assignments: All projects or assignments are due at the beginning of the designated meeting time. **UNLESS you have spoken to me prior to the due date and have an extension**, points for late assignments will be assessed at the rate of 5% per day (including weekend days). You must speak to me in person or on the phone (no email) before missing a test or a zero will be awarded.

This is a criterion-based grading system. A=90-100, B=80-89, C=70-79, D=60-69, F=<60.

Accommodations: Please inform me (according to the ADA) during the first class should you

require a particular accommodation for this class. Students with disabilities, who need reasonable modifications to complete assignments successfully, are encouraged to meet with the instructor as early in the semester as possible to identify and plan specific accommodations. Students may be asked to supply a letter from the Office of Student Disability Services. Our classroom is a safe and welcome learning environment in which I want you to be successful. Please speak to me if you need academic assistance.

UCF Handbook: Please make sure that you familiarize yourself with the UCF Handbook for issues dealing with plagiarism, academic freedom and academic dishonesty. According to UCF Golden Rule guidelines, academic dishonesty/cheating, which includes plagiarism, is a violation of student academic behavior standards and is subject to academic and/or disciplinary action. Within the College of Education, violations of this nature may also result in a fitness-to-teach evaluation. Here is the recent standard statement offered by UCF regarding plagiarism: (a) YOUR ENROLLMENT STATUS MAY BE AT RISK. (b) Academic Dishonesty in any form will *not* be tolerated. UCF recently started an account with turnitin.com, an automated system which may be used to quickly and easily compare a student report to billions of websites, as well as an enormous database of student papers that grows with each submission.

Inclement Weather Policy: In the event of inclement weather (i.e., hurricane), class will be cancelled ONLY if UCF closes.

Harassment Statement-

Title IX makes it clear that violence and harassment based on sex that interferes with educational opportunities is an offense subject to the same penalties as offenses based on other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources, and information concerning reporting options at shield.ucf.edu. Perpetrators are subject to expulsion or termination and may also be subject to criminal penalties.

Devices in the Classroom: Please bring your devices to class, but turn them to silent mode during class time unless required for a learning activity. Please do not check phone messages during lesson times unless it is an emergency as breaks will be built into our class time to do so.

ESOL COURSE PROJECTS for initial certification only

The following course projects address the course objectives, as well as the Florida Performance Standards for Teachers of English for Speakers of other Languages: through Standards 5, 10, 11, 16, 18, and 21. Each of these course projects allow preservice teachers to consider best practice and find ways to incorporate ESOL guiding principles related to native language literacy support, cultural relevance, contextual support (Cummins), authentic writing needs (Graves), and comprehensible input (Krashen) to best facilitate future students' social communication (BICS) and academic language proficiency (CALPS). Here are the new Fall 2012 and corresponding in-class or out of class 4314 projects that may apply.

ESOL STANDARDS FOR LAE 4314 PROJECTS

- | | |
|--|---|
| 1. Graphic organizer for expository/narrative | #3.2.i appr instr'l str |
| | #3.2.f writing str |
| 2. Sorting activity: Labov's Lang Dif't priorities | #2.3.b, 2.3.c knowl of 1 st /2 nd |
| | #5.1.b assessm't |

- | | |
|---|---|
| 3. Website project, including ESOL | #3.3.c tech appl
#3.2.a lesson plans
#3.2.i instr'l str |
| 4. Literacy Con Carino activity | #2.3.b,c knowl of 1 st /2 nd
#3.2.b,c listening str |
| 5. Poetry: predictable, repetitive
predictable book | #3.2.i instr'l str
#3.2.f,g writing str
#4.1.a lesson plan |
| 6. Social lng formats: BICS into CALPS
Collaborative text sets
Lit study groups/tutoring/Writers workshop | #2.1.d
#2.3.b,c knowl of 1 st /2 nd
#4.1.b lng envirnmt |
| 7. Writing probes/ Spandel evaluatn w/ BICS lang | # 5.1.a,b assessment |
- ☺ Pieces of evidence do not need signatures, but must be evaluated.

****WEBCOURSES REQUIREMENT:** As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity in WEBCOURSES (found through myUCF) by the end of the first week of classes, or as soon as possible after adding the course, but no later than *August 31st*. Complete the demographic information survey and upload to Webcourses by August 31st.

Failure to do so will result in a delay in the disbursement of your financial aid.

COURSE REQUIREMENTS: DETERMINANTS of YOUR GRADE

1.	Attendance/Participation (10 pts/class)	15%	150 points
2.	Class Responsibilities <i>*daily thought cards, webcourse requirements, chapter guides, homework assignments</i>	13%	130
3.	Weekly reflections	10%	100
4.	Midterm Exam (take home) including: <i>* letter home to parents *digital journal prompts writing center creation</i>	20%	200
5.	Text Set /Thematic Unit Creations (Soc St. focus)	20%	200
6.	ESOL Considerations <i>* Jigsaw * Labov Sort * 3 artifacts for TESOL notebook</i>	6%	60
7.	Writing Rocks Portfolio <i>* letter to student * assessment and lesson plans * teaching and reflecting</i>	10%	100
8.	Lit Circles	4%	40
9.	Professional Development	2%	20
		100%	1000pts

DESCRIPTIONS OF COURSE REQUIREMENTS

#1) ATTENDANCE/PARTICIPATION: It goes without saying that I would like you to be present for every class – much like you will be expected to be at your teaching job every day. If for any reason you anticipate being absent, please speak **with me** either before the absence or before the next class period. Please do not communicate your absence through another member of our class – no matter what the reason. Those candidates missing **2** classes with **unexcused absences (i.e., no communication with course instructor)**, not necessarily in a row, will receive one letter grade reduction. Students missing more than two classes, without communicating with the instructor, will be brought to the Student Issues Committee for excessive non-attendance and withdrawal from the course will be recommended. No grade higher than a C will be awarded in such a case. **EACH CLASS TIME IS WORTH 10 TOTAL POINTS.**

#2) CLASS RESPONSIBILITIES: daily thought cards, webcourse requirements, chapter guides, homework assignments.

#3) WEEKLY REFLECTIONS: Candidates will submit a variety of reflections which will discuss issues raised in class pertaining to teacher self-efficacy and preparedness to teach writing in culturally, linguistically, ethnically, academically and racially diverse, Title 1 classrooms. Preparing preservice candidates for the realities of the current landscape of elementary classrooms is important to your future retention in the teaching profession. We want you to be prepared and confident to remain and be an effective educator. You will have an opportunity to reflect on issues, share your success, ask questions that you wonder about; and think deeply and critically about what and who you will be teaching.

#4) MIDTERM TAKE HOME: *(20% of final grade)*

The midterm exam comprises a substantial portion of your final grade. It is designed to be an assessment situation, as well as a learning situation so as to make the best use of our time together. Parts of this exam will allow you to make connections and put theory into practice through lesson design. Often, questions are created as prompts that allow for many right answers. In addition, the midterm will ask you to document evidence of your success at Florida's Accomplished Practices, through professional communication with parents in the form of a letter home to K-6 English and Non-English speaking parents to provide information showing their knowledge of subject matter about the current language arts practice of personal journal writing and its impact on developing students' writing confidence, developing the writing environment, and promoting writing stamina for Florida State Assessments. Letters will include the promotion of writing relationships with both students and parents, address diverse student learners and their families, and offer resource suggestions for parents. *The goal is to ensure that each task creation is a ready resource for your own classrooms, and is thus considered **your** resource as well as **my** assessment of your knowledge and understanding.*

4a). LETTER HOME TO PARENTS/GUARDIANS

- Write a letter home to parents outlining the important topic (including strategies/pedagogical issues) of personal journal writing in LA (e.g. journaling) - ESOL: 1.1.e. Communicate clearly with parents so they are reassured you know exactly what you are doing! More information on this letter will be provided closer to the midterm exam.

Description of letter home to Parents/Guardians:

► Each candidate will write a letter home to parents to provide evidence for the role of teacher as an educator of the community and of parents. It will demonstrate your knowledge of the current language arts practice of personal journal writing. This includes: preparation for FSA, creating the best writing environment, inclusion of CLEAR students, and best practices.

► Candidates recognize the teacher's need for positive and professional communication; they write in a logical and understandable style, use appropriate grammar and sentence structure, demonstrate a command of standard English, demonstrate that they value the importance of effective and appropriate communication as demonstrated by his or her role as an effective communicator to English speaking and non-English speaking parents in diverse communities.

Communication with parents requires the following:

- a. Positive introduction and professional tone throughout
- b. Rationale for the strategies described; based on both practical and research-based results
- c. Addressing the audience appropriately, excluding misleading jargon or confusing terms
- d. Address non-English-speaking parents, and parents of exceptional and diverse students
- e. Address common concerns and misconceptions
- f. Appropriate form without conventional errors

4b) DIGITAL JOURNAL PROMPTS WRITING CENTER CREATION:

The focus of this project will be to set the beginning foundation for daily journaling in a digital learning environment, perhaps in a learning center servicing individual students that will motivate them to write introspectively and/or to prepare for the Florida Writes exam (Refer to Chapter #5/ journals= personal/expressive writing, like a diary). The goal is to begin to form writing relationships through this low risk form of communicating. This will be part of the midterm exam, and will encourage the use of digital technology.

#5) TEXT SET /THEMATIC UNIT CREATION: (20% of final grade)

In keeping with the 2011 Florida legislative mandate to teach civic /social studies education through the language arts, this semester we will collaboratively identify a text set topic of your choosing, and gather a cadre of various genres around the social studies topic. Along with the collection of various texts, enjoy creating a sensational initiating activity as well as culminating cross curricular centers for your class. Also, in order to get your students to write (as a way of thinking), create 5 narrative and 5 expository writing prompts (**see below). See the last page of our syllabus for more directions and a checklist...☺. Refer to Webcourses for an example of prior text set projects.

5a) TOPIC: RELATED TO SOCIAL STUDIES: identify second grade social studies topic and align CCSS standards that will guide your instruction.

5b) PRE/POST TEST QUIZLET: please refer to the checklist on the last page of syllabus (digital format)

5c) ANNOTATED BIBLIOGRAPHY: see example and checklist on the last page of the syllabus.

5d) NARRATIVE & EXPOSITORY WRITING PROMPTS: This project might be considered as a beginning foundation for a learning center servicing individual students that

will motivate them to write. This project was outlined with the recent NAEP report launching the nation's Writing Challenge as well as the FDOE documents aforementioned (read the report at http://www.collegeboard.com/prod_downloads/writingcom/writing-school-reform-natl-comm-writing.pdf). Let's make this look like a learning center. Probably the best way to approach this resource project is to create a visually stimulating and organized set of 10 writing prompts (5 narrative and 5 expository) for independent student use. Use visual and even auditory enhancements to provide necessary context for the writing prompts for diverse learners. These enhancements will help all students succeed and follow Krashen's Comprehensible Input recommendations. Therefore, type prompts and place on tri board in creative style. Strongly consider audience, font size, space, color, & legibility as well as durability and removability/interactivity☺.

- 5e) CROSS CURRICULAR CENTER DESIGN:** Text set groups will design center activities that reinforce concepts taught throughout the text set implementation. Centers must be cross curricular (i.e., math, science, social studies, drama, music, writing, reading, history, etc.). One paragraph per center. *Please wait to complete this step as changes may be required. Thank you.*

Thematic Unit/Text Set Plan - Candidates will create a text set around a theme related to social studies. A broad variety of genres will deepen and enrich social studies concepts through all language arts modes and utilizing lesson plans and activities that employ higher order thinking. A pre-post test will also be composed to align with this thematic text set.

#6) ESOL CONSIDERATIONS

GOAL: to read, identify and share the appropriate reading and writing strategies in the book that are designed to accommodate and promote literacy growth across many different stages of ELL development (LOOK FOR/RECORD strategies on a graphic organizer of your choice as you read).

Jigsaw: This activity allows students to read a section of material, visually displaying the contents of the book: *Literacy Con Carino* , highlighting the reading and writing strategies to share with classmates.

Instructions:

1. Read the required synopsis of *Literacy Con Carino* on webcourses & your assigned chapter

* Hayes, C.W., Bahruth, R., & Kessler, C. (1998). *Literacy con carino: A story of migrant children's success*. Portsmouth, NH: Heinemann. *On RESERVE in CMC

2. We will divide into our established groups and each group will identify: methods/strategies such as cooking, alphabet books, and pen pals, journaling, writing prompts, and idioms, principles such as comprehensible input and accepting approximations are also reinforced. Record visually on chart paper.

3. Groups will jigsaw and master teachers share their findings with the group, synthesizing educational implications. Candidates may take pictures for safe keeping and documentation for their TESOL notebook. **Bring your camera to take pictures for your TESOL notebook.**

#7) WRITING ROCKS PORTFOLIO *Date to be determined*

Working with second graders to determine how their writing rocks and which skill needs to be explicitly taught (i.e., greatest area of need – GAN). Teacher candidates will gain experience with weekly lesson planning to promote the traits of writing and encourage a love of writing through practical, hands on activity time with students at a Title 1 school in a nearby county. You will create a portfolio of this experience. The portfolio will include: pre-assessment of writing, weekly lesson plans, student work samples, reflections of your learning, post assessment, culminating writing piece, and more. More details to come!

8) Lit Circles – Novel in an Hour NEW!!

If you love to discover great literature for students but don't always have time to read children's books then you will LOVE this!! We are going to put a spin on a strategy called *Novel in an Hour* to read at least 1 children's novel this semester. We will teach writing through the reading strategies. More info to come but I captured your interest right? Your grade will be determined by your group collaboration, the completed graphic representation of your novel, and a reflection of this strategy as part of our weekly reflections.

9) Professional Development

Teaching is life-long learning at its best! Please keep learning outside the classroom as often as you can. To honor the time you take to learn teacher candidates will receive 10 points for each professional development experience. The following are examples of possible professional development: Happy Hour workshop (10 points), field trip with school (10 points), volunteer at a conference (10 points), TeachLive session (10 points), conference presenter (20 points). We will talk about this in class ☺

THE SYLLABUS, TENTATIVE SEMESTER OUTLINE, FORMAT OF THE ASSIGNMENTS, AND READINGS MAY BE ADJUSTED OVER THE COURSE OF THE SEMESTER

TENTATIVE COURSE SYLLABUS

Class #1 Wednesday January 13, 2016 (ON CAMPUS – LOCATION TA 303)

- Class & Course Introductions – Centers
- Writing Relationships
- Educational Credo – What's important to you?
- What are the language arts? (Maxine Greene)
- Chapter 1 summary
- All About You Glogster (or other program of your choice)

Assignments for this week: *this will be sent out every Thursday via a Webcourse Announcement entitled *BLANCH'S Buzz*

- 1. Complete Assignment #1 – Sign up as a volunteer and order your name tag (on webcourses) - MANDATORY**
 - 2. Read Chapter 5 of required text**
 - 3. Read Chapter 4 of the required text**
 - 4. Complete the rough draft of your letter to your Little Knight!**
-

Class #2 Wednesday January 20, 2016 (ON CAMPUS) – **JAZZED UP LETTER FOR WRITING ROCKS DUE**

- Chapter 5 – Personal/Expressive Writing - Why do we start with personal

journal writing

- Friendly Letter to little Knight – sharing
- Analysis of writing sample and Little Knight assigned
- Text Set planning

PLEASE CHECK BLANCH'S BUZZ ON THURSDAY FOR YOUR ASSIGNMENTS THIS WEEK

Class #3 **Wednesday January 27, 2016 (TENTATIVELY STARTING AT MIDWAY)**
● Writing Rocks – establishing writing relationships
● Assess writing using FCAT writing exemplars & Spandel's Analytic Scoring

Rubric

- Social Studies & CCSS standards and text set topic choices
-

Class #4 **Wednesday February 3, 2016**
● Read Chapter 3
● Assessment continued
● Text Set Planning Time

Class #5 **Wednesday February 10, 2016**
● Writing Traits
● Lit circle – Novel in an Hour #1
● Text Set Planning Time

Class #6 **Wednesday February 17, 2016**
● Chapter 1 and Chapter 2 – The Writing Process

Class #7 **Wednesday February 24, 2016**
● Literacy Con Carino – Jigsaw Activity – complete required reading
● Comprehensive input-Krashen
● Priorities exercise by Labov for TESOL notebook

Class #8 **Wednesday March 2, 2016**
● Read Chapter 8 & 9
● Narrative & Expository Writing
● Text set planning time

Class #9 **Wednesday March 9, 2016**
● Read Chapter 7
● Poetry! Our favorite! Writing Poetry with children
● We'll enjoy some listening, speaking, and drama today, too.

WEDNESDAY MARCH 16, 2016 – MARCH BREAK – NO CLASS

Class #10 **Wednesday March 23, 2016 (ON CAMPUS)**
● Bring all your material to create your text set & centers
● Poetry Cafe

Class #11 **Wednesday March 30, 2016**
● A renewed emphasis on Conventions/Mechanics

- How important are the tools of writing? SPELLING
 - Why are stages to invented spelling important to spelling success?
 - More about the fascinating research surrounding SPELLING
 - Tools of writing: SPELLING strategies important to spelling success!
-

Class #12 Wednesday April 6, 2016

- Grammar – Patterning
 - TOOLS OF WRITING> Grammar and related research/strategies
 - Create a template for writing an innovation on text for ELL/nonELL with a patterned picture book, like *If You Give a Mouse a Cookie* (Numeroff) or *Cookie's Week* (dePaolo) using transformational grammar (T-G) approaches over traditional identifying parts of speech.
 - Playing with words
-

Class #13 Wednesday April 13, 2016

- Chapter 6 - Descriptive Writing
 - Draft narratives – Real Life Writing
 - Poetry Café
 - ** bring materials to work on centers and text set project with group
-

Class #14 Wednesday April 20, 2016 WRITING ROCKS CELEBRATION

- **Last class with our *Little Knights!***
-

Class #15 Wednesday April 27, 2016 (ON CAMPUS) WRITING ROCKS PORTFOLIO DUE

- **A brief session of reflection and enhancement** (this constitutes the final exam).
-

CHECKLIST FOR TEXT SET CREATION

Names of Group Members: _____

Topic: _____
2

Grade Level

1. TOPIC: RELATED TO SOCIAL STUDIES

- Topic suitable for second graders. *Try a new area to boost knowledge.*
- grade appropriate LA and SS standards are identified

2. INITIATING LESSON (one class period in length):

*determine a creative lesson to introduce the topic to your class for the very first time (PIE – Purposeful, Interactive, Engaging)

3. PRE & POST TEST (Quizlet.com or other program of your choice):

- Create a pre-test to determine what the students know about the about the topic. Think big ideas/facts/concepts of the topic you are teaching. The pretest should be aligned with the LA and SS standards you have chosen (i.e., what do the students need to know by the end of this unit according to the social studies standards?). DESIGN THIS FOR SECOND GRADERS

the pre-test questions will measure: 1) what students know prior to the unit (which will inform your teaching) and, 2) what they know after the unit you taught - no tricks here 😊

* pre and post-test is the same test!

4. REFERENCES/SOURCES

- Annotated/References – books, poems, websites **(3 BOOKS EACH):**

NONFICTION/INFORMATIONAL chapter book (APA example)

Blanch, N. (2013). How to teach beginning teachers the importance of having fun with writing: Relationships matter. Orlando, FL: Scholastic. (pay attention to capitals, periods, spacing, italics, and indent)

This stimulating, expertly written, imaginary chapter book discusses the importance of engaging students in the task of writing using fun and creative tasks. Students learn to laugh while sharing crazy stories, using “spicy” words, and getting lost in story creation. **(Two to six sentence annotation/summary must be included)**

APA reference+ annotation:

- _____ nonfiction (informational) picture book or illustrated book
- _____ nonfiction (informational) chapter book
- _____ historical fiction picture book
- _____ historical fiction chapter book
- _____ autobiography or biography

_____ *related* realistic or fantasy fiction picture book OR chapter book

_____ poem

_____ *related* website for children

_____ *related* traditional literature (fairy/folk tales, legends, fables, myths, etc.) I

can help, too.

5. WRITING PROMPTS TO GET NOSES IN BOOKS! – NARRATIVE & EXPOSITORY

5 narrative and 5 expository prompts for student engagement; interacting across the books

_____ text-based responses supported by req'd reading, books needed to respond, instructions clear, citing accurate

_____ visually stimulating/attractive to students/error free/removable

6. CULMINATING ACTIVITY: CENTERS ACROSS THE CURRICULUM

* These interactive centers can include subjects such as: math, science, music, art, drama, language, history, PE and more. The instructions for completing the activities at these centers should be very clear and simple as a level of independent work is required. Incorporating technology is encouraged, as are hands on learning tasks that reinforce the knowledge students have gained during your text set/thematic unit.

7. IN CLASS PRESENTATION:

_____ inviting; stimulating, clear;

_____ attractive to students,

_____ clever title,

_____ most books displayed for interactions,

_____ submitted plan for division of labor.

APPENDIX C: MINILESSON TEMPLATE

Mini Lesson Template



<p>Mini Lesson Topic Name the teaching point.</p>	
<p>Materials Gather materials, mentor texts...</p>	
<p>Connection Tell them what you taught the previous lesson. <i>The last writer's workshop, we learned how to...</i></p>	
<p>Explicit Instruction Tell them what you will teach today. <i>Today I'm going to teach you...</i></p> <p>Show them exactly how to do it. <i>Watch me do it., or Let's take a look at how (author) does this when s/he writes...</i></p>	
<p>Guided Practice Ask them to try it out with a partner, or with you for a <u>few</u> minutes. <i>Now try it out with a partner...</i></p>	
<p>Independent Practice Remind students how the teaching point can be used in independent writing. (There should be a link between the mini lesson and the students' independent writing lives.)</p>	
<p>Group Wrap Up Restate the teaching point. Ask: Did you try what was taught? Did it work for you? How will it affect your future writing?</p>	

Template, CACD, Tufts University 2004

APPENDIX D: IRB APPROVAL FORMS



University of Central Florida Institutional Review Board
 Office of Research & Commercialization
 12201 Research Parkway, Suite 501
 Orlando, Florida 32826-3246
 Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Exempt Human Research

From: UCF Institutional Review Board #1
 FWA00000351, IRB00001138

To: Norine Blanch

Date: February 03, 2016

Dear Researcher,

On 02/03/2016, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review: Exempt Determination
 Project Title: Comparing the effects of a school-based and a campus-based methods course delivery model on elementary preservice teachers' perceptions of self-efficacy and preparedness to teach writing in high-needs, Title I schools: A matter of retention
 Investigator: Norine Blanch
 IRB Number: SBE-16-11951
 Funding Agency:
 Grant Title:
 Research ID: n/a

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the [Investigator Manual](#).

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 02/03/2016 03:14:51 PM EST

IRB Manager

APPENDIX E: PERMISSION TO CONDUCT RESEARCH

Cote, Anna-Marie [anna-marie_cote@scps.k12.fl.us] – Deputy Superintendent for Seminole County Public Schools

To: Norine Blanch

Cc: Cummings, Marian [marian_cummings@scps.k12.fl.us]; Nathan, Ron [ron_nathan@scps.k12.fl.us]; Mills, Misa L. [misa_mills@scps.k12.fl.us]; Mills, Holton T. [holton_mills@scps.k12.fl.us]; Appelbaum, David [david_apfelbaum@scps.k12.fl.us]

January 22, 2016 8:49 AM

Retention Policy: UCF Inbox Default Policy Tag (7 Months) Expires: 19/08/2016 You replied on 22/01/2016 10:25 AM.

Hello Ms. Blanch,

Thank you very much for talking with me this morning. As we discussed, the project you have planned for Midway Elementary School of the Arts is very exciting. We appreciate you bringing your interns to Midway to better prepare them to teach writing in a high-needs Title I elementary school.

Per our discussion:

1. The UCF Writing Project at Midway is not considered a Seminole County Public Schools research project because no student or staff information is being gathered. The research is related to the pre-service teachers enrolled in LAE 4314: Language Arts in the Elementary School.
2. Dr. Cummings: As you and I discussed, students will not be removed from their special area classes for this project. Students and parents selected Midway primarily because of their elective opportunities and it is not appropriate to deny students a chance to participate in their special area classes.
3. Ms. Blanch: I spoke with Holton Mills in the Dividends office. He is more than happy to assist you to register your students as SCPS dividends. Upon your request, Mr. Mills will email you the Dividend's application. You can email the application to your students or share a hard copy with them. Your students can then email or fax the application back to Mr. Mills. There is no need for your pre-service teachers to visit the Educational Support Center.
4. Mr. Nathan: I spoke with Mr. Appelbaum and he and I are in agreement that you should do a Facilities Agreement with Ms. Blanch, just as you would with any other organization requesting use of your campus.

Once again, my sincere appreciation to Dr. Cummings, Mr. Nathan and Ms. Blanch for offering this wonderful opportunity to our Midway students. I look forward to stopping by to visit one of the classes during this semester.

Anna-Marie Cote, Ed.D.
Deputy Superintendent, Instructional Excellence and Equity
Seminole County Public Schools
400 E. Lake Mary Blvd.
Sanford, FL 32773
Phone: 407-320-0504
www.scps.k12.fl.us

APPENDIX F: PERMISSION TO USE EXISTING SURVEY 2



TEXAS TECH UNIVERSITY
College of Education™

**Permission to use the
Culturally Responsive Teaching Self-Efficacy and the
Culturally Responsive Teaching Outcome Expectancy
Scales**

Dear Researcher:

You have my permission to use the Culturally Responsive Teaching Self-Efficacy Scale and/or the Culturally Responsive Teaching Outcome Expectations Scale in your research. Copies of the instruments are included. Request for any changes or alterations to the instrument should be sent via email to kamau.siwatu@ttu.edu. When using the instrument please use the following reference: Siwatu, K. O. (2007). Preservice teachers' culturally responsive teaching self-efficacy and outcome expectancy beliefs. *Teaching and Teacher Education*, 23, 1086-1101.

Best wishes with your work.

Sincerely,
Kamau Oginga Siwatu, Ph.D.
Associate Professor of Educational Psychology

Box 41071 | Lubbock, Texas | 79409-1071 | T 806-742-1997 x431 | F 806-742-2179 An
EEO/Affirmative Action Institute

APPENDIX G: PERMISSION TO USE EXISTING SURVEY 3



William & Mary School of Education

MEGAN TSCHANNEN-MORAN,
PHD

PROFESSOR OF EDUCATIONAL
LEADERSHIP

February 12, 2016

Norine,

You have my permission to use the Teacher Sense of Efficacy for Literacy Instruction Scale that I developed with Denise Johnson for your study. You'll find a copy of my website at <http://wmpeople.wm.edu/site/page/mxtsch>. The proper citation for this measure is:

Tschannen-Moran, M. & Johnson, D. (2011). Exploring literacy teachers' self-efficacy beliefs: Potential sources at play. *Teaching and Teacher Education*, 27, 751-761. doi:10.1016/j.tate.2010.12.005

I've also attached the directions to access my password-protected website where you can access the Teaching and Teacher Education article where the measure was introduced.

All the best,

Megan Tschannen-Moran
The College of William and Mary
School of Education

P.O. Box 8795 • Williamsburg, VA 23187-8795 • (757) 221-2187 • mxtsch@ wm.edu

APPENDIX H: SURVEY 1

Survey 1. PSTs' Academic Experiences, Preferences, and Background Information

Section A – Identifying Research Participants

In order to establish a code by which to identify you as a research participant and ensure your anonymity in this study, please provide the following information:

Code A. The first two numbers of your street address (i.e., if you live a 539 Lane Way, you will include the “5” and the “3”/if you have a single digit address please enter a “0” prior to the house or apartment number). Please enter that information below.

Code B. The last two letters of your last name (i.e., if your last name is Smith, you will include the “t” and the “h”). Please enter that information below.

Section B – Teachers' Academic Experiences

1. In which of the following *geographic* settings did YOU grow up and attend school? (Please check all that apply, and if more than one applies, add a special note with a brief explanation)

- Small town/rural (population less than 25,000)
- Town (population 25,000 to 100,000)
- Suburban City (population 100,000 to 500,000)
- Urban City (population > 500,000)
- Overseas
- Special note _____

2. In which of the following *school* settings were you educated? (Please check all that apply, and if more than one applies, add a special note with a brief explanation)

- Public School
- Charter School
- Private non-sectarian school
- Private religious school
- Home School
- Special note _____

3. In which of the following *classroom* settings were you educated? (Please check all that apply; if more than one applies, circle the appropriate grade level and add a special note with a brief explanation)

- Urban, Title 1 schools (elementary, middle, secondary)
- Urban, non-Title 1 schools (elementary, middle, secondary)
- Suburban, Title 1 schools (elementary, middle, secondary)

- Suburban schools, non -Title 1 (elementary, middle, secondary)
 - Rural, Title 1 schools (elementary, middle, secondary)
 - Rural, non-Title 1 schools (elementary, middle, secondary)
 - Special note _____
-

4. In your academic experiences, which of the following best describes the STUDENTS (i.e., fellow classmates) in the schools you attended? (Please check all that apply, and if more than one applies, add a special note with a brief explanation)

- All White American students
 - Predominately White American students
 - Predominantly African American, Hispanic, Asian, etc. (students of color)
 - Majority White American students/ minority students of color
 - Majority students of color/minority White American
 - Other: _____
 - Special note _____
-

Section C – Post-Secondary Preferences and Academic Information

5. In which of the following *geographic* settings would you prefer to work after you graduate? (Check one)

- Small town/rural (population less than 25,000)
- Town (population 25,000 to 100,000)
- Suburban City (population 100,000 to 500,000)
- Urban City (population > 500,000)
- Overseas

6. In which of the following *school* settings would you prefer to teach after you graduate? (Check one)

- I do not want to teach after I graduate
- Public School
- Charter School
- Private non-sectarian school
- Private religious school

7. In which of the following *classroom* settings would you prefer to teach after you graduate? (Please check one and circle the grade level you are interested in)

- Urban, Title 1 schools (elementary, middle, secondary)
- Urban, non-Title 1 schools (elementary, middle, secondary)
- Suburban, Title 1 schools (elementary, middle, secondary)
- Suburban schools, non -Title 1 (elementary, middle, secondary)
- Rural, Title 1 schools (elementary, middle, secondary)
- Rural, non-Title 1 schools (elementary, middle, secondary)
- Other _____

8. At the end of this semester, approximately how many service learning CLOCK hours will you have completed in elementary classrooms, in the whole of your elementary preservice program, where you strictly observed teaching and learning?

- None 15 - 30 hours
 < 5 hours 30 - 45 hours
 5 to 15 hours 45 - 60 hours
 15 hours > 60 hours

9. At the end of this semester, approximately how many service learning CLOCK hours will you have completed in elementary classrooms, in the whole of your elementary preservice program, where you had teaching responsibilities (i.e., taught students in whole class, small group, or one-on-one settings)? Please do not include observational hours here.

- None 15 - 30 hours
 < 5 hours 30 - 45 hours
 5 to 15 hours 45 - 60 hours
 15 hours > 60 hours

10. Where has *most* of your service learning classroom experience taken place? (Check only one and please circle the grade level of the students)

- Urban, Title 1 schools (elementary, middle, secondary)
 Urban, non-Title 1 schools (elementary, middle, secondary)
 Suburban, Title 1 schools (elementary, middle, secondary)
 Suburban schools, non -Title 1 (elementary, middle, secondary)
 Rural, Title 1 schools (elementary, middle, secondary)
 Rural, non-Title 1 schools (elementary, middle, secondary)

11. In your service learning experiences, in the whole of your preservice education program, which of the following best describes the STUDENTS in your classes? (Check one)

- All White American students
 Predominately White American students
 Predominantly African American, Hispanic, Asian, etc. (students of color)
 Majority White American students/ minority students of color
 Majority students of color/minority White American
 Other: _____

12. How many courses have you taken that have discussed strategies for teaching diverse elementary students in Title 1 schools?

- None 4
 1 5
 2 6
 3 More than 6

13. How many courses have you taken that have discussed strategies for teaching *writing* to diverse elementary students in Title 1 schools?

- None 4
 1 5
 2 6

APPENDIX I: MODIFIED SURVEY 2 (CRTSE)

Survey 2. The Culturally Responsive Teaching Self-Efficacy Scale (CRTSE)

Directions: Rate how confident you are in your ability to successfully accomplish each of the tasks listed below. Each task is related to culturally responsive teaching self-efficacy. Please rate your degree of confidence by recording a number from 0 (*no confidence at all*) to 100 (*completely confident*). Remember that you may use any number between 0 and 100.

0	10	20	30	40	50	60	70	80	90	100
No confidence at all					Moderately confident					Completely confident

I will be able to:

- _____ 1. adapt instruction to meet the needs of my students.
- _____ 2. obtain information about my students' academic strengths.
- _____ 3. implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture.
- _____ 4. assess student learning using various types of assessments.
- _____ 5. build a sense of trust in my students.
- _____ 6. use a variety of teaching methods.
- _____ 7. develop a community of learners when my class consists of students from diverse backgrounds
- _____ 8. use my students' cultural background to help make learning meaningful.
- _____ 9. use my students' prior knowledge to help them make sense of new information.
- _____ 10. identify ways how students communicate at home may differ from the school norms.
- _____ 11. obtain information about my students' cultural background.
- _____ 12. design a classroom environment using displays that reflects a variety of cultures.
- _____ 13. develop a personal relationship with my students.
- _____ 14. obtain information about my students' academic weaknesses.
- _____ 15. identify ways that standardized tests may be biased towards linguistically diverse students.
- _____ 16. communicate with parents regarding their child's educational progress.
- _____ 17. structure parent-teacher conferences so that the meeting is not intimidating for parents.
- _____ 18. help students to develop positive relationships with their classmates.
- _____ 19. revise instructional material to include a better representation of cultural groups.
- _____ 20. critically examine the curriculum to determine whether it reinforces negative cultural stereotypes.
- _____ 21. model classroom tasks to enhance English Language Learner's understanding of classroom tasks
- _____ 22. communicate with the parents of English Language Learner's regarding their

child's achievement.

- _____ 23. help students feel like important members of the classroom.
- _____ 24. identify ways that standardized tests may be biased towards culturally diverse students.
- _____ 25. use examples that are familiar to students from diverse cultural backgrounds.

0	10	20	30	40	50	60	70	80	90	100	
No confidence at all				Moderately confident				Completely confident			

I will be able to...

- _____ 26. explain new concepts using examples that are taken from my students' everyday lives.
- _____ 27. obtain information regarding my students' academic interests.
- _____ 28. use the interests of my students to make learning meaningful for them.
- _____ 29. implement cooperative learning activities for those students who like to work in groups.
- _____ 30. design instruction that matches my students' developmental needs
- .

APPENDIX J: MODIFIED SURVEY 3 (TSELI)

Survey 3.

Section E - Teachers Sense of Efficacy for Language Instruction – Title 1 Writing Specific Survey (TSELI – T₁ Writing Specific)

Questions in this section pertain specifically to teaching in low-income, elementary, Title 1 schools, characterized by diverse groups of students of varying levels of cultural, linguistic, ethnic, economic, academic and racial diversity. Each question should be answered by considering how you personally feel about yourself as a teacher **right now** (i.e., confidence in your ability to teach writing) for each question below, specifically in relation to teaching in low-income, elementary, Title 1 schools.

Respond by selecting how you feel on a scale from 1 (no confidence at all) to 9 (completely confident). Most questions begin with “How much can you...” or “To what extent can you...” and should always be tied back to Title 1 schools. This section should take approximately five minutes.

- 20. To what extent can you integrate the modes of language arts (i.e., listening, speaking, reading, writing, viewing and visually representing) for diverse students in low-income, elementary, Title 1 schools?**

0 1 2 3 4 5 6 7 8 9

- 21. To what extent can you use a variety of informal and formal writing assessment strategies for diverse students in low-income, elementary, Title 1 schools?**

0 1 2 3 4 5 6 7 8 9

- 22. To what extent can you adjust writing strategies for diverse students in low-income, elementary, Title 1 schools based on ongoing informal (formative) assessments of your students’ writing?**

0 1 2 3 4 5 6 7 8 9

- 23. To what extent can you provide specific, targeted feedback to diverse students in low-income, elementary, Title 1 schools during writing tasks?**

0 1 2 3 4 5 6 7 8 9

- 24. How much can you do to meet the needs of diverse students in low-income, elementary, Title 1 schools struggling with their writing?**

0 1 2 3 4 5 6 7 8 9

- 25. To what extent can you model effective writing strategies for diverse students in low-income, elementary, Title 1 schools?**

26. To what extent can you get diverse students in low-income, elementary, Title 1 schools to talk with each other in class about books they are reading?

0 1 2 3 4 5 6 7 8 9

27. To what extent can you provide diverse students in low-income, elementary, Title 1 schools with writing opportunities in response to reading?

0 1 2 3 4 5 6 7 8 9

28. To what extent can you recommend a variety of quality children's multicultural literature to your diverse students in low-income, elementary, Title 1 schools?

0 1 2 3 4 5 6 7 8 9

29. To what extent can you model effective writing strategies for diverse students in low-income, elementary, Title 1 schools?

0 1 2 3 4 5 6 7 8 9

30. To what extent can you use students' writing to teach grammar and spelling strategies to diverse students in low-income, elementary, Title 1 schools?

0 1 2 3 4 5 6 7 8 9

31. How much can you motivate diverse students in low-income, elementary, Title 1 schools who show low interest in writing?

0 1 2 3 4 5 6 7 8 9

32. How much can you adjust your writing tasks to the proper level for individual students in diverse, low-income, elementary, Title 1 schools?

0 1 2 3 4 5 6 7 8 9

33. To what extent can you provide opportunities for your diverse student population, in low-income, elementary, Title 1 schools, to apply their prior knowledge to writing tasks?

0 1 2 3 4 5 6 7 8 9

34. To what extent can you help diverse students monitor their own use of writing strategies in low-income, elementary, Title 1 schools?

35. To what extent can you implement effective writing strategies for diverse students in your low- income, elementary, Title 1 classroom?

0 1 2 3 4 5 6 7 8 9

36. To what extent can you use flexible grouping to meet individual student needs for writing instruction in your elementary Title 1 classroom?

0 1 2 3 4 5 6 7 8 9

APPENDIX K: ADDITIONAL QUANTITATIVE DATA ANALYSIS TABLES

Additional SPSS Descriptive Statistics for Research Question 1

The following tables in Appendix K (see Table 29, 30, 31, and 32 below) include supplementary data analysis tables as generated by SPSS pertaining to RQ1. These tables provide additional information to support the statistically significant increase in efficacy but are not directly referred to in the body of the dissertation.

Table 29. Descriptive Statistics from SPSS Output

		Statistic	Std. Error	
CRTSEmeanpre	Mean	83.439	2.1657	
	95% Confidence Interval for Mean	Lower Bound	78.988	
		Upper Bound	87.891	
	5% Trimmed Mean	83.880		
	Median	84.000		
	Variance	126.631		
	Std. Deviation	11.2531		
	Minimum	58.0		
	Maximum	100.0		
	Range	42.0		
	Interquartile Range	12.0		
	Skewness	-.467	.448	
	Kurtosis	.014	.872	
CRTSEmeanpost	Mean	93.323	.7878	
	95% Confidence Interval for Mean	Lower Bound	91.704	
		Upper Bound	94.943	
	5% Trimmed Mean	93.616		
	Median	94.233		
	Variance	16.758		
	Std. Deviation	4.0937		
	Minimum	81.1		
	Maximum	98.8		
	Range	17.7		
	Interquartile Range	6.0		

Skewness	- .968	.448
Kurtosis	1.486	.872

Table 30. Test of Normality

Test of Normality	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
CRTSEmeanpre	.114	27	.200*	.952	27	.243
CRTSEmeanpost	.106	27	.200*	.931	27	.074

Table 30. Boxplot for Mean CRTSE Scores Pre and Post Intervention

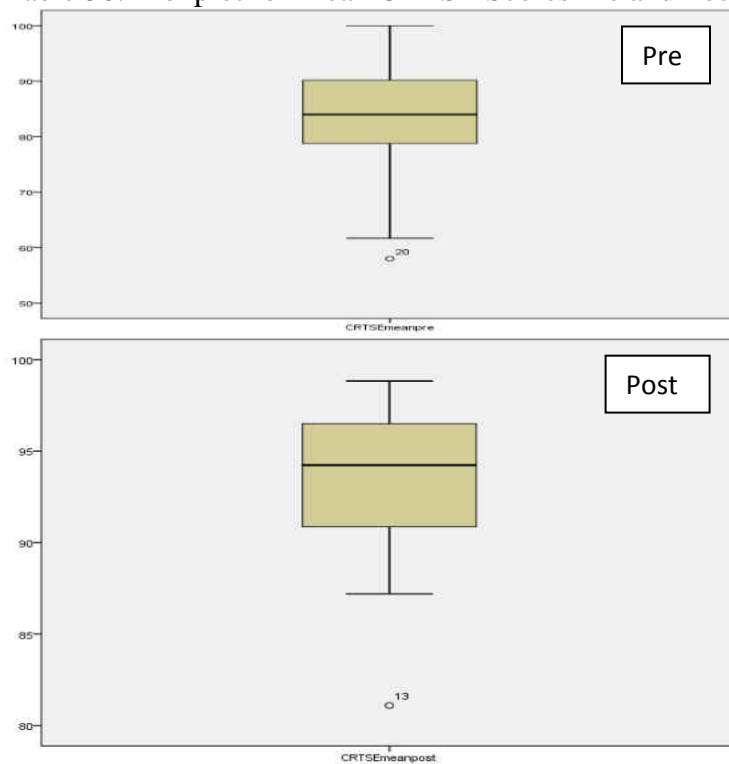


Table 31. Paired Samples Statistics Output

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	CRTSEmeanpre	83.439	27	11.2531	2.1657
	CRTSEmeanpost	93.323	27	4.0937	.7878

SPSS Descriptive Statistics for Research Question 2 – TSELI – T₁ Writing

The following tables in Appendix K (see Table 33, 34, and 35 below) include supplementary data analysis tables as generated by SPSS. These tables provide additional information to support the statistically significant increase in efficacy but are not directly referred to in the body of the dissertation.

Table 32. SPSS Tests of Normality

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
meanpre	.138	27	.200*	.967	27	.520
meanpost	.112	27	.200*	.952	27	.234

Boxplots for Mean TSELI-T1 Writing Pre and Post School-Based

Course

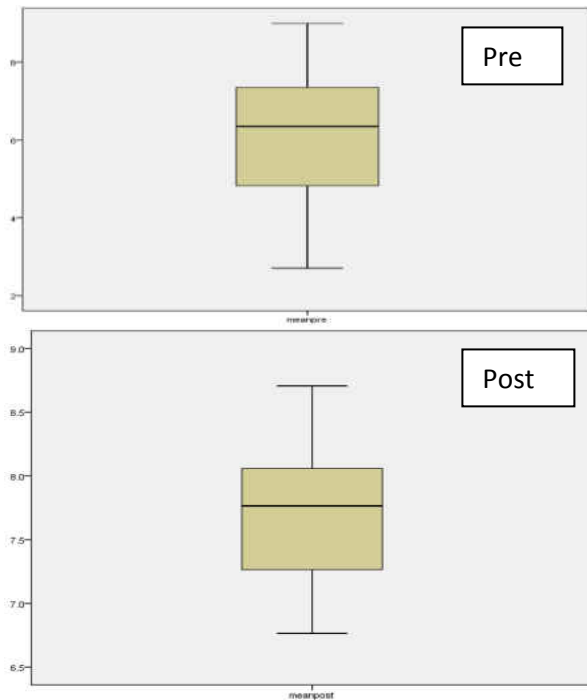


Table 33. Descriptives

		Statistic	Std. Error	
meanpre	Mean	6.142	.3225	
	95% Confidence Interval for Mean	Lower Bound	5.479	
		Upper Bound	6.805	
	5% Trimmed Mean	6.176		
	Median	6.353		
	Variance	2.809		
	Std. Deviation	1.6760		
	Minimum	2.7		
	Maximum	9.0		
	Range	6.3		
	Interquartile Range	2.8		
	Skewness	-.414	.448	
	Kurtosis	-.490	.872	
	meanpost	Mean	7.695	.1060
95% Confidence Interval for Mean		Lower Bound	7.477	
		Upper Bound	7.913	
5% Trimmed Mean		7.689		
Median		7.765		
Variance		.303		
Std. Deviation		.5506		
Minimum		6.8		
Maximum		8.7		
Range		1.9		
Interquartile Range		.9		
Skewness		-.083	.448	
Kurtosis		-.691	.872	

Table 34. Paired T-Test Data for TSELI-T₁ Writing

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	meanpre	6.142	27	1.6760	.3225
	meanpost	7.695	27	.5506	.1060

APPENDIX L: SURVEY 4

**Survey 4 – Post Perceptions of Preparedness for Teaching in Title 1 Schools
Questionnaire (PPoP – T₁) POST ONLY**

The following section contains the post intervention questionnaire. The following open-ended questions are to be answered, with as much detail as you can provide. The survey is available electronically using Qualtrics and has been emailed to you.

1. Did you want to teach diverse students in low-income, elementary, Title 1 schools prior to this *LAE 4314: Language Arts in the Elementary School* course? Why or why not?
2. Do you want to teach diverse students in low-income, elementary, Title 1 schools now that you have had this *LAE 4314: Language Arts in the Elementary School* course?
If yes, please share the reasons why you want to teach diverse students in low- income, elementary, Title 1 schools.
 - a. If you indicated that you DO NOT want to teach diverse students in low-income, elementary, Title 1 schools, please share the specific reason (s) why you do not want to teach in a Title 1 school. (This information is confidential and will help in understanding how to better prepare preservice teachers for diverse classrooms in order to improve retention rates).
3. Do you feel more prepared to teach writing to diverse students in low-income, elementary, Title 1 schools after this course?
 - b. If yes, please share the reason (s) why you feel more prepared to teach writing at this point in time.
 - c. If no, please share why you do not feel more prepared to teach writing to diverse students in low-income, elementary, Title 1 classrooms at this point in time.
4. Look back at the scores of efficacy that you gave yourself before this course began (look at the CRTSE and the TSELI – T₁ Writing). Please reflect on whether you feel that you accurately estimated your efficacy, over-estimated, or under estimated your efficacy for culturally responsive teaching and writing specific literacy instruction in Title 1 schools. Please add detail to your response.

APPENDIX M: QUALITATIVE DATA TRANSCRIPTION

Post Perceptions of Preparedness for Teaching Writing in Title 1 School

Legend:

Yellow: no

Blue: yes

Question #1: Verbatim transcription generated by Qualtrics, 1) **Did you want to teach diverse students in low-income, elementary, Title 1 schools prior to this LAE 4314: Language Arts in the Elementary School course? Why or why not?**

- Before LAE 4314 I **did not want to teach students of low in-come** even though i did not mind students who were diverse. It **intimidated me** and I didn't think i would be able to handle it. Being a teacher is a tough job and **putting more on the plate made me second guess mvself.** ✓
- I was a bit **worried** about teaching students in Title 1 schools before this section. I was **afraid** due to some of the areas that the schools are located in and **thought that lack of parent involvement would mean lack of student involvement.** ✓
- Before this course, I was **unsure as to whether or my I could manage teaching title one students on my own.** However, I now see the "title one" title that is given to these students as almost offensive. They are just as capable (if not more capable) than average students. The only difference is that they **seem to want a deeper connection with teachers/pre service teachers than other students.** ✓
- I initially stated that **I don't have a preference** one way or the other. I still feel the same way. **I have worked with low income schools in the past** and I have worked with higher income schools and I have had great experiences in both settings. ✓
- If I am being completely honest, the **only reason** I truly considered teaching a diverse population of students in low-income, elementary, Title-1 schools was to be a **part of that five year program to pay off my student loans.** ✓
- **No**, I did not want to originally because I was **afraid that I would not be a good fit.** I was worried that i would get to caught up in the differences and in **trying to provide for them than really teaching them.** ✓
- I **did not want to teach in a low-income**, Title 1 school prior to this school. Growing up in suburban schools, and hearing about Title 1 school I **felt incapable of teaching these challenging students.** I was **concerned about making learning meaningful for students who have much more to worry about than school work.** ✓
- I was **very intimidated** to teach students of diversity in low-income, elementary, Title 1 schools prior to the LAE 4314 course. I **did not think I had the skills to effectively teach the students the way they needed to be taught.** I knew some strategies to help the students but I was **not confident enough** in my ability to use the strategy for effectiveness ✓
- **Yes because I have been in multiple schools** that are title one and **this experience made it even stronger.** ✓

- Again **no I did not want to teach students of diversity** in low-income, elementary, Title 1 schools because I **did not feel prepared or qualified** to do so. I had **never had much experience in schools like these,** and I did not think I would be able to succeed at teaching in that environment. ✓
- As mentioned in my pretest, I have **always had an interest in teaching in low-income, Title 1 schools.** After completing this course, I feel as if I have **strengthened my abilities** to teach diverse students. ✓
- **No, I did not want to teach students in Title 1 schools prior to this course.** I felt that I could not relate to these students and felt that I **would have trouble making connections to content that they are familiar with.** I also felt like I am more familiar and comfortable with students in non Title 1 schools. ✓
- Before taking this course I did not mind teaching in a Title one school, but I was **alittle scared about it** and would have rather worked in any other school setting. Now that I have been able to work in the school setting with these students, **I have seen how rewarding it is to see the progress and excitement in the students. I know that it will be a lot of work, but I feel that I have learned so much more about it now.** ✓
- **I honestly did not want to teach at a title 1 school when I graduate** because I felt like it would be too hard and emotional for me to handle. I felt like I do **not have the preparation and confidence to teach at a low income school.** ✓
- Before coming into this class it seemed **very intimidating** for me to teach in a title 1 school, but being in this class really allowed me to see that **working in a title 1 school isn't as different as I thought it would be.** It taught me to have confidence because I can do more then I think I can. I actually really enjoyed working in a title 1 school. ✓
- I never fully set my mind on teaching students of diversity in low-income, elementary, Title 1 school. Recently, I am extremely more interested in becoming an effective teacher in these schools. Even before this course, as I am completing my educational journey, I learn more and more everyday about students diversity they will bring with them into the classroom. **Being able to have students show and become proud of their diversity is something I wish to do.** ✓
- I didn't really have a preference when it came to teaching Title 1 vs. not Title 1 schools prior to taking this class. I **had volunteered in Title 1 schools prior to this class** and enjoyed the experience, and after volunteering at Midway I was able to see **how truly diverse the students are here.** I did enjoy it and can see myself teaching students in Title 1 schools in the future.
- **I did want to teach students of diversity** in low-income, elementary, Title 1 schools prior to this LAE 4314 course because I have **always wanted to make a real difference** in students, and these kinds of schools are where I **have always felt like I am most needed** for that.

- Although I answered yes prior to taking this class in the first pre-survey I took at the beginning of the semester I don't think I realized what I was agreeing to. That being said I know that I would love to teach in a Title 1 school. This opportunity has allowed me to grow and discover a passion within myself that I had previously not known. Although my passion for teaching extends to all spectrums of school atmosphere. The inspiration I achieved volunteering in a Title 1 school this past semester is something that has assured me that I could succeed as a Title 1 teacher. ✓
- I was interested to teach students of diversity in a low-income title 1 school because I wanted to get the experience and learn instructional strategies that will work for all types of students. When I hear a school is low income, Title 1, it does not make me look differently at the young students. I was eager to build a relationship with my student and see if I could make an impact in her life. ✓
- I never personally had a preference, but I guess if I had to choose, my answer would be no. I love children and I love working with them. However, when it comes to teaching students who come from low-income families, the children that get free or reduced lunch, some of them do not have the best home life. Even though I am their teacher and have to keep being so, I am still human. My heart goes out to them and it's hard to see students in those type of situations. ✓
- I never really had a preference on whether I would like to teach in a Title 1 school or not. But I have volunteered most of my time in Title 1 schools, and I have always felt welcomed in those settings and that my time there was beneficial for the students. ✓
- As I stated previously, I did not have a preference; however, actually attending a Title 1 school as a student might effect my bias. I do not see much difference between a Title 1 school and a non-Title 1 school other than the school demographics and socio-economic status. ✓
- Before I started my journey in LAE 4314, I did not want to. Personally I thought it would be easier to just not teach in a title 1 school. I thought that even their behavior, the school's environment or even the level of academics would be affected by this title. ✓
- Yes I did, and I still stand with the reasoning. I think that I will have more of an impact on students and help them find their way into liking education and being excited about having something they can control, like their grades and their assignments. ✓

Notable quotations from PSTs:

- Yes because I have been in multiple schools that are title one and this experience made it even stronger. ✓
- Although I answered yes prior to taking this class in the first pre-survey I took at the beginning of the semester I don't think I realized what I was agreeing to. That being said I know that I would love to teach in a Title 1 school. This opportunity has allowed me to

grow and discover a passion within myself that I had previously not known. Although my passion for teaching extends to all spectrums of school atmosphere. The inspiration I achieved volunteering in a Title 1 school this past semester is something that has assured me that I could succeed as a Title 1 teacher. ✓

Structural Descriptions - Reasons for Not wanting to Teach in Title 1 Schools

1. ***Unprepared:*** Lack of experience, skill and preparation leading to distinct lack of confidence for an unfamiliar environment/situation
2. ***Perceived Level of Difficulty*** of Title 1 Teaching
5. ***Misconceptions*** about Title 1 students, school, or community

PPoP – T₁: Verbatim transcription generated by Qualtrics for Question 2

2) Do you want to teach diverse students in low-income, elementary, Title 1 schools now that you have had this *LAE 4314: Language Arts in the Elementary School* course?

a) If yes, please share the reasons why you want to teach diverse students in low-income, elementary, Title 1 schools.

b) If you indicated that you DO NOT want to teach diverse students in low-income, elementary, Title 1 schools, please share the specific reason (s) why you do not want to teach in a Title 1 school. (This information is confidential and will help in understanding how to better prepare preservice teachers for diverse classrooms in order to improve retention rates).

Verbatim transcriptions generated by Qualtrics for Question #2 on the PPoP – T₁

Questionnaire

- Now that i have taken LAE 4314 I would not mind teaching a class of low income and diversity. I have now worked with a children who are diverse with low income and there is barely a difference what so ever. If anything i have noticed that these students are more passionate about their work and they take school as a privilege. I also would like to accept the challenge and provide the best education for all of my students because now I am confident that i can.
- I would love to teach students in low income and title 1 schools now. These students need people in their lives to drive them to be successful. They want to be able to work hard and they need the kind of support that I know I know I could give them. Many parents of children in Title 1 schools might not speak English and I am willing to work with those parents so that they can understand what is going on in the classroom and how their children are being educated. Too often, these schools are put down and forgotten, but i know they have the potential to be great schools. Midway has taught me that.
- I would love to teach in a title one school honestly. I think the kids are so happy and full of love, and are so eager to build a connection with their teachers. If great teachers who truly have a passion for students are paired up with students like these, the opportunities are endless.
- I am absolutely open to teaching students of diversity in low income Title one schools. I have had a wonderful time getting to know my little Knight through this experience. I also don't believe that just because a school is "low income" or Title 1 that they students are very different than the students from upper/middle class backgrounds. I believe that if a teacher can make a connection with their students, they are capable of having a wonderful class.
- It is exciting to create a love for writing in the many low-income and diverse students that

you meet at these schools. Many of them do not have the support at home to instill this love, so that is where I come in! That is one of the main reason I want to teach this population of students. Another reason would be that these students need an extra amount of love and care for their ability to learn because many do not receive that at home. I am certain I have the capability to support them all in their learning.

- Yes I would want to teach in title 1 schools. It is so rewarding. The students in these schools seems to appreciate the help they get at school so much more than other non-title 1 schools. I also feel as if I would make a bigger difference in the community teaching in an area that may need a light.
- I'm undecided. After LAE 4314, I realized that students in a Title 1 school really only need and want love and attention. These students will strive to learn if they are being cared for and respect is given. I would love to make a difference in the lives of these students. I am still hesitant because I am afraid I will not be able to separate work and personal.
- I would love to experience more of teaching students of diversity in low-income, elementary, Title 1 schools now that I have had this opportunity. At first, when I hear title 1 schools I was a little intimidated because I didn't think i had the skills and knowledge to work with the students. This experience has opened my eyes to realize these students are just like any other student. It's the students in Title 1 schools that need the help and support from teachers even more. I want them to benefit immensely from what I feel like I can give them.
- Yes, one reason for that would be it is so much more rewarding because the students know you are making a difference in their life. Another reason is that I can make a difference and be a role model for these students that might not have one.
- Yes. After having the experience from this class I have seen that I actually am able to teach diverse students. One reason is the amazing connection I made with my buddy. She was so excited to see me every week, and I could tell she really wanted to learn from me. The card she wrote me at the end of the semester, and the polished piece of writing she shared blew me away and gave me a passion to teach more students like her. I also felt accomplished after seeing my buddy make progress, as well as the progress my classmates' buddies made. I don't think teaching in a Title 1 school is such a daunting task anymore, and I feel like the reward of seeing your students' accomplishments is even greater at schools like these.
- I want to teach in this environment because I feel that every child should be given the chance to succeed. It takes willing teachers who are passionate about teaching to make that happen. The students in Title 1 school environments are diverse and require specific needs to be met. As a teacher, I feel as if it is my responsibility to provide students the most accommodating education as possible.
- After taking this course, I feel that I would be more likely to accept a position as a teacher in a Title 1 school than I was before. After this experience, I realized the positive

impact I can have on a child's life, even if we come from different backgrounds. I also realized that it is not hard to connect with these students as I thought it would be. They are still interested in many of the same topics as me and even had similar background knowledge in some areas.

- Now that I have taken this course, I would like to teach in a Title one school. I will not be scared to apply to them. I really feel like teaching in a Title one school is so much more rewarding. I also feel like there is such a better connection that the teacher makes with each of his/her students in these schools. Lastly, the school as a whole is so much more connected and everyone on the staff is there for everyone else it seems like.
- I would not mind teaching at a low income school because I am now getting very comfortable here. I really have a heart for all these students and want to be there to make a difference. After being at a Title 1 school, I have come to really want to be a part of their academic lives. I want to see them succeed.
- Yes I want to teach in a Title 1 school. I think that title 1 schools have such an atmosphere of community and I think the students react so well to that. Another reason I want to teach at a title 1 school is because I truly feel like I will be able to work with any school now that I have taken this class. I don't think I should focus on that part of the
- I am constantly learning that students bring such a tremendous amount of diversity to the classroom. I want to be able to learn about my diverse students and use that information to incorporate it into my teaching methods and to make the students feel a sense of safeness within a positive classroom. I want to become the best positive role model for my students, no matter the differences that exist within my classroom.
- Yes-The students here are very hardworking, and it the atmosphere of the school as a whole was very welcoming. The students seemed to really enjoy learning and were excited to have us every week.
- As I said on the survey before taking this class, I do want to teach students of diversity in low-income, elementary Title 1 schools, and this still holds true. Taking part in this class and in this opportunity only pushed me further toward wanting to have a career in schools like Midway. Throughout this semester, I have seen how much progress one child can make and how much confidence can change a student's whole perspective, and that's what I want to do. I want to make a change and I feel as though these schools are the best place to do so. Like I said before, this is where great teachers are needed the most, and so I want to do as much as I possibly can with what I know about how to educate our future.
- Yes, teaching in a Title 1 school would allow me the opportunity to become a part of an environment that is striving to achieve greatness. It would grant me the position to gain knowledge in a field that I feel could help me grow significantly in my career. Learning new ways to reach students and working in a diverse atmosphere is something I feel would make me feel inspired.

- In the future, I will not look for a school that is low-income, but if a job opportunity becomes available I will take it whether it be an A school or a Title 1 school. I wouldn't mind teaching diverse students in low income schools because they are still kids. We teach kids. When we receive our teaching degree from UCF, THERE is not a title saying we only teach A schools, or gifted students. In our job description, we teach all children. I would love to make an impact in students' lives by giving them the best education they deserve. Once the teacher establishes classroom management and behavior management, teaching students from a low-income school will be less challenging.
- Yes I do. One, I have had the best experience at this school. The students were great, willing to learn, and always ready to work. Second, I probably won't have a choice where I first get to teach. The position that is available is the one I have to take. So it doesn't matter what type of school I will work at in the future. I am going to be the best teacher I can be and make a difference in my students' lives.
- I would like to teach students of diversity in low-income elementary schools. I feel like that is where I can do and provide the most for my students. I want to help my students find their way out of struggling situations, and let them know that their lives are purposeful and meaningful. And unfortunately, I feel like that way of thinking for them is often tossed to the waste side.
- Yes, I would teach in a Title 1 school. I would teach in a Title 1 school because I believe that the school would provide a lot of support for their teachers and sometimes even have the most passionate teachers in their classrooms. I believe the teachers would be passionate more than other places because they know that though their might be challenges, educating the children is the most important thing. Another reason I would teach in a Title 1 school is because the socio-economic status of my students is not a deciding factor on how great of a teacher I could be. I believe that challenges and adversities add to the culture of a school.
- Now that I have taken this course with this extraordinary opportunity to go to a classroom and have a one-on-one time with a student, it definitely changed my perspective on things. Now I actually want to teach in a title 1 school. It has inspired me to become a better person and to take a look at the bigger picture. That this teaching experience is not about me but it is about them. Also, I am grateful to see a student's progress. Nothing says achievement better than seeing a student become better than they were yesterday. There is always room for improvement.
- Yes I would still like to teach at a title 1 low-income school. The reasons being I want to be able to help students in a way that they might not know they needed help, and two I want to impact their lives in a positive way and make sure they know that no matter what there will always be something they are good at, academically or otherwise.

- I definitely feel that I would want to teach lower-income students in the future. I think this school is a great and I am so thankful to have had the opportunity to work here. I would want to teach these children because I know that it is so much more than being their teacher to them; you are also their role model and confidant to name a few. I also think it is more rewarding to see growth in these students knowing that they may not come from the best home or not have a lot of resources, but are still able and excited to achieve greatness.
- I feel that I am now more prepared to teach diverse students at a low-income, elementary, Title 1 school, especially in language arts. I feel this class taught me a lot of ways to differentiate instruction for students who need it.

PPoP – T1: Question #3 – Verbatim transcription from Qualtrics

3. Do you feel more prepared to teach writing to diverse students in low-income, elementary, Title 1 schools after this course?
 - a. If yes, please share the reason (s) why you feel more prepared to teach writing at this point in time.
 - b. If no, please share why you do not feel more prepared to teach writing to diverse students in low-income, elementary, Title 1 classrooms at this point in time.

****See text responses on next page**

Text Response for Question #3 – generated by Qualtrics

Yes I do feel more prepared to teach writing to students of diversity in Title 1 schools. Now that i have worked one on one with a child of this school (who was a delight but a handful) i have gained the confidence to take on a whole classroom. They bring so much personality and energy to the table that i think i would not have a problem.

I feel much more prepared. It is one thing to give someone strategies to use in the classroom and another thing to actually act upon those strategies. I want to know that kinds of things that will work now, I don't want to have to wait until internship to try out activities that are fresh in my head now.

I most definitely feel more prepared to teach writing to title one students. At the beginning (and even throughout the semester) I felt as if I was making no impact. However, when it came time to look back at everything we've completed throughout this semester, i couldn't believe the progress he had made. I think seeing an individual student's growth like this is what truly will motivate me to want to teach in a "title one" school.

Yes I absolutely do feel more prepared to teach writing to students of diversity in Title 1 schools. This experience has given me the opportunity to really get to know my little Knight. I have observed at Title 1 schools in the past but I have only seen how the teacher interacts with her students and how they behave in her classroom. I loved getting to have this personal experience. I also have never been a good writer but I think that teaching writing and reviewing some of the basic concepts of writing has helped me improve writing myself.

I definitely feel more prepared because I now know countless strategies to incorporate writing in the classroom, and how to make writing exciting. Who knew writing could be this fun??

Yes, I do feel more prepared. I don't think I would ever be fully prepared because it takes experience to feel as prepared as you should. After this course, I have learned that even if the school is title 1, they are still children who are eager to learn. Their home life doesn't define them.

I definitely feel more prepared to teach writing in a Title 1 school. We have learned so many techniques and gained resources to use in teaching these students. Being able to work one on one with a student gave me the experience to change my lesson on the spot and adapt to his needs, which is important in any school, but especially Title 1.

Yes, after taking this course I feel more prepared to teach writing in Title 1 schools. Having the one on one experience and learning from my mistakes the first couple weeks made a huge difference in my confidence level. I learned that it is important to be very flexible when teaching students, especially students of diversity. I always had a back-up lesson plan just in case the one I was prepared to teach did not go over well.

I feel more prepared to teach writing for a couple of reasons. The first is, that I have now taught writing so I know what to expect. The second reason, is all the strategies that had been provided really helped when teaching. Lastly, reflecting on it once i was done teaching it really made me think of ways I can improve for the future.

Yes. Now that I have had this experience I feel more prepared. I still do not feel 100% confident, however I don't think any teacher should feel like they know it all. We should always be learning. The knowledge I gained and the practice I got from working with my buddy week to week is priceless. I have so much more experience to work with now, and I feel more confident than I did before.

After completing this course, I feel more confident in my abilities to teach writing to students of diversity in Title 1 schools. Throughout this course, Professor Blanch has exposed us to many strategies and techniques that can be used to accommodate students of diversity.

I do feel more prepared to teach writing to students of diversity after taking this course. I have grown up in a predominately white, affluent town, so I did not know what Title 1 schools were like. I was not sure how to teach these children or relate to them. This experience made me realize that children are so much alike, no matter the culture, background, or economic status. The student I worked with was just as excited about school, friendships, and play as any other student in a non-Title 1 school would be. My student loved to write, so it was very easy to get him interested in my lessons.

I do feel more prepared to teach writing to the diversity of students now. I was scared at first because there are so many diverse students in the classroom it is hard to keep them together and on task. I had a high student and a low student and I had to figure out what ways and strategies I could use to keep them both working as hard as they can without one finishing superfast and having nothing to do, or the other feeling like she is not that good at writing because she is not as good as the other. I have learned throughout this experience that as long as I am able to let them write about things that they care about and enjoy writing about, they will have fun doing it and in the end they will be successful. Letting the students have fun with writing is one of the most important parts about a writing unit, but connecting with the students and learning more about them through writing will be more joyful for both the students and the teacher.

Yes, I feel more prepared to teach writing to students because of my experience at Midway Elementary. I have learned what it takes to accommodate my lessons to fit the student's academic level and to provide them with the best support needed to succeed. If it weren't for this class, I do not know if I would feel prepared to teach writing to low income students.

Yes I think I could teach at a title 1 school. A lot of my thoughts of teaching at a title 1 school diminished when I actually got to work with the students. I feel as if actually getting to work with the students and hear how the other students in my class worked with their *little Knights* I learned so much from that. I learned how I can change a lesson to really fit any child.

After taking this course, I can say that yes, I do feel more confident in setting forth and teaching writing to my students of diversity. It is so wonderful to witness the diverse imagination and creativity of students. I think taking all of these factors and mixing them with writing will capture the students' interests and motivate them more to write great pieces.

Yes- I have learned so many strategies that would benefit all students when it comes to teaching writing, especially the diverse students of Title 1 schools. I was also able to practice these strategies each week to see how the students reacted to them, and it was great experience that will be beneficially to me in my internships and future career. I hadn't learned very much about teaching writing until I took this class, so I definitely feel more prepared to teach it now than I did before the semester began.

I definitely feel more prepared to teach writing to students of diversity in Title 1 schools now that I've taken this course because practice is the number one thing that helps me to learn and helps me to be a better teacher. Actually being able to work with students on their writing showed me what I didn't know before, and what I need to focus on to be better. I was able to see what each of my ideas did, and whether they worked or not. I learned from my mistakes, and have been able to see what I can do to further improve what did go well.

I feel much more prepared after taking this course. Being able to have this immersive experience in the classroom working with Title 1 students is one of the greatest things I have done academically. It has opened me up to a whole new spectrum of schools, and allowed me to gain a better perspective of non-title 1 verse title 1.

Yes, I feel more prepare to teach writing to students of diversity in Title 1 school after taking this course because I have learned a variety of ways to teach and implement writing strategies into my students. I have acquired a vast amount of resources about language art genres and type of activities to teach with them.

Yes I feel more prepared to teach these students. This class gave me an amazing experience by being able to work one-on-one with a child and help them improve their writing. It has prepared me with different methods and strategies that I can use to teach students in my future classroom.

I do feel more prepared to teach students of diversity in Title 1 schools now. I feel like I know how to approach them in my lessons and give them the most beneficial writing instruction as possible. I know that stressing about the mechanics of writing is not as important as the content of writing. I also know that students won't always do exactly what you will expect them to, and that your lessons won't go exactly as planned, but with being a teacher flexibility is key.

Yes, I do feel more comfortable to teach writing to students in general, not only students of diversity in Title 1 schools. Prior to this course, I had not truly ever had the experience of creating my own lesson plans and actually teaching them to a child. I believe that my formal and informal writing teaching experiences have allowed me to gain a lot from this experience. However, I wish I could have had more time to work on specific writing conventions and grammar. I do not believe that embedding it in a lesson works for every student.

This course made me feel much more prepared than I was before. I honestly thought that writing would be easy and that all kids already know these things. But to be able to apply the lesson plans and see the growth in the student just shows how hands-on teaching can really be. At some point, I will have my own classroom and I will have to adjust to each and every student that I will encounter as to meet their needs.

I definitely feel more prepared, I have been able to see some of the struggles that students go through, lack of confidence, lack of mobility to get to school, and even lack of motivation to do school work. Experiencing these things with my little buddy have given me the chance to be able to think of a way to possibly help or make sure that no matter what students are still getting what they need out of school/education.

I absolutely feel more prepared to teach these students. This was the first time I had the opportunity to have a one-on-one long-term relationship with a student and I know that I have learned so much from working with them. This course gave me so many 'tools to put in my toolbox' as far as ESOL students and diverse students. I also learned so much about writing which I did not know a lot about before. It always seemed like an overwhelming and broad topic before but this class helped break it down into all of the areas and helped me to see that I could successfully teach this important topic.

Yes, I do feel that I am more prepared because I have learned more how to differentiate material to fit many students' needs. I believe that not every student learns the same way so this class helped me to find new ways to cater to each student's needs.

PPoP – T1: Question #4 – Verbatim transcription from Qualtrics

4. Look back at the scores of efficacy that you gave yourself before this course began (look at the CRTSE and the TSELI – T₁ Writing). Please reflect on whether you feel that you accurately estimated your efficacy, over-estimated, or under estimated your efficacy for culturally responsive teaching and writing specific literacy instruction in Title 1 schools. Please add detail to your response.

Legend for Question #4

- under-estimated efficacy prior to school-based experience
 - accurately estimated efficacy prior to school-based experience
 - over-estimated efficacy prior to school-based experience
-
- Looking back I may have under estimated my level of confidence. It worried me that these children had come from different backgrounds than myself and i did not know if i was going to be able to grow a connection and really break through to them. I learned that it was very easy to grow a connection with the students and their background just makes them who they are. Some student’s background will affect their academic abilities and a professional teacher needs to be able to work around that and provide them the best education possible.
 - I believed that I estimated pretty accurately. I was confident going in and the experience just supported the confidence that I had and helped to boost me up closer to the place that I know I need to be.
 - I don't think I judged my own comfort at the beginning incorrectly, as I was pretty uncomfortable and unsure as to what the experience would be like. However, my after survey really depicts how much I think I've grown as an individual and educator. I genuinely believe I've made a lot of progress, and that wouldn't have been possible without this opportunity.
 - I think I was overly confident in my ability in my pre-course surveys. I believe I over estimated because I thought I had what it takes to teach diverse populations of students in the Title 1 school setting. Little did I know that this experience was a wake-up call and that I have a lot of learning left to do. I really enjoyed this experience and I love that I have had the opportunity to get real life experience working with students in the school setting.
 - I believe that I underestimated my ability. I was not sure what my ability was because I had never worked with a student in this specific population. Now that I have gained that experience, I feel confident that I can effectively teach this population of students.
 - I think I accurately graded myself. I feel more confident but when I was taking that survey, I know I would gain that confidence through practice. I also know that I set my standards high but I tend to reach those standards.

- I think at the time I accurately estimated my level of confidence for teaching diverse populations. I really had never seen a diverse classroom, and most of my service learning and field experience has taken place in suburban schools. It is difficult to know how to teach and work with students of diversity until you are actually in the schools. I was limited on strategies to use with EL students and how to teach writing to a wide audience. My confidence has absolutely grown throughout this course.
- Looking back I do not think I accurately estimated my confidence level in my ability. I feel like I WAS over-estimating my ability because I did not realize how much of differentiating instruction I was going to be doing. Going into the course I did not really have any expectations of what was going to happen or take place. This course was more in depth in the teacher to little knight tutoring sessions than I thought it was going to be. The first few sessions with my knight I felt a little stumped because I was not sure how to accurately and effectively get across what I wanted to. I thought I was more confident and prepared than I actually was. After a few weeks, I got into the swing of things and I think that was when my pre test scores were accurately estimated.
- I think I over estimated because I felt more confident at that time until we actually came to the school and started to teach. But, now that I taught and learned from it, I can say I am now at that point.
- I accurately estimated my efficacy. Many of my numbers were lower than 5 or 50. Today when I took these surveys I found myself using numbers higher than 5 and 50 because I do feel more confident now than I did before. I knew that I did not feel well enough prepared back then because I knew that I had barely any experience, and I think I accurately portrayed that in my previous survey.
- Prior to the completion of the class, I rated myself a 5 all-around. Looking back now as the semester has completed, I think that I accurately estimated my level of efficacy for teaching diverse populations of students in Title 1 schools. Going into the class, I have been exposed to a few Title 1 schools but I wasn't completely comfortable with what strategies and techniques work best for this type of atmosphere.
- I feel that I thought I would be less prepared than I actually was. Prior to this course, I was not sure how I would do teaching children in a Title 1 school. After getting to know my student and others in the class, I realized that my ability to teach to these children came very naturally. I felt very confident in my lesson plans and my method of instruction. I was able to connect to my student and created a bond with him. I underestimated myself because my love and ability for teaching will come through no matter the situation.

- I think that I overestimated on the CRTSE because I felt so confident before, but coming into this course I realized that I had a lot to learn. I am confident on it now, but I did not realize the amount of work is put into working with such a diverse class. Now that I have been able to work with students within a diverse class, I am able to see what strategies I can do and what different ways I can have them write and share their culture with the class. On the TSELI I feel like I had a proper gauge on my answers and it shows that I have grown, which I believe that I have grown throughout this course. Before I knew that I was not completely confident to work with students on their writing, but now I have gained so much confidence that I know I am ready to take into the classroom.
- I believe I recorded an accurate level of efficacy prior to taking this course. I know that I was not prepared for teaching writing to title 1 students, but now taking this course, I feel way more prepared. Prior to taking this course, I knew some strategies to help EL students and students with low income, but I was not confident. I rated myself as a 4-5 for most of the answers in the survey before taking this course and then rated myself an 8-9 after taking this course. I knew I was confident in some areas, but not fully confident to teach EL students at that moment. I believe that this course prepared me for low income schools as well as EL students coming in.
- I definitely over estimated my level of efficacy I feel like I was so confident in my teaching that I felt like I could, but I feel like actually sitting down with a student and teaching them weekly is when I learned so much. Before this I'm sure I could have used what I know and learned as I go, but I think this course really helped me in so many ways of what it is actually like to work with a student on writing. I think I felt like I knew how to teach it and that's why I overestimated myself. For example I don't think I would have known how to even really make a lesson or where to start with teaching writing. But now that I've been teaching with the students I feel like I know where to start and the different things I am able to teach students when teaching writing. Also I know how I can tweak lessons for all learners.
- I think I recorded a fair level of efficacy prior to taking this course. Most of the levels I chose sat in the middle, which only left room for me to learn more about that specific ability. There are things I am completely confident about, but also things I wish to learn more about to become the most effective teacher. Teaching students in general is hard, but bringing diversity into that can become even more difficult. I think maybe I had some doubt for myself dealing with teaching a diverse population before this course. It is hard to score yourself without having experience. Once the experience started, I slowly learned more of my strengths, and those things I need to work on. Even if I were to score myself at a perfect level for each ability, I believe there is always room to learn more.

- On the original CRTSE survey, I think I may have underestimated my ability to do certain things, but many of my responses have either remained around the same level or have increased. There are still many things that I am not 100% confident doing, but overall I think I feel more confident doing most of the things on the list than I did at the beginning of the semester. On the TSELI survey, I definitely feel that I overestimated my abilities at the beginning of the course, and I feel that the responses I gave then are more accurate today than they were when I originally took the survey. I gave myself a lot of 9's on the survey the first time around, and I think that I probably overestimated my abilities back in January. However, after everything I've learned this semester, I feel much more confident when it comes to teaching diverse populations in Title 1 schools.
- I think that I over-estimated my level of efficacy prior to taking this course because since I had never actually worked in a school like this (or at all really), I had no idea what it was really like. The scores I gave myself prior to this course are probably the scores I am actually at now, after taking this course. This course definitely improved my abilities, but I know I still have a lot more to learn and improve upon ahead, and only more practice can help me do that.
- Looking back at my pre-course surveys was quite interesting. In several areas I over-estimated my level of efficacy. Volunteering in a the Title 1 school this semester was a humbling experience that allowed me to gain so much confidence as a future teacher. It showed me that understanding something does not necessarily mean that you are 100% capable of putting it into action. I have worked in several schools, but never as closely with the students as I have this semester. I know that now the best way to learn is to be involved. Looking back now I feel a stronger sense of efficacy among my capabilities.
- Based off my pre-course surveys I rated my abilities accurately. I had some prior knowledge and experience adjusting lessons, providing assessments, and using a variety of teaching methods. However, there is always room for growth. After completing the course my pre-course survey will be consider underestimated. I have dramatically improved my skills and abilities to teach students because I am more knowledge about building a relationship, adapting instruction, addressing each students' culture, and communicating with parents.
- No I don't think I did. Like i've stated in the first question, it would've been difficult for me to teach my students when I know they are going through a tough situation. I also didn't have enough confidence in my teaching abilities. The thing is though, everyone, even children go through tough situations. You just deal with them and move on. I cannot stop being their teacher for any reason whatsoever. And I won't. I think now I have recorded an accurate level of efficacy but at the beginning of this course I sure didn't. I don't know why I didn't, I just was doubting if I was ever going to really be a good teacher. But today, the child I worked with throughout this whole course gave me a letter explaining that I helped improved her writing and that she'll miss me. That I made her happy. Just a little thing like that makes a person believe they are a good teacher. I think I should stop underestimating my teaching abilities.

- I do feel like I was quite accurate in my personal ratings of my abilities prior to this course, in regards to teaching writing. I think that I recorded myself accurately because I genuinely did not feel as if I was knowledgeable enough to teach students how to write. I didn't know where to start or what techniques to use. I may have underestimated my ability to teach diverse populations though. When it comes to teaching students of diverse populations I feel like I can find reading materials and can use their prior knowledge in forming assignments for my students. I can model great techniques of writing for my students and give them targeted feedback. This course actually really showed me how it is important to be specific with the feedback I give my students and help them improve in any way possible.
- I believe that I accurately estimated my level of self-efficacy prior to taking this course. For example, I scored myself a 50/100 on being able to "greet English Language Learners with a phrase in their native language" because I only know English and Spanish. Although a large portion of ELLs are Spanish-speaking, I do not believe that I could greet them all. Also, I scored myself a 95/100 on being able to "develop a personal relationship with my students" because I believe that I know enough ice breaking activities to connect with students be able to adapt my lessons to their interests.
- Looking back as I compared my pre-course surveys, I would definitely say that my confidence level has risen, not drastically but it still improved. There were some questions that I definitely under-estimated my abilities. It is a different experience to be reading books and learning behind a computer compared to actually applying the lessons and adapting to the students' needs. Let's just say that I can't really know what I'm capable of doing until I try it. The first thing to do is boldly take that first step. It's either I succeed or I learn.
- After looking at my pre-course surveys I think that I accurately estimated the level of confidence in my ability for teaching diverse populations of students in Title 1 school settings. I think I estimated accurately because this isn't the first time I have worked in a Title 1 school. I have been working with another school on my own time for about a year now. I do however think that the course has bettered me as a preservice teacher, because opposed to my other experience I was able to work one-on-one with a specific student rather than a whole classroom. I definitely think I am more prepared in the sense that I don't feel as worried about having to think on my feet to solve problems, because working with my little knight has helped me learn to be flexible in my lessons. I was also able to see myself more as a professional through this course, I don't know why exactly but I just felt like this course helped me take a step forward in the right direction. I feel like mini lesson plans are not as intimidating, I learned to make connections with texts and the student, and I learned how to make a professional connection with my little knight.

- I think I did record an appropriate level of efficacy. My numbers were certainly lower than they are today which is a great sign. I scored myself high on things like making students feel that they are important members of the classroom or developing relationships which I still scored myself highly on now. I think I overestimated on some areas such as establishing positive home-school relationships. This class did a great job of teaching us how to communicate with families at home, and made me realize how little I knew on the topic.
- Yes I do believe that I recorded an accurate level of efficacy because I think I should be learning new information with each and every college class that I take so I feel this class did help me as a future educator.

REFERENCES

- American Association of Colleges for Teacher Education (AACTE). (2010). *Reforming teacher preparation: The critical clinical component*. Washington, DC: American Association of Colleges for Teacher Education.
- American Institute of Research (AIR). (2015). *A million new teachers are coming: Will they be ready to teach?* Washington, DC: Education Policy Center. Retrieved from: <http://educationpolicy.air.org>.
- Alexander, K., Entwisle, D., & Olson, L. (2014). *The long shadow*. New York, NY: Sage.
- Anderson, J., & Eppard, J. (1998). Van Kaam's method revisited. *Qualitative Health Research*. Retrieved from: <http://qhr.sagepub.com>.
- Applebee, A. N., & Langer, J. A. (2006). The state of writing instruction in America's schools :What existing data tell us. *Center of English Learning and Achievement*, 1–36. Retrieved from <http://cela.albany.edu>.
- Applebee, A. N., & Langer, J. A. (2009). What's happening in the teaching of writing? *English Journal*, 98(5), 18-28.
- Ashton, P. (1984). Teacher efficacy: A motivational paradigm for effective teacher education. *Journal of Teacher Education*, 35(5), 28-32. DOI: 10.1177/002248718403500507
- AVID. (n.d). *K-12 public funding*. Retrieved from: <http://www.avid.org>.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W. H. Freeman.
- Berg, N. (2012). U.S. urban population is up...but what does “urban” really mean? *The Atlantic City Lab*. Retrieved from: <http://www.citylab.com&>
- Blanch, N., & Roberts, S. K. (forthcoming, 2016). Teacher retention in Title 1 schools: An exploratory phenomenology of teachers who stay. *PHILLIS: The Journal for Research*

- on African American Women*, 4(1), 76-91. Washington, DC: Delta Research and Educational Foundation.
- Brown, E. (2015, April 30). Study: Far fewer new teachers are leaving the profession than previously thought. *The Washington Post*. Retrieved from: <https://www.washingtonpost.com/news/local/wp/2015/04/30/study-new-teacher-attrition-is-lower-than-previously-thought>.
- Camarota, S.A. (2011). A record-setting decade of immigration: 2000 – 2010. Center of Immigration Studies. Retrieved from www.cis.org.
- College Entrance Exam Board. National Commission of Writing in America's Schools and Colleges. (2003). The neglected "R": The need for a writing revolution. New York, NY: College Board.
- Conner, J. O. (2010). Learning to unlearn: How a service-learning project can help teacher candidates to reframe urban students. *Teaching and Teacher Education*, 26, 1170-1177. DOI: 10.1016/j.tate.2010.02.001.
- Council for the Accreditation of Educator Preparation (CAEP). (2013). *CAEP accreditation standards and evidence: Aspirations for educator preparation*. Recommendations from the CAEP Commission on Standards and Performance Reporting to the CAEP Board of Directors.
- Creswell, J. W., Plano Clark, V. L., Gutman, M. L., & Hanson, W. E. (2003). Advanced mixed methods research designs. In A. Tashakkori & C. Teddie (Eds.), *Handbook of mixed methods in social and behavioral research*, 209-240. Thousand Oaks, CA: Sage.
- Crouch, S. (2012). *The United States of education: The changing demographics of the United States and their schools*. Centre for Public Education. Retrieved from:

<http://centreforpubliceducation.org>.

- Culham, R. (2003). *6 + 1 traits of writing. The complete guide, grades 3 and up*. New York, NY: Scholastic Professional Books.
- Curry, L. A., Nembhard, I. M., & Bradley, E. H. (2009). Qualitative and mixed methods provide unique contributions to outcomes research. *Circulation, 119*, 1442-1452. Retrieved from: <http://circ.ahajournals.org>.
- Davis, D. (2007). The Los Angeles riots revisited: The changing face of the Los Angeles unified school district. *Educational Studies, 42*(3), 213-229.
- Dewey, J. (1938). *Experience and education*. New York, NY: MacMillan.
- Edmonds, W. A., & Kennedy, T. D. (2013). *An applied reference guide to research designs: Quantitative, Qualitative, and Mixed Methods*. Thousand Oaks, CA: Sage, 213 pages.
- Freedman, S. W., & Appleman, D. (2009). In it for the long haul: How teacher education can contribute to teacher retention in high-poverty urban schools. *Journal of Teacher Education, 60*(3), 323 – 337. DOI: 10.1177/0022487109336181.
- Gay, G. (2013). Teaching to and through cultural diversity. *Curriculum Inquiry, 43*(1), 48-70.
- Glenn, W. J. (2012). Developing understandings of race: Preservice teacher candidates' counter-narratives: Constructions of people of color in young adult literature. *English Education, 44*(4), 326 – 353.
- Gonzalez, N., Molls, L. C., & Amanti, C. Molls, L. C. (2005). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. Mahwah, NJ: Routledge.
- Gordon, R., Kane, T. J., & Staiger, D. O. (2006). *Identifying effective teachers using performance on the job*. Washington, DC: The Hamilton Project, Brookings Institution.
- Graham, S., & Perin, D. (2007). *Writing Next: Effective strategies to improve writing or*

adolescents in middle and high school. A Report to Carnegie Corporation of New York; NY: Alliance for Excellence Education.

Graham, S., & Perin, D. (2007). A meta-analysis of writing instruction for adolescent students. *Journal of Educational Psychology, 99*(3), 445-476.

Haberman, M. (1996). Selecting and preparing culturally competent teachers for urban schools. In J. Sikula (Ed.), *Handbook of research on teacher education*, 747-760, New York, NY: MacMillan.

Hahs-Vaughn, D. L., & Lomax, R. G. (2012). *An introduction to statistical concepts. 3rd Edition.* New York, NY: Routledge.

Hudson, P. (2010). School-based experiences: Developing primary science preservice teachers' practices. *Journal of Science and Mathematics Education in Southeast Asia, 33*(2), 149-167.

Ingersoll, R. (2003). The Teacher shortage: Myth or reality? *Educational Horizons, 81*(3), 146–152. Retrieved from:
http://elearning.space.us/Library/EDUC_594_EDIT_610/NTFL_Readings/NTFL_Readings_Week_1/The_Teacher_Shortage_Myth_or_Reality.pdf

Klise, K., & Klise, M. S. (2012). *Grammy Lamby and the secret handshake.* New York, NY: Macmillan.

Kolb, A. Y., & Kolb, D. A. (2011). *Experiential learning theory; A dynamic, holistic approach to management learning, education and development.* Cleveland, OH: Weatherhead School of Management. London: SAGE..

Kruger, J., & Dunning, D. (1999). Unskilled and unaware of it: How difficulties in recognizing one's own incompetence lead to inflated self-assessments. *Journal of Personality and*

Social Psychology, 77(6), 1121-1134

Ladson-Billings, G. (2001). *Crossing over to Canaan: The journey of new teachers in diverse classrooms*. San Francisco, CA: Jossey-Boss.

Ladson-Billings, G. (2007). Pushing past the achievement gap: An essay on the language of deficit. *Journal of Negro Education*, 76(3), 316-323, 525.

Levine, A. (2006). Educating school teachers. The Education Schools Project. Retrieved from: <http://www.edschools.org/teacher-report.htm>.

Max, J., & Glazerman, S. (2014). *Do disadvantaged students get less effective teaching? Key findings from recent institute of education sciences studies*. National Center for Education Evaluation and Regional Assistance. Institute of Education Sciences. Washington, DC. Retrieved from: <http://ies.ed.gov/ncee/wwc>.

McDonnough, J. T., & Matkins, J. J. (2010). The role of field experience in elementary preservice teachers' self-efficacy and ability to connect research to practice. *School Science and Mathematics*, 110(1), 13-23. DOI: 10.1111/j.1949-8594.2009.00003.x

Means, A. (2008). Neoliberalism and the politics of disposability: Education, urbanization, and displacement in the new Chicago. *Journal for Critical Education Policy Studies*, 6(1). Retrieved from: <http://www.jceps.com/PDFs/6-1-03.pdf> (Links to an external site).

Migration Policy Institute. (pooled 2009-2013). *MPI data hub: Migration facts, stats, and maps*. U.S. Department of Homeland Security, Office of Immigration Statistics, Yearbook of Immigration Statistics. Retrieved from: <http://www.dhs.gov/files/statistics/publications/yearbook.shtm>.

Milner, R. (2012). *Start where you are, but don't stay there: Understanding diversity, opportunity gaps, and teaching in today's classrooms*. Cambridge, MA: Harvard

Education Press.

Milner, R. (2012). But what is urban education? *Urban Education*, 47(3), 556-561.

Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: SAGE Publications, Inc. DOI: <http://dx.doi.org/10.4135/9781412995658>.

Morris, L. H. (2007). *Joy, passion, and tenacity: A phenomenological study of why quality teachers continue to teach in high-challenge urban elementary schools*. Norman, OK: University of Oklahoma Dissertation.

National Council for Accreditation of Teacher Education. (2002). The Nation's Report Card

National Council for Accreditation of Teacher Education. (2007). The Nation's Report Card

National Council for Accreditation of Teacher Education. (2010). *Teacher education through clinical practice: A national strategy to prepare effective teachers*. Report of the Blue Ribbon Panel on Clinical Partnerships for Improved Student Learning. Washington, DC: NCATE

National Center for Education Statistics. (2014). *Fast facts: Title 1*. Retrieved from: <http://nces.ed.gov>.

National Council on Teacher Quality. (2013). *Teacher prep review: A review of the Nation's teacher preparation programs*. Washington, DC. Retrieved from: <http://www.nctq>.

National Research Council. (2010). *Preparing teachers: Building evidence for sound policy*. Washington, DC: The National Academies Press.

Oberg De La Garza, T., & Moreno Kuri, L. (2014). Building strong community partnerships: Equal voice and mutual benefits. *Journal of Latinos and Education*, 13(2), 120–133. doi:10.1080/15348431.2013.821064.

- Office of Economic & Demographic Research. (2010). Florida 2010 census detailed state profiles. *Office of Economic & Demographic Research*. Retrieved from: <http://www.edr.state.fl.us>.
- Olsen, B., & Anderson, L. (2006). Courses of action: A qualitative investigation into urban teacher retention and career development. *Urban Education, 42*(5), 5-28.
- Pearson, P. D., & Gallagher, M. C. (1983). The instruction of reading comprehension. *Contemporary Educational Psychology, 8*, 317-344.
- Peterson, P. E., & West, M. R. (Eds.). (2003). *No child left behind?: The politics and practice of school accountability*. Washington, DC: Brookings Institution Press.
- publicschoolsK12.com (n.d.). Midway Elementary School: Demographics. Retrieved from: <http://publicschoolsK12.com/elementary-schools/fl/seminole-county/120171001882.html>.
- Ritchie, S., Cone, N., Sohyun, A. & Bullock, P. (2103). Teacher education for social change: Transforming a content methods course block. *Comparative Education, 15*(2), 63-83. Retrieved from: http://www.tc.columbia.edu/cice/pdf/28172_15_02_Ritchie_et_al.pdf.
- Ronfeldt, M., Loeb, S., & Wyckoff, J. (2012). How teacher turnover harms student achievement. *Center of Education Policy Analysis, 50*(1), 4-36.
- Rust, F. O. (2010). Shaping new models for teacher education. *Teacher Education Quarterly, 37*(2), 5 – 15.
- Ryan, M., & Healy, A. (2009). It's not all about school: Ways of disrupting pre-service teachers' perceptions of pedagogy and communication. *Teaching and Teacher Education, 25*(3),424-429.

- Silverman, S., & Davis, H. (2009). *Teacher efficacy: How teachers develop self-efficacy beliefs*. Retrieved from: <http://www.education.com>).
- Siwatu, K. O. (2007). *Exploring the factors that influence preservice teachers' culturally responsive teaching self-efficacy and outcome expectancy beliefs*. University of Nebraska Doctoral Dissertation.
- Siwatu, K. O. (2011). Preservice teachers' sense of preparedness and self-efficacy to teach in America's urban and suburban schools: Does context matter? *Teaching and Teacher Education, 27*, 357-365.
- Swars, S. L., & Dooley, C. M. (2010). Changes in teaching efficacy during a professional development school-based science methods course. *School Science and Mathematics, 110*(4), 193-202. DOI:10.1111/j.1949-8594.2010.00022.x.
- Timperley, H. S., & Phillips, G. (2003). Changing and sustaining teachers' expectations through professional development in literacy. *Teaching and Teacher Education, 19*, 627-641.
- Tschannen-Moran, M., Woolfolk Hoy, A., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research, 68*, 202-248.
- Tschannen-Moran, M., & Johnson, D. (2011). Exploring literacy teachers' self-efficacy beliefs: Potential sources at play. *Teaching and Teacher Education, 27*(4), 751-761. DOI: 10.1016/j.tate.2010.12.005.
- Troia, G. A. (2009). Research in writing instruction: What we know and what we need to know. *Shaping literacy achievement: research we have, research we need*. New York, NY: Guildford Press.
- United States Census Bureau (2015). *State and county quick facts*. American Community

- Survey, Census of Population. Retrieved from: <http://www.quickfacts.census.gov>.
- U.S. Department of Education (2002). *No Child Left Behind Act of 2001: Reauthorization of the Elementary and Secondary Act Legislation and Policies Website*. Retrieved from <http://www.ed.gov/offices/OESE/esea>
- United States Department of Education. (1983). *A nation at risk: The imperative for educational reform*. Retrieved from: <http://www2.ed.gov/pubs/NatAtRisk/index.html>
- United States Department of Education (2007). *The nation's report card: Reading 2007: Executive summary*. National Center for Education Statistics. Institute of Educational Sciences. Retrieved from: <http://www.nationsreportcard.gov>.
- United States Department of Education. (2008). *A Nation Accountable: Twenty-five Years After A Nation at Risk*. Washington, DC:
- United States Department of Education. (2010). Improving teacher preparation: Building on innovation. *Great Teachers Matter*. Retrieved from: <http://www2.ed.gov/teacherprep>.
- United States Census Bureau (2013). Demographic analysis 2010: Sensitivity analysis of the foreign-born migration component. Bhaskar, R., Arenas-Germosen, B., & Dick, C.U.S. Census Bureau, working paper no. 98. Retrieved from: <http://census.gov>.
- United States Census Bureau. (2012). Growth in urban populations outpaces rest of nation, Census Bureau reports. *Newsroom Archive*. Retrieved from: <http://www.census.gov>.
- United States Department of Education. (2014). *Teacher attrition and mobility: Results from the 2012-13 teacher follow-up survey*. Washington, DC: National Center for Educational Statistics. Institute of Education Sciences.
- United States Department of Education. (2015). *Fundamental Change: Innovation in America's*

- schools under Race To The Top*. Washington, DC: Office of Elementary and Secondary Education. Retrieved from: <http://www2.ed.gov>.
- United States Department of Education. (2015). *Programs: Improving basic programs operated by local educational agencies (Title I, part A)*. Retrieved October 5, 2015 from: <http://www2.ed.gov>.
- Vopat, J. (2009). *Writing circles: Kids revolutionize workshop*. Portsmouth, NH: Heinemann.
- Wiggins, G., & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Weinstein, M. G., Stiefel, L., Schwartz, A. E., & Chalico, L. (2009). *Does Title I increase spending and improve performance?: Evidence from New York City*. Working paper #09-09. Steinhart School of Culture, Education, and Human Development. New York, NY: IESP.