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06. Professional Teacher Education

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Abstracts from the 2014 Oklahoma Research Day

Held at the University of Central Oklahoma

02. Education and Professional Studies

06. Professional Teacher Education

02.06.01 The Interpersonal Dimension of Maximizing Potential: A Grounded Theory Study

Mark, Maddy

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ABSTRACT This is a grounded theory study of the concept of maximizing potential. Using the constant comparative analytical method (Glaser, 1965) to examine the data gathered on the interaction between students and teachers, the theory of maximizing potential emerged from those data. Additional data enriched the interpersonal dimension, which identifies the processes of accommodating, doing the right thing, encouraging, supporting, mediating, and intervening as the constructs that teachers and supervisors utilize to optimize their input and the output of their students and workers.

02.06.02 Grammar Knowledge and Response to Instructional Methodology in SLP Graduate Curriculum

Linda, Sealey-Holtz , Lauren Mays, Stephanie Oxford

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The purpose of this study was to examine trends in undergraduate and graduate students' explicit grammar knowledge in Speech-Language Pathology curriculum in Oklahoma, and to compare efficacy of instructional methodologies, on-line and paper-pen. Each subject completed a survey of grammar knowledge. One group of subjects, completed a pre- instruction survey, then completed a self-paced grammar instruction module delivered in one of two formats (online -v- paper). A post-instruction survey was then administered. Group comparisons estimated the level of grammar knowledge by cohort group and provided a global outcome measure of incidental and purposeful grammar instruction currently provided in the speech-language pathology curriculum. The efficacy of instruction format was compared. One group of students participated in the initial grammar survey, completion of self-paced grammar instruction modules in one of two formats, then a post-instruction survey. Pre- and post-instruction survey results by group were compared to estimate the efficacy of instructional format.

02.06.03 Transforming Clinical Teacher Preparation and Performance: A Pilot Project Using edTPA Assessment and Feedback for Pre-Service Teachers

Allyson, Watson , Debbie Landry, Vanessa Anton

Northeastern State University

The Council for the Accreditation of Educator Preparation (CAEP) clearly indicates the organization goals are to increase levels of performance through evidence based practices (CAEP, 2013). Nationally we know through legislation that education reform in the area of teacher preparation is a high priority. Budget reduction, state funding for higher education and K-12 standard mandates are guiding forces in reconfiguring teacher education programs. The tie to teacher evaluation and student performance is underway and is currently used to inform academic and curricular decisions across the nation (Wilson & Hallum, 2006, Newton, 2010, Darling Hammond, Newton & Wei, 2012). At a national level the decision to link teacher practice and performance to the student achievement assessment is utilized in districts and national board certification standards. With this in mind, it is imperative that teacher education programs prepare clinical education pre-service teachers accordingly. Therefore, to continue to positively transform educational practice analysis of pre-service teachers and the use of formative and comprehensive assessment through reflective practice is a necessity.

02.06.04 Indications of Pre-Service Teacher Success: A Pilot Study Using the Haberman Star Teacher Survey

Allyson, Watson

Northeastern State University

The Haberman Foundation research is noted for providing evidence based indicators of success in pre-service teachers, veteran teachers and school administrators. Early identification of teacher success is a necessary measure that school leaders want to identify to employ high quality teachers in high challenge schools. The Northeastern State University College of Education piloted survey research with a cohort of pre-service teacher candidates using the Haberman Star Teacher Pre-Screener. The results from the pilot provided a background for emphasis to implement in future professional teacher education curriculum. The results of this pilot study underscore the Haberman research "10 Dimensions of Teaching Success" and seek to correlate those dimensions with early indicators of success in pre-service teachers.

02.06.05 NSU-CAPA: A Professional Development Program to Increase the Number of Teachers Certified in Chemistry and Physics

April, Adams , James Hicks, Jessica Martin, Saeed SaraniSophia Sweeney

Northeastern State University

This paper presents the structure of a professional development program, the results and findings from the evaluation of the first-year summer institute, and the plans for the next phase of the program based on these findings. In spite of incentives, such as the Oklahoma Teacher Shortage Employment Incentive Program and the federally funded TEACH Grant, there continues to be a nationwide shortage of secondary science teachers. The shortage is caused by teacher retirements and the loss of teachers before they are eligible for retirement (Ingersoll, 2003). According to the National Academy of Sciences (National Academy of Sciences, 2007), in 1999-2000 61% of chemistry students and 67% of physics students were being taught by teachers who did not major or hold certification in chemistry or physics respectively. Based on an analysis of 2011 Oklahoma students' high school preparation and ACT scores, the ACT recommends that Oklahoma students take more natural science courses in high school. Twenty-five percent of Oklahoma graduating seniors took less than three years of natural science courses in high school. Only seven percent of these students were evaluated as college ready (ACT, 2011). Increasing the number of highly qualified chemistry and physics teachers in Oklahoma will enable more students to take rigorous upper-level science courses.

02.06.06 A School-University Partnership in Teacher Education: Comparison of Two Course Formats

Regenia, James , DeeAnn Roach

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Traditional clinical experiences in teacher education involve school-site observations that supplement learning in the college classroom. The purpose of this research was to investigate the value of a clinical experience that was the core of instruction for a teacher education course. An urban elementary school partnered with a metropolitan university to provide authentic experiences for future teachers and participation of in-service classroom teachers in teacher education. Teacher candidates in a child development course met for weekly classes at a public elementary school site and interacted with children and classroom teachers for the majority of each week's class time; after regular school hours, the teacher candidates reflected and applied their experiences and observations to course content studied before class. Classroom teachers also periodically attended the after-school class time and talked with teacher candidates about practical issues related to children's development. Qualitative methods were used to compare depth and content of two groups of teacher candidates' end-of-semester reflections on learning of child development concepts and application to education. Responses to prompts were completed by students in the clinical experience course as well as by students who took the same course with the same instructor, in a traditional on-campus format. Responses were analyzed according to the ABC/123 Guided Reflection Technique developed by Welch

02.06.07 Error Management Theory: The Social Dynamics of Gender on Sexual Intent and Commitment Perception

Amelia, Brewer , Christy Singletary, Gabriel Rupp

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This study explored Error Management Theory, replicating previous studies that examined perceived interest and commitment in men and women. In the current study, we employ a modified version of the instruments, utilizing neutral terminology in order to include a broader demographic in terms of sexual orientation. We also make use of the BSRI scale of masculinity and femininity to examine how these characteristics might affect responses. The hypothesis for the current study was that women tend to under-perceive commitment and men tend to over-perceive sexual interest regardless of sexual orientation. Participants filled out an online survey with questions concerning potential relationship scenarios. Preliminary analysis indicated significance in self-report ratings of sexual intent between males and females. Implications concerning sexual orientation and gender social role will be discussed.