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## **A Student Becomes a Practicing Researcher While Comparing Knowledge of and Confidence Levels of Pre-Admission Teacher Preparation Program Students (PTPPSs) to Teacher Candidates in Internships (TCIs) During Lesson Plan Writing**

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A Student Becomes a Practicing Researcher While Comparing Knowledge of and Confidence Levels of Pre-Admission Teacher Preparation Program Students (PTPPSs) to Teacher Candidates in Internships (TCIs) During Lesson Plan Writing

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*Project Description*

Many states now require teacher candidates to pass edTPA to earn certification. This assessment relies heavily on writing effective lesson plans, which is a difficult task. Because little research has been found so far regarding writing lesson plans, the faculty member is conducting a study on writing lesson plans at various points in a Teacher Preparation Program (TPP), including for Pre-Admission Teacher Preparation Program Students (PTPPSs) and Teacher Candidates in Internship (TCIs). In assisting with the study, the student will learn the importance of using research to support decisions made in academia, which will provide a solid foundation for practicing action research in their future classroom, as well as a deeper understanding of research, and the role it plays in education, upon entering graduate studies. For this study and project, the goal is to acquire data that will assist in making decisions to improve the TPP at UAH. The objective is to answer the following questions: 1) What are PTPPSs' knowledge of and confidence levels in writing each part of the lesson plan? 2) How does knowledge of and confidence levels in writing lesson plans change after instruction about writing lesson plans? 3) How does knowledge of and confidence levels change after writing a lesson plan, receiving feedback on the plan, teaching the plan, and reflecting on the lesson? 4) What are CTIs' knowledge of and confidence levels in writing each part of the lesson plan at the beginning of internship compared to the end of internship? 5) How do PTPPSs' knowledge of and confidence levels in writing lesson plans compare to TCIs? The outcomes include publishing our findings to help improve TPPs everywhere since they all teach lesson planning. This project benefits our program as well as adds to the (what appears to be) limited current literature.

So far, data has been collected for PTPPSs and TCIs. Participants completed an appraisal

inventory in which they rated their confidence levels in writing nine different areas of the lesson plan and wrote lesson plans immediately following the administration of the inventory. Several data points have been collected. Basically, some surveying of relevant literature and all data collection, has occurred to date.

### *Student Duties, Contributions, and Outcomes*

The specific duties the student will be asked to fulfill on the project include assisting the faculty member with surveying relevant literature, organizing and inputting data from approximately 50 appraisal inventories and written lesson plans, assisting with coding and data analysis, and writing results. Tangible contributions by the student include making a presentation of results to

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the College of Education (COE) faculty and co-presenting at the Mid-South Educational Research Association (MSERA) Conference in November 2021. Projected student outcomes include improvements in online research skills, inputting data, coding, and analysis skills, academic writing and presentation skills, and general knowledge of qualitative and mixed methods research in the field of education.

### *Student Selection Criteria*

Students for consideration on the project must have completed EDC 311, Instructional Strategies during or after the Fall 2017 semester, should be admitted into the Teacher Preparation Program in the College of Education as of Summer 2021, and have a minimum GPA of 3.25.

### *Faculty/Research Staff Mentorship*

The student will be working alongside the faculty member (FM) and will be trained by the FM on all aspects of the project. While the FM is evaluating lesson plans, the student will be surveying relevant literature for recent publications to add to what the FM has compiled. Goal 1 is to understand that all resources are not created equal and that it takes time and evaluation skills to locate the best resources. The FM will show the student how to find reliable resources. The FM and student will meet at the end of week 1 to discuss learning from objective 1. Goal 2 is to understand the most effective ways to input and analyze data. The FM has put in much of the preliminary data already, but will show the student how to input the rest and the student will work on data while the FM reviews the compiled literature. The FM will train the student on coding procedures and the student and FM will work on coding lesson plans together, with FM

coding PTPPSs plans, approximately 35, and the student coding TCIs plans, approximately 15. The student will review FM's work and FM will review the student's work. The FM and student will analyze the data separately and then come together to compare findings. At the end of week 5 of the program, the FM and student will meet to discuss the most effective ways to input and analyze various types of data. Goal 3 is to understand what publishing your work entails. The FM will share journal articles with the student and discuss the various sections. While the FM writes the literature review, the student will practice writing about the methodology and findings. The FM will make additions, deletions, and corrections to both sections and the FM will write the conclusion. The FM and student will meet at the end of week 9 to discuss goal 3. Week 10, the FM and the student will co-construct a presentation and present the findings of their study.

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### *Safety and Contingency Plan*

All meetings and trainings will be changed to virtual settings, when suggested or required, in order to adhere to social distancing guidelines due to COVID-19. The FM and student will review a video regarding computer security protocols and discuss new learning prior to beginning the project.

