

Scholarship of Teaching and Learning Progress Report
February, 2003

Project Title: Facilitating Reflection on Instructional Interactions By Special Education
Teacher Candidates

Project Coordinators: Margaret Hutchins, Ph.D. and Kelli Appel, M.Ed.
Department of Special Education

Purpose of the Project:

The purpose of the proposed project is to design, implement, and evaluate an intervention targeted to demonstrate increased evidence of special education teacher candidates' reflection on variables that may be positively or negatively impacting on the effectiveness of instructional interactions between teachers and learners with disabilities.

Project Activities Completed to Date:

- IRB forms completed, submitted, and approved
- 4-6 candidates from each cohort group have been randomly selected for data collection and analysis.
- Baseline data has been collected on cohort Groups #1 and #2 and continues to be collected for Group #3
- Intervention was introduced to and completed with Group #1 in Fall 2002; the intervention has been introduced to Group #2 Spring 2003. The intervention included the use of a template (cognitive strategy) that guides the participants through a 4 step reflective process. In addition, specific instructive feedback is provided to the participants by the trained supervisor on each journal entry to reinforce and shape the reflective process.
- Ongoing performance data has been collected from the individual participants' weekly journal entries for group #1. Group #2's data will be collected Spring 2003 and Group #3's data will be collected Fall 2003. Each entry has been analyzed, quantified using a scoring system, and individual participants' scores were averaged within each group to provide a single score for the group.

Current Project Findings:

In Group #1 (4 students), the baseline performance in reflective journaling was low, with a range of 0-18%. Throughout the 11 weeks of intervention, 4 probes (periodic evaluation) were conducted. Students immediately increased performance to 75% and continued to perform in the range of 62-93%. The data from Group #1 show a significant change in reflective journaling behavior. However, generalization of reflective behavior to post-observation conferences was low. Conclusions and implications will be addressed when the cycle of intervention with 3 groups is complete.