

## OCRI WORK PLAN

### **(Working) Goal Statement**

The goal of the Oregon Collaborative Research Initiative (OCRI) is to engage Oregon's teacher preparation institutions in the collaborative study and dissemination of a meaningful and sustainable set of research projects. *Meaningful* in that the projects address questions of common interest, are aimed at improving teacher preparation, and have real-world implications for teacher development and K-12 student learning. *Sustainable* in that the research projects do not overburden participants but rather offer feasible and rewarding opportunities to engage in and disseminate the findings of collaborative inquiry.

### **Overview of Project Goals and Questions**

Our initial set of projects includes three, related studies aimed at examining the *Teaching Work Sample* (TWS) methodology. Specifically, the three studies include:

**1. Elaboration.** The goal of the elaboration project is to document and develop a clearinghouse of annotated examples of “elaborated Teacher Work Samples” across participating institutions in Oregon. For instance, teacher work samples that have been elaborated to: integrate a cultural competence emphasis, accommodate a special education focus, or address competencies of associated professionals (e.g., media specialists).

#### Key Questions of Elaboration:

**Q1.** How has the work sample (TWS) been elaborated across various teacher education institutions?

- **Q1a.** What specifically has been added to the work sample?
- **Q1b.** What prompted this particular elaboration of the work sample?

**Q2.** What, if any, similarities are there to the elaborations across institutions?

**Q3.** What impact have these elaboration had?

- **Q3a.** What are candidates learning at the respective institutions based on these new elaborations?
- **Q3b.** What impact do these elaborations have on their TWS and ultimately their performance in the schools?

**2. Experience.** The goal of the experience project is to develop an understanding of candidates' and teacher educators' perceptions and experiences with TWS across the state.

#### Key Questions of Experience:

**Q1.** How do candidates view TWS?

- **Q1a.** Do candidates see TWS as *authentic* (i.e., meaningful, worth their time, useful, and having applicability to their professional preparation and work as teachers)?
- **Q1b.** Do these perceptions change as students move through the program and enter the profession (e.g., How might candidates initial experiences compare with later experiences with TWS in the program and then one, two, three years out of the program)?
- **Q1c.** What aspects of TWS do candidates see as most valuable?
- **Q1d.** What concerns do candidates have about TWS?

**Q2.** How do teacher educators view TWS.

- **Q2a.** How central is the role of TWS in teacher preparation programs?
- **Q2b.** How integrated is TWS in teacher preparation programs?
- **Q2c.** How is information used from TWS to inform coursework?
- **Q2d.** What aspects of TWS seem to work well and not so well in supporting teacher development?
- **Q2e.** What are TE faculty perceptions of TWS as a pedagogical tool and evaluation tool?
- **Q2f.** Whether and how information from TWS is used to support program improvement efforts?
- **Q2g.** What questions or concerns do faculty have about TWS?

**3. Impact.** The goal of the impact project is to develop an initial understanding of the impact of TWS on K-12 students and teacher candidates.

Key Questions of Impact:

**Q1.** What is the impact on K-12 Students?

- **Q1a.** What techniques do candidates use to assess the impact of their instruction? And how sound are those techniques?
- **Q1b.** How do candidates disaggregate data and use that data for making inferences about learning?
- **Q1c.** How well do candidates support student learning claims and inferences?
- **Q1d.** How do social factors (e.g., characteristics of the learning context) impact candidates' ability to represent and interpret student learning data?
- **Q1e.** How do candidates' personal factors (e.g., assessment-efficacy) impact their ability to represent and interpret student learning data?

**Q2.** What is the impact on teacher candidates?

- **Q2a.** How does TWS preparation influence candidates approach to student learning assessment and interpretation over time?
- **Q2b.** What, if any, instructional behaviors of post-graduates can be attributed to TWS?
- **Q3c.** How might candidates' performance on TWS predict other outcomes of teacher development?
- **Q3d.** What differences exist between candidates who have experienced TWS in comparison to those who have not on teaching knowledge, beliefs and behaviors?

**Major Tasks Across Projects**

Tasks, personnel, and proposed time-line are also displayed in the "Major Project Tasks and Timelines" table.

**Task 1: Confirm participants.** Confirm participation of individuals from the various institutions and their interest in one or more of the project elements (i.e., Elaboration, Experience, and Impact).

**Task 2: Identify Research Element Coordinator (REC).** Identify Research Element Coordinator from *Core OACTE Research Team*. There will be a total of

three RECs, one for each element of the project: Elaboration, Experience, and Impact. Each REC will serve as a point person for each particular research project and will assist in disseminating, and when necessary, ensuring the collection of information from each participating site coordinators at the various institutions.

**Task 3: Identify Primary Site Coordinators (PSC).** Identify/Confirm persons at each site who will serve as a point person for their institution and will assist with the dissemination of information and coordination of research activities at their particular site.

**Task 4: Gather feedback on initial research goals.** Gather feedback from participants on the work plan and research goals and provide that feedback to Core OACTE Research Team (CORT) and Research Designer.

**Task 5: Formalize research plan.** The research designer, working in collaboration with CORT, will incorporate feedback from participants and formalizes research design and protocol. The design and protocol will remain flexible so as to be maximally responsive to unique needs and unexpected issues that arise. The research designer will offer on-going consultation and assist with eventual finalization of research protocol.

**Task 6: Initial preparation of data-collection.** Each site starts preparation for winter / spring 2006 data collection. E.g., Identification of existing data sources, recruitment of participants, and gaining appropriate approval of institutional review boards, etc.

**Task 7: Data Collection.** Site participants and primary site coordinator assist with collection of appropriate data sources. Appropriate data is then forwarded to appropriate research element coordinator.

**Task 8: Identify Research Element Data Analysts (REDAs).** Recruit/Identify site-based and CORT individuals interested in coordinating and engaging in data-analysis.

**Task 9: Data Analysis.** Conduct appropriate data analysis on information collected from various sites.

**Task 10: Identify dissemination team (DT).** Identify site-based and CORT individuals interested in coordinating and participating in data reporting and creation of dissemination plan.

**Task 11: Dissemination of findings, reports, and products.** The dissemination team will report findings to OCRI participants and appropriate local and national outlets (e.g., conferences, journals, etc).

**Task 12: Determine next steps.** Identify follow-up research questions and goals of subsequent research projects for each element.

**Person(s) Responsible for Tasks**

Key individuals have been identified as holding primary responsibility for coordinating and ensuring the completion of various project tasks. The key individuals are listed in the project time-line table.

**Milestones.** Important milestones for checking progress toward project goals have been set off by bold lettering in the project time-line table.

**Major Project Tasks and Timelines**  
(Key project milestones are set-off in bold)

Time	Task	Description	Personnel
	Confirm participants	Confirm participation and inform and recruit participants at various sites	CORT SP
	Identify REC	Identify Research Element Coordinator (REC) from <i>Core OACTE Research Team</i> . Research elements include: Elaboration, Experience, and Impact	CORT
	Identify PSC	<b>Identify Primary Site Coordinators (PSC) from participating sites.</b>	<b>Site participants (SP) self-nominate</b>
	Initial feedback on work plan & research goals	Provide feedback to CORT and RD regarding work plan and research goals	REC PSC
	<b>Formalize research plan</b>	<b>RD incorporates feedback and formalizes research design (on-going consultation and eventual finalization of research protocol)</b>	<b>RD CORT</b>
	Initial preparation of data-collection	Each site starts preparation for winter / spring data collection	PSC SP
	<b>Data Collection</b>	<b>SP assist with collection of data PSC forward data to REC</b>	<b>SP PSC REC</b>
	Identify Research Element Data Analysts (REDAs)	Identify site-based and CORT individuals interested in coordinating and engaging in data-analysis	CORT PSC SP
	<b>Data Analysis</b>	<b>Conduct appropriate data analysis on information collected from various sites</b>	<b>REDAs</b>
	Identify dissemination team (DT).	Identify site-based and CORT individuals interested in coordinating and participating in data reporting and creation of dissemination plan.	CORT PSC SP
	<b>Dissemination of findings, reports, products</b>	<b>Dissemination of findings to OCRI participants and appropriate local and national outlets (e.g., conferences, journals, etc).</b>	<b>DT</b>
	Determine next steps	Identify follow-up research questions and goals for subsequent projects.	CORT PSC SP

**Personnel Abbreviations:**

**CORT:** Core OACTE Research Team

**DT:** Dissemination Team

**PSC:** Primary Site-level Contact (from each participating institution)

**REDA:** Research Element Data Analysts.

**SP:** Site Participants (interested faculty from participating institutions)

**RD:** Research Designer