**CONTEXT**

Whitworth University, Spokane, Washington

The graduate program is comprised of 44 graduate students obtaining a concurrent teaching certificate and master’s degree in 13 months.

**PROBLEM OF PRACTICE**

To learn how to implement inclusive practices effectively, teacher candidates need increased opportunities to practice teaching students with disabilities within the general education classroom practicum. This should lead to increased self-efficacy, creating an optimal learning environment for all students.

**RESEARCH METHODS**

Quantitative methods:
- Community Questionnaire
- Inclusive Educator Self-Efficacy Scale

Qualitative methods:
- Interviews
- Graduate Student Journals

**THEORETICAL FRAMEWORKS**

Sociocultural Theory
Social Cognitive Theory & Self-Efficacy
Activity Theory

**INTERVENTION: INTEGRATED FIELDWORK EXPERIENCE WITHIN A COMMUNITY OF PRACTICE**

**PRESERVICE GENERAL EDUCATORS**

- Collaborates with the special education mentor teacher in the process of instructing a target student.
- Modifies content to meet student needs.
- Teaches a series of three lessons, receiving feedback from instructors and supervisors.

**SPECIAL EDUCATORS**

- Collaborates with preservice general educator during the curricular adaptation process.
- Provides guidance, modeling, and support before, during, and after teaching the lesson(s).
- Shares reflection on collaborative process.

**UNIVERSITY INSTRUCTORS**

Assess teacher candidate competency in five areas related to inclusive practice.

Provide instructional coaching and mentor support.

Observe and reflect on teacher candidate self-efficacy and improve program design.

**UNIVERSITY SUPERVISORS**

Sources:

