

A Comparative Study on Self Perceived Efficacy of Teaching Inclusion Between Career
Technical Education, Fine Arts, and General Core Teachers at a Selected School
District in Northeast Tennessee

By

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ABSTRACT

The purpose of this study was to identify teacher-perceived self-efficacy in teaching inclusion students between the content areas of General Core, Fine Arts, and Career Technical Education. The participants consisted of 40 teachers ten from each content area of General Core tested and non-tested, Fine Arts, and Career Technical Education at a selected school district with two high schools in Northeast Tennessee during the 2021-2022 school year. Data were collected using a survey that was distributed to approximately 150 teachers from the two high schools in one school district in Northeast Tennessee. A total of 40 teachers were selected to participate in the study. The results were derived from the analysis of six research questions. Research questions 1, 3, 4, 5, and 6 were analyzed using one-way Analysis of Variance (ANOVA). Research question 2, was analyzed using an Independent t-test. No significant difference was found between teachers in the three content areas on their perceived self-efficacy in teaching inclusion, collaboration, differentiating instruction, and managing students' behavior. Similarly, no significant difference was found between teachers with advanced degrees and those without advanced degrees on their perceptions of self-efficacy. However, a significant difference was found between teachers' experience and their perceptions of self-efficacy when teaching inclusion. The results suggest that most teachers have adequate preparation in teaching inclusion.

Keywords: Individual Education Plan, inclusion, pull-out services, general education, general core, fine arts, career technical education, and self-efficacy

DEDICATIONS

And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him. Colossians 3:17

This research study is dedicated....

To my children, Brooke, Jackson, and Valerie: From the beginning I have sought to show you the value of education and the Grace of God. To share in your own educational journeys as I entered new educational experiences was one of the many blessings I have been blessed with as your mom. You have each encouraged me to follow my dreams through every endeavor I have pursued. You have offered reprieve and joy while encouraging me to continue a trajectory forward. Brooke, you especially offered support in carrying household duties while enjoying your own experience at Milligan University. I was proud to share in your undergraduate experience while working through this doctoral program. I love you each to the moon and back.

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I can do all things through Christ, who strengthens me. ~Philippians 3:16

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CHAPTER 1

Introduction

Background of the Study

Teaching inclusion students requires a skilled practitioner to leverage a variety of strategies to meet individual learning needs. The federal Individuals with Disability Act (IDEA) and its 1997 amendments clarify that schools have a professional duty to educate children with disabilities in the least restrictive environment, which often implies the general education classroom. The No Child Left Behind (NCLB) Act of 2002 highlighted the needs of all students receiving access to high-quality instruction regardless of race, background, or disability. This Act sets the stage for a growing demand for educational reform to encourage equitable access for all students to high-quality education. The NCLB Act exposed various achievement gaps that prompted continual change. Through the process of continual change, the Every Student Succeeds Act (ESSA) developed and leveraged the resolve of NCLB to highlight additional steps to increase equitable learning experiences for all students, including students with learning disabilities. Learning disabilities fall under the parameters of special education within the school setting. The value of understanding the need for all students to receive learning experiences that maximize their learning potential requires awareness of teacher self-efficacy and the individual learning needs of students as is required for students with documented learning needs. These documented learning needs are demonstrated within an Individual Education Plan (IEP) and are protected under Federal and State laws.

A Nation at Risk (1983) highlights the need for public commitment to excellence and reform detailing “equitable treatment of our diverse populations,” and a “twin goal of equity and high-quality schooling have profound and practical meaning for our economy and society (p. 7).” Understanding the individual perception of self-efficacy related to the needs of individual students within the vast educational experiences leverages the capacity of overall needs for educators and students. Understanding the framework of student demographics and instructional strategies facilitates a structure to identify a teacher’s perceived self-efficacy. Hoy and Miskel (2008) refer to self-efficacy as “an individual’s judgment of his or her perceived capacity of performing a task” (p. 157) and when an individual’s belief in his or her self-efficacy could impact performance levels. Self-efficacy is related to an individual’s motivation, performance, and resilience in completing a task; therefore, people who demonstrate the same skill level but have a different self-efficacy have the potential to demonstrate different outcomes. Tschannen-Moan and Master (2009) claim teacher self-efficacy is linked to classroom behavior, student outcomes, and implementation of change. Self-efficacy influences occurrences within the educational environment by influencing student performance, outcomes, engagement, and motivation, indicating the importance of understanding one’s individual self-efficacy and its impact on others is a vital part of understanding the given needs within the classroom. Specifically, understanding the needs of students with individual learning needs based on a disability is fundamental for the professional educator.

Within the modern classroom, there are a variety of demographics and educational needs represented within the confines of the learning structure. Public Law

107-110 refers to the given needs of students with disabilities and clearly states “reasonable adaptations and accommodations for students with disabilities (as defined under section 602(3) of the Individuals with Disabilities Act) are necessary to measure the academic achievement of students relative to State academic content (p 27).”

Learning environments also contribute to the need for various learning structures due to the design and overall intended learning outcome.

Within the high school setting it is a common practice to see a variety of educational experiences from the general core (Math, English Language Arts, Science, and Social Studies), to Fine Arts (Theatre, Foreign Language, Music, and Art), and Career Technical Education (CTE) classes. Within these classrooms, a variety of subject-specific strategies are used to influence student learning for diverse students. Change theorist Micheal Fullen suggests that schools face the critical dilemma of addressing learning strategies related to students’ needs. Fullan & Steigelbauer (1991) go on to affirm the most critical element schools face is, “not resistance to innovation, but the fragmentation, overload, and incoherence resulting from the uncritical and uncoordinated acceptance of too many different innovations (p. 197).” Addressing the vast needs of inclusion students within the various curriculum is an overlooked area. Oftentimes instructional focuses are placed on the general core due to these classes being tied to state and school assessments.

In addition, many CTE educators do not have the same prior educational experiences offered to many of the general education and Fine Art teachers within their college preparatory programs. Often CTE educators enter the classroom following a work or certificate program and lack many of the formal education classes on

pedagogical practices. Burke and Sutherland (2004) claim, "Successful implementation of an inclusion program depends on the attitude of those who will work most closely with the students involved. These attitudes are influenced by the teacher's experience and knowledge of the disabled (p.163)." Preparatory programs tend to highlight research-based instructional practices but often the instruction is limited to general education and fails to elaborate on practices that assist special education students due to federal and state laws. It is vital that we ensure the classroom practices within all classrooms meet the needs of all students particularly students with an Individual Education Plan (IEP).

Within the modern school environment, a shift is being made for students with disabilities to transition from pull-out services, being removed from their normal general education environment to inclusion-based, which allows students to remain within their general education environment with additional support. This process exposes students to the general education curriculum and peers. With the influx of students with disabilities, it is vital to examine the services offered to ensure every student with a disability is receiving services that support their individual needs. The influx of special education students into the modern classroom has prompted researchers to examine the influx of growth pertaining to special education. Data from the National Center for Educational Statistics (NCES) as detailed by Kart and Kart (2021) claim this is possibly due to "changes in policy and laws, 95% of students with disabilities received an education in general education schools in the autumn of 2017" in "contrast from "1970 where 20% received services. When examining the percentage of growth of special education within the school setting the data from the NCES indicated that the majority of students who receive special education services (65%) spend 80% or more time within

the general education classroom. Oh-Young & Filler (2015) documented a meta-analysis of twenty-four studies over eighty years (1980-2013) that explored the benefits of inclusion suggesting inclusion students outperformed peers from less inclusive structures in social and academic indicators. Upon knowing the benefits of inclusion, it is vital to understand the potential obstacles observed within the inclusion classroom specifically across grade levels and within the context of different curriculum.

This exposure potentially creates benefits and obstacles within the classroom. Teachers' perceptions of their own abilities to teach these students as well as their skill knowledge influences their individual self-efficacy. Hastings and Oakford (2003), detailed a view that preservice teachers expressed concern more so with children with behavior and intellectual disabilities than with children with intellectual disabilities. Shade and Stewart's (2001) study details that one course within the context of instructing inclusion students has the power to transform learning outcomes and significantly change teachers' attitudes towards teaching students with mild disabilities within the general education classroom. Many CTE educators have not received the same prior pedagogical instruction as required in teacher preparatory programs, limiting their awareness and ability to maximize individual student needs. The overarching needs to ensure that all students receive an equitable experience challenges education practitioners and leaders of today to examine teacher self-efficacy within the inclusion general core classroom and the CTE inclusion classroom.

Within the Individual Education Plan (IEP), a team of collective members including parents, the students, general education teachers, specialized teachers, special education teachers, other support staff, and Local Educational Agency

Representative (LEA) creates a mutually agreed-upon plan to meet the individual learning needs of the given student. Upon examining the given needs of the student educational plans are created to leverage the student's access to learning materials. The IEP carries over to all instruction within the instructional platform to meet the individual's learning needs. Often within the inclusion classrooms services within the general education classroom are supported by a special education teacher or additional personnel to meet the needs of the given student within the daily classroom. Within the CTE and Fine Arts inclusion classrooms, educators are required to meet the same instructional needs but often do not have the support of a special education teacher daily within their classroom. Sheppard (2019) points out, "Inclusion has been an integral part of school policies worldwide for decades, yet the application of inclusionary principles depends on the attitude and skill set of the individual teacher in the classroom" (p.16). Understanding teacher perceived self-efficacy of teaching inclusion between CTE, Fine Arts, and the General Core highlights key practices and attitudes which could leverage student and teacher capacity by identifying the scope of the educators' attitude and skill set related to their self-efficacy to teach inclusion students.

There is a gap in the literature related to inclusion within the CTE inclusion classroom as well as the impact on inclusion services within the high school setting. Cook et al., (2000) conducted a study with 70 general education teachers to gauge their understanding of teachers' ability to leverage students including students with disabilities. The research set the groundwork for all students to be educated within the least restrictive environment yet there is a disconnect between teachers' perceived perception of their ability to educate students with disabilities within the educational

setting. Cook et al., (2000) go on to detail, “teachers with more positive attitudes towards inclusion are more likely to adjust their instruction and curriculum to meet individual needs of students and have a more positive approach to inclusion (p.116).” The focus on the study identified the need within preservice teachers but did not highlight the ongoing needs of teachers as they enter the classroom as professional educators or the various subgroups of learning associated with the high school curriculum; General Education, Fine Arts, and Career Technical Education.

Statement of the Problem

As mentioned, teachers perceived self-efficacy in teaching inclusion students poses a significant problem within the school setting. It is the students who suffer when teachers do not feel adequate to meet the individual learning needs. Preparatory programs and IEP support impact identifying and responding to the individual learner’s needs. Failure to offer preparatory supports and supports within the inclusion classroom results in a negative impact on student learning. When a teacher feels they are not equipped to teach within the inclusion setting their perceived self-efficacy could impact inclusion students’ academic results. This study is to investigate the perceived self-efficacy of teaching inclusion between career technical education, fine arts, and general core teachers at a selected school district in Northeast Tennessee. A comparative study will examine teacher perceived self-efficacy between General Education Teachers, Fine Arts, and Career Technical educators.

Within the high school setting, a variety of class options are offered for students. The array of programming has enhanced the demands of accountability within the classroom learning environments, thus prompting educators to question the method

they are delivering instruction, the diverse student populations served, and how this correlates to the accountability standards the educators are evaluated by. Educators are held accountable in the State of Tennessee within General Core tested areas through End of Course testing. This testing provides the educator with a score related to student progress. General Core teachers have direct support from special education teachers within the inclusion setting to assist in meeting the needs of their special education students as defined by their IEP plans. The majority of IEP plans offer key services to assist the individual student receives equitable learning experiences. The IEP carries over to all content areas, but direct support for the Fine Arts and CTE teachers is limited or non-existent except as supplemental support. These plans offer an equitable experience for the given student but lack to address teachers' and teachers' self-efficacy to instruct these students. An argument could be presented by teachers not receiving additional special education support that their ability to maximize learning outcomes is diminished due to not having the same support from special education. They could also claim that gauging teachers with a given score with or without support could create issues with equity and equality within the structure of evaluations which could impact self-efficacy. An argument could also be made claiming that the pedagogical experiences have assisted in preparation for the General Core teachers to instruct the inclusion students and many of the CTE teachers have not received this same preparatory support, which could impact teacher self-efficacy. It is vital to understand teacher self-efficacy regarding teaching students within the inclusion setting to leverage practice and student outcomes. The ability for all students to have equitable access to learning is a vital part of meeting student needs and ensuring state and

federal laws are met regarding access to education. To ensure that student learning is equitable across all content areas, one also needs to examine teacher self-efficacy and its role within the inclusion classroom.

Therefore, the problem of this study is to determine the teacher's perceived self-efficacy regarding teaching inclusion students within the General Core, Fine Arts, and CTE. The study will also allow teachers to detail if they are tested or non-tested and their educational background related to their content area to determine how their pedagogical experience and possible support assists or diminishes their self-efficacy regarding instructing inclusion students.

The Purpose of the Study

The purpose of the study was to identify teacher-perceived self-efficacy in teaching inclusion students between the General Core, Fine Arts, and Career Technical Education. This leverages the capacity of leaders to ensure that all teachers are equipped to meet the needs of the diverse population associated with inclusion programming. This study targeted educators with formal pedagogical instruction as well as educators with limited prior pedagogical experience. Course structure and student needs are highlighted throughout this study.

Research Questions

The research questions addressed within this study are as follows:

1. Is there a significant difference between General Core teachers, Fine Arts teachers, and CTE teachers on their perceived self-efficacy when teaching inclusion?

2. Is there a significant difference between teachers with advanced degrees and those who do not have an advanced degree on their self-efficacy when teaching inclusion?
3. Is there a significant difference between teachers' levels of years of experience on their self-efficacy when teaching inclusion?
4. Is there a significant difference between General Core teachers, Fine Arts teachers, and CTE teachers on the efficacy of collaboration when teaching inclusion?
5. Is there a significant difference between General Core teachers, Fine Arts teachers, and CTE teachers on the efficacy of using various inclusion teaching strategies?
6. Is there a significant difference between General Core teachers, Fine Arts teachers, and CTE teachers on the efficacy in managing student behavior?

Significance of the Study

There is a wealth of research information regarding the process of inclusion but most of the information is related to general core subjects and elementary grades. There is also a wealth of information on perceived teacher self-efficacy related to instructional practices and inclusion settings but the lack of examining these at the high school level and in relation to CTE is not noted.

By determining the self-efficacy regarding teaching inclusion students within the General Education Core, Fine Arts, and CTE classes additional guidance and support could be utilized to leverage teacher capacity. The knowledge acquired from this information will assist in planning support schedules and professional learning experiences. This will allow professional learning to be tailored to meet these educators'

similar and different needs. In addition, the knowledge could leverage support and materials for students within these classes based on the data and needs of the educators. Within the federal special education requirements as noted in IDEA, special education students are required to have access to equitable learning experiences. This information highlights the needs educators perceive they need to ensure these students have an optimal learning experience. This information provides an overview of the self-efficacy of teaching inclusion students within the perimeters of different learning classrooms. The information highlights specifics of high school programming to ensure student needs are being met in a variety of ways, including teacher perceived self-efficacy and the role this plays in ongoing learning.

It is vital for researchers to investigate this topic regarding high school students and the role of career-technical to gain insight into this under-researched area regarding special education for high school students. Within the context of the school and the growth of special education, it is vital to understand the connection between teacher self-efficacy related to teaching inclusion students. The awareness of what is currently occurring regarding teacher self-efficacy will impact future programming and training for educators. In addition, CTE is a growing area within the modern school, and to ensure continual growth; it is vital to understand the relation of teacher need to student learning. Subgroups of general core, fine arts, and CTE are identified as key groupings within state testing so they will be used within this study.

Definition of Terms

The following is a list of terminology which will be used throughout the research

to provide uniformity and understanding of these terms throughout the study. The terminology defined by the researcher will ensure the terms used are interpreted correctly. Those not defined by the researcher will be cited:

Inclusion: Students with an IEP are taught primarily within the general education classroom and pull-out services are limited.

Pull-Out Services: IEP students are pulled out of the general education classroom and are taught in a separate location.

General Education: The general education classroom is the classroom where all children have access to grade-level appropriate content.

General Core Classes: General Core classes consist of Language Arts, Math, Science, and History

Fine Arts: Fine Arts classes consist of Music, Theatre, Foreign Language, and Art

Career Technical: Career Technical classes are classes offered outside of the general core classes that create pathways for students to enter career fields; including but not limited to shop classes (auto, construction, machinery, electrical), welding, landscaping, business/ marketing, and nursing.

Individual Education Plan: An individual education plan is a plan created by a predesignated TEAM for students with a disability to meet their individual needs.

Self-efficacy: Self-efficacy is one's personal belief or perception regarding their own ability to execute a given course of action.

Assumptions

This study assumes that teachers are aware of their own pedagogical practices relating to teaching students within an inclusion setting. It is also assumed that teachers

are aware of specific needs for individual students based on their IEP as required by federal law.

Scope and Delimitations

Participants of this study consist of General Core, Fine Arts, and Career Technical Education educators who voluntarily participated in a comparative study on self-perceived efficacy of teaching inclusion between General Core, Fine Arts, and Career Technical Education at a selected school district in Northeast Tennessee. This district currently has two high schools with similar demographics. Each high school has between 1,300 and 1,500 students served by these educators. The sample will consist of educators from both high schools that teach within the General Core, Fine Arts, and Career Technical curriculum sub-groups. A delimitation of this research is the use of data from only one school district within a region. This district was selected over others due to having two high schools with similar demographics.

Limitations of the Study

The potential limitations of this study include:

1. Possible lack of participation from one or more subgroups.
2. The identification of additional factors which could leverage the learning capacity of students (high-quality teacher or teaching strategies).
3. The results of this study cannot be generalized to other schools.

Organization of the Study

This study is organized into five chapters. Chapter 1 presents the introduction, statement of the problem, research questions, significance of the study, definition of terms, assumptions, scope and delimitations, and limitations of the study. Chapter 2

contains an overview of the curricular role of General Education, Fine Arts, and Career Technical Education within the school setting and a review of related literature and research organized by topics related to self-efficacy and inclusion. The methodology and the procedures used to gather data are presented in Chapter 3. The results of analysis and findings from the study are detailed in Chapter 4. A summary of the findings, conclusions, and recommendations for future research and practice are explored in Chapter 5.

CHAPTER 2

Literature Review

This study was designed to identify how confident East Tennessee high school teachers felt teaching inclusion across the curriculum areas of General Core, Fine Arts, and Career Technical Education within the school setting. The purpose of the study was to evaluate high school teachers' perceptions with regard to self-efficacy when teaching inclusion students. This study analyzed variables between teaching inclusion in General Education, Fine Arts, and Career Technical Education. The variables of advanced and those without an advanced degree, teachers' levels of years of experience, teachers' efficacy of collaboration, teachers' efficacy of using inclusion instructional strategies, and efficacy of managing student's behaviors were explored within each of the defined content areas of General Education, Fine Arts, and Career Technical Education. To better understand this study, the review of the literature was completed on the following topics: an overview of the federal education policy, the historical and curricular role of General Education, Fine Arts, and Career Technical Education within the school setting, special education overview, inclusion services, educator preparatory, and self-efficacy.

Federal Education Policy: A Brief History

Modern education has evolved through federal education policy since the founding of the United States of America. In 1787 the Northwest Ordinance was enacted by the federal government to create the first states beyond the original 13 fostering the beginning of the role of the government in the role of education by

requiring every township to set aside land to support education within that community (Cross, 2015). The stage was set to allow educational access to all communities. The trajectory of the federal role in education continued when the Smith-Hughes Act of 1917 addressed the 25 percent literacy rate of military inductees and the burgeoning enrollment of high school students (Cross, 2015). This Act set the stage for the Vocational Education Act of 1963 which was renamed the Perkins Act in 1984. This allotted federal funds to states to facilitate connections between secondary and postsecondary employers by shifting control from Washington to local authorities, increased participation by increased funding, and ensured businesses were a central part of the processes to ensure validated skills are taught (Penny, 2018). This created a pathway to ensure that learning programs aligned with the needs of the community and local economy. In 1934 during the Great Depression, Congress appropriated funds to build schools to increase access to buildings for attained educational access. These measures centered around capital building access and opened the door for additional reform policies.

In 1965 transitions were made by President Lyndon B. Johnson when he declared war on poverty by signing the Elementary and Secondary Act (ESEA). This law allowed for an educational experience to be attained by students from all economic backgrounds. The increase of new grants increased access to special education centers, instructional resources, and scholarships for low-income college students (Cross, 2015; U.S. Department of Education, 2015a). In 1969, a voluntary national assessment was conducted to inform what American students know and can do in various subject areas and results were reported on what is known as "The National

Report Card” (National Center for Education Statistics, 2005). Data provided within the National Report Card provided and continues to provide information to gauge the progress of students within the United States of America. Information on student progress has shaped movements to reform education. In 1983 the Regan administration released the document A Nation at Risk which indicated schools within the United States of America were failing and needed to be reformed (U.S. Department of Education, 1983). The need for reform challenged policymakers to adopt higher standards with standardized testing to maintain Title 1 funds (Cross, 2015).

Continual assessment of progress prompted the reauthorization of ESEA with the No Child Left Behind Act (NCLB) which promoted to strengthen Title 1 accountability that all students would reach proficiency levels or better (U.S. Department of Education, 2002). In 2012 the Obama administration attempted to reform NCLB when they passed the bipartisan bill, the Every Student Succeeds Act (ESSA) (U.S. Department of Education, 2015a). ESSA maintained the desire for high accountability and high standards but mobilized the role of local decision-makers to develop corrective measures instead of measures set forth by NCLB (U.S. Department of Education, 2015a). ESSA maintained the role for students to be college and career-ready which set the trajectory of schools to enhance the capacity of building programs to meet the needs of all students.

Meeting the needs of all students prompted the 1975 Individuals with Disability Act (IDEA). IDEA enhanced accountability for schools to ensure they were meeting the needs of all students and provided equitable access to educational services to students with disabilities. Cross (2015) noted, “It also granted parents the right to sue districts for

appropriate services to be delivered in the least restrictive environment. " This act asserted the role of parents in their child's education and provided a team approach to educating children with disabilities in the least restrictive environment (LRE). During President Barak Obama's first term in 2009 signed the American Recovery and Reinvestment Act (ARRA) which appropriated almost \$800 billion, with a remarkable \$100 billion earmarked for education (Cross, 2015). This Act allowed for grants to be dispersed in the total sum of \$53.6 billion for teacher pay, modernization and construction and an earmarked amount of \$ \$5 billion which set the stage for a competitive grant competition called Race to the Top (RTTT). RTTT challenged states and schools to examine their curricular programming, adopt common standards for uniformity in material being, and sought to increase educator effectiveness to ensure students made educational gains by turning around low-performing schools. The impact of RTTT was set to reform learning outcomes for students and challenged educational practitioners to examine educational practices within all learning environments particularly in the general education setting.

General Education History and Curricular Role

General Education refers to the educational experience of typically developing children (Anuradha, 2021). It encompasses the basic educational experiences to create cross-curricular learning experiences to meet the needs of typically developing students. Public schools started a historical transition from the early days of only educating specific students to the modern day of educating all students. General education within our budding nation referred to the early colonies that educated specific

students based on the population of the community and the demographic of the child (male or female). The Massachusetts Bay Colony had a primary function of teaching children to read the Bible and decreed in 1647 that towns of 50 people should have a public school while those over 100 people should have a Latin school (Chen, 2020). The focus of schooling throughout the 18th century centered around religion or private institutions. In 1785, Thomas Jefferson challenged the education trajectory by establishing a government funded systematic educational plan for the Commonwealth of Virginia. This plan highlighted a foundation of academics over religious concepts which forged the path for advanced change. During the 18th century, the majority of schools were run by ministers and were free to males and females with limited resources designated by government funding (Chen, 2020). The public school transitioned into what could be seen as a modern-day educational system throughout the 1900s. The evolution from one-room schoolhouses where students of various grades were educated in one room by the same educator to students being educated by their various grades in separate locations by a teacher designated to their content. Horace Mann the former Massachusetts Secretary of Education in 1837 facilitated this shift. In addition, reform occurred within the general classroom when learning experiences were offered to students of various racial backgrounds. Groundwork of change was enacted based on Plessy v. Ferguson and continued to influx change after Brown vs. Board of Education of 1954 which issued a ruling that segregation of students based on race or gender was “inherently unequal” and should be abolished (Chen, 2020). Federal laws, including NCLB and ESSA ensured students will be educated in the least restrictive environment which often includes the general education classroom.

These laws created a viable pathway for all students to have equitable access to materials and learning resources during the 21st century. The implementation of these laws prompted school officials to ensure learning plans were in place to meet all diverse learners.

States have specific standards which create a baseline of what general education students should master to be proficient within curricular areas. Nolet & McLaughlin (2005) define the role of standards in creating unified experiences within the general education classroom, In 2001, NCLB reinforced the vision of standards-driven reform and created even greater demands for states to create challenging standards and to require more accountability on the part of schools and school systems” (p.3). Within NCLB and ESSA a clear guideline is for standards to be high to maximize student learning. This learning is measured through summative and formative assessments. States require specific summative assessments to gauge student performance to identify growth and achievement of the student related to their individual performance and performance related to their typically developing peers. Nolet & McLaughlin (2005) define standards-driven reform and its three critical components: “(a) challenging content and achievement standards, (b) assessments aimed at measuring how schools are helping students meet the standards, and (c) accountability for achieving higher levels of student performance” (p.3). These three components are structured around the typically developing child within the general education classroom. Standards within the General Education classroom are used to create equity by promoting a unified metric of what should be taught within the parameters of the content area. All states within the United States of America are required to have standards in

the core curriculum areas of reading, math, and science-based on Title 1 of the NCLB, but some have them in social studies, fine arts, physical education, and career technical education content areas (Nolet & McLaughlin, 2005). Shared standards provided uniformity to what was expected to be taught to allow for a deeper understanding of what was occurring within given classrooms.

Standard and alignment of instruction within the general core classroom are vital to ensure students are assessed on the same material being taught. Standards create a baseline as to what will be measured on state assessments which are required by NCLB. States are required to assess at least 95% of students in the areas of reading/language arts, math, and science yearly in Grades 3-8 and once during Grades 9-12 using three levels of achievement: Basic, Proficient, and Advanced (Nolet & McLaughlin, 2005). Within the general curriculum, there are tested and non-tested areas but each still encompasses the cumulative educational experience. Schools must report student results from these assessments to the state and are available for transparent reporting through school report cards and through state assessments which demonstrate Adequately Yearly Progress (AYP) results. AYP is the measure in which states and districts are held accountable for their performance under Title 1 based on the ESEA and its 1994 reauthorization (Education Week Staff, 2004). It is vital for schools to address their AYP based on NCLB. NCLB requires states to hold schools accountable for reaching proficiency and if they fail to make intended proficiency gains for two consecutive years, they must be identified for school improvement (Education Weekly Staff, 2004). Failure to make continual AYP gains within the general curriculum requires schools to be identified for school improvements and specific measures must

occur to correct the failure. These measures increased educator accountability by creating a uniform expectation of what students should master to be proficient. It also increased expectations for teacher preparatory programs to ensure future educators were equipped to meet the demands of educating students. Educators within the general curriculum must meet state requirements for licensure which is accomplished through teacher preparatory programs or career to education pathways. Targeting specific subgroups of participants within the general core is often one of these measures, including the subgroup of special education students served by inclusion or other services. The general core expectations also impacted other curricular areas by creating a general baseline of what is expected for all students. These expectations guided curricular areas, including the area of fine arts.

Fine Arts History and Curricular Role

The Fine arts curriculum was introduced into what is now considered a staple of the modern school learning experience. Fine arts consist of visual, performance, or foreign language classes. The National Art Educational Association (NAEA) (2021) refers to fine arts as “foreign language, vocational education, computers, forensics, practical arts, humanities, speech, and applied arts” (p.1). Many states and districts have added fine arts to their curriculum and have mandated additional fine arts as part of the high school graduation requirements (NAEA, 2021). Former President Barak Obama recognized the need for arts claiming, “The arts are central to who we are as a people and they are central to the success of our kids” (Americans for the Arts, 2014, p. 1). He went on to stress that the arts were not something you just do because it is nice,

but instead they are vital to the success of students (Americans for the Arts, 2014).

Bodnar 2018 recalled a report by Americans for the arts which claimed, “young people who participate regularly in the arts (three hours a day on three days each week through one full year) are four times more likely to be recognized for academic achievement” (p.1). Benjamin Franklin noted the need for fine arts in the 1700’s by bridging concepts related to fine arts adoption in schools. Benjamin Franklin advocated for fine art education in his book Proposed Hints for an Academy in 1792 (Whitford, 1923). In 1860 Massachusetts was the first state to adopt fine arts into its general curriculum (The Art of Education. (n.d). This led to a pathway for other states to follow in the path of Massachusetts. Renowned educational theorist John Dewey promoted an experimental school in 1896 for students to be creative and to develop critical thinking skills through fine arts (The Art of Education, n.d). John Dewey also wrote Art as Experience, which explores developing general creative abilities with art as the vehicle to do so (The Art of Education, n.d.). The National Defense Act (NDEA) passed by Congress placed an emphasis on math and science (U.S. Senate, 1958). This Act followed in the wake of Sputnik and resulted in a declined focus in the arts while math and science became a central focus. By 2010 focus on math and science transitioned into Science, Technology, Engineering, and Math (STEM) (The Art of Education, n.d.). The push for STEM education gained awareness and later was transitioned to STEAM which added an A for the Arts. Brain research indicates the arts assist with developing and strengthening neural systems. When neural systems are strengthened students experience a spectrum of benefits, including but not limited to improved emotional balance, enhanced fine motor skills, and creativity (Jenson, 2001). Equipping students

to have high quality fine arts experiences which strengthen the neural system requires specialists in their content area to be knowledgeable and well versed in meeting the needs of students.

Fiske (1999) conducted research which detailed, "specialist arts teachers who were confident in their pedagogical practice, knowledgeable about pupils' abilities and personalities, innovative in their approaches to learning, and who also enjoyed collaborating with other arts specialists" promoted these benefits (p.56). The use of fine art programming not only benefits the role of teacher perception in their pedagogy and practice but also assisted in students having a better rapport with their teachers. Fiske (1999) claimed "children in arts-rich schools are more likely than children in low arts schools to have a good rapport with their teachers" (p.56). The connection of teachers having an increased confidence level and students having a good teacher rapport assists students learning potential. Rimm-Kaufman & Sandilos (2010) claimed "students who have close, positive and supportive relationships with their teachers will attain higher levels of achievement than those students with more conflict in their relationships" (p.1). This supported Fiske's (1999) findings which found "teachers in the high-arts schools were more open, flexible, knowledgeable, and engaged in their own ongoing learning than were teachers in the low-arts schools" (p.60). These educators were trained and prepared for learning experiences which were required by their preparatory experiences. Educators within the fine arts curriculum must meet state requirements for licensure which is accomplished through teacher preparatory programs or career to education pathways. Many fine arts programs can bridge into career paths

for students as their career or post-secondary experience, so they are interconnected with many of the experiences offered in career technical education programming.

Career Technical Education History and Curricular Role

The role of career technical education is an integral part of the education process. Career technical education by definition is that which combines academic and technical skills to meet the needs of the labor market by enriching the knowledge and training to promote workforce competencies (Flynn, 2021). From the early foundations of the United States of America, the right to free public education was stressed. Often this free public education was given only to male students, although in the early 1800s female students had opportunities that centered around teacher preparatory programs: both consisted mostly of apprenticeship programs (ACTE, 2021). The framework of the modern CTE programming was expanded during the early 19th century when the workforce and public education system worked together to create programming to meet the workforce needs. The Association for Career and Technical Education (ACTE) (2021) claimed, "The first mass acceptance of career and technical education came after World War I and was enhanced after World War II due to the need for technical skills to enhance the country's defense needs" (p.1). The war needs prompted reform of current programs to assist in the overall needs of the country.

The Smith-Hughes National Vocational Education Act of 1917 set the stage for the first federal investment in secondary vocational education by providing funding to support home-making, agriculture, and industrial education (ACTE, 2021). The Act supported vocational education by allocating federal funds to make learning more

authentic by transitioning it from a more focused book learning to a more hands-on learning experience. Vocational teaching occurred prior to Smith-Hughes but was not uniform between state to state (Moore, 2017). The transition set the stage for deeper application and learning which enhanced the learner's ability to transition their learning application into the workforce. Vocational education's practical application to academic concepts assisted students in mastering concepts, facilitated increased learning retention, and fewer dropouts from school occur for struggling students (Moore, 2017). The kinesthetic benefit of vocational education was valuable to the overall learning experience.

The kinesthetic learning acquired offers students a visible way to experience learning concepts beyond a textbook by providing real-life context. Real-world applications challenge students to learn about things they are interested in which enhances learning (Ruddy, 2021). Clearly drawing a connection to academics and real-life within the career technical experience enhances learning acquisition. Students are more motivated to learn and learn more when they are exposed to relevant content to build connections which stimulate personal motivation (Theall et.al, 2021). This is vital within the career trajectory of CTE because learning of core concepts needs to occur so the learner can transition what is learned to actionable steps during workforce-related tasks. Research on brain functioning supports a constructivist view that elaborates on the importance of a learner's schema in forming the foundation for incorporating new information to extend learning acquisition (Zull, 2002 & 2011). Dictating the course when prior experience is connected to current learning in a meaningful way, learning acquisition is increased and retention of material is heightened. CTE programming at

the core provides these opportunities and has increased since the turn of the century transitioning vocational education to the term career and technical education. In 2006 the federal government passed the Perkins IV with the intent to develop fully academic, technical, and career skills for secondary and postsecondary students who enroll in CTE programming (Malkus, 2019).

The addition of the Perkins has added funding as well as federal requirements to support CTE programming. The Strengthening Career and Technical Education for the 21st Century Act assisted in the reauthorization of Perkins V in 2018 which allocated \$1.3 billion in federal funds (Malkus, 2019). The additional funds allocated allowed for financial backing to leverage these programs. Malkus (2019) went on to quote, " Key to Perkins' theory of action is that states need flexibility in developing and aligning coherent CTE programs that will prepare an educated and skilled workforce (including special populations)" and meet "the skilled workforce needs of employers" (p. 7). The ability to leverage CTE programming to all students is encompassed in Perkins. The reauthorization of Perkins V defined at least two courses in a CTE area that could be defined as a CTE concentrator (Markus, 2019). The ability to offer multiple opportunities in a given CTE concentration area allows for the learner to enhance their depth of knowledge related to the area to be career or college-ready. This prompts students who may not be interested in certain programming due limited opportunities within the program to have additional opportunities to delve deeper into concepts which challenges students who were traditionally not CTE students into CTE classes. Throughout the foundation of early vocational program students who were less successful academically gravitated towards career vocational programming. Today

students of all academic backgrounds are exploring learning options within the CTE framework due to expanded class options and broader learning opportunities within these areas post-secondary. Markus (2019) goes on to claim, "average test scores, graduation rates, and other indicators are rising by adding more academically oriented and otherwise college-going students to the CTE tent, rather than CTE programs broadly improving" which indicated the importance of opening programming to a broader scope of learners (p.27).

John Dewey, an educational reformist, was a supporter of fine arts but opposed vocational education because he thought "it was building a class distinction right into the design" by limiting certain students into a certain career or academic pathway (Hanford, 2014). At the forefront of CTE, programming students were tracked and steered into certain career paths which aligned with Dewey's concern, but modern CTE programming made shifts for CTE programs to encompass a broad range of academic and support programs to assist not only with career path trajectories but also university parallel programming. By the late 1990s it was evident that many of the vocational education programs had become a dumping ground for low achieving students, primarily ones of low-socioeconomic, based on race, or disability creating disparity within these groups (Hanford, 2014). Based on NCLB reform needed to occur to increase academic expectations and programming performance within this area. Hanford (2014) claimed, "In 1990, only 10 percent of students who took four or more occupational course credits in high school also completed the courses they needed to be prepared for a four-year college. The need for change was evident and prompted shifts to align CTE programming with academic coursework which leveraged learners'

ability to still attend college. Hanford (2014) went on to claim, "The most recent data show 37 percent of those students also took a four-year college prep curriculum; 60 percent completed courses that would prepare them for a community college" (p.1).

The ability to leverage academic and CTE programming together offers learners an advanced pathway to be college or career-ready. The National School Board Association (NSBA) (2019) affirm this for students particularly for special education students, "CTE courses benefit everyone, but CTE especially helps students served by the Individuals with Disabilities Education Act (IDEA)" with data that suggests students with disabilities enrolled in CTE classes are more likely to graduate and meet state proficiency goals. Perkins V also called The Strengthening Career and Technical Education for the 21st Century Act was developed to promote employable skills through CTE programming and includes students with disabilities (NSBA, 2019). Students with disabilities' rights to the same educational experiences as their peers are elaborated in the Individuals with Disability Education Act (IDEA) and student rights are protected under their individual education plan (IEP). The NSBA (2019) detailed the participation and increase of students with an IEP within CTE classes, "The number of IDEA students who enrolled in CTE at the secondary level increased by 73 percent from less than 500,000 in 2008 to more than 800,000 in 2018" (p.1) This growth continually challenges school districts to ensure measures are in place within classrooms and IEP's to support these students. Public schools have measured graduation rates since 2011 and federal data has noted this rate in 2019 was 85% for CTE and non-CTE students (NSBA, 2019). However, this rate increased to 89% in 2017 and 2018 for students with disabilities who participated in CTE programming. (NSBA, 2019). Students disabled

and non-disabled had a graduation rate of 96% in 15 states and disabled students who participated in CTE programming reached the national average of the 85% graduation rate in over two-thirds of states which detailed the advantages to CTE programming (NSBA, 2019). NSBA (2019) went on to detail the importance of linking CTE to IEP transition plans to assist students in developing academic proficiency and employable skills to “help students out of the “disability trap” and close the achievement gap. This requires skillful collaboration between the career technical educator and the special education educator. Special education teachers have pedagogical experiences to equip them with the knowledge base to impact disabled student’s learning capacity while many CTE educators have not received the similar pedagogical experiences. Many educators into the CTE field enter the education field from career to the specific area taught which can limit prior opportunities for teacher preparatory which stresses the need for collaboration between the special education educator and CTE educator.

Special Education Overview

Special education encompasses any instruction or educational programming that is used to meet the needs of a specific disabled child. Section 1401 of the Individuals with Disability Act (2004) defines parameters of what encompasses a disability as students who exhibit one or more of the following, intellectual disabilities, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this chapter as “emotional disturbance”), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities. The Individuals with Disabilities Act

was signed into law in 1975 and was reauthorized in 2004 to create measures to support disabled students to receive a free and appropriate education (FAPE) in the least restrictive environment (LRE) (NSBA, 2019). Services provided within The Individuals with Disability Act include measures to support individual learning needs related to educational access. IDEA, Part B allowed for 7, 120, 238 disabled students to be served (USDE, 2020). NSBA (2019) also detailed IDEA plan to require schools to “assist students with disabilities to develop independent living skills and abilities essential to succeed in most of their life’s endeavors” (p.1). Creating plans to assist disabled students in their educational setting is a vital part of meeting these skills. During the 2017-18 school year, 72.7% of disabled 14-21-year-old students graduated with a regular diploma and 16% dropped out (USDE, 2020) with the assistance of their IEP plan. IEP plans are developed based on a given student meeting the parameters defined by IDEA to qualify for educational assistance with an IEP plan. These plans have specific goals and measurements of accountability to ensure students have the needed materials to be successful in their educational programming. These plans specifically target key areas of need for the students, but often do not offer direct support in the fine arts or CTE realm even though the plans cover all areas of an educational experience.

Inclusion Overview

Inclusion services require disabled students with special learning or behavioral needs to be served within the general education classroom with non-disabled peers full-time. Essentially, inclusion means that the student with special education needs is

attending the general school program, enrolled in age-appropriate classes 100% of the school day. (Idol, 1997, p. 4). Congress passed the Education for all Handicapped Children Act (EHA, Public Law 94-142) in 1975 which was last reauthorized as IDEA in 2004 which guaranteed a free and appropriate education to disabled children (USDE, 2020). The United States Department of Education (USDE) detailed, "In 1970, U.S. schools educated only one in five children with disabilities, and many states had laws excluding certain students, including children who were deaf, blind, emotionally disturbed, or had an intellectual disability" which excluded nearly 1.8 million children from public school services. Since the implementation of EHA many children with disabilities have been served. Vast amounts of disabled children have been served by EHA: 1976-77 school year 3,694,000 disabled children were served, 1980-81 school year, 4,144,000 disabled children were served. EHA provided services for more than 7.5 million children who received services in the 2018-2019 school years and 64% of students with disabilities were served 80% of the time within a general education classroom with inclusion services (USDE, 2020).

Services offered for disabled students include a variety of LRE based on their individual needs and can consist of full-inclusion services also known as pull-in services or pull-out services. Inclusion and pull-in services are offered in the classroom and contain a variety of practices including but not limited to differentiated instruction, instructional supports, or related services (Morin, 2014). Pull-out services occur outside of the general education classroom in small groups or one-on-one in a separate setting like a resource/ special education classroom (Morin, 2014). Inclusion services offer benefits because students spend less time transitioning from class to class, advanced

opportunities to interact with grade-level peers, and have more opportunities for grade-level exposure to content (Morin, 2014). Pull-out services allow students to receive direct instruction based on their individual needs, fewer distractions from the classroom, and less time is spent focusing on incorporating learning around what is occurring on a given day within a classroom (Morin, 2014). Both offer advantages and disadvantages. Inclusion instruction has barriers with less one on one time for the student and it can be a problem with specialist scheduling or co-planning (Morin, 2014). Pull-out services create barriers by changing the environment for the student by limiting peer-to-peer access, creating feelings of separateness, and missed grade level exposures (Morin, 2014). Eredic's (2019) promoted children should have opportunities to have equal access to their peers' listing reasons for inclusion to be widely accepted: equal access to education and peers, inclusion fosters confidence and acceptance of one another's ability, provides direct supports from specialists for teachers to meet the needs of the student with the specialist present and without. Research conducted by Idol (2006) with eight schools: 4 elementary and 4 secondary examined 7 variables (course grades, academic skills, statewide test scores, social behaviors, students' attitudes toward inclusion, students' attitudes toward students with disabilities, and parents' attitudes toward inclusion) which indicated attitudes toward students with disabilities were positive and indicated that most educators across schools were supportive of these students within the inclusion setting. Educators within this study were conservative in how to offer inclusion services and preferred to have a special education teacher or instructional assistant available for all students and if this was not possible, they preferred to continue having a resource room for support (Idol, 2006). Overall educators

had a positive impression of the collaboration within the inclusion setting and felt they had support when offering inclusive services (Idol, 2006).

Idol (2006) also examined the impact of having disabled students within the general education classroom on their non-disabled peers. Idol (2006) found that 68% of the four elementary school teachers thought the non-disabled students remained the same regardless of having students within their class with a disability, while 6% thought the disabled students adversely affected the other students. Within this study, 33% of educators reported test scores remained the same and 36% of educators reported having disabled students within their classroom increased state test scores (Idol, 2006). 80% of the elementary respondents felt including students in the general curriculum was optimal while 77% in the secondary schools felt disabled students should be included in the general curriculum. Within the secondary schools, 45% of respondents indicated they preferred to have a special education teacher or teacher assistant when educating disabled students (Idol, 2006). Of the educators that responded, 10% across the secondary schools felt other students were adversely affected by their disabled peers in the classroom (Idol, 2006). It was noted social behaviors of disabled students' impact on non-disabled peers were deemed to be an exception and respondents felt disabled peers increased negative behaviors of all students. Noticeable improvements were noted in statewide test scores and 50% of the time no differences were noted in the disabled and non-disabled students (Idol, 2006). Clear distinctions were drawn between academics and behavior at the secondary level. The secondary respondents in Idol's (2006) study felt academic problems were "more acceptable and manageable for them" and felt they needed more personnel and training to implement inclusion (p.90).

Training within the school setting through mentoring and educator preparatory programs is a vital component of establishing educator capacity.

Educator Preparatory Overview

The professional practices of teachers have changed as well as an influx of teachers entering the profession has increased creating a ballooning effect in the teaching force. In the report, Who's Teaching Our Children, Ingersoll & Merrill (2001) explained, "K-12 teaching has long been one of the largest occupational groups in the United States, and is growing larger" (p. 15). Ingersoll & Merrill (2001) "analyzed data from the Schools and Staffing Survey (SASS) and its supplement, the Teacher Follow-Up Survey (TFS). Conducted by the National Center for Education Statistics (NCES), the SASS administers survey questionnaires to a random sample of about 50,000 educators representing all types of teachers, schools, and districts and all 50 U.S. states" (p. 14). The data detailed common trends within the educational field which impact teachers including the ballooning teaching force within the education platform. Ingersoll & Merrill (2001) referred to the ballooning teaching force as: elementary and secondary student enrollment (public, private, and charter) which has risen 19 percent since the mid-1980s, the number of teachers has increased at a far faster rate, growing 48 percent. Some would consider that the ballooning teaching force is due to many contributing factors including the need for teachers to specialize in given areas to obtain certification, smaller class sizes, and demands required by federal and state laws. Ingersoll & Merrill (2001) explain that significant sources of the ballooning need are related to key areas: special education, science, and math. They detailed the growth in

special education is related to the Individuals with Disabilities Act and the need for teachers in math and science is related to states implementing increased course requirements in these key areas. With the need for teachers specializing in these areas, we see a surge of new teachers (young teachers as well as career switchers) entering into these key areas. Ingersoll & Merrill (2001) discuss the positive and negative role of age and experience on teachers. Teachers offer a variety of experiences based on their pedagogical background. New teachers can challenge peers to think of new ideas and provide a fresh perspective to concepts. Experienced teachers also known as veteran teachers offer mentoring and leadership from their experiences over the course of years. Ingersoll & Merrill (2001) express the dilemma for the loss of veteran teachers, “On the other hand, for many schools and school systems, veterans will become scarce, with increasingly fewer teachers able to provide mentoring and leadership (p.18).” The lack of veteran teachers to support new teachers based on their prior experience has the potential to impact the longevity of their career and teacher capacity.

Educators have various preparatory experiences which prepare them for classroom instruction. Berry (2001) explains that many are entering the teaching force due to alternate programs and pathways in which he expresses, “ With teacher shortages growing, alternate routes into teaching have been an increasingly attractive strategy for U.S. policymakers, who also continue to question the effectiveness of traditional teacher education” (p. 32) Alternate programs (graduate level teacher education program or short-term alternative licensure program) replace the need for educators to enroll in a specific full term educator preparatory program. 41 states now offer some sort of alternative programming (Berry, 2001). It is vital to also ensure that

access to preparatory programs encourages diverse individuals to pursue a career in education and structures are in place to facilitate retaining these educators. Many of the graduate-level teacher education programs offer classroom management instruction, lesson development, brain-based research on instruction and delivery, and an overview of complex teaching components.

In contrast, many of the short-term alternative programs do not allow for an in-depth view of the educational climate. This practice has repercussions for these practitioners as well as for the students which they are employed to teach. Berry (2001) goes on to describe these truncated shortcut programs and the teachers they facilitate as, "Graduates of these programs are thrust into classrooms as fully independent teachers, often in the most challenging classrooms filled with the most disadvantaged learners" (p33). Disadvantaged students need a skillful teacher that is well versed in methods to enhance student capacity. Berry (2001) goes on to detail, "To be fair, many traditional teacher education programs also do not address the kinds of knowledge and skills demanded by teaching today" (p34). Many of these programs offer preparatory experiences but are limited in quality. The need to leverage these educators is vital because oftentimes the students they serve have the greatest need for educational interventions to be leveraged to create student success. Berry (2002) details, "National Center of Education has identified only 12 of the 41 states that offer alternative licensure as having at least one exemplary program (p. 34)." CTE educators often enter the teaching field with no or very few education classes. Some CTE educators enter the education field with training or certificates and have not received any preparatory training on instructing students, their development, or strategies to use to assist with

academic, behavior, or development issues. The need to leverage these programs is vital to meeting the needs of the formidable educator.

Scherer (2011) described the process to enhance a formidable educators skill set is not a short process and potentially can “take between five to eight years to master the craft of teaching” (p.6). Learning the art of teaching isn’t something that can be completed in isolation within a teacher preparatory program, even though training in key areas does assist in leveraging the beginning teacher’s foundation of learning. Scherer (2001) refers to the ability to leverage the current knowledge base as the ability to leverage a teacher's “case knowledge” (p 7). Case knowledge is the ability to leverage what one knows and encounters to extend one’s personal memory bank. Queensland Brain Institute (2021) refers to this memory bank as, “explicit memory, which is consciously recalled” (p.1). These explicit memories stimulate what is known to leverage what is unknown. The memories that one has encountered can be stimulated to enhance current memory and practices creating episodic memories. The experiences a teacher encounters can assist in the retention of material learned. These memories can also be semantic when they are based on general knowledge or key facts like when retrieved from prior pedagogical practices. The ability to use prior knowledge to leverage new knowledge can assist teachers in leveraging new material from their short-term memory to their long-term memory. Creating ongoing learning opportunities is a vital part of ensuring teaching is maximized and educator needs are met. Childress (2014) provides an overview of professional learning to support the growth of teachers by stating, “Schools must provide ongoing professional learning for educators at every stage of their career” (p. 10). The job-embedded component of professional learning

stimulates a personal response that is relative and meaningful to the learner and teacher which increases productivity. Cain & Laird (2011) clarified this concept, “When teachers do not have to spend significant time solving the problem of what to teach when to teach it, and how to teach it, they are able to focus their time and attention on what really matters” (p.9). When educators feel confident in what they are teaching and who they are teaching they have an enhanced perception of their ability, thus their self-efficacy is enhanced.

Self-efficacy Overview

The American Psychological Association (2021) defines self-efficacy as one’s ability to reflect confidence in their ability to control over one’s own behavior, motivation, and social environment. In other words, it is a judgment of one’s own personal capacity to accomplish a task (Bandura, 1986). Self-efficacy is grounded in social cognitive theory – “an approach to understanding human cognition, action, motivation, and emotion that assumes that people actively shape their environments, rather than simply react to them” (Maddux & Gosselin, 2003, p. 218). When people feel they are capable in their practice and have overall support for growth they are motivated to continue to deepen their knowledge base and are more productive. Bradley (2015) explains, “When teachers perceive themselves as producers of practical knowledge, this supports teacher self-efficacy and can be professionally empowering, rather than feeling that answers always come from the experts” (p124). A person’s perceived self-efficacy changes based on given tasks and situations because it is not solely about the knowledge base a person has but what a person believes they can do with their skills in

any given circumstance. Bandura (1997) drew connections that self-judgments are not interrelated but are connected to the tasks or personal situations one encounters. A person's self-efficacy influences behavior in two ways: efficacy expectation and outcome expectancy (Bandura, 1977). Efficacy expectations are produced when one feels or believes they can produce the desired outcome while outcome expectancy stems from when one feels their behavior will lead to a specific outcome (Bandura, 1977). Efficacy expectations and outcome expectations should not be used interchangeably because they are two different things based on behavior or belief and based on how a person's performance on a given task efficacy expectation is deemed to be the most viable factor (Tschannen-Moran & Hoy, 2001).

Ebay et al. (2008) reviewed 116 independent samples in a meta-analysis which detailed, positive correlations that indicated that being confident in one's practice was associated with "a higher level of each criterion variable (e.g., more favorable career attitudes, higher self-esteem)" (p. 260). When people feel they are capable in their practice and have overall support for growth they are motivated to continue to deepen their knowledge base and are more productive. Holloway (2001) explored Pathwise, a formal induction program, and a study completed by Carmen Giebelhaus and Connie Bowman in 2000 which explored a data analysis of prospective teachers who were assigned mentors. Within this study teachers who were paired with a mentor demonstrated, "more complete and effective planning, more effective classroom instruction, and a higher level of reflection on practice than did new teachers whose mentors had received only an orientation program" (p.87)." The experienced veteran

mentor teachers and the new teachers with new ideas offered support for each other to build capacity and to offer ongoing support related to authentic topics.

When teachers are confident in their practice, they can use their own inspiration and drive to inspire others to learn. Steele (2009) claimed, "Inspired teachers are driven to improve their own teaching and are dedicated to their students' continuous improvement" (p.185). When people are on the continuum of continual growth, they seek ways to leverage outcomes and are driven by passionate experiences. Steele (2009) went on to correlate an overview that claims passionate teachers own their power to affect students' learning and they know that their actions are not an accident and impact learning (p.187). When a teacher has a low self-efficacy of their ability, they spend less time assisting students who are struggling or lack understanding and are more likely to refer these struggling students to special education services (Corkett et al., 2011). In addition, a teacher's self-efficacy is unstable and changes based on academic area, classroom dynamics, years of experience in the classroom, and overall comfortability with their ability to teach the material (Corkett et al., 2011). When educators have a perceived high level of self-efficacy, they believe all students are reachable and have the ability to learn with additional assistance, extra effort, and appropriate instructional support (Bandura, 1997). An educator's perceived self-efficacy is developed through their experiences and ongoing learning. The most powerful influence on a teacher's self-efficacy occurs during their preparatory program experiences as well as during their first years of teaching (Hoy & Spero, 2005). The experiences offered prior to entering the education career field and the first few years impacts the self-efficacy one develops regarding their ability as an educator.

Enhanced self-efficacy prompts educators to move students through their learning experience. The level of self-efficacy regarding the multiple dimensions of who is being taught, what is being taught, and how it is being taught is a dynamic that cannot be overlooked when examining programming planning, implementation, and overall student outcomes regarding learning acquisition.

CHAPTER 3

Research Methodology

This quantitative study was designed to determine high school teachers' perceptions of personal teaching self-efficacy regarding teaching inclusion students within the General Core, Fine Arts, and CTE in one school district in East Tennessee. The study collected data on teachers to determine whether they are tested or non-tested in their content areas, and also on their educational background related to their content area to determine how their pedagogical experience and possible support assists or diminishes their self-efficacy regarding instructing inclusion students. This study analyzed variables between teaching inclusion in General Education, Fine Arts, and Career Technical Education. The variables of those with and without an advanced degree, teacher's levels of years of experience, teacher's efficacy of collaboration, teacher's efficacy of using inclusion instructional strategies, and efficacy of managing student's behaviors were explored within each of the defined content areas of General Education, Fine Arts, and Career Technical Education. The purpose of the study sought to identify teacher perceived self-efficacy in teaching inclusion students in the general core, fine arts, and the career technical education. Data were collected through an online web-based method scale (Appendix A) using an adapted Teacher Efficacy for Instruction Practices (TIEP) scale (Sharma et al., 2011; Appendix B). The modified scale uses a forced-choice, Likert-type scale as did the original scale it is based on.

Research Questions and Null Hypotheses

Research Questions

The following research questions were designed to examine high school teachers' perceptions of personal teaching self-efficacy regarding teaching inclusion students within the General Core, Fine Arts, and CTE.

1. Is there a significant difference between General Core teachers, Fine Arts teachers, and CTE teachers on their perceived self-efficacy when teaching inclusion?

H₀1: There is no significant mean difference between General Core teachers, Fine Arts teachers, and CTE teachers on their perceived self-efficacy when teaching inclusion.

2. Is there a significant difference between teachers with advanced degrees and those who do not have an advanced degree on their self-efficacy when teaching inclusion?

H₀2: There is no significant mean difference between teachers with advanced degrees and those who do not have an advanced degree on their self-efficacy when teaching inclusion.

3. Is there a significant difference between teachers' years of experience on their self-efficacy when teaching inclusion?

H₀3: There is no significant mean difference between teachers' years of experience on their self-efficacy when teaching inclusion.

4. Is there a significant difference between General Core teachers, Fine Arts teachers, and CTE teachers on the efficacy of collaboration when teaching inclusion?

H₀4: There is no significant mean difference between General Core teachers, Fine Arts teachers, and CTE teachers on the efficacy of collaboration when teaching inclusion.

5. Is there a significant difference between General Core teachers, Fine Arts teachers, and CTE teachers on the efficacy of using various inclusion teaching strategies?

H₀ 5: There is no significant mean difference between General Core teachers, Fine Arts teachers, and CTE teachers on the efficacy of using various inclusion teaching strategies.

6. Is there a significant difference between General Core teachers, Fine Arts teachers, and CTE teachers on the efficacy in managing student behavior?

H₀ 6: There is no significant mean difference between General Core teachers, Fine Arts teachers, and CTE teachers on the efficacy in managing student behavior.

Population

The population for this study came from a selected school district in Northeast Tennessee with a focus on high schools within the district. This district currently has two high schools with similar demographics regarding to student population (BOE Connect, 2022) and teacher population (Tennessee Department of Education, 2020); The

demographics of the high schools is displayed in Table 1. The participating high schools are labeled as high school 1 and high school 2.

Table 1.

The Demographic Profile for the Participating High Schools

	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total	Teachers in the
Field						
High School 1	287	307	329	261	1184	82
High school 2	316	326	274	256	1172	70

Sample

The sample/participants for this study came from the two high schools in the select school district in which this study was conducted. The participants were selected from the teachers who voluntarily indicated that they would like to participate in the study. A total of 53 teachers from General Core, Fine Arts, and Career Technical programs from both high schools were identified. Ten teachers from Career Technical, 10 from Fine Arts, and 10 from General Core non-tested areas were included for the study. Since the General Core Tested Area had 22 teachers, 10 teachers were randomly selected from the General Core Tested category to provide equal representation of categories. Therefore, a total of 40 teachers were selected to participate in the study.

Instrumentation

This study adapted an Inclusion scale (Appendix A) from The Teacher Efficacy for Inclusion Practices (TEIP) scale (Sharma et al., 2011; Appendix B). Reliability and validity of the instrument were verified from the use of the TEIP scale (Sharma et al., 2011; Appendix B). The TEIP scale was developed to create an instrument to measure teacher perceived self-efficacy to teach inclusion in the classroom (Sharma et al., 2011; Appendix B). The TEIP scale was developed on a sample of 607 educators from four countries (Australia, Canada, Hong Kong, and India) (Sharma et al., 2011; Appendix B). Reliability analysis from the scale provided a reliable measure of teacher perceived self-efficacy for inclusion across the four countries with an alpha coefficient of 0.89 and alpha coefficient range from 0.85 to 0.93. The modified 22 question scale used the original questions as indicated by the numbers in parenthesis. The number in parenthesis indicates the item's number in the original 29-item scale. This scale was developed to measure teacher's perceived self-efficacy and was adapted by the researcher to gain additional insight into the efficacy of collaboration, efficacy of using inclusion strategies, and efficacy in managing student behaviors to address 6 research questions pertaining to inclusion. The modified scale used a forced-choice, Likert scale as did the original scale it was based on. Participants selected a multiple-choice response which detailed their overall self-efficacy with 22 questions based on 1 = strongly disagree, 2 = disagree, 3 = disagree somewhat, 4 = agree somewhat, 5 = agree, and 6 = strongly agree. An adaptation was made to include years of teaching as well as the pedagogical background to assist in determining background information. The scale also included a question detailing if the general core area is a tested or non-

tested area to see if that influences teacher perceived self-efficacy in teaching inclusion students. The scale also allowed other educators to identify their areas of expertise (Fine Arts or Career Technical), years of experience, and educational experience based on degree specifications.

The researcher ensured all documentation was in place for the research to occur. The researcher disbursed the pre-created modified (Appendix A) survey to the school administrators over each of the two schools. The researcher sent the survey a minimum of two times to both schools. The second time as a reminder to complete the survey if participants desired to do so. The researcher intended to remove any surveys that are duplicated from the same recipient, but none were noted. The researcher analyzed the survey sample to ensure that equal representation occurred across each content area and subgroup of learning.

The survey was sent to participants via their school email by their school administrator via a hyperlink to the survey. Participants were advised the survey was voluntary and confidential. Participants could electronically enter their responses in their own time and environment over a two-week time period. Participants could not see other respondents' responses, were required to answer each question, and could only access the survey once to ensure multiple responses were not collected from the same respondent. Responses from the survey were automatically downloaded into a Google sheet for the researcher. The survey results were transferred to the Statistical Package for the Social Sciences (SPSS) for tabulation.

Data Collection Procedures

Before the study commenced permission was sought from the Milligan University IRB then from the school district. Participants were selected from both high schools (high school 1 and high school 2) to ensure representation from two distinct schools and to acquire respondents from each career category. The instrument tool was ensured to provide reliable and valid results prior to delivering it to respondents (Sharma et al., 2011; Appendix B). Respondents were invited to participate in the study over a two-week period. Data from the survey located in Appendix A were collected automatically in a Google Sheet. This allowed the researcher to use the data displayed within Google Sheets. This application allowed data to be stored with the cohesive material collected as well as individually. These data were transferred to the Statistical Package for Social Sciences (SPSS) for further analysis. The researcher reviewed the data transferred into SPSS twice to ensure that all data were transferred with 100% accuracy. The results of the data analysis are covered in Chapter 4.

Data Analysis

Data were collected from a survey using a Google Sheet. The Google Sheet offered the ability for the researcher to group the three subgroups of General Core, Fine Arts, and CTE. It also allowed for the researcher to break up specific questions in regard to years of experience teaching as well as the highest educational level. Information from the Google Sheet was transferred into the Statistical Package for the Social Sciences (SPSS) and checked by the researcher at a minimum of two times to ensure all data were transferred accurately. Initial data analysis included frequency

tables, mean, and standard deviations to summarize the overall results. All data were analyzed using the Statistical Package for the Social Sciences (SPSS version 28). Research Questions 1, 4, 5, and 6 were analyzed using One Way Analysis of Variant (ANOVA). Research Question 2 was analyzed using Independent Samples T-Test.

Chapter Summary

This study examined teacher factors which could pertain to teachers' perceived self-efficacy. The educators voluntarily participated from the two high schools within one district in East Tennessee. A web-based survey was developed to collect data to determine teacher perceived self-efficacy of teaching inclusion within the General Core, Fine Arts, and CTE. ANOVA tests were conducted to analyze the research questions. The results from these data are revealed in Chapter 4.

CHAPTER 4

Data Analysis and Findings

The purpose of this study was to evaluate high school teachers' perceptions of personal teaching self-efficacy regarding teaching inclusion students within the General Core, Fine Arts, and CTE within one school district in East Tennessee. Specifically, the study analyzed teacher content areas, level of teaching experience, and perceived self-efficacy in teaching inclusion students, monitoring behavior, and leveraging student capacity. Data were collected using a survey that was distributed to approximately 150 teachers from two high schools within one school district in Northeast Tennessee. Fifty-three educators responded from the General Core, Fine Arts, and Career Technical programs from both schools. In order to have equal participants in each content area, including both tested and non-tested General Core areas, ten were selected to represent each area. A total of 40 participants were selected for the study; 10 from each of the categories of General Core Tested, General Core Non-tested, Fine Arts, and Career Technical Education. The demographic profile for the participants is displayed in Table 2.

Table 2

Demographic Profile for the Participants in Each Content Area

Content Area	Total Participants
General Core Tested	10
General Core Non-tested	10
Fine Arts	10
Career Technical Education	10

Results

Six research questions guided the analysis of data.

Research Question 1

Is there a significant difference between General Core teachers, Fine Arts teachers, and CTE teachers on their perceived self-efficacy when teaching inclusion?

H₀1: There is no significant mean difference between General Core teachers, Fine Arts teachers, and CTE teachers on their perceived self-efficacy when teaching inclusion.

A one-way ANOVA was computed to compare the difference between General Core teachers, Fine Arts teachers, and CTE on their perceived self-efficacy when teaching inclusion. No significant difference was found among the career categories ($F(3, 36) = .399, p = .755$). No significant difference between the career category of General Education Tested ($M=5.00, sd = .667$), General Education Non-Tested ($M=4.70, sd = .949$), Fine Arts ($M=4.70, sd = .483$), and CTE ($M=4.70, sd = .823$). Therefore, the null hypothesis was retained. The results are displayed in Table 3.

Table 3

One Way Analysis of Variance on Self-perceived Efficacy on Teaching Inclusion on Content Areas

Career Categories	<i>M</i>	<i>sd</i>	<i>df</i>	<i>F</i>	<i>p</i>
Fine Arts	4.70	.483	(3,36)	.399	.755
General Educ Tested	5.00	.667			
GE Non-tested	4.70	.949			
CTE	4.70	.823			

Note. $p > .05$

Research Question 2

Is there a significant difference between teachers with advanced degrees (Master, Educational Specialist, and Doctorate) and those who do not have an advanced degree (Certificate and Bachelor Degree) on their self-efficacy when teaching inclusion?

H₀2: There is no significant difference between teachers with advanced degrees and those who do not have an advanced degree on their self-efficacy when teaching inclusion.

An independent samples t-test comparing the mean scores of teachers with an advanced degree and those who do not have an advanced degree on their self-efficacy when teaching inclusion was conducted. Levene's test for equality of variance indicated

that variances were assumed equal ($p = .429$). No significant difference between the means of the two groups ($t(1.535) = 2.094$, $p = .133$) was found. The mean for advanced degrees ($M = 4.83$, $sd = .737$) showed no significant difference from non-advanced degrees ($M = 4.25$, $sd = .500$). Therefore, the null hypothesis was retained. The results are displayed in Table 4.

Table 4

Independent Sample T-test on Advanced and Non-advanced Degrees When Teaching Inclusion

<i>Degree Type</i>	<i>M</i>	<i>sd</i>	<i>df</i>	<i>t</i>	<i>p</i>
Advanced	4.83	.737	38	1.535	.133
Non-advanced	4.25	.500			

Note. $p > .05$

Research Question 3

Is there a significant difference between teachers' years of experience on their self-efficacy when teaching inclusion?

H₀₃: There is no significant mean difference between teachers' years of experience on their self-efficacy when teaching inclusion.

A one-way ANOVA was computed to compare the difference between teachers' years of experience on their self-efficacy when teaching inclusion. A significant difference was found among the teachers' years of experience ($F(3, 36) = 1.671, p = .048, \eta^2 = .122$). Tukey's HSD was used to determine the nature of the difference between the teacher's years of experience categories. This analysis revealed significant mean differences between teachers' years of experience 0-5 ($M=4.38, sd = .190$), teacher years of experience 6-15 ($M=4.71, sd = .726$), teachers' years of experience 16-25 ($M=4.93, sd = .616$), and teacher's years of experience 25+ ($M=5.25, sd = .500$) and their self-efficacy to teach inclusion. Teachers' years of experience self-efficacy means increased with each category of teachers' years of experience. Therefore, the null hypothesis was rejected. The results are displayed in Table 5.

Table 5

One Way Analysis of Variance on Teachers Self-efficacy to Teach Inclusion Based on Years of Experience

<i>Years of Experience Eta²</i>	<i>M</i>	<i>sd</i>	<i>df</i>	<i>F</i>	<i>p</i>	
0-5 Years	4.38	.916	(3.36)	1.671	.048	.122
6-15 Years	4.71	.726				
16-25 Years	4.93	.616				
25+ Years	5.25	.500				

Note. $p < .05$

Research Question 4

Is there a significant difference between General Core teachers, Fine Arts teachers, and CTE teachers on the efficacy of collaboration when teaching inclusion?

H₀4: There is no significant mean difference between general core teachers, fine arts teachers, and CTE teachers on the efficacy of collaboration when teaching inclusion.

A one-way ANOVA was computed to compare the difference between General Core teachers, Fine Arts teachers, and CTE teachers on the efficacy of collaboration when teaching inclusion. No significant difference was found among the efficacy of collaboration when teaching inclusion ($F(3, 36) = .992, p = .408$). No significant

difference between the career content areas of General Core Tested ($M=5.00$, $sd = .816$), General Education Non-tested ($M=4.90$, $sd = .738$), CTE ($M=4.40$, $sd = .843$), and Fine Arts ($M=4.70$, $sd = .949$). Therefore, the null hypothesis was retained. The results are displayed in Table 6.

Table 6

One Way Analysis of Variance on Teachers Self-efficacy to Collaborate when Teaching Inclusion Based on Content Area

<i>Career Content Area</i>	<i>M</i>	<i>sd</i>	<i>df</i>	<i>F</i>	<i>p</i>
General Educ Tested	4.40	.816	(3,36)	.992	.408
GE Non-tested	4.90	.738			
Fine Arts	4.70	.949			
CTE	4.40	.823			

Note. $p > .05$

Research Question 5

Is there a significant difference between General Core teachers, Fine Arts teachers, and CTE teachers on the efficacy of using various inclusion teaching strategies?

H₀₅: There is no significant mean difference between General Core teachers, Fine Arts teachers, and CTE teachers on the efficacy of using various inclusion teaching strategies.

A one-way ANOVA was computed to compare the difference between General Core teachers, Fine Arts teachers, and CTE teachers on the efficacy of using various inclusion teaching strategies. No significant difference was found among the efficacy of using instructional strategies ($F(3, 36) = .443, p = .724$). No significant difference between the career content areas of CTE ($M=4.90, sd = .738$), General Core Tested ($M=5.10, sd = .568$), General Education Non-tested ($M=4.80, sd = .919$), and Fine Arts ($M=5.10, sd = .568$). Therefore, the null hypothesis was retained. The results are displayed in Table 7.

Table 7

One Way Analysis of Variance on Teachers Self-efficacy to Use Various Inclusion Teaching Strategies Based on Content Area

<i>Career Content Area</i>	<i>M</i>	<i>sd</i>	<i>df</i>	<i>F</i>	<i>p</i>
General Educ Tested	5.10	.568	(3,36)	.443	.724
GE Non-tested	4.80	.919			
Fine Arts	5.10	.568			
CTE	4.90	.738			

Note. $p > .05$

Research Question 6

Is there a significant difference between General Core teachers, Fine Arts teachers, and CTE teachers on the efficacy in managing student behavior?

H₀: There is no significant mean difference between General Core teachers, Fine Arts teachers, and CTE teachers on the efficacy in managing student behavior.

A one-way ANOVA was computed to compare the difference between General Core teachers, Fine Arts teachers, and CTE teachers on the efficacy in managing student behavior. No significant difference was found among teacher efficacy in managing behaviors ($F(3, 36) = .2391, p = .084$). No significant difference between the

career content areas of General Education Non-tested ($M=4.80$, $sd = .949$), and General Core Tested ($M=4.95$, $sd = .497$), Fine Arts ($M=4.0$, $sd = .624$) and CTE ($M=4.65$, $sd = 1.180$). Therefore, the null hypothesis was retained. The results are displayed in Table 8.

Table 8

One Way Analysis of Variance on Teachers Self-efficacy to Manage Behavior Based on Content Area

<i>Career Content Area</i>	<i>M</i>	<i>sd</i>	<i>df</i>	<i>F</i>	<i>p</i>
General Educ Tested	4.95	4.97	(3, 36)	2.391	.084
GE Non-tested	4.80	.949			
Fine Arts	4.0	.624			
CTE	4.65	1.180			

Note. $p > .05$

Chapter Summary

Data from teachers were presented and analyzed in this chapter. There were six research questions. All data were collected through an online survey. Research Question 1, 2, 4, 5, and 6 null hypothesis was retained. Research Question 3 null

hypothesis was rejected. A summary of the findings, conclusions, and recommendations for future research and practice will be explored in Chapter 5.

CHAPTER 5

Summary of Findings, Discussions, Conclusions, and Recommendations

This chapter contains a summary of the findings, conclusions, limitations, and recommendations for future research. The purpose of this study was to evaluate high school teachers' perceptions of personal teaching self-efficacy regarding teaching inclusion students within the General Core, Fine Arts, and CTE within one school district in East Tennessee. Specifically, the study analyzed teacher content areas, level of teaching experience, and perceived self-efficacy in teaching inclusion students, monitoring behavior, and leveraging student capacity. This research could help professionals who will use the results as a resource when considering the impact of self-efficacy on teaching inclusion..

Summary of Findings

The statistical analysis reported in this research was based on six research questions to evaluate high school teachers' perceptions of personal teaching self-efficacy regarding teaching inclusion students within the General Core, Fine Arts, and CTE within one school district in East Tennessee. Specifically, the study analyzed teacher content areas, level of teaching experience, and perceived self-efficacy in teaching inclusion students, monitoring behavior, and leveraging student capacity. The analysis presented within this study was based upon six research questions which were analyzed in Chapter 4. Each research question had one null hypothesis. Research Questions 1, 3, 4, 5, and 6 were analyzed using a one-way Analysis of Variance (ANOVA). Research Question 2 was analyzed using an independent sample t-test to

compare mean scores. All data were analyzed at the .05 significance level. A total of 40 participants were selected for the study; 10 from each of the categories of General Core Tested, General Core Non-tested, Fine Arts, and Career Technical Education.

Findings indicated that there was no significant mean difference between General Core teachers, Fine Arts teachers, and CTE teachers on their perceived self-efficacy when teaching inclusion, those with advanced degrees and those who do not have an advanced degree, efficacy of collaboration when teaching inclusion, efficacy of using various inclusion teaching strategies, and efficacy in managing student behavior. Findings indicated there was a significant mean difference between teachers' years of experience on their self-efficacy when teaching inclusion.

Discussion of Findings

The purpose of this study was to evaluate high school teachers' perceptions of personal teaching self-efficacy regarding teaching inclusion students within the General Core, Fine Arts, and CTE within one school district in East Tennessee. Specifically, the study analyzed teacher content areas, level of teaching experience, and perceived self-efficacy in teaching inclusion students, monitoring behavior, and leveraging student capacity. The following findings were based on results and research provided within this study. All self-efficacy findings from the study were based on Hoy and Miskel's (2008) definition of self-efficacy which refer to one's self-efficacy as "an individual's judgment of his or her perceived capacity of performing a task" (p. 157) and their belief in their performance impacts their performance level. The reported findings from educators

within this study demonstrated a similar self- efficacy across content areas and degree types. Results indicated there is no significant mean difference between General Core teachers, Fine Arts teachers, and CTE teachers on their perceived self-efficacy when teaching inclusion. General Core teachers, Fine Arts teachers, and CTE teachers reported an equal sense of their perceived self-efficacy when teaching inclusion. Years of experience within this study was deemed to be the greatest predictor of self-efficacy. As teachers of experience increased so did their self-efficacy

Examining the differences between General Core teachers, Fine Arts teachers, and CTE teachers on their perceived self-efficacy when teaching inclusion was investigated during this study. The framework of a teacher's background assists with understanding any differences between self-efficacy. Hoy and Miskel (2008) refer to one's self-efficacy as " an individual's judgment of his or her perceived capacity of performing a task" (p. 157) and their belief in their performance impacts their performance level. Self-efficacy is related to an individual's motivation, performance, and resilience in completing a task; therefore, people who demonstrate the same skill level but have a different self-efficacy have the potential to demonstrate different outcomes. Examining differences between career categories identified if respondents indicated perceived capacity differences when teaching inclusion within the career content areas. Within this study there was no significant mean difference between General Core teachers, Fine Arts teachers, and CTE teachers on their perceived self-efficacy when teaching inclusion. General Core teachers, Fine Arts teachers, and CTE teachers reported an equal sense of their perceived self-efficacy when teaching inclusion. Corkett et al., (2011) drew connections between a teacher's high self-efficacy

and its impact to assist students to perform with greater success. Self-efficacy to teach inclusion students who are often not performing at the same level of their peers is fundamental to the success of all students. The reported perceived self-efficacy between the categories showed no mean difference which indicated none of the categories had a perceived self-efficacy above another. Tschannen-Moan and Master (2009) claim teacher self-efficacy is linked to classroom behavior, student outcomes, and implementation of change. Thus, all students were allotted an opportunity to have equal access to an educator with a similar perceived self-efficacy.

Burke and Sutherland (2004) claim, “ Successful implementation of an inclusion program depends on the attitude of those who will work most closely with the students involved. These attitudes are influenced by the teacher’s experience and knowledge of the disabled (p.163).” Examining teacher degrees as advanced and those who do not have an advanced degree was explored within this study to determine if self-efficacy varied between individuals with advanced degrees and those who did not have an advanced degree. The reported self-perceived self-efficacy of degree type showed no reported significant difference between teachers with advanced degrees and those who do not have an advanced degree on their self-efficacy when teaching inclusion. The reported degree category indicated that teachers felt similar self-efficacy when teaching inclusion students. These findings correlated with Hanushek’s (1986) findings which reported teacher degree levels were not significant predictors of student outcomes based on the differing qualities of where the degree was acquired, certification requirements, or ongoing professional development. Goldhaber et al., (1996) found teacher certification requirements are similar and showed no statistical significance

based on degree type, but indicated subject-specific development to be statistically significant when it revolves on specific subject related development. Based on Burke and Sutherland (2004) claim, “ Successful implementation of an inclusion program depends on the attitude of those who will work most closely with the students involved. These attitudes are influenced by the teacher’s experience and knowledge of the disabled (p.163)” one could infer from this study that the reported self-efficacy of educators within this study all felt similar self-efficacy to teaching inclusion students. The degree showed no impact on their perceived self-efficacy to teach inclusion which indicated these educators felt confident and informed to teach inclusion students.

Teachers' years of experience was explored within this study. Teachers' perceptions of their own abilities to teach inclusion students as well as their skill knowledge influences their individual self-efficacy. Hastings and Oakford (2003), detailed a view that preservice teachers expressed concern more so with children with behavior and intellectual disabilities than with children with intellectual disabilities. Within the reported findings within this study, there was a significant mean difference between teachers’ years of experience on their self-efficacy when teaching inclusion. The reported self-efficacy of teaching inclusion increased as teachers’ years of experience increased. These findings mirrored the findings from Kini et al., (2016) which claimed teachers’ effectiveness in their experience improved as they gained experience in their pedagogical practice over the course of years. They go on to discuss research from North Carolina which details a study over 11 years of third- through fifth-grade teachers and how teachers with strong mentors with more experience improved with years of experience. The findings also align with Shade and Stewart’s (2001) study

which detailed that one course within the context of instructing inclusion students has the power to transform learning outcomes and significantly change teachers' attitudes towards teaching students with mild disabilities within the general education classroom. As teachers become more comfortable with teaching inclusion students through ongoing learning within pedagogical programs or through work based experiences their self-efficacy to teach inclusion students increases.

Sheppard (2019) points out, " Inclusion has been an integral part of school policies worldwide for decades, yet the application of inclusionary principles depends on the attitude and skill set of the individual teacher in the classroom" (p.16) which are an integral part of an educator being able to collaborate with peers. Examining the role of collaboration amongst research participants enabled the researcher to determine if variations of perceived self-efficacy to collaborate occurred between the content areas. Self-reported findings from the research study reported there was no significant mean difference between general core teachers, fine arts teachers, and CTE teachers on the efficacy of collaboration when teaching inclusion. The reported efficacy of collaboration when teaching inclusion indicated the content area did not impact a teacher's efficacy of collaborating when teaching inclusion. Kini et al., (2016) supported these findings by indicating teacher's efficacy to collaborate increased with supportive and collegial work environments not because of content area. Teachers who are supported in their practice gain efficacy in their ability to collaborate with their peers across content areas which mirrors the findings of this study. Teachers reported self-efficacy to collaborate when teaching inclusion was not limited to a specific content area which aligned with the Cook et al., (2000) study of 70 general education teachers to gauge their understanding

of teachers' ability to leverage students including students with disabilities. Cook et al., (2000) detailed, " teachers with more positive attitudes towards inclusion are more likely to adjust their instruction and curriculum to meet individual needs of students and have a more positive approach to inclusion (p.116)." Thus, reported findings indicated research participants from this study adapted to the needs of their environment and were able to collaborate across content areas.

Examining the efficacy of educators across content areas was explored within this study. The ability to leverage instructional practices within the learning environment was noted in a Nation at Risk (1983) which highlighted the need for public commitment to excellence and reform detailing " equitable treatment of our diverse populations," and a "twin goal of equity and high-quality schooling have profound and practical meaning for our economy and society (p. 7). Understanding the role of each content area to instruct students in the overall programming of inclusion students was fundamental to obtain if this commitment to excellence occurred across content areas. Self-reported findings demonstrated there was no significant mean difference between General Core teachers, Fine Arts teachers, and CTE teachers on the efficacy of using various inclusion teaching strategies. The reported efficacy of using various inclusion strategies showed no significant mean difference between the content areas. Thus teachers in all content areas felt equipped with various instructional practices to impact the learning of inclusion students. Part of a learning background is the instructional content and setup of the course within a content area. Many instructional strategies can be implemented in any content area but the perceived ability of one's course selection and the cultural background of the individuals within the learning environment impacts how one

perceives the strategy. Aronson et al., (2016) presented Culturally Relevant Education (CRE) strategies that impacted teacher and student perceptions across content areas more than just an instructional strategy in isolation. Educators use instructional practices that transform across content areas based on student needs and their cultural background, thus content areas showed no significant mean difference related to teacher's self-efficacy of using various instructional strategies. Teachers reported their self-efficacy to using various instructional strategies which varied based on their content and perception of their cultural background.

Evaluating teachers' perceived ability to manage student behavior across content areas was evaluated in this study. As noted prior by Tschannen-Moan and Master (2009) teacher self-efficacy is linked to classroom behavior, student outcomes, and implementation of change. Within the self-reported findings of this study respondents reported there was no significant mean difference between General Core teachers, Fine Arts teachers, and CTE teachers on the efficacy in managing student behavior. The reported self-efficacy to manage student behaviors was not impacted by content area. Each content area has specific requirements which impact behavioral expectations. Lane et al., (2003) claims behavior expectations of cooperation, self-control, and assertiveness across all content areas based on the educator's expectations. When common expectations are set forth regarding behavior expectations teachers are more confident in their practice and have a higher self-efficacy of managing behaviors.

Limitations of the Study

Results of the study provided useful information regarding the self-efficacy of teachers when teaching inclusion students. However, several limitations exist from the

current research study. One possible limitation involved combining questions into the specific categories of self-efficacy to teach inclusion, overall self-efficacy, instructional practices, managing behavior, collaboration, and overall inclusion. Although each of the questions provided valuable information they were combined in categories which could limit examining specific questions related to specific information within each of the questions within the survey. Educators responded to questions but questions were not individually analyzed across content areas to determine significance of individual questions in relation to the content areas.

Additionally, research participants were limited to the two high schools within the Northeast Tennessee Region which limited a broader region to examine. The participants represented a small region and did not encompass participants outside of the same school district. Degree and years of experience could vary within the context of other districts. The research noted a significant finding related to years of experience related to self-efficacy to teach inclusion which was not explored between the career categories or between the degree types.

Conclusion

This study shows that although self-efficacy to teach inclusion, collaboration, and managing behaviors showed no significance across the content areas of General Core, Fine Arts, and CTE there were significant differences between years of experience. The years of experience showed a significant difference which indicated as years of experience increases so did the self-efficacy of educators.

A general conclusion inferred from this study is related to teachers' years of experience. Teachers who feel equipped to instruct students have a higher self-efficacy. When teachers have a higher self-efficacy, students perform at a higher level. As noted prior Corkett et al., (2011) drew connections between a teacher's high self-efficacy and its impact to assist students to perform with greater success. If schools want to increase student performance it would be valuable to continue to explore why teachers' years of experience increase their self-efficacy. It would also be important to examine how the experienced teacher's self-efficacy could be transferred to other teachers with limited years of experience

Recommendation for Practice

The findings and conclusions of this research have enabled the researcher to make the following recommendations for practice regarding increasing self-efficacy when teaching inclusion across content areas. Specifically, the research noted that teachers with more years of experience reported a higher self-efficacy; it would be valuable to incorporate practices which increase the self-efficacy of educators. These recommendations stem around fostering supportive environments, offering collaborative mentoring, and professional development.

Create supportive environments which foster collaborative, collegial working environments. The supportive environment fosters self-efficacy which increases the mastery experience of teachers thus increasing overall self-efficacy (Bandura, 1997). Corkett et al., (2011) drew connections that teachers with high self-efficacy are more likely to influence peers, try new teaching strategies, and offer more positive

management strategies. When educators are confident in their practice they are enabled to try new things and to examine their practice further. Creating a supportive environment enables practitioners to feel they have a network of support to grow their individual capacity which increases their self-efficacy.

Offer collaborative mentoring to foster growth. Kini et al., (2016) claim, “The benefits of teaching experience will be best realized when teachers are carefully selected and well prepared at their point of entry into the teaching workforce, as well as intensively mentored and rigorously evaluated prior to receiving tenure (p.2).” When practitioners feel equipped in their practice their self-efficacy increases and are better equipped to meet the needs of students under their tutelage. Kini et al., (2016) noted a large-scale 10-year study of students within Charlotte-Mecklenburg School District in North Carolina which claimed teachers’ improved overtime with strong collaborative, professional environments. These schools had a strong collaborative network which supported collaborative learning, refinement, and on-going learning. Mentoring is a key practice to leverage the current skill set of a given teacher and challenge the teacher to expand their knowledge base. Holloway (2001) details “expanding and assigning experienced teachers to mentor new and veteran teachers leverages the capacity of the teacher (p.1).” He goes on to detail research from Charlotte Brown (1999) which claims, “mentoring helps novice teachers face their new challenges; through reflective activities and professional conversations, they improve their teaching practices as they assume full responsibility for a class (p. 85).” The ability to leverage experienced teachers is fundamental in this process. When identifying an experienced teacher, one cannot do this in isolation of age or rank in years. The ability to transform the teaching practice

from the unaware state to being a capable and inspired teacher is a guidepost of the experienced inspirational teacher. Holloway (2001) also goes on to detail information from the National Association of State Boards of Education from 1998 which stated, “Well-designed mentoring programs also lower the attrition rates of new teachers (p.85).” The ability to use impactful teachers that are demonstrating proficiency and excelling in the field to leverage others has the potential to transform learning.

Offer professional development relevant to the practitioner’s capacity to enhance growth. Goldhaber (1996) described teachers across content areas and found subject-specific training rather than teacher ability encouraged teacher capacity growth. When teachers are well-versed in the curriculum, they are more likely to build culturally relevant practices which build on their self-efficacy. Culturally relevant professional development which is centered around the functions of one's interests and job requirements leverages capacity. By increasing personal capacity within the context of job-embedded learning one assists in leveraging the learning potential for the teachers within school buildings. Increasing personal capacity leverages autonomy and increases productivity. Cain & Laird (2011) clarify, “When teachers do not have to spend significant time solving the problem of what to teach, when to teach it, and how to teach it, they are able to focus their time and attention on what really matters; students (p.9).”

Recommendations for Future Research

This study was conducted within one school district in Northeast Tennessee. Examining other districts within various regions could provide more information on this topic. Future research could be conducted replicating the study but analyze individual

questions on one of the sub groups of behavior, instruction, or collaboration. Analyzing these subgroups' responses in further detail could provide valuable information regarding a perceived self-efficacy to drive future practices. Particularly one's self-efficacy of instruction could be analyzed to determine if respondents varied in their ability to analyze student data, differentiate instructional needs based on student need, and the ability to deliver instructional strategies based on performance needs. The study indicated years of experience impacted educators' self-efficacy. It would be valuable to examine this practice further to explore why years of experience impact self-efficacy. Teachers could have a higher self-efficacy based on several factors including but not limited to their experiences within the classroom, their comfortability with the material, or their educational experiences. Such research could add insight into how educators are trained and their practices are leveraged.

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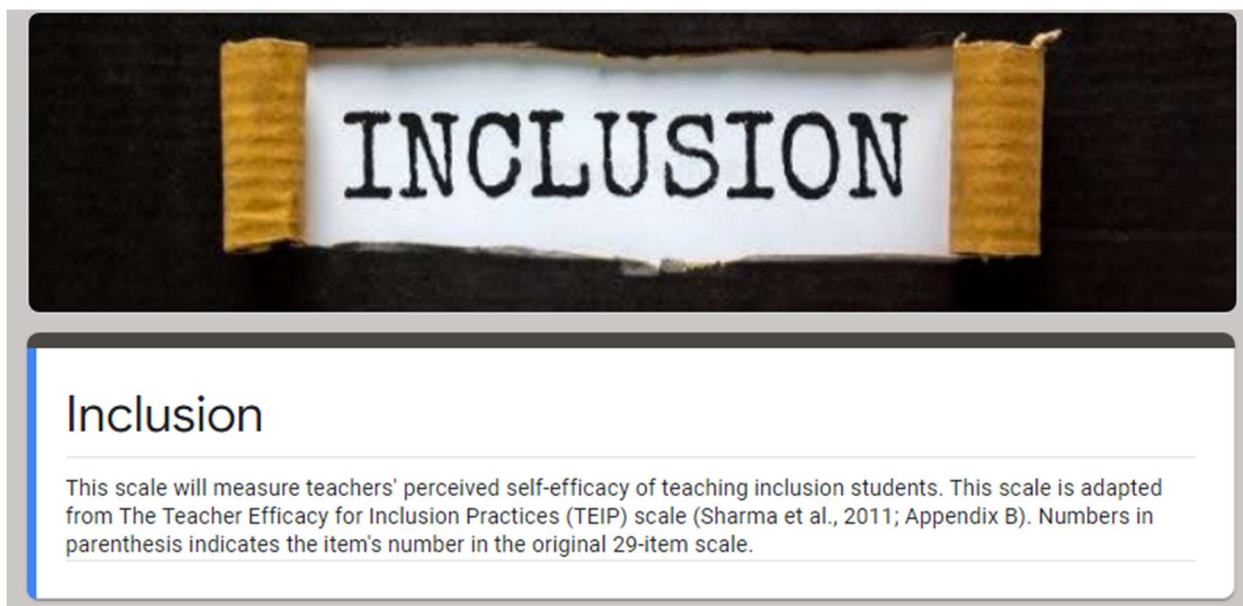
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APPENDIX A

Participant Survey

Shortened Electronic Form Link: <https://forms.gle/4EUq9XxbgZ65WanE8>



Inclusion

Inclusion

1. Please select your highest level of education.

- | | | |
|--|--|--|
| <input type="checkbox"/> High School | <input type="checkbox"/> Career or | <input type="checkbox"/> Master Degree |
| <input type="checkbox"/> Some College | Technical | <input type="checkbox"/> Educational |
| <input type="checkbox"/> Doctoral Degree | Certificate | Specialist Degree |
| | <input type="checkbox"/> Bachelor Degree | |

2. Please list your career content area.

- | | |
|--|---|
| <input type="checkbox"/> CTE: Career Technical Education | <input type="checkbox"/> General Core Tested Area |
| <input type="checkbox"/> General Core Non-tested Area | <input type="checkbox"/> Fine Arts |

3. Please list your current years in the classroom.

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> 0 to 5 Years | <input type="checkbox"/> 16-25 Years |
| <input type="checkbox"/> 6-15 Years | <input type="checkbox"/> 26 Years Plus |

4. I make my expectations clear about student behavior (15).

- | | | |
|--|-----------------------------------|---|
| <input type="checkbox"/> Strongly Disagree | <input type="checkbox"/> Disagree | <input type="checkbox"/> Agree Somewhat |
| <input type="checkbox"/> Disagree | Somewhat | <input type="checkbox"/> Agree |

Strongly Agree

5. I am able to manage a student who is disruptive or noisy (12).

Strongly disagree

Disagree

Agree

Disagree

Somewhat

Strongly Agree

Agree Somewhat

6. I can assist families in helping their children do well in school (19).

Strongly Disagree

Disagree

Agree

Disagree

Somewhat

Strongly Agree

Agree Somewhat

7. I can accurately gauge student comprehension of what I have taught (6).

Strongly Disagree

Disagree

Agree

Disagree

Somewhat

Strongly Agree

Agree Somewhat

8. I can provide challenges for capable students (7).

Strongly Disagree

Disagree

Agree

Disagree

Somewhat

Agree Strongly

Agree Somewhat

9. I am confident in my ability to prevent disruptive behavior in the classroom before it occurs (10).

Strongly Disagree

Disagree

Agree

Disagree

Somewhat

Strongly Agree

Agree Somewhat

10. I can control disruptive behavior in the classroom (11).

- Strongly Disagree Disagree Agree
 Disagree Somewhat Strongly Agree
 Agree Somewhat

11. I am confident in my ability in designing learning task so the individual needs of students with disabilities are accommodated (24).

- Strongly Disagree Disagree Agree
 Disagree Somewhat Strongly Agree
 Agree Somewhat

12. I can collaborate with other professionals (e.g., itinerant teachers, speech therapists) in designing educational plans for students with disabilities (26).

- Strongly Disagree Disagree Agree Somewhat
 Disagree Somewhat Agree
 Strongly Agree

13. I am able to work jointly with other professionals and staff (e.g., instructional assistants, other teachers) to teach students with disabilities in the classroom (23).

- Strongly Disagree Disagree Agree
 Disagree Somewhat Strongly Agree
 Agree Somewhat

14. I am confident in my ability to get students to complete work to the given expectation.

- Strongly Disagree Disagree Agree
 Disagree Somewhat Strongly Agree
 Agree Somewhat

15. I am confident in my ability to get students to work together in pairs or small groups (8).

- | | | |
|--|---|---|
| <input type="checkbox"/> Strongly Disagree | <input type="checkbox"/> Disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | Somewhat | <input type="checkbox"/> Strongly Agree |
| | <input type="checkbox"/> Agree Somewhat | |

16. I can use a variety of assessment strategies (e.g., portfolio assessments, modified tests, Performance-based assessment, etc.)(1).

- | | | |
|--|-----------------------------------|---|
| <input type="checkbox"/> Strongly Disagree | <input type="checkbox"/> Disagree | <input type="checkbox"/> Agree Somewhat |
| <input type="checkbox"/> Disagree | Somewhat | <input type="checkbox"/> Strongly agree |

17. I am confident in informing others who know little about laws and policies relating to the inclusion of students with disabilities (28).

- | | | |
|--|---|---|
| <input type="checkbox"/> Strongly Disagree | <input type="checkbox"/> Disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | Somewhat | <input type="checkbox"/> Strongly Agree |
| | <input type="checkbox"/> Agree Somewhat | |

18. I am confident in my ability to handle a student who is physically aggressive (14).

- | | | |
|--|---|---|
| <input type="checkbox"/> Strongly Disagree | <input type="checkbox"/> Disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | Somewhat | <input type="checkbox"/> Strongly Agree |
| | <input type="checkbox"/> Agree Somewhat | |

19. I am able to provide an alternate explanation or example when students are confused (2).

- | | | |
|--|---|---|
| <input type="checkbox"/> Strongly Disagree | <input type="checkbox"/> Disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | Somewhat | <input type="checkbox"/> Strongly Agree |
| | <input type="checkbox"/> Agree Somewhat | |

20. I am confident in my ability to examine data to determine instructional needs.

- | | | |
|--|---|---|
| <input type="checkbox"/> Strongly Disagree | <input type="checkbox"/> Disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | Somewhat | <input type="checkbox"/> Strongly Agree |
| | <input type="checkbox"/> Agree Somewhat | |

21. I am aware of the individual needs of my students with disabilities and ensure their Individual Education Plan (IEP) is followed.

- | | | |
|--|---|---|
| <input type="checkbox"/> Strongly Disagree | <input type="checkbox"/> Disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | Somewhat | <input type="checkbox"/> Agree Strongly |
| | <input type="checkbox"/> Agree Somewhat | |

22. I am confident in my ability to differentiate instruction to meet the needs of all learners.

- | | | |
|--|---|---|
| <input type="checkbox"/> Strongly Disagree | <input type="checkbox"/> Disagree | <input type="checkbox"/> Agree |
| <input type="checkbox"/> Disagree | Somewhat | <input type="checkbox"/> Agree Strongly |
| | <input type="checkbox"/> Agree Somewhat | |

APPENDIX B

Teacher Efficacy for Inclusive Practices (TEIP)

The Teacher Efficacy for Inclusive Practices (TEIP) scale (Sharma et al., 2011; Appendix B, retrieved from https://www.academia.edu/18421635/Measuring_teacher_efficacy_to_implement_inclusive_practices)

This scale was developed to measure preservice teachers' perceived self-efficacy for teaching in inclusive classrooms, across three factors: efficacy in using inclusive instruction, efficacy in collaboration, and efficacy in managing problem behavior:

Please attempt to answer each question

1	2	3	4	5	6
Strongly disagree	Disagree	Disagree somewhat	Agree somewhat	Agree	Strongly agree
SD	D	DS	AS	A	SA
I can make my expectations clear about student behavior (15)				1 2 3 4 5 6	
I am able to calm a student who is disruptive or noisy (12).				1 2 3 4 5 6	
I can make parents feel comfortable coming to school (25).				1 2 3 4 5 6	
I can assist families in helping their children do well in school (19).				1 2 3 4 5 6	
I can accurately gauge student comprehension of what I have taught (6).				1 2 3 4 5 6	
I can provide appropriate challenges for very capable students (7).				1 2 3 4 5 6	
I am confident in my ability to prevent disruptive behavior in the classroom before it occurs (10).				1 2 3 4 5 6	
I can control disruptive behaviour in the classroom (11).				1 2 3 4 5 6	
I am confident in my ability to get parents involved in-school activities of their children with disabilities (24).				1 2 3 4 5 6	
I am confident in designing learning tasks so that the individual needs of students with disabilities are accommodated (5).				1 2 3 4 5 6	
I am able to get children to follow classroom rules (13).				1 2 3 4 5 6	
I can collaborate with other professionals (e.g., itinerant teachers or speech pathologists) in designing educational plans for students with disabilities (26).				1 2 3 4 5 6	
I am able to work jointly with other professionals and staff (e.g., aides, other teachers) to teach students					

with disabilities in the classroom (23).	1 2 3 4 5 6
I am confident in my ability to get students to work Together <i>in pairs or in small groups</i> (8).	1 2 3 4 5 6
I can use a variety of assessment strategies (e.g., portfolio assessment, modified tests, Performance-based assessment, etc.) (1)	1 2 3 4 5 6
I am confident in informing others who know little about laws and policies relating to the inclusion of students with disabilities (28).	1 2 3 4 5 6
I am confident when dealing with students who are physically aggressive (14).	1 2 3 4 5 6
I am able to provide an alternate explanation or example when students are confused (2).	1 2 3 4 5 6

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SD D DS AS A SA

*Numbers in parentheses indicate that item's number in the original 29-item scale

APPENDIX C

Milligan University IRB Approval Letter



Date: July 26, 2021

From: The Institutional Review Board (IRB) at Milligan University

Re: *A Comparative Study on Self Perceived Efficacy of Teaching Inclusion Between Career Technical Education, Fine Arts, and General Core Teachers at a Selected School District in Northeast Tennessee*

Submission type: Expedited Review (Final Approval)

Dear Daisy Sanders:

On behalf of the Milligan University Institutional Review Board (IRB), we are writing to inform you that your study, *A Comparative Study on Self Perceived Efficacy of Teaching Inclusion Between Career Technical Education, Fine Arts, and General Core Teachers at a Selected School District in Northeast Tennessee*, has been approved as expedited. This approval also indicates that you have fulfilled the IRB requirements for Milligan University.

All research must be conducted in accordance with this approved submission, meaning that you will follow the research plan you have outlined here, use approved materials, and follow university policies.

Take special note of the following important aspects of your approval:

- Any changes made to your study require approval from the IRB Committee before they can be implemented as part of your study. Contact the IRB Committee at IRB@milligan.edu with your questions and/or proposed modifications.
- If there are any unanticipated problems or complaints from participants during your data collection, you must notify the Milligan University IRB Office within 24 hours of the data collection problem or complaint.
- Your Milligan IRB Approval Code is: MU2107262009

The Milligan University IRB Committee is pleased to congratulate you on the approval of your research proposal. Best wishes as you conduct your research! If you have any questions about your IRB Approval, please contact the IRB Office and copy your faculty advisor if appropriate on the communication.

On behalf of the IRB Committee,

Trini Rangel, Ph.D.
Chair, Institutional Review Board
Milligan University



APPENDIX D

District Letters of Participation

Dear High School Principal,

Your school has been selected to participate in a study for a dissertation project. Your role involves dispersing the survey to staff. The survey contains items related to teacher's perceived self-efficacy in teaching inclusion students within the general core and Career Technical education classes. The Google survey will be sent to you via a Google Form which will be dispersed to your staff. All results acquired from the form will remain confidential.

This research does not provide a direct gain for yourself but the results have the potential to enhance teacher self-efficacy and capacity. The knowledge gained from this research will benefit the collective staff and could assist in planning of future professional development to assist in student growth within the inclusion setting.

Meeting the needs of this diverse population assists in school gains as well as overall performance. Research from this study will be available to you per your request.

If you have questions throughout the study or following the study, please contact me, Daisy E. Sanders, at (423) 557-5252 or via email at sandersd@wcde.org or my dissertation chair, Dr. Patrick Kariuki at PNKariuki@milligan.edu.

Thank you in advance for your participation.

Best Regards,

Ms. Daisy E. Sanders

Milligan University, Doctoral Student

APPENDIX E

Participant Consent Form

Dear Participant:

My name is Daisy E. Sanders, and I am a doctoral candidate at Milligan University. I am currently working on my Ed. D. in Educational Leadership. As part of fulfilling the requirements for my program I am completing a research study. The research study is A Comparative Study on Self Perceived Efficacy of Teaching Inclusion Between Career Technical Education and General Core Teachers at a Selected School District in Northeast Tennessee.

The purpose of this study is to evaluate high school teachers; perceptions with regard to self-efficacy to teaching inclusion students within various content areas, specifically the connection between the general core and career technical self-efficacy of teaching inclusion. This study may provide additional information about how teachers feel about teaching inclusion students within their content area.

Your confidentiality will be maintained throughout the process to the degree permitted by the technology use. Specifically, no guarantees can be made regarding the inception of data sent via the internet by third parties, as in the case of emails. In other words, we will make every effort to ensure that your name is not connected with your responses.

Although your rights and privacy will be maintained, the Milligan IRB and my dissertation committee will have access to study records. I will be the only one with direct access to the study data; however, no identifiable data will be used in this survey.

This survey is voluntary. You may refuse to participate. If you wish to not complete the survey, it will not affect you in any way.

If you have any research-related questions or problems, you may contact me, Daisy E. Sanders at (423)557-5252. I am working under the supervision of Dr. Patrick Kariuki.

Thank you for your consideration of participation.

Sincerely,

Daisy E. Sanders

APPENDIX F

District Consent

Mr. Boyd,

I am currently completing a Doctoral program at Milligan University. I am in the dissertation phase, and would like to conduct an online, voluntary survey in Washington County on Teaching Inclusion Between Career Technical Education, Fine Arts, and General Core Teachers at a Selected School District in Northeast Tennessee. I would like both of the Washington County Department of Education High Schools to participate: David Crockett High School and Daniel Boone High School. The sample would include teachers from Career Technical Education, Fine Arts, and the General Core. I have included the initial approval from Milligan as well as my IRB proposal which includes the layout of the research, research questions, letters to participants, and the survey questions asked to participants. Information will remain confidential and will not include specific identifiable data to Washington County Schools or educators. Please let me know if you have additional questions or concerns about the research, and I look forward to hearing from you in the future.

Daisy E. Sanders

Dissertation Research Request Inbox x



ASHLEY KEYS
to me, Jerry ▾

1:21 PM (40 minutes ago) ☆ ↶ ⋮

Good Afternoon Ms. Sanders,

Mr. Boyd sent your request to me. I have reviewed your research request and approve of the research pending IRB approval.

Best regards,



Ashley Keys, Ed. D.
Deputy Chief Academic Officer, Washington County Schools
(423) 753-1100 | (423) 426-1940 | www.wcde.org | keysa@wcde.org
405 W. College St., Jonesborough, TN, 37659

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