APPROVAL SHEET

Title of Dissertation: FROM CLINICAL PREPARATION TO
PROFESSIONAL PRACTICE: A CASE STUDY
ASSESSING TEACHER EDUCATION OUTCOMES
AND SCHOOL DISTRICT DOMAINS IN FIRST YEAR
TEACHERS' PERFORMANCE EVALUATIONS

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ABSTRACT

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Jermaine Anthony Ellerbe, Doctor of Philosophy, 2015

Directed by: Associate Clinical Professor & Graduate Program Director
Dr. Susan M. Blunck, Department of Education

National accrediting agencies, such as the Council for the Accreditation of Educator Preparation (CAEP), are requiring teacher preparation institutions to provide follow up and mentoring to their graduates. However, few research-based practices have currently emerged to help teacher education institutions address this requirement. This study is one of the first of its kind to address the accreditation agencies' mandate to collect ongoing evidence on teacher effectiveness in the state of Maryland. The study examines how preservice and inservice teacher evaluation systems (Danielson, 2007) can align and work together to support the continuous development of teachers and positively impact student achievement.

The study monitored the development of five African-American female teachers through their first year of teaching. The participants in the study were recent graduates from an accredited teacher education program at a Historically Black Institution. The first year teachers in this mixed methods case study participated in a professional development process that included focus groups, semi-structured interviews, questionnaires, and teacher performance evaluations to analyze the ongoing development of their teaching practices in relation to the knowledge, skills, and dispositions gained in their

undergraduate program preparation. This process required teachers to analyze their baccalaureate evaluation experiences as well as their first year professional evaluation experiences in order to determine how preservice and inservice performance expectations align.

The study provides initial evidence of a positive association between teacher performance, as measured by the school district's evaluation system, and the university's conceptual framework. The overall findings support that teacher evaluation processes and professional development processes are interconnected and foster impactful methods to promote the development of first year teachers. Results of the study indicated a triad of benefits to teachers including: opportunities for self-assessments and reflection, opportunities for conversations and feedback on teaching, as well as, the need for ownership and choices in improving their practice. This study contributes knowledge to inform teacher preparation programs, especially Historically Black Colleges and Universities, on how to create cultures of evidence to inform the evolution and impact of preservice and inservice performance evaluation systems.

FROM CLINICAL PREPARATION TO PROFESSIONAL PRACTICE: A CASE STUDY ASSESSING TEACHER EDUCATION OUTCOMES AND SCHOOL DISTRICT DOMAINS IN FIRST YEAR TEACHERS' PERFORMANCE EVALUATIONS

By

Jermaine Anthony Ellerbe

Dissertation submitted to the Faculty of the Graduate School of the University of Maryland, Baltimore County, in partial fulfillment of the requirements for the degree of
Doctor of Philosophy
2015

DEDICATION

If your gift is teaching, then teach!
Romans 12:7b
KJV Bible

Wake up everybody
No more sleeping in bed
No more backwards thinking
Time for thinking ahead
The world has changed so very much
From what it used to be
There is so much hatred, war, and poverty.

Wake up all the teachers
Time to teach a new way
Maybe then they'll listen
To what you have to say
Cause they're the ones who's coming up
And the world is in their hands
When you teach the children
Teach them the very best you can.

The world won't get no better
If we just let it be
The world won't get no better
We got to change it yeah,
Just you and me.

Wake Up Everybody
Harold Melvin and the Blue Notes

This labor-intensive scholarly work is presented to those who were created with the purpose to become reflective practitioners of lifelong active learning. May you experience the fullness of joy that comes from committing to this awesome vocational calling of guiding the heart, head, and hands of the next generation.

- To my church family, New Shiloh Baptist Church (the various auxiliaries ministries especially the Diaconate Ministry, Deacon Jessie Parker, Deacon Freddie Sloan, and Pastor Carter, Jr.). Thank you so much for your prayers, understanding, and patience. Look what the Lord has done! A meditational message is being penned even as we speak about being pregnant on purpose with purpose.

- To the Ronald E. McNair Post-Baccalaureate Achievement Program at Coppin State College for the foundation and insight about building a community of African-American doctoral students. I am so grateful to the former staff for their support, warm smiles, and words of encouragement.

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INTRODUCTION

"I know that HBCU (Historically Black Colleges and Universities) schools of education can rise to the occasion again—and must, along with other schools of education, do a better job of establishing a database to track their graduates over time."

Remarks by Secretary of Education Arne Duncan
2009 National HBCU Conference
September 2, 2009

1.1   Overview of Chapters

Preservice and inservice teacher evaluations historically have not been aligned. However, teacher evaluations should be connected to, not isolated from, preparation and induction programs, and daily professional practice (Darling-Hammond, 2012). First year teachers should be evaluated in a manner consistent with their teacher preparation program. National accrediting bodies, such as NCATE, suggest that teacher education programs monitor the success of their graduating teacher candidates. State mandates such as the Maryland Elementary and Secondary Education Act (ESEA) Flexibility Plan have resulted from Race to the Top accountability policies. As a result, Maryland's new teacher evaluation system will measure teacher performance based upon professional practice and student growth. Induction Support Systems should create a seamless process between clinical preparation and professional practice to ensure teacher effectiveness based on high stakes evaluation systems.

Educational research in the area of teacher evaluation and professional practice has a long history of various trends, conflicts, and findings. However teacher effectiveness is an emerging area of research that has just begun to be redefined and measured. For this study, five descriptive cases were presented within a framework of activity theory. There are three primary aims that guided this mixed methods research. The first aim was to analyze the evaluations and

expectations used in teacher education programs and local school systems to determine if they are aligned with national and local initiatives. The second aim is to identify an improved process for HBCUs to become mass producers of not just highly qualified but highly effective teachers who are prepared to teach in urban settings using a specific set of knowledge, skills, and dispositions. The third and final aim is to explore a collaborative structure to support the induction model for beginning teachers. These aims shows great promise for helping teacher preparation programs improve the alignment of practice to the conceptual framework outcomes to effectively prepare beginning teachers in urban public schools.

This research study is presented in five chapters. Chapter one describes historical and contemporary issues pertinent to the development of the study, the background and purpose of the study, the significance, as well as the theoretical framework. This chapter also outlines the research questions and operational definitions of terms.

Chapter two begins with a review of the theoretical framework used to guides this study. This chapter also reviews the literature related to teacher accountability, teacher evaluation systems, and induction programs. This review of literature establishes the groundwork for investigating the major research question for this study: In what way do candidates' clinical preparation and beginning teachers' professional practice impact classroom teaching performance as measured by observation evaluations?

Chapter three contains a detailed account of the research design and methodological approach of the study. This chapter includes information about the participants, setting, data instruments, data collection methods, limitations, assumptions and data analysis procedures to be used in this study.

Chapter four reports the results in the form of case studies as told by the five program completers and the descriptions of the teacher education program and all clinical preparation logistics. This chapter also, briefly, reintroduces the study participants and sampling procedure. An analysis framework is added to further contextualize the structure of the case studies and importance of the lenses chosen for these case studies.

Chapter five provides the cross case analysis of the case studies and is comprised of a discussion of the key findings as well as limitations and recommendations related to policy, standards, programs, and teacher evaluation. This chapter concludes with a discussion of changes in education programs relative to teacher education and evaluation is presented. Lastly, suggestions for future research are given.

1.2   Background of the Study

Historically Black Colleges and Universities (HBCUs) were minority-serving institutions (MSI) established prior to 1964, whose principal mission was to educate Black Americans. All HBCUs play a critical role in the American higher education system. For most of America's history, African Americans who received a college education could only get it from an HBCU. Today, HBCUs remain one of the surest ways for an African American, or student of any race, to receive a quality education. They graduate nearly 20 percent of African Americans who earn undergraduate degrees (thinkhbcu.org, 2012; NAHBCU, 2012). HBCU's, because of their unique sensibility to the special needs of young African American minds, and are affective with graduating African American students who are poised to compete professionally. The United Negro College Fund (UNCF) reports that HBCU's graduates over 50 percent of African American public school teachers (UNCF, 2012).

From the inception, the role of HBCUs was to prepare teachers to teach Black students with limited sources of educational training. Many of these institutions were known as normal schools or teachers colleges. Given the value placed on education and the fact that serving as an educator was a highly prized position in the Black community, many of the students who attended HBCU's did so for the sole purpose of becoming educators. Because there is an overrepresentation of White females in the education field, as well as in teacher preparation programs, HBCUs prepare African American teachers to educate African American children establishing racial congruence rather than being taught by their white counterparts (Berry, 2005). In that same spirit, this study focuses on the effectiveness of current graduates from an HBCU in urban and perimeter urban school settings with same raced instructors.

According to the National Association for Equal Opportunity in Higher Education (NAFEO), among the 105 HBCUs in the United States, 88 are both four year institutions with a school or department of education. Of those 88 colleges, 56 have obtained NCATE accreditation (NCATE, 2011). The need for accreditation in all states in the U.S. makes it necessary for teacher education programs to meet regional, state, and program standards set by accrediting bodies. While comprising only 3% of US colleges and enrolling 16% of the African American college students (Gursky, 2002), HBCU's graduate over 80% of African American teachers (NCES, 2011). To this end, HBCU teacher education programs produce more African American teachers than majority teacher education programs. Hence, the relationship between HBCUs and NCATE is a critical one.

The National Council of Accreditation for Teacher Education (NCATE) has functioned as the prime accreditation body for teacher and educational leadership since 1954 (Gallavan, Troutman, & Jones, 2001). NCATE was established to mandate rigorous, high-quality

practitioner education programs (NCATE, 2010). It conducts independent accreditations of colleges of education. The United States has left determination of standards to the individual state. However many states however have turned to NCATE for sanctioning the selected standards. For example, Maryland selects and accredits its own standards and has them sanctioned by NCATE. During the 1980's, NCATE created policy that influenced national legislation in the No Child Left Behind Act, which supported mandates that now require most schools of education to have NCATE approval status (United States Department of Education, 2001).

NCATE has become a topic of growing interest for many colleges and universities. HBCU teacher preparation programs are no exception (NCATE, 2010). According to NCATE, HBCUs are doing well under the current standards set forth (NCATE, 2010). Currently, NCATE has approximately 700 Institutions of Higher Education (IHE) seeking accreditation or already accredited. Approximately 56 of these schools are HBCU's, which is around 9% of all institutions (NCATE, 2010). This is a significant rise from the early 1990's, when only 40% of all HBCUs were accredited by NCATE. Now over 83% of HBCU's are either accredited or working towards NCATE Accreditation (Goldwyn and Powell, 2010).

Teacher education programs are faced with the highest standards of accountability in history due to the high stakes of accreditation. Federal mandates, such as, No Child Left Behind, Race to the Top, and amendments made to the Higher Education Act of 1965 has led to increased pressure on all higher education institutions with teacher preparation programs, including HBCU's.

1.3   Statement of the Problem

Federal and state mandates are having great impacts on how colleges and universities are preparing teachers, yet there is little, to no research to guide the process or support the mandates. Previously, No Child Left Behind caused the profession of education to focus on the measures of highly qualified teachers examining how well a teacher teaches, how much content knowledge a teacher possesses, and how many academic degrees earned by a teacher. Based upon a shift in federal legislation, due to the Race to the Top reform, the emphasis is now on teacher effectiveness which focuses on how well teachers perform with students (Stumbo and McWalters, 2011). The effectiveness of a teacher is measured on outcomes related to increasing student achievement. In tracking how teachers perform after they graduate and enter the classroom, it is important not to forget about assessing how effectively they were prepared in the preparation programs. As a result, this regulation is strongly encouraging states and school districts to develop and implement teacher evaluation systems as a strategy to improve public education.

The No Child Left Behind Act of 2001 (NCLB), is a federal law proposed under President George W. Bush's administration. "Clearly, children are the future", former President Bush expressed, "And too many of our neediest children are being left behind" (USDE, 2003, p. 1). This act required local school districts to ensure that all teachers hired were highly qualified with full certification, a bachelor's degree and demonstrated competence in subject knowledge and pedagogy. NCLB, under Title I of Elementary and Secondary Education Act (ESEA), provided funding for states to strengthen teacher quality in their schools. In addition, accountability for student achievement was documented using state testing and a system requirement to make adequate yearly progress (AYP).

Maryland has taken steps to meet the mandates of current federal legislation. The Maryland General Assembly passed the Education Reform Act of 2010 (MD HB 1263) calling for changes in the system used to evaluate educators beginning the 2012-2013 school year. One important component of the evaluation system is educator effectiveness, including student academic growth as a significant component of the system.

To fully prepare students to excel in college and the workforce in the 21st century as charged by Race to the Top, Maryland has focused its effort around five areas of reform: higher standards for curriculum and assessments; robust data; effective teachers; strategic help for struggling schools; and strengthening science, technology, engineering, and mathematics (STEM) education. The Education Reform Act of 2010 established by the Maryland Educator Effectiveness Council proposed regulations that will define the general evaluation standards for teachers. Figure 1.1 indicates the general standards including 30% of the evaluation based on student growth determined by the State and 20% on student growth as determined by the local school system in collaboration with their bargaining union. The Act labeled the remaining 50% as professional practice that includes planning, and preparation, classroom environment, instruction and professional responsibilities with other measures the school system may find applicable.

Framework for System to Evaluate Teachers

| Maryland Teacher Evaluation Model |

| Professional Development |

| Planning Preparation | Instruction | Classroom Environment | Professional Responsibilities | Other Local Priorities | | Student Growth |

| Complexity Factors |

50 % Qualitative Measures

50 % Student Growth Measures (Quantitative)

| Observations of Teaching | Other Tools | LEA Weighting Policies |

| State | | Local |
| State Assessments | Measures From Menu | Measures From Menu |

LEA Match Tests/Products to Teaching Assignments

| Decision-making Process |

Performance Standards

| Ineffective | | Effective | | Highly Effective |

| Assistance Process |

| Professional Development |

| Personnel/Decision |

(Source: Maryland State Dept. of Ed., 2011)

Figure 1.1. State Teacher Evaluation Model.

Figure 1.1 shows the alignment of the teacher effectiveness reform area's association with this research study. This research will focus on how the knowledge, skills, and dispositions of beginning teachers align and change within their first year teaching expectations and experiences.

The Race to the Top program is built on the framework of comprehensive reform in four core education reform areas: adopting rigorous standards and assessments that prepare students for success in college and the workplace; recruiting, developing, retaining, and rewarding effective teachers and principals; building data systems that measure student success and inform teachers and principals how they can improve their practices; and turning around the lowest-

performing schools. The highlighted areas in Table 1.1 show the connection of Race to the Top with this present study. This study examines one of the four core reform areas of Race to The Top: "recruiting, developing, retaining, and rewarding effective teachers and principals". From the seven selection criteria that the U.S. Department of Education proposes States address when submitting their applications, the present study connects with the Great Teachers and Leaders criteria (See Table 1.1). The Great Teachers and Leaders (Core Reform Education Area 3) of Race to the Top application focused heavily on improving teacher effectiveness based on performance. As required in the application, states provided multiple measures for determining teacher performance. Related to core reform area three, this research study will focus on developing evaluation systems, conducting annual evaluations, and using evaluations to inform key decisions.

Table 1.1

Race to the Top Elements Aligned with the Study

CORE REFORM EDUCATION AREAS	REFORM AREA SELECTION CRITERIA	CRITERIA D: GREAT TEACHERS AND LEADERS	D2: IMPROVING TEACHER AND PRINCIPAL EFFECTIVENESS BASED ON PERFORMANCE
1.) Adopting standards & assessments that prepare students to succeed in college and the workplace and to compete in the global economy	A.) State Success Factors B.) Standards and Assessments C.) Data Systems to Support Instruction	(D1) Providing highly quality pathways for aspiring teachers and principals **(D2)** *Improving teacher and principal effectiveness based on performance* (D3) Ensuring equitable distribution of effective teachers and principals	(i) Establish clear approaches to measuring student growth and measure it for each individual student **(ii)** *Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals*
2.) Building data system that measure student growth and success and inform teachers and principals about how they can improve instruction	*D.) Great Teachers and Leaders* E.) Turing Around the Lowest-Achieving Schools F.) Great Selection Criteria G.) STEM	(D4) Improving the effectiveness of teacher and principal preparation programs (D5) Providing effective support to teachers and principals	**(iii)** *Conduct annual evaluations of teachers and principals that include timely and constructive feedback* *(iv)* *Use these evaluations, at a minimum, to inform decisions regarding-* a) *Developing teachers including by providing relevant coaching, induction support, and professional development* b) *Whether to grant tenure to teachers*
3.) Recruiting, developing, rewarding, and retaining effective teachers and principals especially where they are needed most			
4.) Turning around our lowest achieving schools			(Ellerbe, 2014)

Teacher education programs are critical components of this current legislation and play an essential role in our elementary and secondary school systems. Public school systems rely on teacher education programs to produce a pool of effective teachers to fill 200,000 professional positions each year (USDE, 2011). More explicitly stated, teacher preparation institutions are being judged on the effectiveness of their graduates' performance. As a result, teacher education programs must prepare students with the knowledge, skills, and dispositions needed to be hired into teaching positions and to have positive impacts on student achievement.

The need for reform cannot be argued. However, the process for ensuring an effective teacher pool must be critically examined to include HBCUs. All NCATE accredited institutions must have a conceptual framework, which articulates the learning expectations and expected outcomes. That framework is a fundamental component of NCATE accreditation process and the fundamental component of all teacher education programs (Dottin, 2001). A conceptual framework enables a School of Education to articulate the reasons for its existence. Learning outcomes for teacher candidates in its programs define what they should know (understandings/ knowledge), be able to do (skills), and believe (dispositions). Schools of Education must be able to articulate what teacher candidates will know and be able to do upon completion of their teacher preparation program. Similar to Race to The Top and public school evaluations, conceptual framework outcomes are measured in teacher education programs. If current legislation is to have optimal success, these measures should, in some way, align. It is imperative that the conceptual framework of the teacher education program is congruent with the expected outcomes of the public school system, to ensure the highest student achievement.

To ensure that HBCUs are prepared to meet the demands of the new regulations, Secretary of Education Arne Duncan has provided funding, which will upgrade and expand

teacher education programs at minority serving institutions. "Minority serving institutions collectively prepare more than half of all minority teachers, and must play a major role in preparing the next generation of effective minority teachers" (Grasgreen, 2011, p.1). However, few programs have been created to prepare, support, and retain new teachers who have graduated from accredited historically black colleges and universities. This study will provide useful data to support efforts to ensure HBCU's are preparing teachers not only to be highly qualified but highly effective in increasing student achievement.

1.4   Purpose of the Study

In their teacher education program, teacher candidates are expected to demonstrate the knowledge, skills, and dispositions required by the program. As teacher candidates transition into the teaching profession, they are expected to demonstrate the knowledge, skills, and dispositions required by the school system. The purpose of this study was to monitor the development of five African American female teachers through their first year of teaching to better understand how well the requirements of teacher education program and school system align. This study examined how the knowledge, skills, and dispositions of these beginning teachers align and change within their first year teaching practices. Data was analyzed and used to compose case studies to determine the alignment between preservice and inservice teachers' expectations. This allowed for a more extensive examination of effective dimensions of teacher induction support programs.

The study examined the professional growth and development of five graduates from a HBCU teacher preparation program as they began their careers as novice elementary school teachers. Furthermore, the study explored the support continuum infused into the teacher

education experience as transformation occurs from intern to teacher, from clinical preparation to professional performance, and from outsider to insider. Lastly the study sought to analyze these teachers' perceptions and realities related to teacher education outcomes and their alignment with school district expectations and evaluations.

1.5   Significance of the Study

Teaching is a public profession that serves the entire nation. Ironically, teacher education is currently the only area of professional education (Neville, Sherman, & Cohen, 2005) that is expected to justify its existence by demonstrating direct impact on professional performance and student outcomes. Cochran-Smith (2005) points out that it is virtually unheard of in professional education to trace the impact of program goals on their clients. Although providers of medical and legal education keep track of their graduates' scores on board certification and bar exams, for example, they generally do not follow their graduates into hospitals and courtrooms, trying to work backward from the number of lives saved to conclusions about particular medical schools or backward from the court cases lost and won to conclusions about particular law schools. To this end, the analysis of outcomes in teacher education is groundbreaking and it may reflect a model or paradigm shift in the research that examine the effectiveness of program preparation to its consequences in professional practice, in general.

In education, there is limited research assessing the continuum of induction programs. Wong (2004) defines an induction as the process of preparing, supporting, and retaining new teachers; it includes all the things done to train and support new teachers and acculturate them to teaching including the responsibilities, missions, and philosophies of their districts and school. The researcher believes the induction process begins at the time of admission into the teacher education program until tenure is achieved. This research serves to bridge the gap in a

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historically black teacher education program to retain, tenure, and provide professional development in urban public school settings. The implementation of induction programs could effectively streamline measures between teacher education programs and public school systems.

Because teachers do not enter the classroom as finished products when they complete a teacher preparation program, perhaps, guided entry into teaching, via residencies and mentored induction, should become a standard feature of every high quality teacher preparation approach (NCTAF, 2003). Teacher education preparation provides the foundation and theoretical framework for effective teaching. Induction provides the opportunity to deepen understanding and apply it in everyday practice. New teachers face numerous challenges associated with entering the profession beyond instruction in the classroom, such as translating theory from teacher preparation programs into practice. Teacher Induction Support Programs may help teachers deal more effectively with these challenges.

"Nobody should simply be thrown into a classroom without the support needed to be successful. Teaching is considered a job where teachers must have perfected all the skills and abilities on the first day that they will have five years later" (Brown, 2007, p. 42). New teachers are overwhelmed as they are expected to perform all the responsibilities and duties that are asked of veteran teachers. Induction programs are comprehensive initiations or inductions to a position that provide inexperienced teachers with the necessary tools for beginning their teaching careers and specific guidance aimed at helping them meet performance standards. To facilitate a more seamless process for new teachers, states are placing more responsibility on teacher education programs.

According to the American Association of State Colleges and Universities (2006) as states increasingly hold their teacher preparation programs accountable for the success of new teachers, higher education institutions need to work with school districts to ensure that induction is high quality and well designed. The results of this study will provide beneficial knowledge that can be utilized by teacher education programs at minority serving institutions, especially historically black colleges and universities, in structuring collaborative teacher induction models with public school districts. As a result, graduates from these institutions will find continuous support, mentoring, and modeling to assist them with becoming highly effective in their beginning years of teaching as well as be retained as teaching professionals. Furthermore this model can guide teachers in their professional practices while teaching.

This research explored the dilemma in the gap between the transition from clinical preparation to professional practice for new teachers as a form of best practice in teacher induction support. Findings from this study resulted in better understandings about: (1) teacher evaluation models, (2) support for first year teachers, and (3) learning communities for HBCU teacher preparation graduates who come together to strengthen their own craft resulting in teacher effectiveness.

1.6   Overview of the Theoretical Framework

A major goal of education is to support the development of competent membership in diverse communities of practice. Several theoretical approaches to learning and development address this subject. Wortham (2004) claims that from a sociocultural point of view, learning occurs across trajectories of events as people deploy cognitive resources in changing ways. He continues his argument that learning is a "change in relations between persons and their situation

in a way that allows for accomplishment of new activities. (p. 170)" Understanding how and why

new teachers develop as they do require that we understand the nature of the school cultures'

historical background because the environments that teachers inhabit confront them with

opportunities and demands unique to that culture.

Lewin is quoted as saying, "there is nothing more practical than a good theory" (Bedny,

et al., 2000, p. 183). The most basic concept of sociocultural theory is that human consciousness

is fundamentally a mediated mental activity. Mediation means that humans interpose tools

between them and their environment in order to modify them and obtain certain benefits. This

theory encompasses the historical, cultural, and social situatedness of the mind (Wertsch, 1994).

Context plays an important role in the interaction between the novice and capable person. "The

basic tenet of sociocultural approach to mind is that human mental functioning is inherently

situated in social, interactional, institutional and historical contexts" (Wertsch 1991, p.86). Cross

(2010) states that "an increased awareness of the situated and socially distributed nature of

learning has highlighted the need for a better understanding of the complexities of the contexts

within which learning takes place, with a related focus on teachers. (p. 438)" As Vygotsky's

(1978) "socio-cultural theory recognizes the central role of social relationships", cultural

historical contexts affect the thinking of teachers' thinking and the teacher as "social agent,

rather than a mere mental processing entity that acts on or reacts to stimuli in the teaching

environment" (Cross, 2010, p. 432). While much of the framework for sociocultural theory was

put forth by Vygotsky (1978), refinements of sociocultural theory can be found in work

associated with activity theory.

Activity Theory (also known as Cultural Historical Activity Theory) is a psychological

paradigm that was a foundation for the study of work behavior in the former Soviet Union.

Russian psychologists such as Luria, Leont'ev, and Vygotsky sought to explain social and

cultural work practices by relating them to the cultural and historic context in which the work

activity was taking place. It is the transformation of individuals and their community, which

resulted from the fact that human beings do not merely react to their life conditions but that they

have the power to act and therefore the power to change the very conditions that mediate their

activities (Roth, 2004).

Activity theory analyzes human behavior in terms of activity systems. An activity system

is the basic unit of analysis for the culture, and psychological and social processes of an

individual, which consists of a subject, an object, and tools (Lean & Blake, 2004). Activity

systems are goal-oriented, historically situated, and co-operative human interactions situated and

open up paths for empirical research based on a contextual approach to learning (Russell, 1997).

A social approach to learning expands the attention away from the individual person and towards

the social system and the surrounding institutional practice (Havnes, 2004). Communities of

practice and activity theory are two of the main theoretical frameworks used for understanding

distributed learning.

Lave and Wenger's (1991) research on communities of practice explains the social

nature of learning. Their basic argument is that communities of practice are everywhere and that

people are generally involved in a number of them. Communities of practice exist at work,

school, home, as well as in civic or leisure interests. In some groups people are core members

and in others people are on the outskirts (Wenger, 1998). Wenger, McDermott, and Synder

(2002) describe communities of practice as "groups of people who share a concern, a set of

problems, or a passion about a topic, and who deepen their knowledge and expertise in this area

by interacting on an ongoing basis. (pp. 4-5)"

Lave and Wenger (1991) in their work on communities of practice suggest that meaning is fundamental to all human activity as learning, thinking, and knowing can only occur within a socially and culturally structured world. For them, it is systems of activity and the ways in which people understand such systems that constitute the social-cultural world which, in turn, includes both material and intellectual culture (Lea & Blake, 2004). As Russell argues (quoted in Lea & Blake, 2004), activity theory deals directly with the relationships among participants within the system and their shared cultural tools. That is, communities of practice theory examines the people-systems relationships while activity theory examines the relationships among participants within any of these systems.

Research suggests that for teachers to be successful in constructing new roles, they need opportunities to participate in a professional community that focuses on new materials and teaching methods (Friedrichsen et. al., 2006; McLaughlin & Talbert, 1993). Putnam and Borko (2000) argue that novice teachers should be incorporated into a community of practice to support their professional and pedagogical development, defined as a process of enculturation. The Legitimate Peripheral Participation framework within a community of practice describes that as new teachers become more competent in the profession they become more involved in the school community and evolve into tenured master teachers (Wenger, et. al., 1991). Learning is seen as a process for increasingly social participation. Legitimate Peripheral Participation can be used as an ideology to explore how the involvement of newcomers in community shapes their learning and development as a process of social participation.

This present study, used activity theory to analyze teacher performance using data collected from a series of first year teacher evaluations and reflective experiences. In sociocultural theory, learning is viewed as a social practice situated in a specific historical and

sociocultural context. Unlike the individualistic theory of learning, Vygotsky's (1978) approach emphasizes the importance of sociocultural forces in shaping a person's development and learning, including mediation and tools. Activity theory provides an alternative lens for analyzing learning processes and outcomes that capture more of the complexity and integration of the community as they participate in the actions. The study of human activity has significant implications in the field of education. Evaluation drives teacher performance because it is evaluation that defines what teachers know how to do in the classroom. Evaluation procedures and examinations are institutionally created mechanisms that serve to shape the learning processes among educators.

1.7   Research Questions

The study explored the following questions with the intent of measuring conceptual framework program outcomes for teacher candidates upon program completion and performance evaluations for first year teachers in order to improve the effectiveness of clinical experiences of undergraduate teacher education majors as they exit the program and enter into the profession. Based on the purpose of the study, the primary research question that guided the research was: "In what way do candidate's clinical preparation and first year teachers' professional practice impact teaching performance as measured by observation evaluations?" The following secondary questions guided this exploration:

1.   How do teachers identify as being a systematic planner with planning and preparation as they develop in their first year of teaching?

2.   How do teachers identify as being an evolving professional with professional responsibilities as they develop in their first year of teaching?

3.   How do teachers identify as being an instructional leader with instruction as they develop in their first year of teaching?

4.   How do teachers identify as being an effective communicator and a reflective decision maker with classroom environment as they develop in their first year of teaching?

1.8   Definition of Terms

Gills (1991) states, "language is a powerful tool which not only expresses ideas and concepts but shapes thoughts, opinions, and personal dimensions. The use of accurate terminology in schools will aid to develop an awareness of professional growth. (p.569)" For the purpose of this study, the following terms are defined:

1.   **Case Study -** a systematic study of some aspect of preparation that posits a problem of practice, identifies a means to address it, frames appropriate measures, gathers data, and analyzes results for the purposes of preparation improvement and/or accreditation evidence. (CAEP, 2013)

2.   **Clinical Preparation -** student teaching or internship opportunities that provide candidates with an intensive and extensive culminating field based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates' progressive development of the professional knowledge, skills, and dispositions to be effective educators. (NCATE, 2008)

3.   **Conceptual Framework** - establishes the shared vision for a unit's efforts in preparing educators to work in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. The conceptual framework

provides the bases that describe the unit's intellectual philosophy and institutional standards, which distinguish graduates of one institution from those of another. (NCATE, 2008)

4. **Effective Teachers** - a teacher whose students achieve acceptable rates (e.g. at least one grade level in an academic year) of student growth. (USDE, 2009)

5. **Evaluation** - an appraisal of professional performance for a school year based upon written criteria and procedures that result in a written evaluation report. (Teacher and Principal Evaluation Guidebook, 2012)

6. **Highly Effective Teachers** - a teacher whose students achieve high rates (e.g., one and one-half grade levels in an academic year) of student growth (as defined in the Race to the Top requirements). States, school districts, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in the Race to the Top requirements). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance or evidence of leadership roles (which may include mentoring or leading professional learning communities) that increase the effectiveness of other teachers in the school or school district. (USDE, 2009)

7. **HBCU** - Historically Black Colleges and Universities include any historically black college or university that was established prior to 1964, whose principal mission was, and is, the education of black Americans, and that is accredited by a nationally recognized accrediting agency or association as determined by the Secretary of Education to be a reliable authority as to the quality of training offered or is, according to such an agency or

association, making reasonable progress toward accreditation. (Higher Education Act of 1965)

8. **Induction** - the process of preparing, supporting, and retaining new teachers; it includes all the things done to train and support new teachers and acculturate them to teaching including the responsibilities, missions, and philosophies of their districts and school. (Wong, 2004)

9. **NCATE** - The National Council for Accreditation of Teacher Education is the profession's mechanism to help establish high quality teacher preparation. Through the process of professional accreditation of schools, colleges and departments of education, NCATE works to provide quality teaching and teacher preparation. NCATE's performance based system of accreditation fosters competent classroom teachers and other educators who work to improve the education of all P-12 students. (NCATE, 2008)

10. **Observation -** a specific type of interaction between two professionals in which one silently watches the other's practice over a period of time for the purpose of collecting data for student learning and teacher practice; that data will be discussed and analyzed during the post-observation conference, and new approaches and areas of improvement will be identified. (The College Board Advisory and Policy Center, 2010)

11. **Professional Practice** - the qualitative measures for teachers during an observation as part of the teacher evaluation mode; accounting for 50% of a teacher's evaluation, which must include the following domains: planning/preparation, instruction, classroom environment, professional responsibilities, and other local priorities if appropriate. (MSDE, 2012).

12. **Program Completers** - according to the Higher Education Act, Title II, program

completers are persons who have met all the requirements of a state-approved teacher

preparation program and are documented as having met such requirements.

Documentation may take the form of a degree, institutional certificate, program

credential, transcript, or other written proof of having met the program's requirements.

(NCATE, 2008)

13. **Teacher** - any individual certified by Maryland State Department of Education who

delivers instruction and is responsible for a student or group of students' academic

progress in a PreK-12 public school setting, subject to the local school system

interpretation. (Teacher and Principal Evaluation Guidebook, 2012)

14. **Teacher Education Program -** any program from which interns receive the coursework

and experiences necessary for initial teacher certification. (MSDE, 2004)

CHAPTER TWO

LITERATURE REVIEW

"The value of research is defined by how the work underway fits into the overall context of the theory or paradigm being researched. Thus, researchers must be fully cognizant of why they are doing what they are doing and what they expect the return of their efforts to be" (Gilovitch, 1991, p.111).

2.1   Introduction

In this chapter, the literature is explored to support the relevance of the research questions to confirm the significance of pursuing this line of research. There is a wealth of scholarship about teacher effectiveness and accountability based on teacher evaluations and the frameworks by which they have been developed. There is also a great deal of research about teacher induction programs to support professional growth. This study extends the literature by bridging the gaps in the research base as it relates to the connections between the expectations and evaluations that school systems and higher education teacher preparation programs expect in beginning professionals. This bridge of transition can be successfully fostered through collaborative induction support programs from both educational institutions. Therefore, creating teacher induction support programs which align the professional practices in universities and school districts can assist to improve effective teacher evaluations in every classroom.

2.2   Theoretical Framework

2.2.1   Activity theory

Cultural-Historical Activity Theory (CHAT), commonly referred to as Activity Theory (AT), is a theoretically-based conceptual framework. Nardi (1996) describes it as "a powerful and clarifying descriptive tool, providing a set of basic theoretical concepts to help understand the relationship between the human mind (consciousness) and activity (what people do), from

which various methods and approaches for analyzing human activity can be developed."
(Bannon & Bodker, 1991, p. 16; Nardi, 1996, p.75).

Activity theory draws heavily on Vygotsky's concept of "mediation" (Vygotsky, 1978). According to Vygotsky (1978), mediation describes the process of human beings interposing signs and tools in order to modify their environment and obtain certain benefits. His basic mediated action triangle model- subject, object, and tool- shows the relationships between each to mediate an interaction. Activity theory is a sociocultural theory that helps researchers to examine an individual in a large activity system. Rather than investigating an individual separately from his or her surroundings, however, minimal meaningful context must be included in the analysis (Kuutti, 1995). Therefore, an activity theory framework is a useful analytical lens for understanding the social structure of learning environments, which shows a learner both in an individual group and in a large community context (Engestrom, 1999; Barab, Evans, & Baek, 2003).

Grossman, Wineburg, and Woolworth, (2001) apply activity theory as a framework for studying teacher learning. Activity theory can provide a sociocultural lens for understanding how beginning teachers demonstrate professional practice learned in teacher preparation program and expected from school districts.

The main object of activity theory is the study of human work. An activity is a form of "doing" directed to an object (Kuutti, 1996). Activity theory uses the notions of an activity as the basis and unit of analysis. An activity is motivated toward transforming an object into an outcome (Barthelmess and Anderson, 2002). Activity is not static, but continuously evolves. In a process of transformation, all the elements of this system are continuously changing. The

subjects not only use instruments, obey rules and conform to divisions of labor and they also "continuously adapt and transform them, consciously or unconsciously" (Mwanza, 2002, p. 50).

Engestrom (1996, 2001) described three generations of activity theory research as distinct approaches to activity theory. This document explores first generation and second generation. Engestrom refers to Vygotsky's identification of the meditation action triangle as first generation theory. The subject is the person engaged in the activity. The tools include physical and/or mental artifacts that contribute to the subject's mediated action experiences within the activity. The object is the goal of the activity. The object of an activity is that which is modified and explored by a subject, according to the goal (Bedney and Harris, 2005).

Second generation activity theory is attributed to Leontiev's (1981) work along with Engestrom (1990), who actually developed the activity system's model. Engestrom's activity systems analysis model is represented as a triangle diagram. The top of the triangle is Vygotsky's (1978) original mediated action triangle. The rules, community, and division of labor components add the socio-historical aspects that were not components of Vygotsky's triangle. Rules refer to any guidelines, codes, organizational policies that guides activities and behaviors. The community is the social group with which the subject identifies while participating in the activity. The division of labor refers to how the tasks are shared among the community. Divisions of labor can run horizontally as tasks spread across members of the community with equal status, and vertically as tasks are distributed up and down relative to divisions of power. The key units in the theory are the subject, object, and community, while tools, rules, and division of labor constitute the social basis/factors used in the activities to establish the context.

Third generation activity theory (which is not addressed in this study) expands individual activity into joint activity or practice as the unit of analysis for activity theory. This generation develops conceptual tools to understand dialogues, multiple perspectives, and networks of interacting activity systems. It draws on ideas of having two or more voices coming into contact in order to expand the framework of the second generation. The idea of networks of activity within which contradictions and struggles take place is the definition of the motives and object of the activity therefore calling for an analysis of power and control within developing activity systems.

Activity theory is a sociocultural and historical lens through which human activity systems can be holistically analyzed (Engestrom, 1999). The work activity of schoolteachers is called teaching. Cultural Historical Activity Theory is a relevant theory in this research because it allows for an understanding of how multiple contexts in which teachers perform works to transform their professional practices. Engestrom (1978) used Cultural Historical Activity Theory (CHAT) to describe how novice teachers become members of the teaching profession through facing the contradictions and attempting to resolve or overcome these contradictions. CHAT can be used to understand the interactions deriving from personal and contextual features that shaped and molded the teachers (the subject), their teaching practices (the actions in the activity framework), and their teaching goals (being rated highly effective or effective as a result of formal observation).

As a means of operationalizing Engestrom's (1990) Activity System, Mwanza's "Eight-Step Model" (2001) provides a useful framework, which she explains emerged from "the need to systematically explain and demonstrate, in a replicable manner, the means by which activity theory can be used to guide the design process in different contexts. (p. 5)" The model is

intended to help researchers develop questions through which they can gain an understanding of the various entities of the activity system. Table 2.1 represents the frameworks of Vygotsky (1978), Engstrom (1990), and Mwanza (2001). It shows how these frameworks connect to the current research project.

Table 2.1

Activity Theory Analysis Frameworks

Vygotsky/Engestrom 1st Gen./2nd Gen. (1978/1987)	Mwanza's Eight-Step Model (2001)	Activity Theory Application to Ellerbe's Research (2015)
1. Activity	What sort of activity am I interested in?	Professional practices of teacher evaluation
2. Objective	Why is this activity taking place?	Highly effective or effective ratings on teacher evaluation
3. Subject	Who is involved in carrying out this activity?	Novice elementary teachers in public schools
4. Tools	By what means is the subject carrying out this activity?	Conceptual framework, artifacts, teacher performance evaluation system
5. Rules and Regulations	Are there any cultural norms, rules, and regulations governing the performance of the activity?	Standards, legislation, procedures, processes, and expectations
6. Division of Labor	Who is responsible for what when carrying out this activity and how are the roles organized?	School leadership, researcher, classroom teacher, and students
7. Community	What is the environment in which activity is carried out?	School, school system, PLC cohort, induction program
8. Outcome	What is the desired outcome from this activity?	Improved teacher effectiveness, tenure, restructured IHE teacher prep

2.2.2. Communities of practice.

The term "Communities of Practice" (CoP) was developed by Lave and Wenger (1991) in their discussion of the social nature of learning. Their basic argument is that communities of practice are everywhere and that people are generally involved in a number of them—whether at work, school, or home. Lave and Wenger (1991) created the term "community of practice" to

refer to the communities of practitioners into which newcomers would enter and attempt to learn the sociocultural practices of the community. In some groups, people are core members; in others, they are on the outskirts (Wenger, 1998). Wenger, McDermott, and Snyder (2002) describe communities of practice as *"groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis"* (p. 4). They can also be known as communities of learners (Brown and Campoine, 1994; Rogoff, 1994).

According to these researchers, there is a combination of three elements that constitutes a community of practice. It is by developing these three elements in parallel that one cultivates such a community. These three required components of CoPs are:

1.	Domain - There needs to be a domain. A CoP has an identity defined by a shared domain of interest (e.g. novice elementary school teachers in public schools; program completers from the same HBCU teacher preparation program); it is not just a network of people or club of friends. Membership implies a commitment to the domain.

2.	Community - There needs to be a community. A necessary component is that members of a specific domain interact and engage in shared activities, help each other, and share information with each other. They build relationships that enable them to learn from each other through discussions, sharing, and pursing their interest in their domain. There needs to be people who interact and learn together in order for a CoP to be formed. Members of a community do not necessarily work together daily. Similarly these teachers are not in the same school but may be in the same school system dealing with the same issues as novices to the profession.

3.   Practice - There needs to be a practice for a CoP to exist. A CoP is not just people who

have an interest in something (e.g. teaching). The third requirement for a CoP is that the

members are practitioners. They develop a shared repertoire of resources, which can include

stories, helpful tools, experiences, perceptions, ways of handling typical problems, etc. These

kind of interactions needs to be developed over time. Informal conversations held by people of

the same profession (e.g. novice teachers) help people share and develop a set of cases and

stories that can become a shared repertoire for their practice, whether they realize it or not.

Communities of practice are considered potential arenas that may impel teachers to share

their experiences with others. Schaler and Fusco (2003) see communities of practice as, "a

process of learning how to put knowledge into practice through engagement in practice within a

community of practitioners" (p. 205). A community of practice provides both tacit and explicit

knowledge, communication among teachers in a community by producing useful documentation,

tools, and procedures to be shared between them. Training workshops, meetings, and in service

days does not make meaningful professional development for teachers. Therefore, establishing

communities of practice has become an important focus for the professional development of

teachers to provide lifelong learning opportunities (Wenger, 1998).

Communities of practice are units' social contexts where people participate in activities

as they evolve into being educators. These activities embody distinctive ways that participants

relate to each other and the broader world. Learning occurs constantly in these communities as

people participate in activities that are more and more central to the core practice. This

evolutionary process leads participants to take on new identities that are not necessarily bound up

with new knowledge and skills (Lave, 1996).

The first years of teaching can be demanding as the novice works to gain familiarity with many aspects of the profession. Often, what novice teachers have been prepared to do in teacher education programs is not aligned with what they are expected to do in their schools. As a result, many teachers become frustrated, doubt their vocational choice, or leave the profession. Many are conflicted between what they were taught in their preparation program as they try to meet the expectation of the new community. The extent that new teachers become involved in the community of practice at their schools is greatly influenced by the support received to enhance their professional practices.

If preservice teacher programs are to prepare teachers for success as educators, it is critical that the profession acknowledges that the needs of "beginning teachers are different from their preservice and inservice counterparts and deserve some undivided attention" (Luft, 2007, p. 532). Three years of induction support for new teachers represents a significant transitional period. The transitional period is widely acknowledged as a complicated time that begins with the new teacher's entry into the teaching profession and ends when the teacher has some degree of familiarity in the professional setting. Some teachers navigate this transition more easily than others. Despite the ease or difficulty with which new teachers transition, it is clear that this period requires novice teachers to face contradictions they had not previously considered (Fulton et.al, 2005).

Research suggests that for teachers to be successful in constructing new roles, they need opportunities to participate in a professional community that focuses on new materials and teaching methods (Friedrichsen et.al. 2006). Putnam and Borko (2000) argue that novice teachers should be incorporated into a community of practice to support their professional and pedagogical development, which they understand to be a process of enculturation.

2.2.3. Legitimate peripheral participation.

Lave and Wenger (1991) defines legitimate peripheral participation as situated activity with a central defining characteristic. Legitimate Peripheral Participation is a term that helps to understand how a member of a Community of practice learns. Learners inevitably participate in communities of practice where the mastery of knowledge and skills requires newcomers to move toward fuller participation in the socio-cultural practices of a community. "Legitimate peripheral participation provides a way to speak about the relations between newcomers and old-timers, and about activities, identities, artifacts, and communities of knowledge and practice. A person's intentions to learn are engaged and the meaning of learning is configured through the process of becoming a full participant in a socio-cultural practice. This social process includes, indeed it subsumes, the learning of knowledgeable skills" (Lave and Wenger, 1991 p. 29).

Learning could be viewed as a special type of social practice relative to specific activity in the context of legitimate peripheral participation (LPP). It is legitimate because all parties accept the position of "unqualified" potential members of the community of practice. It is peripheral because they hang around on the edge of the important stuff, do the peripheral jobs, and gradually get entrusted with more important responsibilities. It is participation because the knowledge of the new person is increased relative to the work they do. Knowledge is situated within the practices of the community of practice, rather than they obtained in educational textbooks.

Legitimate peripheral participation is not itself an educational form, much less a pedagogical strategy or a teaching technique. It is an analytical viewpoint on learning, a way of understanding learning. In the United States today much learning occurs in the form of some sort

of apprenticeship (clinical preparation, internships), particularly where high levels of knowledge and skill are in expected. Learning in practice such as in an apprenticeship is a form for producing knowledgeably skilled persons. The task for the novice is to learn to organize his own behavior such that it produces a competent performance. The form in which legitimate access is secured for the apprentice depends on the characteristics of the division of labor in the community where the practice is located. As newcomers become more competent, they become more involved in the main processes of the particular community. They move from legitimate peripheral participation into full participation (Lave and Wenger, 1991). Thus learning is viewed as the acquisition of knowledge by individuals as much as a process of social participation. The nature of the situation impacts significantly on the process. Participation in an activity system where participants share understandings about what they are doing and what that means in their lives and for their communities. "As the beginner or newcomer moves from the periphery of this community to its core, they become more active and engaged within the culture and hence assume role of expert. The person has been transformed into a practitioner, a newcomer becoming an old timer, who changing knowledge, skill, and discourse are part of the developing identity, a member of a community of practice"(Lave and Wenger, 1991, p. 29).

2.2.4.   Research study theoretical framework.

As shown in Figure 2.1, the researcher has adapted the theoretical frameworks of Vygotsky, Engestrom, and Lave and Wenger to shape the proposed study. The sociocultural context of the research begins by focusing on the history behind the beginning teachers experiences from their undergraduate program, as well as the cultural historical perspectives of the schools and districts in which they are employed. The participants were a cohort during the last academic year within their teacher preparation program and placed in various school

settings. As they commenced in their first year in the teaching profession as public school teachers, they participated in a week-long school system induction program of professional development. New to their school district and school environments, the beginning teachers were given a mentor teacher to provide assistance in numerous domains of classroom performance. First year teachers were encouraged to watch demonstration lessons, seek out advice, and participate in various professional developments.

Based upon the federal and state educational mandates for public school systems and institutions of higher education, new teacher hires have varying outcomes they are required to achieve. For example, earning tenure in the school system, which requires a rating of highly effective on their teacher evaluations throughout their first year will assist them in reaching the prescribed outcome of earning tenure in the school system. There are practical and conceptual tools that new teachers could utilize in order to demonstrate their professional practices, experiences, and expectations.

TOOLS
- Teacher Performance Evaluation System (4 Qualitative Measures: Professional Practice Rubric)
- SOE Conceptual Framework Outcomes
- Artifacts: Lesson Plans, Questionnaires, Evaluations, Interviews, Surveys, Journals

SUBJECT
First Year African-American Female Public School Elementary Teachers

OBJECT
Highly/Effective Ratings on Teacher Evaluations

OUTCOMES
- Improved Teacher Effectiveness and Student Achievement
- Higher Education Teacher Preparation Program Improvement
- Tenure

Teacher Professional Practices, Experiences, and Expectations

RULES [POLICIES & REGULATIONS]
- Observation Process
- School District Expectations
- State & Federal Legislation: MD Education Reform Act of 2010, Race to the Top, and NCLB
- State and National Standards: (MDSC & Common Core)

COMMUNITITES
- School Culture and Grade Level Team
- PLC Cohort: CSU Program Completers
- Public Elementary School in MD (Baltimore City/County)
- School System Teacher Induction Program

DIVISION OF LABOR
Relationships and Responsibilities:
- research observer,
- classroom teacher,
- school leadership (principal/appraiser and mentor teacher)

Communities of Practice

Legitimate Peripheral Participation

Context:

Situated Learning   Cultural Historical

(Ellerbe, 2014)

Figure 2.1. Theoretical framework activity theory.

2.3   Teacher Education and Evolution of Performance Outcomes

Since the mid 1980's, the National Council for the Accreditation of Teacher Education (NCATE) has evaluated teacher preparation programs based on professional knowledge and, later, added a conceptual framework to shape and connect various coursework and fieldwork requirements. Although NCATE now requires that programs provide evidence of outcomes as they respond to each of the accreditation standards (Darling-Hammond, 2002), prior to the mid-1990s the emphasis in teacher education was not on outcomes (Cochran-Smith, 2005). The shift

in teacher education from inputs to outcomes was a part of a larger reform initiative regarding educational accountability. Teacher education is currently the only area of professional education (Neville, Sherman, & Cohen, 2005) that is expected to justify its existence by demonstrating direct impact on outcomes. Cochran-Smith (2001) questions the driving force behind reform and policy in teacher education, which she refers to as the "outcome question." Specifically she ponders how educators should conceptualize and define the outcomes of teacher education for teacher learning, professional practice, and student learning. She indicates that the outcome question should focus on two areas: (a) what the outcomes of teacher education should be for teachers' learning, professional practice, and K-12 student learning; and (b) how, by whom, and for what purposes these outcomes should be documented, demonstrated, and/or measured. (Cochran-Smith, 2004).

Cochran-Smith's (2001) questions are answered with the mandates of NCATE. Many individual institutions are studying the outcomes of their teacher preparation programs in terms of teacher candidates' knowledge growth, pupils' learning, and teacher retention. The requirements of NCATE are much different from the requirements in many other professions. For example, although providers of medical and legal education keep track of their graduates' scores on board certification and bar exams they generally do not follow their graduates into hospitals and courtrooms, working backward from the number of lives saved to draw conclusions about particular medical schools or backward from the court cases lost and won to draw conclusions about particular law schools. In this sense, the research of teacher education and the analysis of outcomes are groundbreaking in professional education and connects what happens in professional preparation to its consequences in the classroom and in the world.

Cochran-Smith (2004) adds to the dialogue about the importance of teacher performance, a major area identified in US educational reform, and questions the ability to demonstrate effectiveness. Professional performance focuses on educational practices that teacher candidates are expected to demonstrate, including the ways candidates and teacher educators and other external assessors document, analyze, and evaluate classroom and other school related responsibilities. In addition, performance assessments are being conducted for two different purposes, each drawing on different units of analysis. These are: (1) evaluating individual prospective teachers, where the unit of analysis is the individual teacher candidate and the evaluator is some combination of school and university based teacher educators involved in the candidate's educational program; and (2) evaluating individual teacher education programs, where the unit of analysis is the teacher education program itself within and in relation to its larger institutional unit (university, school, college, or department) and where the evaluator is a national accrediting agency, a state department of education, or some combination of the two.

2.4   Teacher Preparation and Accountability

Crowe's (2010) concern regarding the effectiveness of teacher education programs has generated a great deal of attention and focus on this issue. He believes that the current system for holding US teacher education programs accountable doesn't guarantee program quality or serve the needs of schools and students. State oversight for teacher preparation programs mostly ignores the impact of graduates on the K-12 students they teach, and gives little attention to where graduates teach or how long they remain in the profession. There is no evidence that current state policies hold programs to high standards in order to produce teachers who can help students achieve. Moreover, every state has its own policies and procedures when it comes to

program oversight—another barrier to effective quality control compromising the national efforts and ignoring the teacher education graduates could teach in any state.

Quality control efforts require teacher education programs to collaborate with national and state efforts and accept responsibility for how their graduates perform in classroom teaching. Teacher education program accountability, and teacher preparation itself, must focus on what improves instruction and produces necessary school changes. According to Crowe (2010), three essential components can help to foster effective collaboration and drive the development of new state accountability policies for teacher education:

- Every state's teacher preparation program accountability system should include a teacher effectiveness measures that reports the extent to which program graduates help their K-12 students to learn.
- Classroom teaching performance of program graduates should be used by states to judge the quality of teacher preparation programs.
- Feedback surveys from preparation program graduates and from their employers should be part of state program accountability. The findings can be publicly shared and used as key performance indicators by all states to judge the quality of every teacher preparation program.

Education preparation matters when it comes to teacher effectiveness. Teacher preparation program accountability is far more decentralized in the United States than in most other countries. Observations of teaching performance, collaboration with preparation programs and widely offered induction support used to determine the quality of teacher preparation programs may result in improved teacher effectiveness in the classroom. Data generated from these, as well as those from other evaluative sources, provide summative analysis for program quality, and serve as a formative assessment tools for individual graduates. Findings would also be useful data for program revisions to enhance future cohorts of teacher candidates.

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Consistent with engineering, accounting, nursing, medicine and other professions with uniform state accountability standards and requirements, teacher quality regulations should transcend state lines and be uniform across the country. Uniform standards for other professionals occurred without compromising professional autonomy or academic freedom among program faculty. Perhaps the most important point here is that all states have implemented a single set of accountability policies and practices without infringing on the principles of federalism. Accountability, the mechanism by which institutions meet their obligation to report to others about how their resources have been used and to what effect is a central concept in democratic societies (Trow, 1996).

The National Academies study (2010) sought to identify the components necessary to ensure beginning teachers are well prepared. Considering the fact that in the United States teachers make up one of the largest occupational groups as well as for many other reasons, this issue is extremely important. These reasons include: (1.) approximately 3.6 million elementary and secondary teachers are in 90,000 public schools in the United States; (2.) more than 200,000 students complete a teacher preparation program each year; and (3.) between 70 and 80 percent are enrolled in traditional programs housed in postsecondary institutions. Teacher learning is a process that continues throughout a teachers' careers, through induction, mentoring, in-service professional development, and professional collaboration. The National Academies study further implies that it is very important to connect what occurs in preparation programs to characteristics of their graduates and to the ways those graduates interact with their students as well as to the learning outcomes for those students.

Although the federal government has little direct involvement in or influence on teacher preparation, accreditation reviews serve as a force for ongoing improvement at the program level

and could contribute to a broader knowledge base about teacher preparation. As a result of the national review process of teacher education programs and many studies by researchers and independent organizations, there is no lack of writing on teacher preparation, yet there are many gaps in the research base. One of those gaps in research is how well teacher preparation expectations align with the expectations of school systems, the focus of this research. Teacher preparation is a key element in the K-12 education system, so all teacher education programs should be able to demonstrate that their graduates can teach in ways that have been empirically shown empirically to lead to gains in K-12 student learning. This research provided links between teacher preparation and outcomes for students that could be used in accountability policies for teacher preparation programs.

According to Crowe (2011), a key focus of the Obama administration's Race to the Top initiative in public education is to support states that implement plans for recruiting, developing, rewarding, and retaining effective teachers and principals, especially in areas of most needed. Race to the Top asked states to adopt more vigorous teacher education accountability mechanisms and to establish or expand programs that are successful at producing effective teachers. The Race to the Top initiative promises to be a powerful lever to improve teacher quality throughout the United States.

One major component of Race to the Top is establishing real accountability for teachers and school systems. Crowe's (2011) recommended accountability measures include assessing classroom teaching performance program graduates using reliable and valid classroom observation instruments and feedback surveys from program graduates and from their employers. Even when teacher preparation programs are able to measure teacher effectiveness, figuring out how teachers obtain these results is important. States and programs need high quality measures

of classroom teaching performance to understand whether new graduates are completing programs with the skills and abilities to help students learn. Large-scale national trials of observation instruments are now taking place, including the *Learning about teaching: Initial findings from the Measures of Effective Teaching* project (Gates Foundation, 2011).

Feedback surveys from program graduates and from their employers cannot stand on their own as measures of program quality, but feedback from new teachers and from their employers tell programs (and the public) in specific detail how well the graduates feel they were prepared for classroom teaching. Feedback survey data can add to the overall picture of program performance if used along with strong data on pupil learning outcomes, classroom teaching skills, and persistence rates. In addition, they will be able to support feedback surveys from program graduates and their employers because (a) each state will be able to link graduates to programs; (b) surveys will be able to link teachers to the schools where they teach; and (c) surveys will be able connect principals to schools, and, by extension, to teachers in their school who are graduates of specific preparation programs.

There is widespread agreement that teacher education programs and institutions of higher education should be held to a higher level of accountability for the performance of teacher graduates. For example, a 2000 US Department of Education publication, *Eliminating the Barriers to Improving Teaching,* discusses ways to eliminate barriers to improving the quality of teaching. Among the barriers cited are the lack of accountability for high quality teacher preparation by both teacher education programs and the institutions of higher education. The report calls for developing new measures of effectiveness of teacher preparation and reporting results on these measures to the public. Changes in Title II of the Higher Education Act that require evidence about the performance of teacher graduates have also heightened the national

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interests in teacher accountability and have made accountability a pressing issue for teacher education programs (Dean & Lauer, 2003).

This emphasis on accountability can be seen in policies associated with reform of teacher preparation. Cochran-Smith (2001) identifies three outcomes sources for teacher preparation programs: (1) long term, general impacts, including k-12 student achievement; (2) candidates' scores on teacher tests, aggregated by programs from which they graduate; and (3) documentation of professional performances by teacher candidates. Teacher education institutions should require their candidates to demonstrate the teaching skills they learned as a result of their preparation. Accountability in teacher preparation is a considerable problem; the lack of evidence about the quality of graduates from teacher preparation programs cast doubt on teacher education as a valuable enterprise. Yinger (2006) describes a shift in emphasis from teacher education inputs, such as courses, to outcomes that are measured by performance-based assessments of teacher candidates. Thomas and Loadman (2001) call on teacher education programs to collect quantitative and qualitative data on their graduates' teaching knowledge and skills and to develop scenarios that describe characteristics of programs that are effective and positively affect teaching and teacher education.

2.5   Teacher Evaluation Frameworks

Historically, teacher evaluation has not substantially improved instruction or expanded student learning (Donaldson, 2009). The last major effort to reform teacher evaluation, in the 1980s, petered out after much fanfare. Due to the Race to the Top initiatives, interest in educator effectiveness, specifically in teacher evaluation, has grown. Race to the Top guidelines for state teacher evaluation systems call for states to develop "rigorous, transparent, and fair evaluation

systems that differentiate effectiveness using rating categories that take into account data on student growth as a significant factor" (U.S. Department of Education, 2009, p.9). In response to these guidelines, states across the country proposed major reforms that would create comprehensive evaluation systems with multiple measures of teacher performance, including measures of student growth, observation of teachers, analysis of teacher artifacts, peer review, student reflections and feedback, and participation in professional development (Learning Point Associates, 2010).

Within the last two years, several states have adopted legislation to revise their evaluation systems, and school districts in every state have implemented evaluation reforms (NEA, 2011). There are several comprehensive teacher evaluation frameworks that integrate multiple aspects of evaluation and education reform. These frameworks incorporate multiple indicators that provide educators with clear and actionable feedback in areas such as a teacher's professional practice and indicators of a teacher's contribution to student learning and growth. These frameworks are frequently mentioned in research studies and policy reports, and they are viewed as innovative approaches to reforming teacher evaluation. Many states and districts are adapting these frameworks to align with state policies that mandate the inclusion of evidence of student growth and learning.

In defining effective teaching for the twenty-first century classroom, the teaching and learning models of Marzano (2007), Marshall (2009), McRel (2009), and Danielson (2007) are prominent in many United States schools. These models of instruction incorporate research findings on effective teaching.

2.5.1. Marzano Framework

The Robert Marzano casual teacher evaluation framework is based on a number of previous, related works, including *The Art and Science of Teaching* (Marzano, 2007), and *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011). Each of these works was generated from a synthesis of research and theory. Thus, the model can be considered an aggregation of the research on those elements that have traditionally been shown to correlate with student academic achievement. The model includes four domains:

- Domain 1: Classroom Strategies and Behaviors

- Domain 2: Preparing and Planning

- Domain 3: Reflecting on Teaching

- Domain 4: Collegiality and Professionalism

The four domains include sixty elements: forty-one in Domain 1, eight in Domain 2, five in Domain 3, and six in Domain 4. Within the domain structure, rating scoring tool elements are: (4) innovating, (3) applying, (2) developing, (1) beginning, and (0) not using. The framework includes walk throughs, as well as informal and formal observations. A defining characteristic of the model is its unique granular approach that allows for specific feedback to teachers and specific guidance to teachers that can be provided by administrators and instructional coached. Finally, the model is designed to help teachers systematically improve on weakness in their instructional practices over an extended period of time.

2.5.2 Marshall Framework

Kim Marshall's Teacher Evaluation Framework (Marshall, 2009) is broad in that it includes supervision and evaluation and involves teachers in improving the performance of all students. The six domains covering all aspects of teacher job performance are:

- Domain 1: Planning and Preparation for Learning

- Domain 2: Classroom Management

- Domain 3: Delivery of Instruction

- Domain 4: Monitoring, Assessment, and Follow-Up

- Domain 5: Family and Community Outreach

- Domain 6: Professional Responsibilities

Each of these domains is further divided into ten criteria and rated across four performance levels for each criterion. The four performance levels are: (3) highly effective, (2) effective, (1) improvement necessary, and (0) does not meet standards.

2.5.3 McREL Evaluation System.

The Mid-continent Regional Educational Laboratory (McREL), founded in 1966, has developed teacher and principal-based evaluation systems in collaboration with the North Carolina Department of Public Instruction and North Carolina Association of Educators. The evaluation systems, which emphasize professional growth, are designed to promote effective leadership, high quality teaching, and student learning. They uses teacher self-assessment, presentation of artifacts, and classroom demonstrations that are all aligned to professional teaching standards (McREL, 2009). Its teacher leadership standards include teachers leading in

their classrooms and schools as well as taking on leadership roles in the profession at large

through membership in national organizations. The five standards for evaluation are:

- Standard I: Teachers demonstrate leadership

- Standard II: Teachers establish a respectful environment for a diverse population of
  students

- Standard III: Teachers know the content they teach

- Standard IV: Teachers facilitate learning for their students

- Standard V: Teachers reflect on their practice

Using the standards, rating scoring tool elements are: (1) developing, (2) proficient, (3)

accomplished, (4) distinguished, and not demonstrated.

2.5.4   Danielson Framework

Charlotte Danielson's Framework for Teaching (FfT) is a comprehensive and coherent

framework that identifies aspects of a teacher's responsibilities using data from empirical studies

to promote improved student learning (Danielson, 1996). Because teaching is an extremely

complex activity, this framework is useful in laying out the various areas of competence in which

professional teachers need to develop expertise. The Framework for Teaching offers a structure

for teachers to assess their practice and to organize improvement efforts.

Enhancing Professional Practice: A Framework for Teaching was first published by

ASCD in 1996. The Framework is used nationally to document and develop teaching practice. It

was built on the research complied by ETS in its development of PRAXIS III: Classroom

Performance Assessments, an observation based evaluation of first year teachers that is used for

the purpose of licensing. The Framework extended this work to capture the skills of teaching

required not only by novice teachers but by experienced teachers as well. The Framework is widely accepted as a comprehensive description of good teaching, including levels of performance: unsatisfactory, basic, proficient, and distinguished.

Danielson's Framework for Teaching (See Appendix C2) divides the complex work of teaching into four domains: (1) Planning and Preparation, (2) The Classroom Environment, (3) Instruction, and (4) Professional Responsibilities. Each of these domains is further elaborated by either five or six components (see Appendix E), for a total of twenty-two components. Each component describes an important aspect of teaching, and taken together, the components in a domain fully capture everything important about the domain. In addition, each component is further divided into two to five essential elements, for a total of seventy-six elements. Domains 1 and 4 cover aspects of the teaching profession that occur outside the classroom, while Domains 2 and 3 address aspects that are directly observable in classroom teaching. The Framework is a rubric that delineates four levels of performance, or ratings, for each component. Each component has a detailed rubric that specifies rating criteria. A brief review of each of these domains provide guidance of the skills and competencies new teachers need to develop.

- Domain 1: Planning and Preparation. The components in Domain 1 outline how a teacher organizes the content of what students are expected to learn---in other words, how the teacher designs instruction. These include demonstrating knowledge of content and pedagogy, demonstrating knowledge of the students, selecting instructional goals, demonstrating knowledge of resources, designing coherent instruction, and assessing student learning.

- Domain 2: The Classroom Environment. The components in Domain 2 consist of the interactions that occur in a classroom that are non-instructional. These consist of creating

an environment of respect and rapport among the students and with the teacher, establishing a culture for learning, managing classroom procedures, managing student behavior, and organizing the physical space.

- Domain 3: Instruction. The components in Domain 3 are what constitute the core of teaching – the engagement of students in learning. These include communicating clearly and accurately, using questioning and discussion techniques, engaging students in learning, providing feedback to students, and demonstrating flexibility and responsiveness.

- Domain 4: Professional Responsibilities**.** The components in Domain 4 represent the wide range of a teacher's responsibilities outside the classroom. These include reflecting on teaching, maintaining accurate records, communicating with families, contributing to the school and district, growing and developing professionally, and showing professionalism. Teachers who demonstrate these competencies are highly valued by their colleagues and administrators, as well as being seen as true professionals.

The benefits of having a framework for professional practice, as Danielson (2010) notes, are several. To begin with a framework offers the profession of teaching a shared vocabulary as a way to communicate about excellence. For novice teachers, a framework provides a pathway to excellence by laying out the twenty-two important components that constitute professional practice. A framework for teaching provides a structure for discussions among teachers and also serves to sharpen the focus for professional development. A framework also serves to communicate to the larger community the array of competencies needed to be an effective teacher.

Frameworks provide a way to combine emerging research and new approaches with current best practices in a format that can beneficial to educators. Both Danielson (1996) and Marzano (2007) agree that comprehensive frameworks offer a common language that allow educators to communicate clearly and also allows teachers to more easily identify and share good teaching practices. The Danielson and Marzano models are similar in their attempts to develop a comprehensive rubric based teaching framework that defines teacher expectations in a multitude of areas. Each utilizes a standards based approach that divides teaching into behaviors and strategies. Neither framework uses a checklist approach, both models are researched based, both models attempt to honor the complexities of teaching and each framework consists of four domains. Baeder (2011) commented that Marzano's system parallels Danielson's widely respected *Enhancing Professional Practice* framework, which has been adopted for teacher evaluation by over half of all states in comparison to Marzano's framework that is utilized by approximately 600 school districts. However, Mielke's (2012) research concludes that while teachers found both frameworks to be useful in generating feedback, the Marzano Model was found to be more successful in driving teacher development due to the specificity of the framework.

The challenge in US schools is not to be confused regarding teacher effectiveness or the absences of research models to facilitate their observation process. The challenge is how to ensure that these practices are in every classroom and in every teacher's repertoire of professional practice. The solution is aligning the practices used in schools of education with that of public school systems practices of hiring, mentoring, professional development and performance evaluation into a continuum that uses principles and behaviors of teaching effectiveness as its foundation (Barry 2010).

2.6   Major National Studies on Teacher Evaluations

In recent years, ideas about how to improve teacher evaluation have gained prominence nationwide (Donaldson, 2009). In April 2009, Secretary of Education Arne Duncan proposed that districts report the percentage of teachers rated in each evaluation performance category. Similarly, Michelle Rhee, former Chancellor of the Washington, D.C. public schools, proposed evaluating teachers largely on the basis of their students' performance. Georgia and Idaho have launched teacher evaluation reform efforts by initiating bonuses based on teacher performance built on descriptive and effective teaching practices. Meanwhile, researchers (Wiesberg, Sexton, Mulhurn, and Keeling, 2009; Sartain, et. al., 2011) have noted that a well-designed and implemented teacher evaluation system may be the most effective way to raise student achievement. Teacher evaluation reaches schools and districts in every corner of the country, positioning it to affect important aspects of schooling such as teacher collaboration and school culture, in addition to student achievement.

Historically, teacher evaluation has not substantially improved instruction or expanded student learning (Donaldson, 2009). The last major effort to reform teacher evaluation, in the 1980s, dissolved after much excitement. Today there are reasons to believe that conditions are right for substantive improvements to evaluation. Important advances in our knowledge of effective teaching practices, shifts in the composition of the educator workforce, and changes in the context of public education provide a key opportunity for policymakers to tighten the link between teacher evaluation and student learning. Some districts have already instituted rigorous teacher evaluation programs that affect instruction and learning. For example, Montgomery County Public School System in Maryland, through its teacher union led the Peer Assistance

Review (PAR) Program, has developed a strong understanding of teaching and learning among all teachers in the district and raised the quality of teaching and learning in the process.

Teacher evaluations often suffer from what is known as "Lake Wobegon Effect": which refers to the idea that most, if not all, teachers receive satisfactory evaluation ratings. It is possible that all teachers are above average in some schools, but there is generally more variation in teacher effectiveness within schools than between them (Danielson and McGreal, 2000). Thus, any school—low performing or high performing, wealthy suburban or under-resourced urban— is likely to employ more under-performing teachers than its evaluation ratings suggest. In fact, principals and teachers believe that teachers are less effective than evaluation ratings would indicate. Multiple factors, often working in tandem, produce the Lake Wobegon Effect. External constraints decrease evaluators' inclination to evaluate rigorously—vague district standards, poor evaluation instruments, overly restrictive collective bargaining agreements, and a lack of time all contribute to this problem. Internal constraints, such as the absence of high-quality professional development for evaluators, a school culture that discourages critical feedback and negative evaluation ratings, and a district culture that offers little oversight and few incentives for administrators to evaluate accurately, also contribute to inflated ratings.

Donaldson's (2009) study also assesses the current prospects for teacher evaluation reform, concluding that the time is right for major change. Traditional public schools are now faced with pressure from charter schools, voucher programs, and the growing home-school movement as well as pressure from within state and national accountability measures. They can no longer do business as usual, or merely assert that their teachers are "highly qualified." Increasingly public schools must demonstrate that their teachers are effective.

Now that there is a collective knowledge base about good teaching and the infrastructure to support pedagogical change, conditions are ripe for reform. This provides an opportunity for districts and states to make the structural and perhaps more importantly cultural changes necessary to improve teacher evaluation in substantive and meaningful ways. For example, the National Research Council's work on how children learn has produced a growing body of knowledge on how best to teach. Inquiries into pedagogical content knowledge are helping researchers and policymakers develop an increased understanding about effective teaching approaches. State curriculum frameworks and assessment systems have been widely implemented over the last 20 years, providing the infrastructure to promote systemic improvements in teachers' pedagogy. States have also developed databases to track student (and, in some places, teacher) progress over time. Finally, substantive improvements to teacher evaluations are underway in sites around the country.

Another example of research and relevant knowledge supporting reform Sartain's (2011) study of the *Excellence in Teaching Pilot* in Chicago reveals some positive outcomes: the observation tool was demonstrated to be reliable and valid. Principals and teachers reported they had more meaningful feedback about instruction. The majority of principals in the pilot were engaged and positive about their participation. At the same time, the pilot study identifies areas of concern including principals confirm that they intentionally boost their ratings to the highest category to preserve relationships (Sartain, 2011). And while principals and teachers reported having better conversations than they had in the past, there are indications that both principals and teachers still have much to learn how to translate a rating on an instructional rubric into deep conversation that drives improvement in the classroom. Future work in teacher evaluation must

attend to these critical areas of success, as well as these areas of concern, in order to build effective teacher evaluation system.

The effort to improve the effectiveness of teachers has also been explored by several organizations outside of the circle of educators. For example, the *Measures of Effective Teaching (MET) Project* (2010), in collaboration with the Bill and Melinda Gates Foundation and teachers explored fair and reliable measures to guide the performance evaluations of teachers. In fall 2009, the Gates Foundation launched the *MET Project* to develop and test multiple measures of teacher effectiveness. Its goal is to drastically improve the quality of information about teaching effectiveness available to education professionals within states and districts-information that will help them build fair and reliable systems for teacher observation that can be used for a variety of purposes, including feedback, development, and continuous improvement.

Dramatically improving education means ensuring that every student has an effective teacher in every classroom each school year. Better information about teacher effectiveness could be an extremely valuable tool for achieving this goal. If the average classroom of tomorrow is as productive as the top quarter of our classrooms today, the United States could close the gap in achievement with higher performing countries such as Japan within two years (NCES, 2009). The MET project developed new tools to make evaluation a more valuable professional opportunity for teachers while allowing districts and states to develop more meaningful and effective processes and policies. To help identify the best mix of teacher effectiveness measures, more than 3,000 teachers participated in the MET project across the six predominately urban school districts. The ultimate goal was to help pinpoint what that good teaching looks like in practice and then broadly share our findings and recommendations with practitioners and policymakers across the country. The MET Project was able help to determine

exactly what measures predict the biggest student achievement gains, the MET project gave

teachers the feedback (including exemplary practices) they need to improve. In addition, it

offered a greater understanding about which teaching practices, skills, and knowledge positively

impact student learning allowing states and districts to develop teacher evaluation systems that

will help strengthen all aspects of teaching- from recruitment through retention.

As a call to action to address our national challenges to acknowledge and act on

differences in teacher effectiveness, Weisburg, Sexton, Mulhern, and Keeling (2009) introduce

the Widget Effect to examine this issue. The Widget Effect is a wide-ranging report that studies

teacher evaluation and dismissal in four states and 12 diverse districts, ranging from 4,000 to

400,000 students in enrollment. From the beginning, over 50 district and state officials and 25

teachers' union representatives actively informed the study through advisory panels in each state.

Its report describes how our public education system treats teachers as interchangeable parts, not

individual professionals, causing schools to ignore both excellence and ineffectiveness.

This report examines our pervasive and longstanding failure to recognize and respond to

variations in the effectiveness of our teachers. At the heart of the matter are teacher evaluation

systems, which in theory should serve as the primary mechanism for assessing such variations,

but in practice tell us little about how one teacher differs from any other. The only exception here

is with teachers whose performance is so egregiously poor to warrant demand. The failure of

evaluation systems to provide accurate and credible information about individual teacher's

(Sartain, et. al., 2011) instructional performance sustains and reinforces the Widget Effect. The

Widget Effect describes "the tendency of school districts to assume classroom effectiveness is

the same from teacher to teacher (one teacher is as good as another). This decades old fallacy

fosters an environment in which teachers cease to be understood as individual professionals, but

rather as interchangeable parts. In its denial of individual strengths and weaknesses, it is deeply disrespectful to teachers, in its indifference to instructional effectiveness, it gambles with the lives of students" (Weisburg, Sexton, Mulhern, and Keeling, 2009, p. 3).

2.7   Measuring Teacher Effectiveness

Interest in educator effectiveness, specifically in teacher education, has grown in recent years, partly in response to the emphasis on effective teachers that is evident in Race to the Top, the competitive federal grant awards program. The Race to the Top guidelines for state teacher evaluation systems call for states to develop "rigorous, transparent, and fair evaluation systems that differentiate effectiveness using multiple rating categories that take into account data on student growth as a significant factor (US Department of Education, 2009). In response to these guidelines, states across the country proposed major reforms that would create comprehensive systems with multiple measures of teacher performance, including measures of student growth, observations of teachers, analysis of teacher artifacts (such as lesson plans, assessments, assignments, rubrics, student work, or portfolios), peer review, student reflections and feedback, and participation in professional development (Learning Point Associates, 2010).

Unlike most high achieving nations, however, the United States has not yet developed a national system of supports and incentives to ensure that all teachers are well prepared and ready to teach all students effectively when they enter the profession. Nor is there a set of widely available methods to support the evaluation and ongoing development of teacher effectiveness throughout their career, along with decisions about entry and continuation in the profession (Darling-Hammond, 2010).

According to Darling-Hammond (2010), there has been growing interest in moving beyond traditional measures of teacher qualifications, such as completion of a preparation program, number of degrees, or years of experience, in order to evaluate the actual performance of teachers as the basis for making decisions about hiring, tenure, licensing, compensation, and selection for leadership roles. A key problem is that current measures for evaluating teachers are not often linked to their capacity to teach. Existing federal, state, and local policies for defining and measuring teacher effectiveness either rely almost exclusively on classroom observations by principals who differentiate little among teachers and offer little useful feedback. Or these measures focus on teacher quality based on courses taken by teachers or certification exams that measure basic academic skills and subject matter knowledge and are poor predictors of later effectiveness in the classroom. Looking ahead to the reauthorization of the Elementary and Secondary Education Act, the No Child Left Behind Commission called for moving beyond the designation of teachers as "highly qualified" to an assessment of teachers as "highly effective" based on student learning evidence.

In a recent report by the Center for American Progress, policy analyst Edward Crowe (2010) outlined a new accountability system for teacher evaluation, designed to redirect attention to the things that matter most, "whether or not K-12 students are learning, how well teachers have developed the classroom teaching skills to be effective with their students, a graduate's commitment to teaching as a professional career, feedback from graduates and employers, and high quality tests of teacher knowledge and skills that are tied to classroom teaching performance and K-12 student learning. (p.1)" Crowe notes that new assessments are needed to tell whether teacher education graduates have developed the classroom teaching skills to be effective with their students because current teacher tests don't directly measure what teachers do in the

classroom, nor do they don't indicate how well teachers will do in the classroom. As a National Research Council (2010) report observed, most teacher licensure tests "are not constructed to predict the degree of teaching success a beginning teacher will demonstrate (p. 5)" and studies suggest that they indeed do not. For example, the Colorado Department of Education did a study of educator licensure requirements and reported that there is not a meaningful relationship between licensure requirements like pedagogical coursework and test scores. In other words, participation in an approved program does not predict effective teaching (Gordon, Kane, & Staiger, 2006). This study suggests that performance assessments may be an alternative for measuring what teachers actually do in the classroom appears to better indicators of prolonged teacher effectiveness. They are more compelling tool for evaluating teachers' competence and readiness, as well as for supporting needed changes in teacher education.

Darling-Hammond's (2006) indicated that productive strategies for evaluating outcomes are becoming increasingly important for the improvement, and even the survival, of teacher education. This first requires a definition of what we expect teacher education to accomplish and influence in terms of candidates knowledge, skills, and dispositions, and secondly, methods for measuring these things. Cochran-Smith (2001) identified three ways that outcomes of teacher education are currently being considered:

1.   Through evidence about the professional performance of teacher candidates;

2.   Through evidence about teacher test scores; and

3.   Through evidence about impact on teaching practice and student learning.

The relationship between these measures of performance in student teaching and what teachers do in real teaching is likely to depend in part on the nature and duration of the clinical experience.

The research conducted by Mathers, Oliva, and Laine, (2008) provides state and local policymakers with a comprehensive understanding of the measures used in teacher evaluation—their strengths, limitations, and current use in policy and practice. Their work underscores aspects of evaluation policies currently aligned with best practices as well as illuminates areas where policymakers may improve evaluation rules, regulations, and their implementation, thereby improving teacher instruction and student performance. Goe's (2007) research explores evidence of the relationship between teacher quality and student learning in an effort to help identify which teacher qualifications and characteristics should be prioritized in educating and hiring those teachers who are most likely to have a positive impact on student learning. Pinpointing the skills that lead certain teachers to have a greater impact on student performance is a matter of great urgency in a country that struggles with educating all of its children equally. The growing interest in better understanding what constitutes effective teaching practices, coupled with effective teaching power to leverage educational improvement, presents a challenge and opportunity for policymakers to address how to efficiently and reliably measure teacher performance. The role of teacher evaluations has surfaced only recently as an underutilized resource that might hold promise as a tool to promote teacher professional growth and measure teacher effectiveness in the classroom.

Mathers, Oliva, and Laine, (2008) strongly suggest that when used appropriately, teacher evaluations should identify and measure the instructional strategies, professional behaviors, and

delivery of content knowledge that affect student learning. There are two types of evaluations: formative and summative. Formative evaluations are meant to provide teachers with feedback on how to improve performance and what types of professional development opportunities will enhance their practice. Summative evaluations are used to make final decisions on factors such as salary, tenure, personnel assignments, transfers, or dismissals. Although both types of evaluations seek to measure performance, formative evaluation identifies ways to improve performance and the summative evaluation determines whether the performance has improved sufficiently such that a teacher can remain in his or her current position and be rewarded for performance.

Mathers, Oliva, and Laine (2008) in their research and policy brief provide information which encourages states and districts to assess the appropriateness and effectiveness of their teacher evaluation systems. Programs that evaluate teachers based on outcomes, such as teacher behavior in the classroom or student academic gains rather than non-outcome measures like certification and experience are of increasing interest to policymakers and education leaders looking to align teacher advancement to effectiveness. Transforming teacher evaluation systems into mechanisms for improving student learning is a challenge with deep roots in the national debate about teacher quality and how to measure and reward teacher excellence. Whatever the challenges are, if the education system is unable to provide formative and summative feedback to its teachers, not only does it fail teachers it also fails children.

2.8   Teacher Induction Programs

Sun (2012) reports that it typically takes new teachers three to five years to teach at a level that maximizes student growth and achievement. New teachers face a host of unique

challenges associated with entering the profession that extends beyond classroom instruction such as translating theory from teacher preparation programs into practice. Comprehensive, high quality teacher induction programs can accelerate professional growth and teacher effectiveness. About 14 percent of new teachers leave in the first year, 33 percent leave within the first three years, and almost 50 percent of new teachers leave within the first five years (Brown, 2007). Teacher induction has been extensively researched for the last twenty years and posits general agreements that induction represents a step in a developmental continuum to enhance the professional skills of educators and perhaps a solution to mold and retain teachers. The key determinant of successful induction is a strong relationship between the new teacher and an assigned and trained mentor. (Wood, 2001). Wong (2002) suggests that induction includes all the activities that train and support new teachers, and acculturates them to the mission and philosophy of their school and district. And the good news is that teacher's stay where they feel successful, supported, and part of a team working toward the achievement of common goals.

According to Kaufmann (2007), induction programs are comprehensive initiations or introductions to a position that provide inexperienced teachers with the necessary models and tools for beginning their teaching careers and specific guidance aimed at helping them meet performance standards. Induction may include mentoring, assistance in planning, professional development, and evaluation. Similar notions for induction include: support, orientation, training, internship, assistance or assessment programs, retention programs, beginning new teacher programs, transitional program for existing teacher, cohort program, phase in, professional development, workshops (Kaufman, 2007). According to the American Association of State Colleges and Universities (2006), during the past two decades, new thinking about induction has emerged nationwide and there are several promising comprehensive induction

models including the New Teacher Center at the University of California, Santa Cruz; the Pathwise Framework Induction Program developed by Educational Testing Services and The Teachers for a New Era Project of the Carnegie Corporation of New York.

Unlike countries such as Japan and Germany, the United States has no consistent national induction model or national guidelines for teacher induction (Carroll and Fulton, 2004). Teacher transition from student teaching to the teaching profession is largely determined for each novice teacher by the state, district, and school in which he or she is employed. It is documented that large percentages of teachers without an induction program leave the teaching profession (Wood, 2001).

According to Kaufman (2007), each state and school district across the country has its own laws and policies in place to assist new and incoming teachers. Induction and mentoring are often used interchangeably or synonymously when the meanings are entirely different. Mentoring is an example of an induction tool to support beginning teachers in their careers and to meet performance standards. Evidence shows that new teachers whose first few years on the job include quality mentoring, supervision and orientation into the profession, develop the skills necessary for successful teaching and gain the support and confidence they need to remain in the teaching profession (Kaufman, 2007). State and district policymakers are providing resources to make induction programs more comprehensive, but research shows that principals must extend their roles beyond evaluator to promote instructional development among new teachers. Administrators can work closely with mentors and other teachers to focus on help new teachers grow instructionally (Wong, 2001). As of the 2010-2011 school year, 27 states required some kind of induction program for new teachers (Goldrick, et. al, 2012).

2.8.1 Teacher induction and institutes of higher education.

According to the American Association of State Colleges and Universities (2006) as states increasingly hold their teacher preparation programs accountable for the success of new teachers, higher education institutions need to work with school districts to ensure that induction is high quality and well designed. They need to work toward greater alignment between what is taught in schools of education and what occurs in the classroom. They need to evaluate programs to document their effectiveness and ensure their quality. Induction can bridge the gap between pre-service education and the classroom, and higher education institutions must be an important part of teacher induction.

The vision of teaching and learning through a community of practice can only take root if the seed is planted and nurtured in the programs that prepare new teachers. The National Commission on Teaching and America's Future (NCTAF) summit, "High Quality Teacher Preparation", carried out this message to colleges and university presidents, provosts, deans of arts and sciences, and deans of education. "We maintain that new teacher success is the shared responsibilities that prepare teachers and the districts that hire them" (Fulton, 2005, p. 23). Several universities have developed a number of resources to support the transition of preservice teachers into early years of teaching. These initiatives provide an opportunity to bridge the current disconnect between a teacher's preservice training-generally provided by a college or university teacher preparation program and the support provided to new teachers by the state, district, or school as part of the induction program.

Some induction programs (particularly those consistent with the instructional practice model) are, in fact, joint ventures between a school district and the major college of education in

the region. Universities have an obvious interest in ensuring that their graduates make a smooth transition to full time teaching, as well as an obligation to help districts understand what strategies contribute to a new teacher's success on the job (Parson, Lupe, and Bosserman, 2000). Universities typically house superior technology, a statistics department, and a social science faculty knowledgeable in measurement and evaluation. All of these assets form the basis of a university-district partnership to assist new teachers (NEA, 2002).

Universities have prepared teachers for urban environments for many years. The university preservice teacher programs are seen as the first step in an induction sequence. To establish a seamless transition from the university to public school classrooms, representatives from a university's college of education and a large urban school district, collaborated to create a joint induction program for beginning teachers. In response to the challenges of new state mandated requirements for teacher credentialing, a team of university faculty and school district representatives worked in a collaborative project to support beginning teachers. Universities collaborated with school districts to create programs that benefit both, as well as to support novice teachers. For example, Albuquerque Public Schools in collaboration with the University of New Mexico have a Comprehensive Teacher Induction Consortium which has a partnership with mutual benefits. The university waives graduate tuition but secures veteran teachers who can mentors, serve on committees, or work on specialized projects at the university. At the same time, the school system, gains new teachers who are supported and will increase retention instead of attrition rates.

The Albuquerque Public School Consortium is an example of a triad model and this type of support can be powerful. Triads can consist of mentor support, peer support from other novices, and university faculty support. The triad support can also consist of administrative

support, support provider assistance, and peer coach support. Providing opportunities for novice teachers to experience multiple support systems can be achieved by integrating the human resource based upon the needs of the novice. Faculty can function as support providers, and K12 teachers can teach university courses. Similarly, with experience and training, peer support teachers can be transformed into mentor support personnel for induction. New teacher support providers encourage novice teachers to plan, teach, revise, and apply what they have learned to future classroom lessons. New teachers collect evidence about their teaching throughout the year and use it to self-assess their standards based teaching practices (Wood, 2001).

As previously mentioned, Teacher Induction Programs are getting the attention of educational professionals and policymakers. Established in 1963, the Teacher Induction Program at the University of Oregon was the first IHE/LEA collaborative induction program in the United States, but has been discontinued due to state funding cuts. In 1977, Florida sponsored its first state initiated teacher induction program that has been adopted or adapted by other states. Georgia requires that preparation programs follow their new teachers for two years and provide some form of support. Some policies provide an opportunity to bridge the current disconnect between a teacher's preservice training and the support provided to new teachers by the state, district, or school as part of an induction program. Some projects and programs have begun to address this concern. The Teachers for a New Era (TNE) Project, funded by the Carnegie Corporation of New York, has provided grants to eleven higher education institutions to help bring greater attention to teacher preparation and district linkages through grants to eleven higher education institutions. TNE programs focus on how teacher preparation can be enhanced through extended clinical and residency experiences while tracking the effectiveness of preparation program graduates once they are in the classroom.

A sample of existing Induction Models/Programs in the US include the New Teacher

Center at the University of California, San Cruz; the California Beginning Teacher Support and

Assessment; the Connecticut Beginning Educator Support and Training (BEST); and the

Louisiana Teacher Assistance and Assessment Program. In addition, the Portland Strengthening

and Sustaining Teachers (SST) Project has established a formal induction program that emphasis

on new teachers, rather than on preservice students. It also uses the tri-partite model of

collaboration between the university (University of Southern Maine), the district (Portland Public

Schools), and the union (Portland Education Association). The partnership has created a unique

school based structure that oversees the induction program in each participating school.

Professional development schools offer opportunities for collaborative induction

programs between institutions of higher education and local education agencies. As Olebe (2001)

suggests that at a professional development school experienced teachers can receive a core

training that provides the necessary knowledge and skills to work as a field supervisor, or

cooperating teacher.

2.8.2 Teacher induction models

As Barry Sweeny has shown (NEA, 2002), new teacher induction programs can be grouped into

three types: Basic Orientation, Instructional Practice, and School Transformation

Basic Orientation Model (Learning the Ropes)

Most school districts maintain a simple version of the basic orientation model. This

approach helps new teachers learn school procedures and district policies. It also helps new

teachers understand their responsibilities and address classroom management issues. Basic

orientation programs are usually structured around a series of workshops (NEA, 2002). New

teachers may be assigned a mentor who typically serves in an informal capacity, with little attention given to modeling effective instructional practice.

Instructional Practice Model (Linking Induction to Teaching Standards)

Similar to the basic orientation model, the instructional practice model likewise covers policies, procedures, and classroom management issues. Most importantly, it links induction efforts to existing state or local standards for accomplished teachers. Skilled, well-trained mentors help new teacher's bridge theory and practice using research-based classroom strategies. Such programs ideally last two or more years and offer new teachers sustained, content-rich learning (NEA, 2002).

School Transformation Model (Linking Induction to School Renewal)

The school transformation model is rare. It incorporates attributes of the other two models, while connecting induction programs to systemic, school wide renewal efforts that promote continuous improvement. With this model, the school uses research and data to assess and change its teacher evaluation systems, professional development practices, and curricula. This model helps new teachers to engage in school reform and connect their professional growth to challenging goals for student learning. It focuses on the development of teachers within a "community of learners" and enables faculty to work together on all aspects of their job (NEA, 2002). For example, the Delaware State Education Association has teachers assume responsibility for their continued growth and effectiveness. Teachers and administrators should collaborate in each district to create peer assistance and to nurture the practices of all teachers and to counsel out of teaching those who, after sustained assistance by their specially prepared peers, do not meet professional standards of practice.

2.8.3 Models of Excellence: HBCU's teacher induction programs.

Alabama State University: Beginning Teacher Assistance Program (BTAP).

According to their website (http://www.alasu.edu/academics/colleges--departments/ college-of-education/btap/index.aspx), the objective of BTAP is to assist in making the initial years of teaching more positive and less traumatic for the novice professional. The definitive objective is to help each beginning teacher to have a successful first year and confirm his or her commitment to the teaching profession. The BTAP program provides for ongoing-professional growth, and helps bridge the gap between undergraduate knowledge and practical experience. For a beginning teacher, the Beginning Teacher Assistance Program BTAP provides a support program to assist first year teachers. In addition, some afternoon meetings for all beginning teachers are arranged to get together to talk about their experiences.

The purposes of the BTAP program are to provide support for beginning teachers; to support content-specific pedagogy that reflects Alabama's teaching standards; to emphasize the connections between effective planning, instruction, and student learning; to emphasize the importance of reflection for professional growth; to encourage the use of computer related technology to enhance student learning; and to use data to drive instruction. A distinctive component of the BTAP program is the action research project, which is a process in which BTAP participants systematically examine their own educational practice using the techniques of research.

Some of the aims of the BTAP Program aims are to:

- Support and enhance the teaching experience of first and second year K-12 classroom teachers,

- Encourage novice teachers to remain in the education profession,

- Develop an effective mentoring program involving new teachers, surrounding public school system personnel and university faculty,

- Collaborate with school systems to offer support for young teachers,

- Establish a seamless connection between the Alabama State University teacher preparation program and the BTAP program in order to enhance the quality of all facets of teacher preparation and induction,

- Establish continuing communication links among new teachers and the BTAP team,

- Transition novice teachers into the classroom and acculturate them to the specific school and district setting in which they will work, and

- Develop professional relationships with school systems and faculty to share best researched based practices.

Florida Agricultural and Mechanical University Professional Education Unit (FAMU PEU): The Center for Teacher Induction and Research.

According to their website (www.famu.edu/inductioncenter), The Center for Teacher Induction and Research at FAMU provides beginning teachers with a support structure that will ensure both successful transition into teaching and support their development in the teaching profession. The overarching goal of the Center is to accelerate the professional development of teachers to increase success. The design of the program incorporates a belief that teacher leadership and other educational preparation does not stop at university graduation. Thus, the Center has outlined a set of programs and strategies to promote the personal and professional growth of its graduates during their first three (3) years of professional practice.

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The FAMU Induction Program seeks to:

1. Enhance the success of FAMU PEU education graduates as measured by their pupils' performance on state and district learning assessments;

2. Improve the content knowledge, disposition, and pedagogical skills of FAMU PEU graduates and other new education professionals in the schools in which they are employed through ongoing professional development; and,

3. Provide focused support for up to three years following program completion to FAMU PEU teaching, leadership, and other professional graduates in areas of professional needs as identified by the graduates themselves or by their employers.

Special Induction Initiatives include but are not limited to:

- A Summer Teacher Induction Institute that is designed to provide both grade level and content specific professional development to beginning teachers. School partners and university faculty will engage in learning centered on student analysis, curriculum study, assessment, and lesson planning.

- The infusion of Mastery Teaching Workshops are designed to extend and deepen participant learning and enhance professional collaboration during the academic year. Led by university faculty and school partners, participants share classroom successes and concerns and receive peer feedback, coaching, and customized support.

- A series of professional development activities for FAMU PEU graduates and other new teachers, as well as school leaders, and other educational professionals in the schools and districts in which they are employed. These professional development activities are offered in a variety of formats (e.g., face-to-face, onsite, web-based, and self-paced).

- A FAMU "Teacher Talk" online discussion portal was designed to allow FAMU PEU graduates, teaching, and other professional education alumni to collaborate and discuss issues related to the education profession. New FAMU PEU graduates are able to use the portal to pose questions, describe accomplishments and challenges, as well as share strategies and solutions with their peers throughout the state, nation, and world. New teachers, leaders, and other educational professionals ask PEU faculty for advice on matters ranging from classroom management to technology integration.

It is the goal of these and similar programs to provide new teacher support to encourage novice teachers to plan, teach, revise, and apply what they have learned to future classroom lessons. New teachers collect evidence about their teaching throughout the year and use it to self-assess their standards based teaching practices (Wood, 2001). The question that lingers is how are teacher preparation, professional development, evaluation, and licensure systems aligned with teacher induction programs so the new teachers experience a seamless transition as they progress through the system?

2.9   Teacher Evaluation in Maryland

For years, Maryland has been known for its excellent public schools. The state was awarded one of the federal government's Race to The Top grants. A major goal of Race to the Top has been improving educator evaluation. Like other states, Maryland has made changes to their teacher evaluation systems to incorporate multiple measures of teacher effectiveness. Many of these changes include new requirements that teacher ratings inform a range of career development decisions, from how to support the professional growth of teachers to ensure tenure

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and other career milestones. The section that follows examines how Maryland has addressed this section of grant.

Maryland's Race to the Top application.

Signaling its serious commitment to making certain that all K-12 students are college and career ready, the development of the Maryland teacher evaluation system was central to the work Maryland proposed to do when it submitted its Race to the Top (RTTP) Application in May 2010. The application offered guidelines for a new system to be piloted in seven school districts during the 2011-2012 academic year and fully implemented statewide by the 2012-2013 academic year. The dates for full implementation were later revised for completion during the 2013-2014 academic year through an amendment that was submitted to and approved by USDE. (MSDE, 2012) The application outlined the plan for pilots in seven school districts (Baltimore City, Baltimore County, Charles County, Kent County, Prince George's County, Queen Anne's County, and St. Mary's County) to build the new model in a collective fashion. The purpose of the educator evaluation system is to strengthen the knowledge, skills, and classroom practices of educators to improve student achievement through professional development.

Education Reform Act of 2010.

Prior to implementing Race to the Top, Maryland had adopted policies to anchor and guide the development of its new Teacher Evaluation Model. The Education Reform Act was signed on May 3, 2010 and created a new expectation for Maryland educators: The expectation suggested that effective teaching would be reflected through success with improving student learning. The law established that changes in student growth would become a significant factor in the evaluation of teachers. This legislation created the foundation for a new evaluation system

that would more consistently and fairly identify, support, and reward educators who are effective; and at the same time identify, develop, or exit those who were ineffective.

Supporting the transition to this new system, the General Assembly also extended the timeline for granting tenure from two years to three years, allowing new teachers to receive both the support and oversight they needed in their early years in the profession.

Maryland Council for Educator Effectiveness.

To guide the design of the evaluation system and the reinforcement of the pilot studies, and solve outstanding issues, the governor created the Maryland Council for Educator Effectiveness (MCEE) through an Executive Order in June 2010. The MCEE was charged with submitting recommendations for the development of a model for an evaluation system that was legislatively mandated by the Education Reform Act. The required recommendations were include a definition of effective teachers, a definition for "highly effective" teachers, and an explanation of the relationship between the student learning component of educator evaluations and the other components of the evaluations.

Piloting the teacher evaluation in Maryland.

Measures of student growth were piloted in September 2011 and refined during 2011-2012 academic year. Statewide field testing began during the 2012-2013 academic year. Maryland worked closely in partnership with seven districts throughout the state: Baltimore City, Baltimore County, Charles County, Kent County, Prince George's County, Queen Anne's County, and St. Mary's County. Currently there are eighty-three schools, 934 teachers, and 48 principals from local education agencies (LEAs) participating in piloting the evaluations. Most

LEAs are using a variation of existing or recently created evaluation tools to facilitate the validation of the Professional Practice portion of Educator Effectiveness.

Maryland teacher professional practice.

The Teacher State Professional Practice Model is designed to promote rigorous standards of professional practice and encourage professional development for teachers. The teacher evaluation model is divided into two sections: professional practice (50%) for the qualitative portion and student growth (50%) for the quantitative portion. The Charlotte Danielson Framework for Teaching (also known as the Danielson Framework, Danielson model, or the Framework for Teaching) is used as the framework for the professional practice section for teachers. The Framework for Teaching is divided into four domains of professional practice: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The teacher evaluation design assesses the four domains and the 22 components within the four domains as well as the 76 smaller elements.

The State model requires that the evaluator (school administrator) to calculate a rating of Highly Effective, Effective, or Ineffective for the Professional Practice portion comprised of the four domains of the Danielson Framework. Each of the four domains is worth 12.5 percent of the professional practice section. The four domains are broken down into 22 components. Each component of each domain is rated on a 1-8 scale (7-8 Distinguished; 5-6 Proficient; 3-4 Basic, and 1-2 Unsatisfactory) and then averaged for the final score of the domain. The ratings for each of the domains are then added for a final score and divided by the total possible points to determine the percent achieved. The score is then rescaled so it represents a total of 50 points.

2.10   Maryland Teacher Induction

Recognizing the importance of helping new teachers successfully transition to the classroom and learn to be effective, Maryland LEA's provide a comprehensive, high quality induction program for new teachers in every school district. A high-quality induction program addresses critical professional learning needs of new teachers, improves instructional quality, and helps inductees achieve success in their initial assignments, resulting in improved student learning and higher retention in the profession. An effective induction program ensures that a new teacher successfully bridges the novice professional continuum by building on what was learned in preparation programs, whether these programs are formal teacher preparation programs found in Maryland institutions of higher education (IHEs), other states' IHE's, or from alternative preparation programs.

Table 2.2 highlights the timeline of the creation of the historic state initiative for the new teacher induction program from 1982-1987.

Table 2.2

Maryland Teacher Induction: 1992 - 1987

Year	Focus	Description
1982	The Beginning: Recommendation From Commission on Quality Teaching	The establishment of a commission by MSDE to study issues related to quality teaching. Recommendations recognized the importance of the ways in which new teachers are inducted into the profession.
1984	Exploring Performance Assessment: The Beginning Teacher Assessment and Development Committee	The committee studied assessment and development programs for new and beginning teachers across the country. Based on the findings, the committee advised against devoting substantial resources to the documentation of minimal performance of new and beginning teachers.
1985	Moving Teachers Toward Excellence: Regional Conferences on Beginning Teacher Issues	Discussions helped shift state thinking about teacher induction away from the question of how to certify new teachers' minimal competence to how to move new teachers' toward standards of excellence. MSDE committed to provide state leadership and technical assistance to local school systems in their efforts to create or improve their organizational support and professional development programs for new teachers.
1986	Learning From The Knowledge Base: Reviewing the Literature and Promising Program Models	Literature search and induction program review was conducted to provide current knowledge about teacher induction. The review was summarized in a final report titled, *Perspectives on Teacher Induction: A Review of the Literature and Promising Program Models* (1987).
1987	Studying New Teacher Development in Maryland: A Survey of Current Practices	The complete report was released and consisted of two parts: survey of schools systems in state and case studies of seven individual new teacher development efforts.

The purpose of the recently developed Maryland State Department of Education (MSDE)

Teacher Induction Program is to create a comprehensive, coherent program that addresses the

critical needs of new teachers, improves instructional quality, and helps inductees succeed in their initial assignments, resulting in higher retention of effective teachers in the profession. Maryland provides a comprehensive, high quality induction program for new teachers in every school district.

The MSDE Induction program resulted in April, 2010, by the State Board of Education decision to developed the Code of Maryland Regulations (COMAR) 13A.07.00-.09 that called for a Comprehensive Teacher Induction Program. The purpose of the regulation is to provide guidance for local school systems to establish a highly quality induction program that addresses critical professional learning needs of new teachers, improves instructional quality and helps inductees achieve success in their initial assignments, resulting in improved student learning and high retention in the profession. Recognizing that "one size fits all" induction programs do not meet the needs of new teachers, this regulation establishes the components of an induction program, allowing local schools systems to build on their current programs.

These State Board of Education regulations established that comprehensive teacher induction programs should include: (1) an orientation program; (2) support from a mentor; (3) observation and co-teaching opportunities; (4) professional development; (5) formative review of new teacher performance; (6) induction program staff; (7) participation by all new teachers; (8) reduced workload for new teachers and mentors, to the extent practical, given fiscal and staffing concerns; and (9) an evaluation model.

No later than the 2011-2012 school year, all new teachers had to participate in the program until they achieved tenure, (newly defined as three years) and veteran teachers new to a school district had to participate for one year. The purpose of the Teacher Induction Program is

to create a comprehensive, coherent program that addresses the critical needs of new teachers, improves instructional quality, and helps inductees succeed in their initial assignments, resulting in higher retention of effective teachers in the profession. MSDE provided Teacher Induction Academies that train LEA Induction Program Coordinators and new teacher mentors and procured trainers from partnerships with organizations such as the New Teacher Center, The New Teacher Project, Teach for America, and/or Maryland IHEs. The Induction Program Academies served 24 coordinators and 500 mentors annually. The New Teacher Induction Programs (run by LEA's) will served 7,500 new teachers each year over a three year period.

In addition to requiring comprehensive teacher induction programs, the state sponsors the Teachers of Promise Program. This is a transitional mentoring program for student teachers throughout the state who will beginning their first year as classroom teachers in the fall 0f 2013. The program matches the most promising pre-service graduating seniors from Maryland colleges and universities with highly effective mentor teachers who are Milliken Award Teachers (honors teachers for their impressive achievements as professionals), school system Teachers of the Year, or teachers from Blue Ribbon Schools. The program provides these teacher candidates with support as they transition from the role of student to the new role of teacher. Mentoring begins in the candidates' senior year and continues through the first summer and fall employment in Maryland schools. Mentors and new teachers work together during the spring and summer transition period until the new teachers are placed in their schools.

2.11   Local School Systems in Maryland Induction Programs

Having examined the state's vision and history for teacher induction in the previous, this study specifically discusses teacher's experiences with induction in two local school systems

identified as urban or perimeter urban. State policy requires each local school district to develop and maintain a comprehensive teacher induction program. Below is the information about how the two school systems in this research study met the mandates established by the Maryland State Department of Education to address teacher induction.

2.11.1 Perimeter urban public school: New teacher induction program.

According to their website (www.bcps.org), the perimeter urban public school New Teacher Induction Program provides comprehensive support to newly hired teachers. New Teachers (first and second year) receive stipends for participating in summer orientation and after school workshops. Workshops are differentiated for first and second year teachers as well as by teaching level (elementary, middle, and high school). Teacher mentors provide job-embedded professional development at identified schools and teach after school workshops for new teachers throughout the school system.

The fundamental goals of the New Teacher Induction Program are to: (1) support new teachers in meeting the needs of all students; (2) retain newly hired teachers in the school system; and (3) improved the performance of newly hired teachers. The New Teacher Induction Program offerings include:

- A comprehensive orientation program,
- A seminar focused on instructional practices, content, technology, communication, networking, compliance, and classroom management,
- A formal mentor program at identified schools,
- After school workshops focused on content, pedagogy, and management skills, and
- Certification and professional development courses

2.11.2 Urban public schools: New teacher support program.

Teachers new to Urban Public Schools are invited to attend New Teacher Institutes. Approximately 1,600 Urban Public School teachers are in their first, second, or third year of teaching. The Office of Teacher Support and Development provides specialized support to these teachers in order to meet the needs of teachers early in their career. During phase I of the New Teacher Institute, teachers new to the district explore the system's curriculum, assessments, and academic priorities. They also learn about the instructional framework for effective teaching in the system. New teachers also have the opportunity to collaborate with their site-based mentor. During phase II of the New Teacher Institute, teachers completing their first year have an opportunity to:

- Reflect on the successes and struggles of the first year,
- Reconnect with teachers from across the system and begin the process of planning for next year; and
- Renew their passion and commitment to educate the children in the district.

Participating teachers learn, share, and reflect on instructional and management strategies that can be used as they plan for the new school year. Teachers reflect on areas of growth and develop an action plan that assists them in preparing for the upcoming school year.

The New Teacher Professional Development Series is designed to meet the unique needs of first year teachers. In addition to developing skills in lesson planning and instruction, these professional opportunities allows new teachers to build knowledge of effective classroom management strategies and learn to more effectively communicate with parents and families in order to increase student achievement. Each session focuses on identifying solutions to the

challenges that first year teachers experience in the classroom. The sessions are designed to provide strategies that can be implemented in the classroom immediately. The content of the sessions is based on the Common Core State Standards and the Instructional Framework.

2.12   Conclusion

This chapter has reviewed the literature review on those components of teacher effectiveness that are related to the theoretical framework for this research project. Teacher induction and teacher evaluation have been examined and shown to reflect operational components of teacher effectiveness. Also presented was research on the role of teacher education and accountability. This research project extended the investigation of those components as it relates to the state and local school system refinement of their teacher induction and evaluation. This research establishes a seamless transition process of support for beginning teachers as they progress from clinical preparation to professional practice.

This research project explores how to best implement teacher evaluation. It examines the structure of teacher evaluation and the role of student learning in the assessment of teacher effectiveness. The impact on student learning has not been the central focus of the variety of approaches to teacher evaluation. The approaches reviewed in this literature are observations, performance-based assessments, portfolios, and value-added analysis, all having distinct strengths and clear weaknesses. For this reason, this research argues that the most robust approach to teacher evaluations, more than likely is a combination of these methods to capitalize on their benefits and minimize their drawbacks. In addition, this project drew on research to examine the reasons why teacher evaluation has generally had little effect on instruction, learning, and achievement.

CHAPTER THREE

RESEARCH METHODOLOGY

"The goal of educational research is to describe what is taking place in a particular classroom in order to promote, develop and empower teachers' abilities to improve learner-responsive practices, as well as create a broader community of knowledge producers and users among teachers, teacher educators, administrators, policy makers, and researchers" (Heinecke & Drier, 1988, p. 274).

3.1   Timeline/Overview of Methodology

This study explored the relationship between the experiences and expectations of preservice teachers in a teacher preparation program compared to their subsequent experiences and expectations as first year inservice teachers. Thomas and Loadman (2001) call on teacher education programs to collect quantitative and qualitative data on their graduates' teaching knowledge and skills to characterized teacher preparation programs that are effective and positively affecting teaching and teacher education. In this chapter, the researcher describes the research design and the instrumentation used to collect data for the research questions. It also outlines the process for selecting the research participants, the procedures used for obtaining responses to the questions posed in the instruments, and the methods of data collection. Lastly, data analysis and validity processes are described in this chapter.

This dissertation study was financially supported by a Phi Delta Kappa Project Grant. Phi Delta Kappa is an international professional association that assists researchers and practitioners in deepening their expertise and experience, thereby developing better results in the education field. The funds from the grant provided direct support to participants and data collection efforts. All teachers received a small monetary compensation ($100 gift cards) for their participation in the interviews. Additionally, grants funds were used to cover the cost of meals for participants

during focus group sessions, which were held at a local restaurant. Danielson's (2009) book, *Implementing the Framework for Teaching in Enhancing Professional Practice*, was purchased and distributed to each participant. Grant funds allowed the researcher to compile a comprehensive resource binder specifically, containing information pertaining to teacher evaluation. Lastly, a monthly invoice was paid to *QuestionPro®* to electronically create and distribute the initial survey.

Participant data were collected over a six-month period during the second semester of the participating teachers' 2012-2013 school year. To capture data from the first semester, the researcher had participants reflect upon their experiences and evaluations retrospectively. The researcher deemed it important to allow the beginning teachers adequate time to become accustomed with their schools and school system expectations before conducting the study. Table 3.1 summarizes the timeline for the research study. After approval from the UMBC Institutional Review Board (IRB), the research process began with an orientation to discuss the logistics of the study. During the orientation, participants thoroughly read and signed the required consent forms. Both the researcher and the participants received a signed copy of the IRB consent forms for their records. In addition, the components of the research were discussed, as well as the timeline for teacher's participation in the study. Teachers were provided a tentative calendar with times for individual and group meetings, reflection and correction, and completion of the research study. The researcher asked the teachers to complete an online survey within a week after the orientation to gather benchmark data. In addition to the survey, the researcher asked the teachers for a copy of their formal observation evaluation forms conducted by the school administrator. After receiving the survey and documents, the researcher analyzed and compiled notes from each of the research artifacts.

The research continued with scheduled individual semi-structured interviews with each teacher in order to gather data relative to previously analyzed data. Following the interviews, transcription and analysis, participants received a copy of the transcripts to support data collection using member checks. Electronic correspondences (i.e.: emails, text messages, and Facebook) were sent to participants to choose a time for a Saturday afternoon luncheon. During that time, focus group sessions were held to collect data to confirm previously collected, coded, and analyzed data from individual interviews. Focus group discussions were audiotaped, transcribed, coded, and analyzed. A copy of the transcript was sent to the entire group for comments.

Table 3.1

2013 Implementation Timeline

Phase	Logistics	I. Introduction	II. Midpoint		III. Conclusion
Time Frame	Jan. 27-Feb.2	Feb. 2-9 (IC/IA) Feb.10-16(II) Feb.17-23(IIA) Feb.24-Mar.2 (FG) Mar.3-9 (FGA)	Mar.10-16 (IC/IA) Mar.17-23 (II) Mar.31-Apr. 6 (IIA) Apr.7-13 (FG) Apr. 14-20 (FGA)	Apr. 21-Apr.27 (IC/IA) Apr. 28-May 4 (II) May 5-11 (IIA) May12-18 (FG) May19-May 25 (FGA)	May26-June 1 (IC/IA) June 2-8 (II) June9-15 (IIA) June16-22 (FG) June23-29 (FGA) June30-July 6 (IC/IA) June30-July 6 (II/IIA)
Data Collection	▪ IRB Approval ▪ Orientation ▪ Consent Form ▪ Online Survey ▪ Copy of Teacher Evaluations	▪ Individual Interview #1 ▪ Focus Group #1 ▪ Initial Interview	▪ Individual Interview #2 ▪ Focus Group #2 [N.B.: 3/24-3/30 Spring Break]	▪ Individual Interview #3 ▪ Focus Group #3	▪ Individual Interview #4 ▪ Focus Group #4 ▪ Exit Interview
		⟵	**MEMBER CHECKS ANALYSIS OF DATA**		⟶
Time Frame Key					
IC=Instrument Collection **IA=Instrument Analysis** **II=Individual Interview**			**FG=Focus Group** **FGA=Focus Group Analysis** **IIA=Individual Interview Analysis**		

A mixed methods research approach was chosen as the procedure for this study, which allows the researcher to collect and analyze both quantitative and qualitative data. Although collecting quantitative and qualitative data within the same study is not a new research design, collecting these data in a distinct way in order to "mix" the data to complement one another is a new approach (Creswell and Plano Clark, 2007). Mixed methods have the philosophical assumption that by collecting both qualitative and quantitative data, the weaknesses of each

approach can be supported by the strengths of the other (Creswell and Plano Clark, 2007). As

they explain:

> Mixed Methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches… Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone (Creswell and Plano Clark, 2007, p.5).

Mixed methods data collection processes have particular value when a researcher is

trying to solve a problem that is present in a complex educational or social context (Teddlie &

Tashakkori, 2002). Because mixed methods designs incorporate techniques from both the

qualitative and quantitative research traditions, they can be used to answer questions that could

not be answered by either when used alone. Many researchers have used mixed methods because

it seemed intuitively obvious to them that this would enrich their ability to draw conclusions

about the problem under study. Morse (2002) describes the advantages to using mixed methods

this way:

> By combining and increasing the number of research strategies used within a particular project, we are able to broaden the dimensions and hence the scope of the project. By using more than one method within a research study, we are able to obtain a more complete picture of human behavior and experience. Thus, we are better able to hasten our understanding and achieve our research goals more quickly (p. 189).

Newman, Ridenour, Newman, and DeMarco (2002) suggest that, when the purpose of the

research is complex, it is necessary to have multiple questions, which frequently necessitates the

use of mixed methods. Mixed methods data collection processes can address multiple purposes

thus provide relevant results for multiple audiences. For example, in the United Kingdom, Day,

Sammons, and Gu (2008) used mixed methods to evaluate teacher effectiveness. These

researchers collected data in the form of semi-structured interviews, teacher and student

questionnaires, and student achievement data. This model, which utilizes both qualitative and quantitative data, is the typical use of mixed methods research. Each of these complements one another and increases the validity of the results (Frechtling & Sharp, 1997).

Mixed methods data collection processes are commonly used in social science research, however, scientists are increasingly using these methods, as well. As a result, the National Science Foundation (NSF) developed *User-friendly Handbook for Mixed Methods Evaluation in 1997*. According to the NSF, "Quantitative and qualitative techniques provide a tradeoff between breadth and depth and between generalizability and targeting to specific (sometimes very limited) populations" (Frechtling & Sharp, 1997, p.57). While the debate continues about the scientific rigor and objectivity of quantitative data over qualitative data, many researchers are beginning to see that quantitative data are not always accurate and valid. For scientists using mixed methods, the NSF (Frechtling & Sharp, 1997) recommends focusing qualitative analysis around these five questions: 1) What are common patterns and themes? 2) Are there any deviations from the common patterns and themes? 3) What interesting stories emerge? How can these stories illuminate the broader question? 4) Do any patterns/themes suggest that additional data should be collected? Do study questions need to be revised? 5) Do these patterns corroborate with other findings? If not, what might explain the discrepancy? These same questions can be applied to the field of education.

Mixed methods approaches to research allow researchers to gain a more in-depth perspective of study data. Creswell (2003) identified three alternative concurrent mixed methods approaches to collecting data, which allow a researcher to collect and analyze both qualitative and quantitative data concurrently. This study will collect data using the Concurrent Nested Strategy to uncover relationships, patterns, and meaning. The Concurrent Nested Strategy is used

to collect both quantitative and qualitative data, having one as the predominant method. The

Concurrent Nested Strategy approach was used to collect data for this research; however,

quantitative data methods were nested in qualitative data collection and analysis procedures.

Quantitative data were collected to support qualitative perspectives of research participants.

Nesting quantitative data in the qualitative data ensured that the analysis of data was not limited

to a fixed numerical calculation, but instead focused more on the stories and perspectives of the

participants. The Concurrent Nested Approach provided a rich description of the clinical and

professional practice experiences for the participants.

3.2   Participants

The sample was purposefully selected for the study and thus results will not be

generalizable to all first year teachers. In purposeful sampling (sometimes referred to as

purposive, or judgmental sampling), the researcher selects individuals or cases because they will

be particularly informative about the topic. Based on the researcher's knowledge of the

population, a judgment is made to include those cases that will be information rich. These few

cases are studied in depth. (McMillian, 2012).

The participants in this research are five, African American, female, first year teachers

with bachelor's degrees in early childhood or elementary education from a four-year

undergraduate teacher education program. The five teachers each have Standard Professional

Certification license from the State of Maryland with five-year validation. These five teachers

were selected because they were in the 2011-2012 clinical preparation cohort in the teacher

education program at The University. The five women were program completers who meet all

requirements from the Department of Curriculum and Instruction; therefore, granting them

eligible to be highly qualified beginning teachers. These graduates serve as key informants who

have experiences and perspectives that make them especially important in obtaining an emic perspective.

The participants share some commonalities. They are African American women who were trained as a cohort (2011-2012) from the same HBCU teacher preparation program. The cohort had the same instructor for methods coursework and student teaching experience. The interns completed clinical preparation in an upper and lower grade level during a 100-day state required internship, which resulted in them becoming program completers.

The settings of their internships were Title I schools located in the western section of the urban school district. The schools were either Pk-5 or Pk-8. The schools are in close proximity to the university and within the same school district. Many children attending these schools came from low socioeconomic communities.

This section presents a very brief description of each teacher participant [Table 3.2] as a way to introduce each in the study. Pseudonyms are used to protect the identity and confidentiality of each individual.

- Sasha Carter- is a 42 year old wife and mother of six children (3 biological and 3 adopted). She previously had her own daycare center. She is a native of the city and has a very strong religious background. She was a career changer and non-traditional student who completed the undergraduate early childhood program. She is teaching kindergarten in a perimeter urban elementary school.

- Erin Brown- is a single 22 year old woman who grew up in the county. Her mother is a veteran school teacher in the city. She is currently fulfilling her obligations from receiving a TEACH grant by teaching in an elementary school that services students from low income families. Her school is a Title I school located on the city-county line. The

TEACH grant is a federal grant that provides funding to a student who is completing coursework required for becoming a teacher. Erin is a very active member of her church and volunteers on the children's ministry. She is a proud godmother to two young children. She is presently teaching kindergarten at a perimeter urban elementary school.

- Asia Smith-is a 25-year old single woman who has a chronic medical condition. She resides with her grandmother in the county and has attended private school for a majority of her formative years. Asia is a native from a different east coast state and began her higher education there in a community college setting and then transferred to a four year institution. Asia relocated to Maryland to finish her upper division coursework at The University. Previously she worked for a Head Start Program and currently teaches pre-kindergarten at an urban elementary charter school.

- Latoya Watson- is a 31 year old married mother of twin girls and an older son. She is a non-traditional student, first generation college graduate, and career changer who worked as a budget specialist for a private university. Latoya is a native of the state. She currently works as a kindergarten teacher at the urban elementary school where she did her clinical preparation placement.

- Michelle Taylor- is a 30 year old married mother of twin boys and an older daughter. She is a non-traditional student and career changer who worked as a revenue analyst for the state controller's office. She obtained her associate's degree in education. Michelle grew up in the city and is currently employed at the school she attended as a child. She is a fifth grade math/science teacher at an urban elementary school. Michelle was the only participant in elementary education program.

Table 3.2

Study Participant's Demographic Data

Participant	Sasha	Erin	Asia	Latoya	Michelle
Undergraduate Major	Early Childhood	Early Childhood	Early Childhood	Early Childhood	Elementary
Race	African-American	African-American	African-American	African-American	African-American
Gender	Female	Female	Female	Female	Female
Age	42	22	25	31	30
Residency	City	County	County	County	City
High School	Public City	Public County	Parochial City	Public City	Public City
G.P.A.	3.86	3.89	3.20	3.31	3.60
Field Practicum Experiences	Pre-K K 1st	K 1st 3rd	Pre-K 3rd 3rd	K K 3rd	1st 2nd 4th Math/Science
Transfer and Miscellaneous	Transfer from community college in city	TEACH Grant	Transfer from community college in county and out of town, community as well as 4 year institution	Transfer from community college in city	Transfer from community college in city
PRAXIS II Scores	content: 182/160 pedagogy:158/157	content: 182/160 pedagogy:173/157	content:181/160 pedagogy:160/157	content:170/160 pedagogy:157/157	content: 167/161 pedagogy:172/160
Type of School	Perimeter Urban Elementary (Pk-5)	Perimeter Urban Elementary (Pk-5)	Urban Charter Elementary (Pk-5)	Urban Elementary (Pk-5)	Urban Elementary (Pk-5)
Grade Level	Kindergarten	Kindergarten	Pre-Kindergarten	Kindergarten	5th Math/Science

3.3   Context of the Study

This study took place in two public school districts in the state of Maryland which were identified as either urban or perimeter urban (suburban) school districts. The institution of higher education is an urban, state public historically black college and university.

3.3.1   Teacher education program at The University

The University is a public, urban, Historically Black Institution offering undergraduate and graduate programs in the liberal arts and sciences, teacher education, and human services.

There are approximately four thousand students (graduate and undergraduate), 359 faculty (full and part-time), and over forty programs of study. Located in the city, The University has an involved relationship with the community. The School of Education has a long history of preparing teachers to serve the needs of the city and surrounding counties. Since 1962, its programs have been accredited by NCATE. The University prides itself on its the close ties with its public schools using its expertise in the statewide training of teachers for urban communities as the foundation for establishing a reputation in urban education. The School of Education is committed to preparing competent "reflective facilitators of learning." The primary emphasis from the undergraduate program is to become systematic planners, instructional leaders, effective communicators, reflective decision makers, and evolving professionals. To accomplish this goal, teacher candidates are provided with the necessary educational experiences designed to ensure that all K-12 students attain their optimal potential as productive members of society.

The primary objective of the Early Childhood Education program is to prepare well-qualified teachers who will be effective in guiding the learning experiences of children in grades pre-kindergarten through three. The focal point of the program is the recognition of the child's individuality and the development of self-worth and security. The primary objective of the Elementary Education program is to prepare well-qualified teachers to teach in grades one through six, providing teachers with the experiences needed to acquaint them with the curriculum, objectives, and instructional resources of the elementary school.

Each teacher candidate completed an extensive yearlong student teaching experience, with experiences at two different school placements (a lower grade and an upper grade) to accommodate competencies necessary for working with a diversified student population. Candidates worked with school-based mentor teachers and university supervisors to develop

skills to integrate theory with practice as well as reflect on that practice for continued professional improvement. For state licensure, teacher candidates must have completed a 100 school day (over two semesters) internship at a professional development school.

3.3.2. School district settings.

3.3.2.1 Urban public schools.

The Urban Public School System is a public school district in the state that serves the youth in the city. In the Urban Public School District students generally attend the school in their attendance zone, relative to their residential address. Students may also attend a charter school or apply to transfer to other schools in the district for reasons of hardship, childcare or special circumstances. There are 194 schools which serve 82,266 K-12 students with 60,179 of those students living in poverty. The mayor and the governor jointly appoint the school board that oversees the system. The district also holds the third oldest public high school in America and the oldest all girl public high school. Asia, Latoya, and Michelle are employed in this school system as first year teachers [See appendix E-3].

3.3.2.2 Perimeter urban public schools.

The Perimeter Urban Public School System is diverse, with residents living in suburban, rural, and urban neighborhoods, reflective of the nation's blend of cultures and backgrounds. The Perimeter Urban Public School System used in this study is the 3rd largest school system in the state and the 26th largest in the United States. The mission of the Perimeter Urban Public School is to provide a quality education that develops the content knowledge, skills, and attitudes that will enable all students to reach their maximum potential as responsible, life-long learners and productive citizens. There are 103,180 students, of which 37,816 K-12 students live in poverty. The students of the Perimeter Urban Public Schools are dispersed in 172 schools with

approximately 8,850 classroom teachers. Perimeter Urban Public Schools are focused on quality and committed to excellence. Sasha and Erin are first year teachers in this school district. [See appendix E-3]

3.4   Instrumentation/Data Collection

This study was conducted using a descriptive multiple case study method with naturalistic inquiry. According to Yin (2003) researchers use a descriptive case study to "describe an intervention or phenomenon and the real-life context in which it occurred. (p. 13)" Descriptive case studies describe an intervention or phenomenon and the real-life context in which it occurred. Naturalistic inquiry uses a variety of data sources to collect data. Naturalistic methods provide explanations for the socio-cultural aspects of human life. The heart of naturalistic inquiry in classrooms terms is in the different ways that teachers and students experience classroom events, and the meaning attached to them (Stringer, 2008).

A hallmark of case study research is the use of multiple data sources, a strategy that also enhances data credibility (Patton, 1990; Yin, 2003). Each data source is one piece of the "puzzle," with each piece contributing to the researcher's understanding of the whole phenomenon. This convergence adds strength to the findings as the various strands of data are braided together to promote a greater understanding of the case. Four types of instruments were used to carry out the study [See Table 3.3].

Table 3.3

Data Triangulation Matrix

PRIMARY RESEARCH QUESTION:
In what ways do candidate's clinical preparation and first year teachers' professional practice impact teaching performance as measured by observation evaluations?

Subsidiary Questions	Data Sources	Type of Data	Method of Analysis
SQ1: How do teachers identify as being a systematic planner with planning and preparation as they develop in their first year of teaching?	▪ Observation Evaluations ▪ Focus Groups ▪ Individual Semi-structured Interviews ▪ Framework Surveys	▪ QUAN/QUAL ▪ QUAL ▪ QUAL ▪ QUAN	QUAN: Descriptive Statistics (Mean) QUAL: Thematic Analysis (Coding)
SQ2: How do teachers identify as being an evolving professional with professional responsibilities as they develop in their first year of teaching?	▪ Observation Evaluations ▪ Focus Groups ▪ Individual Semi-structured Interviews ▪ Framework Surveys	▪ QUAN/QUAL ▪ QUAL ▪ QUAL ▪ QUAN	QUAN: Descriptive Statistics (Mean) QUAL: Thematic Analysis (Coding)
SQ3: How do teachers identify as being an instructional leader with instruction as they develop in their first year of teaching?	▪ Observation Evaluations ▪ Focus Groups ▪ Individual Semi-structured Interviews ▪ Framework Surveys	▪ QUAN/QUAL ▪ QUAL ▪ QUAL ▪ QUAN	QUAN: Descriptive Statistics (Mean) QUAL: Thematic Analysis (Coding)
SQ4: How do teachers identify as being an effective communicator and reflective decision maker with classroom environment as they develop in their first year of teaching?	▪ Observation Evaluations ▪ Focus Groups ▪ Individual Semi-structured Interviews ▪ Framework Surveys	▪ QUAN/QUAL ▪ QUAL ▪ QUAL ▪ QUAN	QUAN: Descriptive Statistics (Mean) QUAL: Thematic Analysis (Coding)

3.4.1 Qualitative data collection.

One of the primary characteristics of qualitative research is that it embraces the concept of multiple realities (Creswell, 2003). The researchers "embrace different realities, as do also the individuals being studied" (Creswell, 2003). Therefore, it is imperative for the researcher to report on these multiple realities. Central to qualitative research is the concept of meaning, or how people interpret or make sense of their experiences (Merriam, 1988). Given that part of this study is qualitative, "the researcher will construct understanding on their topics through the questions they ask, the contexts they study…" (Rossman & Rallis, 2003, p. 260). Therefore, the researcher becomes more involved in the interview process. Since the researcher is considered the primary instrument for gathering and analyzing data, identification of researcher bias and influences on research must be discussed.

Qualitative data was be collected using semi-structured individual interviews, focus group sessions, and teacher evaluations. Each of these data sources is described below:

3.4.1.1 Semi-structured interviews.

The purpose of an interview is for the researcher to "obtain a special kind of information" (Merriam, 1998). Merriam also explains that interviews are necessary when "we cannot observe the behavior, feelings, or how people interpret the world around them. (p. 20)" The researcher conducted scheduled afternoon semi-structured interviews with participants in the conference room in the basement of the library at The University. A semi-structured interview was "used to gather descriptive data in the subjects' own words so that the researcher could develop insights on how subjects interpreted some piece of the world" (Bodgan & Biklen, 2003, p. 95). Individual interviews were conducted six times with each participant.

According to Lincoln & Guba (1985), a structured interview is the mode of choice when the interviewer knows that he or she does not know all the information and can therefore frame appropriate questions to find out. Interview questions were structured to include a mixture of convergent (closed) and divergent (open) questions to allow the gathering of specific information while, at the same time, allowing reflection from the participants. Additional questions were asked during the interviews to stimulate further reflection by the participants. It also should be noted that Yin suggested that the interview process should be being two fold. Yin (2003) stated that:

> Throughout the interview process, you have two jobs: (a) to follow your own line of inquiry, as reflected by your case study protocol, and (b) to ask your actual (conversational) questions in an unbiased manner that also serves the needs of your line of inquiry. (p. 106)

The questionnaire instruments were collected and analyzed by the researcher. Once extensive notes were taken, the researcher generated questions based upon the notes. The researcher used a direct interview-interviewee process (face to face), what Yin (2009) calls a focus interview. Copies of the questions [See appendix C-1] were given to each participant during interview. The semi-structured interviews were approximately 120 minutes, audio recorded, transcribed then analyzed. Once transcribed, the researcher sent an electronic copy to the participants for their feedback and corrections.

3.4.1.2 Focus groups.

According to Krueger and Casey (2000), focus groups are group interviews (typically 4 to 6 people) that rely not on a question and answer format of interview but on the interaction within the group. Johnson and Turner (2003) define these groups as: "focus group sessions" generally lasting between one to three hours and allow in-depth discussion.

For this study, the main purpose for the focus groups was to sustain and further develop the professional learning community among the participants, which began during clinical preparation experience as an undergraduate cohort. These focus groups were used to provide time for participants to share experiences and reflect upon commonalities and contradictions as they related to individual interview data. Focus groups were used to collect shared understanding from individuals as well to obtain views from specific people. Teachers participated in four monthly focus groups. The focus group protocol [See appendix C-2] was developed using preliminary analysis of individual interviews and instrument analysis.

Focus groups were held in the afternoon at a local restaurant central to the participants' residences. Focus groups were recorded, transcribed and analyzed. Transcribed data were emailed to participants to perform member checks for feedback and corrections.

3.4.1.3 Teacher evaluations.

According to Cochran-Smith (2004), teacher education programs conduct performance assessments to evaluate individual prospective teachers who are also the unit of analysis. This study included the analysis of two observation evaluations that measured pre-service teacher performance in relation to outcomes of the teacher preparation Conceptual Framework. The study also analyzed two observation evaluations that measured the in-service teacher performance of participants in relation to the domains of the school district professional practices.

For the purposes of this study, the conceptual framework outcomes and indicators which frame the pre-service mentor teacher evaluation form were examined to see how they align with the ratings given by the school district evaluations. As a result, each of the teachers pre-service

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and in-service teacher evaluations [See appendices B1-B3-B4] were analyzed using the narratives written by the university supervisor and school administrator to determine how well pre-service teacher expectations compared to in-service teacher expectations.

3.4.2 Quantitative data collection.

Quantitative data was collected alongside qualitative data to provide more of an in-depth analysis. This study collected quantitative data using the Beginning Teacher's Implementation of the Framework for Teaching Survey, Teacher Evaluations, and The Four Domain Self-Assessment. Each of these data sources is described below:

3.4.2.1 Beginning teacher implementation framework for teaching survey.

Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population (Creswell, 2012). Self-administered questionnaires were used to follow up with graduate's years after college to learn about their present careers. Surveys provide useful information to evaluate programs and schools.

The survey, *"Beginning Teacher Implementation Framework for Teaching Survey,"* [See appendix B-2], was generated through a two part online survey created by the researcher using the QuestionPro© software survey provider. There two parts to the survey. Part one of the survey had four sections corresponding to each of the four domains. Participants were asked to carefully read and rate themselves on a seven point Likert Scale (strongly disagree, somewhat disagree, disagree, neither, agree, somewhat agree, and strongly agree) as they reflected upon each of the 15-23 elements within a specific domain. Part two of the survey had an open text box for participants to write comments to further support self-ratings, if they desired. At the beginning of

the study, each participant was sent an electronic copy of the questionnaire. Participants were

given a one week window to complete and return the survey.

3.4.2.2 The four domains self-assessment survey.

The survey, "The Four Domains Self-Assessment" [See appendix B-2], was administered from

the *Implementing the Framework for Teaching in Enhancing Professional Practice* book

(Danielson, 2009). Teachers were asked to review the performance descriptors for the 5-6

components of each of the four domains and mark the level of performance using a four point

scale (unsatisfactory, basic, proficient, and distinguished) that best matched their teaching

experience for each domain. The purpose for completing the twelve page self-assessment was to

evaluate their practice at the broadest level in the *Framework for Teaching* corresponding to each

of the four domains. The results from the self-assessment permit teachers to focus on the

different domains of the framework in analyzing and assessing their own practice and in devising

techniques to strengthen their practice. The questionnaire was administered once at the

conclusion of the study for teachers to reevaluate themselves based upon interview and focus

group sessions.

3.4.2.3 Teacher evaluation.

Race to the Top had great influence on the evaluation of in-service teachers. According to

Crowe (2011), measures of classroom teaching performance of program graduates should be

built on reliable and valid classroom observation instruments. This study evaluated in-service

first year professional practice teacher evaluations [See appendix E-1] to compare the findings of

their pre-service clinical preparation teacher evaluations [See Table 3.4]. The researcher met

individually with the teachers to discuss her evaluations. The teachers reflected on their

evaluations and discussed the observation process [See appendix E-2]. This analysis was

conducted two times.

Table 3.4

Institutional Frameworks of Instruction Alignment

The University Conceptual Framework Outcomes	Urban Public Schools Evaluation System Domains	Perimeter Urban Public Schools Evaluation System Domains	State Teacher Evaluation Domains (Professional Practice)
Systematic Planner	Planning and Preparation	Planning and Preparation	Planning and Preparation
Instructional Leader	Instruction	Instruction	Instruction
Effective Communicator	The Learning Environment	Classroom Environment	Classroom Environment
Reflective Decision Maker			
Evolving Professional	Professional Responsibilities	Professional Responsibilities	Professional Responsibilities

3.5   Methods of Data Analysis

Data analysis is an attempt by the researcher to summarize collected data in a dependable

and accurate manner (Mills, 2011). Data interpretation to gain meaning from data with analyzing

and organizing data into categories. Just as the nature of the research question influences the

types of data collected, the nature of that data influences the strategy that will be used for

analysis (Sagor, 2005). The data triangulation matrix [Table 3.3] is a simple grid that shows the

various data sources and method of analysis that were used to answer each research question.

Specific procedures related to these methods were determined as the study evolved and decisions

were made as needed.

3.5.1. Qualitative analysis.

Thematic analysis, via coding, is the process used to extract themes and data patterns to interpret data collected from surveys, interviews, and questionnaires. Data was recorded on 3x5 index cards so it would be manageable and allow for sorting. Then having read and reread the data, it was organized into themes and subthemes. From the interviews, the researcher carefully read the transcripts to identify broad themes that emerged from the data that will help to answer the research questions. Subthemes were identified and explored. Categorizing themes helped the researcher to understand the phenomenon under investigation. These findings were then described in a narrative form and compared/contrasted with quantitative findings when appropriate. Having spent many hours listening to the personal reflections of participants, manual analysis was most appropriate for developing case stories of the research participants.

Patton's (2002) process for the manual coding in qualitative data was used to reveal data themes. The primary purpose for manual coding of qualitative data is to identify the core content data from interviews, focus groups, and teacher evaluations. The open ended comments from the QuestionPro® survey and the transcripts of the interviews as well as focus groups were coded using a qualitative coding approach. Coding was determined throughout the process of reading responses and then revised as themes and subthemes began to evolve. Answers were then grouped based on responses and coding, and frequencies of responses were determined by counting the occurrences. The focus group meeting was transcribed and coding was done in a manner similar to that used with the open-ended questions. The finding of themes from the data required multiple readings. The first reading was to identify initial coding themes. The second reading was completed to identify subthemes. Patton (2002) suggested color coding themes and

using the margin space of transcribed data to clearly identify themes and categories. Using a systematic manual coding process provided easy access to data themes and subthemes.

3.5.2. Quantitative analysis.

Data analysis and interpretation involved the use of descriptive statistics to help make sense of the quantitative data. Descriptive statistical means of central tendency, particularly data averages were used. Descriptive statistics provide a method to obtain information about a range of numbers using only one or two numbers. By assigning point values (STA=7, SWA=6, A=5, N=4, D=3, SWD=2, STD=1) and calculating average response, the researcher was able to use QuestionPro$^©$ tools to analyze the averages from the participants initial perceptions of their professional practices using data collected from the *Beginning Teacher's Implementation of the Framework for Teaching Survey* [See appendix D-3]. A similar technique was conducted to analyze the Four Domains Self-Assessment Survey. Point values were assigned (4=distinguished, 3=proficient, 2=basic, and 1=unsatisfactory) to the performance levels for each component within the identified domain category [See appendix D-1]. Having analyzed scores in each category from both sets of teacher observations, a chart was created to compare scores and identify averages [See appendix D-2].

According to Mills (2011), the measure of central tendency is a single number that gives information about the entire group of numbers being examined. It is an overall estimate of the quality of performance of a group of students. The average (mean) allowed the researcher to discuss the generalities and to compare how one teacher performed "on average" in comparison with another teacher or over a given period of time. Due to the small sample (n=5) of the project, data were calculated and analyzed using summations and averages. This process provided sufficient evidence to help determine evaluation ratings of teacher practices for this sample size.

3.6. Validating the Study

One of the primary characteristics of qualitative research is that it embraces the concept of multiple realities (Creswell, 2003). The researchers "embrace different realities, as do also the individuals being studied" (Creswell, 2003, p.16). Therefore, it is imperative for the researcher to report on these multiple realities. A researcher's bias can influence these realities; thus, identification of the researcher's biases and how those biases may influence the data are necessary.

The potential biases of the researcher were addressed throughout data collection and analysis. Merriam (1998) explains that "the investigator as a human is limited by being human – that is, mistakes are made, opportunities are missed, personal biases interfere. (p.20)" This researcher communicated personal bias by stating his position as the researcher and by acknowledging how he will position himself in the study (Merriam, 1998). In addition, corroboration of the findings with teacher participation occurred to accurately reflect the experiences of the teachers.

According to Denzin (1978), there are five major types of triangulation.

1. Data triangulation using different data sources including time, space, and person.
2. Investigator triangulation using multiple, rather than singular observers.
3. Theory triangulation using more than one theoretical scheme in the interpretation of the phenomenon.
4. Methodological triangulation using more than one method and may consist of within-method or between method strategies.

5.   Multiple triangulations combining in one investigation multiple observers, theoretical

        perspectives, sources of data, and methodologies.

        The benefit of collecting data from multiple sources is that it allows the researcher to

carefully check and cross check whether the researcher's interpretation of data is correct.

According to Glaser and Strauss (1999), replication of data is the best means for validating facts.

Rigorous qualitative research requires the triangulation of data. Stake (2000) explains that

"triangulation has been generally considered a process of using multiple perceptions to clarify

meaning, verifying the repeatability of an observation or interpretation" (p. 241). Data

triangulation occurred through questionnaires, interviews, and surveys. In addition, focus groups

were conducted during the school year to record classroom practices of the teacher participants.

The interviews provided the researcher with an opportunity to glean further, in depth information

of teachers' experiences. The combination of these data sources served to triangulate the data.

        Member checking is another validation process used to triangulate data requiring

participants in the study to check the accuracy of the data analysis. This check involved taking

the findings back to the participants and asking them (in writing or in an interview) about the

accuracy of the report. The researcher asked participants about many aspect of the study, such as

whether the description was complete and realistic, if the themes were accurate to include, and if

the interpretations were fair and representative. Member checking was a valuable way to gain

understanding, clarity-and veracity. Insofar as this strategy is feasible, it provided an additional

check on observational and interpretive errors (Bloor, Frankland, Thomas, and Robson, 2001).

Member checking served to democratize the research process by equalizing power relations

between the researcher and participants; it values the perspective of others (Gall, Gall, and Borg,

2005). Member check opportunities were electronically (via email) provided to the participants

after interview and focus group data were transcribed and the researcher conducted an initial analysis of those data. Member check data were used to help compose each case study story provided in chapter four.

3.7   Anticipated Ethical Issues

Ethical considerations for any type of research include: 1) informed consent, 2) confidentiality and anonymity, 3) prepublication analysis (by participants), and 4) permission from the university ethical committee-Institutional Review Board (IRB). The research study was submitted to the IRB at the University of Maryland, Baltimore County, [See appendix A-1] and received an expedited review approval in January, 2013. Over a year later, an expedited review renewal was approved [See appendix A-2]. Participants were informed to carefully read and sign the consent forms [See appendix A-4]. Each participant received a copy of the consent forms for their records. Given that the study focuses only on teachers' experiences, there are no foreseeable risks to the participants. Should there have been any anxiety on the part of the teacher participant during interviews, steps would have been taken to minimize that anxiety. Participants were reassured that all data would be maintained in a private and confidentially place and no one other than the researcher and the UMBC IRB were allowed access. The school principal would not have access to the results of the interviews. In addition, participants were reassured that the data collected during the individual and group interviews would not be used in their teacher evaluations. The researcher was randomly selected to participate in an IRB Post Approval Protocol Monitoring audit to verify that the information stated in the consent form and application were followed [See appendix A-3].

The potential inconveniences to the participants include the time commitment required to participate in the interviews and the time to attend the focus groups. Participants could have been uncomfortable while being interviewed. However, data collected during the group and individual interviews were used only for the purpose of the study, and the interview questions were not personally invasive.

The identity of the teacher participants, their schools, and university were kept confidential. Confidentiality was insured through the use of pseudonyms for the participants, the university, and schools of the teacher participants. Unless disclosed by the teacher participants, knowledge of the specific teachers involved in the study remained confidential. Participants involved in the study were informed that they could review the dissertation prior to publication.

3.8   The Role of the Researcher

When using qualitative research methods, it is appropriate for the researcher to bracket his own experiences with the research topic (Hesse-Biber and Leavy, 2006). Bracketing happens when the researcher identifies his own experiences and biases with the phenomena under study to fully understand the lens through which the interpretation of the data occurred. The researcher's interest in this topic stemmed from his experience as a program coordinator for an undergraduate teacher education program at a historically black institution. Additionally, he served as the coordinator for clinical practice and field experiences. As part of his responsibilities, he served as a university supervisor for students enrolled in their final coursework: methods block and student teaching. In this role he provided feedback during formal observations using the School of Education evaluation form. The participants in the study were former students of the researcher. Since students have are program completers, they were informed to be totally honest about their clinical preparation experience in order to assist in

improving the program. He has conducted professional development seminars for inservice and preservice teachers on relevant topics. In the past, there had been little follow-up with teacher candidates once they matriculated from the university and entered the profession, this led the researcher to wonder how to measure recent graduates professional practices.

These teaching experiences also aided in the researchers' data collection, transcription, and analysis data because it eliminated barriers as the researcher was already familiar with common teacher language, professional development requirements, and other educational standards and assessments that teachers mentioned during the focus groups and interviews. Further, since he taught as a public school teacher within the same educational region as the teachers in this study, he is familiar with the school districts, the educational region service center, and even knew several teachers and administrators in their local system agencies. However, all attempts were made to purposefully select participants for all phases of the study.

The role of the researcher in this study is clearly defined as "observer as participant" (Merriam, 1998). In the role of the observer as a participant, the participants know the researcher's but participation in the group is as information gatherer only. Interactions with the teacher participants occurred following formal observations by school administrator, and when the researcher individually and collectively interviewed the teacher participants.

Central to qualitative research is the concept of meaning, or how people interpret or make sense of their experiences (Merriam, 1998). Given that this part of the study is qualitative, the role of the researcher is very different than in the quantitative portion of the study. In the role of the observer as participant, the researcher becomes more of an instrument, or medium for data collection. "They will construct understandings of their topic through the questions they ask, the contexts they study…" (Rossman & Rallis, 2003, p. 9). Therefore, the role of the researcher in

the quantitative part of the study was solely as a data collector; however, that role shifted to become more of an involved researcher during the interview process. Since the researcher is considered to be the primary instrument of gathering and analyzing data, identification of researcher bias and influence on research are considered and discussed when analyzing the results of the study.

3.9   Assumptions

Gay, Mills, and Airasian (2009) define assumptions as "any important fact presumed to be true but not actually verified. (p.108)" For the purpose of this study, the following assumptions were made.

1.   The participants gave honest answers on all instruments they were administered.

2.   The participants understood all questions on each instrument and interview.

3.   The participants were aware that their responses would help revamp components of the program.

4.   The researcher assumed data collection instruments are valid and reliable.

5.   Participants gave 100% effort daily to professional practice components and not just during formal observations.

6.   Evaluations from various observations were reliable based on holistic judgment scoring tools and the use of multiple tools and triangulation increased that reliability.

3.10   Limitations and Delimitations of the Study

Simon and Goes (2013) define limitations as "matters and occurrences that arise in a study which are outside the researcher's control. (p. 62)" For the purpose of this study, the following limitations were considered:

1. The participants were selected for purposeful sampling, rather than random sampling. This limits the generalizability of the study. The participants are initial certification program completers from the 2011-2012 academic year. The study's sample size is relatively small.

2. One department in an undergraduate teacher education program (Department of Curriculum and Instruction) at a minority serving institution (Historically Black College and University) in a metropolitan community on the east coast of the United States was selected.

3. The participants were all females, as are most students enrolled in the elementary and early childhood programs and this limits the ability to compare more diverse groups of program completers in areas such as special education and secondary education.

4. The timeframe/duration for this study was limited to one school year (2012-2013) which is the first year of employment for the participants. The study could continue to follow them for two more years until they are approved for tenure.

5. Participants were given employment in one of two surrounding local education systems near the university where they completed their undergraduate program.

6. The primary researcher was formerly the supervisor for the student teaching of these recent graduates. He was directly involved in the instruction and feedback of the program completers. He also conducted all of the interviews. Possible bias might have been determined due to participants saying what they thought he would want to hear.

7. This study only examined one of the two components of the new state teacher evaluation framework that related to professional practice (qualitative measure) and not student growth (quantitative measure).

8.   The survey and questionnaire instruments were developed by the researcher and have not been previously tested. Validity of the instruments can be questioned since the instruments were only used by five new teachers. Reliability could be questioned as this was the first use of the instruments.

CHAPTER FOUR

RESULTS AND ANALYSIS

"The teaching profession is full of people who do not respect its purpose. If teaching is to become vital and honorable again, it is teachers who will have to make it so. It is the voice of the teacher that must at least be heard" (Ayers, 2010, p. 9).

4.1   Introduction

This chapter consists of eight sections. It begins with section 4.2 which focuses on the analysis framework and demographic data of the participants. Sections 4.3 through 4.7 provide the performance stories for each participant. The conclusion, section 4.8, connects stories with the themes and cross cutting themes for each participant that emerged from surveys, interviews, and reflections.

4.2   Analysis Framework and Demographic Data

Ideally, the responsibility of teacher preparation programs is to produce highly qualified teachers. However tracking teacher effectiveness can be a time-consuming and expensive task. Teacher education programs historically have not been monitoring and measuring the effectiveness of their program completers. Instead, the quality of teacher preparation programs has been based upon factors such as job placement and employer satisfaction feedback. In essence, institutions of higher education have tracked inputs of teacher quality that are believed to be aligned with outputs nevertheless actual outcome data about teacher effectiveness in the classroom has multiple variables with very indirect alignments. The newly developed 2013 Council for the Accreditation of Educator Preparation (CAEP), formerly NCATE, is now requiring teacher preparation programs to provide evidence of their program completers' impact and effectiveness. Case studies of completers that demonstrate impact on student learning are a

form of evidence that teacher preparation providers can now submit as evidence to CAEP as part of their accreditation report.

Case studies are stories. They present realistic, multifaceted experiences that participants in the case negotiate. Case studies can "bridge the gap between theory and practice and between the academy and the workplace" (Barkley, Cross, and Major; 2005, p. 182). The use of narratives in teacher research has become progressively more recognized and influential (Alsup, 2006; Craig, 2003). Teacher stories provide educators and administrators a method to reflect on and learn from their beliefs, values, instructional practices and professional environment (Rushton, 2004). Brockmeier and Harre (1997) suggest, "It is above all through narratives that we make sense of the wider more differentiated, and more complex texts and contexts of our experiences. (p. 264)" As such, teachers' stories are significant theoretical and practical tools for teacher education programs, teacher educators, administrators, and other teachers (Alsup, 2006; Estola, 2003). Case stories are used in this study as a way to analyze the first-year teaching experiences for five The University program completers and to examine how their teaching practices reflect the conceptual framework for the School of Education.

This chapter is comprised of five case studies focused on a recent cohort of undergraduate program completers from the Department of Curriculum and Instruction within the School of Education at The University. These case studies reflect how the participants performed when using the conceptual framework outcomes during clinical preparation compared with Charlotte Danielson's professional practice domains during professional practice.

The teacher preparation program stressed that the five outcomes of the conceptual framework be infused into all syllabi and all program completers should understand and apply these outcomes. This study has emerged from a long mentoring professor/student relationship between the researcher and the teacher candidates respectively. For two years the preservice teacher candidates were evaluated using the School of Education's conceptual framework outcomes however the School of Education struggles to ensure that program completers implement the outcomes into their professional practice. Thus this study is one of the first attempts in Maryland to provide follow-on evidence on the professional practices of its graduates. There are a few recent dissertations written about the Danielson Framework (Murray, 2014; Towe, 2012; Bogart, 2013) and focus on program completers-however this is the first in Maryland to use the Framework to focus on follow up data of program completers entering into their first year of teaching.

There is a noticeable trend across states to use teacher evaluation data as one factor to inform preparation programs, and in some cases, to render judgments about preparation effectiveness. The classroom practices of teachers are important factors contributing to teacher effectiveness, yet it is the component of the evaluation process that is least understood. Danielson's *(1996) Enhancing professional practice: a framework for teaching* illustrates the responsibilities of teachers to maximize student learning. The framework was designed to evaluate the performance of teachers at different stages and ability levels. The four domains in the Framework of Teaching examine all areas of teaching: planning and preparation (domain1), classroom environment (domain 2), instruction (domain 3), and professional responsibilities (domain4). Within the domains there are 22 components and 76 smaller elements. The domains are designed to assist in understanding the complex and critical aspects of teaching. Each

component helps to further clarify what is needed to ensure competences in a particular domain are met. Within each domain there are rubrics that rate using four performance levels (unsatisfactory, basic, proficient, and distinguished) to help identify areas of strength and areas that need improvement.

4.2.1. Description of teacher education program.

The University is a comprehensive urban institution located on 52 acres in urban environment and is committed to excellence in teaching, research, and continuing service to its community. The University is the only higher education institution in Maryland to house a public high school on its campus while serving as the operator. The high school opened on the universities' campus in fall 2005.

The School of Education is committed to affording educational access to traditionally underrepresented students through high-quality academic programs, as evidenced by maintaining accreditations with the National Council for Accreditation of Teacher Education since 1962. The School of Education has a conceptual framework that is used across all teacher education programs. The outcomes of the conceptual framework support teacher candidates as they develop into highly qualified and effective teachers. Teacher candidates are evaluated using the outcomes of the conceptual framework. The overarching theme of the conceptual framework is developing teachers who are "Reflective Facilitator of Learning". The conceptual framework outcomes are Systematic Planner, an Instructional Leader, an Effective Communicator, a Reflective Decision Maker, and an Evolving Professional. Table 4.1 reflects the commonalities of these two frameworks [See Appendix E-1].

Table 4.1

Conceptual Alignment of Teacher Evaluation Measures

CONCEPTUAL FRAMEWORK OUTCOMES	Systematic Planner	Effective Communicator	Reflective Decision Maker	Instructional Leader	Evolving Professional
DANIELSON FRAMEWORK FOR TEACHING DOMAINS	Planning & Preparation Domain 1	Classroom Environment Domain 2		Instruction Domain 3	Professional Responsibilities Domain 4

4.2.2   Overview of clinical preparation semester I: Methods block.

The five teacher education candidates participated in a yearlong intensive field based experience beginning with the methods block content area courses. Supervising teachers and university faculty guided the teacher candidates as they integrated theory with practice to apply the outcomes of the conceptual framework. During the fall semester I, a minimum of 30 days is required at this phase of clinical preparation. During the spring semester II, candidates complete an additional 70 days in a public school setting. After completing semester I and II of the clinical preparation experience, each candidate will have met the minimum requirement of 100 days as required for state teaching licensure. Ongoing assessments of professional dispositions, and competencies were conducted, evaluated, and each participant received feedback throughout the semester.

Teacher education candidates participated in mini-teaching, one-on-one instruction, small group interaction, and whole class teaching. Teacher candidates were prepared to teach at least a complete lesson in four content areas (reading, math, science, and social studies). Their teaching was observed and evaluated by the supervising teacher and/or the university instructor. The pre-student teaching/student teaching observation form [See Appendix B-1] was used as the

assessment tool for semester I of clinical preparation. A videotape of one lesson was required to document best practices.

4.2.3. Overview of clinical preparation semester II: Student teaching.

Each teacher candidate completed clinical preparation experience in an upper and lower grade placement consistent with her major (elementary or early childhood). Teacher candidates complete two- eight week experiences located at two different school settings for minimum of 16 weeks of full-time clinical preparation. The teacher candidates are formally observed and evaluated a minimum of three times during the last four weeks of each placement setting by the university supervisor using the pre-student teaching/student teaching observation form. The mentor teacher completes a mid-evaluation at the end of week four and a final evaluation at the conclusion of week eight. For the purposes of this study, the five teacher candidate's second grade level placement experiences at Hill-Coldspring Elementary/Middle School was discussed and analyzed.

Hill-Coldspring Elementary/Middle School (HCEMS) is a Title I (89% free and reduced meal services-FARMS) public school located in the northwest sector of the city. This Pk-8 school services 469 students of color (205 male and 264 female) who are required to wear uniforms. The school offers after school activities including chess club and basketball. There are thirty teachers at HCEMS. On the elementary school level, there are two teachers per grade level and on the middle school teacher, there is one teacher in each content area for the grade level who works in interdisciplinary teams. Twenty-four percent of teachers have a standard professional certification, fifty-six percent have advanced professional certification, and two have a resident teacher certificate. HCEMS has not meet adequately yearly progress for several years on the Maryland School Assessment.

4.2.4 Description of participants and sampling procedures.

As a reminder, the sample was purposefully selected for the study and therefore the results will not be generalized to all first year teachers. The five teacher participants in this study were the only students in the department's cohort. They demonstrated readiness to exit the program having successfully completed clinical preparation and enter the profession as first year teachers during a given academic year. Based on the researcher's knowledge of the population, these few cases are studied in depth.

The participants ("The Fantastic Five First Year Teachers") in this research are five, African American women, first year teachers with bachelor's degrees in early childhood or elementary education. The five teachers have Standard Professional Certification licensure from the State of Maryland with five-year validation.

The participants share some commonalities. There are all African American women who were trained as a cohort from the same HBCU teacher preparation program. All the participants had the same instructor for methods and student teaching seminar. The interns completed three field placements in an upper and lower grade level during a 100 day state required clinical preparation internship.

The settings of their clinical preparations were Title I schools located in the western section of the city. The schools were either grades P-5 or grades P-8. The schools were close proximity to the university and are a part of the same school district. The students came from low socioeconomic communities.

This section presents a very brief description of each participant (Table 4.2) as a way to introduce the participants in study. All names of teachers and schools are pseudonyms.

- Sasha Carter is a 42-year old wife and mother of six children (3 biological and 3 foster care). She previously had her own daycare center. She is a native of the city and has a very strong spiritual background. She was a career changer and non-traditional student completing the undergraduate early childhood program. She is teaching kindergarten in a perimeter urban elementary school.

- Erin Brown is a single 22-year old woman who grew up in the county. Her mother is a veteran schoolteacher in the city. She is currently fulfilling her obligations from receiving a TEACH grant by teaching in an elementary school that services students from low-income families. Her school is a Title I school located on the city-county line. This federal grant provides funding to a student who is completing coursework needed to begin a career in teaching. Erin is a very active member of her church and does children's ministry and is a proud godmother to two young children. She is teaching kindergarten at a perimeter urban elementary school.

- Asia Smith is a 25-year old single lady who has a chronic medical condition. She resides with her grandmother in the county and has attended private school for a majority of her formative years. Asia is a native of a different east coast state and began her higher education there in a community college setting and four year institution before transferring to The University. She has worked for a Head Start program and is now teaching pre-kindergarten at an urban elementary charter school.

- Latoya Watson is a 31-year old married mother of twin girls and an older son. She is a non-traditional student and career changer who previously worked as a budget specialist for a private university. Latoya is a native of the state. She currently works as a

kindergarten teacher at the urban elementary school where she did her student teaching internship.

- Michelle Taylor is a 30-year old married mother of twin boys and an older daughter. She is a non-traditional student and career changer who previously worked as a revenue analyst for the state controller's office. Michelle grew up in the city and currently employed at a school near where she lived as a child. She is employed as a fifth grade math/science teacher at an urban elementary school.

Table 4.2

Study Participant's Demographic Data

Participant Categories	Sasha	Erin	Asia	Latoya	Michelle
Major/ Program	Early Childhood	Early Childhood	Early Childhood	Early Childhood	Elementary
Ethnicity	African-American	African-American	African-American	African-American	African-American
Gender	Female	Female	Female	Female	Female
Age	42	22	25	31	30
Residency	Urban	Perimeter Urban	Perimeter Urban	Perimeter Urban	Urban
High School	Public Urban	Public Perimeter Urban	Parochial Urban	Public Urban	Public Urban
G.P.A.	3.86/4.0	3.89/4.0	3.20/4.0	3.31/4.0	3.60/4.0
Clinical Grade Levels	Kindergarten 1st	3rd Kindergarten	3rd Pre-Kindergarten	Kindergarten 3rd	2nd 4th Math/ Science
Transfer and Misc.	Transfer from community college in city	TEACH Grant	Transfer from community college in city and out of town as well as 4 year institution	Transfer from community college in city	Transfer from community college in city
PRAXIS II Scores C: Content P:Pedagogy	C: 182/160 P:158/157	C: 182/160 P:173/157	C:181/160 P:160/157	C:170/160 P:157/157	C: 167/161 P:172/160
Internship Grades Teaching/ Seminar	A/A	A/A	A/A	A/A	A/A
Type of School System and School	Perimeter Urban Elementary (Pk-5)	Perimeter Urban Elementary (Pk-5)	Urban Charter Elementary (Pk-5)	Urban Elementary (Pk-5)	Urban Elementary (Pk-5)
Professional Grade Level	Kindergarten	Kindergarten	Pre- Kindergarten	Kindergarten	5th Math/ Science

4.2.5 Case study analysis framework.

There is a noticeable trend throughout the country to use teacher evaluation data as one factor to inform preparation programs, and in some instances, to render judgments about preparation effectiveness. A teacher's classroom practices are perhaps one of the most important yet least understood factors contributing to teacher effectiveness as a component of the evaluation process. Case studies were utilized in this study to develop an understanding of these complex phenomena as experienced by recent program completers as they transitioned into the teaching profession as certified first year teachers.

Language, via informant talks, is important to understand human activity as it is the major system for establishing meaning. In the search for personal and professional familiarity with the teacher's experiences in the study, the researcher gathered specific sequential data from individual and focus group interviews. The interviews provided opportunities for the teachers to revisit and reflect upon their professional lives, and in the process extend their understandings of their first year experiences in practice. The interviews allowed the teachers to be transparent and reflective, using their actual voices on their own terms.

Lofland, Snow, Anderson, and Loftland (2006) state that intensive interviews offer the opportunity to gain information about events beyond those the researcher has had direct access to, therefore providing an opportunity to "plumb the depths of meaning." Furthermore, since the researcher determined the focus of the discussions intensive interview sessions was focused it was possible to capture similar information from all five teachers about essential aspects of their classroom experiences. For each case study, the teacher's shared about their clinical preparation and professional practice experiences in the context of their past and current life as a public school teacher and these statements were recorded. The case studies showcase the teacher's

language therefore allowing the reader to enter the world of their first year and gain insights about the profession. In these stories, the researcher was focused on capturing the teachers' ideas as expressed individually and collectively through interviews and surveys.

The case stories of five first year African American female public school teachers are told using descriptive stories. These stories provide the context for understanding, feeling, and interpreting. This context gives each story a common framework warranting the term "voice" (Delgado, 1990). Each descriptive story in the study has three parts. The first part of the framework examines the university supervisor and mentor teacher rating of preservice teachers in clinical preparations. The second part of the framework examines quantitative and qualitative data from observations, surveys, and individual and group interviews. Furthermore it examines the school administrator and teacher participants' ratings in professional practice. The third part of the framework examines how teachers connect conceptual framework outcomes with Danielson's *Framework for Teaching* domains. As Schulman (1992) says, "Cases are occasions for offering theories to explain why certain actions are appropriate. (p. 26)" The richness of the narratives in this study provide opportunities for new teachers to make connections between what they have learned in their teacher education program in their own classrooms. The use of cases reveals how teachers transition from the theoretical to the practical. The data contained in these case stories were analyzed in relationship to the theoretical framework in chapter two.

**4.3	Sasha Carter's Story: "*Proper Planning Prevents Poor Performance*"**

"Always plan and over plan because the best plan sometimes fail when unexpected. Planning properly is essential especially to ensure that learning takes place. A good teacher plans everyday like it is an observation day. Be prepared to be come to work early and stay late."

### 4.3.1	Getting acquainted-personal perspective.

Sasha Carter is a 42-year old woman who is a married mother of six children (3 biological and 3 adopted). She and her husband are advocates of children in foster care, as a result, they were invited to the White House to be congratulated by President Barak Obama. She has a strong religious background. Sasha was an African American business woman who operated her own daycare center which sparked her desire to gain more in that field. She has also been employed as a third grade substitute teacher at a private school. Sasha is a native Baltimorean who attended a local vocational high school. She furthered her educational studies at a community college in the city with an associate's degree in Early Childhood Education. Sasha continued her studies in Early Childhood Education at The University. Sasha had clinical preparation experiences in two professional development schools working with lower early childhood grades: kindergarten and first grade.

### 4.3.2	Experiences in clinical preparation (Semester I).

Having been a career changer and non-traditional student, Sasha successfully completed the undergraduate teacher education program in six years and graduated summa cum laude. [See Table 3.2]. She was inducted into Kappa Delta Pi International Honor Society in Education.

During Semester I of Clinical Preparation, Sasha was in Ms. Tomas' prekindergarten class for nearly two months. She had the opportunity to interact with the teacher, paraprofessional, and students. She displayed compassion and genuine assistance in different

aspects of the classroom. Sasha was punctual and always willing to render support in terms of classroom preparation, learning activities, instructional materials and other school related duties. In addition, Sasha demonstrated a positive attitude toward her responsibilities working with the children. Moreover, she had a good rapport with the students while interacting, motivating, and engaging them in learning. Sasha collaborated with the teacher and was encouraged to share her ideas. Sasha sought feedback from Ms. Tomas and reflected upon how she could apply what was taught to her own classroom in the future. She volunteered to perform routines in the classroom like storytelling and student led conversations. Sasha showed interest in learning strategies and techniques to be an effective teacher. She was inquisitive and always sought to learn how to improve her planning skills to accommodate the classroom environment. Her mentor teacher commented that she possessed professionalism and enthusiasm to perform duties given to her. She also stated that "She will definitely become an effective educator in the very near future".

4.3.3 Experiences in clinical preparation (Semester II).

During Sasha's internship experience she had the opportunity to student teach in two inner city public schools in kindergarten and first grade. In Ms. Covington's kindergarten class of twenty students (13 girls and 7 boys), according to observation evaluations from the mentor teacher and the university supervisor, Sasha was rated a three (exceeds expectations) as a systematic planner. She planned well with all learners in mind. The lessons clearly provided for hands-on activities and materials were appropriately implemented. The lessons incorporated state and Common Core standards. It was repeatedly written in her evaluations that she planned well and thoroughly.

Sasha was also rated a three (exceeds expectations) as an instructional leader from her mentor teacher and university supervisor. She encouraged all students to participate in instruction. Additionally, she enhanced student learning through her knowledge of the subject matter. Sasha's love for teaching was demonstrated daily in her teaching style. This included providing opportunities for students to take the role as the teacher while she facilitated and held students accountable for their own learning. Sasha effectively used different grouping techniques based upon student's ability level; she also varied her modes of instruction. Sometimes she sang songs or used technology to capture student's engagement. Overwhelmingly, her evaluators noted her to have good classroom management skills. Her voice control allowed her to provide gentle yet firm reprimands. Sasha constantly monitored behaviors and was consistent and fair in her reinforcement of rules.

Sasha met expectations (rated 2.5) as an effective communicator as documented from her mentor teacher and university supervisor. She checked for understanding during instruction by asking open-ended questions, and encouraged active student participation. She was proactive in her responses to student behavior. Sasha effectively communicated instructional and learning goals to the students. Her expectations were clear and concise. She was encouraged to make sure that she waited to get all students' attention and not talk over them before giving directions. Additionally she was asked to be aware of some language usage patterns in her communication with the students.

Sasha exceeded expectations (3.0 rating) in her evaluations in the reflective decision maker outcome. She was praised for knowing how to adjust her plans as needed. She reflected and modified her teaching practices to support a positive learning environment. She did well with keeping the children on task when a slight change in the lesson was necessary. She

frequently sought constructive feedback and was receptive to suggestions made by both the mentor teacher and university supervisor which aligned with her desire to become a dynamic teacher.

According to her mentor and supervisor, Sasha exceeds expectations as an evolving professional receiving a rating of 3.0 in this outcome. She demonstrated her commitment to the teaching profession by attending Individualized Education Plan (IEP) meetings, Student Support Team (SST) meetings, team meetings, Back to School Night, and faculty meetings. Her collaborative interactions with the mentor teacher as well as her consistent individual student intervention assistance demonstrated professional behaviors at a high level. She had a professional demeanor and great rapport with students, parents, and staff. It has been regularly written on her evaluations in this outcome that:

- *"Mrs. Carter will be an asset to any school system."*
- *"I have no doubt that she will be highly professional in her role as an educator."*
- *"She has the potential to be an excellent effective educator."*
- *"I can say with great confidence that she will be an asset to the profession."*

Upon reflecting on her experiences, Sasha gave her recommendations on how The University could make improvements in the future. From Sasha's perspective, there were three areas that could enhance clinical preparation: lesson planning (quantity), observations (frequency), and assigned placement (diversity). Sasha did her student teaching in an urban setting yet was employed in a perimeter urban school district. She believed the program had preservice teachers develop extensive several lesson plans and unit plans however when she received her curriculum as a first year teacher, they were all written for her. In addition, during her undergraduate experience she was observed more often by her university supervisor and

mentor teacher than she has been at her school with her mentor and administrators. Lastly, she suggested that preservice teachers have one placement instead of two for the clinical preparation since new teachers don't rotate and will need that time to get to know grade level and children.

4.3.4 Professional practice first year school context.

Upon completion of her undergraduate program Sasha was offered a position as a kindergarten teacher at Spring Grove Elementary School. The school is located in the perimeter urban school system was built in 1970. It is in an upper middle class neighborhood and shares a baseball field with the middle school of the same name. It is geographically located in the northwest area of the perimeter urban school system serving grades Prek-5. The public co-ed school is a Title I School that has been recognized having the highest amount of progress over a period of time on the state assessment during 2012-2013 academic year. Spring Grove has 399 students of which 60% are students receiving free and reduced meal services. The student racial demographic consists of 90% Black, 6% Latino, 2% Biracial, 1% Asian, and 1% White. There are 26 teachers, of which 45% have standard professional certification and 55% have advanced professional certification. Three teachers have taught less than two years and two teachers have taught between two to five years. A school system mentor teacher is assigned to the school and visits multiple times throughout the week. There are three kindergarten teachers who share one paraprofessional educator.

4.3.5 Experiences in professional practice.

Sasha has a class of twenty-two kindergarten students. As a teacher she describes herself as "willing to learn. I am willing to extend myself beyond the boundaries of the classroom for my students. I am more knowledgeable of the subject matter. It is now time for me to fine tune

and master what I learned in my first year. I don't consider myself a rookie or novice even though I am not tenured. I see myself having gained some experiences with room to grow." She discusses that the kindergarten team would collaborate more about behaviors and curriculum. "With new teachers on the team, we have to be able to be more on the same page. I want to make a difference and grow which will impact my student's growth."

Being a professional educator to Sasha means being *"knowledgeable about what you are teaching and how you conduct yourself."* She demonstrates professionalism by having a good rapport with colleagues in conversations. "My parents tell me that their children take on my personality. My administration says that I treat them like older children than their grade level. I am a serious person. I tell students that there is a time and place for everything. It's okay to have fun but there is a time to cut if off and focus on learning." Good instruction, according to Sasha, means preparation that entails knowing subject and students as well as being thorough and detailed. Her teaching style was very visual. The principal said that she sets the bar high. Sasha instructional strengths are differentiation of instruction and being organized. What she would like to improve in her instruction is having small groups such as workstations. She enjoys teaching lower early childhood grades more than upper grade levels.

Without any background knowledge of the planning and preparation domain, Sasha scored herself as distinguished. However as she further examined the *Framework for Teaching* workbook which elaborates on each of the components she realized she wasn't at the distinguished level and revised her rating to proficient. Sasha plans every Monday for the following week. "I make a copy of the entire unit plan for the prior week. I prepare for the next week and do what I need to do. I copy and laminate. I look to see what materials I need and what assessments are needed. I set up bins for Shared Reading workshops which students rotate. I also

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get all the homework together for the week. Over the weekend, I write out the objectives for the week in my lesson plan book." As a teacher, Sasha believes that students look for the teacher to be consistent in planning. She is very detail oriented. "Planning helps with classroom management." Sasha's administrator marked her as a 3 rating meaning she is highly effective. She makes clear alignment with the state standards, district kindergarten curriculum, and the Common Core Framework when preparing and implementing an effectively developed lesson plan. Her objectives are measurable and are clearly stated which reflects students' understanding of the lesson goals. As her principal says, "Mrs. Carter always plans for the effective utilization of materials and resources." Sasha is very confident in her level of planning and preparing. She believes, "Planning is paramount. The best plans sometimes fail when implemented so always plan. Plan everyday like it is an observation day."

Sasha rated herself as distinguished in the domain of classroom environment however; after some reflection she discovered she was not there yet and rerated herself as proficient. Sasha strongly feels that you can't teach in chaos, "You must monitor the environment." She incorporates elements of the school-wide Positive Behavior Intervention System (PBIS) into her classroom by having prize tickets and behavior charts. She provides weekly rewards to her students. The administrator rated her as highly effective. "She has a nurturing and patient demeanor when interacting with the students." Her clear academic and behavioral expectations show her commitment to student's success. Sasha is very confident with the classroom environment she establishes. She does a lot of reflecting on the dynamics of the room and student interactions.

Sasha rated herself distinguished in her instruction then later reflected and changed it to proficient. She felt she had not fully met the mark and needed to improve in some areas. Sasha

knows the importance of effective subject matter delivery particularly with concern to meeting the needs of students. Sasha is flexible and reflective. She enjoys teachable moments outside the curriculum and differentiating instruction to meet all learner needs. Her administrator evaluated her as effective. "She demonstrates effective instructional practices such as activating prior knowledge and student engaged activities." Sasha constantly assesses students to demonstrate their mastery. It is recommended that she have more student-centered instruction and explicitly model instruction to ensure students learn expected skills. Lastly, she needs to provide more time for students to experience learning stations and provided scaffold directions in each station to foster student independence. Sasha is confident in instruction but feels that she can improve upon her delivery of the instruction.

Sasha modified her self-assessment in the area of professional responsibilities from distinguished to proficient. She expressed her desire to enroll into the summer session of online courses that are offered by the school system. She is interested in working with gifted learners and differentiation of instruction. Sabrina's level of internal conviction causes her to go against the grain and do what she thinks is best for the children stating that: "Sometimes I get this gut feeling that will not go away until I do what I think is best for my students. I have to stay true to who I am and what I believe. I have a strong conviction of what I know I have to do." Her administrator rated her highly effective with her professional responsibilities. She maintains an open line of communication with parents, teachers, and administration. Sasha is known to be an extremely dependable professional who consistently meets responsibilities, scheduled appointments, and deadlines. According to her administrator, "We are fortunate to have Mrs. Carter as a member of our staff." Sasha is very confident about her professional responsibilities and says, "I am an advocator at heart for my students." She would like to have a leadership role

and become more involved with school committees because she desires to "make a difference and grow."

4.3.6 Analysis of domain and outcome connections/contrasts.

Sasha states that there is a connection between being a systematic planner and the domain of planning and preparation. She feels that they convey the same idea to teachers, that they "mirror each other." The similarities include knowing your students, creating interesting lessons to meet student's needs, and having a clear assessment. Sasha uses clichés to convey her thoughts connecting planning with instruction. "Planning and preparation drives your instruction. You can't have good instruction if you haven't properly planned."

Sasha believes that being an effective communicator as well as a reflective decision maker intertwines with the domain of classroom environment. She feels that communication is essential to maintaining a supportive classroom environment. She states "When it comes to having a conducive classroom environment, safety, space, and be approachable are necessary. Having a positive rapport, print rich and appealing classroom will make a child want to learn." Sasha also thinks that you have to critically reflect in order to know what will and will not work in your classroom and make the necessary adjustments for student's learning.

Sasha expresses that there is a clear connection between becoming an instructional leader and the domain of instruction. With the classroom environment, she mentioned that since everything will not always be perfect in the class, teachers need to constantly monitor and "go with their gut instinct." She also makes connections to the previous domain of classroom environment. "Instruction can't be carried out without organization in a classroom. A good teacher must be able to multi-task while ensuring that learning takes place. Higher order thinking

strategies and resources must be present in order to aid in the success of the students." She

believes teachers must "step up to the plate when teaching or fold up and go home."

Sasha made a connection between becoming an evolving professional and the domain of

professional responsibilities. She wants to "improve upon being an evolving professional by

growing beyond negative experiences with a member of my team in order for us to collaborate. I

would like to give more input to things going on school wide. Also, I want to take some courses

that will broaden my horizon to develop." She also expressed that an evolving professional must

be a reflective decision maker.

4.3.7   Putting her story in perspective.

Sasha is a reflective and conscious beginning teacher who strives to receive corrective

feedback. Based upon the criteria of planning, Sasha's university supervisor rated her as exceeds

expectation and the school administrator rated her highly effective as indicated by the ratings in

Table 4.3. In planning, both evaluators rated her in the highest performance level on the rubric.

However, Sasha rated herself as proficient. She rated herself below that of her evaluators. In the

criteria of instruction, while in clinical preparation the supervisor rated Sasha as exceeds

expectation, while in professional practice the principal evaluated her as effective. Sasha's rating

of herself as proficient is an honest and drastic contrast from both her evaluators. As it relates to

the criteria of environment, the university supervisor rated her as exceeds expectation and her

principal evaluated Sasha as highly effective. Both evaluators rated her the same in this category.

She rated herself as proficient which is a level below the two evaluators. Lastly in the category of

professionalism, during clinical preparation her supervisor rated her as exceeds expectation and

her principal in professional practice also rated her in the similar matter, highly effective. Sasha

reflected and saw herself as proficient. Her rating was lower than that of her appraisers.

Table 4.3

Summary of Sasha's Teaching Evaluations

Criteria	Clinical Preparation	Professional Practice	Self-Evaluation
EVALUATOR	University Supervisor	School Administrator	Teacher (Self)
GRADE LEVEL	Kindergarten	Kindergarten	Kindergarten
PLANNING	Exceeds Expectation	Highly Effective	Proficient
INSTRUCTION	Exceeds Expectation	Effective	Proficient
ENVIRONMENT	Meets Expectation	Highly Effective	Proficient
PROFESSIONALISM	Exceeds Expectation	Highly Effective	Proficient

KEY: 3 (HIGH) = Exceeds Expectations/Highly Effective/Distinguished; 2 (AVERAGE) = Meets Expectations/Effective/ Proficient; 1(LOW) = Needs Improvement/Basic/Basic

4.4 Erin Brown's Story: "For Every Action There Is a Reaction"

"Everybody is not going to get their way all the time yet I expect you do what you are supposed to do. I hold students to high behavioral standards and consistently remind them that there are consequences for students who make poor choices. Students are accountable for their behaviors by explaining to their parents why they have been reprimanded (received a red/yellow marking). I tell my students there is a time and place for everything."

4.4.1 Getting acquainted: Personal perspective.

Erin Brown is a twenty-two year old, Christian, proud godmother, and single woman. Previously, she has been a clerical worker for an information technology firm and has been employed as a babysitter. At church she serves as a nursery school teacher and leader for the youth. She was born and raised in Baltimore County, Maryland. At her magnet high school, she took courses in the child development preschool program. Her mother recently retired after over 35 years as an elementary school teacher in an urban public school system. After high school commencement from a magnet public school in Baltimore County, Erin enrolled in the Early

Childhood program at The University. She received a Teacher Education Assistance for College and Higher Education (TEACH) Grant which is a federal grant that provides education majors funding if they agree to serve students from low income families upon graduation.

4.4.2 Experiences in clinical preparation (Semester I).

Erin was a traditional undergraduate student who completed her undergraduate teacher education program in four years and graduated summa cum laude. She was inducted into Kappa Delta Pi International Honor Society in Education. She has had clinical preparation experiences in two professional development schools completing field practicums with kindergarten and third grade.

During semester I of clinical preparation, Erin was placed in Ms. Wilson's kindergarten class for nearly thirty days. Erin had an effective manner working with young children. She was prepared to teach assignments and utilized support of the supervising teacher as well as the paraprofessional. The materials were appropriate to the lesson she created. As Erin worked with students she allowed them to experiment with the content and skill being taught. Her procedures allowed time for a comfortable environment in order for students to interact with the activities. She appeared committed to meeting the cognitive needs of her students because she was able to modify her planned activities to differentiate instruction when needed. She has good classroom management and has developed effective strategies to get the attention of her students to maintain control of the classroom. Her university supervisor recommended that while she speaks safely to the children, she may need to increase her volume to reach all the children when she has them on her own. However, the university supervisor praised the classroom environment that the teacher and paraprofessional have established. She reminded Erin that her current practicum

experience would likely differ from the one where she would be placed next semester. Therefore, she suggested that Erin develop techniques for management of activities and small group instruction with lower grade level students.

4.4.3   Experiences in clinical preparation (Semester II).

Erin experienced being a student teacher/ intern in an inner city third grade and kindergarten classroom. During the second placement in her student teaching experiences, Erin was welcomed into Ms. Davis kindergarten class of twenty-one students (twelve girls and nine boys). Erin gained more insight into the instructional and logistical operations of a primary classroom. According to observation evaluations from the mentor teacher and the university supervisor, Erin was rated a two (meets expectation) as a systematic planner. She researched the subject matter to be taught and obtained adequate resources. She planned for differentiation of instruction and students with special needs. Instructional goals appeared to be aligned with state standards for the grade level. Erin planned instruction that was engaging and developmentally appropriate. She was recommended to pay more attention to the written expectancies, like long range planning.

As an instructional leader, Erin was rated a two (meets expectations) from the mentor and supervisor. She displayed good classroom management based upon expectations shown for diverse populations. She encouraged student participation and treated students as individuals. Erin was consistent with her rules and procedures as well as encouraged student participation. She had the ability to connect to real world situations in her lessons. Erin utilized a variety of instructional strategies to monitor student learning, such as, asking questions that required critical thinking, and incorporating technology, small groups, and manipulatives. She was

recommended by the university supervisor to continue mastering the development of conceptual competencies in the subject matter.

Erin met expectation (rated 2.0) as an effective communicator as documented by the mentor teacher and university supervisor. Erin communicated well with parents. She effectively communicated effectively with students to ensure their success both academically and behaviorally. Erin modeled effective speaking and writing skills. She made smooth transitions from one component of the lesson to the other. She had neat penmanship. The mentor teacher recommended to her that she increases her voice level so all students could hear her and to command the classroom. Additionally she could improve upon her language usage when sharing with students. She needed to be aware of subject-verb agreement, and use of colloquialisms and fragments when she speaks quickly.

Erin meets expectations (2.0 rating) in her evaluations as a reflective decision maker based upon evaluation from mentor and supervisor. She was flexible, reflective, thoughtful, and open minded. She was able to analyze the learning environment and make adjustments as necessary to meet the needs of her students. During pre and post observation conferences, Erin was able to share her rationale for teaching as well as discuss curriculum development with the evaluator. She reflected upon data from the assessment to guide her teaching. She was recommended to heighten her sense of withitness, particularly when monitoring students as they work in centers.

For the evolving professional outcome, Erin met expectations (rated 2.0) according to mentor and supervisor. She was a consummate professional who was a team player. She was committed to life-long learning and continued development as an educator. She participated in

parent conferences, staff meetings, and team meetings. Erin had a friendly disposition with

students. She had a level of patience, an air of firmness, and she employed fairness in her

teaching style. Her mentor teacher and university supervisor commented in her evaluations:

- *"She will be an asset to any school community/education system."*

- *"She will enjoy a satisfying career as a teacher and the children will learn under her educational influence."*

- *"Erin will make a significant contribution as an elementary educator."*

- *"Miss Brown has many of the traits that excellent teacher's model."*

Upon reflecting on her experiences, Erin gave her suggestions on how The University

could make improvements in the future. From Erin's perspective, there were two areas that could

enhance clinical preparation: lesson plan (quality) and curriculum (format). Erin did her student

teaching in an urban setting yet was employed in a perimeter urban school district. She believed

the program had preservice teachers develop too many detailed lesson plans however that was

not an expectation in her own school expect to create her own formative assessments. In

addition, Erin described how the curricula, especially in Reading and Mathematics, are scripted

and there is little flexibility to be creative.

4.4.4 Professional practice first year school context.

Erin was offered a kindergarten teaching position at Washington Terrace Elementary

School upon completing her undergraduate program. The school is located in the perimeter urban

school system built in 1958. The school is in the southwest area of the district in a lower middle

class community. Washington Terrace was named one of ten elementary "Lighthouse Schools"

and focuses on Instructional Digital Conversion, a multi-year initiative centered on shifting

teaching and learning through the integration of technology. The school offers a full service afterschool program for eligible students. The public co-ed school is a Title I school in which 74.7% of the students receive free and reduced meal services. There are 453 students in grades pre-kindergarten through fifth. The student racial composition is 85% Black, 8% Latino, 3% Biracial, 3% White, and 1% Asian. There are thirty-three teachers: 48.1% have standard professional certification and 51.9% have advanced professional certification. Seven teachers have below two years of teaching experience and twelve teachers have two to five years of teaching experience. There are three kindergarten teachers. This school has a partnership with a university close by.

4.4.5   Experiences in professional practice.

Erin has a class of nineteen kindergarten students. As a teacher she describes her teaching style as no nonsense and she has high expectations. She considers herself to be nice and will give the students everything yet they know that she is serious. Furthermore she feels that she is a proficient teacher based on evaluations and self-assessments. Erin would like to "let go of being so directed in my responsibilities and facilitate more even though they are in kindergarten." She thinks she was well prepared in comparison to other first year teachers at her school but believes there is always room for improvement. She believes in showing up to work regardless of the situation because "it is about the growth and development of the children and my needs are secondary." Erin feels she brings a strong ability to teach based upon the learning needs of the students and she provides various activities to make them better understand the subject. Also, she thinks her ability to use data to guide instruction makes her a good teacher. Erin is dedicated to her students and tries not to be absent. Erin has a mentor teacher who is from a local university which partners with her school. As a first year teacher, she experienced an atmosphere of culture

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shock in her school since many teachers and staff may not have worked with others of a different racial background. She is an avid user of various social media to stay in constant contact with people and keep abreast of local happenings.

Initially, Erin rated herself between proficient and distinguished, in the planning and preparation domain, based upon her perception of her skill set without any prior knowledge of the domain. On the other hand, when she completed the *Framework for Teaching* workbook performance levels that included descriptors she critically evaluated herself at the basic level. Erin uses Sunday to complete her lesson plans for the week. "I make a copy of the lessons from the unit plan. I write the objectives for the week during the weekend. The other teachers on my team and I share resources and materials." Being reflective, Erin realizes that she should use her planning time more effectively. She understands that she is strong with differentiation of instruction and data analysis however; she feels she needs to depend less on the curriculum which is scripted and doesn't allow her to be creative. Erin's administrator rated her as highly effective (3.0 rating) on her evaluations. Her lessons and activities are well planned. She aligns her assessments with the learning objectives. "Miss Brown is a highly an organized teacher who is always prepared to meet the needs of her students." She expressed that "there is no wiggle room for the content that you teach but I have to put a lot of preparation into my first year with getting materials together and learning the curriculum."

Erin rated herself between distinguished and proficient in the domain of classroom environment however when she reflected and read the descriptors for the levels of performance she was able to see her ability rating as proficient. The school used the Positive Behavior Intervention System (PBIS) and she incorporates in her classroom, for examples with the "positive paws" that used cards with paw prints as a social reward. Erin makes sure she clearly

communicates with the students and parents to make sure that everyone is one the same page to establish a great learning experience. Her administrator rated her as highly effective. The overall atmosphere of her classroom is happy and productive due to her having a fair, consistent, and firm management style. It is evident she has a good rapport with her students using a blend of consistency, warmth, and tough love. The students benefit from having strong, clear routines and procedures established in the classroom which allow for structure and order. Everything that Erin does directly points back to the fact that she desires to validate all of her students and make them feel like valuable members of the learning environment.

Erin rated herself between being distinguished and proficient based upon her instruction then later reflected and changed it to proficient. Erin's philosophy of instruction deals with "relaying the information in the most general way so students can apply it in their lives." Erin constantly models the concepts and skills that she expects her students to learn. She believes she is strong in reading/language arts yet would like to attend more professional development to strengthen her delivery of mathematics. Her administrator evaluated her as effective. She uses varied teaching strategies, multiple learning modalities, and best practices implementing the kindergarten curriculum such as using manipulatives, metacognition, small group, centers, and read-alouds. She paces her lessons well and provides very little "down time." Her principal says, "Miss Brown vary the comprehension questions she poses through higher level text questions". She continues to show improvement with developing appropriate instructional strategies to enhance the instruction.

Erin modified her self-assessment in the area of professional responsibilities from distinguished/proficient to basic. Erin is very sociable and has an outgoing personality which has both positive and negative effects. She acknowledges that she has befriended some of her parents

on the social media site, Facebook. Perhaps because of this, her principal said, "Miss Brown is cautioned to keep the relationship with parents professional and not personal." She has participated in several school activities such as Reading Night, Math Night, Dinner Theatre, and Father-Daughter Dance. She has taken advantage of several professional development opportunities including a teacher book club study group. Erin also attended the new teacher seminar, the primary talent development kindergarten training, and the MMSR kindergarten assessment training. Her administrator rated her as effective in the domain of professional responsibilities. She is prompt and accurate with the submission of her reports as well as with following school procedures. Her principal considers her to be a dependable employee who shows a promising career as an educator.

4.4.6 Analysis of domain and outcome connections/contrasts.

Erin states there is a connection between the outcome of reflective decision maker and the classroom environment domain. Erin is aware that spatial perception is a skill she needs assistance with as an early childhood educator. She seeks assistance from her colleagues on setting up her classroom at the beginning of the school year. Based upon the feedback from others, she reflects upon what she thinks will work best for her and the students she teaches. Erin notes that "when I arrange furniture, I have to make sure that it does not block students view of other areas around the classroom as well as that I can see students when they are in various centers around the room."

Erin believes there is a connection between the outcome of systematic planner and the domain of instruction. She feels that "systematically planning drives your instruction. You can't have good instruction if you haven't properly planned. You can't go on the fly or else the kids

will go off and not be focused." Erin shared that knowing the student's learning style helps her determine what types of materials and visual aids, she should incorporate into her lesson.

Erin expressed her perspective on the connection between being an instructional leader and the domain of instruction. "As a teacher I set high expectations for my students when it comes to learning. It is important to analyze data in order to differentiate instruction." When she creates learning centers for her students to support instruction, she takes on the role as facilitator and allows her students to take responsibility for their own learning.

4.4.7   Putting her story in perspective.

Erin is a beginning teacher who is vibrant and fun yet strives to set a foundation of excellence for her kindergarten students. Based upon the criteria of planning, Erin's university supervisor rated her as meets expectation and the school administrator rated her as highly effective. In planning, she has shown growth from clinical preparation to professional practice as indicated by her ratings in Table 4.4. However, Erin rated herself as basic. She rated herself below that of her evaluators. In the criteria of instruction, in clinical preparation the supervisor rated Erin as meets expectation, and during professional practice, the principal evaluated her as effective. Both evaluators rated her similarly. Erin's self-assessment of proficient aligns with both her evaluators. In the environment criteria category, the university supervisor rated her as meets expectation and her principal evaluated Miss Brown as highly effective. Erin has shown improvement based upon the level of performance in this category. She rated herself as proficient. Lastly in the category of professionalism, during clinical preparation her supervisor rated her as meets expectation and in professional practice her principal rated her in the similar

matter, effective. Erin reflected and saw herself as basic. Her rating was lower than that of her appraisers.

Erin has been insightful and even though she may not show how adamant she is about her professionalism, she is developing teacher efficacy. As she reflected on her first year, it was one experience that impacted her assurance to accept her current teaching position. She shared: "I definitely see myself being in the classroom because it is hard to find teachers in the school system who are passionate about teaching in the geographical area that I am in. I think it is hard to find teachers to handle teaching in this area. I feel like if I was in a different area of the county that I would be less effective because I am used to the types of behaviors and how to manage them in this area. I like where I am and am going to stay here."

Table 4.4

Summary of Erin's Teaching Evaluation

Criteria	Clinical Preparation	Professional Practice	Self-Evaluation
EVALUATOR	University Supervisor	School Administrator	Teacher (Self)
GRADE LEVEL	1st Grade	Kindergarten	Kindergarten
PLANNING	Meets Expectation	Highly Effective	Basic
INSTRUCTION	Meets Expectation	Effective	Proficient
ENVIRONMENT	Meets Expectation	Highly Effective	Proficient
PROFESSIONALISM	Meets Expectation	Effective	Basic

KEY: 3 (HIGH) = Exceeds Expectations/Highly Effective/Distinguished; 2 (AVERAGE) = Meets Expectations/Effective/ Proficient; 1(LOW) = Needs Improvement/Basic/Basic

4.5   Michelle Taylor's Story: *Making Relationships and Learning from Mistakes*

"Sometimes I feel like I lose my students and don't know how to bring them back. On the first week of school I got hit with the reality that my students could not meet the curriculum expectations. I had to meet my students where they were and take them where they need to go. I constantly rethought about what I taught and what could have been done differently to ensure that all students knew something or received that extra boost to aid them in sharpening a skill. At the end of the quarter, almost everyone, had good grades."

4.5.1 Getting acquainted-personal perspective.

As a thirty-year old African-American, married mother of three (oldest girl and twin boys), Michelle Taylor is a native Baltimorean. Michelle is a very family-oriented person who remembers where she came from and uses that as a catalyst to be her best in all aspects of her life. After graduating from a local vocational high school she was accepted into a community college in the city to obtain an associate's degree in education. Upon matriculation she enrolled in the elementary education program at The University. She is a career changer who was gainfully employed in the State Comptroller's Office previously.

4.5.2 Experiences in clinical preparation (Semester I).

Michelle completed her internship experience in two inner city public schools with second graders and fourth grade math/science students. Having been a career changer, she successfully completed her program in five years, having to balance her job and academic responsibilities. She graduated magna cum laude and was inducted into Kappa Delta Pi Honor International Society.

During Semester I of clinical preparation, Michelle was in Ms. Baker's second grade class for two months with twenty-five students (fifteen girls and ten boys). Her mentor teacher complimented her on her positive disposition, as well as her willingness to interact with the students each time she was in the classroom. This experience helped Michelle to continue to improve professionally. She was encouraged to make sure she implemented each of the components she created in her lesson plan. She was reminded to make sure her objective and assessment aligned with the state curriculum standards. Additionally, it was recommended to her that she begin her lessons with activating the prior knowledge of her students. She provided real world examples to help further make her subject matter come alive. In addition Michelle set high

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expectations and worked with students who needed further assistance to demonstrate understanding of the topic. Her university supervisor commented that "Mrs. Taylor must consciously work on improving her grammar. She must continue to develop strategies to assess students' understanding of content." Michelle found creative ways to engage students throughout the lesson. She was receptive to feedback from her university supervisor and mentor teacher in order to prepare for her next semester of clinical experiences.

4.5.3   Experiences in clinical preparation (Semester II).

Michelle has had clinical preparation experiences in two professional development schools working with second, and fourth graders. The mentor teacher, Ms. Samuel, has two sections of fourth grade math and science classes' with an estimate of fifteen students per class. According to observation evaluations from the mentor teacher and university supervisor, Michelle was rated a two (meets expectation) as a systematic planner. She was commended for having creative, detailed, and engaging lesson plans that were developmentally appropriate for the grade level. She consistently planned activities that aligned with the curriculum provided and formative assessments given. She is praised for taking initiative in researching content for the curriculum and seeking resources to accompany the learning. It was suggested to Michelle that she continues thinking about effective ways to differentiate instruction based upon her student's ability levels. In addition, she was asked to think about the timing and pacing she planned for her lessons to maximize optimal learning time.

Michelle is rated a two (meets expectation) as an instructional leader by her mentor teacher and university supervisor. She paid attention to student progress during and after each lesson. Also she held high expectations for the students throughout the engaging lessons with technology. Michelle utilized several strategies to monitor student behavior. It was

recommended that she watch her timing in order to ensure that one lesson didn't go over the allotted time and compromise the next planned lesson. Her university supervisor recommended to Michelle that she explain the purpose of each activity during the lessons to make connections to the objective.

Michelle met expectations (rated 2.0) as a reflective decision maker as documented by her mentor and supervisor. She adjusted her lessons accordingly and was very insightful. Michelle was a great problem solver who was able to be fair in her decisions. She was suggested to consider other alternatives if technology is not working appropriately. Furthermore, when reflecting during post-observation conference, it was recommended to Michelle that she articulates more about future learning based on data analysis of formative assessment and share how it impacts student learning.

As an effective communicator, Michelle provided quick feedback to all students as well as praise when appropriate. She asked a variety of diverse questions in order to monitor for comprehension. Even though students responded to her as an authority, her mentor encourages her to develop solid classroom management techniques.

Michelle was an evolving professional who met expectations according to her mentor teacher and university supervisor in this outcome. She had a pleasant demeanor and developed a positive relationship with students and the mentor teacher. It was consistently written on her evaluations in this outcome that:

- *"Mrs. Taylor shows great potential and I hope to help her continue to grow professionally."*

- *"She displays many of the qualities needed to be an effective educator such as being passionate."*

- *"Michelle shows promise and is on her way to becoming a great teacher."*

- *"Any student in her class will have a great teacher. She is sure to have a great influence on other teachers and students."*

Upon reflecting on her experiences, Michelle gave her recommendations on how The University could make improvements in the future. From Michelle's perspective, there were two areas that could enhance clinical preparation: expectations (principal and scheduling) and observations (focus). Michelle was fully immersed into her clinical experience in the spring semester and therefore did not know what to expect during the first week of school as it pertained to room decorations, classroom behavioral policies, and implementation of the curriculum. Furthermore, Michelle was not familiar the terminology and observation indicators her principal was going to utilize when she would be evaluated at the start of the school year.

4.5.4   Professional practice first year school context.

Upon completion of her undergraduate program she was offered a position as a fifth grade mathematics and science teacher at William Grant Still Elementary. The school was built in 1927 and is located in the western area of the urban school system. This Prek-5 turnaround school is in a low socioeconomic neighborhood and shares a baseball field with the community recreation center. The school is surrounded by a community with several historic churches. The school has a performing arts focus. Additionally, a Judy Center is housed at the school that provides early childhood education and support services to families for school readiness. William Still is a Title I School in which 93.9% of the students participate in the free and reduced meal services. Students are required to wear uniforms. William Stills has 408 students

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consisting of 98% Black, 1% Latino, and 1% Biracial. There are thirty-one teachers and 29.2% earned standard professional certification, 45.8% advanced professional certification, 4.2% resident teacher certification, and 8.3% conditional certification. New teachers are assigned a school-based mentor with at least three years of successful classroom experience. There is one fifth grade interdisciplinary team of four teachers including a special educator.

4.5.5 Experiences in professional practice.

Michelle has two fifth grade math/science classes consisting of twenty students and eighteen students. She considers herself fortunate to come back as a teacher to the elementary school she attended as a child. As a teacher, she describes herself as "able to connect with my students. I tell them all the time that I am not perfect and make mistakes. I tell them we are going to learn together." As a teacher, Michelle is reflective, fun, energetic, and seeks resources and makes lessons meaningful. If you were to ask her students, they would say Mrs. Taylor is nice and that she models what she expects from the students. She is able to relate to her students because as a parent she has seen the behaviors in her own children during that stage in their development. When asked to discuss her teaching style she said, "I am liberal. My students and I learn together what is to be taught. We bounce ideas off of each other in a safe space." Michelle demonstrates professionalism by being on time and having perfect attendance which earned her recognition from her administration during a faculty meeting at the end of the year. Being professional means to her "knowing her students, being respectful, and doing whatever it takes to get the job done." Michelle recognized each student's unique ability by celebrating their academic achievement and created curriculum related field trips quarterly. She has taken on a leadership role unexpectedly as she is the upper grade math liaison and attends school district meetings to share with other mathematics teachers in her building.

Michelle initially rated herself as between distinguished and proficient in the domain of planning and preparation without any background knowledge of the domain. However as she got into the Framework she realized she wasn't distinguished but proficient. "I rated myself based upon reflecting on what I do and don't do each day with the students. I look back on what was accomplished. If I don't think either the students or myself got it I rated myself accordingly." She plans daily at school until seven in the evening since she has other responsibilities at home that wouldn't allow her to concentrate on lesson preparation. "I do lesson plans afterschool every day. If I don't my students are not going to get it, then I try to rewrite the lesson in a way that they will see how it relates to them. I get materials and look for stuff afterschool to know what I have to buy if it is not available at the school." Michelle's administrator rated her as effective. She has detailed lesson plans which align to the Common Core Standards for mathematics. In addition she organizes materials that connect to the learning goals for students.

Michelle rated herself as distinguished in the domain of classroom environment. However, as she reflected she discovered she was at the proficient level of performance. She uses STEM (science, technology, engineering, and mathematics) content to encourage friendly competitions between her two classes in order to develop teamwork and improve self-esteem. Additionally she highlights the school wide discipline system with the acronym of S.O.A.R. (safe, on task, accountable, and respectful). Her administrator rated her as highly effective. She has great behavior management because she builds a positive classroom filled with consistent routines to maximize instructional time. Michelle loves to reward her class several times a week with snacks as a motivational strategy. Michelle frequently monitors students as she circulates around the room as well as responds to students' questions. She allows students to complete their

classwork in teams to foster student to student interaction. It was recommended to Michelle that she practice demonstrating appropriate grammar in front of students.

Michelle rated herself as distinguish in the domain of instruction then later reflected and changed it to proficient. She would like to incorporate more science lab stations for students to be able to see science as it is happening. "I want to do lots of hands-on in both math and science for the students can see themselves using the information in the future." Also, Michelle believes that keeping a journal to reflect on her teaching allows her to improve upon weaknesses between classes in teaching and learning. "I realize that I will make mistakes but the mistakes that I made must be reflected upon and adjusted." The administrator evaluated her as effective. She explains that she writes the objective and discusses it with the class. She asks various questions that foster critical thinking. The assignments she develops are rigorous and provide real world scenarios. According to the principal: "Mrs. Taylor host coach class several times a week to further provide assistance for students to be successful." Michelle allows students to solve problems and have students critique each one others ability to solve algorithms. For improvement it was noted "she is highly recommended to make the purpose for the lessons clear as it connects to previous learning and objective." Furthermore, she is to consider providing ample wait time for students to respond to questions.

Michelle rated herself as basic and proficient in the domain of planning and preparation, initially but she changed it to proficient. She attends several workshops and reads various periodicals related to the subject area. "My first year experience has helped me to better understand myself. I know that I am human and that I will not be right all the time and that some students may not be 100% successful. I know that I can grow from my failure and give myself to all my students which is my job." Her administrator rated her as effective in the domain of

professional responsibility. Michelle continues to grow as a beginning teacher by attending professional development sessions throughout the school system on a monthly basis and works with the grade level instructional support team teacher. "Mrs. Taylor is friendly to all members of the faculty and staff. She submits requested paperwork in a timely fashion and is very punctual." Michelle participates in the school wide faculty book study initiative with a local university partnership with the school. She tries hard to reach out to students' families to inform them about students' academic and behavioral record.

4.5.6 Analysis of domain and outcome connections/contrasts.

Michelle feels there is a connection between systematic planner and instruction. She believes that planning lessons and creating instruction that brings real world learning experiences is critical to her preparation of content. She thinks "sometimes when I revisit the curriculum, I have to review the lesson sets in order to make sure that I understand the skills and concepts being taught." Having been given a new curriculum, there is a lot of behind the scenes work that the teacher must do in order to execute the lesson in a meaningful way for students to remember.

From Michelle's perspective, there is a connection between being a systematic planner and planning and preparation because as she states, "you have to plan and know where you are in the curriculum at all times. You need to be prepared and organized which is what we need to do when planning for lesson." Planning helps Michelle to stay on track and assists students with focusing especially if she thinks about their learning styles while writing her detailed plans. She completes her lesson plan each afternoon and organizes materials for the next day before she leaves for home.

Michelle made connections between being an instructional leader and instruction. She continually refines what she does in her classroom with her students in order to be able to discuss with her colleagues what she has learned. As part of an interdisciplinary team, during team planning, her feedback about student behavior and achievement are integral data for her fellow teammates to use in order to reflect upon their own rapport and instruction with the fifth graders. Michelle feels valued as a first year teacher who brings what she learns from system meetings, reads during her spare time, interactions with students, and reflects in order to help make positive contributions to the overall success of the school community.

4.5.7 Putting her story in perspective.

Michelle has a jovial disposition which draws students and colleagues to her as a beginning teacher on an interdisciplinary upper elementary grade level team. Based upon the criteria of planning, Michelle's university supervisor rated her as meets expectation and the school administrator rated her effective as indicated by Table 4.5. In planning, she was rated the same from clinical preparation to professional practice. Michelle rated herself as proficient which aligns with her evaluators. In the criteria of instruction, during clinical preparation the supervisor rated Michelle as meets expectation, and in professional practice the principal evaluated her as effective. Both evaluators rated her similarly. Michelle's rating of herself as proficient aligns with both her evaluators. As it relates to the criteria environment, the university supervisor rated her as meets expectation and her principal evaluated Mrs. Taylor as highly effective. Michelle has shown improvement based upon the level of performance in this category. She rated herself as proficient. Lastly in the category of professionalism, during clinical preparation her supervisor rated her as meets expectation and her principal in

professional practice also rated her in the similar matter as effective. Michelle reflected and saw herself as basic. Her rating was lower than that of her appraisers.

Michelle has shown tremendous growth from her clinical preparation experience to her professional practice experience. It was challenging for her as a career changer to resign from her job in order to complete her internship that may reflected in her evaluations as she struggled to balance school requirements and maintain family obligations. As a first year teacher she was able to be a team player and give unselfishly which was noticed by the administration, coworkers, parents, and students. Being a parent herself, Michelle understands the value of providing genuine nurturing and support to students as they begin to transition to another phase in their education—middle school. Furthermore, with the implementation of a new curriculum based upon Common Core State Standards the accountability bar was set high for her in the content areas of Mathematics and STEM education. Through it all, Michelle expressed, "I see me staying here because my school needs good teachers. Even though it is a challenging school with a high turnover rate, I want students to see someone consistent each year. I have built a relationship with them and I don't like change. I am used to the community and want to make a change in it."

Table 4.5

Summary of Michelle's Teaching Evaluations

Criteria	Clinical Preparation	Professional Practice	Self-Evaluation
EVALUATOR	University Supervisor	School Administrator	Teacher (Self)
GRADE LEVEL	4th Math/Science	5th Math/Science	5th Math/Science
PLANNING	Meets Expectation	Effective	Proficient
INSTRUCTION	Meets Expectation	Effective	Proficient
ENVIRONMENT	Meets Expectation	Highly Effective	Proficient
PROFESSIONALISM	Meets Expectation	Effective	Basic

KEY: 3 (HIGH) = Exceeds Expectations/Highly Effective/Distinguished; 2 (AVERAGE) = Meets Expectations/Effective/ Proficient; 1(LOW) = Needs Improvement/Basic/Basic

4.6   **Latoya Watson's Story: "Feedback and Accountability Yield Results"**

"Feedback was a big initiative this school year. I make certain they know what's expected of them by explaining the objective, new concept, directions, and grading rubric in terms they can understand. I used the 1-2-3 system for most of my assignments (1=excellent, 2=room to grow, and 3=need improvement). Before students work alone, I explain exactly what they need to do to earn a 1. Most students really work hard to achieve a 1 because they know that means that they did what they were supposed to do. We need to know how to analyze student results; because the data will let you know how to move forward with instruction."

4.6.1   Getting acquainted-personal perspective.

Latoya Watson is a proud thirty-one year old newlywed and African American mother of twin girls and an older son. Latoya graduated from a city magnet school and resides in the county with her family. She is a non-traditional student who is a career-changer. She formerly worked as a budget specialist for a primer private university. Latoya is a native Marylander. After high school she attended a community college and later transferred to The University as an early childhood education major. Latoya was a student member of the Maryland State Education Association. She completed her undergraduate program in three years. She currently works as a kindergarten teacher at the urban elementary school where she did her student teaching internship.

4.6.2   Experiences in clinical preparation (Semester I).

As a non-traditional student who was a career changer, Latoya had a lot on her mind as she tried to balance meeting obligations for her degree as well as managing home responsibilities to her husband and children. At times that was very stressful. Latoya has had clinical preparation experiences in three professional development schools working with kindergarten and third graders.

During Semester I of Clinical Preparation, Latoya was in Mrs. Lewis' kindergarten class for nearly two months. She provided individual and group assistance to students, monitored students during independent practice, and assisted with the collection, grading, and organizing of the homework folders. Latoya assisted with the inclusion process of the kindergarten team and attended team meetings in regards to its implementation. She also assisted the classroom teacher with the RAR (Raising a Reader) Program by doing a lot of the administrative paperwork in order to chart student progress. Latoya had a wonderful rapport with the students which was demonstrated through her being observant and conscious to their academic needs. She began to use the curriculum to plan and differentiate for student success. Furthermore she sought grade level materials to assist in varying instruction. Her mentor teacher stated that, "She takes initiative in seeking out and working with the students who need more help."

4.6.3   Experiences in clinical preparation (Semester II).

During her clinical preparation she had the opportunity to student teach in two inner city public schools. In Ms. Watkins' kindergarten class of twenty-two students (16 girls and 6 boys), Latoya began to refine her skills in teaching early learners. According to observation evaluations from her mentor teacher and the university supervisor, Latoya was rated a one (needs improvement) as a systematic planner. She was organized and showed effort in developing lesson plans that reflect the appropriate developmental procedures to integrate content and curriculum. However, the lesson plan did not contain all the elements required by the program for implementation. She demonstrated consistent alignment with the curriculum standards as well as appropriate differentiation of instruction. However Latoya needed to improve upon developing activities that helped students demonstrate mastery of the objective. Furthermore,

Latoya needed to pay more attention to the pacing of her lessons in order to give adequate time to all subjects on the daily schedule.

Latoya's mentor teacher and university supervisor rated her at a two (meets expectations) in the instructional leader outcome. Her delivery of instruction was good yet all students needed to be focused on the learning. She was encouraged to redirect off task behaviors in an affirming manner. Latoya did a great job of integrating technology using the Promethean Board which engaged the students. She maintained a positive nurturing learning environment that met the needs of individual students and demonstrated the knowledge of content. Her classroom was orderly because she established good routines and procedures which were consistent.

Latoya needed improvement (rated 1.0) as an effective communicator as documented by her mentor and supervisor. She utilized techniques that guide students to listen attentively and follow directions. Her university supervisor remarked, "Mrs. Watson can be more effective when she and children face each other and discuss concerns." There were occasions where she spoke quietly to her students; yet there were times when she needed to be more assertive, allowing the children to better understood her directions and expectations. Latoya was recommended to be mindful to appropriately distinguish between the use of uppercase and lowercase letters with her primary learners. It will benefit the children as they learn to read and write. Lastly, Latoya speaks with many grammatical errors when communicating with her students. She was advised of this concern by her university supervisor which she must consciously spend time to correct.

As a reflective decision maker, her mentor and supervisor rated Latoya as meets expectations on her evaluations. She is applauded for her skills in withiness- knowing what is happening in her room at all times. It is evident in her teaching that she sought to modify her

strategies as students need emerged. She arranged procedures to accommodate each group of learners. During observation conferences (pre and post), Latoya was able to receive and implement suggestions given. Furthermore she was confidently able to discuss her reasons for delivery of instruction with the administrative team. The mentor teacher commented that "Ms. Watson is comfortable with allowing students to make choices as it relates to learning during guided and independent practice" based upon the various learning styles displayed.

Latoya is an evolving professional who meets expectations in this outcome as documented in her mentor teacher and university supervisor evaluations. It is evident she recognizes the need to collaborate with other professionals in her area. She appeared to have an effective working relationship with her mentor teacher, parent helper, and university supervisor throughout her experience. Her teaching style is strong, firm, yet caring. She participates in staff development activities when encouraged or invited. With strong recommendations, Latoya was advised to make sure that "she is punctual in order to ensure her students are successfully meeting the curriculum mandates set by the schools system." The following comments were written in her evaluations relating to this outcome:

- *"Mrs. Watson will be an excellent addition to any school. She is a proven team player."*
- *"Her basic instincts are good and she has the characteristics necessary to become an effective teacher."*
- *"She is becoming an excellent teacher. She has all the natural talent and gifts of grace and intelligence required for this craft."*

Upon reflecting on her experiences, Latoya gave her recommendations on how The University could make improvements in the future. From Latoya's perspective, there was one area that could enhance clinical preparation: class size (student population). Latoya's is

employed at the same school where she did her clinical experience, is in the same grade level, and on the same team as her mentor teacher. Latoya was surprised with her class size and would have liked for her clinical preparation to have prepared her more for working with overcrowded class sizes especially since she was not given a teacher's aide for support.

4.6.4   Professional practice first year school context.

Upon completion of her undergraduate program she was offered a position as a kindergarten teacher at Arthur Tatum Elementary School. The school is geographically located in the western area of the urban school system. Built in 1961, this Title One School is home to 346 students in grades pre-kindergarten to fifth grade. The school was the first to formally implement the Year Round Education Program in the state. The school is bounded by a HBCU campus, shopping mall, mega church, and historic high school. The neighborhood is designated by the city as an Empowerment Zone receiving funding for community improvement and revitalization. After school programs are in partnership with the Child First Program and the YMCA. The school formally subscribed to using Common Knowledge and Direct Instruction curriculums. Arthur Tatum has 346 students of which 91.8% receive free and reduced meal services. The student racial demographic consists of 98% Black, 1% Latino, and 1% Biracial students. The students are required to wear uniforms and the upper grade levels are same gender classrooms. There are 22 teachers, of which 41.2% have standard professional certification, 47.1% have advanced certification, and 5.9% have conditional certification. A classroom teacher in the building has been designated as new teacher support mentor. There are two kindergarten teachers.

4.6.5   Experiences in professional practice.

Latoya has a class of twenty-nine kindergarten students. As a teacher she describes herself as "very serious yet trying to be kid friendly. I am firm, creative, and thorough. I have a high level of expectation and hold all my students accountable." She describes her teaching style as authoritative and explicit. Latoya pinpoints her strengths as a teacher who uses explicit instruction methods and models instruction but feels she needs to improve being "lovey dovey" and singing songs to the class. Consistent with her personal philosophy that the opinions that young people have count, Latoya encourages student interaction and participation in her classroom.

In the domain of planning and preparation, Latoya relied on feedback from her administrative team and scored herself between proficient and distinguished. Upon carefully read the levels of performance for the domain, she maintained rating herself at proficient and distinguished. Latoya plans her lessons daily and sometimes on Sunday, if needed. "I don't do any planning at school. I can't concentrate at school when kids are in the building. When in school other distractions take away from me planning so I do it at home. Afterschool I just want to go home." She realized that she during her planning sessions at home she has a tendency to over plan which has its pros and cons. "I spend a lot of time writing my lesson plans in great length in order for someone to literally be able to come in and follow them step by step." She identifies herself as an organized person who sets a plan for what she is going to do with her lessons. Latoya's administrator rated her as highly effective. Her planning reflects consistent, appropriate use, and enhancement of state approved standards and system curriculum scope and sequence. According to her principal, "Mrs. Watson planning provides for a variety of materials and exciting activities which cause students to be stimulated for learning. Her lesson plans

follows the school requirements and is very detailed." The pacing is appropriate and there are a variety of stations to accommodate the varying ability levels of her students. Latoya is very confident in her planning as a beginning teacher.

Latoya rated herself as distinguished in the domain of classroom environment. However having reflected upon her first year experiences, she adjusted how she evaluated herself and changed it to a mixture of distinguished and proficient. She was so surprised at the large number of students she teaches in an open spaced pod structured environment but, Latoya enjoys creating a colorful and inviting room which highlights what the students have learned. Her administrator rated her as effective. She utilizes the light system for behavior management (green means on task, yellow means refocusing, and read means assistance). Latoya allows students to take ownership of their work and welcomes visitors to look at their completed projects. The students show respect to the teacher and work hard to follow the rules. The classroom is a safe community for all students to take on academic challenges without feeling embarrassed. The principal commented, "Mrs. Watson, walking into your classroom is like a breath of fresh air. Your learning environment is welcoming."

Latoya rated herself distinguished in her instruction and when asked to rate herself again at the end of the year, continued to perceive herself as distinguished. She firmly holds her students accountable for their individualized learning and assesses them as they progress through the lessons. Latoya recognizes the importance of small group instruction and re-teaching skills as needed. Her administrator evaluated her as effective. She is encouraged to provide enough wait time for students to think and process their answers. Latoya clearly communicates the focus of the lessons as well as help students to make connections between the various parts of the lesson. She explicitly models and scaffolds tasks to ensure student mastery. Furthermore she provides

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corrective feedback to her students to ensure they are on the right track. Latoya displays extensive content knowledge and ensures students' understanding of the material is clear and accurate. The intentional questioning techniques that she uses allow students to have an opportunity throughout the day to verbally share what they understand.

Latoya rated her level of performance in the domain of professional responsibility as a cross between proficient and distinguished, but realized that she was actually proficient. She thinks that educators act professionally by carrying themselves with pride and respect around parents and students. Some of the traits that she exhibits as a professional are coming to work on time, having a positive attitude, and staying away from foolishness. Latoya is on the Attendance Committee and participates in grade level professional learning community meetings. She is currently enrolled in her first year of graduate school to earn a master degree in early childhood education. Her administrator rated her effective in the domain of professional responsibilities. She stated to her, "Your passion for teaching is reflected in your interactions with the entire school community. Thank you for all you do to increase student achievement." She seeks opportunities to meet with and interact professionally, ethically, legally, and respectfully with parents, students, colleagues, and supervisors. Latoya has exemplary attendance and is punctual. The principal states, "Mrs. Watson is a dedicated and a hard working individuals who works diligently to provide quality instruction. We are fortunate to have her as part of the Arthur Tatum family."

4.6.6   Analysis of domain and outcome connections/contrasts.

Latoya believes there is a connection between what takes place in the classroom environment with being an effective communicator and reflective decision maker. She stated, "I

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make comments on my students' work samples based upon the scoring rubric. I also have to showcase student work with comments and grade." At times, she has to monitor the student's attitudes and work in order to make necessary adjustments. Latoya also has to make decisions based on seating arrangements and furniture placements in the physical space. She added "When I am placing students into groups I have to make changes based on their interactions with one another."

According to Latoya being a systematic planner relates to planning and preparation. "Preparing ahead of time is key because students are so used to your routine and style; they know when you are not planned." Organization is important to her, especially prioritizing with a checklist of the items that need to be done that day. During her planning time, Latoya grades papers, hang up work, or straightens up the classroom. She gathers materials for the next day's lesson so that she doesn't have to rush in the morning having gotten ready the night before at home.

4.6.7   Putting her story in perspective.

Latoya is a beginning teacher whose high expectations and no horseplay personality garners respect and promotes achievement from her primary grade students. Based upon the criteria of planning, her university supervisor during clinical preparation evaluated her as needing improvement. However, her school administrator during professional practice rated her at the top level being highly effective. Latoya's self-assessment in these criteria, distinguished, which aligns to the rating of her principal as indicated by Table 4.6. In the criteria of instruction, the rating of the university supervisor of meets expectation and the school administrator (effective) were the same-meets standards. The rating she gave herself (proficient) is the same as

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the university supervisor and the mentor teacher. In the criteria category of environment, the university supervisor recommended a rating of needs improvement however the school administrator rates her effective. Latoya felt she was at the distinguished level for her classroom environment. Lastly in the category of professionalism, the university supervisor and school administrator evaluation ratings of effective aligned as does how Latoya's.

Being new to the profession, Latoya felt she was "stuck in her classroom doing her own thing and was just kind of closed off from everyone else." Veteran teachers would at times come to her room to see if she needed anything or to see how she was doing. She is looking forward to interacting more with colleagues and working on more committees. Additionally she wanted to contribute to the professional learning culture of the school. Latoya has shown growth from clinical preparation to professional practice and is still learning. She was proud of herself when she reflected and commented, "Just me acknowledging that I need to work on something is growth. Just examining myself more and trying to see how I can be better. I am really getting a handle as a new teacher how everything works out in a school." She welcomes having pre-service teacher candidates into her classroom to assist and learn. Latoya's momentum is to keep going in the profession and seek out professional opportunities (including her enrollment in an early childhood education graduate program) as much as possible especially since she is accountable for student achievement." She expects to earn tenure within the next two years and plans to seek out other opportunities to gained more professional knowledge and help the children in the school system.

Table 4.6

Summary of Latoya's Teaching Evaluation

Criteria	Clinical Preparation	Professional Practice	Self-Evaluation
EVALUATOR	University Supervisor	School Administrator	Teacher (Self)
GRADE LEVEL	Kindergarten	Kindergarten	Kindergarten
PLANNING	Needs Improvement	Highly Effective	Distinguished
INSTRUCTION	Meets Expectations	Effective	Proficient
ENVIRONMENT	Needs Improvement	Effective	Distinguished

KEY: 3 (HIGH) = Exceeds Expectations/Highly Effective/Distinguished; 2 (AVERAGE) = Meets Expectations/Effective/ Proficient; 1(LOW) = Needs Improvement/Basic/Basic

4.7 Asia Smith's Story: "It's Game Time: Make It Fun and They Will Learn"

"I can make everything into a game. It's okay to have fun as long as we are focused on learning. To keep student engaged when asking a question, I toss a squishy ball. Since they love the ball, they are always attentive and anxiously await for the ball to come their way so they can provide their input. I find creative ways for students to learn especially when I don't have the resources. Sometimes I have to make it. For example, students who struggle with one-on-one connections, I created an egg-carton activity where they use beans to place the indicated numbers of beans in each crate. I have created pocket charts and file folder activities for tactile learners."

4.7.1 Getting acquainted-personal perspective.

Asia Brown is a twenty-five year old single woman with a severe health problem that requires her daily attention. She is originally from New Jersey where her formal education took place in Catholic schools. Asia moved to Maryland to continue her education and be closer to her grandmother. She has attended several community colleges and one other four-year institution before enrolling in The University in early childhood education. Asia has previously worked at a Head Start Center. She resides in an urban perimeter community and works in an urban setting.

4.7.2 Experiences in clinical preparation (Semester I).

Asia successfully completed her undergraduate teacher preparation program in three years. She was a student member of the Maryland State Education Association.

During semester I of Clinical Preparation, Asia was in Ms. Williams' third grade class for nearly two months. She worked with twenty-eight students, 12 had learning disabilities. The students enjoyed working with Miss Brown and felt very comfortable going to her to ask questions regarding their assignments. Asia made herself available to assist any student especially those who had difficulty. She took the time to learn each student's specific needs and helped them achieve their goal to the best of their ability. She was organized and stayed on task. She was very enthusiastic when working with students and they enjoyed learning from her due to her positive personality. Asia was always ready with a smile and a kind word which allowed her to have a good rapport with the students. Her mentor teacher stated that "She will continue to grow and become even more effective as a teacher with further opportunities."

4.7.3 Experiences in Clinical Preparation (Semester II)

During her internship experience she has had experiences in two inner city public schools with both ends of her certification level: prekindergarten and third grade. In Ms. Fulton's prekindergarten class of sixteen students (8 girls and 8 boys), Asia was trying to improve her craft. According to observation evaluations from the mentor teacher and the university supervisor, Asia was rated a two (meets expectations) as a systematic planner. She wrote very well developed lesson plans which indicated she had the ability to plan lesson successfully. Her teaching style demonstrated she properly plans for the grade level. Asia's activities were consistent with current curriculum guidelines. There is evidence that suggested she was able to create appropriate teaching strategies and materials to meet the objective of the lesson.

Asia was rated a one (needs improvement) in the outcome of being an instructional leader by her mentor teacher and university supervisor. She demonstrated patience with the students and held them accountable. Asia provided differentiated instructional activities to include diverse learner needs. Activities are utilized frequently to activate student's prior knowledge. She involved students in meaningful activities that encourage use of multiple resources and instructional flexibility. However, her classroom management skills needed to improve. She needed to employ corrective behavior strategies to assist students with actions such as noise level. Asia was encouraged to develop a more enthusiastic presentation style to stimulate students' attention and participation. Furthermore, it was suggested that she develop a sense of withitness in order to establish an appropriate proximity that would allow her to see all students when teaching.

According to Asia's mentor and university supervisor, she met expectations (rated 2.0) as an effective communicator. She modeled good verbal and non-verbal skills. Asia provided guidance for students using the Promethean board. In addition, she provided lots of opportunities for students to develop fluency in listening, speaking, reading, and writing. She had a no non-sense approach that students seem to understand and respond to in a positive manner. Her students also responded to questions in a positive manner.

Her mentor and supervisor evaluations indicated that Asia earned met expectations as a reflective decision maker. She modified her approach as needed so that all children were successful in the learning process. Asia applied learning theories when she selected strategies used during teaching. Based upon students' answers and monitoring, she determined the ability level of students and provided assistance as needed. She applied the feedback she received

during her observations to improve her lessons. Asia was a reflective practitioner who continually evaluated the effect of her choices and actions on others.

Asia was rated a met expectations as an evolving professional by her mentor teacher and university supervisor. She attended school meetings and professional development sessions whenever she was invited. Asia collaborated with her mentor teacher and others in the school building. She had an opportunity to sit in on parent conferences which allowed her to foster better relationships with the parents of the students. Asia was aware of and carried out professional responsibilities in giving and receiving help from others. The following are comments on her evaluations relating to this outcome:

- *"Asia will be an asset to the school district where she is hired and a model for the children who will depend upon her."*

- *"Has the potential to be a good teacher."*

- *"Ms. Brown will be an asset to any staff that she works with."*

Upon reflecting on her experiences, Asia gave her recommendations on how The University could make improvements in the future. From Asia's perspective, there were two areas that could enhance clinical preparation: expectations (administration, planning) and resources (amount). Asia is cognizant of the fact that every school has its own culture. Additionally she recognizes that The University served to give her foundational tools to begin as a teacher. Asia believed there was a disconnect between what she was informed during clinical preparation and what was required of her during professional practice from her principal such as the lesson plan template protocol. Furthermore, she shared that she thought she had greater supplies at her disposal in the program than in her current school building.

4.7.4   Professional practice first year school context.

Upon completion of her undergraduate program she was offered a position as a prekindergarten teacher at Southside Preparatory Academy. The school is located in the eastern section of the urban school system. Southside is a charter created in 2005 by an African American college and community corporation. This Prek-8 school was formed to address many social problems, particularly access to quality education for the residents in that community. The school receives mental health and wrap around services for student performance and family support. Southside is located a few blocks from a national recognized hospital and the downtown tourist area of the city. It is a Title I School in which 93% of the students receive free and reduced meal services. The students are required to wear uniforms. All the 333 students are African American. There are twenty two teachers, of which 33.3% obtained a standard professional certificate, 3.3% obtained an advanced professional certificate, and 16.7% obtained a conditional certificate. There are two pre-kindergarten teachers. Half of the teachers in the building are new teachers. The school's teacher induction program is designed to assist beginning teachers in their first and second years of teaching using master teachers mentoring new teachers.

4.7.5   Experiences in professional practice.

Asia did not begin working until two months into the academic year, due to concerns with producing documents required by the school system. During that time the paraprofessional assigned to her classroom substituted in her stead. As a result, her paraprofessional become a much appreciated resource when Asia finally joined the classroom. Asia has 20 children in her all day pre-kindergarten class. She describes herself as a creative and loving teacher who is parent-oriented (She tries to get her parents involved as much as possible.). At times she states

she is stern and no non-sense "probably because I don't have kids of my own. I am too hard since they need to know that I mean business." Asia has high expectations especially when she knows that her students can perform. She feels that she can also be fun and silly but the students must first do their work. "My paraprofessional (Ms. Hawkins) is a little more compassionate than I am."

Based on the evaluations administered by her principal, Asia was put on a Teacher Improvement Plan (P.I.P.) to intervene with specific skills in which she has to show progress during the school year. Asia is concerned that she was inappropriately placed on a PIP and that she wasn't given proper support. Sharing her frustration she indicated that "the biggest thing to happen since being at this school was being placed on a PIP and I do not think I should have been since the correct steps weren't taken before the observation began. We never had a pre-observation conference. What he wrote as areas of improvement were not things that he didn't observe during my first lesson which he documented."

Asia rated herself distinguished in the domain of planning and preparation; however as she examined herself throughout the entire school year she changed her rating to basic. Asia prefers to plan at home because the school is too chaotic to plan effectively. "I am a big procrastinator and wait until the last minute for planning especially for an observation. I should carve out specific time. I really don't do a lot of planning but like to create games." She thinks that since the curriculum is online that she doesn't have to plan much. She is aware that she needs to use her 45-minute planning time effectively while students are with the resource teacher. She has the same planning time everyday yet puts off planning because "It's hard to stop and write down what I am going to do yet I know how to teach it since I am quick on my feet." Asia's administrator rated her as effective. She uses the *Understanding by Design* lesson plan

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template required by the school. Asia spends a lot of time clarifying the directions and expectations as they relate to the objective of the learning activity. She gives students clear and concise directions for each activity and makes sure expectations are consistent with the ability level of her students. Her content is accurate and she finds engaging ways to present it to the children. Asia expressed that she feels somewhat confident in her ability to plan; however, she recognized that she needed to plan more effectively.

Initially, Asia rated herself as proficient in the domain of classroom environment however; when she reevaluated herself she realized her level of performance was between basic and proficient. She likes her classroom to be colorful with good use of classroom space with furniture and equipment to make it aesthetically pleasing to the eyes. Asia shows she values input from her students. She indicated that her students are bad children who have multiple behavior issues and she does not have effective behavior management strategies to combat them. Asia was one of two teachers sent to a professional development workshop on developing activities and techniques to redirect student actions. Her observations of her students suggest to her that they come to school with little or no experience with routines, so she has to work with them to adjust. It takes time for them to get routines down. "My principal said to write office referrals." Even though the Positive Behavior Intervention Strategy model is to be implemented, she states that her school has a "ghetto climate and inner city mentality." As she shares, you can detect the frustration in her voice, "Parents drop their kids off and have me to deal with them. I am not here to baby sit." Her administrator rated her as basic. She should implement rules and routines in her class that allow momentum to be maintained and make the best of the instructional time. Transitions are disorderly and ineffective and many students are idle for a significant time. According to the principal, "Miss Brown is learning to develop ways to

maintain a positive, focused learning environment and classroom culture. However this is an area under development and requires more experience, training, and practice which she will be able to master these concepts. It is suggested that she participate actively in the new school wide conflict resolution management and peer mediation program training." However he also stated that she has worked feverishly on improving the quality of the classroom climate to make sure it is a safe learning environment.

Asia, initially, rated herself as proficient in instruction and maintained that rating for herself in her subsequent self-evaluation. She feels that creativity plays a part in teaching. Asia likes to use games, manipulatives, and hands-on activities as methods to show how ideas can connect to everyday life. Sometimes she tries to keep students focused by using catch phrases as attention grabbers. Her administrator evaluated her as effective. Asia conducts a variety of checks for student understanding throughout the lesson such as student to student and teacher to student interaction. The delivery of instruction is scaffolded and there are differentiated tasks to promote access to grade level content. Small group instruction is used to help special needs populations. Asia provided wait time and applied various levels of questions to ensure students have mastery of skills.

Asia rated herself between basic and proficient in the domain of professional responsibilities during the first self-evaluation and at the conclusion she rated herself the same as in the beginning, basic and proficient. She feels strongly confident with her performance in this domain. Asia turns in paperwork on time, keeps accurate records and constantly reflects. She tries to maintain an optimistic attitude and stays in her place, as a new hire, by knowing her boundaries in the school building. Asia tires her best to reach out to parents in order for them to become a part of the class by writing notes, sending emails and text messages. Currently she is

not a member of any school committees. Asia tries to professionally grow on her own by reading

books about teaching and learning on her Kindle. Her school administrator rated her as proficient

in her professional responsibilities. The principal says, "Miss Brown frequently communicates

with parents about student progress on a regular basis. She complies with attendance policies and

meets deadlines for student reporting." She interacts professionally and respectful with all

people in the school to contribute professionally to its culture. She actively seeks out

opportunities to partner for teaching and learning in a professional manner.

4.7.6   Analysis of domain and outcome connections/contrasts.

Asia states that there is a connection between being a reflective decision maker and the

classroom environment. She feels teachers have to decide the best use of space when arranging

desks as well as make resources easily accessible for classroom activities. "My room is so small

so there is not too much arranging. These are something that goes into your decision making

skills." Furthermore, student personalities and ability levels have to be thought about as you

create a positive environment for learning. Asia recognizes it is not just positioning of furniture

that helps with smooth transitioning but that positive behavior is critical as well. "You can have a

student be the conflict resolution manager or peacemaker in a group. You have to know what

works and what doesn't work. You have to give it time."

Asia shares that there is a connection between being an effective communicator and

classroom environment. She acknowledges that teachers should ask for help when they need it,

such as issues that arise with discipline and resources. Teachers should voice what they need to

have a positive classroom environment. Lesson plans should be clear and concise for effective

classroom environments. She thinks that being an effective communicator is not just the words

but the audience. "Know your students and what type of communication works best with them

such as evil eye, body language, or proximity. Knowing your students and what type of interruptions to expect will help you when the unexpected situation arises. The type of communication you present (positive or negative) will have an impact (positive or negative) in the environment."

Asia believes that there is a connection between being an instructional leader and instruction. She thinks they are "one in the same." She believes can't have instruction without knowing students' strengths/weaknesses. These help the teacher to find ways to keep students engaged in the materials being taught. Teachers try to explore questions which cause students to critically think. "We are multi-taskers so we have to be able to have lots of centers, group work, and monitoring everything that is going on at the same time. We have to make sure that the learning is done for every subject every day." Teachers are leaders who are able to collaborate and grow from one another.

4.7.7   Putting her story in perspective.

Asia is a very frenzied and overwhelmed beginning teacher who wants to be able to do her best and seeks supervisory support to become extremely successful. Based upon the criteria of planning, Asia's university supervisor rated her as meets expectation and the school administrator rated her similarly, effective. Asia's self-rating of proficient is consistent with those of evaluators from clinical and professional practice as indicated in Table 4.7. In the criteria of instruction, the university supervisor rated Asia as needs improvement while in professional practice the administrator evaluated her as effective. Therefore, she has made progress in this category a year later. Asia rated herself as proficient which aligns with her school administrator. As it relates to the environment criteria, the university supervisor determined she needed improvement, yet her administrator rated her as effective. Asia has made

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gains in the classroom environment. Her rating of herself in this category, proficient, matches that of her administrator. Lastly in the category of professionalism, during clinical preparation her supervisor rated her as meets expectation and her principal in professional practice also rated her in a similar matter, effective. Asia's evaluation of herself was the same as both the university supervisor and school administrator which was proficient.

Miss Brown felt that "the first year was about surviving. This job has no down time and will consume you. You have to balance priorities at work and home." Asia is not sure that she will continue as a classroom teacher in her current school system. "I would want to experience another school system as well as to see where my best fit would be. I will stay in my school system next year."

Table 4.7

Summary of Asia's Teaching Evaluation

Criteria	Clinical Preparation	Professional Practice	Self-Evaluation
EVALUATOR	University Supervisor	School Administrator	Teacher (Self)
GRADE LEVEL	Pre-kindergarten	Pre-Kindergarten	Pre-Kindergarten
PLANNING	Meets Expectations	Effective	Basic
INSTRUCTION	Needs Improvement	Effective	Proficient
ENVIRONMENT	Needs Improvement	Basic	Basic
PROFESSIONALISM	Meets Expectations	Effective	Proficient
KEY: 3 (HIGH) = Exceeds Expectations/Highly Effective/Distinguished; 2 (AVERAGE) = Meets Expectations/Effective/ Proficient; 1(LOW) = Needs Improvement/Basic/Basic			

4.8   Cross Story Analysis and Discussion of Crosscutting Themes

4.8.1   Theme and category development.

The researcher's analysis of interactions of participants and data from the six instruments led to predetermined themes which evolved into the creation of subthemes, and crosscutting themes. Figure 4.1 illustrates how the themes (shown to the left in the figure), subthemes (shown horizontally in the figure), and crosscutting themes (shown vertically in the figure) interconnect as a set of findings that represent participants' thinking.
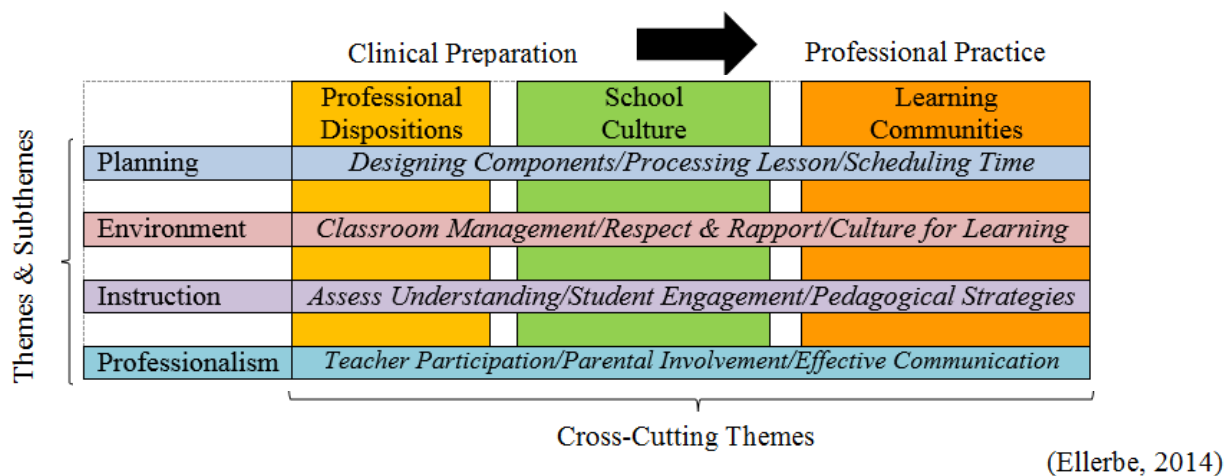
Figure 4.1. Visualization of themes.

The four categories (planning, environment, instruction, and professionalism) were identified based upon the conceptual framework outcomes and professional domains described in each secondary question. The themes shown in the figure above emerged from the analysis of all data reflecting commonly shared ideas that provided insight for addressing the primary and secondary research question of the study. The categories were used by the researcher for the interviews and focus group sessions. The data from these sessions were organized based upon the secondary research questions, patterns or connections both within and between the themes which evolved into three to four subthemes [See Appendix D-4]. Each of the themes and

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crosscutting themes are labeled and coded with abbreviations. The categories and themes were a part of the focused coding process. The richness of the data from the categories and themes led to capturing examples that contributed to very unique case stories.

The crosscutting themes contain ideas that did not easily fit into one category or theme did reflect some overlap with several themes. Unlike the themes which were constructed, these subthemes emerged from a more in-depth analysis of the data which uncovered repeated personal concerns from the teachers related to their clinical and professional experiences. As a result, it became important to extrapolate these crosscutting themes to identify additional perspectives and ideas to support the research; as well as, to support the data that emerged from themes and subthemes. The open coding analysis, resulted in the convergence of three crosscutting themes (each had three subthemes) that emerged in all five case stories. The crosscutting themes were: the display of professional dispositions, the effect of school culture, and the necessity of learning professional communities. These crosscutting themes weaved through each category as bridges and barriers to the successful completion of the teacher's first year experience in the vocations.

4.8.2 Summary of the results.

The primary research question, "In what way do indicators of candidates' clinical preparation and first year teachers' professional practice impact teaching performance as measured by observation evaluations?" was best addressed by examining each of the secondary questions connected to this study. The results suggest that there is a considerable connection between the clinical preparation outcomes and first year teacher professional practice domains. Additionally, the results suggest that first year teachers became more realistic in their self-evaluations. Each domain area was analyzed using descriptive statistics.

4.8.2.1 Secondary Question #1: How do teachers identify as being a systematic planner as they develop in their first year of teaching?

The results for the planning theme indicate that participants were able to organize the instructional content and were able to design instruction. The four subthemes that emerged from the data pertaining to this secondary research question included: designing components, processing lessons, scheduling time, and knowing students. Data from the pre self-assessment instruments indicate that all participants rated [See appendix D-2] as distinguished or proficient with an average between 3.6 and 4.0. Post self-assessment data reflects a shift for all the participants to proficient and basic performance with an average range between 2.2 to 3.5 of the six components within the domain. All, except one, participant identified in the 2.5 to 3.0 range were evaluated as either exceeds expectations or meets expectations during their clinical preparation observation [See appendix D-3]. However, participants showed disperse rating during professional practice with ratings between 2.0 and 3.0. This indicates the teachers were either highly effective or effective.

4.8.2.2 Secondary Question #2: How do teachers identify as being an evolving professional as they develop in their first year of teaching?

The results in the theme of professionalism indicate that participants worked beyond their classrooms with participating in activities to enhance their practice and commitment to the professional standards. The three subthemes that emerged from the data pertaining to this secondary research question included: parental involvement, teacher participation, and effective communication. Eighty percent (n=4) of the participants identified in the pre self-assessment [See appendix D-2] as distinguished or proficient with an average between 3.2 - 4.0 and one participant identified as basic with a 2.0 average. During the post self-assessment, sixty percent

of the participants (n=3) identified as proficient. This was a shift upwards of two participants while one remained consistent. Forty percent (n=2) identified as basic reflecting a shift downward and one participant with the other remaining consistent. One teacher identified as exceeds expectation while the other four were identified as meets expectation during their clinical preparation observation evaluations [See appendix D-3]. The same teacher who was evaluated as exceeds expectation during clinical preparation was rated highly effective during professional practice rated at 3.0. The remaining participants were rated between 2.0 and 2.5 identifying the teachers as effective.

4.8.2.3 Secondary Question #3: How do teachers identify as being an instructional as they develop in their first year of teaching?

The results in the theme of instruction indicated that the lesson plan developed by participants suggested they were able to implement skills and content. The four subthemes that emerged from the data pertaining to this secondary research question included: pedagogical strategies, student engagement, assessment of understanding, and implementation of plan. All the participants identified in the pre self-assessment [See appendix D-2] as distinguished or proficient with an average range of 3.0 - 4.0 and during the post self-assessment all participants shifted to proficient performance with a range between 3.0-3.4. Four out of the five (80%) of the participants identified as meeting expectations during their clinical preparation observation evaluations and one identified as needing improvement [See appendix D-3]. During professional practice observation evaluations, three participants showed growth as highly effective with a three rating, and one participant showed growth with a 2.5 or effective rating. One participant stayed the same as basic with a 1.5 rating.

4.8.2.4 Secondary Question #4: How do teachers identify as being an effective communicator and a reflective decision maker as they develop in their first year of practice?

The results in the theme of environment indicated that participants created a comfortable classroom atmosphere for students that reflects their belief that all children have learning potential during clinical preparation and professional practice. The three subthemes that emerged from the data pertaining to this secondary research question included: classroom environment, culture for learning, and respect and rapport. All the participants identified in the pre self-assessment [See appendix D-2] as distinguished or proficient with an average range of 3.0-4.0 but during the post self-assessment the participants shifted to proficient and basic performance with a range between 2.8 to 3.8. Sixty percent (n=3) of the participants identified in the 2.0-2.5 ranges or meeting expectations during their clinical preparation observation evaluation and forty percent (n=2) identified as 1.5 in the needs improvement rating [See appendix D-3). However, all but one of the participants showed improvement in their professional practice ratings between 2.5 and 3.0 when they were in their first year of teaching. This indicates these teachers were effective. However, one teacher stayed consistent between clinical preparation and professional practice as basic.

4.8.3   Crosscutting Theme#1: Displaying professional dispositions.

In this section of the chapter is the analysis of the selected participants' reflections for each of the three crosscutting themes and a discussion pertaining to the crosscutting themes. This study has a series of subthemes subdivided by a succession of related themes. The crosscutting themes evolved through participants recurrently talking about their experiences, evaluations, and

expectations. These crosscutting themes surfaced and overlap the categories and subthemes that were presented.

Dispositions have been identified as an important component of effective teaching. In the last few years, teacher education programs have been challenged to assess and prepare teachers in the area of teacher dispositions. Lund, Wayda, Woodard, and Buck (2007) have acknowledged that in the past there has been a lack of emphasis on dispositions contributing to the challenge of defining and measuring these traits in teacher candidates. Dispositions are defined by NCATE (2008) as the professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. The study of dispositions in teacher preparation programs is critical for two reasons. First, the disposition to teach is commonly identified as the primary quality of successful educators (Taylor and Wasicsko, 2000). Second, addressing dispositions in teacher preparation programs is required at state and national levels as an element of the accreditation process.

Recent trends within school systems have made it increasingly important that teacher education programs ensure their teacher candidates are prepared to become effective teachers in the classroom. Some researchers have defined dispositions in a manner that reflected their understanding of how dispositions supported professional practice. For instance, Katz (1993) stated there were three conditions or patterns of behavior that should be exhibited in order to identify if a teacher was demonstrating effective teacher dispositions: professional behaviors should be exhibited often, the disposition should be done willingly and knowingly, and it should be goal-oriented. Katz understood the importance of intentionality behind a teacher's behavior, and recognized dispositions needed to reflect principle-based behavior. Working in urban

schools with diverse student populations is a dynamic that encompasses a variety of dispositions and practices that are generally determined relative to the practices and experiences of the classroom teacher. Engestrom's (1990) Cultural Historical Activity Theory suggests that student achievement is determined, in part, by a teacher's performance. Activity theory refers to the interaction of personal and context features that shapes, the concept knowledge, skills, and dispositions of teachers. This theory helps to explain the data collected during this study as it relates to the theme, professional dispositions.

The interview and focus group sessions are reflective of the numerical interpretations of participant's professional dispositions and consistent with Engrestom's Cultural Historical Theory because within the context of the teaching and learning experience of each of the participants, the majority of these African American participants were educated in urban school settings. The urban school setting values a more stern and respectful approach rather than an academically rich and rigorous one and according to the data, these candidates valued an approach similar to their own experiences in Pk-12 settings.

During Focus Group #1, the facilitator asked the participants a question about their planning practices for observed lessons vs non-observed lessons. At this time, Asia had a burning question about classroom management and the responses provide insight into their perspectives about professional dispositions. The transcribed thread below depicts this conversation.

> Asia: [directed towards participants] *If you have kids of your own, does that impact how you plan? Is it a motherly instinct? Some parents don't think I have compassion but I consider it tough love. The parents I don't want to say "coddle them" but I don't do that. I am lovey dovey but stern at the same time. Sometimes I say "Miss Smith needs a special hug from you." At times they want too many hugs. Sometimes it's the bad ones that want hugs.*

Latoya: [responding to Asia] *It's probably like that saying, "Don't smile before December. I can be sarcastic such as when a child is hurt by saying, "Are you going to survive?"*

Asia: [to Latoya] *I told a student who was crying to "go the bathroom and get yourself together. I am not going to baby you; you can be a baby at home."*

Erin: [to Asia] *I am the same as you. My children cry at the drop of a hat. I have a student who cries constantly and I tell him, "You are a boy, Nathaniel. It is not that serious. Go over there, bye!"*

This conversation clearly indicates a general belief in a professional disposition that is no nonsense and authoritative, which has some value in the urban school setting because it is consistent with community communication patterns. However, reflecting on the academic challenges that are also historical in urban school settings, it is safe to conclude that a blended value system maybe more effective especially in early childhood environments.

4.8.3.1 Discussion of crosscutting theme #1.

Knowledge, skills and dispositions are embraced within these standards as essential elements of teacher preparation and teacher quality, yet dispositions remain a neglected part of teacher education. While NCATE requires colleges and universities to assess the disposition of pre-service teachers and ensure they develop dispositions that positively impact students, NCATE has failed to include guidelines for assessment and development of these dispositions (Maylone, 2002).

Jung and Rhodes (2009) suggest that assessment systems at colleges and universities frequently categorized candidates according to their dispositional level, but rarely included the goals of teacher education. College and universities' assessment instruments tended to focus on character related dispositions rather than competence related dispositions. Carroll (2005) recommended assessing required dispositions by making the invisible visible through active

means, assessing in structured ways through ongoing observation, and assessing over time. He emphasizes the criteria used in the assessment of dispositions should be public, explicit, and have moral meaning for teacher educators and their practice. Research conducted by Darling-Hammond (2005) indicates that research-based activities should be used to develop and enhance dispositions in teacher candidates. Among the strategies identified in the literature that promoted the development and enhancement of teacher disposition are: field experiences (Carroll, 2005), professional development schools (Darling-Hammond, 2005; Ledoux & McHenry, 2006; 2008), case studies (Applefield et al., 2001; Eberly et al., 2007), collegial relationships (Edwards & Edick, 2006; Wasicsko, 2004), multicultural education (Alger, 2007; Garmon, 2005), and development of self-efficacy (Coberly & Cosgrove, 2007; Phelps, 2006; Wasicsko, 2004).

4.8.4   Crosscutting Theme #2: Acceptance in school culture.

New teachers consistently experience "praxis shock" which is the challenge of coping with classroom realities that preservice training did not adequately prepared them to address (Goddard and Foster 2001). One of the goals of preservice teacher education is to try to mitigate praxis shock (Anagnostopoulos, Smith, and Basmadjian 2007). The teaching profession is not kind to novices as they are expected to undertake the same responsibilities as veteran teachers while adapting to their new work environment (Casey and Childs 2007; McCormack, Gore and Thomas 2006). They are also dealing with isolation. Cookson (2005) explains, "One of the ironies of teaching is that it is one of the most social occupations, but is also one of the most isolating professions. (p. 14)" Isolation is both physical and social, is not new to teaching (Lortie, 1975). The structure of the school building itself isolates teachers from one another (Harris, 1995). This, coupled with the invisible walls constructed by the culture of teaching, creates a setting that promotes privacy and isolation (Britzman, 1986). It can also lead to attrition. If the

education system in America is ever to be turned around then the retention rate of teachers must be improved and decreasing isolation is a key to this happening. Teachers often find themselves isolated from others.

Teacher attrition has become a very serious problem in the United States in recent years. Nearly 540,000 teachers switched schools or left the teaching profession in 2000-many of them due to feelings of isolation (Carroll & Fulton, 2004). Despite investing four, sometimes five, years of their time and money in a teacher preparation program, spending hundreds of hours observing teachers in the classroom, completing a semester as a student teacher, and obtaining a job in a very competitive field, national data reports that forty-six percent of new teachers nationwide leave. Some of this is due to feelings of isolation. In response to this high rate of attrition, many state education associations have begun to focus on solving the problem of teacher isolation through formal mentoring programs. In fact, formal mentoring has become a very popular teacher induction tool in recent years. In 2001, thirty-eight states were offering some kind of mentoring or induction program for new teachers (Hirsch, Koppich & Knapp, 2001). Linda Darling-Hammond (2003) contends:

> School systems can create a magnetic effect when they make it clear that they are committed to finding, keeping, and supporting good teachers. These teachers become a magnet for others who seek environments in which they can learn from their colleagues and create success for their students. (p.12)

One way to decrease this isolation is through becoming part of a professional learning community or community of practice. The social practice theory of legitimate peripheral participation (Lave and Wenger, 1991) emphasized that learning occurs when new participants are afforded legitimate peripheral participation in communities of practice. As the beginning teacher moves from the periphery of the school culture to its core, they become more active and

engaged with the school and hence assume role of becoming a seasoned member of the school community. Many new teachers feel isolated and may encounter a lack of support from their peers and school administrators. Wong and Wong (2005) explain, America typically view teachers as independent operators, encourage teachers to be creative, and expect teachers to do a good job behind closed doors. Collaboration is rare. Loneliness and lack of support further exacerbate the problems of beginning teachers. In the context of this study, the theory is that new teachers could benefit from support and involvement in order to strengthen their sense of belonging to the school and profession. Involving new teachers in ongoing work activities helps new teachers see the value of being in relevant settings for learning, the existence of strong goals for learning in the work environment, and themselves as a valuable part of the school culture.

The passage below derived from interview and focus group data and are examples of the value of support and involvement are presented through the experiences of one urban and one perimeter urban first year teacher.

Sasha

With only two new teachers in the entire school building, Sasha was assigned a part time mentor that stops by the school once or twice a month. Sasha feels that her mentor was accessible to her and allowed her to express her frustrations and worries. Her reflections are shared below:

> "*I reflect on how when I first got the position how bright eyed and bushy tailed I was and then two weeks later I wasn't sure if I could do this, I didn't know what they were expecting of me with new people and building. I came in naïve. There was a lot of information that I received that went over my head because others knew this stuff and I didn't. I felt like a foreigner which I was and it was weird to me. When it falls on your shoulders you have to step up or fold in the towel and go home. You have to make it work. Make sure you stay firm and consistent by*

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keeping the image in your mind that you got this. It's all in you; it's a part of your make up. In school I think we should look more at the new teacher's expectations and needs because it can be overwhelming."

"*I did not do a lot to participate in the school as a first year teacher. I didn't want to over extend myself. Next school year, I want to be more involved in the school community in order to add more school-wide input such as the gifted and talented committee and leadership team. I want to expand beyond what I did this year especially since I will be second in charge on our three person kindergarten team.*"

Latoya

Latoya's mentor teacher is a tenured teacher in the building who was assigned mentor seven other new teachers. In the beginning of the year, she was great in helping Latoya to understand what was expected about meetings, supplies, and other things within the school system for the primary grades. Towards the middle of the year, Latoya didn't have meetings as often with her mentor teacher. Latoya shared:

> "*Even though we had a mentor, they weren't on our grade level. Even with my team mate, I didn't get support. We didn't collaborate enough. I am doing my own thing and she is doing her own thing. I felt like I had to do more to survive this year. My school is cliquish. Some of the teachers were doing their own thing and busy.*"

Even though, the principal came into Latoya's classroom with other teachers to see Latoya do demonstration lessons, she still did not feel comfortable with her teaching.

> "*In the building, I thought I would have more assistance. From the beginning I felt like hey I'm drowning. Who's going to help me? I am on my own here. I am stuck in my classroom doing my own thing. Even though I have veteran teachers who come down and tell me that I need to tell them or show them this, I feel lost.*"

Because she was beginning graduate school, Latoya limited her involvement to the attendance committee and participated in Back to School Night, sharing that:

"I am taking graduate courses at Towson where we have a professional learning community. We don't really have a consistent one here so I want to get involved with it so that I can encourage other teachers to as well." However she plans to get more involved next year as have other teachers join her on committees. The staff here is segregated. *"I feel like I have been in my sectioned "tucked away in the corner" of the open space classroom doing my thing and really don't see what everyone else is doing. So having professional development or faculty events where we can share more of what we do and bounce ideas off of each other would be helpful."*

She feels this will help her interact more with her colleagues and taking on more responsibilities in the building.

4.8.4.1 Discussion of crosscutting theme #2.

To prevent isolationism and create a supportive, collegial environment for new teachers is to develop novice teacher learning communities. Novice teacher learning communities allow groups of beginning teachers to come together for support and guidance. Beginning teachers felt isolated in their schools but connected in their learning community. Schuck (2003) conducted a study in which beginning teachers volunteered to be members of a novice teacher learning community for one academic year. Overall, Schuck's novice teacher learning community helped beginning teachers reflect on their teaching, share resources and techniques, and develop professional relationships, thus reducing feelings of isolation. Another study, by Mycue (2001) developed the "Professional Circle" as a model to reduce isolation through the development of a collaborative group of teachers. Participants indicated that their feelings of isolation were lessened. The study suggested that the Professional Circle provided a useful model to help teachers in their professional development, by increasing a sense of belonging, various stakeholder support, and active beginning teacher involvement throughout the building.

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The importance of the human element cannot be undervalued as it relates to teacher efficacy, support systems, and faculty involvement. A professional learning community (PLC) offers tremendous support to all teachers, beginning and veteran. For a school to be effective, faculty members need to trust each other. They need to be open to learning and they need to be sensitive to one another. One valuable aspect of a PLC is how the members naturally validate each other's feelings. Teachers often feel overworked, challenged, and unsuccessful in responding to all the demands of the job. The members of a PLC will provide compassion, support, and an environment where teachers are more likely to openly share their vulnerability. Changing the culture of a school can be difficult, and even after a PLC has been developed, it continues to need attention. According to DuFour and Eaker (1998), "Shaping culture is a never-ending task. Like a garden, a healthy culture requires constant cultivation. (p. 149)" To change the school culture from one of isolation to one of collegiality, a good leader knows this to be a fact, and continuously tends to his/her garden.

4.8.5 **Crosscutting theme #3: Generating learning communities.**

Instituting professional learning is important to ensuring that schools enculturate a learning environment where teachers work together, learn from each other and share best practice on effective teaching and learning. It is the collective work of teachers and the creating of shared professional knowledge that attrition will decrease and tenure will be secured. According to Skerrett (2010), teacher learning communities can be defined as groups of teachers who "continually inquire into their practice and, as a result, discover, create, and negotiate new meanings that improve their practice. (p. 648)" Learning communities respect and acknowledge that teachers are adult learners who learn in different ways, come from different backgrounds, work in a variety of context specific settings, and cater to the needs of diverse students. They

recognize that teachers have individual needs, different motivations for learning, and prior knowledge and experience that will impact on the type of learning they choose to engage in. "Educators who are building a professional learning community recognize that they must work together to achieve their collective purpose of learning. Therefore, they create structures to promote collaborative culture" (DuFour, 2004, p. 8).

The main emphasis of the professional learning community (PLC) is a continuum of learning (Hord, 2004). Hord believes principals and teachers should be active learners in an ongoing collaborative effort to assess organizational needs and strive to address them. Hord (2003) defines characteristics of PLC as: supportive and shared leadership, shared values and vision, collective learning and the application of that learning, shared practice, and supportive conditions for the maintenance of the learning community. Stoll, Bolam, McMahon, Wallace, and Thomas (2006) confirm these characteristics of PLCs and identify three other characteristics as significant. These are mutual trust, inclusive school-wide membership, and networks and partnerships that look beyond the school for sources of learning. McLaughlin (2001) also mentions many of the same characteristics referenced by Hord and Stoll et al., but adds reflective dialogue, de-privatization of practice, professional growth and mutual support and mutual obligation as other important themes for developing PLCs focused on school improvement.

DuFour (2004) states that powerful professional learning is embedded in the routine practices of the school where teachers are organized into teams, provided time to meet during the school day, and given specific guidelines for engaging in activities that focus on student achievement. DuFour notes that the process of collaboration should be developed to impact professional practice. Collaboration forms the community of a PLC. DuFour & Eaker (1998) state "the term 'community' places greater emphasis on relationships, shared ideals, and a strong

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culture; all are factors which are important to school improvement.(p. 95)" Theories of situated

learning in communities of practice (Lave & Wenger, 1991) are frequently cited across the

literature on PLCs. Lave and Wenger note an essential link between learning and practice, and

describe how this connection develop through social contexts that arise when work practice is

shared and novices acquire the behaviors and practices of experts. The Annenberg Institute for

School Reform (2004) notes that PLC's promote a commitment to improve both individual

content knowledge and professional practice among community members. School-based teams

can include grade-level groups that focus on developing lesson plans and assessments, or multi-

grade teams that collaborate on aligning curriculum and ensuring a coherent learning pathway

across grade levels.

When the participants were asked about the impact that this study's professional learning

cohort has had on them, as they started their careers, the beginning teachers shared:

> Michelle: *"After graduation you still need support. I was able to get help and ideas from my peers when needed by talking with them and learn things about issues that other teachers are having to work out in their schools. Before [being a part of the] focus group, I knew little but now I feel a lot better having discussed with my peers about our experiences. I will continue to attend professional development in order to seek information to improve myself."*

> Erin: *"As a first year teacher, I felt alone and set up to fail yet the focus group provided a support system. It made me feel that I wasn't alone. New teachers don't have a lot of time but need to collaborate with other teachers whenever possible. I was able to reconnect with former classmates. I bounced information off of others for strategies and suggestions. This helped me reflect about how I need to attend professional development to improve my teaching skills."*

> Asia: *"It gave me comfort and support that I wasn't alone. I felt a closer relationship to my colleagues who I graduated with. It provided me an outlet as a first year teacher to reflect and share my experiences, get different perspectives, redirection, and get assurance. I could assess my own practices. We need more meetings so we can have time to go more in depth with certain topics."*

The comments from three of the participants clearly highlight how the learning community implemented in this study provided a support system, strengthened peer connections, generated conversations and knowledge as well as assisted with teacher development.

4.8.5.1 Discussion of crosscutting theme #3.

Professional Learning Communities (PLC) are educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improving learning for students is continuous job-embedded learning for educators (DuFour et al., 2006).Richardson (2005) describes PLCs as a "craze sweeping the country," and she adds that a growing number of schools are making time available during the workday for teachers to meet in grade-level or content area teams. Fullan (2006), reports that interest in learning communities has moved beyond the researchers to a growing movement among practitioners. Montgomery County Public School System in Maryland (Montgomery County Schools, 2008) has organized a Professional Learning Communities Institute (PLCI) designed to increase student achievement by building the capacity of participating schools' leadership teams to work and plan for improvement. Teams are provided with structured professional development and ongoing support from the Office of Organizational Development in Montgomery County.

A learning community can offer support and motivation to teachers especially beginning teachers as they work to overcome the tight resources, isolation, time constraints and other obstacles they commonly encounter. In schools where there is an active learning community, teachers work together more effectively, and put more effort into creating and sustaining opportunities for student learning. Professional collaboration is a critical component to the

successful implementation of professional learning communities (Jacobson, 2010). Hattie (2009) concluded that the best way to improve schools is to organize teachers into collaborative teams that clarify what each student must learn, establish the indicators the team will track, gather evidence of student learning on an ongoing basis, and analyze the results together so that they can distinguish which instructional strategies are working and which are not. Hargreaves (2002) found that cultures of collaboration among teachers seem to produce greater willingness to take risks, help teachers learn from their mistakes, and provide opportunities for teachers to share successful strategies with their colleagues.

The National School Reform Faculty (2008), is an organization devoted to developing collegial relationships and reflective practice among educators through a model called the Critical Friends Group (CFG). They note that a CFG is strong when the following characteristics are present:

- Openness to improvement

- Trust and respect

- A foundation in the knowledge and skills of teaching

- Supportive leadership

- Socialization and school structures that extend the school's mission

In addition to these indicators of successful Critical Friends Groups, others include relational and interpersonal skills such as managing conflict and building consensus. Wood (2007), in her portrait of two teachers' learning communities, points to the importance of communication skills required for collaboration, such as facilitating meetings within a realistic time frame, and building shared norms and values for discussing teaching practice and student learning. She also mentions various tools for structuring conversations; these included protocols for looking at

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student work, analyzing practice, and assessing the value of lessons. PLCs bring focus on relationships that result in opportunities for learning. Knowledge of how to work collaboratively is a foundation for PLCs and with this knowledge the opportunities for building content knowledge proceeds.

Richard Axelrod (2002) once wrote, "Universities come to know about things through studies, organizations come to know about things through reports, and people come to know about things through stories.(p. 112)" Kouzes and Posner (1999) describe storytelling as "the most basic form of communication; more prevalent and powerful than facts and figures. They claim, "The strongest structure for any argument is a story. (p. 101)" Howard Gardner (1990) argues that the artful creation and articulation of stories constitute a fundamental responsibility of leaders. Noel Tichy (1997) concurs that the ability to create and tell a vibrant story is one of the most powerful teaching tools available. In other words, stories are what people remember best, because good stories resonate with the human emotion. Good stories not only captivate but teach the audience. These case stories were integrated into this study to help illustrate the lived experiences of the five first year teachers.

CHAPTER FIVE

DISCUSSION AND RECOMMENDATIONS

"There's all the difference in the world between having something to say and having to say something." (Dewey, 1907, p. 67)

5.1   Overview

Much has been written and discussed recently about the best method of evaluating teacher preparation programs and certified teachers in K-12 schools. Professional groups such as CAEP and the National Council for Teacher Quality (NCTQ) are urging education providers to demonstrate the effectiveness of their teacher candidates through case study research. Much discussion and debate is being generated over the best method of assessing the effectiveness of teacher preparation programs. Current research on teacher education rarely addresses what happens after teachers begin teaching. Research on preservice teachers is mostly confined to discussions of the experiences they have with coursework and during internship (Earley, 2005; Hollins &Guzman, 2005: Sleeter, 2001). Current research on teacher education rarely address what happens after teachers begin teaching. There is definitely a need to increase research focused on the monitoring of program completers experiences in their classrooms. Meaningful assessment of teacher preparation requires a complicated approach based on a strong research methodology and focused on program outcomes. This study focuses on graduates in their first year of teaching and serves as a model for the type of case study research being discussed as a promising practice in teacher preparation.

This descriptive case study investigated first year teaching experiences for a cohort of The University teacher education program completers (one elementary and four early childhood teacher candidates). This study analyzed performance evaluations to identify how their teaching

practices reflected the conceptual framework for the School of Education. Presented in this chapter is the discussion of the key findings tied to the literature review and theoretical framework of this study. The conclusions drawn are included with the discussion, supported by the related literature and addressing the research questions of this study. The primary research question is: "In what way do candidate's clinical preparation and first year teachers' professional practice impact teaching performance as measured by observation evaluations?" The secondary questions are:

1. How do teachers identify as being a systematic planner develop in their first year of teaching?

2. How do teachers identify as being an evolving professional develop in their first year of teaching?

3. How do teachers identify as being an instructional leader develop in their first year of teaching?

4. How do teachers identify as being an effective communicator and a reflective decision maker develop in their first year?

In addition to the discussion section, recommendations that are grounded in the literature and intended to inform practice and policy, are also presented. Chapter five concludes with suggestions for future research.

5.2   Introduction

In this era of accountability, the United States is at a critical moment in teacher evaluation. In this century, education accountability has shifted away from a heavy reliance on input measures toward a greater emphasis on measures of educational outcomes. This shift has influenced the design and purposes of teacher preparation program evaluation (Crowe, Allen, and Coble, 2013). Funding from the federal government has brought a renewed focus to the

implementation and evaluation of models of teacher effectiveness. These efforts to implement and evaluate methods of measuring teacher effectiveness have led state departments of education to submit comprehensive statewide plans to address the issue. Maryland quickly passed legislation that would better position itself to receive funding.

Kimball, White, Milanowski, and Borman (2004) noted that "new, standards-based teacher evaluation practices have recently emerged to respond to historical deficiencies in evaluation practices and improve instruction and accountability. (p. 62)" Although other models measuring teacher effectiveness have developed and are used in school systems nationwide, Danielson's (2007) Enhancing Professional Practice was utilized by both school systems in this study and adopted by the state Department of Education. Danielson's model is used for self-assessment, teacher preparation, supervision and evaluation. States, school systems, teacher preparation programs, accreditation agencies, and teacher educators must come together in an effort to seek better alignment of expectations for evaluation. The researcher analyzed the relationship between the outcomes of the Danielson framework used as an evaluation tool for teacher performance and the conceptual framework outcomes of the teacher preparation program. The study provides some initial evidence of a positive association between teacher performance, as measured by the evaluation system, and the conceptual framework. Evaluation must be part of an ongoing approach to preparation program support that embodies principles of lifelong learning that are transferred from clinical preparation into the school systems' professional practice.

5.3   Overview and Discussion of Findings

There are three sub-findings that support the overall finding pertaining to the necessity

for professional development in teacher evaluation. The themes and crosscutting themes

discussed from the previous chapter, resulted in the emergence of the key findings (see Table

5.1).

Table 5.1

Overarching Finding and Sub-Findings

Overarching Finding: Teacher Evaluation and Professional Development are interconnected methods to promote deeper awareness of effectiveness for first year teachers.		
Sub-finding #1: First Year Teachers benefit from self-assessments and reflections to measure performance.	Sub-finding #2: First Year Teachers benefit from conversations and feedback to share experiences.	Sub-finding #3: First Year Teachers benefit from choices and ownership to improve learning needs.

**5.3.1   Overarching finding: Teacher evaluation and professional development are
interconnected methods to promote deeper awareness of effectiveness for first year
teachers.**

States receiving *Race to the Top* funding have been implementing new teacher evaluation

systems in order to improve teacher effectiveness, however those evaluations have little meaning

unless they are accompanied by professional development and support. Evaluation (of

professional practices) and professional development are strategies that become joint support that

work together, not separately, for analyzing/measuring teacher effectiveness. Teacher

evaluations should be associated with purposeful and sustainable professional development in order to improve teacher effectiveness. When teacher evaluation is aligned to professional development (and vice versa) then it creates a successful intervention for teacher effectiveness. Professional development is also critical to ensure that teachers have the necessary knowledge and skills to effectively implement the evaluation. According to van Veen, Zwart, and Meirink (2011), effective professional development should be related to classroom practice, more specifically to subject content, pedagogical content knowledge, and student learning processes of a specific subject. When teachers develop with respect to these aspects of content, an increase in teacher quality and student learning results.

Evaluation has to be a learning process not only for the teacher, but the evaluator. Therefore targeted professional development is needed based on annual evaluation ratings. By taking into account the multiple components of professional practice and student growth, evaluation results will provide a more detailed look at teacher performance so that targeted and supportive professional development can be provided in a timely manner. Danielson (2010) contends, when the quality assurance requirements for an evaluation system and the professional learning requirements of a sound professional development system are part of the systems' overall design, it is possible to achieve a valid, reliable, defensible policy that also engages teachers in valuable reflection, and professional conversation. When evaluation is aligned with professional development opportunities, it becomes clearer how evaluation can be driven by forms of professional development.

Evaluation should be based on professional development that intentionally focuses on identified teacher strengths and weaknesses, which enables teachers to focus on continually improving their practice and becoming highly effective. Evaluation results offer a detailed look

at teacher performance so that targeted and supportive professional development can be provided in a timely manner. Individualized professional development will strengthen the knowledge, skills, and classroom practices of teachers to improve student achievement and teacher effectiveness. An aspect of teacher effectiveness is the set of behaviors that teachers incorporate into their daily professional practice. These involve a deep understanding of subject matter, learning theory and student differences, planning, classroom instructional strategies, and assessment. They also include a teacher's ability to reflect, collaborate with colleagues, and continue ongoing professional development (Barry, 2010).

Every teacher should be afforded a meaningful opportunity to improve their effectiveness through quality and relevant professional development as the cornerstone of the evaluation system. The local school system have a responsibility to provide authentic professional development that will allow teachers to continually improve. The State Department of Education has given each school system responsibility of how to plan and deliver high quality professional development based upon the evaluation system. The Maryland Teacher Professional Development Standards (2001) are a framework to create improvement of professional development for all teachers. The standards speak to the notion that all educational stakeholders such as institutions of higher education and local school systems throughout the state collaborate to ensure professional development is accessible and high quality for all teachers. The second category of the Process Standards (#7, #8, and #9) relate to data driven decision making, evaluation, as well as the design and learning of teachers. Each of these categories has a range of four to five indicators which highlight the relationship between classroom evaluation and professional development. As alignment between evaluation and professional development increases, growth opportunities for teachers relate more closely to evaluation results.

First Year Teachers in this study were asked to play an active role in their development by: (1) assessing and reflecting on their current level of performance; (2) scheduling critical conversations with evaluators; and (3) customizing their choices for differentiated learning experiences. Each of the above stated roles of teachers is supported by the Maryland Teacher Professional Standards and include the following elements:

▪ Reflection and follow-up discussions on observations and teaching experiences

▪ Ongoing professional development tailored specifically to new teacher needs

Table 5.2 illustrates the alignment of the sub-findings with the data sources from chapter four.

Table 5.2

Alignment of Sub Findings and Data Sources

Subfindings	Data Sources
#1: **Self-** **Assesments &** **Reflection**	Appendix B1,B4, B5: Clinical and Professional Practice Teacher Evaluations Appendix B2: QuestionPro Survey- Framework for Teaching Appendix B3: The Four Domains Self-Assessment Survey Appendix D1: The Four Domains Self-Assessment Performance Level Ratings Appendix D2: Clinical and Professional Practice Teacher Evaluation Ratings Appendix D3: QuestionPro Survey Report-Framework for Teaching
#2: **Conversations** **& Feedback**	Appendix C1: Initial and Exit Interview Protocol Guide Appendix C2: Focus Group Moderator Guide Appendix D4: Coding Themes Legend
#3: **Choices &** **Ownership**	Appendix D1: The Four Domains Self-Assessment Performance Level Ratings Appendix B3: The Four Domains Self-Assessment Survey Appendix D5: Domain Self-Assessment: Implementing the Framework for Teaching

5.3.1.1 Sub-finding 1: First year teachers' benefit from self-assessments and reflections to measure performance.

The first part of this study had the teachers privately take an electronic survey developed with *QuestionPro®* software about the Framework for Teaching. The survey had four sections corresponding to each of the four domains. Participants were asked to carefully read, reflect, and rate themselves broadly on a Likert Scale about elements within each domain. Later in the study, teachers were administered a more detailed survey, "The Four Domains Self-Assessment" from the *Implementing the Framework for Teaching in Enhancing Professional Practice* book to reflect and assess themselves alone on various aspects of teaching. Lastly, the teachers individually reflected upon the ratings and comments they were given during student teaching and first year teaching experiences.

As teachers participated in the reflective process their levels of performance shifted each time they completed the self-assessment survey instruments. Teachers continued to think deeper as they took the survey at various times. As a result, their initial performance levels shifted from distinguished to appropriate ratings which become more realistic through careful self-reflection. It wasn't disheartening because the process helped the first year teachers to analyze themselves among their current level of performance.

In looking at reflection and self-assessments, first year teachers expressed benefits to include identifying their strengths and areas for improvement, being aware of their level of performance and targeting growth goals, as well as analyzing consistently their professional practices in the classroom. Sabrina shared how she critiques herself and uses it as an accountability measure to refine herself:

I reflect to see how I can make myself better. Being reflective doesn't make you a failure. It is an empowering place to be. I am my own worst critic. I make sure I am always thinking. At first, I read each element in the domain and just read it without any background knowledge. Later, I read the evaluation chart and how it was broken down for each component. I had to be honest for not just me but the students where I stand. Doing self-assessments is not always easy. There is a blemish here when you sit down and do the reality check. It took a lot of reflection to push myself on how to be useful to my students. It is not always comfortable. It should not be done just one time as a self-assessment. You need to constantly use it as a reference.

Michelle shared similar benefits as Sasha. Michelle discussed the benefits of understanding where she is functioning as a professional in order to become a better teacher.

I reflect on where I am as a teacher. It helps me to better understand myself. I rated myself accordingly based on what I felt I had accomplished or wasn't effective in that area. If I didn't do well with one domain, I was able to see what domain I was lacking in, read, and do exercises that will help me do better. It made me realize that I will make mistakes but the mistakes that I made must be reflected upon and adjusted. I know I am a human and will make mistakes; however I know that if each day I learn from them and give my all to my students then my job was done. I am going to keep a journal and reflect on my day of teaching.

Self-assessments and reflections provide opportunities for beginning teachers to examine their growth and identify their professional needs. This confirms Wertsch's (2007) notion of self-assessment as tools that mediate beginning teachers' learning. Furthermore, in seeking to understand the process of mediation in relation to the activity, Kaptelinin and Miettien (2005) focused on the evolution of the tool, the negotiation of its meaning among those who participate in the processes of meditation, and the social structures that afford and constrain these negotiations. Rogers (1959) places self-assessment at the start and heart of the learning process. The learning from experience cycle devised by Kolb (2005) places heavy emphasis on self-assessment. Teachers are perceptive of their own teaching skills/performance and can become accurate informants of their strengths and weaknesses. Self-assessment can assist teachers to: (1)

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improve the classroom performance they provide to students; (2) identify the professional development they need to further develop their teaching skills; and (3) prepare for classroom observations with the administrator. Reflection on practice (Schon, 1983) can be an enlightening and empowering tool for professional learning. Structured reflection gives teachers time to pause and consider their work systematically.

5.3.1.2 Sub-finding 2: First year teachers benefit from conversations and feedback to share experiences.

Once the instruments were collected and analyzed, extensive notes were taken in order to generate questions. Individual interviews with each teacher were scheduled to develop insights on how they interpreted their evaluations and survey data. Collective interviews were then arranged to provide time for teachers to share experiences and reflect upon commonalities and contradictions as they related to individual interview data. Collective interviews were used to collect shared understanding from the group, obtain views from specific people, as well as document the interaction within the group. This established a safe space for a professional learning community where the teachers felt comfortable sharing their experiences to me and their colleagues.

When engaging in collegial conversations and receiving constructive feedback, first year teachers reported benefiting from collaborative communication, making meaningful modifications, and learning from recommendations discussed. Latoya commented on how she is resourceful in seeking input from a variety of personnel to gauge her performance.

> *I'm able to exchange ideas and get perspectives to redirect myself and get assurance. I take suggestions from others and build upon it. My principal likes how if I don't know something that I will ask. During my first observation my administrators gave me ideas so I know what they are*

expecting. During planning, I get feedback from Ms. Beatty, a seasoned teacher. She gives me suggestions to enhance lessons and I can bounce ideas off her. It is beneficial when we share strategies. I am so appreciative when my mentor teacher gives me good feedback, not what I wanted to hear but what I needed so I could make adjustments. What she gave me worked wonders with the students. She enlightens me whenever I am struggling.

Erin gives insight into the observation process with her school leaders and how it benefits her as she is new to her building. She reflects by sharing:

I had pre and post conferences. During pre-observations they just look over your lesson and ask questions. I like the fact that we sit down for the entire conference and they read the entire lesson. I am receptive to their feedback and try to implement. They are involved in my observation. Post conferences are great. They give me really good feedback and tell me things they think I should implement next time. I get a chance to respond to their suggestions and make efforts to improve. I used the conversations to help me gain knowledge and realign with the rubric. My principal and vice principal also have done informal observations. They slip notes into my mailbox with comments.

Pennington (2013) states that when it comes to teacher evaluation, teacher preparation, and professional development, teachers have been complaining about the poor quality of these systems for years. In the traditional top down approach to evaluation usually the administrator conducts an observation, takes notes, writes up the observation and provides feedback to the teacher about her performance. Most teachers believe they have been left out of conversations on improving teaching and enhancing learning, even though they have vital, first-hand knowledge to offer (Johnson, 2012). A first year teacher's involvement in the evaluation process through collaborative conversations can lead to meaningful professional development opportunities. By doing so, reflective feedback can be used as a direct tool in the evaluation process. This provides authentic opportunities for setting goals to improve practice through teacher learning. Actively engaging teachers through collaborative conferences and conversations makes evaluation more constructive for teachers. This study confirmed Jacoby & Ochs' (1995) study regarding how a

community can choose to either empower a newcomer through increased legitimacy and more intensive participation or it can disempower them by preventing them from participating. These actions by the community are not one-way decisions but rather are influenced by the interactions between the community and the newcomer; in other words, they are co-constructed. According to Danielson (2007), "The Framework may be used for many purposes, but its full value is realized as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching. (p.168)" Educational encounters between teachers and administrators in the form of collegial conversations have the potential to generate needed changes in professional learning.

5.3.1.3 Sub-finding 3: First year teachers benefit from choices and ownership to improve learning needs.

Having completed the assessments, conversations, and reflections, the teachers are better equipped to devise their own learning experiences. The teachers sought my advice about the differentiated lessons they completed within the workbook based upon elements of the domain in which they did not score proficient. The teachers were able to devise a plan to strengthen their own practice. Teachers were given an opportunity to examine, modify, and implement approaches they discovered in their own classrooms. These approaches were targeted at helping the teachers to achieve greater competency in each of the four domains.

In the area of choices and ownership of professional development, first year teachers reported that their attendance and participation benefited in (1) improving their professional growth, (2) gaining and building upon their content knowledge, and (3) obtaining access to resources, information, and networking. The value of school-wide and district driven professional development is reflected in Asia's comments:

Another teacher and I were sent to a professional development because we were having behavior difficulties in our classrooms. This specific workshop was all about how to help those students with behaviors using different materials and activities. They gave us a whole book on different strategies you can use with different students like autistic to redirect their behaviors. I found it very helpful because the specialist showed me simple strategies I would not have thought of that work. I can honestly say that the professional development was very helpful. I will practice more on this with the resources since I am lacking in it.

Sasha changed her perception of professional development as the school year grew as she saw how it contributed to her enhancing her craft.

Oh my gosh, we had so much professional development! I was pulled out of my class for the first three months probably 8 to 10 times for new teacher professional development training. At first I was frustrated with being pulled but in hindsight I am able to see what they were trying to teach me. You had to build upon what was given to you at the meetings and reach out to the network of people. They provided you with take away information which included contact information. I think it was overwhelming yet effective. I plan to continue attending professional developments that will promote my growth in different areas. It will also propel me to the next level of my career. I am growing as a teacher and learner.

Since teachers learning level shifts based on the knowledge, skills, and dispositions, a "one size fits all" approach to professional development does not meet the needs of teachers. Daley (2003) and Lawler (2003) are of the view that for professional development initiatives to be valuable and fruitful, their design has to be congruent with teachers' contexts, practices and learning needs and to do so it is important to move away from a deficit model of development. The recommended ongoing transformative model is one that not only designs but delivers personal, local, and relevant professional development to meet beginning teachers' specific needs (Blunck, 1997). First year teachers perform at different levels and improve at different development rates. According to Gabriel (2010), differentiated professional growth opportunities

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may provide timely, specific, engaging opportunities for professional learning that beginning teachers need in order to experience greater success, satisfaction, and engagement in their professional learning. The individualized professional development will strengthen the knowledge, skills, and classroom practices of teachers to improve teacher effectiveness. Fredrichsen et. al (2006) affirms that sentiment by stating that in order for novice teachers to be successful in constructing new roles, they need opportunities to engage in a professional community. Putnam and Borko (2000) extend this thought arguing that novice teachers should be incorporated into a community of practice so they can support their professional and pedagogical development as a form of enculturation. Teachers take ownership of their learning as they select and engage in professional development aligned to their annual goals for classroom practice (Educators Excellence, 2014). First year teachers are accountable and take responsibility for professional growth by setting personalized goals informed by their evaluations. Successful professional development must directly focus on assisting teachers in dealing with choices and ownership of learning experiences which can become barriers instead of bridges to becoming evaluated as highly effective.

5.4   Limitations and Recommendations of the Study

This mixed methods case study had four categories of future research (sample size and diversity; timeframe and geography; professional practice and student growth; and reliability and validity) each of which has recommendations for future research.

The first category of limitations relate to sample size and diversity. The first limitation in this category was the participants were selected for purposeful sampling, rather than random sampling. This limits the generalizability of the study. The participants are initial certification

program completers from one specific academic year. The study's sample size of five was small. My ideas for future study are to increase the population size of the study which would make it generalizable by including other cohorts. Additionally including graduate level program completers from the Master of Arts in Teaching would increase the sample size. Other types of state approved alternative certification programs other than traditional programs could also be included as they relate to preparing teachers in the metropolitan area such as Teach for America and the Baltimore City Resident Teacher Program. It would then be possible to make some comparison among the various types of teacher certification programs. Another limitation in this category was that one department in an undergraduate teacher education program (Department of Curriculum and Instruction) at a minority serving institution (Historically Black College and University) in an urban and perimeter urban community on the east coast of the United States was selected.

In the future, including other teacher education departments such as Special Education and Secondary Education would be beneficial to the study. Other minority serving institutions from the data on their teacher candidates' clinical and professional practices would expand the scope of the study. Consideration should also be given to other Historically Black Colleges and Universities out of the state of Maryland in an effort to emphasize the increased need for highly qualified teachers of color in inner city public schools with minority children.

A different limitation to be addressed in this category was the necessity to expand the research focus to examine males who are program completers from our initial teacher preparation programs. According to the National Center for Education Statistics, *Digest of Education Statistics* (2013) of the nearly 3.4 million public school teachers in the United States in 2011-2012, nearly 82 percent were white and approximately 18 percent were of color. Only

about 4 percent were men of color. With a predominately white profession and student body that's becoming increasingly minority, it is important to prepare, recruit, and retain African American teacher's especially male teachers. The participants in this study were all females enrolled in elementary and early childhood programs. This limited the ability to compare female and male teachers' performance in classroom settings within low income to middle class communities in metropolitan school systems.

The second category of limitations relate to location (geography) and timeframe (duration). Participants chose employment at two local educational agencies, upon graduation, that are in close proximity to the university. There are twenty-four school districts which represent each county and one city within the state. Participants who are eligible to obtain a state educator certificate may submit specific documents to each school district for hiring consideration. Future research should include alumni from all jurisdictions Schools of Education should be studied as well as those from other districts such as private schools, the Archdiocese and the District of Columbia who have teachers that graduated from minority serving teacher preparation programs throughout the country.

Secondly, teacher tenure is a policy in which teachers receive permanent contracts that ensure their employment for life. Teacher effectiveness in the classroom, is the basis for granting teachers tenure, permanent, or continuous contract status. Once a teacher is tenured, it is very difficult to dismiss them for performance issues. For teachers, being awarded tenure means job security, recognition of work well-done and professional achievement. In most states, teachers get tenure based on the number of years they work in a school district. The number of years varies by state, but generally consists of a probationary period of 3-5 years, in which a teacher must exhibit satisfactory performance. The tenure process in Maryland has been extended from

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two to three years as a result of the Education Reform Act of 2010 in accordance to COMAR

13.A.07.92.01. For future research, consideration should be given to conducting a longitudinal

cohort study and compare the collected data (videotaped observations, evaluations) over three

years. Over time, this information will provide an in-depth examination of the professional

growth of teachers (trends over time) in this cohort as they continue teaching and qualify for

tenure in their respective school system. Teachers need to be evaluated on their overall

performance, and tenure should be awarded based on the results of their evaluations. This would

enhance the one year of study already completed.

The third category of limitations relate to professional practice and student growth. The

state teacher evaluation system has two components. The first component, Professional Practice,

comprises fifty percent of the evaluation of teachers. It assesses qualitative measures from the

Danielson Framework including: planning and preparation, instruction, classroom environment,

and professional responsibilities. Professional Practice was the only component of teacher

evaluation examined in the study. The other fifty percent is based on quantitative measures

related to the second component of the evaluation system, Student Growth.

For future study it is recommended to examine the results from student performance

based on measures by the local school system and state achievement growth. No one measure

can be worth more than thirty-five percent of the total fifty percent. School system instruments

count for twenty percent while state assessments count for thirty percent. The state and local

school system ratings of growth measure (local and State) are combined into one growth measure

of highly effective, effective, developing, or ineffective. The Student Growth portion of the State

Evaluation Model is determined based on the course and grade levels a teacher teaches. It

incorporates the use of the state assessment, school performance index, and the student learning

objectives. Student growth for teachers is predominately framed by data and Student Learning

Objectives (SLOs) from previous evaluation conferences and anchored to priority standards and

targets. These SLOs serve as a student growth component in the Maryland State Model for

Educator Effectiveness. An SLO is a specific, rigorous, long-term goal for groups of students

that educators distinguish to guide instruction. The use of SLOs formalizes this process and can

be used effectively for all content areas, both assessed and non-assessed. In addition, SLOs

utilize flexible measures that accommodate various types of growth data to enhance teaching and

learning. SLOs are an integral part of a comprehensive educator effectiveness system because

they focus on student learning, promote critical conversations about instruction and assessment,

and use evidence of student growth to guide professional development that targets instructional

improvement.

The fourth category of limitations relate to reliability and validity. Foremost, the

researcher was formerly the supervisor for the student teaching of these recent graduates who are

first year teachers in the study. He was directly involved in the instruction and feedback of the

program completers. He also conducted all of the interviews. Possible bias might have been

determined due to participants saying what they thought he would want to hear. The

recommendation for future study is to have a 360° evaluation in which evaluations are completed

by other stakeholders involved including the teacher, and the students. Member checks were

completed for the study.

Furthermore, having teacher colleagues and other university supervisors to provide their

expertise in the evaluation process would be helpful. Videotaping lessons and gathering feedback

from students in the teachers' class via surveys would be another evaluation tool to enrich the

credibility of the study. Several surveys were used in this study. The Danielson surveys and

school system evaluations have been tested and validated. The electronic survey developed by the researcher and the teacher education program have not been tested for validity. The survey and questionnaire instruments were developed by the researcher and have not been previously tested. Validity of the instruments can be questioned since the instruments were only used by five new teachers. Reliability could be questioned as this is the first use of the instruments. In the future, it is recommended that face validity and content validity would be measures for the instruments used in this survey. Additionally using the instruments multiple times with multiple groups will help to determine strengths and areas for improvement with the instrument. A checklist could be developed and evaluated by a reliable researcher to use Guba's Criteria for Qualitative Research (1981) or Maxwell's Criteria for Validity of Qualitative Research (1992).

The limitations of this research (related to participant characteristics, contextual characteristics, nature of interventions and measures, as well as methodologies) must be kept at the forefront. It is against these that any conclusions and recommendations must be considered and framed. Every effort was made by the researcher to address these issues, but some were beyond the scope and control of the researcher. Nevertheless, the conclusions and recommendations add to understandings of teacher evaluation during clinical preparation and professional practice.The researcher intends to replicate this study since the deficiencies have been revealed as part of post-doctoral studies research.

5.5   The V³OICE³ Model: Professional Development Process

All teachers have stories that need to be heard in order to improve their professional practice. There is no perfect picture of a first year teacher given that no two teachers share the same clinical and professional experiences. Evaluators of teachers need to provide individual

profiles and differentiated professional development opportunities to meet the ever present and changing needs of teachers in modern urban classrooms. The ideas, understandings, and attitudes that teachers carry influence their teaching and must be considered in their professional development. Beginning teachers can't be considered as tabula rasa (blank slates) they enter the classroom with prior conceptions that should be acknowledged and addressed. According to Navarro (1992) looking at voice helps to clarify that teachers are developing or activating their own personal voice. Therefore evaluators should create an atmosphere that encourages novices to revise their own concepts. The teacher's voice was heard through professional conversations resulting in category and themes. It's the acknowledgment and action of the person's individuality that shapes them as an educator. The V^3OICE^3 (verbalize, validate, and value our individual and collective experiences, expectations, and evaluations) Model emerged through extensive conversations and insights from first year teachers in this study. Although not the focus of this research, this model needs to be tested and researched more to see if it is really a viable method for professional development in preservice and inservice professional development of educators. Teachers need a method to authentically critique various aspects of their own teaching as they transition from two years in teacher preparation toward a three years evaluation system to earn tenure in their school system. This model serves as a metacognitive learning tool to develop an effective and efficient understanding of preservice and in-service teacher's clinical and professional practice competencies. Figure 5.1 illustrates this alternative professional development model. The model is scaffold into the following three phases:
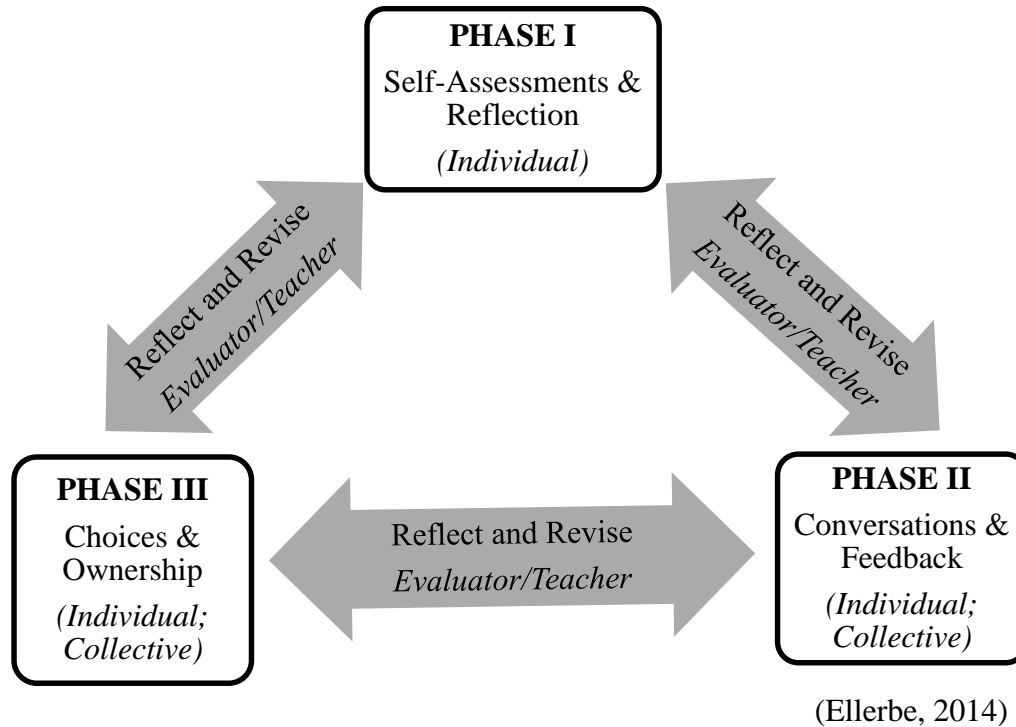
Figure 5.1. The V³OICE³ Model: Professional Development Process.

- Phase I: During the introduction phase the participants were given ample time to
  thoroughly read and respond to two surveys [See Appendix B-2]. When completing the
  surveys, it was important for the teachers to critically read the level of performance for
  each component within the domain, reflect upon their clinical preparation and
  professional practice experiences to respond honestly. Before moving on to the next
  section, the teachers had to reread their responses and make any necessary revisions to
  the self-assessment. After the responses were sent to the researcher, they were analyzed
  and a copy of the analysis was sent to the teachers for feedback and corrections.
  Assessment can capture information about aspects of teaching of which teachers are
  unaware or to which they haven't attended.

- Phase II: During the discussion phase the researcher scheduled appointments with each of the participants for one-one-one conversations to analyze and discuss the data that they submitted in the previous section. Questions were generated for each of the individual interviews based upon the survey results [See Appendix C-1]. The second phase entailed a two part process. First, when interviewed, the teachers' voices were listened to in order to explore domains and outcomes in depth as well as to obtain insights that could not be generated from the survey alone. The second part of this process began after all five participants were individually interviewed. Having analyzed each participants responses, questions were developed and shared during confirmed times when the teachers could meet for focus group sessions [See Appendix C-2]. This setting allowed teachers to share with their peers, gain insights, and adjust their thinking, and actions. This part of the process allowed the researcher to confirm responses participants voiced during individual interviews.

- Phase III: During the implementation phase, participants had the opportunity to apply or take action from what they gained from the previous phase during both parts of the process back into their classrooms. Between scheduled meetings, teachers will try ideas, strategies, and/or concepts. The time utilized allowed the teachers to see if there were contradictions or connections to their practice based on the reflections and insights they experienced from other two phases. The third phase contained a two part process. First, participants make adjustments or revisions by themselves. Teachers focus on a domain that they learn and experiment with through active participation [See Appendix D-5]. Secondly, collaboration and communication among participants and the researcher throughout the phase was strongly encouraged as a check and balance system pertaining

to the domain being examined. Also, the teachers could apply new ideas they tired worked with their school colleagues.

Teacher evaluation has to be a learning process; not just for the teacher but for the evaluator as well. The phases were helpful as teachers reflected and revised in an introspective manner about their own teaching and how to improve it. Additionally the phases assisted the researcher in reflecting and revising how to be open to an evolving research agenda driven by participants' concerns. It should be noted that even though there are three sequential phases of development [See Table 5.1], that the arrows in the figure indicate that teachers may choose to rearrange the order in which they engage in the phases to more accurately accommodate their own developing needs at that specific time.

5.6   Implications for Policy and Practice

Educational leaders at various instructional settings perform critical roles and responsibilities to ensure that new teachers are supported in their evaluation and continuous growth. School and school district administrators, higher education programs, and accreditation agencies are significant stakeholders who strive to ensure new teachers are evaluated as highly effective. None of these entities can fully do the job alone, and each partner's vested interest can be met better when they share responsibility, authority, and accountability covering all aspects of beginning teacher evaluation. Collaborative support teams or triad models can be impactful in providing opportunities for beginning teacher induction to improve teacher practices. The professional practice of program graduates is a key outcome that educator preparation programs, school systems, and accreditation agencies should consider in evaluating teacher performance.

5.6.1 Implications for higher education-teacher preparation programs/educator preparation providers.

The future of teacher preparation will depend on the readiness of leaders in teacher preparation programs to respond to the accreditation agencies changing expectations of teachers and teaching. In Standard 2 of CAEP, on Clinical Partnerships and Practice, educator preparation programs are asked to ensure that clinical experiences demonstrate candidate's effectiveness through structured multiple performance-based assessments. Standard 4 on Program Impact also requires the provider to demonstrate through structured and validated observation instruments that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

Teacher education programs must improve and align evaluation tools to assess the performance of candidates in the clinical and professional practice. Standardized observation protocols can be used by teacher education programs to demonstrate that the candidates who complete their programs are well prepared to support student learning. If the teacher behaviors evaluated in an observation are known to be linked with desired student outcomes, teachers will be willing to reflect on those behaviors and buy into observation based feedback. Teacher educators then can feel comfortable establishing observation based goals and mechanisms for meeting those standards and educational systems, teachers, and students will benefit (MET Project, 2010).When the observations used during the clinical preparation are the same as those used in professional practice, the beginning teacher gains valuable evaluation coherence of their performance in teaching. These tools will provide support and documentation of beginning teacher practice.

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In addition, CAEP not only expects educator preparation programs to improve or create new teacher evaluation observation instruments but also to ensure they are valid and reliable to those graduates will be exposed to in the field. Teacher education programs should provide meetings to university supervisors in the use of well-validated observation systems such as Danielson's (2007) *Framework for Teaching* and develop a system for regular reliability checks so the observations continue to be conducted with a high degree of trustworthiness. The intention of Danielson's teacher evaluation system is to bring together the idea of fair, reliable, and valid evaluations with ongoing professional development. "If we want teacher evaluation systems that teachers find meaningful and from which they can learn, we must use processes that not only are rigorous, valid, and reliable, but also engage teachers in those activities that promote learning – namely self-assessment, reflection on practice, and professional conversation." (Danielson, 2010, p. 38). Educator preparation programs are making progress to meet the workforce needs of public schools, but can do more to align the production and capacity of preservice teachers to the realistic needs of school districts.

Another implication is to develop a professional community through the establishment of a consortium-based network of expertise that extends beyond one institution of higher education. Formulating a unified infrastructure of practice or Educator Preparation Provider Network among all four Historically Black Colleges and Universities in Maryland would be a great team of providers who supply well equipped minority teachers throughout the state to public schools. Similar to the Teachers for a New Era (McCombs, Barney, and Naftel, 2006), this network would use collaborative tasks targeted to develop synergy, and evaluate and improve their programs through evidence-based decision making. There would be cooperative resources among the Schools of Education. This network would give greater emphasis to actual

performance practice of beginning teachers, interwoven from clinical preparation through earning tenure resulting in four years of consistent mentoring induction support to the profession. This network could explore the use of outcome measures that gauge graduates' effectiveness in the classroom. The network can provide continuous improvement and advance learning opportunities for teacher preparation programs through case study research on outcomes of clinical preparation effects of beginning teachers as they enter into the educational field.

5.6.2   Implications for local education agencies-schools and district administration.

Preparing novice teachers to be successful in the classroom cannot be the sole responsibility of teacher preparation programs (Murshidi et al., 2006). Addressing concerns regarding the state of education in America today requires on evidence-based results provided by school districts. No single measure can describe everything there is to know about a beginning teachers' practice in the classroom. Besides student test scores, teacher evaluations are seen as a crucial indicator for evaluating the quality of education students receive (Rothstein, 2011). Teachers' performance is not only an essential outcome for teacher education programs and their accreditation agencies, but for school systems as a quality measure. School districts need to set relevant expectations and assessments that strengthen their teachers and create a culture of continuous learning and development. As more school systems do a better evaluation of teachers, the school system data would be a good source of information for teacher education programs about their graduates' performance as teachers (Darling-Hammond, 2012). Future new teachers will have to navigate a changing professional landscape by demonstrating they are effective in meeting school system teaching expectations.

School districts should work with teacher preparation providers to redesign and strengthen the current statewide longitudinal data system. Currently the indicators of the data

system are: 1) connect student learning outcomes to the teacher's preparation program; 2) track new teachers up to five years in the workforce; and 3) identify whether and how long a teacher works in a high need school. The critical information that this system will produce is important to program inputs for Title II reporting in higher education. According to a Maryland General Assembly Joint Education Issue Brief (March 2, 2015), the U.S. Department of Education expects that the Maryland Longitudinal Data System will link data from student learning outcomes and new teacher evaluation systems; however this capability does not currently exist. The redesign of the longitudinal data system would have a dashboard focusing on teacher effectiveness based upon classroom observations. The Dashboard would provide evaluation information under two major performance measure headings: Clinical preparation (Preservice) and Professional Practice (Inservice). Clinical preparation would contain information by institution about the yearlong student teaching internship experience. Under Professional Practice, there would be detailed data for each formal observation that teachers complete over a three year (non-tenured) period. This performance report will highlight measures of clinical experiences and teacher assessment results. School systems would be advised to share data with teacher preparation programs in order to analyze for trends in evaluation domains. This could provide an increased understanding of what is occurring and evidence of progress in the field.

Given the focus on evaluation and accountability, school leaders and district supervisors are engaged in the use of newly developed observation evaluation templates to provide feedback to beginning teachers' about their competence in the classroom. Observations of teacher performance can be used to drive professional development demonstrated to improve those professional practices and student outcomes (Allen et al., 2011). Professional development is the cornerstone of the new evaluations for teachers. By taking into account multiple measures of

professional practice, evaluation results would provide a more detailed look at educator

performance so that targeted and supportive professional development could be provided in a

timely manner. This individualized professional development could strengthen the knowledge,

skills, and classroom practices of educators to improve student achievement. According to Sabol

(2005), "Supervisors and administrators must be mindful of the need for their own ongoing

professional development. In order to provide quality leadership, make informed decisions, and

develop and implement effective change, they must continuously seek and engage in

professional development" (p.4). The practice of teaching is a continuous and challenging

process, "Many teachers have been victims of an observation, supervision, and evaluation

process in which the observation was something done to, rather with them. Just as in other

professions, every teacher has the responsibility to be involved in a career-long quest to improve

practice" (Danielson, 2012, p. 3). Universities have an interest in ensuring that their graduates

make a smooth transition to full time teaching as well as an obligation to help school districts

understand what clinical strategies (e.g.: case studies and teacher evaluation models

incorporating assessments emphasizing teacher development) contribute to new teacher's

success on the job (NEA, 2002). Since teacher preparation is a key element in the public school

education system, greater collaboration between school districts and institutes of higher

education is critical in order to meet this challenge. Both school districts and higher education

teacher preparation programs must redesign and pilot induction programs and relevant

professional development.

5.6.3 Implications for accreditation agencies & state department of education approval: Council for Accreditation of Education Preparation (CAEP) and Maryland State Department of Education (MSDE).

Through proposed regulations, the United States Department of Education plans to strengthen teacher preparation to ensure educators are classroom-ready. The plan builds on the reforms and innovations already happening at the state and national level by national organizations like the Council for the Accreditation of Educator Preparation (CAEP). The new rule shifts the focus for currently required state reporting on teacher preparation programs from mostly inputs to outcomes - such as how graduates are doing in the classroom - while giving states much flexibility to determine how they will use the new measures and how program performance is measured. The states would report annually on the performance of each teacher preparation program based on indicators such as the effectiveness of new teachers as demonstrated through performance on teacher evaluation measures during the first three years of teaching. The proposed regulation is aligned with the standards set by CAEP. CAEP goals are to raise the performance of candidates as practitioners in P-12 schools and to raise standards for the evidence the field relies on to support its claims of quality.

Since educator preparation providers will have until Fall 2016 to transition to the new standards, the accreditation branch for the state department of education along with CAEP's accreditation and program review specialists must provide continuous training and support (e.g.: conferences, webinars, publications) to educator preparation program along with their accreditation coordinators. CAEP will provide higher education institutions with ongoing information to help them understand the assessment of teacher candidates' post completion performance as classroom teachers and using this information to spur innovation and continuous improvement in a timely manner. Furthermore, this support will create synergy and help strengthen evidence-based evaluations in clinical preparation and professional practice that produce effective teachers. Thorough and effective training for analyzing and using data for

decision making is necessary to create valid, fair, and useful assessment systems. A comprehensive system of support and capacity-building resources will be provided by CAEP to assist providers in making their case that they are meeting CAEP's new standards and rigorous, evidence-based expectations.

In accordance with the CAEP Accreditation Manual (2015), CAEP, in collaboration with providers and states, supports accreditation pathway shift from the NCATE continuous improvement option to the transformation initiative self-study and review format in the following ways:

- CAEP's eight annual reporting measures, will move, year by year, toward consistent metrics so that over time more of the information from these measures can be compared and benchmarked.

- CAEP will publish data from its annual measures and will build meaningful, relatable and accessible files of information about aspects of preparation that are provided as part of providers' self-studies. These resources will also be available for research purposes.

- CAEP is working with states, providers, and national organizations to identify common goals for educator preparation data, including improved assessments and surveys, and to explore ways to strengthen educator preparation data.

5.7   Significance of the Findings

In its efforts to reform higher education, the country is having discussions centered on the importance of traditional teacher preparation programs in the supply and demand for qualified teachers. There is already a significant movement in a number of states to develop more outcomes-based measures for their teacher preparation programs. Hence, educator preparation providers are making important changes along the same lines. The professions' new accrediting body, the Council for the Accreditation of Educator Preparation (CAEP) has developed new program accreditation standards that focus on program outcomes. The U.S. Department of

Education has been working to adopt more rigorous and outcomes-based program quality measures for state teacher preparation reports. Secretary of Education Arnie Duncan has indicated that the Department of Education is particularly interested in making teacher preparation programs more accountable for their completers' performance in the classroom.

Accreditation information on candidate and completer P-12 student impact will frequently come from "case study" evidence. For CAEP, a case study is a systematic study of some aspect of preparation that posits a problem of practice, identifies a means to address it, frames appropriate measures, gathers data, and analyzes results for the purposes of preparation improvement and/or accreditation evidence. Gage (1978) reminds us that case studies can prove only that something is possible, not that it is probable. Yet invoking possibility itself can be a virtue. One of the virtues of a case study is its ability to evoke images of the possible. It is often the goal to pursue the possible, not only to support the probable or frequent. The well-crafted case instantiates the possible, not only documenting that it can be done, but also laying out at least one detailed example of how it was organized, developed, and pursued (Shulman, 1983). The case studies in this research study suggest an "image of the possible" in teacher education, rather than a portrait of the probable. These cases, however, are bound by the nature of the context and the subjects who participated in the activity.

A clear career continuum for induction should extend from the time a teacher enters a program, through the clinical preparation experience, to the entry into the classroom, through ongoing professional development and evaluation, to becoming a highly effective teacher. The data presented in this study is not an end in itself but a basis for beginning a conversations about teacher evaluation and professional development between higher education and school districts to meet accreditation standards. To be successful, clinical experiences for preparation and

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professional classroom practice in the first year must align and support the evaluation and

professional development given to teachers.

APPENDIX A: Institutional Review Board

DOCUMENT #1:   Expedited Review Approval

DOCUMENT #2:   Expedited Review Renewal

DOCUMENT #3:   Post Approval Protocol Monitoring

DOCUMENT #4:   Informed Consent for Participation in Research Activities

UMBC

AN HONORS UNIVERSITY IN MARYLAND

Date: January 31, 2013

To: Jermaine Ellerbe
Susan Blunck

Re: Expedited Review Approval
Protocol # : Y13SB24097

Office for Research Protections and
Compliance
University of Maryland, Baltimore County
1000 Hilltop Circle
Baltimore, MD 21250

PHONE: 410-455-2737
FAX: 410-455-3868
EMAIL: compliance@umbc.edu

Your protocol entitled **From Program Preparation to Professional Practice: Assessing Teacher Education Outcomes in the Context of School District Expectations for First Year Teachers from an Urban, Historically Black Institution** has been approved by expedited review by the Institutional Review Board. This study fulfills the criteria for expedited review under 45 CFR 46.110, category # **6&7** as ☒ *less than minimal risk* or ☐ *minimal risk* and applies, if applicable, to the following sponsored project titles and numbers:

-
-
-

Approval of this protocol will terminate on the below end date unless an Annual Continuation Report is submitted, in writing, to the IRB. The Office for Research Protections and Compliance will send you an email reminder prior to the end of the protocol; it is your responsibility, however, to assure that project activities are not conducted past the expiration date.

Reporting Calendar

Original approval date	Current end date	The next Annual Continuation Report is due by	Expect a reminder to renew by
01/28/2013	*01/27/2014*	01/30/2013	01/16/2013

Investigators are responsible for reporting *in writing* to the IRB any changes to the human subject research protocol, measures or in the informed consent documents. This includes changes to the research design or procedures that could introduce new or increased risks to human subjects and thereby change the nature of the research. In addition, you must report any adverse events or unanticipated problems to the IRB for review and approval. All correspondence and materials used in this protocol must reference the above IRB number.

Investigators are also reminded that all UMBC IRB approved consent forms will display an expiration date at the bottom of each page. Please check this date carefully each time an approved consent form is used, as using an expired form to consent participants is considered a substantial deviation from the Federal regulations governing research involving human subjects.

The investigator(s) identified above are required to retain an IRB protocol file, including a record of IRB-related activity, data summaries and consent forms. This file is to be made available for review for internal procedural (audit) monitoring.

Expedited review approved by:

Susan Sonnenschein, Ph.D.
IRB Chair

Date: March 4, 2014

To: Jermaine Ellerbe
          Susan Blunck

Re: Notice of Action
          Protocol # :   Y13SB24097

Office for Research Protections and
Compliance
University of Maryland, Baltimore County
1000 Hilltop Circle
Baltimore, MD 21250

PHONE: 410-455-2737
FAX: 410-455-3868
EMAIL : compliance@umbc.edu

Your renewal request for the protocol entitled **From Program Preparation to Professional Practice: Assessing Teacher Education Outcomes in the Context of School District Expectations for First Year Teachers from an Urban, Historically Black Institution** has been approved by expedited review, as previously determined and approved by the Institutional Review Board. This study fulfills the criteria for expedited review under 45 CFR 46.110, category #:

8a ☐ where the research remains active only for long-term follow-up of participants (no further enrollment and interventions complete)
8b ☐ where no subjects have been enrolled and no additional risks have been identified
8c ☒ where the remaining research activities are limited to data analysis
9 ☐ where the research involved no greater than minimal risks to participants and no additional risks were identified

Approval of this protocol will terminate on the below end date unless an Annual Continuation Report is submitted, in writing, to the IRB. The Office for Research Protections and Compliance will send you an email reminder prior to the end of the protocol; it is your responsibility, however, to assure that project activities are not conducted past the expiration date.

Reporting Calendar

Original approval date	Current end date	The next Annual Continuation Report is due by	Expect a reminder to renew by
01/28/2013	02/27/2015	01/30/2015	01/16/2015

If you are not planning to collect data from human subjects and have completed basic data analyses (and risk to subjects does not change) a renewal request is not necessary. A closure report is required.

Investigators are responsible for reporting *in writing* to the IRB any changes to the human subject research protocol, measures or in the informed consent documents. This includes changes to the research design or procedures that could introduce new or increased risks to human subjects and thereby change the nature of the research. In addition, you must report any adverse events or unanticipated problems to the IRB for review and approval. All correspondence and materials used in this protocol must reference the above IRB number.

Investigators are also reminded that all UMBC IRB approved consent forms approved in this continuation will display an expiration date at the bottom of each page. Please check this date carefully each time an approved consent form is used, as using an expired form to consent participants is considered a substantial deviation from the Federal regulations governing research involving human subjects.

The investigator(s) identified above are required to retain an IRB protocol file, including a record of IRB-related activity, data summaries and consent forms. This file is to be made available for review for internal procedural (audit) monitoring.

Expedited review approved by:

Susan Sonnenschein, Ph.D.
IRB Chair

UMBC

AN HONORS UNIVERSITY IN MARYLAND

To: Jermaine Ellerbe
        Susan Blunck

Date: May 16, 2014

Protocol # :   **Y13SB24097**
Protocol Title: **From Program Preparation to Professional Practice: Assessing Teacher
                Education Outcomes in the Context of School District Expectations for First
                Year Teachers from an Urban, Historically Black Institution**

Thank you for your cooperation with the post approval protocol monitoring (PAPM). Enclosed is the report of our findings from the PAPM conducted on the study.

The main objective of this review is to __assess__ adequacy the protection process for participants, to __educate__ researchers about human subject protection issues and to __improve__ the quality of research by detecting errors and/or omissions that might occur when performing research activities.

Please review the report of the audit and provide a written response, if requested, by _____. Your response should address all requests for clarification(s) and, if applicable, descriptions of corrective action that will be implemented to resolve problems identified during the course of the audit.

If modifications to the protocol and/or consent form are necessary as a result of the audit, please submit them at this time.

Thank you once again for your cooperation in facilitating this review. If you have any comments or questions regarding the audit findings, please do not hesitate to contact us at 410-455-2737 or compliance@umbc.edu.

IRB Post Approval Protocol Monitoring Report (2014 Version)

Protocol #: Y13SB24097
Title: From Program Preparation to Professional Practice: Assessing Teacher Education
Outcomes in the Context of School District Expectations for First Year Teachers from an Urban,
Historically Black Institution
Protocol start and end date: 01/28/2013 - 02/27/2015
Department: Education/LLC
PI(s) #: Jermaine Ellerbe & Susan Blunck

Investigator Information

Participant Information

Consent Document Information

Data Storage and Security

Protocol file and correspondence

ORPC comments

Thank you for your time. No further action is required.

INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

Principal Investigator: Jermaine Ellerbe
Department: Language, Literacy, and Culture
Telephone number: 443-742-█████

From Program Preparation to Professional Practice: Assessing Teacher Education Outcomes in the Context of School District Expectations for First Year Teachers from an Urban, Historically Black Institution

INTRODUCTION/PURPOSE:
I am being asked to participate in a research study. The purpose of this study is to examine recent teacher program graduates classroom practices as it relates to the schools' conceptual framework and new teacher evaluation system. I am being asked to volunteer because I am alumna of the undergraduate teacher education program and first year teacher in the public school system. My involvement in this study will begin when I agree to participate and will continue until end of the 2012-2013 academic year. Five teachers will participate in the study.

PROCEDURES:
As a participant in this study, I will be asked to reflect upon the lessons that I teach during my formal observations. My participation in this study will last from February 1, 2013 through June 28, 2013. I will be asked to participate in two semi-structured individual and group interviews, as well as complete two surveys and questionnaires. I will be asked to participate in five book club sessions during the study. I may also ask to have the audiotape from the interviews and focus groups turned off at any point in the conversation. I have the right to review and edit the transcriptions from the transcribed interviews and focus group sessions. At any time in the study, I may decide to withdraw from the study. If I withdraw no more information will be collected from me.

RISKS AND BENEFITS:
My participation in this study does not involve any significant risks and I have been informed that my participation in this research will not benefit me personally, but will assist in the accreditation of the institution I graduated as well as future preservice and inservice teachers.

CONFIDENTIALITY:
Any information learned and collected from this study in which I might be identified will remain confidential and will be disclosed only if I give permission. The investigator(s) will attempt to keep my personal information confidential. To help protect my confidentiality, all identifying names and characteristics will either be changed or withheld, to protect the anonymity of your students, your school, and yourself. My name will not be included on questionnaires and other collected data; a code will be placed on the questionnaire and other collected data; through the use of an identification key, the

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researcher will be able to link my questionnaire to my identity; and only the researcher will have access to the identification key. All records (journals, questionnaires, tapes, etc.) will be kept in a locked filing cabinet at the researcher's home. Only the investigator will have access to the filing cabinet. At the end of five years, shredding will destroy all hardcopy data; all electronic data will be deleted from all storage devices.

Only the investigator and members of the research team will have access to these records. If information learned from this study is published, I will not be identified by name. By signing this form, however, I allow the research study investigator to make my records available to the University of Maryland Baltimore County (UMBC) Institutional Review Board (IRB) and regulatory agencies to do so by law.

A digital recorder will be used to record my interview for two reasons: (a) it will help with the transcription and analysis of data; (b) it will provide a complete record of the interview. My name will not be recorded.

_____ I give permission to record my voice
_____ I do not give permission to record use my voice

Consenting to participate in this research also indicates my agreement that all information collected from me individually may be used by current and future researchers in such a fashion that my personal identity will be protected. Such use will include sharing anonymous information with other researchers for checking the accuracy of study findings and for future approved research that has the potential for improving human knowledge.

COMPENSATION/COSTS:
My participation in this study will involve no cost to me. I will be paid a $100 gift card for my participation in this research study. It will be paid after full participation and the collection of all data.

CONTACTS AND QUESTIONS:
The principal investigator, Mr. Jermaine Ellerbe (Dr. Susan Blunck, Faculty Advisor/Mentor) is responsible for this research study, has offered to and has answered any and all questions regarding my participation in this research study. If I have any further questions, I can contact Mr. Jermaine Ellerbe at (443)-742-____ or jellerbe@_____ or Dr. Susan Blunck (410) 455-2869 or blunck@umbc.edu.
If I have any questions about my rights as a participant in this research study, contact the Office for Research Protections and Compliance at (410) 455-2727 or compliance@umbc.edu.

VOLUNTARY PARTICIPATION
I have been informed that my participation in this research study is voluntary and that I am free to withdraw or discontinue participation at any time. I have been informed that data collected for this study will be retained by the investigator and analyzed even if I choose to withdraw from the research. If I do

Y13SB24097 consent 1-2-13

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choose to withdraw, the investigator and I have discussed my withdrawal and the investigator may use my information up to the time I decide to withdraw.

I will be given a copy of this consent form to keep.

SIGNATURE FOR CONSENT
The above-named investigator has answered my questions and I agree to be a research participant in this study.

Participant's Name: _____ Date: _____

Participant's Signature: _____ Date: _____

Investigator's Signature: _____ Date: _____

Y13SB24097 consent 1-2-13

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APPENDIX B: TEACHER EVALUATIONS

DOCUMENT #1:   The University Student Teaching Observation Form

DOCUMENT#2:   QuestionPro® Beginning Teacher Framework for Teaching Survey

DOCUMENT #3:   The Framework for Teaching-The Four Domains Self-Assessment

DOCUMENT#4:   Urban Public School System Performance-Based Evaluation Report

DOCUMENT#5:   Perimeter Urban Teacher Evaluation Form

Student Teaching Observation Form

Each candidate must be observed teaching a lesson at least 2 times during methods and 3 times during each student teaching placement.

Name:		Date of Observation:
Clinical Site & Grade Level:		Subject of Lesson:
Supervising Teacher:		
University Supervisor:		
Observation Number	*Please Circle:* *1* *2* *3*	
Conference	❑ Yes Date: _____ ❑ No	
Student Teacher's Signature:		
Evaluator's Signature:		

Directions: Using the attached worksheet, score your candidate on each indicator and use the cumulative data to prepare a narrative summary on each of the five program outcomes and the two domains relating to classroom management and diverse learners.

Overall Evaluation/Recommendation(s)	Systematic Planner
       ❑ Exceeds Expectation (3) ❑ Meets Expectation (2) ❑ Needs Improvement (1) ❑ No Opportunity to Judge	 ❑ Exceeds Expectation (3) ❑ Meets Expectation (2) ❑ Needs Improvement (1) ❑ No Opportunity to Judge

Instructional Leader	Reflective Decision Maker
❑ Exceeds Expectation (3) ❑ Meets Expectation (2) ❑ Needs Improvement (1) ❑ No Opportunity to Judge	❑ Exceeds Expectation (3) ❑ Meets Expectation (2) ❑ Needs Improvement (1) ❑ No Opportunity to Judge
Effective Communicator	Evolving Professional
❑ Exceeds Expectation (3) ❑ Meets Expectation (2) ❑ Needs Improvement (1) ❑ No Opportunity to Judge	❑ Exceeds Expectation (3) ❑ Meets Expectation (2) ❑ Needs Improvement (1) ❑ No Opportunity to Judge

The University
School of Education– Office of Field Services
Student Teaching Observation Form

Classroom Management	Diverse Learners
❑ Exceeds Expectation (3) ❑ Meets Expectation (2) ❑ Needs Improvement (1) ❑ No Opportunity to Judge	❑ Exceeds Expectation (3) ❑ Meets Expectation (2) ❑ Needs Improvement (1) ❑ No Opportunity to Judge

General Comment(s):

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Evaluation Worksheet

Directions: Using the attached worksheet, score your candidate on each indicator and use the cumulative data to prepare a narrative summary on each of the five program outcomes and the two domains relating to classroom management and diverse learners.

Scoring Rubric:

3 **Exceeds Expectation**	Performance is consistently superior in all areas.
2 **Meets Expectation**	Performance is consistently average and periodic checks will be needed during the initial stages of independent teaching.
1 **Needs Improvement**	Performance is consistently less than adequate. Students will need considerable improvement in all areas of performance.
No Opportunity of Judge	Performance has not been assessed.

Grading Scale: 100% - 85% = 3 Points
                     84% - 70% = 2 Points
                     69% or Below = 1 Point

The University
School of Education– Office of Field Services
Student Teaching Observation Form

Program Outcomes: Effective Communicators	ES (3)	MS (2)	NI (1)	NO J
Indicators				
Models good verbal and non-verbal speaking, listening, and writing.				
Notes and interprets non-verbal cues and messages (may vary with students).				
Works with students to develop fluency and speaking, and writing effectively.				
Relates student experiences to speaking, writing, and reading processes.				
Understanding language development and relationship to thinking, speaking, writing, and reading.				
Utilizes a variety of approaches to communicate with students, parents, and colleagues, listening, writing, reading, e-mail, drawing, and acting.				
Accesses computer software, Internet, video, music, art, models, graphics, other media and devices to communicate concepts for student learning.				
Adapts communication mode and teaching strategy to student learning style and level of proficiency.				
Encourages student expression through active inquiry and supportive interaction in the classroom.				
Presents information and directions clearly and concisely.				
Responds to questions in multiple ways according to the objectives.				
Asks questions clearly and allowing wait time and positive reinforcement.				
Listens empathetically, may restate for clarification and to verify speaker was heard.				
Works effectively in instructional teams.				

_____   _____   _____

   Possible Points   Earned Points   %

Program Outcomes: Systematic Planner	ES (3)	MS (2)	NI (1)	N OJ
Indicators				
Plans instruction based on subject knowledge, student needs, and goals.				
Develops long and short-term plans.				
Applies knowledge of curriculum development, subject content, student development, and learning theory to planning.				
Makes curriculum decisions based on student strengths and errors.				
Connects curriculum with student experiences and community context.				
Links concepts to student experiences and knowledge.				
Creates learning activities based on student knowledge and proficiency level.				
Presents curriculum through interdisciplinary activities (e.g., a civil war newspaper).				
Accommodates different learning styles.				
Participates in team planning.				
Evaluates curriculum materials and resources.				
Understands relationship of assessment and planning.				

_____   _____   _____

   Possible Points   Earned Points   %

Program Outcomes: Reflective Decision Maker	ES (3)	MS (2)	NI (1)	N OJ
Indicators				
Reflects on daily teaching practices.				
Knows when and how to adjust plans (e.g., reflective evaluation and unexpected input.)				
Considers the physical, cognitive, social, emotional, and moral development of the student to individualize the instruction.				
Applies learning theories and knowledge of human development to the teaching-learning process.				
Utilizes knowledge of development stages (e.g., Piaget, Erickson), to plan lessons and select teaching strategies and activities.				
Connecting lesson to individual students experiences, cultural background and family/community environment.				
Chooses from multiple teaching and learning strategies to help diverse learners comprehend and perform.				
Helps students to integrate and relate knowledge from different sources into their own frames of reference.				
Employs feedback from diverse sources (e.g., formal and informal assessments) students and parent responses and behavior.				

_____   _____   _____

  Possible Points   Earned Points   %

Student Teaching Observation Form

Program Outcomes: Evolving Professional	ES (3)	MS (2)	NI (1)	N OJ
Indicators				
Sets long and short term professional goals.				
Monitors self-growth and continuous learning.				
Values self-directed learning and critical thinking.				
Plans and assesses continuing professional development.				
Keeps current on new information in the field.				
Reads professional journals and applies ideas and information in teaching.				
Participates in conferences, workshops, and in-service opportunities.				
Maintains memberships in professional organizations.				
Recognizes and carries out professional responsibilities in giving and receiving help from others.				
Relates to colleagues in professional and school groups.				
Works effectively with support staff (e.g., counselors, social workers, nurses, and other discipline-specific personnel).				
Participates in the Professional Development Schools initiatives.				
Fosters home and school links.				
Identifies and utilizes community resources and services to help students and families.				
Investigate student environment, problems, and concerns.				
Evaluates outcomes using student information, observation, and research.				
Applies knowledge of the law in the interest of the student.				

_____   _____   _____

  Possible Points   Earned Points   %

The University
School of Education– Office of Field Services
Student Teaching Observation Form

Program Outcomes: Instructional Leader	ES (3)	MS (2)	NI (1)	N OJ
Indicators				
Creates classroom environment to promote active learning				
Engages students in cooperative learning, discovery, activities, group discussion, independent study, computer assisted learning.				
Organizes the class using multiple types of groups for different objectives.				
Applies principles of classroom management.				
Manages time (time on task) and space effectively, encouraging student to do the same.				
Promotes responsibility, participation, and respect for others, the environment and class rules.				
Uses multiple resources and teaching materials.				
Utilizes multimedia and technology for student learning.				
Values flexibility to adapt student interest.				
Provides for students' choices by reflecting on consequences.				
Involves students by encouraging critical thinking and problem solving.				
Encourages student use of questioning and investigation.				
Implements strategies to develop student self-motivation.				
Select training strategies compatible with goals and objectives.				
Expresses enthusiasm for the students and the subject.				
Consults with parents, colleagues, and students for feedback, ideas, and concerns.				
Conducts action research and applies results to planning and teaching.				
Conducts multiple types of assessments in diverse formats.				
Maintains records and evidence of progress (e.g., work samples).				

_____   _____   _____

   Possible Points   Earned Points   %

The University
School of Education – Office of Field Services
Student Teaching Observation Form

Domain: Classroom Management	ES (3)	MS (2)	NI (1)	N OJ
Indicators				
Begins instruction promptly.				
Provides transitions to minimize loss of instructional time.				
Systematizes classroom rules and routines to maximize learning time.				
Practices proactive management strategies.				
Establishes clear, appropriate expectations for learner behavior.				
Applies rules consistently to all learners.				
Actively monitors learner behavior in the class.				
Uses positive and/or negative reinforcement to promote productive behavior.				
Uses acceptable language and acceptable ethical procedures for managing learner behavior.				

_____ _____ _____

  Possible Points   Earned Points   %

Domain: Diverse Learners	ES (3)	MS (2)	NI (1)	N OJ
Indicators				
Uses the cultural backgrounds for students to develop a supportive environment.				
Helps learners to accept diversity and the contribution of different ethnic groups.				
Corrects stereotyped statements or ideas expressed by learners.				
Includes learning experiences to help learners examine their own stereotypes of ethnic groups.				
Establishes and maintains rapport with learners.				
Establishes realistically high expectations for all learners.				
Provides ample time for all learners to respond.				
Exhibits courtesy in interaction with all learners.				
Provides individuals or group assistance to learners.				
Demonstrates a sense of efficacy.				

_____ _____ _____

Possible Points   Earned Points   %

QuestionPro® Beginning Teacher Survey- Framework for Teaching

Dear Teacher:

You are invited to participate in a survey assessing your perception regarding the four domains of teacher evaluation in your classroom. The information you provide will assist in preparing effectively for focus group s and individual interviews. Program completers from The University are asked to complete this survey. It will take approximately 30 minutes to complete the survey. Your participation is completely voluntary. In each section, read the statement carefully and click the bubble that reflects your perception. Try to answer honestly and objectively possible. It is very important for us to learn your opinions. Your survey responses will be confidential and only aggregated data will be reported. Your information will be coded and remain confidential. If you have questions contact Jermaine Ellerbe at 443-742-████ or by email at jellerbe@████████. Thank you very much for your time and support.

[**SECTION I**] Based on the **PLANNING AND PREPARATION** domain, I am able to:

	Strongly Disagree	Somewhat Disagree	Disagree	Neither	Agree	Somewhat Agree	Strongly Agree
Demonstrate Knowledge of content & the structure of discipline	❏	❏	❏	❏	❏	❏	❏
Demonstrate Knowledge of prerequisite relationships	❏	❏	❏	❏	❏	❏	❏
Demonstrate Knowledge of content-related pedagogy	❏	❏	❏	❏	❏	❏	❏
Demonstrate Knowledge of child and adolescent development	❏	❏	❏	❏	❏	❏	❏
Demonstrate Knowledge of the learning process	❏	❏	❏	❏	❏	❏	❏
Demonstrate Knowledge of students skills, knowledge, and language proficiency	❏	❏	❏	❏	❏	❏	❏
Demonstrate Knowledge of students interest and cultural heritage	❏	❏	❏	❏	❏	❏	❏
Demonstrate Knowledge of students' special needs	❏	❏	❏	❏	❏	❏	❏
Set Value, sequence and alignment of Instructional Outcomes	❏	❏	❏	❏	❏	❏	❏
Clarify Instructional Outcomes	❏	❏	❏	❏	❏	❏	❏
Balance Instructional Outcome	❏	❏	❏	❏	❏	❏	❏
Set Suitability for diverse learners	❏	❏	❏	❏	❏	❏	❏
Demonstrate Knowledge of Resources for classroom use	❏	❏	❏	❏	❏	❏	❏
Demonstrate Knowledge of Resources to extend content knowledge and pedagogy	❏	❏	❏	❏	❏	❏	❏
Demonstrate Knowledge of resources for students	❏	❏	❏	❏	❏	❏	❏
Design Learning activities	❏	❏	❏	❏	❏	❏	❏
Design Instructional materials and resources	❏	❏	❏	❏	❏	❏	❏
Design Instructional groups	❏	❏	❏	❏	❏	❏	❏

	Strongly Disagree	Somewhat Disagree	Disagree	Neither	Agree	Somewhat Agree	Strongly Agree
Design Lesson and unit structure	❏	❏	❏	❏	❏	❏	❏
Design Congruence with instructional outcomes	❏	❏	❏	❏	❏	❏	❏
Design Criteria and standards	❏	❏	❏	❏	❏	❏	❏
Design of formative assessments	❏	❏	❏	❏	❏	❏	❏
Design Student Assessment Used for planning	❏	❏	❏	❏	❏	❏	❏

Please comment on other areas of your **planning and preparation** not addressed above or elaborate on an item you have rated.

[SECTION II] Based on the **CLASSROOM ENVIRONMENT** domain, I am able to:

	Strongly Disagree	Somewhat Disagree	Disagree	Neither	Agree	Somewhat Agree	Strongly Agree
Create Teacher interaction with students	❏	❏	❏	❏	❏	❏	❏
Create Student interactions with other students	❏	❏	❏	❏	❏	❏	❏
Establish Importance of the content and of learning	❏	❏	❏	❏	❏	❏	❏
Establish Expectations for learning and achievement	❏	❏	❏	❏	❏	❏	❏
Establish Student pride in work	❏	❏	❏	❏	❏	❏	❏
Manage instructional groups	❏	❏	❏	❏	❏	❏	❏
Manage transitions	❏	❏	❏	❏	❏	❏	❏
Manage materials and supplies	❏	❏	❏	❏	❏	❏	❏
Manage Performance of non-instructional duties	❏	❏	❏	❏	❏	❏	❏
Set Expectations	❏	❏	❏	❏	❏	❏	❏
Monitor student behavior	❏	❏	❏	❏	❏	❏	❏
Respond to student misbehavior	❏	❏	❏	❏	❏	❏	❏
Organize Safety and accessibility with Physical Space	❏	❏	❏	❏	❏	❏	❏
Arrange furniture and physical resources	❏	❏	❏	❏	❏	❏	❏
Analyze Student self-assessment and monitor their progress	❏	❏	❏	❏	❏	❏	❏

Please comment on other areas of your **classroom environment** not addressed above or elaborate on an item you have rated.

[**SECTION III**] Based on the **INSTRUCTION** domain, I am able to:

	Strongly Disagree	Somewhat Disagree	Disagree	Neither	Agree	Somewhat Agree	Strongly Agree
Communicate Expectations for learning	❏	❏	❏	❏	❏	❏	❏
Communicate in Directions for activities	❏	❏	❏	❏	❏	❏	❏
Explain content	❏	❏	❏	❏	❏	❏	❏
Use of oral and written language	❏	❏	❏	❏	❏	❏	❏
Use Quality of questions/prompts	❏	❏	❏	❏	❏	❏	❏
Provides Discussion techniques	❏	❏	❏	❏	❏	❏	❏
Facilitate Student participation	❏	❏	❏	❏	❏	❏	❏
Engage Students in Activities and assignments	❏	❏	❏	❏	❏	❏	❏
Engage Students in Grouping of students	❏	❏	❏	❏	❏	❏	❏
Engage in Instructional materials and resources	❏	❏	❏	❏	❏	❏	❏
Engage Students in Structure and pacing	❏	❏	❏	❏	❏	❏	❏
Use Assessment criteria	❏	❏	❏	❏	❏	❏	❏
Monitor student learning	❏	❏	❏	❏	❏	❏	❏
Provide Feedback to students	❏	❏	❏	❏	❏	❏	❏
Provide Student self-assessment and monitoring of progress	❏	❏	❏	❏	❏	❏	❏
Demonstrate Lesson adjustment	❏	❏	❏	❏	❏	❏	❏
Demonstrate Response to students	❏	❏	❏	❏	❏	❏	❏
Demonstrate Persistence	❏	❏	❏	❏	❏	❏	❏

Please comment on other areas of your **instruction** not addressed above or elaborate on an item you have rated.

[**SECTION IV**] Based on the **PROFESSIONAL RESPONSIBILITIES** domain, I am able to:

	Strongly Disagree	Somewhat Disagree	Disagree	Neither	Agree	Somewhat Agree	Strongly Agree
Reflect Accuracy on Teaching	❏	❏	❏	❏	❏	❏	❏
Reflect Used in future teaching	❏	❏	❏	❏	❏	❏	❏
Maintain Student completion of assignments	❏	❏	❏	❏	❏	❏	❏
Maintain Student progress in learning	❏	❏	❏	❏	❏	❏	❏
Communicate Information about the instructional program	❏	❏	❏	❏	❏	❏	❏
Communicate Information about individual students	❏	❏	❏	❏	❏	❏	❏
Communicate Engagement of families in instructional program	❏	❏	❏	❏	❏	❏	❏
Participate in Relationships with colleagues	❏	❏	❏	❏	❏	❏	❏
Have involvement in a culture of professional inquiry	❏	❏	❏	❏	❏	❏	❏
Participate in Service to the school	❏	❏	❏	❏	❏	❏	❏
Participate in school and district projects	❏	❏	❏	❏	❏	❏	❏
Enhance content knowledge and pedagogical skill	❏	❏	❏	❏	❏	❏	❏
Provide Receptivity to feedback from colleagues	❏	❏	❏	❏	❏	❏	❏
Develop Service to the profession	❏	❏	❏	❏	❏	❏	❏
Show Integrity and ethical conduct	❏	❏	❏	❏	❏	❏	❏
Show Service to students	❏	❏	❏	❏	❏	❏	❏
Show Advocacy	❏	❏	❏	❏	❏	❏	❏
Show Decision-making	❏	❏	❏	❏	❏	❏	❏
Show Compliance with school and district regulations	❏	❏	❏	❏	❏	❏	❏

Please comment on other areas of your **professional responsibilities** not addressed above or elaborate on an item you have rated.

The Four Domains
Self-Assessment

The first step in focusing your energy on new professional methods and techniques is to determine your needs. That requires honest self-assessment and planning. First, take a few moments to reflect on your practice and ask yourself, Where am I now?

Then review the performance descriptors for the components of each domain, underlining or highlighting keywords that best describe your teaching practice. Note that the words don't have to all be under one level. For example, you may highlight words in both the basic and proficient columns. Finally, mark the level that best matches your teaching performance for each domain.

As a result of this self-assessment, on which domain will you focus first?

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The Four Domains Self-Assessment

Domain 1: Planning and Preparation				
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: **Demonstrating Knowledge of Content and Pedagogy**	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline. ☐	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline. ☐	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline. ☐	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. ☐
1b: **Demonstrating Knowledge of Students**	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding. ☐	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole. ☐	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students. ☐	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students. ☐

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The Four Domains Self-Assessment

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1c: Setting Instructional Outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
	☐	☐	☐	☐
1d: Demonstrating Knowledge of Resources	The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
	☐	☐	☐	☐

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The Four Domains Self-Assessment

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1e: Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge off content, of students, and of resources, to- design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.
	☐	☐	☐	☐

The Four Domains Self-Assessment

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1f: Designing Student Assessments	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction. ☐	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole. ☐	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students. ☐	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students. ☐

Domain 2: The Classroom Environment

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict. ☐	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. ☐	Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. ☐	Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class. ☐

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The Four Domains Self-Assessment

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2b: Establishing a Culture for Learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work. ☐	The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both the teacher and students appear to be only "going through the motions." ☐	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work. ☐	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work. ☐
2c: Managing Classroom Procedures	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties. ☐	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective. ☐	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly. ☐	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties. ☐

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The Four Domains Self-Assessment

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2d: Managing Student Behavior	There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
	☐	☐	☐	☐
2e: Organizing Physical Space	The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.	The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
	☐	☐	☐	☐

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The Four Domains Self-Assessment

Domain 3: Instruction				
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Communicating with Students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development. ☐	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development. ☐	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development. ☐	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student misconceptions. ☐
3b: Using Questioning and Discussion Techniques	The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion. ☐	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful. ☐	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate. ☐	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard. ☐

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The Four Domains Self-Assessment

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3c: Engaging Students in Learning	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced. ☐	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained. ☐	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace. ☐	Students, throughout the lesson, are highly intellectually engaged in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure. ☐
3d: Using Assessment in Instruction	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work. ☐	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. ☐	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work. ☐	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teacher, and high-quality feedback to students from a variety of sources. ☐

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COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3e: **Demonstrating Flexibility and Responsiveness**	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment. ☐	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw on. ☐	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests. ☐	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies. ☐
Domain 4: Professional Responsibilities				
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: **Reflecting on Teaching**	The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved. ☐	The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved. ☐	The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved. ☐	The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each. ☐

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The Four Domains Self-Assessment

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4b: Maintaining Accurate Records	The teacher's systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion. ☐	The teacher's systems for maintaining both instructional and noninstructional records are rudimentary and only partially effective. ☐	The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective. ☐	The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective, and students contribute to its maintenance. ☐
4c: Communicating with Families	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program. ☐	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families. ☐	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner. ☐	The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate. ☐
4d: Participating in a Professional Community	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving. ☐	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial. ☐	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues. ☐	The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty. ☐

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Introduction

The Four Domains Self-Assessment

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4e: **Growing and Developing Professionally**	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues. ☐	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues. ☐	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues. ☐	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues. ☐
4f: **Showing Professionalism**	The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines. ☐	The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by. ☐	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations. ☐	The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations. ☐

Source: From *The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School* (pp. 129–135), by C. Danielson, 2008, Alexandria, VA: ASCD. © 2008 by ASCD. Reprinted with permission.

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Formal Observation Report

Teacher's Name	Date of Observation:
_____	_____
School # Subject	Grade
_____ _____	_____
Qualified Observer's Name/Position	
_____	

This form is to be used to summarize the observation of a lesson. A plan for improvement can be developed if the areas in need of improvement indicate unsatisfactory performance. Comments should reflect the criteria in the Performance Domains. Observation notes and other appropriate materials may be attached.

Lesson/Activity Overview:

Area(s) of Strength:

Area(s) for Improvement:

Teacher's Signature: _____ Date: _____

Qualified Observer's Signature: _____Date: _____

Distribution: Copy – Teacher   Copy – Principal

Urban Public School System
Performance-Based Evaluation

Teacher _____   **School** _____

Qualified Observer's Supporting Statements:

_____

_____

_____

_____

_____

_____

_____

_____

Teacher's Comments:

_____

_____

_____

_____

_____

_____

_____

Teacher's Signature: _____ Date: _____

Qualified Observer's Signature: _____Date: _____

By signing this form, the teacher verifies that the evaluation was read and discussed. Signature does not necessarily connote agreement

Distribution: Copy – Teacher   Copy – Qualified Observer

Evaluation Ratings

Teacher _____   Social Security No:_____

School _____   Subject/Position _____   Status _____

Principal's Name _____   Evaluation Period _____

This form should be used to assess the teacher's overall performance. Circle the number of points assigned to the rating in each domain. Add the total points to determine the teacher's overall rating.

Performance Domains	Proficient	Satisfactory	Unsatisfactory	Comments mandatory for Unsatisfactory Assessment
Planning and Preparation ☐ PIP Required	25	18	6	
The Learning Environment ☐ PIP Required	25	18	6	
Instruction/Instructional Support ☐ PIP Required	25	18	6	
Professional Responsibilities ☐ PIP Required	25	18	6	
Total Points				

Overall Rating: **Total Points _____**   Days Present _____

☐ Proficient   86 or more   = Proficient   Days Absent _____

☐ Satisfactory   70-85   = Satisfactory   Days Late _____

☐ Unsatisfactory   69 or less   = Unsatisfactory

Teacher's Signature: _____ Date: _____

Principal's Signature: _____Date: _____

_____

Distribution: *Copy – Teacher*   *Copy – Principal*   *Copy – Human Resources*

Perimeter Urban Teacher Evaluation Form

Instructions

This Teacher Evaluation form has 3 possible sections: Qualitative, Quantitative, and Total Evaluation Rating. Please complete all required fields in either the Qualitative and/or the Quantitative sections and the form will automatically calculate the teacher's Total Evaluation Rating based on the appropriate criteria. Calculations are summarized on the Total Evaluation Rating Section. Required fields will appear based on the teacher's evaluation year and evaluation type.

Teacher Information

School:	[blank] * ▼	Teacher:	[blank] * ▼
Evaluation Year:	Select... * ▼	School Year:	[blank] * ▼
Principal:		Evaluation Type:	○ Mid-Year ⊙ Final

Qualitative Evaluation ⓘ

Domain 1 - Planning and Preparation

Level	Points	Comments
[blank] * ▼		Demonstrates Knowledge of Content and Pedagogy
[blank] * ▼		Demonstrates Knowledge of Students
[blank] * ▼		Selects Instructional Outcomes
[blank] * ▼		Demonstrates Knowledge of Resources
[blank] * ▼		Designing Coherent Instruction
[blank] * ▼		Designing Student Assessments
	0	**Total Points for Domain 1**

Supporting Documents

📎 Click here to attach a file

◼ Add more documents

Principal's Comments (Type comments below)

[blank text field]

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Domain 2 - The Classroom Environment

Level	Points	Comments
[* ▼]		Creating an Environment of Respect and Rapport
[* ▼]		Establishing a Culture for Learning
[* ▼]		Managing Classroom Procedures
[* ▼]		Managing Student Behavior
[* ▼]		Organizing Physical Space
	0	**Total Points for Domain 2**

Supporting Documents

📎 Click here to attach a file

▼ Add more documents

Principal's Comments (Type comments below)

Domain 3 - Instruction

Level	Points	Comments
[* ▼]		Communicating with Students
[* ▼]		Using Questioning and Discussion Techniques
[* ▼]		Engaging Students in Learning
[* ▼]		Using Assessment in Instruction
[* ▼]		Demonstrating Flexibility and Responsiveness
	0	**Total Points for Domain 3**

Supporting Documents

📎 Click here to attach a file

▼ Add more documents

Principal's Comments (Type comments below)

Domain 4 - Professional Responsibilities

Level	Points	Comments
* ▼		Reflecting on Teaching
* ▼		Maintaining Accurate Records
* ▼		Communicating with Families
* ▼		Participating in a Professional Community
* ▼		Growing and Developing Professionally
* ▼		Showing Professionalism
	0	**Total Points for Domain 4**

Supporting Documents

📎 Click here to attach a file

▼ Add more documents

Principal's Comments (Type comments below)

Qualitative Section Overview

Domain 1	Domain 2	Domain 3	Domain 4	Total
0	0	0	0	0

Rating	Range
4 - Highly Effective	76- 88
3 - Effective	55 - 75
2 - Effective Developing	37 - 54
1 - Ineffective	22 - 36

Overall Qualitative Evaluation Rating: -

Perimeter Urban Teacher Evaluation Form

Section	Rating	Rating Category
Qualitative Evaluation Rating		
Quantitative Evaluation Rating		

Final Evaluation Rating:

☐ **I certify that an evaluation conference was conducted with the teacher on the date entered below.**

☐ **I understand the final evaluation rating for this teacher will be transferred to the Human Resources Management System upon submission of this form.**

Evaluator's Name		*	Date		*	🗓
School/Office						

Witness' Name		Date		🗓

☑ Add witness

☐ **The signature indicates the teacher has read the report. This does not necessarily indicate agreement with the evaluation.**

Teacher's Name		Date	

Teacher's Comments (Optional) May include special contributions to education on a local, county-wide, state and/or National level, if not cited elsewhere in this report.

<< Previous	Save	Notify Teacher	Save & Submit to HR	Cancel

HR Administrator Comments

APPENDIX C: INTERVIEW AND FOCUS GROUPS

DOCUMENT #1:   Initial and Exit Interview Guide

DOCUMENT#2:   Focus Group Moderator Guide

Initial and Exit Interview Protocol Guide

Demographic Information

Interviewer: _____   Interviewee: _____

Date: _____   Time: _____

Setup

The interview will take place in the conference room in the basement of library at The University. Each interview is expected to last no more than one hour.

Introduction and procedures

Thank you for agreeing to take part in this study. Prior to getting started, it is important for me to reiterate the consent form (previously signed during orientation) and to allow you to ask any questions before the interview (Review sections of the consent form).

As was noted in the consent form, I will audio tape this semi-structured individual interview and take notes as we chat. Please do not be concerned about how you sound. You will be provided with a copy of the transcription for you to see your responses to the interview questions when the transcription is complete. Please feel free to pass at any time. Do you have any concerns before we begin?

INITIAL

1. Do you have to follow a lesson plan template? If not, do you use the University template as a resource?
2. Do you have common planning/shared team meetings?
3. What are your teaching load and other responsibilities/duties?
4. Have there been performance based formative assessments of you as a new teacher using formal [announced] observations, review of lessons, and feedback?
5. Have you had pre and post observation conferences? If so, describe.
6. Think about the School of Education conceptual framework, how do you display each outcome on a regular basis?
7. What connections do you see between the outcomes and what your performance in the classroom?
8. How would you describe your experiences of being observed during student teaching to that of your first year teaching?
9. Did your undergraduate program prepare you for preparation, delivery/implementation, reflection, and feedback for observations?
10. Looking back upon your preparation and teaching experience thus far, do you feel prepared for the classroom?

11. Reflect on your student teaching, what were some experiences that helped prepare you for your first year of teaching?
12. Do you see yourself continuing as a classroom teacher (in your school, school district) for the next three –five years?
13. What suggestions would you recommend to make formal observations more beneficial to beginning teachers?
14. Now that you are in the classroom, what are ways that the School of Education can provide continued support?
15. Describe the new teacher orientation provided by your school district.
16. What do you know about achieving tenure in your school system?
17. What are the elements of the evaluation that you will be observed and rated?
18. What is your knowledge about the new teacher evaluation system?
19. What is your knowledge about the observation process in your building?
20. Before we end this interview, is there anything about your student teaching experience and first year teaching experience that I did not ask you that you would like to discuss?

<u>EXIT</u>

1: How do you describe yourself as a teacher?

2: Throughout this experience, we have examined and worked with four domains so now using, a scale of 1-4 rate your level of confidence for each domain (planning and preparation, classroom environment, instruction, and professional responsibilities.

     1-not confident
     2-somewhat confident
     3-confident
     4-strongly confident

3: Explain your thought process as you rated yourself on each of the self-assessment instruments. What did you think about as you determined your performance level on each of these self – assessments?

     a. Electronic QuestionPro *Framework for Teaching* Survey
     b. Implementing the *Framework for Teaching in Enhancing Professional Practice* Workbook Domain Self-Assessment
     c. Implementing the *Framework for Teaching in Enhancing Professional Practice* Workbook Components/Elements Self-Assessment

Closure

     I appreciate your willingness to participate in my dissertation research. As soon as I have a transcript of today's interview, I will email it to you so you may read and respond/clarify any responses you have given. Again, thank you for your time and insight.

Focus Groups Moderator's Guide

Introduction Hello and welcome to my Fantastic Five First Year Teachers. My name is Jermaine Ellerbe and I will serve as the facilitator for our focus group session. I'd like to start off by thanking each of you for taking time to come today. We'll be here for about two hours.

The purpose for our meeting is to have you share your perspectives about issues related to the teacher evaluation system you experience during your first year in your school system. You are experts in the profession whose insights are incredibly important for those to learn from. Our meeting will be videotaped and audiotaped. As always due to confidentiality, pseudonyms will be used. Also, you may request a transcript of our conversation for accuracy of statements.

I'm going to lead our discussion today based upon the domains from our Danielson *Framework for Teaching* workbook. My role is simply to ask you questions, encourage dialogue, and moderate the discussions.

Do you have any questions about what we are going to do?

Ground

Rules

To allow our conversation to flow more freely, I'd like to go over some ground rules:

- Please talk one at a time and avoid side conversations.
- Cell phones should be off or on vibrate. Be mindful of text messaging.
- There are no wrong answers, just different opinions. Say what is true for you, even if you are the only one who feels that way. Don't let the group persuade you. But if you do change your mind, just let me know.
- Everyone doesn't have to answer every single question, but I'd like to hear about your experience as much as possible. Everyone has a powerful story to share. Your voice is valuable and needs to be heard.
- This will be an open discussion. Feel free to comment on each other's remarks. Please be detailed with your answers.
- If you don't fully understand a question, feel free to ask that the question be restated in another way for clarity.

Housekeeping & Reminders	• Please make sure you have signed in.
	• To show my appreciation, I wanted to give you something special to remember our time together this evening. Distribute gift bags.
	• Let's look at our calendars to schedule the next focus group.
	• Distribute materials folders.
	• Any questions, comments, or concerns?
Introductory Activities	• Review Wordle of this week's domain responses and collecting evidence
	• Group Activity
	• Discuss Handouts: Cartoon, Checklist, and Quote
	[What are your thoughts about this activity as it relates to you and this week's domain?]
Guide Questions	REMEMBER TO TURN ON CAMCORDER AND CASSETTE RECORDER
	Domain #1: Planning and Preparation
	1. What system do you use to plan your lessons? What do you use, where do you plan, and how do you go about planning? (Your method/routine)
	2. During our initial interview, you each indicated that you have a weekly time in your schedule to plan. How do you use that time? What about common planning with other grade level colleagues?
	3. Did your school/school system provide you with professional development about lesson planning? Was your undergraduate program where you received training about planning and preparation?
	4. In our initial interview, when asked about your lesson plan template/ format.
	a.) Is that still accurate information?
	b.) Was The University template a good resource for planning?
	5. Did student teaching help you with planning?
	6. To what extent do you believe your training as a systematic planner connects/fits your professional practice in planning and preparation?
	7. Do you plan and prepare differently for an observation than a non-observation? Why or why not?
	8. Based upon your self- assessments and school evaluations,
	a.) What are your strengths when planning and preparing?

b.) What are your areas for improvement?

9. Think back through all the numerous lessons you have taught this year,

    a.) What was the best lesson you taught and were you effective based upon planning and preparation?

    b.) What was the worst lesson you taught and did planning and preparation have an impact on its outcome?

Domain #2: Classroom Environment

1. What are some effective strategies you used and found effective for behavior and classroom management?

2. Does your school culture/climate impact your classroom environment? Explain.

3. Does your school have a school-wide behavior management system such as PAX or PBIS? Is it effective? Do you incorporate any parts of it into your classroom?

4. At our last book club gathering, a very interesting question was mentioned about teacher disposition/demeanor. Reflect on your personality, how does your attitude impact the environment in your classroom?

5. What connections have you experienced between being a reflective decision maker and classroom environment?

6. What connections have you experienced between being an effective communicator and classroom environment?

7. What connections have you noticed with your classroom environment as a result of planning and preparation?

Domain #3: Instruction

1. What makes for good instruction?

2. How do you engage students in reading and math (math and science)?

3. Other than assessment, what demands impact your delivery of instruction?

4. What curriculum(s) do you use (VSC, CCSS, BCPS/BCPSS/Open Court/MathWorks)? How were you trained to use it? Was it effective? Do you

feel comfortable implementing the curriculum?

5. How would you describe your teaching style?

6. How do you know students understand what you've taught them?

7. How do you reflect upon your instructional practices?

8. What are you strengths with instruction? Areas for improvement? How do you plan to improve upon weaknesses?

19. Describe the connection between the domains of instruction and classroom environment.

10. Describe the connection between the domains of instruction and planning and preparation.

11. Describe the connection between being an instructional leader and instruction domain.

Domain #4: Professional Responsibilities

1. What does professional mean to you as an educator?
2. How do you demonstrate/exhibit professionalism?
3. How do you demonstrate your commitment to high ethical and professional standards?
4. In what ways do you participate in a professional community? (service to school, participation in school and district projects, school leadership)
5. In what ways are you growing and developing professionally? (professional organizations, courses, study groups, conferences/workshops, readings)
6. Describe the connection between being an evolving professional and professional responsibilities
7. Describe the connection between professional responsibilities and the other three domains (planning and preparation, instruction, and classroom environment)

Closing
- Please complete the evaluation forms and return to me so I can take your feedback and improved upon for the next group gathering.
- Thank you for coming today and sharing your thoughts about this week's domain.
- Your feedback will help improve the evaluation process for teachers. I thank you for your time.

APPENDIX D: DATA SUMMARY CHARTS

DOCUMENT #1:   Self-Assessment Domain Performance Level Ratings

DOCUMENT #2:   Clinical preparation and Professional Practice Evaluation Ratings

DOCUMENT #3:   QuestionPro Report for the Survey-Framework for Teaching

DOCUMENT #4:   Coding Themes Legend

DOCUMENT #5:   Domain Self-Assessment: Implementing the Framework for Teaching

The Four Domains Self-Assessment Performance Level Ratings

Domains	Elements	Sasha		Erin		Michelle		Latoya		Asia	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1: Planning and Preparation	1a: *Demonstrating Knowledge of Content and Pedagogy*	4.0	2.0	4.0	2.0	3.5	3.0	3.5	3.0	4.0	3.0
	1b: *Demonstrating Knowledge of Students*	4.0	3.0	3.5	2.0	3.5	3.0	3.5	4.0	4.0	2.0
	1c: *Setting Instructional Outcomes*	4.0	3.0	3.0	2.0	4.0	3.0	3.5	3.0	3.0	2.0
	1d: *Demonstrating Knowledge of Resources*	4.0	2.0	4.0	2.0	4.0	4.0	4.0	4.0	4.0	3.0
	1e: *Designing Coherent Instruction*	4.0	3.0	3.5	2.0	4.0	3.0	4.0	4.0	4.0	3.0
	1f: *Designing Student Assessments*	4.0	3.0	3.5	3.0	4.0	3.0	4.0	4.0	4.0	2.0
	AVERAGE	*4.0*	*2.7*	*3.6*	*2.2*	*3.8*	*3.7*	*3.8*	*3.5*	*3.8*	*2.5*
2: Classroom Environment	2a: *Creating an Environment of Respect and Rapport*	4.0	3.0	4.0	3.0	4.0	1.0	4.0	3.0	3.0	3.0
	2b: *Establishing a Culture for Learning*	4.0	3.0	3.5	3.0	3.5	3.0	4.0	4.0	3.0	3.0
	2c: *Managing Classroom Procedures*	4.0	2.0	4.0	3.0	4.0	3.0	4.0	4.0	3.0	3.0
	2d: *Managing Student Behavior*	4.0	3.0	4.0	3.0	4.0	3.0	4.0	4.0	3.0	3.0
	2e: *Organizing Physical Space*	4.0	3.0	3.0	3.0	4.0	4.0	4.0	4.0	3.0	3.0
	AVERAGE	*4.0*	*2.8*	*3.7*	*3.0*	*3.9*	*2.8*	*4.0*	*3.8*	*3.0*	*3.0*
3: Instruction	3a: *Communicating With Students*	4.0	3.0	3.5	3.0	4.0	3.0	4.0	3.0	3.0	4.0
	3b: *Using Questioning and Discussion Techniques*	4.0	3.0	3.5	3.0	4.0	4.0	4.0	4.0	3.0	3.0
	3c: *Engaging Students in Learning*	4.0	3.0	3.5	3.0	4.0	3.0	4.0	3.0	3.0	3.0
	3d: *Using Assessment in Instruction*	4.0	3.0	3.5	3.0	4.0	3.0	4.0	3.0	3.0	2.0
	3e: *Demonstrating Flexibility and Responsiveness*	4.0	3.0	4.0	3.0	4.0	4.0	4.0	4.0	3.0	3.0
	AVERAGE	*4.0*	*3.0*	*3.6*	*3.0*	*4.0*	*3.4*	*4.0*	*3.4*	*3.0*	*3.0*
4: Professional Responsibilities	4a: *Reflecting on Teaching*	4.0	4.0	4.0	2.0	3.0	1.0	4.0	3.0	2.5	3.0
	4b: *Maintaining Accurate Records*	4.0	3.0	4.0	2.0	4.0	3.0	4.0	3.0	3.0	3.0
	4c: *Communicating with Families*	4.0	3.0	3.5	2.0	3.0	2.0	3.5	3.0	2.5	3.0
	4d: *Participating in a Professional Community*	4.0	2.0	3.5	2.0	2.5	3.0	3.5	3.0	3.0	2.0
	4e: *Growing and Developing Professionally*	4.0	3.0	3.5	2.0	2.5	4.0	4.0	2.0	3.0	3.0
	4f: *Showing Professionalism*	4.0	3.0	3.5	2.0	4.0	3.0	4.0	3.0	3.0	3.0
	AVERAGE	*4.0*	*3.0*	*3.7*	*2.0*	*3.2*	*3.2*	*3.8*	*2.8*	*2.0*	*3.0*
TOTAL GROUP AVERAGE		4.0	2.8	3.7	2.6	3.3	3.3	3.9	3.7	3.0	2.9

Key: 4.0= Distinguished   3.0=Proficient   2.0=Basic   1.0=Unsatisfactory

Summary of Clinical and Professional Practice Teacher Evaluation Scores
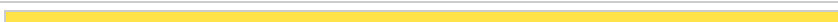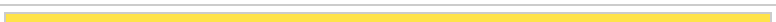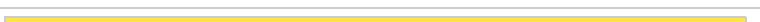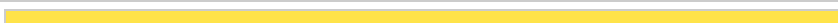
Teacher	Outcome	Observ #1	Observ #2	Average	Rating	Domain	Observ #1	Observ #2	Average	Rating
	CLINICAL PREPARATION OBSERVATION EVALUATIONS					**PROFESSIONAL PRACTICE OBSERVATION EVALUATIONS**				
Sasha	SP	*3*	*3*	*3*	*EE*	P&P	*3*	*3*	*3*	*HE*
	IL	*3*	*3*	*3*	*EE*	I	*2*	*3*	2.5	*E*
	EC	*2*	*3*	2.5	*ME*	CE	*3*	*3*	*3*	*HE*
	RDM	*3*	*2*	2.5	*ME*					
	EP	*3*	*3*	*3*	*EE*	PR	*3*	*3*	*3*	*HE*
	Avg.	2.8	2.8	2.8	ME	Avg.	2.8	3.0	2.9	E
Erin	SP	*2*	*3*	2.5	*ME*	P&P	*3*	*3*	*3*	*HE*
	IL	*2*	*2*	*2*	*ME*	I	*2*	*3*	2.5	*E*
	EC	*2*	*2*	*2*	*ME*	CE	*3*	*3*	*3*	*HE*
	RDM	*2*	*2*	*2*	*ME*					
	EP	*2*	*2*	*2*	*ME*	PR	*3*	*2*	2.5	*E*
	Avg.	2.0	2.2	2.1	ME	Avg.	2.8	2.8	2.8	E
Michelle	SP	*3*	*3*	2.5	*ME*	P&P	*2*	*2*	*2*	*E*
	IL	*2*	*2*	*2*	*ME*	I	*2*	*2*	*2*	*E*
	EC	*2*	*2*	*2*	*ME*	CE	*3*	*3*	*3*	*HE*
	RDM	*2*	*2*	*2*	*ME*					
	EP	*2*	*2*	*2*	*ME*	PR	*2*	*2*	*2*	*E*
	Avg.	2.2	2.2	2.1	ME	Avg.	2.3	2.3	2.3	E
Latoya	SP	*1*	*2*	*1.5*	*NI*	P&P	*3*	*3*	*3*	*HE*
	IL	*2*	*3*	2.5	*ME*	I	*2*	*3*	2.5	*E*
	EC	*1*	*2*	*1.5*	*NI*	CE	*3*	*2*	2.5	*E*
	RDM	*2*	*1*	1.5	*NI*					
	EP	*2*	*2*	*2*	*ME*	PR	*2*	*3*	2.5	*E*
	Avg.	1.6	2.0	1.8	NI	Avg.	2.5	2.8	2.6	E
Asia	SP	*2*	*3*	2.5	*ME*	P&P	*3*	*3*	*3*	*HE*
	IL	*1*	*2*	*1.5*	*NI*	I	*2*	*3*	2.5	*E*
	EC	*1*	*2*	*1.5*	*NI*	CE	*1*	*2*	*1.5*	*B*
	RDM	*1*	*2*	*1.5*	*NI*					
	EP	*2*	*3*	2.5	*ME*	PR	*2*	*2*	*2*	*E*
	Avg.	1.4	2.4	1.9	NI	Avg.	*2.0*	*2.5*	*2.3*	*E*
GROUP AVG.		2.0	2.3	2.1	ME		2.5	2.7	2.6	ME

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Key for Codes	
Clinical Preparation Outcomes	Professional Practice Domains
SP=Systematic Planner IL=Instructional Leader EC= Effective Communicator RDM=Reflective Decision Maker EP=Evolving Professional	P&P=Planning and Preparation I=Instruction CE=Classroom Environment PR=Professional Responsibilities
Outcome Ratings	Domain Ratings
EE=(3)Exceeds Expectations ME=(2)Meets Expectations NI=(1)Needs Improvement	HE=(3)Highly Effective E=(2)Effective B=(1)Basic

	Viewed	Started	Completed	Completion Rate	Drop Outs (After Starting)	Average Time to Complete Survey
	34	**7**	**5**	**71.43%**		
					2	**22 mins**

Overall Matrix Scorecard : [SECTION I] Based on the PLANNING AND PREPARATION domain, I am able to:

Question	Count	Score	Strongly Disagree	Somewhat Disagree	Disagree	Neither	Agree	Somewhat Agree	Strongly Agree
1. Demonstrate Knowledge of content & the structure of discipline	5	7.000							
2. Demonstrate Knowledge of prerequisite relationships	5	6.800							
3. Demonstrate Knowledge of content-related pedagogy	5	6.800							
4. Demonstrate Knowledge of child and adolescent development	5	6.600							
5. Demonstrate Knowledge of the learning process	5	7.000							
6. Demonstrate Knowledge of students' skills, knowledge, and language proficiency	5	7.000							
7. Demonstrate Knowledge of students' interest and cultural heritage	5	7.000							
8. Demonstrate Knowledge of students' special needs	5	6.400							
9. Set Value, sequence and alignment of Instructional Outcomes	5	5.800							
10. Clarify Instructional Outcomes	5	6.200							
11. Balance Instructional Outcome	5	6.200							
12. Set Suitability for diverse learners	5	6.400							
13. Demonstrate Knowledge of Resources for classroom use	5	7.000							

14.	Demonstrate Knowledge of Resources to extend content knowledge and pedagogy	5	7.000	
15.	Demonstrate Knowledge of resources for students	5	7.000	
16.	Design Learning activities	5	7.000	
17.	Design Instructional materials and resources	5	7.000	
18.	Design Instructional groups	5	7.000	
19.	Design Lesson and unit structure	5	6.600	
20.	Design Congruence with instructional outcomes	5	6.200	
21.	Design Criteria and standards	5	6.600	
22.	Design of formative assessments	5	7.000	
23.	Design Student Assessment Used for planning	5	7.000	
	Average		**6.722**	

Overall Matrix Scorecard : [SECTION II] Based on the CLASSROOM ENVIRONMENT domain, I am able to:

Question	Count	Score	Strongly Disagree	Somewhat Disagree	Disagree	Neither	Agree	Somewhat Agree	Strongly Agree
1. Create Teacher interaction with students	5	6.600							
2. Create Student interactions with other students	5	6.600							
3. Establish Importance of the content and of learning	5	6.600							
4. Establish Expectations for learning and achievement	5	6.600							
5. Establish Student pride in work	5	6.000							
6. Manage instructional groups	4	7.000							
7. Manage transitions	5	6.600							
8. Manage materials and supplies	5	6.600							
9. Manage Performance of non-instructional duties	5	6.600							
10. Set Expectations	5	6.600							
11. Monitor student behavior	5	6.600							
12. Respond to student misbehavior	5	6.600							
13. Organize Safety and accessibility with Physical Space	5	6.600							
14. Arrange furniture and physical resources	5	6.400							
15. Analyze Student self-assessment and monitor their progress	5	6.400							
Average		**6.560**							

Overall Matrix Scorecard : [SECTION III] Based on the INSTRUCTION domain, I am able to:

Question	Count	Score	Strongly Disagree	Somewhat Disagree	Disagree	Neither	Agree	Somewhat Agree	Strongly Agree
1. Communicate Expectations for learning	5	6.600							
2. Communicate in Directions for activities	5	6.600							
3. Explain content	5	6.600							
4. Use of oral and written language	5	6.400							
5. Use Quality of questions/prompts	5	6.400							
6. Provides Discussion techniques	5	6.400							
7. Facilitate Student participation	5	6.600							
8. Engage Students in Activities and assignments	5	6.600							
9. Engage Students in Grouping of students	5	6.600							
10. Engage in Instructional materials and resources	5	6.600							
11. Engage Students in Structure and pacing	5	6.400							
12. Use Assessment criteria	5	6.400							
13. Monitor student learning	5	6.600							
14. Provide Feedback to students	5	6.600							
15. Provide Student self-assessment and monitoring of progress	5	6.000							
16. Demonstrate Lesson adjustment	5	6.600							
17. Demonstrate Response to students	5	6.600							
18. Demonstrate Persistence	5	6.600							
	Average	**6.511**							

Overall Matrix Scorecard : [SECTION IV] Based on the PROFESSIONAL RESPONSIBILITIES domain, I am able to:

	Question	Count	Score	Strongly Disagree	Somewhat Disagree	Disagree	Neither	Agree	Somewhat Agree	Strongly Agree
1.	Reflect Accuracy on Teaching	5	6.200							
2.	Reflect Used in future teaching	5	6.400							
3.	Maintain Student completion of assignments	5	6.600							
4.	Maintain Student progress in learning	5	6.600							
5.	Communicate Information about the instructional program	5	5.800							
6.	Communicate Information about individual students	5	6.400							
7.	Communicate Engagement of families in instructional program	5	5.800							
8.	Participate in Relationships with colleagues	5	6.000							
9.	Have involvement in a culture of professional inquiry	5	6.200							
10.	Participate in Service to the school	5	6.200							
11.	Participate in school and district projects	5	5.800							
12.	Enhance content knowledge and pedagogical skill	5	6.400							
13.	Provide Receptivity to feedback from colleagues	5	6.000							
14.	Develop Service to the profession	5	5.800							
15.	Show Integrity and ethical conduct	5	6.600							
16.	Show Service to students	5	6.600							
17.	Show Advocacy	5	6.600							
18.	Show Decision-making	5	6.600							
19.	Show Compliance with school and district regulations	5	6.400							
	Average		**6.263**							

Coding Themes Legend

Themes	Cross Cutting Themes
Category#1: PLANNING (PLN) PLN1- Designing Components PLN2- Processing Lesson PLN3- Scheduling Time PLN4- Knowing Students	**PROFESSIONAL DISPOSITIONS (PD)** PD1- Acceptable Behaviors PD2- Developing Behaviors PD3- Unacceptable Behaviors
Category #2: ENVIRONMENT (EVN) EVN1- Classroom Management EVN2- Respect and Rapport EVN3- Culture for Learning	**SCHOOL CULTURE (SC)** SC1- Sense of Belonging SC2- Structured Support SC3 –Involvement in Building
Category #3: INSTRUCTION (IST) IST1- Pedagogical Strategies IST2- Student Engagement IST3- Assess Understanding IST4- Implementation of Plan	**LEARNING COMMUNITY (LC)** LC1- Support System and Connectedness LC2- Conversations and Knowledge LC3- Development and Insights
Category #4: PROFESSIONALISM (PRO) PRO1- Parental Involvement PRO2- Teacher Participation PRO3- Effective Communication	

Component 1a: Demonstrating Knowledge of Content and Pedagogy				
Element	Level of Performance (n=3)			
	Unsatisfactory (1)	Basic (2)	Proficient(3)	Distinguished (4)
Knowledge of content and the structure of the discipline		***33.3%**	****66.7%**	
Knowledge of prerequisite relationships			*****100%**	
Knowledge of content-related pedagogy		***33.3%**	****66.7%**	

Component 1b: Demonstrating Knowledge of Students				
Element	Level of Performance (n=2)			
	Unsatisfactory (1)	Basic (2)	Proficient(3)	Distinguished (4)
Knowledge of child and adolescent development			****100%**	
Knowledge of the learning process			****100%**	
Knowledge of students' skills, knowledge, and language proficiency			***50%**	***50%**
Knowledge of students' interest and cultural heritage		***50%**	***50%**	
Knowledge of students' special needs			****100%**	

Component 1c: Setting Instructional Outcomes				
Element	Level of Performance (n=4)			
	Unsatisfactory (1)	Basic (2)	Proficient(3)	Distinguished (4)
Value, sequence and alignment		***25%**	****50%**	***25%**
Clarity		***25%**	****50%**	***25%**
Balance		****50%**	****50%**	
Suitability for diverse learners			*****75%**	***25%**

Component 1d: Demonstrating Knowledge of Resources				
Element	Level of Performance (n=2)			
	Unsatisfactory (1)	Basic (2)	Proficient(3)	Distinguished (4)
Resources for classroom use			****100%**	
Resources to extend content knowledge and pedagogy			****100%**	
Resources for students		***50%**	***50%**	

Component 1e: Designing Coherent Instruction				
Element	Level of Performance (n=0)			
	Unsatisfactory (1)	Basic (2)	Proficient(3)	Distinguished (4)
Learning activities				
Instructional materials and resources				
Instructional groups				
Lesson and unit structure				

Component 1f: Designing Student Assessments				
Element	Level of Performance (n=1)			
	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
Congruence with instructional outcomes			*** 100%**	
Criteria and standards			***100%**	
Design of formative assessments			***100%**	
Use for planning			***100%**	

Component 2a: Creating an Environment of Respect and Rapport				
	Level of Performance (n=2)			
Element	Unsatisfactory (1)	Basic(2)	Proficient(3)	Distinguished (4)
Teacher interaction with students				**100%
Student interactions with other students			**100%	

Component 2b: Establishing a Culture of Learning				
	Level of Performance (n=0)			
Element	Unsatisfactory (1)	Basic (2)	Proficient(3)	Distinguished (4)
Importance of the content and of learning				
Expectations for learning and achievement				
Student pride in work				

Component 2c: Managing Classroom Procedures				
	Level of Performance (n=2)			
Element	Unsatisfactory (1)	Basic (2)	Proficient(3)	Distinguished (4)
Management of instructional groups		*50%	*50%	
Management of transitions			**100%	
Management of materials and supplies			**100%	
Performance of non-instructional duties			*50%	*50%
Supervision of volunteers and para-professionals		*50%		*50%

Component 2d: Managing Student Behaviors				
	Level of Performance (n=1)			
Element	Unsatisfactory (1)	Basic (2)	Proficient(3)	Distinguished (4)
Expectations				*100%
Monitoring of student behavior		*100%		
Response to student misbehavior		*100%		

Component 2e: Organizing Physical Space				
	Level of Performance (n=1)			
Element	Unsatisfactory (1)	Basic (2)	Proficient(3)	Distinguished (4)
Safety and accessibility			*100%	
Arrangement of furniture and use of physical resources		*100%		

Component 3a: Communicating with Student				
	Level of Performance (N=2)			
Element	Unsatisfactory (1)	Basic (2)	Proficient(3)	Distinguished (4)
Expectations for learning			**100%	
Directions for activities			*50%	*50%
Explanations of content			*50%	*50%
Use of oral and written language			**100%	

Component 3b: Using Questioning and Discussion Techniques				
	Level of Performance (N=3)			
Element	Unsatisfactory (1)	Basic (2)	Proficient(3)	Distinguished (4)
Quality of questions		*33%	**67%	
Discussion techniques		*33%	**67%	
Student participation			***100%	

Component 3c: Engaging Students in Learning				
	Level of Performance (N=2)			
Element	Unsatisfactory (1)	Basic (2)	Proficient(3)	Distinguished (4)
Activities and assignments			**100%	
Grouping of students			**100%	
Instructional materials and resources			**100%	
Structure and pacing			*50%	*50%

Component 3d: Using Assessment in Instruction				
	Level of Performance (N=2)			
Element	Unsatisfactory (1)	Basic (2)	Proficient(3)	Distinguished (4)
Assessment criteria			**100%	
Monitoring of student learning		*50%		*50%
Feedback to students			*50%	*50%
Student self-assessment and monitoring of Progress	*50%		*50%	

Component 3e: Demonstrating Flexibility and Responsiveness				
	Level of Performance (N=1)			
Element	Unsatisfactory (1)	Basic (2)	Proficient(3)	Distinguished (4)
Lesson adjustment			*100%	
Response to students				*100%
Persistence			*100*	

Component 4a: Reflecting on Teaching				
	Level of Performance (N= 2)			
Element	Unsatisfactory (1)	Basic (2)	Proficient(3)	Distinguished (4)
Accuracy			**100%	
Use in future teaching			**100%	

Component 4b: Maintaining Accurate Records				
	Level of Performance (N= 1)			
Element	Unsatisfactory (1)	Basic (2)	Proficient(3)	Distinguished (4)
Student completion of assignments		*100%		
Student progress in learning			*100%	
Non-instructional records			*100%	

Component 4c: Communicating with Families				
	Level of Performance (N= 3)			
Element	Unsatisfactory (1)	Basic (2)	Proficient(3)	Distinguished (4)
Information about the instructional program			*33%	**67%
Information about individual students			***100%	
Engagement of families in the instructional program		*33%	**67%	

Component 4d: Participating in a Professional Community				
	Level of Performance (N= 3)			
Element	Unsatisfactory (1)	Basic (2)	Proficient(3)	Distinguished (4)
Relationships with colleagues			***100%	
Involvement in a culture of professional inquiry		*33%	**67%	
Service to the school		***100%		
Participation in school and district projects		***100%		

Component 4e: Growing and Developing Professionally				
	Level of Performance (N= 1)			
Element	Unsatisfactory (1)	Basic (2)	Proficient(3)	Distinguished (4)
Enhancement of content knowledge and pedagogical skill			*100%	
Receptivity to feedback from colleagues			*100%	
Service to the profession			*100%	

Component 4f: Showing Professionalism				
	Level of Performance (N= 0)			
Element	Unsatisfactory (1)	Basic (2)	Proficient(3)	Distinguished (4)
Integrity and ethical conduct				
Service to students				
Advocacy				
Decision-making				
Compliance with school and district regulations				

APPENDIX E: ALIGNMENT CHARTS

DOCUMENT #1:   Comparative Conceptual Framework Outcomes and Framework for
                 Teaching Domains

DOCUMENT #2:   Comparative Teacher Evaluation Induction Model

DOCUMENT #3:   Comparative Profile of Two Maryland School Systems in this Study

Comparative Conceptual Framework Outcomes and Framework for Teaching Domains

Conceptual Framework Outcomes	**Framework for Teaching Domains**
Systematic Planner	Planning and Preparation

The teacher plans long and short term instruction based on P-12 student needs, curriculum goals, subject knowledge, and learning theory. The teacher utilizes assessment results in planning, while relating curriculum to student experience and community context. The teacher is prepared to adjust plans after reflective evaluation and after considering expected input, student interests, and the level of student understanding.

Indicator 1a: *Plans and integrates lessons*

- Describes lesson outcomes based upon learner behavior
- Plans objectives appropriate for the instructional level of the learners
- Specifies the major concepts of skills of the subject matter to be taught

Indicator 1b: *Plans instruction to achieve objectives*

- Plans learning experiences to actively involve learners to achieve stated objectives
- Identifies materials and supplies needed for lessons
- Includes activities and materials to learners rate, level, and modality
- Designs bulletin boards related to goals and objectives
- Engages learners in reflective decision making, problem solving and opportunities to be innovative

Indicator 1c: *Plans to evaluate objectives*

- Plans to assess prior learning when beginning a new concept or skill
- Plans formal or informal evaluation to match learner outcomes

Indicator 1d: *Plans to help learners affirm cultural differences while realizing cultures have similarities*

- Uses the cultural backgrounds of students to develop a supportive environment
- Helps learns to accept diversity and the contributions of different ethnic groups
- Corrects stereotyped statements or ideas expressed by learners

The teacher organizes the content that students are to learn and how to design instruction. The teacher designs instruction that reflects an understanding of the disciplines he/she teaches and they understand the various types of student development.

Component 1a: *Demonstrating Knowledge of Content and Pedagogy*
 • Knowledge of content and the structure of the discipline
 • Knowledge of prerequisite relationships
 • Knowledge of content-related pedagogy

Component 1b: *Demonstrating Knowledge of Students*
 • Knowledge of child and adolescent development
 • Knowledge of the learning process
 • Knowledge of students' skills, knowledge, and language proficiency
 • Knowledge of students' interest and cultural heritage
 • Knowledge of students' special needs

Component 1c: *Setting Instructional Outcomes*
 • Value, sequence and alignment
 • Clarity
 • Balance
 • Suitability for diverse learners

Component 1d: *Demonstrating Knowledge of Resources*
 • Resources for classroom use
 • Resources to extend content knowledge and pedagogy
 • Resources for students

Component 1e: *Designing Coherent Instruction*
 • Learning activities
 • Instructional materials and resources
 • Instructional groups
 • Lesson and unit structure

Component 1f: *Designing Student Assessments*
 • Congruence with instructional outcomes
 • Criteria and standards
 • Design of formative assessments
 • Use for planning

Conceptual Framework Outcomes	**Framework for Teaching Domains**

Instructional Leader	Instruction

The teachers organize and manage a class while promoting student participation, engaging students in various pedagogical models. The teacher requires appropriate student behaviors. The instructional facilitator encourages critical thinking by applying knowledge, skills, and resources.

The teacher has finely honed instructional skills such as demonstrating flexibility and responsiveness which are used to guide assessment. The teacher communicates with students using questioning and discussion techniques that will engage student learning.

Indicator 2a: Designs instructional strategies
- Established the focus of the lesson
- Reviews concepts and skills previously taught
- Communicates the objectives to learners
- Presents information in a logical sequence
- Readjusts lesson plan when appropriate
- Provides closure for the lesson

Component 3a: Communicating With Students
- Expectations for learning
- Directions for activities
- Explanations of content
- Use of oral and written language

Indicator 2b: Demonstrates mastery of subject matter
- Presents accurate and current information
- Provides meaningful directions and examples
- Corrects misconceptions, as appropriate
- Answers questions correctly or directs learners

Component 3b: Using Questioning and Discussion Techniques
- Quality of questions/prompts
- Discussion techniques
- Student participation

Indicators 2c: Utilization of teaching methods/strategies
- Limits use of worksheets to a minimum
- Varies activities and instructional materials
- Provides opportunities for learners to practice and apply the knowledge or skill taught
- Various grouping for instruction
- Uses questioning and probing techniques
- Uses technology as component or aid
- Checks for understanding as skills develop

Component 3c: Engaging Students in Learning
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

Indictor 2d: Uses Motivation and Reinforcement Skills
- Rewards learner efforts and successes
- Relates content to learner interests
- Encourages learners intrinsically to learn

Component 3d: Using Assessment in Instruction
- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

Indicator 2e: Evaluates learner progress and feedback
- Assesses prior knowledge at start of lesson
- Uses formal and informal evaluation strategies
- Monitors ongoing performance of learners
- Provides timely feedback to learners
- Encourages reflection on the objectives and goals

Component 3e: Demonstrating Flexibility and Responsiveness
- Lesson adjustment
- Response to students
- Persistence

Conceptual Framework Outcomes	**Framework for Teaching Domains**

Conceptual Framework Outcomes

Evolving Professional

The teacher plans for and assesses his/her professional growth. The teacher participates in various activities and stays current with new information in the field applying new ideas in the classroom. The professional prepares and participates in further study and carries out professional responsibilities.

Indicator 5a: *Participates in the professional community*

- Establishes and maintains rapport with learners
- Establishes realistically high expectations for all learners
- Provides ample time for all learners to respond
- Exhibits courtesy in interaction with all learners
- Provides individual or group assistance to learners
- Demonstrates a sense of efficacy

Indicator 5b: *Uses Effective Communication Skills*

- Gives clear written and oral directions and explanations
- Uses acceptable grammar and pronunciation
- Provides written material that is grammatically correct and legible

Indicator 5c: *Participates in Parent Conferences and/or In-Service Workshops and Faculty Meetings*

- Participates in parent conferences
- Participates in inservice workshops
- Participates in faculty meetings
- Participates in team and department meetings

Framework for Teaching Domains

Professional Responsibilities

The teacher seeks to improve his/her practice by participating in professional communities and reflecting on their teaching. The teacher shows professionalism through maintaining accurate records and communicating with families.

Component 4a: *Reflecting on Teaching*
• Accuracy
• Use in future teaching

Component 4b: *Maintaining Accurate Records*
• Student completion of assignments
• Student progress in learning

Component 4c: *Communicating with Families*
• Information about the instructional program
• Information about individual students
• Engagement of families in the instructional program

Component 4d: *Participating in a Professional Community*
• Relationships with colleagues
• Involvement in a culture of professional inquiry
• Service to the school
• Participation in school and district projects

Component 4e: *Growing and Developing Professionally*
• Enhancement of content knowledge and pedagogical skill
• Receptivity to feedback from colleagues
• Service to the profession

Component 4f: *Showing Professionalism*
• Integrity and ethical conduct
• Service to students
• Advocacy
• Decision-making
• Compliance with school and district Regulations

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Conceptual Framework Outcomes

Reflective Decision Maker

The teacher is a thinker who applies theory and knowledge of human development to the teaching/learning process when selecting and using teaching strategies. The reflective teacher reviews his/her teaching practices employing feedback from diverse sources. Each decision is based on the teachers' development and realistically high expectations for success and achievement.

Indicator 4a: Reflects on practice
- Values critical thinking and self-directed learning as habits of mind
- Commits to reflection, assessment, and learning as an ongoing process
- Is willing to give and receive help
- Commits to seeking out, developing, and continually refining practices that address the individual needs of students
- Recognizes his/her responsibility for engaging in a supporting appropriate professional practices for self and colleagues.

Effective Communicator

Teacher models good speaking, listening, reading, and writing skills and habits while helping students to develop communication skills and fluency through positive experiences in speaking, listening, reading, and writing. The teacher understands effective teaching methods for helping student's language development and responding to questions.

Indicator 3a: *Communication*
- Begins instruction promptly
- Provides transitions to minimize loss of instructional time
- Systematizes classroom rules and routines

Indicator 3b: *Utilization of Space, Equipment, and Materials*
- Arranges space so learners can see and hear
- Adjusts seating to accommodate students with special needs
- Uses equipment and materials to support lesson
- Provides stimulating physical environment

Indicator 3c: *Manages learner behaviors*
- Establishes clear, appropriate expectations
- Applies rules consistently to all learners
- Actively monitors learner behaviors in class
- Uses positive and/or negative reinforcement

Framework for Teaching Domains

The Classroom Environment

The teacher establishes a comfortable and respectful classroom environment that cultivates a culture for learning and creates a safe place for risk taking. The teacher creates an atmosphere of excitement about the importance of learning and the significance of content.

Component 2a: *Creating an Environment of Respect and Rapport*
- Teacher interaction with students, including both words and actions
- Student interactions with other students, including both words and actions

Component 2b: *Establishing a Culture for Learning*
- Importance of the content and of learning
- Expectations for learning and achievement
- Student pride in work

Component 2c: *Managing Classroom Procedures*
- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties

Component 2d: *Managing Student Behavior*
- Expectations
- Monitoring of student behavior
- Response to student misbehavior

Component 2e: *Organizing Physical Space*
- Safety and accessibility
- Arrangement of furniture and use of physical resources
- Student self-assessment and monitoring of progress

Comparative Teacher Evaluation Induction Model

IHE-LEA Induction Teacher Evaluation Model								
Setting	Clinical preparation					Professional Practice			
Participant/ Length	Pre-Service 1 year					In-Service 1 year			
Expectations	Conceptual Framework Outcomes					Classroom Practice Domains			
Components/ Value	S.P. 10%	I.L. 10%	R.D.M. 10%	E.C. 10%	E.P. 10%	P.P. 12.5%	I 12.5%	C.E. 12.5%	P.R. 12.5%
Evaluator/ Amount	University Supervisor 6 Evaluations					School Administrator 4 Evaluations + mid-year and final			
Rating	3=Exceeds Expectation 2=Meets Expectation 1=Needs Improvement					3=Highly Effective 2=Effective 1=Ineffective			

Comparative Profile of Two Maryland School Systems in this Study

	Perimeter Urban School System	Urban School System
School Size Rank in State	3rd	4th
Student Enrollment	108,442	85,306
Student Race/Ethnicity	0.1%-Hawaiian/ Pacific Islander 0.4%-American Indian/Alaska native 6.3%-Asian 6.6%-Hispanic/Latino 38.6% Black/African American 44.4% -White/Caucasian 3.6%-Other	2%-Asian/Island Pacific 5%-Latino/Hispanic 8%-White/Caucasian 85%-African American/Black
English Language Learners	4.2%	4%
F.A.R.M.S. eligibility	45.9%	84%
Teacher Union	NEA	AFT
# of Teachers	8,792	10,800
School Demographics	108-elementary schools 31-middle schools 29-high schools 5-special schools	1-pre-k/kindergarten school 54-elementary schools 75-elementary/middle schools 9-middle schools 17-middle/high schools 31-high schools 1-elementary/middle/high 7-programs (not schools)
# of Schools	173	195
Programs	28 magnet school programs; 16 USDE Blue Ribbon Schools; 19 MSDE Blue Ribbon	31 charter, contract, transformation, and innovative schools; 19 managed by external operators.

Sources:
- http://www.baltimorecityschools.org/cms/lib/MD01001351/Centricity/Domain/8048/DistrictDataProfile.pdf
- http://www.baltimorecityschools.org/Page/22448
- http://www.bcps.org/system/

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