

**BEYOND THE MANDATES OF PENNSYLVANIA CHAPTER 354: SUPERVISING,  
EVALUATING, AND QUALIFYING URBAN PRE-SERVICE TEACHERS WITH A  
FOCUS ON ELEMENTARY LITERACY INSTRUCTION**

by

**Patricia S. Scheffler**

Bachelor of Arts, Covenant College, 1977

Master of Arts, University of Mississippi, 1982

Submitted to the Graduate Faculty of  
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SCHOOL OF EDUCATION

This dissertation was presented

by

Patricia S. Scheffler

It was defended on

June 28, 2006

and approved by

Dr. Shirley Biggs, Associate Professor, Department of Instruction and Learning

Dr. Donna Patterson, Associate Dean, Department of Field Services, Clarion University

Dr. Richard Seckinger, Professor Emeritus, Administrative and Policy Studies

Dissertation Advisor: Dr. Charles Gorman, Associate Professor,  
Administrative and Policy Studies

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Patricia S. Scheffler, Ed.D.  
University of Pittsburgh, 2006

This research was conducted using a case study analysis of four Elementary Education pre-service teachers. The participants were placed in urban school settings, and represented two graduate-level certification programs. All four of the participants were required, by the Pennsylvania Department of Education (PDE), to be evaluated for certification, according to the PDE 430 checklist. This research was grounded in Danielson's *Framework for Professional Practice* (1996) and measured against the Pennsylvania Department of Education or PDE 430 form. Three specific teacher behaviors were analyzed. They included student centered planning, student engagement, and reflective practice. As the University Supervisor of the participants, I used ethnographic methods to determine the extent to which they demonstrated these best practices. As a result of a review of related research and an analysis of data generated, I concluded that pre-service teachers in the study implemented these best practices at below or at basic levels when assessed within a constructivist framework while they earned scores above basic levels when state and local measures were used.

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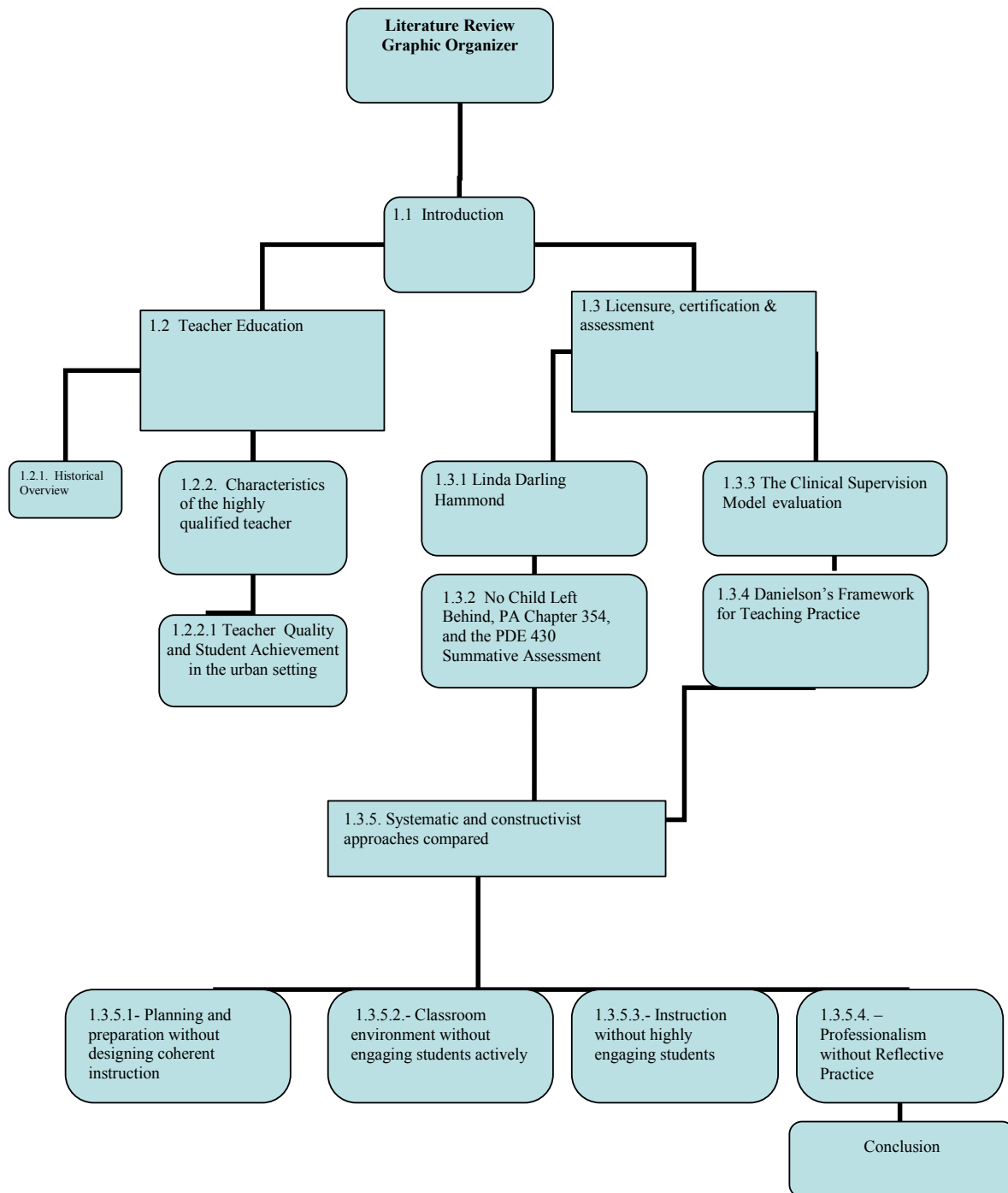
## **PREFACE**

“Since truth exists beyond ourselves and is grounded in the will and the work of God, Christians {I} can affirm truth wherever it’s found.” (Veith, 2003) This statement reflected the wonder and amazement I encountered as a novice researcher supervising, evaluating and qualifying pre-service teachers.

Much gratitude is expressed to my dissertation advisor, Dr. Charles G. Gorman, for challenging, unfettering and shielding me during this past year. He challenged me to work within the context that I knew best, teacher education. Thanks belong to Dr. Shirley Biggs, who possessed a sharp eye for detail and extensive knowledge of urban contexts and Dr. Richard Seckinger, who valued and encouraged the historical component of this document. Dr. Donna Patterson, my outside committee member, encouraged me as a practitioner, scholar and citizen.

Thomas Kempis described well my husband’s part, “Love makes everything that is heavy light.” (Kempis). I am extremely blessed to be so thoroughly loved and supported by my husband Towner throughout this entire process. From taking up laundry duties early on in coursework, to editing my drafts, to being my constant encourager, cheerleader and promoter, he is the love of my life and is worthy of much gratitude and appreciation. He, along with our children Barb and Ben, deserve praise and admiration for their constant support, patience and prayers. Speaking of prayers, this preface would be incomplete without acknowledging my SYPO Fireteam, Psalms Bible study group and the Panera Girls. I must acknowledge our family

cat, Toby, who looked longingly at me inviting me into the green chair to read daily throughout my literature review process. His invitation helped keep me focused, disciplined and comfortable. Finally, thanks to Dr. Noreen Garman, who encouraged me early on in this process to speak with my authentic voice. I did.



**Figure 1: Literature Review Graphic Organizer**

## **1.0 A REVIEW OF THE LITERATURE**

### **1.1 INTRODUCTION**

Albert Einstein said that they awakened the “joy in creative expression and knowledge.” Elbert Hubbard believed that they could make “two ideas grow where only one grew before.” Another, Gail Goodwin, summed up that they characteristically are “one fourth preparation and three-fourths theater.” Ralph Waldo Emerson described them as those who could “make hard things easy. Of course, all of these great intellectual contributors were describing the attributes of the teacher (Sadker & Sadker, 2003).

State policymakers gave emergent teachers a multitude of mandates and standards, which, when coupled with a variety of certification programs moves them towards the goal of licensure. It is necessary to investigate the process and the product within these varied certification programs or tracks, particularly in light of the Chapter 354 state mandates and the federal requirements under the *No Child Left Behind Act of 2001*.

Those like me, who devote themselves to the preparation and evaluation of teacher candidates, also work within local frameworks to assist in the evaluating and qualifying the pre-service teacher. As a university supervisor, it is my personal passion and desire, to advance, both scholarly and practically, the creation of the most highly qualified teaching force possible. Unfortunately, even though the Pennsylvania Department of Education (*Pennsylvania*



*Department of Education*, 2005) has given the function of final gatekeeper to the university supervisor in certification matters, this role is highly disregarded by my higher education colleagues (L. Darling-Hammond, 2001). Recent top down reforms led to a standardization of the final evaluation process as requiring the teacher candidate to perform and meet standards that may or may not truly identify high quality. Ultimately, the quality of an individual teacher is not simply a product of forces from without but the attainment of self-efficacy from within. David Page described well the passion I feel for the office of teacher:

Perhaps the very first question that the honest individual will ask himself, as he proposes to assume the teacher's office, or to enter upon a preparation for it, will be- 'What manner of spirit am I of?' No question can be more important. I would by no means undervalue that degree of natural talent-of mental power, which all justly consider so desirable in the candidate for the teacher's office. But the true spirit of the teacher, - a spirit that seeks not alone pecuniary emolument, but desires to be in the highest degree useful to those who are to be taught; a spirit that earnestly inquires what is right, and that dreads to do what is wrong; a spirit that can recognize and reverence the handiwork of God in every child, and that burns with the desire to be instrumental in training it to the highest attainment of which it is capable, - such a spirit is the first thing to be sought by the teacher, and without it the highest talent cannot make him truly excellent in his profession (Page, 1847).

Regardless of the policy forces impacting teacher education and certification, studies clearly show that a good teacher effects the educational improvement of the child (Chauncey, 2005). This ethnographic case study will examine the teacher processes whereby four unique candidates progressed through the final stage of their teacher education program, the practicum, in two distinctly different fifth year certification programs. Each program utilized various local evaluative measures and assessment tools. However, each program also used a common, state mandated evaluation, the framework of which was adapted from Danielson's Model (C. Danielson, 1996). What I set out to investigate was, to what extent are the student teachers under my supervision, implementing constructivist teaching practices in their elementary placements? My focus was particularly in the area of Elementary literacy instruction, therefore, going beyond the mandates of the Commonwealth required for certification. This is important because the practices omitted are the ones most conducive to learning (Perry, Steele, & Hilliard III, 2003).

As this literature review was undertaken, and the state summative assessment mandated by Chapter 354, was thoroughly investigated; two key points emerged. There was one key component of teacher education which had never been the responsibility of the university supervisor before Chapter 354 was enacted. This state mandate required the use of the Pennsylvania Department of Education summative evaluation form, the PDE 430, to determine whether the teacher candidate had met the criteria for exit from the teacher education program. The university supervisor now is the sole determiner or gatekeeper to ensure that exit criteria were met in regard to student teacher competencies (see Appendix E). In my mind, this elevates the university supervisor to a much higher professional status; a much needed reversal in a role largely minimalized in the field of teacher education.

Another key point realized from the literature was that it became clear that though the creators of the PDE 430 claimed that it was aligned with best practices described by Danielson (1996); this was not the case. There were several key elements missing. They included, designing coherent instruction that is highly relevant to students, engaging students in learning by using appropriate content linked to students' knowledge, and reflecting on teaching with thoughtful and accurate assessments of lessons while considering strategies for improvement (C. Danielson, 1996).

This study investigated if these missing ingredients from the state summative assessment evaluation are practiced by the pre-service teachers in their student teaching placements. This will be determined by looking at student created documents, formative assessments and program summative assessments. Finally, since each candidate's student teaching placement was in an urban setting, the study will also examine the impact of the setting on the process.

## **1.2 TEACHER EDUCATION**

The origin of teacher education is usually identified with normal schools. These schools existed between the mid-19<sup>th</sup> through the first third of the 20<sup>th</sup> century in most Western countries. These locally controlled teacher training schools were available during the secondary years for more mature students (Bagley & Learned, 1920) These schools included the following characteristics:

1. They enrolled prospective teachers who had initially completed an elementary school education and, later, a high school education (L. W. Anderson, 1997; Woodring, 1974)

2. They began as a series of seminars and evolved into a formal three-year curriculum (L. W. Anderson, 1997; Woodring, 1974)
3. Administratively, they were a part of the primary school system, having the status of a lower-vocational school (L. W. Anderson, 1997)
4. The curriculum emphasized practical knowledge and skills. Specifically, normal schools offered instruction in “‘school-keeping’ as well as a review of the common branches, with discussion of the methods of teaching them” (Woodring, 1974) “any ‘learned’ instruction-be it philosophical or scientific was forbidden” (DeLandsheere, 1987)

These characteristics of the beginnings of teacher education in America provide insight into the changes that have taken place in the field from then until now (L. W. Anderson, 1997). Normal schools evolved, for a brief time, into teacher colleges or colleges of education. From there they became multipurpose state colleges or state universities. By associating with major research universities, teacher educators sought to improve their social and occupational status (L. W. Anderson, 1997).

The tension that currently exists between research and education faculty is not just a modern phenomenon. In their 1920 treatise concerning the normal school, Bagley, et al, stated: “If members of the academic staff, pride of subject, and often of better training, has bred not a little scorn (carried over, perhaps, from the universities from whence they came) for the department of ‘pedagogy’ and the ill-paid supervisors of the training school.”(Bagley & Learned, 1920) During that same era, they were described as two different types of teachers: “The academically-minded teacher asks what the subject will do for the student; the professionally-

minded teacher asks what the student will do with the subject...The finger of scorn is pointed at you, they say your work is superficial, you are not scholarly, etc. All sorts of stinging terms are applied. ...We have here a psychological situation to be reckoned with. It cannot be dispelled by command or ridiculed out of existence (Russell, 1924).”

In the last five years, a major study of teacher certification and teacher training programs revealed resentment on the part of arts and sciences and liberal arts professors towards the professional preparation of teachers and mandates of certification requirements. Researchers made it clear that formal research studies were more important than insights gained from classroom experiences (L. Darling-Hammond, 2001). The message was loud and clear, teacher education is the responsibility of “lesser universities that are not doctoral granting and not yet ranked high for their research, (Norlander-Case, Reagan, & Case, 1999).”

In 1993 the National Council for Accreditation of Teacher Education (NCATE, 1993), conducted a public opinion poll which indicated that the general public perceived teacher training requirements to be less rigorous than those of other professions. The negative perception of teacher education programs was also echoed by graduates of such programs who were employed as teachers in the field of teacher education. They reported that their coursework was practically irrelevant and their instructors were minimally qualified. Key components of their knowledge base came after their graduation and certifications, in their own classrooms through hit and miss procedures. Almost a decade before these dissatisfactions were voiced, Adler summed it up in *The Paideia Proposal*:

The present teacher training programs turn out persons who are not sufficiently equipped with the knowledge, the intellectual skills, or the developed

understanding needed to guide and help the young in the course of study we have recommended.

If all children are expected to learn what is prescribed in our curriculum, it is reasonable to expect their teachers to be able to teach not just this or that portion, but all of it. Hence they should have a college education other than that which requires majoring or specializing in the subjects now required for teacher certification (Adler, 1982), p. 60.

In 1983, The National Commission on Excellence in Education published, *A Nation at Risk: The Imperative for Educational Reform* (Gardner, 1983). This document was a response to the widespread acceptance of a standard of mediocrity over excellence in the American educational system. This document became the clarion call for school reform in elementary, secondary and higher education. The report focused on the need to improve the performance of those entering the teaching profession in an effort to retain the best candidates (Shinkfield, 1995). With regard to higher education, the report recommended that 4-year colleges and universities raise their standards for admission and be judged on the basis of their content and pedagogy course requirements.

The report brought education reform to the forefront and governors, state legislators and foundations followed it up with sweeping changes that ranged from testing for student promotion to increasing graduation requirements. This top-down approach concerned critics who viewed this reform wave as discriminatory towards minorities and special education students who might not test well and as detrimental towards teachers and students (Sadker & Sadker, 2003). A

*Nation at Risk* combined with the National Education Summit in 1989 resulted in more uniformity in high school core coursework and increased testing to gauge student progress.

The report titled, *A Nation Prepared: Teachers for the 21st Century* (A nation prepared: teachers for the 21st century, 1986), made it clear that four years of undergraduate work were inadequate for a teacher education. The report recommended that the undergraduate years be strictly devoted to grounding a student thoroughly in their subject. The student would move on into a two year professional education program at the graduate level in either elementary or secondary education (Adler, 1982; Branscomb, 1986). The initial year of these two-year programs would immerse the teacher candidate in courses focused on pedagogy and the second year would consist of an internship at a school under the supervision of a lead teacher.

These concepts were criticized by Judge in his analysis of graduate schools of education. Due to the pressure put on faculty to publish “a book every four years or four articles a year,” there is every little prestige and value to being concerned with teaching or pedagogy. (Judge, 1982) Academic types saw involvement in teacher education as a detriment to academic respect and prestige. It is difficult to identify the teacher education population at an institution of higher education. It is easier to identify their task, which is the design and delivery of the formal instructional program required by those who seek licensure. Typically, they are the teachers of foundational courses, methods courses, and supervisors of student teachers. Even within the education departments, supervisors of student teachers ranked dead last on the stratification ladder.

As a zealous researcher and practitioner, I must ask, why are the instructors of record who determine final passage of the teacher education program, so minimized by the educational community we serve? Prichard, Fen, and Buxton, (1971) attempted to explain the

reason through the lens of bias against the working class when they reported that more educators come from homes of skilled or unskilled laborers than students in other content areas. They found that teacher education instructors were underrepresented among families of professionals, executive, business people. These fields of study often replicated themselves from generation to generation, where teacher educators often come from families who have the same employment background.

Another possible reason for the disrespect of the profession of teacher educators is that they tend to have light research and scholarship interests (Shinkfield, 1995). Less than 20% were involved in education research and development. Additionally, no particular or general forms of training, bodies of knowledge, or understanding of the occupation is currently required for teaching teachers. These factors may be related to the tension with other academics in higher education. Interestingly, practitioners in the field who work alongside university supervisors, such as cooperating or mentor teachers, look to them for guidance (Shinkfield, 1995). They value their knowledge of theory and skills in evaluation.

The popularity of alternative routes to certification in order to fill K-12 vacancies, in addition to this lack of regard for teacher preparation programs, led to policymakers and the public having a low regard for licensing standards (J. Goodlad, 1984). Due to recent reforms enacted since 1990, surveys indicated that better than 80% of teacher education graduates reported that they were well prepared for the profession's demands. Research established that courses in how to teach a subject are more useful than pure subject matter courses. These factors contribute more highly to a beginning teacher's success. For example, in the film, *The First Year* ("The First Year," 2001), there appeared a teacher who had been trained in the alternative certification program known as Teach for America. In the film, the teacher unsuccessfully tried



to get a student to sound out a high frequency sight word that was not decodable. This lack of knowledge of appropriate teaching methods, as well as, lack of preparation to teach a very complex subject, helped explain why alternative teacher education programs have not helped elevate the profession.

### **1.2.1 Historical overview of the field of teacher behavior and student achievement**

A thorough examination of the product, that is, the “highly qualified teacher” (T.L. Hill, 2002), that results from the process of teacher education is needed. It is common in current educational policy and practice to assume that student achievement is impacted by teacher effects. Teachers should be aware of the outcomes of their efforts by observing and measuring the quality of student learning (Shinkfield, 1995). Is this just a lofty ideal or is it founded in research based evidence? If so, what are the teacher behaviors that promote learning? Process-product research linked teacher behavior to student achievement. The emphasis was on the teacher component rather than other process factors such as peer interactions, resources, and technology. The product resulting from these processes, contained student achievement outcomes over other factors such as personal, social and moral development. Studying teachers’ effects contrasts with “teacher effectiveness research” which takes into account the students’ affective, personal and academic development (Brody, 1986)

Morsh & Wilder (1954) and Medley & Mitzel (1963) concluded that efforts to link specific teacher behaviors to student achievement had not come to fruition. During the 1950-1960’s the focus of research was on teaching competencies and creating conducive classroom climates for achievement. From that point on, the streams of study flowed toward measuring teacher behavior through systematic observation linking the objective measurement of teacher

performance with objective measures of student performance. Medley (1979) also compared teaching methodologies from one class to another. This study was inconclusive because the different methods did not correlate to higher student outcomes.

Fortune (1967), studied pre-professional teachers whose student teaching placements were in fourth, fifth and sixth grades. The higher-achieving teachers scored higher on their summative assessments and shared these attributes. They:

- 1) introduced and reviewed material using an overview or analogy
- 2) used review and repetition
- 3) praised or repeated pupil answers
- 4) demonstrated adequate wait time
- 5) integrated students' responses into the lesson

Other researchers, dissatisfied with these results, moved on to studying the curriculum as the process focal point. Prior to process –product studies, “presage” variables were identifiable teacher traits, such as, appearance, intelligence, leadership and enthusiasm (Brophy & Good, 1986). Walker and Schaffarzick (1974) showed a very strong correlation between actual content taught and positive student performance results. The explanation given was that it was easy to make such a connection because the content tested, was the content taught. This approach was bolstered by heavy federal spending in the post-Sputnik era. There was a push to implement “teacher proof curricula” (Brophy & Good, 1986), which bypassed teachers altogether in curriculum delivery. Further deemphasizing the role of the teacher in student outcomes, Popham (1971) failed to find any differences in teacher behavior between those prepared in a teacher

education program and those who had no special training. This led him to question whether teachers were in possession of any special expertise at all.

In contrast, Rosenshine (1971) helped consolidate and define the field of teacher education with some specific teacher behaviors that were observed to correlate with gains in student achievement. Some of these teacher behaviors were warmth, businesslike orientation, enthusiasm, organization, variety of materials and academic activities, high frequencies of clarity, structuring comments, and probing questions in response to students' answers to questions (Brophy & Good, 1986). A negative correlation was found with strong criticism. No significant correlations were found with the amount of teacher talk, nonverbal expressions of approval or use of student ideas. Verbal praise, high degree of instruction or question difficulty and amount of student talk all received mixed results.

In order to generalize these findings, many subsequent studies were conducted to direct attention to the correlation coefficients but also controlling the means and patterns of variations in teacher behavior, as well as context factors such as grade level, subject matter, etc. These variables were controlled using new techniques such as box scores (Dunkin & Biddle, 1974) and meta-analysis (Glass & Smith 1978). Brophy (1973) and Good & Grouws (1975, 1977) reported studies of year-to-year stability in teacher effects on student achievement, showing that some teachers consistently get better results than others.

In their book *Mirrors of Behavior*, Simon & Boyer (1967, 1970a, 1970b) accumulated consistent findings using classroom observation instruments. This led to the development of instruments to measure teacher competencies. These measures were used to link causal effects on student achievement.

In 1970, the state of California organized a commission to review teacher education and certification programs throughout the state. They developed a checklist of teaching competencies for evaluating new teachers. As part of its work, the commission identified the need for research linking teacher behavior to student achievement. Their ethnographic data showed that teachers that were “academically effective” were also strong in the affective attributes of demonstrated warmth, were student-oriented, and developed a positive classroom atmosphere (Brophy & Good, 1986).

Since the 1980’s there was a concerted effort to transition teaching from its perception as an occupation to a profession. One of the components deemed necessary to accomplish this, was creating a more standardized system for certification and licensure. To distinguish the two, certification is issued by the profession and the state issued the certificate (Branscomb, 1986). Interestingly, Counts complained in 1935, “The American Association of Teachers Colleges appears to be using its newly attained prestige to put the final stamp of approval upon well-established and vested methods of preparing teachers for the public schools. Various ‘standardizing’ agencies are hard at work ironing out the few remaining sectional variations in policy and technique among professional schools of education (Counts, 1935).” Over seventy years have passed since Counts’ lament. I believe his dream has become a reality.

The movement over the last ten years, to adopt standards for knowledge and skills has had its parallel in new approaches toward the evaluation of teaching. The interest in student learning has heightened awareness of teacher performance (Charlotte Danielson, 2000).

### 1.2.2 Characteristics of the highly qualified teacher

Inherent to the assessment of teacher quality is the fact that teaching itself is a highly complicated process (Shinkfield, 1995). By 1970, there were 100 classroom observation systems under development (Simon & Boyer, 1970). These were specifically designed for teacher training rather than for research. What were the signs of a good teacher? In the 1970's, Hunter's mastery teaching model encouraged emphasis on teacher-centered and structured classrooms. Her *Teacher Appraisal Instrument* (Shinkfield, 1995), focused on what a teacher *does* not on what a teacher *is*. She did pioneering work on effective teaching practices such as the use of an anticipatory set, the statement of objectives, instructional input, modeling, checking for understanding, guided practice, and independent practice (Hunter & Hunter, 1982, 2004). The current evaluation systems were grounded in these observable behaviors. In the latest edition of her book that updates this model, Robin Hunter stated, "teaching can be defined as a constant stream of professional decisions made before, during and after interaction with the student; decisions that, when implemented increase the probability of learning (Hunter, 2004,p.3)."

In the 1980's, teacher effectiveness research was one response to the reform movement that would reshape education. The Holmes Group debated teacher education for several years before releasing their report titled, *Tomorrow's Teachers: A Report of the Holmes Group* (*Tomorrow's teachers: a report of the Holmes Group*, 1986). Surprisingly, the Carnegie Report called for an end to undergraduate teacher preparation with recommendations for master's-level degrees in teaching. During that same year another seminal report, *A Nation Prepared* (Branscomb, 1986) was published. Both of these documents called for more professionalism and higher standards for American teachers. The nations' universities and colleges responded to the

two reports with mixed reactions. Some schools took immediate measures to comply with the recommendations while others basically ignored them as optional suggestions.

Traina (Traina, 1999) asked the question “What makes a good teacher?” He researched 19<sup>th</sup> and 20<sup>th</sup> century biographies and autobiographies and identified the qualities of skill and enthusiasm for a subject and a caring attitude. In contrast, Daniel Putnam (Putnam, 1895) listed these three:

1. thorough knowledge
2. knowledge and application of the fundamental principles of the science of education and pedagogy
3. a genuine personality

Bandura’s Social Learning Theory (Bandura, 1977), described the concept of self-efficacy as “the conviction that one can successfully execute the behavior required to produce the outcomes...The strength of people’s convictions in their own effectiveness determines whether they will even try to cope with difficult situations (p. 79).”

Linda Darling-Hammond (L. Darling-Hammond, 2003) stated, “measures of pedagogical knowledge, including knowledge of learning, teaching methods, and curriculum are more frequently found to influence teaching performance and often exert even stronger effects than subject matter knowledge.” Good teachers, have many tasks to accomplish yet they are able to prioritize and emphasize the things that are important with qualitative measures and not just quantitative measures (Gijeselaers & Schmidt, 1995). This ability to monitor a classroom involves skills such as proximity, withitness and overlapping.

The 1990's emphasized critical thinking, content knowledge, content pedagogy, alternative assessment, multiple intelligences, collaborative learning, cognitive learning theory, authentic academic achievement, and pedagogy. A study indicative of the emphasis in utilizing constructivist pedagogy and its relationship to academic achievement was conducted in the mid-nineties (Newmann, 1995). The researcher, Fred Newmann, sought to answer the question, “to what extent does authentic pedagogy contribute to authentic student performance (p. 13)?” Twenty four public schools, evenly divided among elementary, middle and secondary schools were selected as exemplary in constructivist teaching. Mathematics and social studies were studied in grades 4-5, 7-8, and 9-10. The results indicated that some teachers and schools had been reasonably successful in raising student performance through measuring the three standards of student performance which included construction of knowledge, disciplined inquiry and value beyond school by rating two samples of student performance for each student in each observed class. The results also showed that overall levels of authentic pedagogy remained low in the 23 schools in 16 states in 22 districts chosen for the study.

During this same time period, The National Board for Professional Teaching Standards (NBPTS 1994) developed a voluntary national certification based on the following five “core principles”:

1. Teachers are committed to students and their learning
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning
4. Teachers think systematically about their practice and learn from experience.

## 5. Teachers are members of learning communities.

In addition to NBPTS certification, a teacher candidate can apply for a certificate delivered by the American Board of Certification of Teacher Excellence (ABCTE) As of 2004, Pennsylvania, Idaho, Florida and New Hampshire had approved ABCTE certification, as an alternative to traditional state certification. The ABCTE developed a nationwide test that certified those who pass, regardless of whether or not the candidate had completed a teacher education program. The president of ABCTE, Kathleen Madigan stated, “any teacher who passes the test would be ready to teach. You learn to teach on the job. If you have solid subject-area knowledge and professional teaching knowledge under your belt, you’re ready to start learning your craft (Chauncey, 2005).” It is clear that there many have attempted to define the benchmarks that identify the highly qualified teacher. There seems to be no consensus to move towards the true description. It causes one to wonder if a specific environment, such as the urban setting, would aid in the agreement of or the parameters of what the teacher will need to be and do to accomplish the task of student learning.

### **1.2.2.1 Teacher quality and Student Achievement in the urban setting**

Most colleges and universities have partnered with teacher education programs in order to provide pre-service teachers with opportunities to develop and serve diverse and low socio-economic communities in urban settings. According to Norlander-Case, this “ethic of service” should be a component of teacher education and k-12 schooling (Norlander-Case et al., 1999), p.12).

A study, calling for a new approach to the urban educational reform, which was theoretically and practically coherent with the social change prevalent in the American cities



revealed the value of collaboration with community-based organizations in the urban setting. Three different approaches were used for the investigation. These were, the service approach (community schools), the development approach (community sponsorship of new charter schools), and the development approach (school-community organizing) (Warren, 2005).

These kinds of collaborations were described under Title V of the Higher Education Act of 1965 (P.L. 93-380 amended 1974 and 1976) the Teacher Corps Program was established. The program involved the collaboration between schools, social agencies, community members and higher education. These four entities brought unique contributions to the endeavor. Members of higher education brought skills and knowledge of training of pre-service teachers and research. Members of schools brought skills, facilities and location within and knowledge of the community. Members of social agencies brought skills and access to the community and the community itself brought “the reality test of cost and benefit (Joyce, 1980).” All of these entities worked in concert to develop life-relevant projects that served troubled youth who had been identified as pre-delinquent. The demographics of the population that was serviced was described as students who for one reason or another are in conflict with the social system of their schools, communities, or the law. Pre-service teachers were utilized as specialists in working with this population. The teacher candidate spent two full years in preparation which was four times the amount of time spent towards preparation in the traditional undergraduate program at that time.

Kretovics and Nussel (1994), described teacher preparation in urban placements:

“In general, teachers are not prepared for urban schools, and many new teachers have little interest in urban education. Teacher education programs have most often

provided a traditional framework, which reduces teachers to technicians implementing someone else's curriculum. The immense structural problems faced by educators in their daily activities often prevent urban teachers from seriously considering the relationship between education practices and structural inequalities in the wider society. As such, the organization and structure of urban schools reifies an educational framework that presents significant barriers to the ability of urban educators to critically reflect on what they do." (p. 302)

In many ways all schooling levels are interconnected. An improvement in teacher education programs should result in an improvement in student achievement during the elementary and secondary years. Simultaneously, "having better schools requires having better teachers; preparing better teachers requires having exemplary schools in which to prepare them (Norlander-Case et al., 1999)."

Truscott wrote about common characteristics between urban and rural schools (Truscott, 2005). The term "urban" was commonly used only after World War II, when the middle class population shifted to the suburbs and many rural people moved to the city for job opportunities. Increasingly, impoverished people have populated the inner cities. Urban schools have made a great effort to provide a free appropriate education for racially, ethnically, and linguistically diverse children. Truscott noted, "achievement gaps have attributed to culture, race or language differences have been called 'the civil rights issue of our time.' Living in poverty is another strong predictor of lower levels of achievement for children in all communities (p. 124-125)."

Unfortunately in high poverty communities, at least one third of the teachers had the highest turnover rate and the least amount of experience. In California, as of 1999, 11 % of the

teachers with emergency or alternative certifications were in the high poverty districts. The New York Regents Task Force on Teaching reported that 12 % of teachers of schools with high numbers of minority students were not certified in the subject they were teaching.

Along with high poverty rates, low achievement and high teacher turnover, there are factors of urban education that many educators find stimulating and challenging (Chester & Beaudin, 1996). Chester and Beaudin found that a teacher can be very effective in this setting if they believe they can have a positive impact. It would be an understatement to say that the pre-service teacher embedded in the urban setting, must be aware of culturally responsive instruction in this setting (Blair, 1998). Blair explained this description by limiting it to the knowledge and awareness of racial, ethnic, cultural, and socioeconomic class diversity. In addition, knowledge of the five dimensions of multi-cultural education formulated by James A. Banks, could help pre-service teachers link theory to practice. The dimensions included content integration, knowledge construction, prejudice reduction, equity pedagogy and empowering school culture (Banks, 2001). Other within-school factors make the urban setting a particularly complex one. Those include common educational practices, such as tracking, testing, differentiated curriculum, low expectations and classroom social practices (Kretovics, 1994).

As was stated earlier, urban schools have often been characterized by the lack of quality teachers. It is a paradox and a challenge for policymakers, education leaders, and other key education stakeholders to provide the neediest students' access to the best teachers. The *Learning First Alliance* has formed a partnership with plans to produce and disseminate new research, document best practices, and assist state and local policymakers in efforts to improve teaching in at-risk schools (Prince et al., 2005). Since this study followed the supervising, evaluating and qualifying, of urban pre-service teachers, from two distinct professional educator certification

programs, it is essential that they be highly qualified to meet the unique challenges of this setting.

### **1.3 LICENSURE, CERTIFICATION AND ASSESSMENT OF PRE-SERVICE TEACHERS**

I now turn my attention to the qualification process that leads to the obtainment by the pre-service teacher of a teaching certificate. In light of the need for well trained pre-service teachers in urban classrooms throughout our area, educators, researchers and policymakers continue to debate which school variables influence student achievement. As new standards are utilized across the states, more attention is being given to the teacher factor. As was explained earlier, urban pre-service teachers have an opportunity to impact the level of achievement on behalf of the students they serve. Evidence shows that the more qualified a teacher is the better the students will perform. According to Robert Rothman (Chauncey, 2005) “a growing body of research suggests strongly that the quality of teaching is the largest school-related factor associated with student achievement.”

Before 1917, almost half of the K-12 teaching force had little over four years of education beyond eighth grade including no professional training (Millman, 1990). Prior to the state-wide standardization of the last few steps in the pre-service teacher evaluation process, each state college or university and state entity maintained individual standards and evaluated for accreditation, licensing, induction, on-the-job evaluation with totally different criteria and in total isolation from each other. For instance, some states required a well-defined intensive program with 15 weeks of student teaching while other programs would be described as inadequate and

incoherent with a handful of courses and only a few weeks of student teaching (L. Darling-Hammond, 2001b).

One way this variability was evident was in licensing examinations. Though required in 46 out of 50 states during the 1980's and early 1990's, they set forth very different standards of knowledge and skills in terms of content and levels of performance. For instance, some states required licensing exams that had high cut scores in content and pedagogical knowledge while others only required the general knowledge tests. These tests were created by the Educational Testing Service (ETS) and were leveled for competent 8<sup>th</sup> graders in the subjects of reading, math and writing (Scheffler, 2004).

Another variability component between states occurred in the regulation of teacher education institutions. Some states such as Minnesota focused intensively on improving their teacher education programs (L. Darling-Hammond, Wise, A.E., & Klein, S., 1999). Other states invested sparse energy and resources in teacher education standards and accountability. Until recently, professional accreditation procedures allowed for this wide spectrum in quality and content across teacher education programs.

Even though all states require subject matter courses and courses in teaching methods, there was found great variation in the required number of credit hours and courses, as well as, pedagogical emphasis and knowledge of students with special needs. One program variation was the "alternate routes" during the 1980's. For example, some include a year-long post-baccalaureate model or 5<sup>th</sup> year masters degree programs that were more successful than some traditional programs by linking key coursework to intensively supervised student teaching experiences.

Other alternative programs offered a few weeks of training and shifted the evaluation decision to the employing school districts (L. S. Darling-Hammond, E., 1992). During the Outcome Based Education state initiatives of the 1980's, Minnesota set standards. These standards were rooted in the idea that teachers should possess identifiable knowledge and skills. The knowledge of people and organizations, cultures, human growth and development, epistemology, communication and language, scientific inquiry, and research on effective teaching and learning should be taught. The following skills were identified: assessment, planning, instruction, evaluation, and social behavior management , diagnosis of student needs and dispositions towards self, the learner, teaching, and the profession that support continual self-evaluation, learning, and change (Teaching, 1986).

Finally, there was a great variation in curriculum and the faculty who would not identify themselves as teacher educators with little preparation to teach teachers how to teach. The Holmes Group proposed the elimination of the undergraduate education major at the university level and that teacher education coursework be accomplished at the postgraduate level (Millman, 1990). The Holmes Group proposal (Group, 1986) and the National Network for Education Renewal, led to a new 5 year model. This model included programs that include an undergraduate disciplinary degree, graduate level education coursework and intensive year long internships in professional development schools. These examples illustrate the wide spectrum and variation of standards for the preparation of teachers in teacher education programs.

Some have argued that even five year programs are inadequate for preparing future teachers, that training in education is something that can be applied above at the end of another program; that it is training which in a fifth year can miraculously be clapped on top of a four year bachelor of arts degree pursued without reference to the vocation of teaching (Report, 1942).

Years later, another 5<sup>th</sup> year critic stated:

The preparation of the teacher for the emerging new instruction requires a graduate program of at least three years. By three full years, we mean years of study, supervised practice, and closely and systematically supervised internship (Cogan, 1974).

Whether five year programs are the best means for preparing teachers or not, one question remains, what would happen if 5<sup>th</sup> year programs focused on teacher education? One possibility, the quality of teaching in public schools would be increased.

There is little doubt that more investment is needed in teacher preparation programs. In 2001, Linda Darling-Hammond (L. Darling-Hammond, 2001a) called for a total restructuring of state and district level licensing, certifying, hiring, induction, support and provision for professional development. To clarify, licensure is the process whereby the state maintains and enforces minimal standards to protect the public from ineptitude. Whereas certification is the process whereby occupational groups indicate “special or advanced competence in the field of practice (Millman, 1990).” However, in practice these terms are often interchanged.

The National Commission on Teaching and America’s future ((NCTAF), 1996) agreed with Darling-Hammond’s assessment when it stated:

Standards for teaching are the linchpin for transforming current systems of preparation, licensing, certification, and ongoing development so that they better support student learning. (Such standards) can bring clarity and focus to a set of

activities that are currently poorly connected and often badly organized...Clearly, if students are to achieve high standards, we can expect no less from their teachers and from other educators. Of greatest priority is reaching agreement on what teachers should know and be able to do to teach to high standards. (p. 67)

This emphasis of setting high standards for teachers paralleled the emphasis on student achievement of standards in grades K-12. These emphases led to raising the standards for teachers. In almost all professional career tracks, except teaching, pre-service inductees must graduate from an accredited, professional program and pass the licensure exams in the field. These exams usually test both content knowledge and performances indicative of skill in the field. These tests are developed by members of the profession and administered through state licensing boards.

As early as 1995, teachers in Oregon, were assessed based on the learning gains of their students. From this point on, there has been a steady increase in the standardization of teacher evaluation. Through use of student pretests and posttests in the form of work sample performances, teachers were identified as adept at their craft, or not (Shinkfield, 1995). Arthur E. Wise (Solmon & Schiff, 2004) would agree with the idea of holding teachers accountable for content knowledge that must be effectively conveyed in order for students to learn. He called for states to implement licensing assessment systems that test the pre-service teacher's skills, as well as, content knowledge.

Standards that address content knowledge and skills have been applied to pre-service teachers through the use of standardized teacher tests. Currently, the Praxis Series™ is the only national teacher-testing program in operation (Gitomer & Latham, 1999). Praxis I tests assess



reading, writing, and math skills. Since the passage of PA Chapter 354, scoring at the proficient rate on these tests is required for entrance into a public college of education. The Praxis II tests focus on content and pedagogical knowledge in specific subject areas, and are used in Pennsylvania to grant initial teaching licensure. If a professional teacher sought to gain additional certification beyond their Instructional I level, all that is required is scoring at the proficient level on the subject area Praxis II test and the person is considered qualified to teach that subject.

### **1.3.1 Research by Linda-Darling Hammond regarding the standardization of the certification process**

Before there existed a PA Chapter 354, Linda Darling-Hammond (2001) examined the state of the profession and was concerned that quality assurance standards were underdeveloped and trailed other professions such as medicine, public accounting, and architecture. From state to state, and district to district, there existed a wide array of standards and poor evaluation tools.

She described this state of affairs in this way, “the program-approval process, generally assesses course offering rather than what the students actually learn in these programs and what they can do as a result...because states relied until recently on graduation from teacher education programs instead of examination of candidates to grant a license, and because no independent professional certification standards existed, the nature of the approval system for teacher education programs was a critical point for quality control.”

When Darling-Hammond’s report was published in 2001, only four state schools of education required professional accreditation. The national accrediting body, NCATE, reported that only 600 of the nation’s 1300 teacher education programs had met their accreditation

standards. Studies have indicated (Altenbaugh, 1990) that negative NCATE reviews led to the strengthening and transforming of weak programs into more rigorous ones. After NCATE increased standards in 1987, student failure rate increased to 27%, particularly in the knowledge base component of the accreditation review process.

In 1995, NCATE increased its standards again to include the INTASC or Interstate New Teacher Support and Assessment Consortium and the National Board Standards. Typically, state level approval or teacher education programs had continuity or a common knowledge base in practice among programs ((NCTAF), 1996; J. I. Goodlad, Soder, R., & Sirotnik, K.A., 1990; NCTAF, 1996; Tom, 1997) One reason for this, according to Darling-Hammond and others (L. Darling-Hammond, Wise, A.E., & Klein, S., 1999), is that state standards had been unaligned and obsolete with reference to current advances in pedagogy and practices.

Dennison identified this lack of accountability when he stated “the generally minimal state-prescribed criteria remain subject to local and state political influences, economic condition within the state, and the historical conditions which make change difficult.” (Dennison, 1992) Consequently, each state had a different set of standards and within that state, each teacher education program had different criteria and standards. Educators in the field provided credence to the lack of quality in their teacher education programs. They reported that their coursework was irrelevant to what they faced in their induction year of teaching where knowledge and skill was obtained through trial and error (Zeichner, 1988).

In contrast, Darling-Hammond (1996) reported, due to reforms since 1990, surveys that indicated that better than 80% of teacher education graduates felt they were well prepared for the profession’s demands. Additionally, other critics of teacher education programs insist that teacher training should prioritize subject area content over pedagogy. Katherine Merseth,

director of the Teacher Education Program at the Harvard Graduate School of Education (Chauncey, 2005), responded to this criticism, by defending the combination of both content and process. Merseth contended that teacher candidates need fundamental content knowledge but also knowledge of how children learn and of strategies that encourage that process. Therefore, she argued that a good teacher is one who has a firm grip on content and pedagogy.

Linda Darling-Hammond stated, “student achievement gains are much more influenced by a student’s assigned teacher than other factors like class size and class composition.” (L. Darling-Hammond & Youngs, 2002) Improvement of teacher education was recommended by Robert Holland (2003) and should be focused on student success. William Sanders (Sanders, 2003) stated that academic growth is most affected by answering the question, “How effective is the individual classroom teacher?” Recent top-down reforms put into place specific standards with built in accountability systems that define the characteristics of the highly qualified teacher.

### **1.3.2 No Child Left Behind, PA Chapter 354, and the PDE 430 Summative Assessment**

*‘The No Child Left Behind Act of 2001* (NCLB) mandated that by the year 2005-2006, there must be a highly qualified teacher in every classroom in the United States public education system. The ‘highly qualified’ component of NCLB mandated that states define the requirements of the preparation practices. The U.S. Department of Education required as a minimum, that teachers be fully licensed or certified by the state without any certification or licensure requirements waived on an emergency, temporary, or provisional basis (Chauncey, 2005; Twanna LaTrice Hill, 2002). According to the federal requirements, the candidate for licensure must have a four-year college degree and be able to demonstrate knowledge in their subject area either through an earned degree in that discipline or passing an examination.

A report titled, *Meeting the Highly Qualified Teacher Challenge*, was released on June 13, 2002. In summary, the report said, “teacher preparation programs are failing (Solmon & Schiff, 2004).” The Secretary of Education called for the abolishment of professional education and traditional teacher education programs because they were “not producing the kind of teachers the nation requires (p. 163).” The report further stated, “states will need to streamline their certification system to focus on the few things that really matter: verbal ability, content knowledge, and, as a safety precaution, a background check of new teachers (Ed., 2002).”

In my opinion, it’s a sad state of affairs when a quality teacher is reduced to such minimal standards and teacher education is regarded as being so inconsequential. Based on the program requirements of Pennsylvania universities, the students have demonstrated proficiency in verbal ability by meeting cut scores on the Praxis I, *Pre-Professional Skills Tests* in reading, writing, and math. Pre-service teachers have met the requirements of content knowledge attainment demonstrated by the Praxis II, *Fundamental Subjects Content Knowledge Tests*. Passage of both batteries of tests is required before the pre-service teacher can commence the practicum phase of the teacher preparation program. In addition, the Higher Education Act of 1998, required that today’s prospective teachers, graduating from most programs with majors in content areas, meet the state licensure requirements and are specialists in the subjects they are teaching.

According to Pam Grossman (Chauncey, 2005), under NCLB and the Higher Education Act of 1998, state governments were charged with the task of reviewing, revising, and redirecting state policies on teacher education, induction, and certification (Wang, 2003). In Pennsylvania, the state legislature passed Chapter 354 in the spring of 2001. This Act clarified the role that higher education has as gatekeepers in the preparation and certification process.

Standards for both students entering into colleges of education and pre-service teachers seeking licensure were raised considerably.

The Pennsylvania Department of Education (PDE) adopted Chapter 354, General Standards for the Preparation of Professional Educators on October, 7, 2000 (see appendices D, E) It set forth the basic rules for institutions (colleges and universities) that prepare professional educators in the Commonwealth. The rationale for the necessity of this uniform regulation was “to strengthen the preparation of professional educators who will serve in the public schools of this Commonwealth.” The PDE awarded certification to students who have met all the requirements of the approved preparation program, the qualifying scores on the appropriate Praxis tests, and other requirements established by the State Board of Education. Those other requirements include specific criteria listed within Chapter 354.

All of the teacher education programs that received PDE approval under the previous Standards, Policies and Procedures for State Approval of Certification Programs and for the Certification of Professional Educators for the Public Schools of Pennsylvania, were placed in one of the five-year major program approval cycles, with Cycle I beginning with the 2001-2002 school year. The culminating field experience mandated by Chapter 354 was identified as the student teaching placement. It mandated a minimum of twelve (12) weeks in a placement aligned with the candidate’s area of certification while being supervised by a teacher education trained and state certified cooperating teacher with at least three years of experience. It also included monitoring by qualified program faculty at the university level.

Though it was not specifically addressed in the guidelines (appendix D) or standards (appendix E), as a result of the passage of Chapter 354, teacher candidates must provide “evidence for the successful completion of the four domains of the PDE 430 assessment.” (Intern

Teaching Handbook, 2005) To clarify, formative assessments are used for enhancing the professional growth of teachers, whereas, summative assessments are used “for the purpose of making consequential decisions.” (Charlotte Danielson, 2000) The PDE 430 is used primarily as a summative assessment device. Supposedly, the four domains on the PDE 430 are directly linked to the four domains identified by Charlotte Danielson (C. Danielson, 1996).

One of the major purposes of evaluation, is to serve as a tool to improve the quality of teaching. Earlier in this document, *The No Child Left Behind Act of 2001* (NCLB) was cited as mandating that there must be a highly qualified teacher in every classroom in the United States public education system by the academic year 2005-2006. The passage of Chapter 354 and the Higher Education Act of 1998, at the state level, and the passage of NCLB of 2001 at the federal level were measures taken to increase standards, uniformity, and accountability. The question still remains, are these measures accomplishing those goals? And if so, how, and if not, what should be done?

### **1.3.3 The Clinical Supervision Model evaluation**

In the midst of making the licensure process more uniform and standardized, the Commonwealth required more of the university supervisor. According to some, this component is far from being a frivolous variable. The Supervisor accepts the dual role of mentor and judge. Concerned for the professional development of the pre-service teacher, he or she gently builds a relationship focused on learning almost like a coach. At the same time, the supervisor is responsible for quality assurance. They assess, as objectively as possible, the level of competence of the pre-service teacher’s ability to plan lessons, manage and instruct students (Danielson, 2000).

A five-year study (N.B. Garman, 1986) at the University of Pittsburgh included 332 educators participating in a supervisory exercise whereby they viewed a videotaped lesson and simulated the evaluation and post conference. Even though 86 out of the 332 supervisors had been supervising for three or more years, only 2% of the totals were able to correctly identify the teacher's intent or correct teacher script. The teacher script included feedback that connected to the lesson observed. As the study progressed each time the supervisors were asked these questions:

1. What happens when supervisors observe a teaching episode in their own typical way, generally using individual notes, memory, and impressions to guide their judgments?
2. What happens when the same supervisors are subsequently provided with clinical data of the teaching episode to guide their judgments? (p. 153)

After studying the data gathered, the supervisors became aware of a phenomenon Doyle described. They needed to "enlarge their vision of the teaching act while they construct a common language to explain and interpret significant classroom events." (Doyle, 1985) This illustrates the need for supervisors to be trained to include the dimensions described by Danielson (2000). First in their supervisory model, evaluators should be able to recognize and describe evaluative criteria in action. In other words, what classroom events provide evidence of the different evaluative criteria? Secondly, they need to be able to interpret the evidence against the criteria. Finally, the evaluator must link the interpretations to the descriptions and make a judgment concerning the teacher's performance.

When asked a question regarding the mission of clinical supervision, Dr. Noreen Garman identified with Cogan, Goldhammer, and Anderson's substantive theories about clinical

supervision. She explained in a forum setting (N. B. G. Garman, C.D.; Hunter, M.; Haggerson, N.I., 1987) that the clinical supervision model goes beyond mere improvement in instruction and should focus rather on “personal empowerment.” (p. 157) This would cause a pre-professional teacher to feel a responsibility to make a difference much like a civil servant in a larger community.

When Hunter was asked the question, what is the mission of supervision, she answered from a more positivist approach, “to increase instructional excellence (p. 157).” Glickman’s response to the question reflected his theoretical framework provided by Piaget, Bruner and Kohlberg. He included what he identified as the tasks of supervision in a school. First, to encourage teachers to reflect on their practice and secondly, to establish an entry point whereby the teacher is encouraged to solve problems and identify solutions.

In an earlier work Garman (N.B. Garman, 1982) described the ritual of the conference held between the supervisor and teacher as one that mirrored the religious confessional:

- supervisor officiates
- teacher confesses his/her transgressions
- supervisor suggests ways to repent
- teacher agrees to recant
- supervisor assists in penance
- teacher makes act of contrition
- supervisor gives absolution
- both go away feeling better

Garman (1982) suggested a more open agreement, whereby the teacher and supervisor work in a dyadic relationship that promotes a sense of courage and faith in themselves. She later



described this as “empowerment” (1982, p. 157). Later she stated, “the so-called success of clinical supervision is dependent upon relationships among persons, as well as knowledge of and about teaching, learning, and subject matter.” (N.B Garman & Haggerson, 1993)

Another model identified in supervision is known as the Collaborative Evaluation Model. The focus on supervision in this model is reflected in its sensitivity to accountability during this standards-focused era. In this model the focus is not on the teacher’s performance but rather on the student’s achievement. DuFour (DuFour, 2004), a proponent of this model, elaborated that the best way to help teachers enhance their instructional strategies isn’t necessarily to have a principal drop in a few times a year, but to sit down with their colleagues, look at data, and figure out what’ really learned and how to teach the subject well.

The system utilized for the formative evaluation of the student teacher by the university supervisor usually consists of several observations of teaching. After each observation the supervisor writes a description of the lesson observation, provides feedback to the teacher, and completes an evaluation to be included in the student’s records. The cooperating teacher reads and signs the report adding additional comments that may have been overlooked. Sometimes, the student teacher writes a reflection or critique based on the lesson events or feedback from the supervisor.

Over the past 30 years, our goals for student achievement have evolved and expanded. We are now more interested in complex learning, problem-solving, and in the application of knowledge to new situations. Since educational research has also advanced over the last three decades, teacher evaluation should reflect these newer strategies (Danielson, 2000).

### 1.3.4 Danielson's Framework for Teaching Practice

Danielson described good teaching as evolving from the behaviorist perspective, based on the cognitive learning theory, to a richer view that has led to a greater understanding of the social nature of learning. The constructivist approach she understood as emphasizing “the importance of context on understanding, the need for domain-specific knowledge in higher order thinking, expert-novice differences in thinking and problem solving, and the belief that learners construct their own understanding of the topics they study.” (C. Danielson & McGreal, 2000)

Danielson created a framework aligned with constructivist practices to evaluate teachers. In her book, *Enhancing Professional Practice: A Framework for Teaching* (1996), Danielson provided a structure with four categories and 22 components to evaluate the key areas of teaching responsibility. The four categories were referred to as “domains” and were: Domain 1 – planning and preparation, Domain 2 - classroom environment, Domain 3 – instruction and Domain 4 – professionalism.

The criteria under each domain may be applied to student teachers, novice and experienced practitioners. The procedures she recommended are identical without regard to the teacher's stage of professional growth. Danielson's four domains provide an idea of what teacher behaviors matter the most in order to affect student learning. She laid the groundwork for quantifying, through the use a conceptual framework, what truly is a highly qualified teacher.

As part of the definition of good teaching, and the evaluation procedures that follow, there is a quantification or rating of the levels of performance. The standards of performance used in Danielson's framework are progressively, *unsatisfactory*, *basic*, *proficient* and *distinguished*. Similarly, the PDE 430 (see appendix B) performance levels range from *unsatisfactory*, *satisfactory*, *superior*, and *exemplary* and include numeric values of 0-3.

### **1.3.5 Systematic and Constructivist Approaches Compared**

The constructivist theory developed by Vygotsky emphasized that thought processes are more important than specific practices (Tatto, 1997; L./s. Vygotsky, 1978; L./s. Vygotsky, 1986). Before constructivism came to the forefront, teacher education was characterized by the transmission or systematic approach, where knowledge passive learners stored facts deposited by the teacher (Tatto, 1997). In the constructivist approach, student teachers view students as creators of meaning. Learning to teach occurs in context as the pre-service teacher reflects and challenges “the teacher role, learners’ role, subject matter and pedagogy (p. 220).”

The constructivist model became a major orienting framework for teacher education beginning in the 1980’s (Richardson, 1997). Many teacher education programs claim that their pedagogy is informed by the constructivist approach to learning. Actually achieving the changing of paradigms in the minds and hearts of pre-service teachers has not proven to be an easy task. Research studies showed mixed results in demonstrating that pre-service teachers’ beliefs and practices underwent drastic conceptual change and acquired new constructivist beliefs due to their exposure to a constructivist teacher education program (Richardson, 1997). One of the challenges that the constructivist college educator must address is that many pre-service students bring strongly held, traditional, systematic views into teacher education programs from prior experiences. McDiarmid reported that when elementary pre-service teachers who held to traditional approaches to teaching mathematics had to teach in a more constructivist approach, some refused to go along with the new approach and held to their prior notions (McDiarmid, 1990). Some researchers have questioned the possibility of changing a teacher’s prior conceptual framework through program interventions (Richardson, 1997). From my exposure to the theoretical frameworks of all three certification programs where I supervised

student teachers and the two universities represented, they both strongly embrace and promote constructivist views in the coursework and professional development provided to the faculty. However, there is the dilemma that transmissive or traditional approaches are often utilized by faculty both inside and outside of the education departments and even in university personnel who supervise student teachers. Richardson (1997) asked some valid questions surrounding this dilemma, “To what extent should or could we mandate a particular point of view? Would we fail one of our students who, for example, ignored or silenced all student questions and comments that did not match his or her agenda?” Her conclusion was that the dilemma is one that cannot be solved but managed.

Educators have typically advanced either the systematic or the constructivist approach to content and pedagogy. The constructivist approach is child centered, discovery oriented, and progressive. As it relates to pedagogy it is described as “meaningful, deep processing, conscious, metacognitive, useful, powerful, informed, purposeful, intellectually active and independent.” (Richardson, 1997) The content emerges from the child’s interests and experiences. Whereas, the systematic or didactic approach is more instrumental, behavioral, or teacher directed. The student takes on a passive role, learning is superficial focused on details and facts, and the student is highly dependent on the teacher (Richardson, 1997). According to Rainforth (2003), “the teacher or state predetermines curriculum content,” in the systematic approach. Even though the behaviorist approaches are seen as passé and the constructivist view more in line with emerging research on good teaching practice, remnants of the former approach still remain.

In the real world of teaching the pre-service teacher who desires to implement constructivist approaches must manage both the “conventional social expectations and individual

understanding, even though the two may often be in conflict.” (Richardson, 1997). I believe, however, that pre-service teachers can understand and utilize the superior constructivist approaches in their classroom practice even if the environment of the systematic approach is securely in place.

After examining these two approaches, I have concluded that they are represented in current summative assessment models used by the university involved in this study. The Danielson framework, is an example of the constructivist model, and the PDE 430 framework, is an example of the systematic approach. In Appendix F, I set out to align the two frameworks in order to compare their elements. They both included exactly the same four domains of planning and preparation, classroom environment, instruction and professionalism. There were many elements observed to be similar, when viewed side-by-side. In the Appendix F table, I highlighted the similarities with common colored highlighted font. When looked at holistically, it was clear that the former grid was student centered and the latter checklist was teacher or state oriented. I will describe the unique similarities and differences between the two frameworks.

#### **1.3.5.1 Preparation and Planning without designing coherent instruction**

Just what does the highly qualified teacher do to design or organize the content that students are to learn? Danielson (C. Danielson, 1996) identified this process in Domain 1: planning and preparation. Her framework for teaching was grounded in the constructivist approach. It would be an understatement to say that her framework informed her lesson design. She believed that “the primary goal of education is to engage students in constructing important knowledge and that it is each teacher’s responsibility, using the resources at hand, to accomplish that goal.” (p. 25) When she described the elements inclusive to the preparation component she included:

- a. Demonstrate knowledge of content, prerequisite relationships, and pedagogy
- b. Demonstrate knowledge of student's developmental characteristics, varied approaches, special needs, interests, and cultural heritage of each student
- c. Select instructional goals that relate to curriculum frameworks, and standards, permit viable methods of assessment, take into account varying learning needs, and reflect student initiative
- d. Demonstrate knowledge of resources within the school and district and beyond  
Design coherent instruction that is highly relevant to students, supports instructional goals, involves varied instructional groups, and reflects flexibility.
- e. Assess student learning congruent with instructional goals, reflect input by students and standards that are communicated clearly to students, design coherent instruction that is highly relevant to students, supports instructional goals, and involves varied instructional groups and reflects flexibility.

When examined carefully, it is clear that Danielson valued the teacher's knowledge of the subject and the complementary pedagogy, but also knowledge from the student themselves. One of the tenets of Constructivism is "that students continually construct meaning of classroom events based on their prior understandings and experiences." (Richardson, 1997) Students create their own meanings based on the interface between instruction and their prior knowledge. According to Osborne and Wittrock, "...sensory input such as spoken or written words about formal knowledge will only have meaning to the learner when they are linked to existing elements of memory." (Osborne & Wittrock, 1983) This certainly effects planning because in constructivist learning experiences what the students actually learn may be entirely different from the objectives of the teacher.

To a certain extent, the link between the teacher designed lesson and the student outcomes is certainly not always evident. A tension exists between the student's and the teacher's system of ideas. According to Duckworth , "an individual's way of understanding his or her own experience was considered to be a more useful and powerful way of knowing, and in the long run a more powerful base on which to erect teaching strategies." Duckworth (Duckworth, 1979) This tension of a teacher teaching what is prescribed by the district and combining that with open-ended constructivist approaches is clearly evident in the literature (Richardson, 1997) and in the field.

Delpit's clarion call to celebrate diversity is characterized by her statement, "we must keep in mind that education, at its best, hones and develops the knowledge and skills each student already possesses, while at the same time adding new knowledge and skills to that base. All students deserve that right both to develop the linguistic skills they bring to the classroom and to add others to their repertoires." (L. Delpit, 1995) All students should be encouraged to bring their prior knowledge, their past experience, and their own stories to the classroom. Even John Dewey in 1904, asserted that the "greatest asset in the student's possession-the greatest, moreover that ever will be in his possession is his own direct and personal experience." (Dewey, 1910)

Delpit elaborated on the African American dilemma of having the primary discourse of Black English at home and consider the dominant standard English as secondary in the classroom. She went on the state, "There is no doubt that in many classrooms students of color do reject literacy, for they feel that literate discourses reject them." (L. Delpit, 1995) The implications for the classroom would be to validate the student's home language while teaching standard English. This will require teachers and pre-service teachers to build connections with

the families and communities from which their students come from. In the words of a native Alaskan educator: “In order to teach you, I must know you.” (L. Delpit, 1995)

In literacy instruction, the activation of a student’s prior knowledge is accomplished through skilled questioning (Gunning, 2004). Additionally, when elementary students are given the opportunity to related the ideas in the text to what they already know, research has well documented that their text comprehension and memory are enhanced (Farstrup & Samuels, 2002) Pearson & Dole, 1987; Pearson & Fielding, 1991; Pressley, Johnson, Symos, McGoldrick, & Kurita, 1989). These activities are most closely aligned with and built upon schema theory developed in the 1980’s (R. C. Anderson & Pearson, 1984).

Under the first domain of preparation and planning, the Pennsylvania Department of Education or PDE 430 evaluation form (see Appendix A), for pre-service teachers also included knowledge of content, pedagogy and students, and “how to use this knowledge to impart instruction.” In addition, the PDE 430 included knowledge of Pennsylvania’s K-12 Academic Standards. When I examined the included versus excluded elements from both documents (see appendix F), it made sense that the PDE 430 would include the more specific state standards that Danielson would have omitted. However, under further examination there is one statement under Danielson’s framework that is completely absent from the state evaluation checklist. Danielson added that coherent instruction, “is highly relevant to students, supports instructional goals, involves varied instructional groups, and reflects flexibility.” (Danielson, 1996, p. 75)

This oversight on the supposedly Danielson-aligned framework reflected in the PDE 430 form is no less than stunning in its omission. Clearly, the Danielson framework is viewed from a constructivist lens in that the student is at the center of planning and preparation. In the PDE



framework, the driving force is state standards. Are the other elements aligned or not aligned when both documents are compared?

#### **1.3.5.2 Classroom Environment without engaging students actively**

As was stated before, many have attempted to identify the teacher attributes that are most closely associated with student achievement. The teachers described in Brophy's book (1976) that produced the most achievement possessed the following characteristics: high efficacy, self-control, and were problem solvers who rededicated their efforts when first attempts failed. They also anticipated and planned activities well. The variables that correlated most strongly and consistently with achievement were those suggesting maximizing student engagement in academic actions while minimizing the time spent during transitions or dealing with classroom behaviors. Brophy and Good (Brophy & Good, 1986) confirmed that teachers do make a difference in student achievement through various instructional processes.

Researchers have identified the classroom culture as an important ingredient for learning. The teacher focuses on creating shared interactions with the student that engage him or her in the learning experience (Rainforth & Kugelmass, 2003) The constructivist approach encourages the child's engagement in reciprocal teaching, cooperative learning, guided discovery and modeling, to the point that off-task, and inappropriate behaviors are minimalized. Danielson's framework under classroom environment reflects the high engagement of students in a safe classroom culture. She included these elements:

- a. Create an environment of respect and rapport between teacher and students  
and among students.

- b. Establish a culture for learning by engaging students actively and valuing of high quality work.
- c. Manage classroom procedures by engaging students actively in learning, handling routines, noninstructional duties and transitions seamlessly, and maximizing contributions of volunteers and paraprofessionals.
- d. Manage student behavior by clearly communicating standards of conduct, using subtle and preventative monitoring, and responding to misbehavior appropriately.
- e. Organize physical space to promote safety with optimal use of physical resources.
- f. Establish a culture for learning by engaging students actively.

One thing we know from thirty years of reading comprehension research (Farstrup & Samuels, 2002), is a general consensus about the characteristics of good readers. Duke and Pearson (Farstrup & Samuels, 2002) listed the following:

- 1. Good readers are *active* readers
- 2. From the outset they have clear *goals* in mind for their reading
- 3. Good readers typically *look over* the text before they read.
- 4. As they read, good readers frequently *make predictions* about what is to come.
- 5. They read *selectively*, continually making decisions about their reading.
- 6. Good readers *construct, revise, and question* the meanings they make as they read.

7. Good readers try to determine the meaning of *unfamiliar words*.
8. They draw from, compare, and *integrate their prior knowledge* with the material in the text.

When these elements were compared, under classroom environment to the PDE 430 they were very similar and almost perfectly aligned, except at this one point. The PDE 430 did not include the high engagement of students as a means towards creating the classroom environment most conducive to learning (see appendix F). In addition, the same language of engagement was used by Danielson, as an indicator of quality instruction.

#### **1.3.5.3 Instruction without highly engaging students**

It is no coincidence, that the integration of highly engaging students is identified both under Danielson's Domains of Classroom Environment and Instruction and the PDE 430. Brophy & Good (Brophy & Good, 1986) discussed the use of questioning strategies to fully engage students in the learning process. Barnes emphasized the need for teachers to maximize student talk in response to the teacher's open, exploratory questions. The teacher should listen and respond to what students are saying in order to gain insight into how the student is constructing meaning rather than merely looking for the right answer (Barnes, 1976).

Danielson (1996) included questioning under domain 3, instruction. But when one examines how a teacher uses questioning, it is clear that there is overlap between the two separate domains of instruction and environment. More effective teachers ask more questions than those teachers that are less effective. However, more important than the number of questions is the type of questions and inclusion of all students in the process. Good and Brophy

(2000) added that when teachers fail to expand their questions beyond the predictable and lower level prompts, student engagement is lessened.

Research by Heath (Heath, 1983) found that questions were used differently in a southeastern town by black elementary students and their teachers. She found that when the types of questions teachers ask are more consistent with the kinds that are asked in the home environment children responded very differently. They “talked, actively and aggressively became involved in the lesson, and offered useful information about their past experiences.” (p. 124).

Pedagogy is the science of teaching. Vygotsky identified the term *zone of proximal development* as the point at which students will continue to learn if they have assistance. The teacher’s assistance comes in the form of “scaffolding” in the form of clues, encouragement, suggestions or other assistance that guides the child towards the understanding of a concept or skill (L./s. Vygotsky, 1978; L./s. Vygotsky, 1986). Other buzzwords from the 1980’s emphasized the process of teaching, such as authentic pedagogy, engaged teaching and learning and teaching for understanding. Danielson included the following elements as necessary for competent instruction:

- a. Communicate clearly and accurately through clear directions using correct oral and written language with well-chosen vocabulary.
- b. Use questioning and discussion techniques of high quality with adequate time for student response where student input from all voices in discussion is encouraged.

- c. Engage students in learning by using appropriate content linked to students' knowledge, highly engaging students with productive instructional groups where students take responsibility in initiating and adapting activities and where teachers provide suitable resources, coherent and well paced lessons with reflection and closure.
- d. Provide consistently high quality feedback to students in a timely manner.
- e. Demonstrate flexibility and responsiveness by adjusting lessons successfully, using teachable moments and using an extensive repertoire of strategies and resources to aid students needing assistance.

Vygotsky's concept of scaffolding, Danielson's framework and White's model of the spiral curriculum are correspondingly aligned. White (White, 1988) described a person's understanding as a network of six different types of elements of memory which included propositions, episodes, images, strings, intellectual skills, and motor skills. His model is useful in the realm of pedagogy that seeks to maximize the engagement of each student. By revisiting or spiraling a particular concept, the learner is assisted in constructing multiple connections that result in a richer understanding of the concept. Practically speaking, the teacher's lessons are more flexible and interactive and intellectual control is shared with students. When students are engaged In reading, the teacher creates opportunities through open-ended questioning to promote the connections between content, classroom episodes and students' personal experiences (Gunning, 2004). Other components beyond classroom discussion would encourage students to problem solve, self-monitor and self-direct. Mindless activities such as copying of notes and rote memorizing would be minimized (Richardson, 1997).

Once again, Danielson's framework included the terminology, "engage students in learning by using appropriate content linked to students' knowledge, highly engaging students with productive instructional groups where students take responsibility in initiating and adapting activities and where teachers provide suitable resources, coherent and well paced lessons with reflection and closure." (Danielson, 1996, p.98) The PDE 430 only made a casual reference to student engagement by stating "engagement of students in learning and adequate pacing of instruction." (see appendix B) When compared to the Danielson wording regarding engagement, the PDE 430 only addresses engagement when it can be balanced with the pacing of the lesson.

#### **1.3.5.4 Professionalism without reflecting on teaching**

Professionalism was identified by Danielson as a key component of what a qualified teacher possesses (Danielson, 1996). Professionalism encompasses knowledge, skills and dispositions. "Teacher education refers to formally organized attempts to provide more knowledge, skills, and dispositions to prospective or experienced teachers." (Tatto, 1997) A teacher's demonstration of knowledge, skills and dispositions aligns with the conceptual framework model espoused by Danielson. Teachers need subject matter knowledge and pedagogical skills. Together these are still not enough for excellent teaching (L. W. Anderson, 1997). Teachers also need to be able to develop the professional attitudes that promote self-growth and student achievement through reflective practice.

According to Danielson (2000, p. 24), "few activities are more powerful for professional learning than reflection on practice." This process requires asking and answering questions such as, "Were those reasonable learning expectations for my students?" Would different groupings have worked better?" and "How do I know the students have really learned this concept?" Interesting, these are the same questions that students engaging in metacognition are encouraged

to ask. *Metacognition*, “ is knowledge of thinking processes, both knowledge of the thinking occurring in the here and now (e.g., ‘ I am really struggling to figure out how to write this introduction; I believe that the introduction I have just written makes sense’ and in the long term (e.g., ‘I know a number of specific strategies for planning a composition, rough drafting it, and revising the draft’.” (Farstrup & Samuels, 2002)

Few know that reflection’s originator was none other than the father of American Progressive Education, John Dewey. He saw the process of reflective practice as beginning with a problem to be solved, and once solved, presenting an opportunity for meaningful reflection to take place. He described it as:

Reflective thinking is always more or less troublesome because it involves overcoming the inertia that inclines one to accept suggestions at their face value; it involves willingness to endure a condition of mental unrest and disturbance. Reflective thinking, in short, means judgment suspended during further inquiry; and suspense is likely to be somewhat painful...To maintain the state of doubt and to carry on systematic and protracted inquiry-these are the essentials of thinking (Dewey, 1910).

In order for pre-service teachers to develop, they must take risks and evaluate their teaching in light of student learning. This mode of assessment is known as formative assessment. According to Norlander-Case (1999), “formative evaluation for improved performance must be separated from summative evaluation decisions that determine salary or job status.” (p. 47) Shinkfield and Stufflebeam differentiate the two forms of assessment by stating, “summative evaluation involves developing conclusions about the merit and worth of a completed or stabilized process, formative evaluation consists of collecting and feeding back appropriate information for systematic and continuous revision of the ongoing process.”

(Shinkfield, 1995) This definition highlights the importance of the inclusion of reflective practice in the formative stage. Unfortunately, evaluation practices have often not supported reflective behavior. The goal of evaluation should be improvement of practice and should be more qualitative rather than quantitative in nature.

This goal was reinforced by Ross when he stated, “The teacher education faculty in the elementary PROTEACH program at the University of Florida have identified the development of critical reflection as the primary goal of their teacher preparation program.” (Ross, 1987) Similarly, Greene stated, “I am proposing, of course, that self-reflectiveness be encouraged, that teacher educators and their students be stimulated to think about their own thinking and to reflect upon their own reflecting. This seems to be inherently liberating and likely to invigorate their teaching and their advocacy. Also, it may well help in delineating possibilities never seen before-in the processes of futuring and choosing in which individuals must engage in order to create themselves (Greene, 1978). Lampert referred to this idea of thinking about teaching as characteristic of “ ‘ intentional’ practitioners whose own thoughts and feelings serve as the rationale for their actions...” (Richardson, 1997)

LaBoskey, in her prize-winning study, identified *Alert Novices* and *Commonsense Thinkers* as two types of beginning reflective practitioners. All the participants were registered in a year-long teacher education program. She identified the *alert novice* as reflective in that they ask the question “why.” The *commonsense thinkers* never get to the metacognitive level of reflection and ask only the pragmatic questions such as, how, when and to what standard? (LaBoskey, 1994) This distinction was first noted by Dewey when he suggested that pre-service teachers should be “thoughtful and alert students of education, rather than just proficient craftsmen.” (LaBoskey, 1994)



Danielson's Domain 4 concerning professionalism (1996) included:

Reflect on teaching using thoughtful and accurate assessments of lessons and alternative approaches to achieve desirable outcomes.

- a. Maintain accurate records using a fully effective system whereby students contribute to its maintenance.
- b. Communicate with families concerning the program and student progress frequently and successfully.
- c. Contribute to the school and district with cooperative relationships with colleagues and participating in leadership roles within the building and through district projects.
- d. Grows and develops professionally by seeking out opportunities for professional development, conducting action research, mentoring new teachers, writing articles for publication, and making presentations.
- e. Show professionalism by being proactive in serving students, challenging negative attitudes, serving the underserved and taking leadership roles in team and departmental decision making.

Why is it essential that pre-service teachers develop reflective practice? As I described earlier in this literature review, good teachers are able to evaluate independently and collaboratively their teaching practice with the feedback from mentors, the goals, practices, and outcomes of their teaching. The role of the mentor cannot be overlooked in reflective practice. By working alongside the novice, the mentor facilitates the reflective process much like

Vygotsky's (L./s. Vygotsky, 1978) 'zone of proximal development' (ZPD), which is the region of activity between what the pre-service teacher can do on his own and what he can do with the aid of a knowledgeable adviser. Of course, the more knowledgeable the mentor the more guidance and support the mentee will be provided. Ideally, the mentee gradually learns through observation and interaction to internalize the feedback provided by the mentor (Richardson, 1997). Another means that has aided the independent process is through the use of reflective journaling. Bolin (Bolin, 1987) found that reflective journaling helped contour the pre-service teacher's thinking when the mentor made them accountable for the higher level thinking process. The pre-service teacher's journal entries provide insights into her conceptual framework and whether she chooses to utilize a constructivist viewpoint when reflecting on events and teaching practices. When evaluating the quality of that reflection the continuum may range from consistent and coherent to limited or negligible in reflective practice (Richardson, 1997). Here is a journal entry that would be characterized as constructivist and reflective:

The major thing that influenced me, was learning how to use knowledge that students' previously had, and incorporating that into lessons. I think that everything we did in the course was built around that and it set the framework for me in terms of what I did in the practicum. I didn't try to go in there and fill their heads with everything. I used knowledge they previously had and tried to build on that. (Phillip, interview, June, 1992)

This journal entry would surely be rated at the "exemplary" level if reflective practice was included on the PDE 430 form, unfortunately it is not.

In conclusion, the PDE 430 form, or the exit evaluation tool, now mandated by the Commonwealth of Pennsylvania, is similar to the Danielson framework. However, when closely investigated it became apparent that the PDE 430 form was structured in the systematic approach

to teacher quality criteria and the Danielson framework was structured in the constructivist mold. Furthermore, since the exit criteria does not include key components of best practices for teachers, the question remains, will the student teacher ever be held accountable for these necessary features? In other words, what constitutes excellence in teaching and by what criteria do we define superior teaching? These questions provide a springboard for this study under investigation involving pre-service teachers in the urban setting, in three distinctive programs, but evaluated with identical exit criteria.

## **2.0 OVERVIEW OF THE STUDY**

### **2.1 INTRODUCTION**

As a result of sweeping reforms over the past decade, many changes and innovations have been initiated in teacher education programs. Among the resulting innovations are fifth year teacher education programs, that focus exclusively on the task of preparing pre-service teachers to teach with integrated coursework while practicing in the field (L. Darling-Hammond, 2005). The knowledge theory that is most widely held in elementary teacher education since the 1980's is the constructivist approach. This approach is based on the assumption that children construct knowledge by being deeply engaged in problematic situations that they care about (Richardson, 1997). One challenge that pre-service teachers face, is integrating the constructivist practices they learned in their coursework while working as practitioners in a variety of local settings where more behaviorist or systematic approaches to teaching are utilized (Rainforth & Kugelmass, 2003).

Neither fifth year nor traditional four year teacher education programs have been exempt from sweeping reform measures over the last ten years. Title II, Section 207 of the Federal Higher Education Act of 1998 and the Commonwealth of Pennsylvania General Standards for the Institutional Preparation of Professional Educators, Chapter 354 (see Appendix E), are two top-down policy initiatives designed to clarify the standards of teaching that define what teachers

should know and be able to do (C. Danielson & McGreal, 2000). As a result of this policy, all student teachers and interns, in 4, 5 or 6 year programs must take and pass Praxis tests, maintain a 3.0 QPA, and during the student teaching practicum, be evaluated by a common summative assessment titled, the PDE 430 (see appendix A).

Without a satisfactory rating from the university supervisor, the pre-service teacher cannot be certified in Pennsylvania. At first glance, this appears not to be a great challenge since a minimum score of 4 out of 12 is required. Pre-service teachers are required to document sources of evidence that demonstrate the specific artifact and date that criteria were met in the form of a portfolio organized under the PDE 430 categories of Planning, Environment, Instruction and Professionalism.

The Pennsylvania Department of Education (*Pennsylvania Department of Education*, 2005) also created the PDE 430 A- *Sources of Evidence form* (see Appendix B) as an optional template for documentation. As a supervisor and researcher, I made both of the above described documents available to pre-service teachers to facilitate the compiling of Sources of Evidence for the PDE 430 evaluation.

The criteria and evidence described in the PDE 430 is not the only evaluation model used to judge the pre-service teacher's performance. Each college and university has their own in-house program-specific standards and criteria that serve as evaluative measures of desirable teacher behaviors. The university that trained and oversaw the supervision of the Masters of Arts in Teaching (MAT) interns and Professional Year (PY) student teachers in this study, used standard forms for "accessing the student teachers' personal attributes and professional competence."

Four pre-service teachers, two Professional Year student teachers and two from the MAT intern program, were selected to participate in the case study. The participants were selected because they were the only four pre-service teachers in urban settings for the spring 2006 semester that were under the principal researcher's supervision. All the participants are elementary education majors. The data collection sources included: observations, researcher rating forms, pre-service teachers' reflections, lesson plans, internal summative evaluations, PDE 430 form, and the PDE 430-A Sources of Evidence template. An ethnography uses the idea that a system's properties cannot necessarily be accurately understood independently of each other.

This case study utilized ethnographic methodologies. The process of analyzing evaluation criteria with the constructivist paradigm embedded in the ethnography is a valid research method. This research approach involves the researcher as a participant observer. The participant observer becomes an active participant in the group being investigated (Christensen, 2001).

As stated earlier, the group investigated in this study is pre-service teachers in urban settings under the researcher's supervision. The four pre-service teachers that were participants were selected because they equally represented interns and student teachers. In regards to formative and summative assessments and the PDE 430, the requirements of the two teacher education programs are identical. It is not the purpose of this study to delineate any obvious or subtle differences in these two 5<sup>th</sup> year teacher education programs as it relates to the problem statement.

## **2.2 PROBLEM STATEMENT**

What evidence is there that pre-service teachers in the urban setting, perform beyond the mandates of Chapter 354 when teaching elementary literacy lessons?

## **2.3 RESEARCH QUESTIONS FOR THE CASE STUDY**

All of the data will be collected and analyzed towards the goal of answering the following research questions:

1. What are the evidences that the pre-service teacher self-initiates designing lessons that are highly relevant to students, highly engages students in learning and self reflects on teaching ?
2. What are the evidences from formative evaluations that the pre-service teacher designs lessons that are highly relevant to students?
3. What are the evidences from summative assessments that the pre-service teacher designs lessons that are highly relevant to students?
4. What are the evidences from formative evaluations that the pre-service teacher highly engages students in learning?
5. What are the evidences from summative evaluations that the pre-service teacher highly engages students in learning?
6. What are the evidences from formative evaluations that the pre-service teacher reflects on teaching with thoughtful and accurate assessments?

7. What are the evidences from summative evaluations that the pre-service teacher reflects on on teaching with thoughtful and accurate assessments?

## **2.4 METHODOLOGY**

### **2.4.1 Rationale**

This academic year presented a unique opportunity for me as a researcher, graduate assistant of a Research I University, and supervisor of pre-service teachers. The case study approach was utilized as I investigated, evaluated and qualified pre-service teachers representing each of the two fifth year practicum programs. The two different types represented Masters' of Teaching (MAT) interns and two Professional year (PY) student teachers. All of the case study participants were enrolled in a 5<sup>th</sup> year teacher education program. As stated earlier, whether the pre-service teacher is a MAT intern or a PY student teacher, each one has to be evaluated using the PDE 430 form for certification purposes.

Supposedly, the PDE 430 form directly corresponded to Danielson's constructivist model (C. Danielson, 1996) that consisted of four domains which include planning and preparation, environment, instruction and professionalism. However, as was determined from a thorough review of the literature, these differences are both subtle and obvious differences in the two conceptual frameworks that could have an impact on the qualification of the pre-service teacher. The subtle differences came from looking at the frameworks holistically. The Danielson framework reflected a more constructivist or student centered approach, whereas, the PDE 430

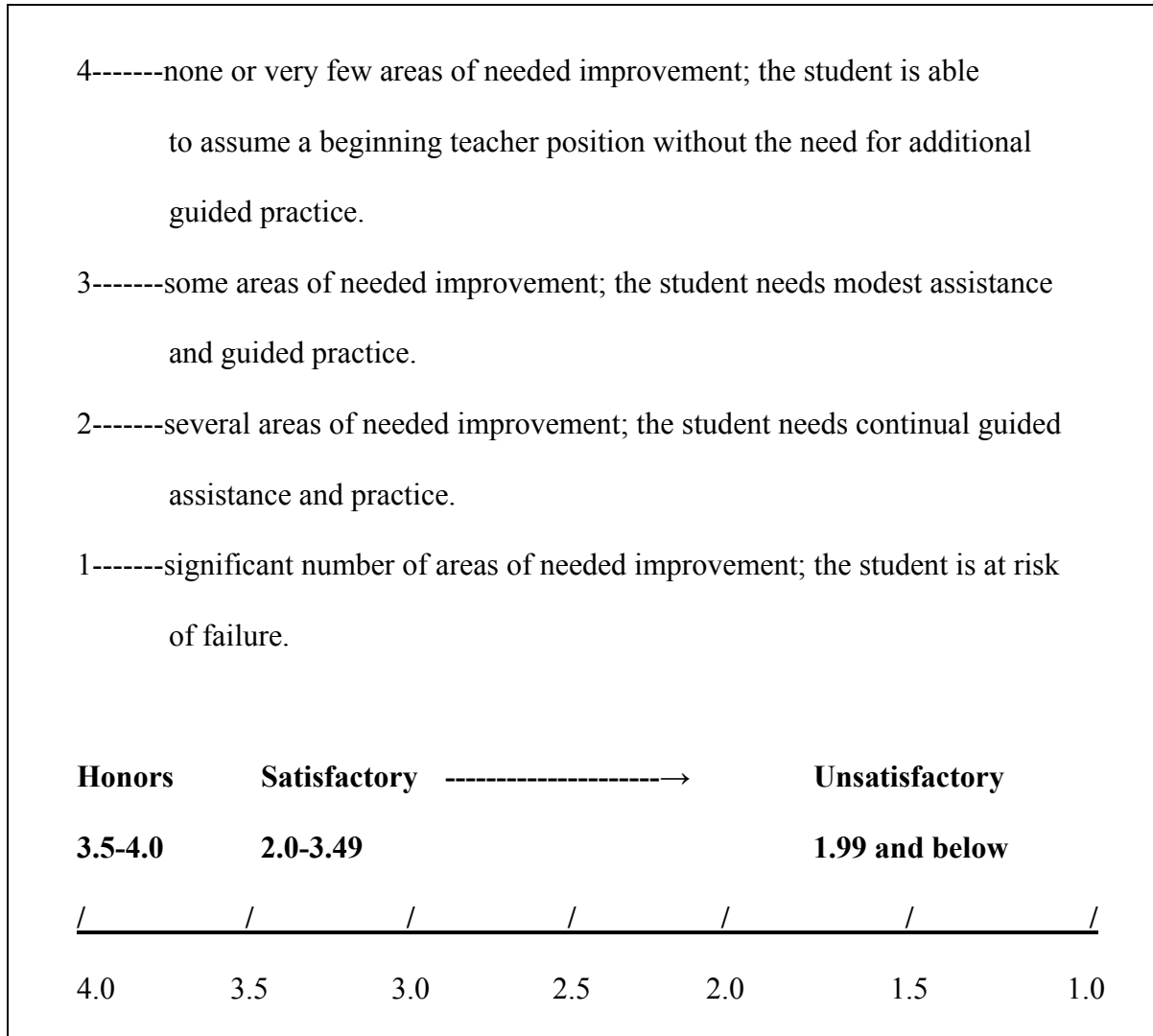


reflected a transmission or teacher directed approach. The transmission approach neither promotes interaction between prior knowledge and the dialogue necessary for understanding of new knowledge (Richardson, 1997).

Specifically, the two frameworks were very similar except the PDE 430 omitted some key criteria included in the Danielson framework. Those elements missing were student-centered planning, highly engaging the students in learning and reflective practice. This study investigated to what extent, if any, pre-service teachers were incorporating these practices into their teaching. I also examined the alignment of the local university standards and the Danielson Framework (see Appendix C), as well as, the PDE 430 and the Danielson framework (see Appendix F.) This provided an additional source of evidence to help me determine if pre-service teachers were implementing constructivist and reflective practices in the K-6 classroom.

Each college and university has their own in-house program-specific standards and criteria that serve as evaluative measures of desirable teacher behaviors. The criterion the university under study utilized are listed in Appendix C. From this local summative assessment, the pre-service teacher earns a grade. The university grade options for interns and student teachers ranges from Honors (H); Satisfactory (S); or Unsatisfactory (U). The rating is based on attributes listed under each of the six categories of personal and interpersonal characteristics, professional qualities, professional preparation, planning for instruction, teaching skills, classroom and behavior management. Each category had a numerical rating based on the continuum below. The mentor and university supervisor rate and average the total for each section for the mid-term and final grade for the pre-service teacher.

The University used a 1-4 continuum, and the rating explanations are as follows:



**Figure 2: Department of Instruction and Learning Evaluation Form**

The Table (see Appendix C) showed that only two of the Danielson (1996) performance indicators were closely matched. The first teacher behavior criteria were “analyzes own personal strengths and weaknesses,” from the local form and “demonstrates reflection on teaching with thoughtful assessments of lessons taught,” from the Danielson framework. Even though these descriptions are not identical they are similar in reflective practice. Secondly, the teacher behavior criteria were “plans instruction to meet student needs at multiple learning levels,” from

the local form and “demonstrates lesson design that connects to knowledge of student’s developmental characteristics, varied approaches, special needs, interests, and cultural heritage,” from the Danielson framework. The two descriptions are similar in that both include lesson design that is connected to the student’s learning level. However, only the Danielson description includes more specific knowledge including, “student’s developmental characteristics, varied approaches, special needs, interests, and cultural heritage.” In conclusion, the local university summative evaluation form is barely comparable to the Danielson framework.

This comparison has lead me to ask the question, what evidence is there that student teachers are integrating constructivist and reflective practice into their K-6 placements since key components are excluded from the PDE 430, as well as, local assessments? This question is critical for supervisors like me, who are committed to the constructivist model and desire to see if students apply and reflect on that knowledge when they get into the classroom.

Through the use of the case study approach, I wanted to find out how the formative assessments utilized by the individual teacher education programs linked to the summative assessments required by Act 354. I used a mixed method approach, of a qualitative nature, to gather data. These techniques included, on site observations, pre-services teachers’ reflections and critiques, lesson plans, program-specific summative evaluations, PDE 430 form, and the PDE 430-A Sources of Evidence form.

#### **2.4.2 Procedures**

Neil Postman argued that we come to “understand our lives and ascribe meaning to our actions by placing them in the context of a narrative: ‘a story...that tells of origins and envisions a future, a story that constructs ideals, prescribes rules of conduct, provides a source of authority,

and above all, gives a sense of continuity and purpose (Postman, 1995).” The case study approach encapsulates the narrative that will be told for each participant in the respective teacher education programs.

During the gathering of data, I investigated, evaluated and qualified pre-service teachers representing two separate certification programs where the pre-service teacher is in the last semester or practicum phase of the program. The two different types represent Masters of Arts in Teaching interns and Professional Year student teachers. The pre-service teachers were supervised and evaluated to determine if there is evidence that they are integrating constructivist and reflective practices into their instruction. Particular attention was given to those behaviors that were omitted from the PDE 430.

The constructivist and reflective practices were monitored throughout the spring semester during the pre-service teachers’ practicum using the *Pre-Service Teacher’s Evidence of Constructivist/Reflective Practice Rating Form* (see Appendix J). I focused on the three teacher behaviors deemphasized or omitted from the PDE 430 and the descriptive performance indicators from Danielson’s Framework (C. Danielson, 1996). These effective teacher behaviors and their performance indicators were:

1. Demonstrating knowledge of students.

- a. Lesson design demonstrates knowledge of the characteristics of the age group.
- b. Lesson design demonstrates knowledge of students’ varied approaches to learning.
- c. Lesson design demonstrates knowledge of students’ skills and knowledge.
- d. Lesson design demonstrates knowledge of students’ interests and cultural heritage.

2. Demonstrating engaging students actively in learning.

- a. Connects new content to students' knowledge, interests, and a school's culture.
- b. Selects activities and assignments that emphasize problem-based learning, permitting student choice and initiative, encourage depth rather than breadth, require student thinking and designed to be relevant and authentic.
- c. Highly engages students with productive instructional groups
- d. Uses instructional materials and resources that assist students in engaging with content.
- e. Creates structured lessons with a beginning, middle and end, with a clear introduction and closure while pacing the lesson within the constraints of allotted time.

3. Demonstrating professionalism through use of reflective practice.

- a. Demonstrates extensive reflection on teaching with thoughtful and accurate assessments of lessons taught.
- b. Demonstrates exceptional reflection on teaching by considering and offering strategies for improvement

In addition to the formal observation forms completed, I also utilized Danielson's Framework for Professional Practice (1996) rubrics identified as Figure 6.2 (p. 67), Figure 6.14 (p. 99) and Figure 6.17 (p. 107). The Framework was derived from extensive research conducted by the Educational Testing Service and validated in the book by Carol Dwyer (Dwyer, 1994).

There were four levels of performance indicated by Danielson (1996). Those included *unsatisfactory*, *basic*, *proficient*, and *distinguished*. The spectrum of the levels range from the description of teachers who have not mastered the fundamentals of teaching (unsatisfactory) to teachers who have are highly accomplished and able to mentor other teachers' professional growth. I found these levels of performance very useful as a supervisor and researcher gathering data during observations of pre-service teachers' lessons.

Danielson (1996) clarified the criteria indicative of each level of performance. The rating of *unsatisfactory* described the teacher who shows no evidence of understanding of the concepts that underlay the component. The *basic* rating was indicative of the teacher who was minimally competent. The teacher attempted to implement the elements yet was sporadic, intermittent, or not consistent in performance. The *proficient* rating was indicative of the teacher who understood and implemented the concepts foundational to the component under investigation. Typically experienced, competent teachers are regarded as performing at this level. Finally, the *distinguished* rating would be descriptive of master teachers that make a contribution to the profession within and outside of their local school contexts. Danielson described their classrooms as operating "at a qualitatively different level, consisting of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning." (1996, p. 37).

I adapted the rubrics to aid in data collection purposes. First of all, I added an identifier line that included the pre-service teacher's name, date, grade level and lesson topic. I also added a notes column to describe the lesson event that aligned with the element described. Additionally, numerical ratings 0-3 were added that were aligned with the unsatisfactory=0, basic=1, proficient =2, and distinguished =3. I replaced "unsatisfactory" with "no evidence" (see

Appendix J). I titled the adapted form “*Pre-Service Teacher’s Evidence of Constructivist/Reflective Practice Rating Form*” (see Appendix J). On the Table cited as Appendix G, I referred to this document as the “Researcher Rating Form.”

During or immediately following pre-service visitations, the forms were completed with notes describing what evidence was found during these formative assessments, based on the criteria described earlier. The completed forms were typed and then texted in order to be added to the dissertation document. Accompanying the texted rubric of pertinent information, a narrative description and rationale were provided for the ratings and included under the appropriate research questions.

### **2.4.3 Context**

Each pre-service teacher did their final semester practicum in an urban public school. According to Danielson (C.; Danielson, 2002) it is important to help *all* students learn. She cited Fasko and Grubb (Fasko & Grubb, 1995) who found that learner-centered and active learning practices are utilized by effective teachers. In many ways all schooling levels are interconnected. An improvement in teacher education programs should result in an improvement in student achievement during the elementary years. Pre-service teachers in both of the certification programs within this study are taught in their coursework that low-level knowledge is insufficient for students in any setting. Understanding concepts by utilizing skills such as drawing conclusions, recognizing patterns, discerning trends, formulating and testing hypotheses, comparing and contrasting different ideas, and interpreting information in light of other findings is a goal for every student, not just the “intellectual elite.” (Danielson 2002, p. 79)

The context for this study, as stated earlier, was in urban settings, which has been characterized by some with low achievement and low quality teaching (Anyon, 2005). Others have characterized the urban setting as a stimulating and challenging environment for teachers. According to Chester & Beaudin, effective teachers accept that students from minority groups and lower socio-economic face circumstances that they can impact in a positive way (Chester & Beaudin, 1996). This study was conducted within the urban context of the two urban public school districts.

Within this context the pre-service teachers were studied based on their instruction in the area of literacy. According to the PA State Standards, literacy instruction incorporates, reading, writing, listening, and speaking (*Pennsylvania Department of Education*, 2005). Also within this context, there was a high concentration of minority African American students.

Delpit elaborated on the African American dilemma of having the primary discourse of Black English at home and consider the dominant standard English as secondary in the classroom. She stated, “There is no doubt that in many classrooms students of color do reject literacy, for they feel that literate discourses reject them.” (L. Delpit, 1995) The implications for the classroom would be to validate the student’s home language while teaching standard English. This will require teachers and pre-service teachers to build connections with the families and communities from which their students come from. In the words of a native Alaskan educator: “In order to teach you, I must know you.” (L. Delpit, 1995) This important teacher behavior connects to the first question investigated in this study. That question was, does the pre-service teacher design lessons that are highly relevant to students (Scheffler, 2006)?

To review, the pre-service teachers who are participants in this study, will be supervised and evaluated to determine if there is evidence that they are integrating constructivist and



reflective practices into their instruction. Particular attention will be given to those behaviors that were omitted from the Pennsylvania Department of Education (PDE) 430 summative evaluation form. These effective teacher behaviors include planning coherent instruction that is highly relevant to students, creating a classroom environment and instructional strategies that highly engage students, and using reflective practice. These teacher characteristics have been shown to produce high achievement in students in urban schools with high minority populations (Perry 2003).

With the focus on high stakes testing and meeting *average yearly progress*, particularly in reading and math,(Ed., 2002) the term “achievement gap” has surfaced in the educational arena. Perry (2003) characterized the gap as follows:

On whatever measure one uses, from the SAT to the Stanford Nine, in school districts and schools across the country, irrespective of political orientation, demographic characteristics, or per-pupil spending, there exists a gap between the academic performance of Black and Latino students on the one hand and white and Asian-American students on the other.

Unfortunately, the explanation for the achievement gap has historically turned to a blaming African American parents, students and their community for being “culturally and linguistically deprived.” (L. Delpit & Dowdy, 2002) This only fed the false and prejudicial view that African-Americans are somehow morally, culturally and intellectually deficient. A false assumption is often made among educators that African American children as a group learn the same as any other group. Perry (2003) reviewed the African-American philosophy of schooling

set forth by Frederick Douglass, Harriet Jacobs, Malcolm X, Jocelyn Elders, Septima Clark during the heat of the civil rights era. Quite simply, that philosophy was articulated in the phrase, “freedom for literacy and literacy for freedom.” (p. 15). Even to the point that pursuing literacy during this era was considered a “subversive act.” (p. 45) The reason for this was that many states before 1964 prevented African Americans from voting if they could not demonstrate literacy.

The question remains, how does this African American philosophy, described by Perry (2003) inform the achievement gap among minority students? She argued that the achievement gap is not between white and black scores but the gap between current achievement and excellence. She identified the characteristics of teachers who are “gap closers.” (p. 148) One characteristic highlighted was a deep knowledge gained of each child that includes special things about them, family life and their school progress. Lisa Delpit also concluded that “if schools are to be as successful at teaching Standard English, they must be just as welcoming of the children, of their lives, and of the worlds that interest them.” (2002, p. 32) She went on, “Teachers seldom know much about the children’s lives and communities outside of the classroom and either don’t know how to or aren’t willing to connect instruction to issues that matter to students, their families, and their community.” (p. 41)

Perry (2003) argued that since learning is primarily contextual, that the context involving social, emotional, cognitive and political factors must be taken into account by the teacher. Murrell’s book “African-Centered Pedagogy,” (Murrell Jr., 2002), described this teacher attribute as one “who develops the contextualized knowledge of culture, community and identity of the children and families as the core of their teaching practice.” (p. 170)

Another key characteristic of a “gap closer” was intensive engagement of students in high-level thinking. In other words, the quality of instructional practice in the classroom made it an environment conducive for developing a mindset and identity of achievement rather than failure. This links to the thesis of this study regarding the value of constructivist practices such as knowledge of students and student engagement, as being essential elements of achievement for all children.

The more time pre-service teachers have in the same setting, then there will be more opportunities to solve teaching problems, to experience constructive feedback and refine their teaching craft (Richardson, 1997). One advantage of the two certification programs included in this study, is that all participants are in 5<sup>th</sup> year programs. The MAT interns are present in their placements for the entire spring semester after having been in another placement for the entire fall semester. That added up to about four months spent in each placement. The Professional Year (PY) student teachers began their placements four weeks into the spring semester and this will be their one and only placement. The PY student teachers remained in this placement for three months or 12 weeks.

All of the schools involved in this study have been classified by PDE (*Pennsylvania Department of Education*, 2005) as urban schools. Additionally the three elementary schools in this study had a range from 49.4 % to 87% of the population identified as low income. Additionally, the school district where the MAT interns are placed have a 95-99% minority population. The school district where the Professional Year teachers are placed has approximately a 50 % ratio of minority and majority populations.

## **2.5 SUBJECTS**

Four pre-service teachers, from two distinct 5<sup>th</sup> year teacher education programs, were selected to participate in the case study. The two different types represented Masters' of Teaching (MAT) interns and two Professional year (PY) student teachers. The participants were selected because they were all under the researcher's supervision and were all in urban settings. No other student teachers or interns under the researcher's supervision were in urban settings during the spring of 2006. All the participants were elementary education majors.

### **2.5.1 The MAT INTERN**

The MAT Intern is a person with a baccalaureate degree enrolled in an approved intern certification program who has taken and passed the Praxis I Pre-Professional Skills Tests in Reading, Writing and Mathematics, the appropriate Specialty Area tests of the Praxis II Series of the National Teacher Examination, holds an Intern Certificate from the Commonwealth of Pennsylvania and has been offered an internship in a public school site. The Intern Certificate, offered by the state of Pennsylvania, is valid for three years *and is nonrenewable*. The intern is present at the school site for a full school year. For MAT interns working at the elementary school level, one subject or class preparation might involve teaching a series of math or reading lessons to the clinical instructor's class. By the twelfth week, the intern's duties are expanded to include a second subject or preparation (i.e., in a second subject field for elementary interns and in a separate course or grade level for secondary interns).

The intern continues with at least two teaching assignments through the end of the eighteenth week (end of the first half of the year). By the start of the second half of the year, the

intern assumes full responsibility for one half of the clinical instructor's daily teaching schedule. Regardless of where the intern is assigned, this half-time teaching arrangement continues for the remainder of the school year. However, for limited periods of time the intern may assume responsibility for a full instructional schedule.

Interns holding a valid Intern Certificate do not require the clinical instructor's presence in the classroom at all times. However, the clinical instructor makes frequent observations and participates in scheduled feedback conferences with the intern. Supervisors from the university also observe and confer with interns throughout the year. Interns holding valid certification may be used as substitute teachers primarily for the clinical instructor for whom they are assigned, the department for which they are working, or the school where they are based.

At the completion of the internship experience, students who have successfully completed their Praxis exams and the PDE 430 Assessment are eligible to apply for an Instructional I Teaching Certificate.

#### **2.5.1.1 Introducing the Subjects and their Placements – The MAT INTERNS**

##### **A. Candace**

Candace is a MAT intern who was placed in an urban public school site for a full school year. Her first nine weeks was spent in an inclusive first grade classroom with 16 students. Her second nine weeks was spent in a second placement, in an inclusive 4th grade class with 17 students. She spent the second half of her practicum splitting the time between the two placements in the same school. In the first grade class, all 16 students are African American. Two high achieving students exit the classroom during reading instruction for an adapted

curriculum, leaving fourteen students that receive whole class and small group instruction. Candace and her mentor teacher split the 14 students into two equal groups of seven each.

The school utilizes the Harcourt Brace Reading Series exclusively in grades K-5. This urban school met its adequate yearly progress (AYP) goals in the 2003-2004 school year but not during the 2002-2003 or 2004-2005 school years. The AYP, is part of the federal No child Left Behind Act (NCLB). It's purpose is to ensure that all students are prepared with reading and math skills by the year 2014. According to the PDE Academic Achievement Report for the 2004-2005 school year, (*Pennsylvania Department of Education*, 2005), schools demonstrate Adequate Yearly Progress with these measurable indicators: Attendance or Graduation Rate, Test Performance and Test Participation.

Candace's placement, according to PDE (*Pennsylvania Department of Education*, 2005), is at the "warning" status. This meant that for two consecutive years, the school did not meet AYP goals. Therefore, this academic year, the school must meet AYP targets in order to be considered "on-track" for meeting the NCLB goal of all students reaching proficiency by the year 2014.

## **B. Helen**

Helen is a MAT intern who has been placed in an urban public school site for a full school year. She is in the same district that Candace is in. Her first eighteen weeks was spent in an inclusive fourth grade classroom with 15 students. Her second placement, which was the one under investigation, was in the same school, in an inclusive 2nd grade class with 17 students. Fifteen students in her placement are African American and two students are Caucasian. One student in the class is pulled out to a Special Education class for reading instruction.

At the beginning of the eighteen week placement, she taught spelling. She then picked up reading instruction for the whole class. The district utilizes the Harcourt Brace Reading Series exclusively. This urban school met its average yearly progress (AYP) goals in the 2004-2005 school year but not during the 2002-2003 or 2003-2004 school years. The school's overall Proceeding Average Yearly Progress status, according to PDE (*Pennsylvania Department of Education*, 2005), is at the "making progress" level. Schools that have a "making progress" status had a "school improvement" or "corrective action" status for the 2003-2004 school year. The school will drop to the next lower status beneath their status in 2003-2004.

### **2.5.2 Subjects – The Student Teacher – Professional Year Program**

A Student Teacher in this study, is defined as "a person enrolled in an accredited student teaching program who completes an in-depth clinical laboratory experience in a school setting for no less than twelve weeks." (Sheehy, 2004)

The professional development of student teachers occurs in stages, through a gradual assumption of more and more complex duties in the classroom. This developmental process begins with a period of observation and participation in the first semester of the professional year (i.e., term before student teaching), continues with increased classroom participation and responsibility in the early weeks of student teaching, and concludes over a period of time when the student teacher assumes full responsibility for planning, conducting, managing, and evaluating classroom instruction. The amount of time spent observing, assisting, and assuming full responsibility, as well as the order of these activities varies from school to school. As the student teacher develops confidence and poise, additional duties and subject areas are assigned each week until he/she has full responsibility for the classroom. However, it is usually the

discretion of the mentor teacher that determines the timing and type of activity undertaken by the student teacher.

For the first phase of the clinical process, all student teachers are often asked to perform the following duties: routine clerical tasks, taking attendance, duplicating materials, requesting, distributing, collecting, and organizing materials (e.g., audiovisual aids, library books, art supplies, etc.), grading, correcting, and recording learners' work. In addition to these clerical tasks they also are involved in instructional tasks, such as, assisting in the preparation, administration, and scoring of quizzes or tests, routine classroom and non- instructional tasks, conducting opening exercises, supervising hall, lunchroom, or playground activities, preparing learners for dismissal or movement to another area of the school, reading a story or poem in the class, sharing special talents or experiences with the class, assisting with school clubs, field trips, or special events, contributing as a member of an instructional team, limited instructional tasks, providing individual help to learners, leading small group activities, and teaching portions of lessons (Sheehy, 2004).

Elementary student teachers begin with one lesson preparation for the first week of the term. By the seventh week the student teacher is responsible for at least three different content areas. The student teacher continues to add time and/or content areas—whichever applies—until approximately the twelfth week. For a period of time during and/or after the twelfth week the student teacher is responsible for the entire school day.

All student teachers are required to have full control of the classroom for a minimum of two weeks. These two weeks of solo teaching do not have to be consecutive, but may occur in any combination. Each student teacher is also responsible for developing, implementing, and evaluating at least one complete unit of instruction at some time during the semester. This unit is



usually conducted during the two weeks of solo teaching; however, it may occur independently of that period. Student teachers are expected to provide detailed lesson plans and instructional materials for all formal observations by the university supervisor.

#### **2.5.2.1 Introducing the Subjects – The Student Teachers – Professional Year Program**

##### **A. Marie**

Marie is a professional year student teacher who has been placed in an urban public school site for 12 full weeks. Prior to student teaching, Marie was required to visit, assist, observe, and teach small groups in this classroom for one full day a week by the PY teacher education program she was enrolled in. This aided the transition into student teaching during the spring semester. Her placement was in a third grade setting where she taught reading, language arts, math, science and social studies. Her class included 21 students. Eleven of the twenty-one are African Americans or Hispanic students.

The district utilizes the Harcourt Brace Reading Series and resources from published word building documents from faculty in the Department of Instruction and Learning Reading Program at the University of Pittsburgh as supplemental materials. This urban school met its average yearly progress (AYP) goals in the 2002-2003, 2003-2004, and 2004-2005 school years. The school's overall Proceeding Average Yearly Progress status, according to PDE (*Pennsylvania Department of Education*, 2005), is at the "met AYP" level.

## **B. John**

John is a professional year student teacher who has been placed in the same urban public school site as Marie for 12 weeks. His placement was in a fourth grade classroom where he taught reading, language arts, math, science and social studies. His class included 21 students. Eleven of the twenty-one are African Americans or Hispanic students, ten students are Caucasian.

The district utilizes the Harcourt Brace Reading Series and resources from published word building documents from faculty in the Department of Instruction and Learning Reading Program at the University of Pittsburgh as supplemental materials. This urban school placement is the same one as Marie's and has met its average yearly progress (AYP) goals in the 2002-2003, 2003-2004, and 2004-2005 school years. The school's overall Proceeding Average Yearly Progress status, according to PDE (*Pennsylvania Department of Education*, 2005), is at the "met AYP" level.

### **2.5.2.2 School District University Collaborative**

The School District/University Collaborative (SDUC) is the "exemplary national model for producing professional educators who express a preference for the special challenges of educating diverse students in urban settings. It is characterized by true partnership between basic and higher education, in which theory and practice are successfully combined to advance teaching and learning." (Sheehy, 2005) Its mission "is to recruit and prepare pre-service teachers to become high quality, urban educators who consistently teach all students to high standards of learning and positively influence student achievement by using research-based practices in a multicultural urban environment through collaboration and simultaneous renewal of all committed partners." (Sheehy, 2004) Both of the PY student teachers in this case study were also under the SDUC umbrella.

The School District/University Collaborative is the system of operations for training student teachers/interns in the public school district that placed the professional year student teacher participants in this study. Its primary membership consists of five major universities. The Collaborative is governed by an Executive Committee composed of the Superintendent of the district and the deans of the Schools of Education of the five full members. This group establishes policy. An Operations Committee comprised of representatives from each public school site and each university or college, including associate members and ad hoc members is responsible for translating policy into program. Each member of the Operations Committee is also a member of one or more of the organization's action teams. The significance of the SDUC for this study, is that during the course of this study, I worked collaboratively within this organization, as a researcher, university supervisor and member of the Operations Committee.

### **2.5.3 Common requirements of MAT Interns and Professional Year Student Teachers**

Interns and student teachers participate in introductory programs consisting of orientation to the building, explanation and outline of School District requirements with specific emphasis on the Model for Observing and Conferencing used by clinical instructors who may be either the classroom mentor teacher or the university supervisor. These clinical instructors provide formalized feedback to their student teachers/interns, and seminars on writing objectives, lesson design, and classroom management.

In alignment with Pennsylvania School Code for independent contractors the School District/University Collaborative requires all individuals entering their schools to have *current, clear* criminal history and child abuse clearances submitted to the building site liaison prior to their arrival. This includes college and university clinical instructors (*supervisors*),

interns, student teachers, and field observers. Clearances are issued within one year, and renewed prior to their expiration.

## **2.6 DATA COLLECTION**

There were many sources of documentation that could have provided evidence of the pre-services teachers' constructivist applications and reflective practices. For the purposes of this study I employed a variety of triangulated measures (Brown & Dowling 1998) to collect data. The data collection devices included observations, researcher rating forms, pre-service teachers' reflections, lesson plans, program specific summative evaluations, PDE 430 form and the PDE 430-A Sources of Evidence completed template.

### **2.6.1 Observations**

The Clinical Supervision model as described by Garman and Haggerson, (N.B Garman & Haggerson, 1993), is promoted in the university intern and student teacher handbooks (*A Guide to Student Teaching - A Professional Field Experience Handbook*, Fall 2005; *Intern Teaching Handbook*, Fall 2005). This model was utilized for every formal visit I made as a university supervisor, to observe classroom instruction. The clinical supervision model was discussed in detail earlier in this document. Briefly, it included a pre-observation conference by the university supervisor and the pre-service teacher, followed by an observation of teaching. Finally, it involved an observation conference. This conference encouraged the pre-service teacher to identify instructional strengths and weaknesses from their perspective of the lesson taught. This

method of supervision enabled the mentors to describe, evaluate and suggest improvements in the intern/student teacher's performance. They also identify the focus of subsequent observations. This is always facilitated by the university supervisor and when possible is attended by the mentor or cooperating classroom teacher.

After every formal conference, the university supervisor completes a formative assessment of the lesson using the criteria in Appendix H. The student teacher/intern fills out the *Reflection Form*. This form was recently renamed earlier in the academic year and was formerly known as the *Formal Conference Feedback Form*. This form under both titles includes supportive and corrective feedback from the university supervisor, including goals for future development. The completed *Reflection Forms* were initialed by the university supervisor who is the researcher in this study.

Additionally, following videotaped lessons where the post-conference was delayed by a week or two, pre-service teachers were required to complete the *Reflection Form* on their own and bring it to the post-conference meeting. This provided data that was rated under the category of "reflective practice" from the Researcher Rating Form (see appendix J).

## **2.6.2 Researcher Rating Forms**

In addition to the formal observation forms completed, I also utilized Danielson's Framework for Professional Practice (1996) rubrics. I rated the performance of pre-service teachers based on the criteria indicative of each level of performance. To review the ratings from the *Procedures* section of this document, the *unsatisfactory* (0) rating described the teacher who showed no evidence of understanding of the concepts that underlay the component. For research purposes, I changed the *unsatisfactory* designation to "no evidence." The *basic* (1) rating was indicative of

the teacher who was minimally competent. The teacher attempted to implement the elements yet was sporadic, intermittent, or not consistent in performance. The *proficient* (2) rating was indicative of the teacher who understood and implemented the concepts foundational to the component under investigation. Finally, the *distinguished* (3) rating would be descriptive of master teachers that make a contribution to the profession within and outside of their local school contexts.

In order to document the validation of the data that led to the creation of these rating forms, and adapt the rating forms for research purposes, I contacted Charlotte Danielson by phone. She responded to my request as transcribed (C. Danielson, May 3, 2006):

**1. Scheffler: How did you validate the rubrics in your framework?**

**Danielson:** The framework was grounded in the original research done for ETS by Dwyer (Dwyer, 1994) in the development of the Praxis III assessment. Largely, I depended on common sense, experience, and consistency when I described the components with the four developmental ratings.

**2. Scheffler: May I use your rubrics for the three components in my study?**

**Danielson:** Yes, I recommend for the evaluative process to not assign numbers with the ratings. It tends to depress the honesty and spontaneity while mentoring teachers when they're assigned a score.

**3. Scheffler: Since I am using your rubrics not for mentoring purposes but for research, would it be appropriate for me to assign number scores?**

**Danielson:** Yes, that makes sense. Please send me a copy of your dissertation when it's finished.

With Danielson's permission, (Appendix K) I adapted the rubrics to aid in data collection purposes. First of all, I added an identifier line that included the pre-service teacher's name, date, grade level and lesson topic. I also added a notes column to describe the lesson event that aligned with the element described. Additionally, numerical ratings 0-3 were added that were aligned with the unsatisfactory=0, basic=1, proficient =2, and distinguished =3. I replaced "unsatisfactory" with "no evidence" (see Appendix J). I titled the adapted form "*Pre-Service Teacher's Evidence of Constructivist/Reflective Practice Rating Form*" (see Appendix J). On the Table cited as Appendix G, I referred to this document as the "Researcher Rating Form."

During or immediately following pre-service visitations, the forms were completed with notes describing what evidence was found during these formative assessments, based on the criteria described earlier. The completed forms were typed and then texted in order to be added to the dissertation document. Accompanying the texted rubric of pertinent information, a narrative description and rationale were provided for the ratings and included under the appropriate research questions.

### **2.6.3 Pre-service teachers' reflections**

The University handbook, neither specifically nor generally, refers to reflective practice as a goal for the student teachers (*A Guide to Student Teaching - A Professional Field Experience Handbook*, Fall 2005). However, the *Intern Teaching Handbook* does state as a goal, "To provide the intern with opportunities to engage in reflective self-analysis of their own teaching

performance, as well as to use constructive feedback from others to refine their teaching skills.”  
(*Intern Teaching Handbook*, Fall 2005)

Even though this is a stated goal, at least for interns, the Program specific summative evaluation form, the observation form, the lesson plan template, nor the PDE 430 or PDE 430-A Sources of Evidence forms, include any evaluation of reflective practice. The only requirement I could find came from the University handbook for Student Teachers (*A Guide to Student Teaching - A Professional Field Experience Handbook*, Fall 2005). The Handbook states,

Ideally, the student teacher begins with activities that involve observations of the cooperating teacher/clinical instructor, the learners, other classroom teachers, and the overall school environment...Observations made by the student teacher should be recorded in a journal. Though this journal is a private record of the student teacher’s reflections, it is an important that the cooperating teacher/clinical instructor and student teacher discuss the observations on a regular basis. (*A Guide to Student Teaching - A Professional Field Experience Handbook*, Fall 2005)

Based on this information, Professional Year student teachers are required, but not MAT interns, to keep a journal of their classroom observations. I provided only the guidelines that were stated in the citing above.

Pre-service teachers were encouraged to communicate via email on the off-weeks when they were not visited at their placement site for a formal observation by me the university supervisor. I did not refer to this as a reflection but encouraged them to keep me informed. As a



researcher, care was taken not to prescribe reflective practice, in order to maintain the integrity of the study question if the pre-service teachers were integrating reflective practice on their own.

#### **2.6.4 Lesson Plans**

Interns and student teachers are required to prepare written lesson plans. The format of the plan depends upon the subject, grade level and learner population being taught. Generally, a complete lesson plan requires the intern/student teacher to make decisions about:

- a) objectives tied to Pennsylvania Chapter 4 Academic Standards
- b) content coverage
- c) teaching styles
- d) instructional materials
- e) organization, management
- f) evaluation criteria and procedures.

Interns and student teachers are responsible for submitting lesson plans to both clinical instructors by a mutually agreed upon deadline prior to each teaching assignment. For the purpose of this study, the pre-service teachers' lesson plans were evaluated to see if they were designing coherent instruction that was student-centered and engaging.

#### **2.6.5 Program specific summative evaluations**

A formal Midterm and final evaluations took place each semester during the fall semester for MAT interns. They had only a final evaluation for the spring semester. A formal Midterm and final evaluation took place during the spring semester for the PY student teachers. The

participants in the evaluation process included the university supervisor, the mentor teacher and the student teacher/intern in a three-way conference. The elementary education evaluation form for pre-service teachers prescribed by the university in this study was utilized. The form's grading scale was discussed in great detail under the "Rationale" portion under the Methodology sub-heading of this dissertation. The criteria used for judging the grade is found in Appendix C of this document.

#### **2.6.6 PDE 430- State Summative Evaluation Form**

Since the passage of Pennsylvania Act 354 in the year 2000, all teacher education programs accredited by the state are required the use of the Pennsylvania Department of Education summative evaluation form, the PDE 430, to determine whether the teacher candidate had met the criteria for exit from the teacher education program. As the university supervisor, this form must be completed to accompany the pre-service teacher's certification application (see Appendix A). This form is designated by the Pennsylvania Department of Education, as a summative assessment of teacher behaviors of planning and preparation, environment, instructional delivery and professionalism.

#### **2.6.7 PDE 430-A, Sources of Evidence Form**

Each MAT Intern and student teacher are required to create and maintain a portfolio. This portfolio provides the necessary documentation for sources of evidence that accompanies the PDE 430 form.

During the spring 2006 semester, the University teacher education program distributed to university supervisors a list of possible artifacts that could be included in the Sources of Evidence Portfolio (see Appendix I.) It reflected the four categories from the PDE 430 form of planning, environment, instruction and professionalism. This document was provided to each pre-service teacher under my supervision including those serving as participants in this study.

As a supervisor, the PDE 430A template (see appendix B) was utilized. This template was obtained from the PDE Website (*Pennsylvania Department of Education, 2005*). Student teachers and interns had this document available through the university CourseWeb or Blackboard Release 6 maintained by the researcher. This enabled the pre-service teachers to download the document and type in the sources of evidence under each performance indicator. This authentic assessment became a reliable measure of what the pre-service teacher has produced and offered as evidence of competence in planning, classroom environment, instruction and professionalism.

In conclusion, through the process of triangulation, various tools were utilized that included observations, researcher rating forms, pre-service teachers' reflections, lesson plans, program specific summative evaluations and the PDE 430-A, Sources of Evidence completed template, to collect data to provide a mixed method for analysis.

## **2.7 RESEARCHER'S ROLE IN THE STUDY**

On the continuum of complete participant to non-participant observer (Brown & Dowling, 1998), the researcher's role in this study was somewhere in the middle as a participant observer in the study. Fortunately, since the setting was also the researcher's workplace, she was recognized by

the school administration, mentors, children and pre-service teachers as a university supervisor. Therefore, in the “covert” role of researcher it was relatively easy to maintain the dual roles without any interference to the “overt” role of university supervisor (Brown & Dowling, 1998). All the pre-service teacher participants in this study were provided consent and were made aware of the general problem statement for this dissertation study. However, the participants were not informed of the research questions under investigation in order to maintain the integrity of the research results.

Additionally, careful consideration was given to providing the mentorship required by the university of its supervisors, and not exceed those requirements. This aided the data collection process whereby the standard requirements and internal program forms were utilized for evaluation purposes.

The researcher’s background and experience are outlined in the Curriculum Vitae (see Appendix I) of this document. As an experienced instructor in higher education and supervisor of student teachers, the university supervisor conducting this study, was primarily committed to mentoring the pre-service teachers in the behaviors assessed in the local and state evaluation tools. However, since she was committed to the Danielson Framework (1996) as a preferred theory of professional practice, bias may have been introduced in the collection, analysis and evaluation of data for this case study.

## **2.8 LIMITATIONS OF THE STUDY**

There are three issues of limitation that were attended to throughout the course of this study. They included dual roles, introduction of bias, and degree of generalization.

First, awareness of the dual roles of supervision and research integrity was maintained throughout the process. Clandinin and Connelly explored this in their narrative inquiry in a school setting where the researcher was also the supervisor (Clandinin & Connelly, 1998). Fortunately, the school personnel already identified the researcher as a supervisor, enabling the later role to be maintained without detection.

Another limitation related to this same issue, was the avoidance of introducing biases into the data collected. Since the participant observer approach was utilized where the researcher becomes an active participant as the supervisor and mentor to the pre-service teacher, bias was limited. This was achieved by focusing mentoring measures only on the behaviors required by the local university and state department of education.

Given the case study format, the findings of this study cannot be generalized to all the teacher candidates in each representative program in all settings. However, this study was congruent with Brown & Dowling, that local findings can be generalized “to wider ranges of findings to wider ranges of empirical settings.” (1998, p. 82) Though the results of this study are most applicable to pre-service teachers in their distinctive 5<sup>th</sup> year programs within the urban setting, it also should provoke further research into teacher education programs and the impact of the standardization of evaluation measures for certification.

## **2.9 IMPORTANCE OF THIS STUDY**

Since the researcher conducted this study as an embedded university supervisor in two teacher education programs represented in western Pennsylvania, this created a unique situation to gather information from student teachers, and interns, and their mentors to find out if the Danielson

framework (C. Danielson, 1996) pre-service teachers are taught in coursework was implemented in the field.

The Danielson Framework is used exclusively as a model for desirable lesson design, classroom environment, instruction and professionalism in the teacher education program that was investigated in this study. The constructivist approach described by Danielson emphasized “the importance of context on understanding, the need for domain-specific knowledge in higher order thinking, expert-novice differences in thinking and problem solving, and the belief that learners construct their own understanding of the topics they study.” (C. Danielson & McGreal, 2000)

Of the twenty-two components Danielson described (1996), the first two were minimalized and the final component completely omitted from the state assessment form (PDE 430). They included student-centered planning, student engagement and reflective practice. Interestingly, research regarding best practices in urban settings showed that the first two components from Danielson (1996) are highly effective in literacy instruction with high minority populations (L. Delpit, 1995; Heath, 1983). Furthermore, since the exit criteria used by the Pennsylvania Department of Education did not include key components of best practices for teachers, my research uncovered some interesting findings regarding whether pre-service teachers were employing these necessary features in their teaching.

Both the Administrative and Policy Studies and the Department of Instruction and Learning will benefit from having the MAT Intern and Professional Year Programs investigated to see if students in the field are implementing the constructivist and reflective strategies they have emphasized in coursework. The student teacher handbook from the University program under study stated,

The primary goal of the student teaching experience is for the student teacher to obtain real classroom experience where they can put into practice the methods and theories they have been learning about in their coursework at the University; it is a place and time where they can experiment with instructional design and implementation in a safe and supportive learning environment. Though they are supporting the learning of students at the field site, their learning is also being supported by their supervisor and their cooperating teacher/clinical instructor. (*A Guide to Student Teaching - A Professional Field Experience Handbook*, Fall 2005)

In contrast, the Intern Teaching Handbook from the University program under study stated,

The primary goal of the MAT program is to prepare individuals who will be exemplary teachers in tomorrow's schools. These teachers will be skilled practitioners and "reflective problem solvers" who can adapt instruction to individual differences, accommodate the needs of at risk, culturally diverse, gifted and handicapped learners, utilize advanced technology to enhance teaching and learning, enrich the school curriculum by dealing with multicultural and international issues and actively participate in school, community and professional efforts to improve basic instruction (*Intern Teaching Handbook*, Fall 2005).

To summarize, the primary goal of the PY student teachers is to put into practice knowledge gained from coursework and the primary goal of the MAT intern is to impact the school. Nevertheless, though not specifically stated, integrating coursework values into practice was an understood goal for MAT interns in their practicum experience.

From the bottom-up, the connectedness between coursework and the classroom was analyzed and the evaluative measures used to document this behavior. The information gleaned could aid in the upcoming revision of the teacher education programs slated for the Fall of 2006. The program could benefit from an investigation into whether or not local standards and formative assessments are consistent and aligned with constructivist best practices described by Danielson (Danielson 1996).

The constructivist philosophy and best practices are promoted in the coursework throughout the two teacher education programs represented in this study. Yet if, it was discovered that students were not held accountable for any of the three areas of constructivist and reflective practice(see Appendix J), this may be a component or components that should be added in the future.

Furthermore, since the PDE 430 does not include the elements of student-centered planning, highly engaging the students in learning and reflective practice, perhaps future revisions of this form should include these practices.

## **2.10 DEFINITIONS OF TERMS**

- 1) Clinical Supervisor – Refers to either the university supervisor or the classroom teacher that is a mentor to the intern or student teacher.



- 2) Mentor – a teacher or other professional who agrees to accept and supervise a field participant in a pre-K through 12<sup>th</sup> grade classroom.
- 3) Formative Assessment – Describes the ongoing process of documenting and measuring the professional growth of the pre-service teacher during visitations to observe teaching.
- 4) Placement – the field site where the pre-service teacher is placed (*Clarion University Guidelines for Student Teaching*, 2001)
- 5) Praxis Series of tests – Developed by the Educational Testing Service (ETS) to assess teachers' competence in various areas: reading, writing, math, professional and subject area knowledge (Sadker & Sadker, 2003)
- 6) Pre-service teacher – a field participant, an intern, a student teacher who participates in a field assignment in a district agency or clinical setting
- 7) Planning and preparation – A domain of teaching that focuses on knowledge of content, pedagogy, and students; design of instructional goals, coherent instruction, and assessment; and use of resources (C. Danielson, 1996).
- 8) Classroom environment - A domain of teaching that focuses on creating an environment of respect and rapport, establishing a culture for learning, managing classroom procedures and student behavior, and organizing physical space (C. Danielson, 1996).
- 9) Instruction – A domain of teaching that focuses on communicating clearly and accurately, using questions, engaging students, providing feedback, and demonstrating flexibility and responsiveness (C. Danielson, 1996).
- 10) Professionalism – A domain of teaching that focuses on reflection, record keeping, communication with families, professional growth, and contribution to the school and district (C. Danielson, 1996).

- 11) Summative assessment – Describes how student learning will be measured by addressing the overall performance of unit goals.
- 12) Masters of Teaching Intern – A temporary employee of a local school district who has earned a baccalaureate degree and has enrolled in the intern certification program at the University of Pittsburgh (*Intern Teaching Handbook*, 2005).
- 13) Professional Year Student Teacher - A person enrolled in an accredited student teaching program who completes an in-depth clinical laboratory experience in a school setting for no less than twelve weeks.” (Sheehy, 2004)

University Supervisor - a faculty member or teaching assistant who represents the sponsoring university of the pre-service teacher to school districts and agencies. The supervisor collaborates with the cooperating teacher and with the pre-service teacher to provide supervision and evaluation for the student teaching practicum.

### **3.0 DATA ANALYSIS**

#### **3.1 INTRODUCTION**

This case study reflected triangulated data from multiple sources grounded in Danielson's (1996) theoretical framework. The focus was determining if knowledge was constructed and reflected within the context of urban pre-service teacher placements during elementary literacy instruction. After experiencing the process, Dyson and Genishi (2005) summarize well the experience, "everyday teaching and learning are complex social happenings, and understanding them as such is the grand purpose of qualitative case studies." (p. 9) The aim of this study was not to establish and analyze the relationship between two variables, such as, constructivist practices and urban settings. Rather, it was to analyze the meaning of the phenomenon of constructivist and reflective practices as they were socially displayed in the relationship between the supervisor and the pre-service teacher.

Embedded in the collection of data collection devices was found a comprehensive measure of the pre-service teacher's constructivist and reflective practice level attainment. The researcher used a mixed method approach that triangulated data from pre-service teachers' reflections, lesson plans, and classroom observations. Additionally, the University Elementary Evaluation forms, the PDE 430 form and the PDE 430-A Sources of Evidence completed template served as summative assessments of constructivist/reflective practice. Each of these

documents was rated according to Danielson's (1996) Constructivist/Reflective Practice Rating Forms. After that, the descriptions were compiled into participant profiles to construct the case study (Dana & Yendol-Silva, 2003).

### **3.2 PROBLEM STATEMENT**

What evidence is there that pre-service teachers in the urban setting, perform beyond the mandates of Chapter 354 when teaching elementary literacy lessons?

### **3.3 RESEARCH QUESTIONS FOR THE CASE STUDY**

The data analysis section was organized around the seven research questions laid out in Chapter two of this dissertation (Scheffler, 2006). All of the data was collected and analyzed towards the goal of answering the research questions written as statements. Under each statement, two or three samples are provided of either student generated communications, formative lesson observations or summative assessments for each participant. Each participant's dated entry is separated by a page break.

As an example, under the first statement, *the pre-service teachers, on their own, designed lessons that were highly relevant to students, highly engaged students in learning, and evidenced reflecting on teaching*, Candace offered three communications identified as reflections. After each dated reflection, there is a description of her constructivist/reflective practice rating. Under the rating is a table quantifying and elaborating on the description. The table reflected a texted

version of the pertinent information only from one of the three rubrics from Danielson's Framework (1996). The reflections were grouped according to the four participants names and listed in chronological order. Candace, taught first and fourth grades. Helen, taught second grade. Marie taught third grade and John fourth grade. All the pre-service teachers taught in urban public schools.

### **3.3.1 The pre-service teachers, on their own, designed lessons that were highly relevant to students, highly engaged students in learning, and evidenced reflecting on teaching**

For data collection, the Danielson rubric (1996) was utilized under the component that applied. The components included *1b: Demonstrating Knowledge of Students*, *3c: Engaging Students in Learning* and *4a: Reflecting on Teaching* (Danielson, 1996, p. 61). Since pre-service teachers were measured in regard to the research questions on their own, the researcher relied on student initiated communications. Students were required to email the supervisor once during the off-weeks when they were not observed and formally evaluated. The following sample correspondences are lifted texts that were evaluated according to Danielson's components (1996) missing from the PDE 430.

### 3.3.1.1 Candace – Grade One MAT Intern

<b><u>Candace 2-13-06 through 2-17-06 Reflection</u></b>
<p>“Every day I observe and teach during reading, I am amazed at how far these students have come in their reading abilities since the beginning of the year. Many of them become very excited during word building because they recognize patterns and can apply them to the words presented and provide their own examples. I am very nervous about next week because I am finally taking over all the reading. I still feel nervous about having that much responsibility for their learning since mathematics and reading are “the most important subjects in first grade. These two subjects will build a foundation for future learning in their education. I have also decided to keep a table recording the behavior chart on a daily basis for my Disciplined Inquiry class. It is interesting to see how some of the students are continuously reprimanded and really do not seem to mind losing certain privileges.”</p>

The reflection above was rated according to Danielson’s (1996) rubric. Candace does express her encouragements and fears about her observations and upcoming lessons. However, her reflection is more narrative in nature yet was not a source of evidence of thoughtful or accurate information regarding lessons she taught. Additionally, no suggestions were offered to help her be prepared and lose nervousness over teaching the entire reading block in the upcoming week.

No evidence 0	Element	Notes	Score
Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	<b>Accuracy</b>	Full text of reflection primarily a narrative of events during the week. Offered no thoughtful or accurate information regarding lessons she taught.	0
Teacher has no suggestions for how a lesson may be improved another time.	<b>Use in Future Teaching</b>	Offered no suggestions for nervousness as she prepares to teach reading full time.	0
			Total: 0 Average: 0

**Candace 3-10-06 through 3-14-06 Reflection**

This week the class read Little Bear in their basal readers. The best part about this week's reading was that the story they read was only a portion of one of the Little Bear books, so I was able to read them the rest of the story as a wrap-up to the week's lesson. The students were very excited about this book because some of them had also previously read these books or seen the television show.

We also concluded our discussion of penguins and included the knowledge gained from our field trip to the zoo the previous week. The students were each given file folders with specific instructions to visually display their new penguin knowledge. The students were supposed to pictorially represent the four stages of a penguin's life. Before the students were asked to do this on their own, a class discussion was held about the stages and pictures were modeled. Above these four stages, the students were able to draw more penguins and icebergs to better show what the environment looks like and they made pop-out penguins to glue on the folders. The final stage of their project was creating a writing that reflected the pictures of the four stages of a penguin's life. They were specifically instructed to use the words first, next, then and last. After all of the editing and drawing was complete the folders were placed on a bulletin board outside the classroom. The students then were able to watch "March of the Penguins" on Friday afternoon. Parents were invited, though none of them came, to watch the movie and look at their child's hard work on the bulletin board. We also allowed the children to bring in pillows and blankets to help them enjoy the movie even more – popcorn and drinks were provided!

The reflection above was rated according to Danielson's (1996) rubric below. Candace expresses her emotions concerning her observations and upcoming lessons. However, her reflection is more narrative in nature and was not a source of evidence of thoughtful or accurate information regarding lessons she taught. No suggestions were offered to help her be prepared and lose nervousness over teaching the entire reading block in the upcoming week. The table below, illustrates that Candace's reflection showed no evidence of reflective practice.

No evidence 0	Element	Notes	Score
Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Accuracy	Full text of reflection primarily a narrative of events during the week. Offered no thoughtful or accurate information regarding lessons she taught.	0
Teacher has no suggestions for how a lesson may be improved another time.	Use in Future Teaching	Offered no suggestions for nervousness as she prepares to teach reading full time.	0
			Total: 0 Average: 0

**Candace 3-22-06 CourseWeb Reflection**

Yesterday I went to fourth grade to observe the students participating in the PSSA testing. The atmosphere of the classroom was charged with tension and stress. Even on the first day of testing, the administration, teachers and students seemed unprepared. Some of the materials required for the test were not readily available such as the dots to close the test book so students could not go back to those select problems. After the test was complete, the students were bombarded with treats from buddies in a younger grade and school provided treats. The halls are decorated with balloons and banners. Each students and teacher was wearing a student-created t-shirt for the PSSAs. There was a pep rally the previous week and a test review session on Monday for half the day. This seems like an inordinate amount of time, money and energy to spend on test that is over in a week. I feel like the school should be this excited about daily learning and not just one test. On a side note, we teachers are going to have something to fear. So much stress is being placed on taking the test that even teacher pay is going to be linked to student test results.

Candace demonstrated very little evidence of reflective practice as a professional in the manner in which she discussed the deficiencies of “teaching to the test.” She accurately and thoughtfully revealed the limitations of extrinsic motivators and recognized the test distribution problems that occurred the day of the test. However, though she keenly described the events and her frustrations, she did not take it to the next level and offer possible solutions or alternatives to the present state of affairs.

No evidence/Basic 0/1	Element	Notes	Score
Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional goals were met.	Accuracy	Full text of reflection primarily a narrative of events during the week. Offered no specific thoughtful or accurate information regarding test taking.	1
Teacher has no suggestions for how a lesson may be improved another time.	Use in Future Teaching	Offered no suggestions for how to motivate students in appropriate ways to do well on high stakes tests.	0
			Total: 1 Average: .5



### 3.3.1.2 Helen – Grade Two MAT Intern

#### **Helen Reflection – 1-8-06**

What kind of evidence do you have to let you know whether you have met your learning goal? This question comes around every time we have to fill out a modified lesson plan. I always have my tasks look the same as my evidence that my learning goal has been met. This week, I discovered that these two should not look the same. As I was teaching a language lesson, I had the students complete a worksheet on the daily lesson to help them better understand it and also I had them take a short quiz to see if they could differentiate this new material from old material. As I began correcting the papers, I noticed that they didn't understand the new material vs. the old material. So, I proved to myself that by assuming that the quiz would show if they understood the material or not does not work as real evidence that they learned me what I wanted them to. The next lesson, I decided to let more tangible evidence prove to me that they learned what I wanted them to learn. My evidence that they learned what I wanted them to learn, was asking each student (its a very small group) to give me examples and explain what I had taught. This was much more effective because then, I was able to see if they had mistakes and correct them instead of telling them the next day that they had gotten wrong answers on their worksheet.

The reflection above was rated according to Danielson's (1996) rubric at the bottom of this page. Helen demonstrated that on her own, she reflected at the basic level. She asked a pedagogical question and answered it with a lesson example. Helen offered thoughtful or accurate information regarding the effectiveness of meeting the lesson goals from a language arts lesson she taught. After reflecting on the results of a quiz following the completion of a worksheet, she corrected her teacher actions during the next lesson.

Element	Basic 1	Notes	Score
Accuracy	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Offered thoughtful or accurate information regarding the effectiveness of meeting the lesson goals from a language arts lesson she taught.	1
Use in Future Teaching	Teacher makes general suggestions about how a lesson may be improved.	Offered and acted on her own suggestions by changing to a small group format and finding out from each student what was learned.	1
			Total: 2 Average: 1

**Helen Reflection – 2-19-06**

I haven't had a chance to reflect on what makes a lesson very successful until I actually began "teaching", unlike in my fourth grade placement. I think that what is so under-recognized is the use of questioning. It seems very obvious that asking students questions should be used in a lesson, but different questioning strategies open up a whole world of knowledge to students. My favorite types of questions to ask force the student to tell me whether they understand the concept or not. Mostly, when I think of questioning, I think of questions like, "Why do you think that?" But my favorite questions, for example, set me as the student and the student is the teacher. So, if I was teaching nouns, let's say I had a sentence like, "The girl could not fly to California.", I would say, "Could I underline the word fly because it is a little bug, so is it a noun?" The students feel like they are telling me the answer and plus, they have to explain, "No you can't underline it because it's talking about flying and not a fly." These types of questioning strategies help the teacher keep students engaged while checking for their understanding. This is something I have continually been improving on during my teaching.

The reflection above was rated according to Danielson's (1996) rubric on the next page. Helen demonstrated that on her own, she reflected between the basic and proficient levels. She contemplated the effectiveness of asking open-ended questions. She provided a model lesson where she connected to students' developmental level by placing herself in the role of the student and the student in the role as the teacher. She encouraged students to be engaged while checking for their understanding.

<b>Basic/Proficient 1/2</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment	<b>Accuracy</b>	Offered thoughtful and accurate information regarding lessons utilizing open-ended questions she taught.	2
Teacher makes general suggestions about how a lesson may be improved.	<b>Use in Future Teaching</b>	Offered general suggestions for how this strategy could be improved.	1
			Total: 3 Average: 1.5

**Helen – 3-20-06 CourseWeb Reflection**

There is a problem for teaching to the test. This is the time of year when all the schools focus so heavily on what they have been waiting for all year. I am fortunate to be in second grade at this time because I don't have to deal with the PSSAs. In the beginning of the year, my placement was in fourth grade, and since the beginning, all I have been hearing about is this "oh so important" test. All of the in-service meetings have been on increasing the scores our students get on the test. To be quite honest, I don't think that any of the time spent on it was useful. I think that if we are going to teach to a test, we are wasting ours and our student's time. The other day, one of my professors tried to answer the question, "What is wrong with teaching to the test?" She drew this circle, and in the circle, she drew lots of dots and said, "Imagine this is every aspect of science" and then she circled just three or four dots out of the whole circle, and said, "When we are teaching to the test, we are teaching all of these concepts in isolation and we never give our students the whole view of a particular topic." Doesn't it seem like a waste of time to teach our students bits and pieces of information that they more than likely won't remember because its all crammed in and not linked together? Another thing I remember thinking in the beginning of the year is, "What are these test actually testing?" "Are they accurate?" I know some of my students come on some days and they are right on target, but then other days, they don't even come close to being on target. So, how will i know if this test is an accurate demonstration of what my student knows? The whole topic of standardized testing kind of makes me ramble about how much I think the system is faulty, but maybe someday, with lots of evidence and convincing, I will believe that this testing is useful to us as teachers.

The reflection above was rated according to Danielson's (1996) rubric below. Helen demonstrated that on her own, she reflected between the basic/proficient level. She lamented the problem she was observing of "teaching to the test." Helen offered thoughtful or accurate information regarding the effectiveness of "teaching to the test." After reflecting on the results of allocating a lot of time towards test preparation, she offered a general positive viewpoint of the benefits of such actions.

Basic/Proficient 1/2	Element	Notes	Score
Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment	Accuracy	Thoughtfully and accurately identified the problem of teaching to the test and connected the field experience to coursework.	2
Teacher makes general suggestions about how a lesson may be improved.	Use in Future Teaching	She asked questions but offered no solutions.	1
			Total: 3 Average: 1.5

### 3.3.1.3 Marie – Grade Three Professional Year Student Teacher

#### Marie 3-10-06 Email communication

On our last visit we had set a goal to improve my anticipatory set for Leah's Pony. The next day before we went back to Leah's pony, I asked the children "what do you own that is very important to you?" Many children said Play Stations, TVs, bikes, etc. I asked the children "if your family suddenly had no money would it be easy to sell that important thing so your family could have money?" Many of the children said no. I asked them "Even though it wouldn't be easy would you still do it?" All the children said yes. I asked them how it made them feel and then to compare it to how they believe Leah feels about her pony. I am trying very hard to open my lessons with good anticipatory sets.

In this first email communication during her third grade placement, Marie demonstrated reflecting at the basic level. This email followed a classroom observation by the university supervisor and post-conference identifying this issue as an area to improve. There was general evidence of offering suggestions of how to improve lessons taught particularly in connecting "Leah's Pony" to students' experiences, after her mentors brought it to her attention. To her credit, she followed up on the open-ended suggestion to find ways to improve.

No evidence - 0	Element	Notes	Score
Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Accuracy	Teacher focused primarily on classroom and time management issues in her reflections on her own.	0
Teacher has no suggestions for how a lesson may be improved another time.	Use in Future Teaching	There was no evidence that the teacher offered specific suggestions of how to improve lessons taught.	0
			Total= 0 Average= 0

**Marie 4-23-06 Email communication**

I keep thinking about new ways of getting attention. I think during science it would be good to use "freeze." For example, before class began I could say okay when I say freeze everybody has to freeze so let's practice how you'll freeze. I think this can make it fun too. I think that is something I could try. I've started using 5-4-3-2-1 but I still don't like it. I think it's better for younger kids then it is for my age group. I suppose even pulling out the equity bag would have helped me. I'm still thinking I'll let you know when I think of more.

In this next email communication, Marie demonstrated student centered planning below the basic level. This email followed the classroom observation previously described on 3-10-06. She followed up on the actions she took to improve her anticipatory sets that served to focus students' interest on the lesson being introduced. To her credit, she followed up on the open-ended suggestion by planning and preparing ways to improve, however, there is no evidence that these measures will increase student centered learning.

No Evidence/Basic 0/1	Element	Notes	Score
Teacher displays generally accurate knowledge of developmental characteristics of age group.	<b>Knowledge of characteristics of age group</b>	Documented in her communication that the 5-4-3-2-1 countdown used for group alerting is inappropriate for this age group.	1
Teacher displays general understanding of the different approaches to learning that students exhibit.	<b>Knowledge of Students' Varied approaches to Learning</b>	Demonstrated a general understanding of varied approaches to learning by planning a variety of anticipatory sets for various subjects.	1
Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	<b>Knowledge of Students' Skills and Knowledge</b>	Prepared anticipatory sets that would be useful for the class as a whole yet does not articulate how it accomplishes the goals of learning based on attentiveness to students skills and knowledge.	0
Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	<b>Knowledge of Students' Interests and Cultural Heritage</b>	Made a reference to providing an anticipatory set that was "fun," thus demonstrating some knowledge of students' interests. No reference was made to cultural backgrounds of students.	0
			Total= 3 Average= .75

### Marie 4-8-06 CourseWeb Reflection

Recently it has been said that colleges and university professors sway students to take on a liberal left wing view of the world. However; since many students come into college with little knowledge of politics and their develop views on the world, while they think they are questioning everything they are really just adopting the views of a people who have these liberal ideas. We can back up what we are told to believe by the material for class, which are provided by the professor and therefore follow his views. By being emerged in this we develop a response to any contradictory information.

Why am I rambling on about this? While it's my personal belief not to believe anything. I've written papers and research No Child Left Behind. The information is always the same Standardized test forces teachers to teach to tests, and so on. I think what we need to think about is that nothing can ever be all good. Yes, No Child Left Behind has some serious flaws, but it also has some benefits. If you are a good teacher and you are doing your job your students will be able to do well on the test. I believe that the good teachers out there see this, know this, and follow this. As far as the teachers who teach to the test, think about these teachers and who these teachers are. First of all, if they believe that they need to spend so much time and effort teaching the students exactly what will be on the test then they are not good teachers. Therefore; I personally would rather have my child taught by someone who is teaching to a test rather than someone who is not being held accountable and is not doing their job. As standardized test goes, it makes me nervous. It makes us all nervous, but I say I will teach my students to the best of my ability and expect them to learn above and beyond what these tests ask them to do. Therefore, if you want to test my students by all means do so.

In this final electronic communication, Marie posted a reflection on the Blackboard CourseWeb. She demonstrated reflective practice at the basic level. She connected her experience in the field with personal lessons she's learned in the college classroom. She offered thoughtful and accurate information regarding the argument for teaching to the test. She was able to demonstrate both sides of the issue and provide a general solution to the problem.

Element	Basic 1	Notes	Score
Accuracy	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Offered thoughtful or accurate information regarding the effectiveness of teaching to the test.	1
Use in Future Teaching	Teacher makes general suggestions about how a lesson may be improved.	Made general suggestions about how a teacher could teach to the test and still accomplish instructional goals.	1
			Total: 2 Average: 1

#### 3.3.1.4 John – Grade Four Professional Year Student Teacher

<b>John 2-6-06 journal entry</b>
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Today, I taught my first “official” lesson on Science. I was so glad to get into teaching this lesson because I felt like everything came to me naturally, and the students seemed really into it...so into it, in fact, that the class wanted me to see their results at every opportune time. That was great, but keeping control of the classroom became an issue. As I walked around to monitor progress, other groups wanted to experiment ahead of my instruction, so things may have gotten a little out of hand. Time management also became an issue. I originally planned the lesson for about 45-50 minutes but it suddenly became a 2 hour lesson! Thankfully the Monday Science block is 2 hours to begin with. I think I should observe how one of the other Science lessons are taught.
--

John demonstrated some evidence of reflecting on teaching in this journal entry. He was able to identify the need to improve time management. He even offered a next step for improvement, to observe another teacher teaching science and adjust accordingly. Since he was describing the effectiveness of a specific science lesson taught, the component of engagement was analyzed with Danielson’s framework (1996). He focused primarily on classroom and time management issues in his reflections on his own. There gave no evidence of offering specific suggestions of how to improve lessons taught. However, he was able to engage and motivate students with the science inquiry activity as described below.

No evidence/Basic 0/1	Element	Notes	Score
Representation of content is inconsistent in quality: Some is done skillfully, with good examples; other portions are difficult to follow	<b>Representation of content</b>	Group science inquiry assignment was engaging to the students to the point that they wanted John to see what they had discovered.	1
Some activities and assignments are appropriate to students and engage them mentally, but others do not.	<b>Activities and Assignments</b>	Students were paired in seating and at times were actively engaged in completing the science inquiry activity. Students waited for John to see what they found.	1
Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	<b>Grouping of Students</b>	Students were paired in seating while working together with partners on the science inquiry activity yet at times were off task.	1
Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.	<b>Instructional Materials And Resources</b>	Students used text model and corrected first drafts with specific notes from the teacher	1
The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	<b>Structure and Pacing</b>	Time management became an issue when the 1 ½ time allotment for the lesson was completed in 2 hours.	0
			Total: 4 Average: .80



John 3-27-06 CourseWeb Reflection

**Standardized Testing (from a PY's point of view)** In regards to standardized testing, I don't even look at the tests. That may be bad practice, sure, but my priority is to help my students understand a concept that is part of the bigger picture. My ultimate goal is that bigger picture, but I have to teach everything to get up to that point. And I'm sorry if I don't focus on the "test items" that teachers are so concerned about. "Focus on the test items." "But what about the stuff in between? Or the material that is actually relevant to their lives?" I ask. "It won't be on the test, so don't worry about it."

The preceding is NOT an actual conversation that occurred, but it IS the underlying idea that is being hinted at. What am I supposed to do? Teach what I feel is necessary and suffer the fallout of my actions? Or am I to teach "what needs to be taught" and move on to whatever it is I'm supposed to be teaching? Sorry, but I'm going to keep doing what I've been doing. And if I do it right, then the students will figure out the "test items" anyway. Let the fallout commence...

In this electronic communication sample, John posted a response on the Blackboard CourseWeb, to the prompt, "What do you think about standardized testing?" He discussed the subject in light of future planning and preparation; therefore he was rated under Danielson's student centered planning rubric below.

No Evidence/Basic 0/1	Element	Notes	Score
Teacher displays generally accurate knowledge of developmental characteristics of age group.	<b>Knowledge of characteristics of age group</b>	Documented in his reflection that the focus on the test items may not be appropriate for fourth graders in light of the "bigger picture."	1
Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences."	<b>Knowledge of Students' Varied approaches to Learning</b>	Provided no evidence in this reflection of the various approaches he might use in order to teach students "what needs to be taught."	0
Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	<b>Knowledge of Students' Skills and Knowledge</b>	Provided no evidence in this reflection of valuing the knowledge of students' skills and knowledge in planning and preparation.	0
Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	<b>Knowledge of Students' Interests and Cultural Heritage</b>	Demonstrated valuing students' interests by making a reference to teaching content that is primarily relevant to students' lives rather than merely "on the test."	1
			Total= 2 Average= .50

### **3.3.2 The pre-service teachers evidenced designing lessons that were highly relevant to students through formative evaluations.**

Data from observations of pre-service teachers teaching reading was obtained from classroom observations. All of the observations were on site. Some of the observations were videotaped on-site and the post-conference interviews were conducted at a later date. The field notes included observing the pre-service teacher during reading instruction, completing the researcher rating form which rated the pre-service teacher with Danielson's (1996) rubrics under the category of student centered planning. These reflective notes were based on the perceptions and observations of teacher behaviors prior to and during the lesson delivery.

In addition to the formal observation forms completed, Danielson's Framework for Professional Practice (1996) rubrics were utilized. I designated these rubrics as the researcher rating forms. The performance of pre-service teachers was rated according to the criteria indicative of each level of performance. To review the ratings from the *Procedures* section of this document, the *unsatisfactory* (0) rating described the teacher who showed no evidence of understanding of the concepts that underlay the component. For research purposes, the *unsatisfactory* designation was changed to "no evidence." The *basic* (1) rating was indicative of the teacher who was minimally competent. The teacher attempted to implement the elements yet was sporadic, intermittent, or not consistent in performance. The *proficient* (2) rating was indicative of the teacher who understood and implemented the concepts foundational to the component under investigation. Finally, the *distinguished* (3) rating would be descriptive of master teachers that make a contribution to the profession within and outside of their local school contexts.

### 3.3.2.1 Candace – Grade One MAT Intern

**Name** Candace      **Grade/Subject** 1<sup>st</sup>/Whole Class Word Building      **Date** 1-30-06

Candace demonstrated knowledge of students in instructional planning at the basic level in this whole class word building lesson. In her lesson plan, Candace identified the objective of the lesson was that students would “understand that a\_e makes the long a sound and be able to apply this concept in their writing and reading.” In her planning, she largely demonstrated a basic knowledge of age group characteristics, skills and knowledge, as well as, students’ interests and cultural heritage. She moved into a proficient description by planning for students to first view her modeled word and then actively build the word individually from letter cards on their desks. She planned to stand by each student as they read the narrative aloud, all of these preparations showed her proficiency in implementing varied approaches to learning.

Basic/Proficient 1/2	Element	Notes	Score
Teacher displays generally accurate knowledge of developmental characteristics of age group.	<b>Knowledge of characteristics of age group</b>	Each individual his/her own set of word cards to build words from teacher’s pocket chart. Individual students read aloud and the rest of the class followed along in their individual story books	1
Teacher displays solid understanding of the different approaches to learning that different students exhibit.	<b>Knowledge of Students’ Varied approaches to Learning</b>	Utilized a variety of approaches to word building including whole group instruction, letter card manipulation, writing silly sentences, etc.	2
Teacher recognizes the value of understanding students’ skills and knowledge but displays this knowledge for the class only as a whole.	<b>Knowledge of Students’ Skills and Knowledge</b>	Asked students to write a silly open-ended sentence using a_e words & word building.	1
Teacher recognizes the value of understanding students’ interests or cultural heritage but displays this knowledge for the class only as a whole.	<b>Knowledge of Students’ Interests and Cultural Heritage</b>	Asked students to write a silly open-ended sentence using a_e words & word building.	1
			Total: 5 Average: 1.25

**Name** Candace **Grade/Subject** 1<sup>st</sup>/ Flexible Reading Group **Date** 2-22-06

For the second observation that was a reading lesson prepared by Candace, she demonstrated knowledge of students in instructional planning at the basic level. In her lesson plan, Candace identified the objectives to include: reading a book chorally and independently, answering comprehension questions from the text and recognizing and using the vocabulary and sight words in context. Again, in her planning and reliance on the Harcourt Teachers' Edition's suggested instructional strategies, she largely demonstrated a basic knowledge of age group characteristics, skills and knowledge. Her planning made little or no connection with the text and students' interests and cultural backgrounds. She moved into a proficient rating by planning varied approaches with knowledge of the students' needs.

<b>Basic/Proficient 1/2</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Teacher displays generally accurate knowledge of developmental characteristics of age group.	<b>Knowledge of characteristics of age group</b>	For this reading activity, used appropriate patterns to teach and reinforce word building.	1
Teacher displays solid understanding of the different approaches to learning that different students exhibit	<b>Knowledge of Students' Varied approaches to Learning</b>	Flexible grouping of students at similar reading levels suitable to the learning goals.	2
Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole.	<b>Knowledge of Students' Skills and Knowledge</b>	Each student was given their own copy of the story book and word flashcards for these at risk reading students.	1
Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	<b>Knowledge of Students' Interests and Cultural Heritage</b>	The activities matched the learning goals yet did not connect the story to students' lives.	1
			Total= 5 Average= 1.25

**Name** Candace **Grade/Subject** 4<sup>th</sup>/Acrostic Poetry Lesson **Date** 3-29-06

Candace demonstrated knowledge of older students in her new 4<sup>th</sup> grade placement in her instructional planning between the basic and proficient levels. Her lesson's objectives for the Acrostic Poems lesson, were that students complete a personal inventory sheet to prompt ideas for their poem and create a rough draft of an acrostic poem using their own names using descriptive words. Her knowledge of the age group characteristics, students' interests and link to cultural heritage was rated at the basic level with general rather than nonspecific actions in these categories. She scored at the proficient level by displaying a solid understanding of the need for varying approaches and activating students' prior knowledge and skills in lesson design.

<b>Basic/Proficient 1/2</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Teacher displays generally accurate knowledge of developmental characteristics of age group.	<b>Knowledge of characteristics of age group</b>	Knowledge of the need to provide scaffolding activities	1
Teacher displays solid understanding of the different approaches to learning that different students exhibit.	<b>Knowledge of Students' Varied approaches to Learning</b>	Different approaches to the read aloud: -discussion -inventory -model -rough draft	2
Teacher displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge.	<b>Knowledge of Students' Skills and Knowledge</b>	Each student unique likes and dislikes, etc. were tapped to complete lesson goal of writing an acrostic poem	2
Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	<b>Knowledge of Students' Interests and Cultural Heritage</b>	Included family and family life as an inventory category which may be linked to a child's cultural heritage. Did not explicitly include this component in inventory	1
			Total: 6 Average: 1.5

### 3.3.2.2 Helen – Grade Two MAT Intern

Name Helen Grade/Subject 2<sup>nd</sup>/Spelling/Reading Date 2-22-06

For this first observation involving literacy instruction prepared by Helen, she demonstrated knowledge of students in instructional planning at the basic level. In her lesson plan, Helen identified the objectives to include: completion of workbook page prompts for review of spelling rules and then playing a Bingo game with high frequency words. Again, in her planning and reliance on the Harcourt Teachers' Edition's suggested instructional strategies, she largely demonstrated a basic knowledge of age group characteristics, skills and knowledge. Her planning she encouraged a connection with the text and students' interests and cultural backgrounds, by asking students to create original sentences with their spelling words. She scored at the proficient level, by demonstrating knowledge of students skills by making adaptations for slower and competent readers.

Basic/Proficient 1/2	Element	Notes	Score
Teacher displays generally accurate knowledge of developmental characteristics of age group.	<b>Knowledge of characteristics of age group</b>	Displayed general knowledge of age group by asking them to complete workbook page, apply rules and play Bingo.	1
Teacher displays general understanding of the different approaches to learning that students exhibit.	<b>Knowledge of Students' Varied approaches to Learning</b>	Used workbook page prompts for review of spelling rules and then played a Bingo game with high frequency words. Two lists not connected.	1
Teacher displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge.	<b>Knowledge of Students' Skills and Knowledge</b>	In instructional planning, modified the Bingo game for slower and competent readers.	2
Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	<b>Knowledge of Students' Interests and Cultural Heritage</b>	Used workbook prompts for review of rules. Students used words in original sentences.	1
			Total= 5 Average= 1.25

**Name** Helen **Grade/Subject** 2<sup>nd</sup>/Flexible Rdg. Group- Phonics / short ea **Date** 3-10-06

For this observation that was a reading lesson prepared by Helen, she demonstrated knowledge of students in instructional planning at the basic level. In her lesson plan, Helen identified the objective to be: manipulating letters to form words using letter cards in word building. Again, in her planning and reliance on the Harcourt Teachers' Edition's suggested instructional strategies, she largely demonstrated a basic knowledge of varied approaches to learning, age group characteristics, skills and knowledge. Her planning made some connection with the text and students' interests and cultural backgrounds when she asked students to write "silly sentences" using the newly formed words.

<b>Basic 1</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Teacher displays generally accurate knowledge of developmental characteristics of age group.	<b>Knowledge of characteristics of age group</b>	Flexible grouping reflected flexibility since one student was absent and students working below basic were included.	1
Teacher displays general understanding of the different approaches to learning that students exhibit.	<b>Knowledge of Students' Varied approaches to Learning</b>	Lesson's activities included individual students manipulating letters to form words in word building.	1
Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole.	<b>Knowledge of Students' Skills and Knowledge</b>	There was some demonstration of knowledge of the needs of this flexible reading group that was experiencing difficulty.	1
Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	<b>Knowledge of Students' Interests and Cultural Heritage</b>	Lesson's inclusion of student generated sentences was cut short due to pacing issues.	1
			Total= 4 Average= 1

**Name** Helen **Grade/Subject** 2<sup>nd</sup>/Flex Oral Comprehension **Date** 3-29-06

For this first observation involving literacy instruction prepared by Helen, she demonstrated knowledge of students in instructional planning at the basic level. In her lesson plan, Helen identified the objectives to include: completion of workbook page prompts for review of spelling rules and then playing a Bingo game with high frequency words. Again, in her planning and reliance on the Harcourt Teachers' Edition's suggested instructional strategies, she largely demonstrated a basic knowledge of age group characteristics, skills and knowledge. Her planning she encouraged a connection with the text and students' interests and cultural backgrounds, by asking students to create original sentences with their spelling words. She scored at the proficient level, by demonstrating knowledge of students skills by making adaptations for slower and competent readers.

<b>Basic/Proficient 1/2</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Teacher displays generally accurate knowledge of developmental characteristics of age group.	<b>Knowledge of characteristics of age group</b>	Displayed general knowledge of age group by asking them to complete workbook page, apply rules and play Bingo.	1
Teacher displays general understanding of the different approaches to learning that students exhibit.	<b>Knowledge of Students' Varied approaches to Learning</b>	Used workbook page prompts for review of spelling rules and then played a Bingo game with high frequency words. Two lists not connected.	1
Teacher displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge.	<b>Knowledge of Students' Skills and Knowledge</b>	In instructional planning, modified the Bingo game for slower and competent readers.	2
Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	<b>Knowledge of Students' Interests and Cultural Heritage</b>	Used workbook prompts for review of rules. Students used words in original sentences.	1
			Total= 5 Average= 1.25



### 3.3.2.3 Marie – Grade Three Professional Year Student Teacher

Name Marie Grade/Subject 3<sup>rd</sup>/Flexible group- Readers Theatre Date 2-9-06

For this observation that was a reading lesson prepared by Marie, she demonstrated knowledge of students in instructional planning at the basic level. In her lesson plan, Marie identified the objective to be: improving fluency through Reader's Theater and cued phrased text. Each student was to read the highlighted text and following the reading, pass the script to the right during multiple rereads in order for each student to read each part. Though it was not identified as an objective, she encouraged students to read with "porosity." The mentor teacher described "porosity" as reading with feeling based on the character speaking. She demonstrated a basic knowledge of varied approaches to learning, age group characteristics, skills and knowledge by preparing a highlighted script of cued phrased text for each character to read. Her planning made no connection with the text and students' interests and cultural backgrounds.

No Evidence/Basic 0/1	Element	Notes	Score
Teacher displays generally accurate knowledge of developmental characteristics of age group.	<b>Knowledge of characteristics of age group</b>	Copies of narrative text highlighted for ease in reading parts supported the learning goal of fluency practice and each student was engaged in fluency.	1
Teacher displays general understanding of the different approaches to learning that students exhibit.	<b>Knowledge of Students' Varied approaches to Learning</b>	Choice of Readers Theatre activity of narrative text was relevant with only the emphasis on fluency.	1
Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole.	<b>Knowledge of Students' Skills and Knowledge</b>	Instructional group was varied due to four speaking parts and additional students were asked to fill the parts of two students who were absent.	1
Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	<b>Knowledge of Students' Interests and Cultural Heritage</b>	No reference was made to students' knowledge of and experience with text content.	0
			Total= 3 Average= .75

Name Marie Grade/Subject 3<sup>rd</sup>/ Silent Reading & Comprehension Date 3-8-06

For this second observation, Marie prepared a silent reading and comprehension lesson, she demonstrated knowledge of students in instructional planning below the basic level. In her lesson plan, Marie identified the objectives to be: reading and comprehending the story and analyzing character's thinking and actions. She demonstrated a basic knowledge of varied approaches to learning by segmenting the text for silent reading and discussing the text as a whole group. There was no evidence in her instructional planning of her knowledge of age group characteristics, skills and knowledge and students' interests and cultural backgrounds.

No evidence/Basic 0/1	Element	Notes	Score
Teacher displays minimal knowledge of developmental characteristics of age group.	<b>Knowledge of characteristics of age group</b>	Lesson structure included no motivation, silent reading, oral queries and no closure	0
Teacher displays general understanding of the different approaches to learning that students exhibit.	<b>Knowledge of Students' Varied approaches to Learning</b>	Each child had a copy of the narrative. Used an "equity bag" to draw students' names from to call on a variety of students.	1
Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	<b>Knowledge of Students' Skills and Knowledge</b>	No evidence of adaptations made for students with special needs or anticipation of student misunderstandings in lesson design	0
Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	<b>Knowledge of Students' Interests and Cultural Heritage</b>	Planned reading of narrative and queries about a girl who sacrificed and sold her pony to save the family farm never connected to students' experiences.	0
			Total= 1 Average= .25

Name Marie Grade/Subject 3<sup>rd</sup>/ “Cocoa Ice” Narrative

Date 4-4-06

For this final observation, Marie prepared a silent reading and comprehension lesson; she demonstrated knowledge of students in instructional planning at just below the basic level. In her lesson plan, Marie identified the objectives to be: reading and comprehending the story independently, analyzing characters and identifying the story elements of cause and effect. She demonstrated a basic knowledge of varied approaches to learning and of students’ skills and knowledge by segmenting the text one page at a time for silent reading and discussing the text as a whole group. There was some evidence in her instructional planning of her knowledge of students’ interests by capturing their attention at the beginning of the lesson with a candy bar. There was no evidence in her instructional planning of her knowledge of age group characteristics, skills and knowledge and students’ cultural backgrounds.

No Evidence/Basic 0/1	Element	Notes	Score
Teacher displays minimal knowledge of developmental characteristics of age group.	<b>Knowledge of characteristics of age group</b>	Students worked as a whole group reading independently and answering questions from the Teachers’ Edition for ½ hour with students passively listening. Students worked independently to complete worksheet.	0
Teacher displays general understanding of the different approaches to learning that students exhibit.	<b>Knowledge of Students’ Varied approaches to Learning</b>	Students worked as a whole group reading independently and answering teacher’s edition questions. Students worked independently to complete worksheet.	1
Teacher recognizes the value of understanding students’ skills and knowledge but displays this knowledge for the class only as a whole.	<b>Knowledge of Students’ Skills and Knowledge</b>	Lesson structure included reinforcement of lesson objectives to read independently and comprehend as a whole class	1
Teacher recognizes the value of understanding students’ interests or cultural heritage but displays this knowledge for the class only as a whole.	<b>Knowledge of Students’ Interests and Cultural Heritage</b>	Teacher generated in story by showing students a bar of chocolate and asked students, does anybody want my chocolate bar? If we didn’t have money how would you get this candy bar? What would you give me in trade for the candy bar?	1
			Total= 3 Average= .75

### 3.3.2.4 John – Grade Four Professional Year Student Teacher

Name John Grade/Subject 4<sup>th</sup>/Language Arts Date 2-9-06

For this first observation, John prepared a language arts lesson known in his placement as *Directed Language Practice*. The assignment involved correcting language usage, punctuation, capitalization and spelling errors on a workbook page. The lesson plan included individual practice followed by whole class discussion of correct responses from a transparency on the overhead projector. There was no evidence in his instructional planning of his knowledge of age group characteristics, varied approaches to learning, skills and knowledge or students' interests and cultural backgrounds.

No evidence 0	Element	Notes	Score
Teacher displays minimal knowledge of developmental characteristics of age group.	<b>Knowledge of characteristics of age group</b>	Teacher's directions were unclear and no monitoring was provided.	0
Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences."	<b>Knowledge of Students' Varied approaches to Learning</b>	Teacher used only the transparency and student workbook page.	0
Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	<b>Knowledge of Students' Skills and Knowledge</b>	Teacher did not connect lesson that included a narrative about Martin Luther King Jr. with students' knowledge of the subject.	0
Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	<b>Knowledge of Students' Interests and Cultural Heritage</b>	Teacher did not connect lesson that included a narrative about Martin Luther King Jr. with students' interests and cultural heritage.	0
			Total= 0 Average= 0

**Name** John    **Grade/Subject** 4<sup>th</sup>/Language Arts    **Date** 3-27-06

For this second observation, John prepared a writing assignment that involved students proofreading and editing their original drafts; he demonstrated knowledge of students in instructional planning at just below the basic level. His lesson's objective involved students demonstrating their ability to learn strategies for revising a how-to essay. John put a lot of time in marking the students first drafts of their "How to" essays. Each student was given their own paper to revise. The introduction he stated, *"Last class, everyone separated their how-to flipbooks into individual parts, like materials, the steps, and so on. Today, we're going to organize everything. Now when I say organize, I mean that your sentences and explanation must be clear, and they have to be in logical order. Can any of you think of times when being organized was especially helpful to you?"*

*Another way we say "to organize" things is "to revise" things. Revising involves making your writing clear and interesting. It is not the time to be fixing spelling, grammar, or punctuation errors because as you're adding words or more details to make things sound clearer, you could still make those mistakes. So if you do make those mistakes, that's ok, because you're going to fix those later. But for now, let's focus on making your essays sound clearer.*

In the introduction portion of the lesson plan, he planned to use transparencies 27a and 27b to show examples of how Peter revised his essay. He informed students that the example on the transparencies represents what Peter's essay looked like before it does on page 144-145 in their textbooks.

John showed no evidence of his knowledge of the characteristics of the age group in his instructional planning. He did demonstrate basic knowledge of the need to vary approaches to

learning, the value of varied approaches to learning and knowledge of students' skills and knowledge.

<b>No evidence/Basic 0/1</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Teacher displays minimal knowledge of developmental characteristics of age group.	<b>Knowledge of characteristics of age group</b>	Used an unadapted assignment straight from the Language arts text.	0
Teacher displays general understanding of the different approaches to learning that students exhibit.	<b>Knowledge of Students' Varied approaches to Learning</b>	Used introductory question as a discussion starter, reviewed expectations from text, assigned students to edit corrected essays	1
Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole.	<b>Knowledge of Students' Skills and Knowledge</b>	Assigned students the task of editing and proofreading of how to essays and scaffolded by reviewing a sample in the text	1
Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	<b>Knowledge of Students' Interests and Cultural Heritage</b>	As an introduction to the lesson asked students "Can you think of times when being organized was especially helpful for you?"	1
			Total= 3 Average= .75

**Name** John **Grade/Subject** 4<sup>th</sup>/Reading **Date** 4-25-06

For this last observation, John prepared a writing assignment that involved students writing a persuasive outline. He provided no evidence of his knowledge of students in instructional planning. His lesson's objectives included students demonstrating their ability to apply the theme and the main idea by creating their own ideas for inventions and persuading others to use the new invention in paragraph form. John showed no evidence of his knowledge of the characteristics of the age group in his instructional planning, the need to vary approaches to learning, the value of varied approaches to learning and knowledge of students' skills and knowledge.

<b>No evidence 0</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Teacher displays minimal knowledge of developmental characteristics of age group.	<b>Knowledge of characteristics of age group</b>	Multiple objective included main idea and creative thinking were not connected and taught without scaffolding or visual modeling	0
Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different “intelligences.”	<b>Knowledge of Students’ Varied approaches to Learning</b>	Only used verbal directions and blank paper for students to write on	0
Teacher displays little knowledge of students’ skills and knowledge and does not indicate that such knowledge is valuable.	<b>Knowledge of Students’ Skills and Knowledge</b>	Failed to activate or connect prior knowledge of students skills and knowledge of creative thinking for problem solving to this assignment	0
Teacher displays little knowledge of students’ interests or cultural heritage and does not indicate that such knowledge is valuable.	<b>Knowledge of Students’ Interests and Cultural Heritage</b>	Failed to activate or connect prior knowledge of students’ interests regarding creative thinking for problem solving to this assignment	0
			Total= 0 Average= 0

### 3.3.3 The pre-service teachers evidenced designing lessons that were highly relevant to students through summative evaluations.

The methods used to collect and analyze the summative assessment data included three sources (see appendix G.) The sources included the university program specific summative evaluations and the state PDE 430 form. The results of the final grades and ratings for the spring 2006 semester for all four subjects are contained in the tables on the following two pages. In summary, three pre-service teachers, Candace, Helen and Marie earned an Honors status under the category of “planning for instruction” on the university program specific summative evaluation. John earned a Satisfactory status on the evaluation form in the “planning for instruction” category. For the second rating using the state PDE 430 form Candace, Helen and Marie earned an *Exemplary* rating and John earned a *superior* rating status on the evaluation form under the category of “Planning and Preparation.”

### 3.3.3.1 University Elementary Education evaluation forms and findings

**Table 1: University Elementary Education evaluation forms and findings**

University Elementary Education Summative Evaluation Criteria – Spring 2006	Candace	Helen	Marie	John
	April 20	April 20	April 27	April 27
<b>I. Personal &amp; Interpersonal Characteristics</b> ✓ demonstrates enthusiasm ✓ has a professional appearance ✓ uses appropriate voice modulation & projection ✓ evidences confidence and emotional control ✓ has vitality, stamina, and general good health ✓ is dependable in matters such as attendance, punctuality & responsibilities ✓ evidences resiliency ✓ demonstrates willingness to cooperate ✓ has an apparent understanding of children ✓ demonstrates initiative ✓ has a rapport with children	4.0	4.0	4.0	3.7
<b>II. Professional Qualities</b> ✓ assumes responsibilities without being asked ✓ relates to pupils on professional level ✓ analyzes own personal strengths and weaknesses ✓ uses supervisory help ✓ shows evidence of professional attitude ✓ shows evidence of professional judgment	4.0	4.0	4.0	3.7
<b>III. Professional Preparation</b> ✓ has knowledge of subject matter ✓ demonstrates curiosity in expanding knowledge ✓ has a command of standard English in speaking ✓ uses correct English in written communication ✓ demonstrates originality and resourcefulness ✓ communicates accurate information	4.0	4.0	4.0	3.8
<b>IV. Planning for Instruction</b> ✓ writes appropriate objectives ✓ plans instruction to meet student needs at multiple learning levels ✓ plans in sufficient detail ✓ selects appropriate assessments for the intended objectives ✓ relates individual lessons to curriculum learning goals ✓ selects a variety of teaching models, e.g., problem solving, constructivist learning, concept development, reciprocal teaching and direct instruction	4.0	4.0	4.0	3.5
<b>V. Teaching skills</b> ✓ matches the teaching model with the selected objectives ✓ selects and use a variety of instructional materials ✓ uses appropriate motivational techniques ✓ demonstrates ability to monitor the learners and adjust the teaching in response to learner feedback ✓ provides relevant and appropriate feedback to students ✓ involves all of the learners ✓ uses a variety of levels of questions	4.0	4.0	4.0	3.0
<b>VI. Classroom and behavior management</b> ✓ is consistent and fair in applying corrective measures ✓ establishes a productive routine ✓ uses sound reinforcement strategies to shape student behavior ✓ retains emotional control of self in managing student behavior ✓ matches appropriate strategies to the development level of the students	3.9	3.9	4.0	2.9
<b>Total</b>	23.9	23.9	24.0	20.6
<b>Average</b>	3.98 honors	3.98 honors	4.0 honors	3.43 satisfactory



### 3.3.3.2 PDE 430 forms and findings

**Table 2: PDE 430 forms and findings**

Pennsylvania Department of Education 430 Form– Spring 2006	Candace	Helen	Marie	John
Student Teacher/Candidate's performance appropriately demonstrates:	April 20	April 20	April 27	April 27
<b>PLANNING &amp; PREPARATION</b> <ul style="list-style-type: none"> <li>• Knowledge of content</li> <li>• Knowledge of pedagogy</li> <li>• Knowledge of Pennsylvania's K-12 Academic Standards</li> <li>• Knowledge of students and how to use this knowledge</li> <li>• Use of resources, materials, or technology available through the school or district</li> <li>• Instructional goals that show a recognizable sequence with adaptations for individual student needs</li> <li>• Assessments of student learning aligned to the instructional goals and adapted as required for student needs</li> <li>• Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals</li> </ul>	3.0	3.0	3.0	2.0
<b>ENVIRONMENT</b> <ul style="list-style-type: none"> <li>• Expectations for student achievement with value placed on the quality of student work</li> <li>• Attention to equitable learning opportunities for students</li> <li>• Appropriate interactions between teacher and students and among students</li> <li>• Effective classroom routines and procedures resulting in little or no loss of instructional time</li> <li>• Clear standards of conduct and effective management of student behavior</li> <li>• Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher</li> <li>• Ability to establish rapport with students</li> </ul>	3.0	3.0	3.0	2.0
<b>INSTRUCTIONAL DELIVERY</b> <ul style="list-style-type: none"> <li>• Use of knowledge of content and pedagogical theory through his/her instructional delivery</li> <li>• Instructional goals reflecting Pennsylvania K-12 standards</li> <li>• Communication of procedures and clear explanations of content</li> <li>• Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs</li> <li>• Use of questioning and discussion strategies that encourage many students to participate</li> <li>• Engagement of students in learning and adequate pacing of instruction</li> <li>• Feedback to students on their learning</li> <li>• Use of informal and formal assessments to meet learning goals and to monitor student learning</li> <li>• Flexibility and responsiveness in meeting the learning needs of students</li> <li>• Integration of disciplines within the educational curriculum</li> </ul>	3.0	3.0	3.0	2.0
<b>PROFESSIONALISM</b> <ul style="list-style-type: none"> <li>• Knowledge of school and district procedures and regulations related to attendance, punctuality and the like</li> <li>• Knowledge of school or district requirements for maintaining accurate records and communicating with families</li> <li>• Knowledge of school and/or district events</li> <li>• Knowledge of district or college's professional growth and development opportunities</li> <li>• Integrity and ethical behavior, professional conduct as stated in <u>Pennsylvania Code of Professional Practice and Conduct for Educators</u>; and local, state, and federal, laws and regulations</li> <li>• Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators</li> <li>• Ability to cultivate professional relationships with school colleagues</li> <li>• Knowledge of Commonwealth requirements for continuing professional development and licensure</li> </ul>	3.0	3.0	3.0	2.0
Total	12/12	12/12	12/12	8/12

### **PDE 430A template (see appendix B)**

In order to further determine if the pre-service teachers evidenced designing lessons that were highly relevant to students through summative evaluations, data was collected from the participants' portfolios. The portfolios were required by the University Teacher Education Program as sources of evidence to support the PDE 430 rating. The subjects' utilized the PDE 430 A template (see Appendix B) The subject's entries were evaluated in light of Danielson's Constructivist/Reflective Practice Rating Forms (Danielson 1996), under the category of student centered planning. Having obtained the PDE 430-A template from the PDE Website (*Pennsylvania Department of Education, 2005*), the completed template was used it for data collection.

### 3.3.3.3 Candace – PDE 430 A Artifact Descriptions

<b>Category I: Planning and Preparation – Information about Students</b>
<b>Artifact A - Math Box 3.8 Grading Rubric and Student work</b>
Math Box 3.8 was assigned as an in-class assessment to see where the students were in their learning of this math material. This Math Box will also inform me of the mathematics abilities of the students in my class...thus I use my knowledge of the students to influence my instruction.
<b>Artifact C - Performance Profile (Beginning of Year Reading Assessment)</b>
This was the assessment used to gage how well the students performed in reading before much instruction was given. The information garnered from this assessment was used to place the students in groups for their reading centers ...
<b>Artifact D - Phonics and Sight Words Pre-Test Inventories</b>
These were assessments used to gage how well the students knew their letters... baseline of individual student achievement and provided a general starting point for me as a teacher to deliver instruction.
<b>Artifact F - Classroom Observation: Mrs. Smith</b>
This is the observation taken during my time in the first grade classroom with Mrs. Smith. This artifact is classified under planning and preparation because it was a classroom observation of my first grade classroom while my mentor was teaching.
<b>Artifact G - Classroom Observation: Mrs. George</b>
This artifact is classified under planning and preparation because it was a classroom observation of my fourth grade classroom... she demonstrated knowledge of content, pedagogy and of the students.
<b>Artifact H - Math Task Student Interview</b>
This was an assignment for my Elementary Math Methods class in which I had to interview three students to solve 6 different types of math problems. The tasks and the analysis are included. This artifact is classified under planning and preparation because it gave me information about a few of the students within my class regarding their adding and subtracting abilities...
<b>Artifact K - Social Studies Lesson: Families</b>
This lesson is about families and how each family is formed of different family members. The students will draw pictures of their own families. The students will present their family pictures to the rest of the class....
<b>Artifact Z - Reading Lesson: Acrostic Poems</b>
The students were asked to fill out a personal inventory to help them write a better acrostic poem. This artifact is classified under planning and preparations because I used my knowledge of students when planning my instruction.

Candace demonstrated knowledge of students in her planning and preparation within the rating spectrum of “no evidence, basic and proficient.” She was proficient using her knowledge of the students’ skills and understanding to influence her instruction. In one artifact she made an effort to include information from students’ cultural backgrounds and families, as well as, interests. Though she did not explicitly refer to her knowledge of students’ developmental characteristics, she was clearly attentive to the developmental needs of her students. She made no reference to her knowledge of students’ varied approaches to learning in her planning.

<b>No Evidence/Basic/Proficient 0/1/2</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Teacher displays generally accurate knowledge of developmental characteristics of age group.	<b>Knowledge of characteristics of age group</b>	Displayed general knowledge of the students that is pertinent to instruction.	1
Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different “intelligences.”	<b>Knowledge of Students’ Varied approaches to Learning</b>	Makes no reference to using different approaches and instructional strategies based on knowledge of students.	0
Teacher displays knowledge of students’ skills and knowledge for groups of students and recognizes the value of this knowledge.	<b>Knowledge of Students’ Skills and Knowledge</b>	Planning and preparation references involved using knowledge of students that was tied to their skills and knowledge.	2
Teacher recognizes the value of understanding students’ interests or cultural heritage but displays this knowledge for the class only as a whole.	<b>Knowledge of Students’ Interests and Cultural Heritage</b>	In acrostic poem assignment, included family and family life as an inventory category which may be linked to a child’s cultural heritage.	1
			Total: 4 Average: .8

### 3.3.3.4 Helen – PDE 430 A Artifact Descriptions

<b>Category 1: Planning and Preparation</b>
<b>A Information about students</b>
Document D demonstrates planning and preparation because I was able to use this information that I received from another colleague to help plan my lessons that would accommodate for a student's disability. With the knowledge I read, I was able to create instructional goals with adaptations for the student with a disability.
<b>A. Teacher Resource Documents</b>
Document L fits under the category of planning and preparation because I was able to use flexibility and responsiveness in meeting the needs of students. From the document, I assessed where each student rated. From the document, I could then see where I needed to take each student academically so I could include activities in my planning that would further the development of their reading ability.
<b>A. Information About Students</b>
Document R fits under the category of planning and preparation because with this student work, I was able to provide feedback to help instruction. When I provided feedback on student work, I based my feedback on what I know about student's learning style. Some students just needed a reminder to complete the assignment and others needed more written prompts to help student understand their mistakes.
<b>A. Assessment Materials</b>
Document S fits under the category of planning and preparation because this assessment material was created so to allow adaptations required for student needs. Students were given problems they had to complete, but instead of working the problems out independently, students work was adapted by the use of manipulatives.
<b>B. Information about students</b>
Document W fits under the category of planning and preparation because I was able to use my knowledge of my students abilities to anticipate misconceptions that students would have about the material...

Helen demonstrated knowledge of students in her planning and preparation within the rating spectrum of “no evidence, basic and proficient.” She was proficient using her knowledge

of the students' skills, understanding and learning styles to adapt her instruction. In several artifacts, she made reference to making accommodations and adaptations for selected students. Though she did not explicitly refer to her knowledge of students' developmental characteristics, she was clearly attentive to the developmental needs of her students. She made no reference to her knowledge of students' cultural backgrounds, families or interests. Overall, Helen ranked at just below the basic level in her planning and preparation while using knowledge of students.

<b>No Evidence/ Basic/Proficient 0/1/2</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Teacher displays generally accurate knowledge of developmental characteristics of age group.	<b>Knowledge of characteristics of age group</b>	Displayed general knowledge of the students that is pertinent to instruction.	1
Teacher displays general understanding of the different approaches to learning that students exhibit.	<b>Knowledge of Students' Varied approaches to Learning</b>	Makes no reference to using different approaches and instructional strategies based on knowledge of students.	1
Teacher displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge.	<b>Knowledge of Students' Skills and Knowledge</b>	Planning and preparation references involved using knowledge of students that was tied to their skills and knowledge.	2
Teacher displays little knowledge of students interests or cultural heritage and does not indicate that such knowledge is valuable.	<b>Knowledge of Students' Interests and Cultural Heritage</b>	In acrostic poem assignment, included family and family life as an inventory category which may be linked to a child's cultural heritage.	0
			Total: 4 Average: 1

### 3.3.3.5 Marie – PDE 430 A Artifact Descriptions

<b>Category I: Planning and Preparation</b>
Lesson Unit Plans:
<b>Appendix A:</b> This Social studies lesson plan shows evidence of planning using knowledge of content, state standards, and evidence of how to use knowledge of students to implement different types of instruction to impact student learning.
<b>Appendix E:</b> The responsibilities of Astronauts are hard for this age group to understand...
Assessment Materials:
<b>Appendix Y:</b> This quiz was given and is adapted for students needs. It shows scaffolding.
Information About Students:
<b>Appendix F:</b> This list of students contains information that they have told me or I have gathered. It is used in planning and preparing lessons because it contains information on who is quick to conquer new ideas and how may need some motivation. This provides evidence of knowledge of students.
<b>Appendix G:</b> This provides knowledge of students. It is evidence of educational psychological principles and theories in planning in that students are most able to learn when they are in an environment that they feel they can be open and with people whom they trust.
<b>Appendix H:</b> Here is evidence of using knowledge of students to impart instruction by recording this behavior I am better able to plan how to react to it and avoid situations which may promote it.
<b>Appendix T:</b> This observation of a Kindergarten class shows evidence of planning to use knowledge of students and how use this knowledge to impart instruction. It is gathering information of ways to use discipline during instruction that least effect instructional time.
<b>Appendix U:</b> Here is evidence of using knowledge of students to impart instruction by recording this behavior I better plan how to deal with the same situation in the future.

Marie demonstrated knowledge of students in her planning and preparation between the ratings of “basic and proficient.” She was proficient using her knowledge of the students’ skills, understanding and learning styles to adapt her instruction. She made reference to making accommodations and adaptations for selected students. She valued her knowledge of students’ developmental characteristics particularly in her consideration of the difficulty for students of this age to comprehend the subject of “Astronauts.” She was clearly attentive to the developmental needs of her students. She made no reference to her knowledge of students’ cultural backgrounds, families or interests, however, it was implied when she referred to the need

to know specific details about students in her class that she kept recorded in a notebook. Overall, Marie ranked at the basic level in her student centered planning.nts.

Basic/Proficient 1/2	Element	Notes	Score
Teacher displays generally accurate knowledge of developmental characteristics of age group.	<b>Knowledge of characteristics of age group</b>	Displayed general knowledge of the students that is pertinent to instruction.	1
Teacher displays general understanding of the different approaches to learning that students exhibit.	<b>Knowledge of Students' Varied approaches to Learning</b>	Made reference to using different approaches and instructional strategies based on knowledge of students.	1
Teacher displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge.	<b>Knowledge of Students' Skills and Knowledge</b>	Planning and preparation references involved using knowledge of students that was tied to their skills and knowledge.	2
Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	<b>Knowledge of Students' Interests and Cultural Heritage</b>	In her anecdotal notebook, kept a record of information gleaned from conversations that would aid in motivating students.	1
			Total: 4 Average: .1

### 3.3.3.6 John - PDE 430 A Artifact Descriptions

<b>Category I: Planning and Preparation</b>
<b>Assessment Material:</b>
<b>Appendix DD:</b> English Unit 2 Test: I developed my own end-of-the-unit test that covers everything that the students learned in Unit 2. This method of assessment is aligned to the instructional goals and adapted as required for student needs.
<b>Appendix DDD:</b> Science: Water: I developed questions that further encouraged students to think about what occurred in the lesson as to rather just carrying out the experiment. This method of assessment is aligned to the instructional goals and adapted as required for student needs.
<b>Information About Students:</b>
<b>Appendix B:</b> Knowledge of student activity: This activity occurred during a workshop on 3/17/06 in which we had to recall information regarding our students (names, interests, financial and support systems, and a resource analysis. This was to see how well we knew our students and to help us in planning lessons to suit the students' various needs.



John demonstrated knowledge of students in his planning and preparation between the ratings of “no evidence and basic.” He did document on two occasions the need to adapt instruction based on students’ needs. He did not document valuing his knowledge of students’ developmental characteristics, students’ cultural backgrounds, families or interests, however, it was implied when she referred to the need to know specific details about students in her class that she kept recorded in a notebook. Overall, John ranked below the basic level in his planning and preparation while using knowledge of students.

<b>No Evidence/Basic 0/1</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Teacher displays generally accurate knowledge of developmental characteristics of age group.	<b>Knowledge of characteristics of age group</b>	Displayed general knowledge of the students that is pertinent to instruction.	1
Teacher displays general understanding of the different approaches to learning that students exhibit.	<b>Knowledge of Students’ Varied approaches to Learning</b>	Made reference to using different approaches and instructional strategies based on knowledge of students.	1
Teacher displays knowledge of students’ skills and knowledge for groups of students and recognizes the value of this knowledge.	<b>Knowledge of Students’ Skills and Knowledge</b>	Planning and preparation references involved using knowledge of students that was tied to their skills and knowledge.	1
Teacher displays little knowledge of students’ interests or cultural heritage and does not indicate that such knowledge is valuable.	<b>Knowledge of Students’ Interests and Cultural Heritage</b>	Made no reference in documentation to his using the information he completed on students at a seminar. He could have used this information about students’ interests and cultural heritage to improve planning and preparation.	0
			Total: 3 Average: .75

### **3.3.4 The pre-service teachers evidenced highly engaging students in learning through formative assessments.**

Data from observations of pre-service teachers teaching reading was obtained from classroom observations. All of the observations were on site. Some of the observations were videotaped and the post-conference interviews were conducted at a later date. The field notes included observing the pre-service teacher during reading instruction, completing the researcher rating form which rated the pre-service teacher with Danielson's (1996) rubrics under the category of student engagement. These reflective notes were based on the perceptions and observations of teacher behaviors prior to and during the lesson delivery.

### 3.3.4.1 Candace – Grade One MAT Intern

Name Candace Grade/Subject 1<sup>st</sup>/Whole Class Word Building Date 1-30-06

Candace engaged students actively in learning at the basic level. During the whole class word building lesson I observed that students were engaged actively with individual word building cards, oral story book reading and writing of silly sentences. Due to the fact that this was one of Candace's first experiences teaching the whole class word building, there were some missteps in following the prescribed procedures for cueing students consistently and modeling while scaffolding each new step. Only whole group modes were employed and there was no accommodation for student initiative in the lesson goals.

Basic 1	Element	Notes	Score
Representation of content is inconsistent in quality: Some is done skillfully, with good examples; other portions are difficult to follow	<b>Representation of content</b>	Word building a well established routine in the classroom but only silly sentences linked to students' knowledge and experience.	1
Some activities and assignments are appropriate to students and engage them mentally, but others do not.	<b>Activities and Assignments</b>	Lesson goals did not reflect student initiative; however, students were engaged actively with individual word building cards, oral story book reading and writing of silly sentences.	1
Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	<b>Grouping of Students</b>	Whole group plus individual modes used only, no small groups.	1
Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.	<b>Instructional Materials And Resources</b>	Letter cards, individual story books and writing journals all aided in engaging each students mentally.	1
The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	<b>Structure and Pacing</b>	Lesson was well paced and goals were met. No closure included.	1
			Total: 5 Average: 1

**Name** Candace    **Grade/Subject** 1<sup>st</sup>/ Flexible Reading Group    **Date** 2-22-06

For this second observation, Candace engaged students actively in learning at the basic level. During the flexible small group instruction, the students were observed sitting in a circle format while Candace required students to read in order. Immediately following an individual student's oral reading, he or she disengaged by looking away, not following along, or resting his or her head on the table. The lesson structure included reading independently, reading aloud and high frequency word flash card drill. Due to poor pacing she was unable to include the comprehension questions & vocabulary words in context. Candace used questioning strategies to encourage students to correct miscues. The flexible reading group was somewhat productive along instructional goals.

<b>Basic/Proficient 1/2</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Representation of content is inconsistent in quality: Some is done skillfully, with good examples; other portions are difficult to follow	<b>Representation of content</b>	Skill based lesson with very little discussion of story elements linked to students' experience.	1
Some activities and assignments are appropriate to students and engage them mentally, but others do not.	<b>Activities and Assignments</b>	Circle format required students to read in order, when they stopped reading they disengaged. Other students slouching at the table with heads down.	1
Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	<b>Grouping of Students</b>	Used questioning strategies to encourage students to correct miscues. Group was somewhat productive along instructional goals.	1
Instructional materials and resources are suitable to the instructional goals and engage students mentally	<b>Instructional Materials And Resources</b>	Each student was given their own copy of the story book and word flashcards this engaged students actively.	2
The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	<b>Structure and Pacing</b>	Structure included reading independently, reading aloud and flash cards & due to pacing didn't include comprehension questions & words used in sentences.	1
			Total= 6 Average= 1.2

**Name** Candace    **Grade/Subject** 4<sup>th</sup>/Acrostic Poetry Lesson    **Date** 3-29-06

Candace engaged students actively in learning at the proficient level. Candace read three poems from the book “Something Big has been Here.” She asked students what they noticed about the poems. She introduced the concept of Acrostic Poetry and wrote her name on the board as a sample. Students completed a personal inventory with the questions like, dislikes, dreams/plans, personality, physical characteristics, material treasures, family and family life. Following the completion of the inventory she explained the concept of the acrostic poem by using her own name and a typed, prepared poem as a model. Students were given a blank form to write the rough draft of an acrostic poem using their own names and matching the descriptive characteristic from the inventory to the letter in the child’s name.

<b>2 Proficient</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Representation of content is appropriate and links well with students’ knowledge and experience.	<b>Representation of content</b>	Timing of model challenged students to write poem from their unique inventory w/o copying teachers	2
Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	<b>Activities and Assignments</b>	Students highly engaged throughout entire 45 minute period with no behavioral issues	2
Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson	<b>Grouping of Students</b>	Individual and whole class with no partner or small groups utilized	2
Instructional materials and resources are suitable to the instructional goals and engage students mentally.	<b>Instructional Materials And Resources</b>	Materials consistent with goal of completing the personal inventory and rough draft	2
The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is inconsistent.	<b>Structure and Pacing</b>	Events well paced and adequate time given to complete tasks with time limits to move pacing	2
			Total= 10 Average= 2

### 3.3.4.2 Helen – Grade Two MAT Intern

Name Helen Grade/Subject 2<sup>nd</sup>/Spelling/Reading Date 2-22-06

For this first observation, Helen engaged students actively in learning at the basic level. During the whole class instruction, the students were seated in a u-shaped format while Helen asked students, one at a time, to provide the rule for the spelling word she introduced. Immediately following an individual student's contribution she asked that the students use the word in an original sentence. The lesson structure included class discussion and the playing of a Bingo game using pre-introduced high frequency words. There was no attempt to connect the two activities. Due to poor pacing brought on by several interruptions to the flow of the lesson, she was unable to conclude the Bingo game with any closure statement.

Basic/Proficient 1/2	Element	Notes	Score
Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content.	<b>Representation of content</b>	Students used content words in original sentences and applied spelling rules content to the new words.	2
Some activities and assignments are appropriate to students and engage them mentally, but others do not.	<b>Activities and Assignments</b>	Student volunteered to contribute towards group discussion. All students on task completing workbook page. Bingo game with high frequency words disengaged students.	1
Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	<b>Grouping of Students</b>	Whole class discussion and independent work appropriate for class engagement. Pairs may have aided Bingo game engagement.	1
Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.	<b>Instructional Materials And Resources</b>	Workbook pages, Bingo game with tiles engaged students at the recall level.	1
The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	<b>Structure and Pacing</b>	Lesson was often interrupted by warnings to students who continued to call out. Five students had to put game away and sit idle. No closure.	1
			Total= 6 Average= 1.2

**Name** Helen **Grade/Subject** 2<sup>nd</sup>/Flexible Rdg.Group- Phonics/short ea **Date** 3-10-06

For this second observation, Helen engaged students actively in learning between the basic and proficient levels. During the flexible small group instruction, the students were seated in a circle format while students manipulated their e\_a letter cards. Students were actively engaged in a variety of activities and the lesson structure included oral discussion, word building, speed round and writing during the 30 minute lesson. Students created their own sentences with words in context sufficiently linked to students' knowledge and experience. The letter cards used for word building kept students engaged. Pacing continued to be an issue, as the lesson was rushed at the end and the written assignment had to be modified.

<b>Basic/Proficient 1/2</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Representation of content is appropriate and links well with students' knowledge and experience.	<b>Representation of content</b>	Sentence with words in context sufficiently linked to students' knowledge and experience.	2
Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	<b>Activities and Assignments</b>	Students actively engaged in a variety of activities (oral discussion, word building, speed round and writing	2
Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson	<b>Grouping of Students</b>	Flexible grouping of students who are struggling readers. Grouping led to meeting of lesson goals.	2
Instructional materials and resources are suitable to the instructional goals and engage students mentally.	<b>Instructional Materials And Resources</b>	Letter cards for word building suitable for lesson's goals and engaged each student mentally.	2
The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	<b>Structure and Pacing</b>	Pacing was rushed at the end and teacher modified the written assignment to be accomplished in time frame.	1
			Total= 9 Average= 1.8

Name Helen Grade/Subject 2<sup>nd</sup>/Flex Oral Comprehension Date 3-29-06

For this final observation, Helen engaged students actively in learning between the basic and proficient levels. Helen introduced the oral reading and comprehension lesson to the flexible reading group made up of four 2<sup>nd</sup> grade students by reading the introductory description to the nonfiction personal narrative. This narrative came directly from the text and all students had a copy in front of them. In five 7 minute segments students read the narrative chorally and answered questions from the teachers' edition. During the flexible small group instruction, the lesson structure involved students volunteering to read orally and then answer comprehension questions. Due to poor pacing she was rushed at the end to complete the written worksheet task.

Basic/ Proficient 1/2	Element	Notes	Score
Representation of content is appropriate and links well with students' knowledge and experience.	<b>Representation of content</b>	Connected text with students' experiences with questions prepared and as immediate responses to students' answers	2
Some activities and assignments are appropriate to students and engage them mentally, but others do not.	<b>Activities and Assignments</b>	All oral reading and volunteer responses to comprehension questions	1
Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson	<b>Grouping of Students</b>	Flexible reading group all working at the same level and highly appropriate for lesson goals	2
Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.	<b>Instructional Materials And Resources</b>	Used the questions straight out of the teachers' edition did not use any of her own queries	1
The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	<b>Structure and Pacing</b>	Started out well paced and rushed at the end	1
			Total: 7 Average: 1.4



### 3.3.4.3 Marie – Grade Three Professional Year Student Teacher

Name Marie Grade/Subject 3<sup>rd</sup>/Flexible group- Readers Theatre Date 2-9-06

For this first observation, Marie engaged students actively in learning at the basic level. During the flexible small group instruction, four students were seated in at a rectangular shaped table and took turns reading orally highlighted parts in the Reader's Theatre activity. Students were actively engaged in reading and rereading for fluency practice during the 30 minute lesson. Due to the singular focus on fluency there was no discussion of the text or comprehension questions asked.. Each student was provided with a highlighted copy of the cued phrased text and each student followed along while waiting for their turn to read aloud. The lesson was well paced.

<b>0/1/2 No evidence/Basic/Proficient</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Representation of content is inappropriate and unclear or uses poor examples and analogies.	<b>Representation of content</b>	No reference made to students' knowledge of text content or with students' experiences.	0
Some activities and assignments are appropriate to students and engage them mentally, but others do not.	<b>Activities and Assignments</b>	Students remained engaged throughout as reading parts were evenly distributed among the four characters.	1
Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	<b>Grouping of Students</b>	Grouping was appropriate and mixed according to ability. When student faltered on a word, teacher encouraged self-correction.	1
Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.	<b>Instructional Materials And Resources</b>	Copies of narrative text highlighted for ease in reading parts supported the learning goal of fluency practice and each student was engaged in fluency.	1
The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is inconsistent.	<b>Structure and Pacing</b>	Lesson structure appropriate and included assignment of parts, silent and oral reading. Well paced.	2
			Total= 5 Average= 1

Name Marie Grade/Subject 3<sup>rd</sup>/ Silent Reading & Comprehension Date 3-8-06

For this second observation, Marie engaged students actively in learning at the basic level. During the whole group instruction, each student was engaged in reading the segmented text silently and then volunteered to answer open-ended comprehension questions orally in class discussion. Each student used his or her basal reader and had a copy of the narrative. Pacing was well managed within the allocated instructional time.

Basic	Element	Notes	Score
Representation of content is inconsistent in quality: Some is done skillfully, with good examples; other portions are difficult to follow	<b>Representation of content</b>	Narrative and queries about a girl who sacrificed and sold her pony to save the family farm never connected to students' experiences but was connected to knowledge of text.	1
Some activities and assignments are appropriate to students and engage them mentally, but others do not.	<b>Activities and Assignments</b>	Used open-ended queries following the silent reading of segmented text. Used an "equity bag" to call on a variety of students.	1
Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	<b>Grouping of Students</b>	Used individual silent reading and whole group discussion following teacher generated queries.	1
Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.	<b>Instructional Materials And Resources</b>	Each child had a copy of the narrative. Used an "equity bag" to draw students' names from to call on a variety of students. Asked application and analysis questions from segmented text.	1
The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	<b>Structure and Pacing</b>	Structure included reading silently segmented text and class discussion. Pacing was appropriate.	1
			Total= 5 Average= 1

Name Marie Grade/Subject 3<sup>rd</sup> / “Cocoa Ice” Narrative Date 4-4-06

For this last reading observation, Marie engaged students actively in learning at the basic level. During the whole group instruction, each student was engaged in reading the segmented text silently and then volunteered to answer open-ended comprehension questions orally in class discussion. The activities and assignments required individual students answering higher order questions while the rest of the class sat idle. Each student used his or her basal reader and had a copy of the narrative.

<b>1/2 Basic/Proficient</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Representation of content is inconsistent in quality: Some is done skillfully, with good examples; other portions are difficult to follow.	<b>Representation of content</b>	Linked content to students' prior knowledge of a previously read narrative	1
Some activities and assignments are appropriate to students and engage them mentally, but others do not.	<b>Activities and Assignments</b>	Discussion though teacher directed engaged students called on to answer questions. Students sat idle for 30 minutes.	1
Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	<b>Grouping of Students</b>	Whole class and individual modes only used. No partner work or small group activity.	1
Instructional materials and resources are suitable to the instructional goals and engage students mentally.	<b>Instructional Materials And Resources</b>	Students analyzed two narratives comparing climate and setting. Students who were called on recalled details relating to cause and effect in the story	2
The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	<b>Structure and Pacing</b>	Structure was recognizable and pacing was adequate. Included no written practice	1
			Total= 6 Average= 1.2

#### 3.3.4.4 John – Grade Four Professional Year Student Teacher

Name John Grade/Subject 4<sup>th</sup>/Language Arts Date 2-9-06

For this observation, John either demonstrated no evidence or basic skill in student engagement. During the individual practice, each student was engaged in completing the *Directed Language Practice* Worksheet on their own. Volunteers corrected the text errors on the transparency while students corrected their papers at their seats. John remained at the front of the room and did not circulate to see if students had completed the assignment or corrected their errors. There was discussion beyond the language usage elements of the narrative on Martin Luther King that would allow students to connect with prior knowledge, interests or cultural backgrounds. Each student used his or her workbook page and the lesson grouping matched the instructional goals.

0/1 No evidence/Basic	Element	Notes	Score
Representation of content is inappropriate and unclear or uses poor examples and analogies.	<b>Representation of content</b>	Teacher asked no open ended questions nor gave examples or analogies to connect with students' lives.	0
Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	<b>Activities and Assignments</b>	Teacher clarified the word "eclipse" by giving students the definition. Teacher remained at the overhead projector & didn't know level of engagement.	0
Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	<b>Grouping of Students</b>	Teacher utilized whole group instruction only. Instructions were unclear. Goal included completing workbook pages and Daily Language Practice (DLP) page.	1
Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.	<b>Instructional Materials And Resources</b>	Teacher used a transparency for DLP matching students worksheets. Teacher asked for volunteers to come and make corrections on the transparency.	1
The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	<b>Structure and Pacing</b>	Lesson was structured according to curriculum requirements with no additions, pacing adequate.	1
			Total: 3 Average: .60

**Name** John    **Grade/Subject** 4<sup>th</sup>/Language Arts    **Date** 3-27-06

For this second observation, John implemented a writing lesson that involved students proofreading and editing their original drafts; he demonstrated engagement of students in the lesson at just below the basic level. After the opening activity, the students were given the chance to revise their own how-to drafts. Students were shown how to organize their drafts better by taking out words and phrases that may be confusing, and/or add steps to make your writing clearer, rearranging steps to be more logical (High thinking demand). Suggestions were provided concerning revisions, he stated, *“Now that you have your drafts again, look for sentences or statements that sound a little strange or if it doesn’t sound right to you. Is there a way that you can make it sound clearer? Add words or take out words to make it sound more specific. Don’t let a statement be vague like Peter’s was.”* This demonstrated representation of content and provision of instructional materials and resources at the basic level.

However, after the assignment was given, John circulated and met individually with students who indicated they needed help. He was unaware of the total learning environment and solely focused on helping the individual student. Those students who were not attended to were visiting with their neighbors and mostly off task. Therefore, he showed no evidence of implementing activities and assignments, grouping, lesson structure and pacing that highly engaged students.

<b>No evidence/Basic 0/1</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Representation of content is inconsistent in quality: Some is done skillfully, with good examples; other portions are difficult to follow	<b>Represent-tation of content</b>	Assignment linked to students individual essays of how to do various skills they individually valued.	1
Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	<b>Activities and Assignments</b>	Students were paired in seating and were largely off task unless teacher was directly working with them	0
Instructional groups are inappropriate to the students or to the instructional goals.	<b>Grouping of Students</b>	Students were paired in seating while working individually but were largely unproductive	0
Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.	<b>Instructional Materials And Resources</b>	Students used text model and corrected first drafts with specific notes from the teacher	1
The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	<b>Structure and Pacing</b>	Lesson was paced well at the beginning but many students who were ready to move on had nothing to do.	0
			Total: 2 Average: .40

**Name** John    **Grade/Subject** 4<sup>th</sup>/Reading    **Date** 4-25-06

For this last observation, John implemented a writing lesson that involved students in writing a persuasive paragraph convincing classmates to use an original invention to solve a real life problem. He demonstrated representation of content and structure. However, after the assignment was given, John circulated and met individually with students who indicated they needed help. He was unaware of the total learning environment and solely focused on helping the individual student. Those students who were not attended to were visiting with their neighbors and mostly off task. Therefore, he showed no evidence of implementing activities and assignments, grouping, provision of instructional materials and resources, and pacing that highly engaged students.

<b>0/1 No evidence/Basic</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Representation of content is inappropriate and unclear or uses poor examples and analogies.	<b>Representation of content</b>	No models or scaffolding were applied to this assignment. Many students were inactive with their hands up during most of the period.	0
Some activities and assignments are appropriate to students and engage them mentally, but others do not.	<b>Activities and Assignments</b>	The activity of creating an invention to solve a problem was a potentially engaging one yet students were minimally engaged	1
Instructional groups are inappropriate to the students or to the instructional goals.	<b>Grouping of Students</b>	Utilized whole grouping where students were seated in their desks for the entire 1 ½ hour allocated reading time.	0
Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.	<b>Instructional Materials And Resources</b>	Instructional materials included blank paper, no visual or written directions were provided for the assignment.	0
The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	<b>Structure and Pacing</b>	Allowed 30 minutes for the completion of the assignment, most students turned in their invention idea The lesson lagged and needed to be better paced.	1
			Total: 2 Average: .40

### **3.3.5 The pre-service teachers evidenced highly engaging students in learning through summative assessments.**

The methods used to collect and analyze the summative assessment data included three sources (see appendix G.) The sources included the university program specific summative evaluations and the state PDE 430 form. The results of the final grades and ratings for the spring 2006 semester for all four subjects are contained in the tables on pages 29 and 30 of this dissertation. In summary, three pre-service teachers, Candace, Helen and Marie earned an Honors status under the related categories of “teaching skills” for the local assessment (see p. 29) John earned a Satisfactory status on the evaluation form.

For the second rating using the state PDE 430 form Candace, Helen and Marie earned an *Exemplary* rating and John earned a *superior* rating status on the evaluation form under the category of “instructional delivery” (see p. 30).

In order to further determine if the pre-service teachers engaged students actively in learning through summative evaluations, data was collected from the participants’ portfolios. The portfolios included the PDE 430-A Sources of Evidence completed template. The subjects’ entries were evaluated in light of Danielson’s Constructivist/Reflective Practice Rating Forms (Danielson 1996), under the category of student engagement. Having obtained the PDE 430-A template from the PDE Website (*Pennsylvania Department of Education*, 2005), the completed template was used it for data collection.

### 3.3.5.1 Candace – PDE 430 A Artifact Descriptions

<b>Category III: Instructional Delivery</b>
<b>Artifact F - Classroom Observation: Mrs. Smith</b>
While she was teaching, she demonstrated knowledge of content, pedagogy and of the students. While she was teaching, she was flexible in her teaching, integrated disciplines within the curriculum and used questioning strategies to encourage student participation.
<b>Artifact F - Classroom Observation: Mrs. George</b>
This artifact is classified under instructional delivery because it was a classroom observation of my fourth grade classroom while my mentor was teaching. While she was teaching, she was flexible in her teaching, integrated disciplines within the curriculum and used questioning strategies to encourage student participation.
<b>Artifact K - Social Studies Lesson: Families</b>
This artifact is classified under instructional delivery because I utilized questioning and discussion strategies to encourage participation of many students.
<b>Artifact M - Mathematics Lesson 4.5: Decimals in Money</b>
This artifact is classified under instructional delivery because I utilized questioning and discussion strategies to encourage participation of many students.
<b>Artifact O - Mathematics Lesson 4.7: Metric Units of Length</b>
This artifact is classified under instructional delivery because I utilized questioning and discussion strategies to encourage participation of many students.



Candace made references to the value of engaging students actively in learning at the basic level. She demonstrated this by documenting that she observed or utilized questioning and discussion strategies to encourage participation of many students. This was the only activity or assignment that she used as a source of evidence of her engagement of students in instructional delivery.

<b>No Evidence/Basic 0/1</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Representation of content is inappropriate and unclear or uses poor examples and analogies.	<b>Representation of content</b>	Timing of model challenged students to write poem from their unique inventory w/o copying teachers	0
Some activities and assignments are appropriate to students and engage them mentally, but others do not.	<b>Activities and Assignments</b>	Students highly engaged throughout entire 45 minute period with no behavioral issues	1
Instructional groups are inappropriate to the students or to the instructional goals.	<b>Grouping of Students</b>	Individual and whole class with no partner or small groups utilized	0
Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.	<b>Instructional Materials And Resources</b>	Materials consistent with goal of completing the personal inventory and rough draft	0
The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	<b>Structure and Pacing</b>	Events well paced and adequate time given to complete tasks with time limits to move pacing	0
			Total= 1 Average=.2

### 3.3.5.2 Helen – PDE 430 A Artifact Descriptions

<b>Category III: Instructional Delivery</b>
B. Instructional Resources
Document B fits under the category of instructional delivery because it is integrating language and science. During this language lesson, we were learning about amphibians in science class. I created this assessment because students were very interested during the science lesson and knew I could engage them in language if it included the science information.
A. Teacher Conference
Document E fits under the instructional delivery category because I was able to demonstrate that I am able to adequately pace my lessons so that I am able to complete all of the learning activities that I had planned in my lesson plan.
Category 1: Planning and Preparation
A. Teacher Conference
Document O fits under the category of planning and preparation because from this interview with my supervisor, I was able to better prepare for my up coming lessons. In this observed lesson, I had paced myself too slow and the lesson finished and the students had to rush through the informal assessment at the end of the lesson. A teacher's pedagogy of sticking to the lesson plan is very important.
A. Classroom Observation
Document Q fits under the category of instructional delivery because I was able to observe another teacher and identify that students were engaged in learning which kept them on task. I have identified that students remained on task because they were always given meaningful activities which kept them engaged during the lesson.
A. Informal Observations
Document T fits under the category of instructional delivery because it demonstrates how I was able to use questioning strategies that encouraged many students to participate in the lesson. Had the questions not be anticipated in the lesson, students misconceptions about their learning could still have existed. It allowed all students to become involved during the lesson.

Helen made references to the value of engaging students actively in learning at the basic level. She demonstrated this by documenting that she observed or utilized questioning strategies to many students to participate. Additionally, she was intentional about integrating language into science due to the high interest of students in science. She made several references to pacing her lessons and making adjustments in the timing of her overall lesson. She made no connection with engagement as it related to grouping and instructional materials. Overall, under the category of instructional delivery, Helen scored just below the basic level.

No Evidence/Basic 0/1	Element	Notes	Score
Representation of content is inconsistent in quality: Some is done skillfully, with good examples; other portions are difficult to follow	<b>Representen-tation of content</b>	Used artifact samples from science, language and math, representing content skillfully in these 3 lessons.	1
Some activities and assignments are appropriate to students and engage them mentally, but others do not.	<b>Activities and Assignments</b>	Strove to engage students in a variety of lessons.	1
Instructional groups are inappropriate to the students or to the instructional goals.	<b>Grouping of Students</b>	Made no reference to grouping and engagement.	0
Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.	<b>Instructional Materials And Resources</b>	No reference to instructional materials and resources and engagement in sources of evidence descriptions.	0
The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	<b>Structure and Pacing</b>	Events were well paced and adequate time given to complete tasks with time limits to move pacing forward.	1
			Total= 3 Average= .6

### 3.3.5.3 Marie – PDE 430 A Artifact Descriptions

<b>Category III: Instructional Delivery</b>
Classroom Observations:
<b>Appendix I:</b> The observation of February 7 <sup>th</sup> shows evidence of planning to engage students in learning by relating current situations to students own life.
Informal Observations/Visits:
<b>Appendix W:</b> Appendix W is an observation by the University of Pittsburgh site liaison. It shows use of informal assessments to meet learning goals in C4 where it says good monitoring. Under C1 there is evidence of communication of procedures and clear explanations of content. This kept students engaged.
<b>Appendix BB:</b> This e-mail gives evidence of striving to engage the students. It talks about my goals to improve anticipatory sets so that students become interested and engaged in the current lesson
Teacher Conferences/Interviews:
<b>Appendix K:</b> Here is an observation by the University Supervisor. C3 [see appendix H] shows evidence of use of questioning and discussion strategies that encourage many students to participate. This promotes student engagement.
<b>Appendix L:</b> Here is an observation filled out by the cooperating teacher. C2 shows evidence adaptations for student needs. C1 shows evidence of clear student expectations. C3 shows evidence of scaffolding or recognizable sequence that starts with questioning and leads to engagement in higher level thinking.
Student Assignment Sheets:
<b>Appendix M:</b> This was a spelling worksheet. It was designed to engage students in spelling. Spelling seems to follow a mundane sequence that students get bored with. This brought in some humor, challenge, and fun. This shows understanding of pedagogy and skilled delivery.
<b>Appendix N:</b> This worksheet was made to promote students reading skills. It was designed to teach students how to predict. There are very clear directions that given evidence of communication of procedures and clear explanations of content. It shows use of knowledge of pedagogical theory. It was very engaging because students at this age love to share what they think.
Student Work:
<b>Appendix P:</b> This was a group project. It shows flexibility and responsiveness in meeting the learning needs of students because the students were given a problem and allowed to approach it in anyway that they saw fit. This meets the needs of students who may need to follow a simple strategy while also meeting needs of high level students for whom the same problem is approached in a different way.

Marie made references to the value of engaging students actively in learning at the basic level. She demonstrated this by documenting that she communicated procedures and provided clear explanations of content in order to keep students engaged. She also used a variety of strategies such as higher level questions, class discussions and a group project to maximize

engagement. Additionally, she was intentional about relating current situations to students own lives. She made several references to pacing her lessons and making adjustments in the timing of her overall lesson. She made no connection with engagement as it related to grouping and instructional materials. Overall, under the category of instructional delivery, Marie, scored just below the basic level.

<b>No Evidence/Basic/Proficient 0/1/2</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Representation of content is appropriate and links well with students' knowledge and experience.	<b>Represent-tation of content</b>	Proficiently represented content with knowledge of students' and experiences with students	2
Some activities and assignments are appropriate to students and engage them mentally, but others do not.	<b>Activities and Assignments</b>	Strove to engage students in a variety of lessons.	1
Instructional groups are inappropriate to the students or to the instructional goals.	<b>Grouping of Students</b>	Made no reference to grouping and engagement.	0
Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.	<b>Instructional Materials And Resources</b>	No reference to instructional materials and resources and engagement in sources of evidence descriptions.	0
The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	<b>Structure and Pacing</b>	No reference to structure and pacing as it related to student engagement	0
			Total= 3 Average= .6

#### 3.3.5.4 John - PDE 430 A Artifact Descriptions

<b>Category III: Instructional Delivery</b>
<b>Student Assignment Sheets</b>
<b>Appendix I:</b> <u>Homework assignment after Spelling/handwriting lesson:</u> After we practiced writing the Spelling words in cursive, I assigned a simple homework assignment sheet that allowed students to practice their handwriting again at home. This would give them more practice in preparation for their sentence homework and Spelling test at the end of the week. <b>This illustrates an engagement of students in learning and adequate pacing of instruction.</b>
<b>Appendix II:</b> <u>Geography/Social Studies internet lesson:</u> After an activity for Social Studies that involved having the students look up information using the Internet, I developed an assignment sheet for students to keep track of their progress as they found the answers. <b>This illustrates an engagement of students in learning and adequate pacing of instruction.</b>
<b>Appendix III:</b> <u>Science Circuit sheet:</u> Since the students already have knowledge about circuits, I developed this sheet for students to apply that knowledge as opposed to just reading off information. <b>This illustrates an engagement of students in learning and adequate pacing of instruction.</b>

John made references to the value of engaging students actively in learning between the “no evidence and basic” levels. He demonstrated this by documenting that he provided a homework assignment sheet for students to practice their handwriting. He made several references to pacing his lessons while engaging students. He made no connection with engagement as it related to grouping and instructional materials. Overall, under the category of instructional delivery, John scored just below the basic level in the category of engagement.

<b>No Evidence/Basic 0/1</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Representation of content is inconsistent in quality: Some is done skillfully, with good examples; other portions are difficult to follow	<b>Representation of content</b>	Basically represented content with knowledge of students' and experiences with students	1
Some activities and assignments are appropriate to students and engage them mentally, but others do not.	<b>Activities and Assignments</b>	Strove to engage students in a variety of lessons.	1
Instructional groups are inappropriate to the students or to the instructional goals.	<b>Grouping of Students</b>	Made no reference to grouping and engagement.	0
Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.	<b>Instructional Materials And Resources</b>	No reference to instructional materials and resources and engagement in sources of evidence descriptions.	0
The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	<b>Structure and Pacing</b>	Balanced engagement with pacing in instructional delivery.	1
			Total= 3 Average= .6

### 3.3.6 The pre-service teachers evidenced reflecting on teaching through formative assessments.

Data from observations of pre-service teachers teaching reading was obtained from classroom observations. All of the observations were on site. Some of the observations were videotaped and the post-conference interviews were conducted at a later date. The field notes included observing the pre-service teacher during reading instruction, completing the researcher rating form which rated the pre-service teacher with Danielson's (1996) rubrics under the category of reflective practice. These reflective notes were based on the perceptions and observations of teacher behaviors following the lesson delivery.

### 3.3.6.1 Candace – Grade One MAT Intern

Name Candace Grade/Subject 1<sup>st</sup>/Whole Class Word Building Date 1-30-06

Candace evidenced reflecting on teaching between the no evidence and basic levels. Since this was a videotaped lesson, Candace was given the opportunity to reflect over a period of time and report back to the university supervisor. She neither identified the meeting of instructional goals nor the need to model new words for scaffolding purposes. Her corrective feedback included moving around too much during the oral read aloud portion of the lesson. She sat beside the child in a child-sized chair and helped them with reading miscues. Candace was able to recognize the need to ask students to sound out the words instead of telling it to them.

No Evidence/Basic 0/1	Element	Notes	Score
Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Accuracy	Focused on teacher movement in reflection which was a non-issue. Should have mentioned the need for modeling of new words.	0
Teacher makes general suggestions about how a lesson may be improved.	Use in Future Teaching	Needs to work on stating the exact script for word building cues when leading the whole group. Set goal to ask students to sound out the words instead of telling it to them.	1
			Total: 1 Average: .5

Name Candace Grade/Subject 1<sup>st</sup>/Flexible Reading Group Date 2-22-06

For this second observation, Candace evidenced reflecting on teaching between the basic and proficient levels. As required by the University, she completed the Formal Reflection Sheet following our postconference. She identified her lesson strengths in her involvement of students in a role playing activity with the narrative. She correctly anticipated student difficulty with the newly introduced words. She adapted the lesson to address restlessness by inviting students to speak in a robot-like voice. Her corrective feedback included the need to address slouching,



unengaged students. She recommended using a reading game such as popcorn as a possible solution.

<b>Proficient 2</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment	<b>Accuracy</b>	Identified developmentally appropriate activity of encouraging students to read in a robot voice and walk like robots as a strength and identified poor pacing as a weakness.	2
Teacher makes a few specific suggestions of what he/she may try another time.	<b>Use in Future Teaching</b>	Considered the challenge to identify how to help students attentive and engaged encouraged to revisit in a future reflection.	2
			Total: 4 Average: 2

**Name** Candace **Grade/Subject** 4<sup>th</sup>/Acrostic Poetry Lesson **Date** 3-29-06

In this final sample, Candace evidenced reflecting on teaching between the basic and proficient levels. Since the lesson was videotaped, Candace reviewed the film and completed the Reflection form on her own. The observations were compared with her reflection. Her observations of the lesson identified adequate allocated time, prepared materials in advance, circulated throughout independent work, used a read aloud as a motivational tool., provided one model acrostic poem, asked students an open-ended question about the poem, scaffolded with students' completion of a personal inventory and paced the lesson well. She recognized the need to develop a classroom management plan for this placement, yet did not follow through with it.

<b>Basic/Proficient 1/2</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	<b>Accuracy</b>	Accurately identified strengths in managing classroom behaviors, preparing materials in advance. Accurately identified the need for a mini-lesson on descriptive words and provide more models of acrostic poems.	1
Teacher makes a few specific suggestions of what he/she may try another time	<b>Use in Future Teaching</b>	Made two suggestions for making the lesson better by providing a mini-lesson on descriptive words and providing more models of acrostic poems.	2
			Total= 3 Average= 1.5

### 3.3.6.2 Helen – Grade Two MAT Intern

**Name** Helen **Grade/Subject** 2<sup>nd</sup>/Spelling/Reading **Date** 2-22-06

For this observation, Helen evidenced reflecting on teaching at the basic level. As required by the University, she completed the Formal Reflection Sheet following our postconference. She identified her lesson strengths in her involvement of students in the rule identification and original sentence from the spelling word list, as well as, enthusiasm for the Bingo game with high frequency words. Behavior management became a problem during the Bingo game, since so many students were asked to exit the game due to disruptive behavior. She offered no specific suggestions of how to limit disqualifying students from the game and keeping disqualified students engaged.

<b>Basic 1</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	<b>Accuracy</b>	Parroted feedback from supervisor. Identified participation as a strength & class management as a weakness.	1
Teacher makes general suggestions about how a lesson may be improved.	<b>Use in Future Teaching</b>	Considered the strategy recommended by supervisor of finding a way to engage students who were disqualified from playing for calling out. This became a secondary discipline issue.	1
			Total= 2 Average= 1

**Name** Helen **Grade/Subject** 2<sup>nd</sup>/Flexible Rdg.Group- Phonics/short ea **Date** 3-10-06

For this second observation, Helen evidenced reflecting on teaching between the basic and proficient levels. As required by the University, she completed the Formal Reflection Sheet following our postconference. She identified her lesson strengths in her active engagement of students. She correctly identified lesson pacing in her corrective feedback. She recommended narrowing the word list as a solution to the pacing problem.

<b>Basic/Proficient 1/2</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	<b>Accuracy</b>	Accurately identified one strength of lesson in active engagement and one weakness of lesson in pacing.	1
Teacher makes a few specific suggestions of what he/she may try another time	<b>Use in Future Teaching</b>	Identified a few specific suggestions such as narrowing word list so pacing would go more evenly.	2
			Total= 3 Average= 1.5

**Name** Helen **Grade/Subject** 2<sup>nd</sup>/Flex Oral Comprehension **Date** 3-29-06

For this third observation, Helen` evidenced reflecting on teaching at the basic level. For this particular lesson, she received a videotaped copy a week prior to the formal postconference.

She was required by the university supervisor, to complete the Formal Reflection Sheet and turn it in to me prior to the postconference. She correctly identified her lesson strengths in her one on one structure and providing questioning strategies for assessment of students' comprehension of the narrative. She correctly identified the corrective feedback of working on her timing so that the lesson closure is not rushed. She made a general recommendation to improve the pacing her future lessons, however, she did not offer any specific strategies to accomplish this goal.

<b>Basic 1</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	<b>Accuracy</b>	Correctly identified lesson strengths in her one on one structure and providing questioning strategies for assessment of students' comprehension but made no reference to the accomplishment of lesson's goals. She accurately identified the corrective feedback of working on her timing.	1
Teacher makes general suggestions about how a lesson may be improved.	<b>Use in Future Teaching</b>	No specific suggestions for improvement but did provide general suggestions.	1
			Total: 2 Average: 1

### 3.3.6.3 Marie – Grade Three Professional Year Student Teacher

**Name** Marie **Grade/Subject** 3<sup>rd</sup>/Flexible group- Readers Theatre **Date** 2-9-06

For this first observation, Marie evidenced reflecting on teaching at the basic level. As required by the University, she completed the Formal Reflection Sheet following our postconference. She identified her lesson strengths in her demonstrating flexibility in instruction, engagement and focus on fluency. She correctly identified the need to introduce background and comprehension questions to the lesson.. She recommended no specific actions to improve planning or instruction.

<b>No Evidence/Basic 0/1</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	<b>Accuracy</b>	Accurately identified flexibility in instruction and the challenge that was. Did not identify lack of link to student comprehension, knowledge and experience.	1
Teacher has no suggestions for how a lesson may be improved another time.	<b>Use in Future Teaching</b>	Defended the single focus of fluency with absence of link to student comprehension, knowledge and experience.	0
			Total= 1 Average= .50

**Name** Marie **Grade/Subject** 3<sup>rd</sup>/ Silent Reading & Comprehension **Date** 3-8-06

For this second observation, Marie evidenced reflecting on teaching between the proficient and basic levels. As required by the University, she completed the Formal Reflection Sheet following our postconference. She identified her lesson strengths in her demonstrating adequate wait time, the effective use of an equity bag, tied story elements together, frequently circulated and provided specific praise. She correctly identified the need to prepare possible answers to open ended questions from Teachers' Edition, correct text with students' lives, include an anticipatory set. At a later date, she communicated via email a specific action taken the following day to include the question, "What would you have a hard time giving up to help save your family's house?" This demonstrated reflective practice, in that she took corrective measures to improve instruction based on her knowledge of students.

<b>Basic/Proficient 1/2</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	<b>Accuracy</b>	The lesson's goals of reading independently followed by comprehension only accessed with students' individual oral responses. Needed a motivation.	1
Teacher makes a few specific suggestions of what he/she may try another time	<b>Use in Future Teaching</b>	Made only a general suggestion as how to improve student engagement and motivation.	2
			Total= 3 Average= 1.5

**Name** Marie **Grade/Subject** 3<sup>rd</sup>/ “Cocoa Ice” Narrative **Date** 4-4-06

For this last reading observation, Marie demonstrated no evidence of reflective practice following the implementation of this lesson. The lesson was videotaped, and a period of one week was provided for Marie to complete the Formal Reflection Sheet. Marie was given a week to submit her reflection via email. No reflection was ever received. Therefore, there was no evidence of an accurate and thoughtful reflection of the lesson’s effectiveness nor specific suggestions for improvement.

No evidence 0	Element	Notes	Score
Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Accuracy	Since the lesson was videotaped the post-conference took place a week following the lesson. Teacher was required to send via email the reflection which never was received.	0
Teacher has no suggestions for how a lesson may be improved another time.	Use in Future Teaching	No suggestions for improvement without completing the reflection form.	0
			Total= 0 Average= 0

#### **3.3.6.4 John – Grade Four Professional Year Student Teacher**

**Name** John **Grade/Subject** 4<sup>th</sup>/Language Arts **Date** 2-9-06

For this first language arts observation, John demonstrated no evidence of reflective practice following the implementation of this lesson. Following the lesson and post-conference, John completed the Formal Reflection Sheet. He accurately recorded the feedback provided by the university supervisor, that included that he was able to keep students focused on the task by having individuals involved in making corrections on the overhead. He was very adept in identifying his own need for corrective feedback. He agreed that his instructions on the overhead

were unclear and needed to be explained in more detail. He also recorded that he needed to circulate to monitor student on task behavior and restate the lesson's goals throughout instruction.

<b>0 No evidence</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	<b>Accuracy</b>	Teacher was only negative regarding his evaluation of lesson success when there were positive elements to be recognized.	0
Teacher has no suggestions for how a lesson may be improved another time.	<b>Use in Future Teaching</b>	Teacher was open to suggestions made by the university supervisor but had no specific suggestions on how to improve the lesson.	0
			Total= 0 Average= 0

**Name** John    **Grade/Subject** 4<sup>th</sup>/Language Arts    **Date** 3-27-06

For this second reading observation, John demonstrated evidence of reflective practice at the basic level. The lesson was videotaped, and a period of one week was provided for John to complete the Formal Reflection Sheet. He submitted his reflection via email about a week following the implementation of the lesson. He was encouraged to match supportive and corrective feedback since he tended to focus on corrective feedback as a novice teacher. In the chart below is an outline of his own impressions of the success of the lesson. He provided general suggestions for improvement.

Basic 1	Element	Notes	Score
Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	<b>Accuracy</b>	-Clearly demonstrated what he wanted out of students' revisions of essays, having them see the revisions on a transparency seemed to help them understand the revision process. -Used examples that they were familiar with (i.e. reference to Giant Eagle) -Helped students who were behind w/ individual assistance -----Adapted the lesson for those students (gave them extra help and made myself available to them whenever they needed help) -Need to do a better job circulating (some students had their hands raised for much too long), -----Repeat directions to the entire class if a question was asked by more than one student (stop and clarify) -Work on classroom management techniques (need some kind of signal to get students' attention)	1
Teacher makes general suggestions about how a lesson may be improved.	<b>Use in Future Teaching</b>	-Offered the solution to answering the same question by some direction by repeating the answer to the entire class if a question was asked by more than one. -Recognized that he needs to work on a signal of some kind for student attention instead of trying to talk over them, however, does not offer any specific suggestions	1
			Total= 2 Average= 1

Name John Grade/Subject 4<sup>th</sup>/Reading Date 4-25-06

For this last reading observation, John demonstrated evidence of reflective practice at the basic level. He correctly identified the supportive feedback by attempting to give an assignment that was interesting and reviewed important concepts prior to the lesson such as main idea and theme. Since the lesson plan was focused on the writing assignment and not the review of the narrative from the prior day, there was much to be improved on the written assignment. The corrective feedback included the need to manage classroom behaviors better and the need to



utilize a visual aid or model of an invention and persuasive paragraph. He provided general suggestions for improvement.

<b>1 Basic</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	<b>Accuracy</b>	Identified "keeping the lesson interesting" as supportive feedback. Also reviewed important concepts and circulated to answer individual students' questions. Correctly recognized that a visual was needed during directions. A classroom management problem occurred where a student challenge the teacher's authority yet John correctly handled the situation with a swift reprisal. John, however, saw this as unsuccessful.	1
Teacher makes general suggestions about how a lesson may be improved.	<b>Use in Future Teaching</b>	John's suggestions for improving the lesson included providing written directions and more clarification. But did not recognize the lack of engagement and voice undertones.	1
			Total= 2 Average= 1

### 3.3.7 The pre-service teachers evidenced reflecting on teaching through summative assessments.

The methods used to collect and analyze the summative assessment data included three sources (see appendix G.) The sources included the university program specific summative evaluations and the state PDE 430 form. The results of the final grades and ratings for the spring 2006 semester for all four subjects are contained in the tables on pages 29-30 of this dissertation. In summary, three pre-service teachers, Candace, Helen and Marie earned an Honors status under the categories of "Professional Qualities and Professional Preparation" on the university program specific summative evaluation. John earned a *Satisfactory* status on the evaluation form in the "Professional Qualities and Professional Preparation" categories. For the second rating using the

state PDE 430 form Candace, Helen and Marie earned an *Exemplary* rating and John earned a *superior* rating status on the evaluation form under the category of “Professionalism.”

In order to further determine if the pre-service teachers evidenced reflective practice through summative evaluations, data was collected from the participants’ portfolios. The portfolios included the PDE 430-A Sources of Evidence completed template. The subjects’ entries were evaluated in light of Danielson’s Constructivist/Reflective Practice Rating Forms (Danielson 1996), under the category of professionalism and subcategory of reflective practice. Having obtained the PDE 430-A template from the PDE Website (*Pennsylvania Department of Education*, 2005), the completed template was used it for data collection.

### 3.3.7.1 Candace – PDE 430 A Artifact Descriptions

<b>Category IV: Professionalism</b>
<b>Artifact T - Mathematics Homework: Multiplication Wrestling</b>
This artifact is classified under professionalism because I used this information to help me reflect on my teaching practices and the adjustments that I needed to make in future lessons.
<b>Artifact U - Mathematics Homework: Estimating Sums</b>
This artifact is classified under professionalism because I used this information to help me reflect on my teaching practices and consider the adjustments that I needed to make in future lessons.

Candace made references to the value of reflecting on her teaching practices at the basic level. She demonstrated this by documenting that she used the reflection to consider adjustments that she needed to make in future lessons. Only in these two math lessons did she make reference to reflective practice as a source of evidence of professionalism.

<b>1 Basic</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	<b>Accuracy</b>	Accurately and thoughtfully included	1
Teacher makes general suggestions about how a lesson may be improved.	<b>Use in Future Teaching</b>	Made general references to making adjustments based on reflective practice.	1
			Total= 2 Average= 1

### 3.3.7.2 Helen – PDE 430 A Artifact Descriptions

<b>Category IV: Professionalism</b>
A. Student Interviews
Document E fits under the category of professionalism because it demonstrates my knowledge of a professional growth opportunity. After a conference with a colleague, I developed a plan to observe a special education classroom. I was able to use this observation for my own professional growth.
A. Technology
Document N fits under the category of planning and preparation because I was able to utilize materials available to me from the University to help me plan my instruction. By viewing the DVD, I was able to review my performance and critique myself. From viewing myself, I was able to and plan to try different questioning techniques in later lessons.
A. Teacher Classroom observation
Document T fits under the category professionalism because this teacher observation demonstrates my ability to communicate both written and orally with my mentor teacher. This observation was completed and shortly after, my mentor and I reviewed the lesson and discussed the things that went well and things that needed improvement. It is important to take criticism with a positive attitude and use advice that fellow professionals are giving.

Helen made references to the value of reflecting on her teaching practices at the basic level. She demonstrated this by documenting that she used the reflection to consider adjustments

that she needed to make in future lessons. She offered specific actions for improvement of her questioning techniques on her own following viewing her videotaped lesson.

<b>Basic 1</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	<b>Accuracy</b>	Accurately and thoughtfully included	1
Teacher makes general suggestions about how a lesson may be improved.	<b>Use in Future Teaching</b>	Made mostly general references to making adjustments based on reflective practice.	1
			Total= 2 Average= 1

### 3.3.7.3 Marie – PDE 430 A Artifact Descriptions

<b>Category IV: Professionalism</b>
<b>Appendix BB:</b> This e-mail between myself and my supervisor shows evidence of knowledge of opportunities through the university for growth. It shows that I accept suggestions to improve my teaching style and methodology.

Marie demonstrated “no evidence” of reflective practice in her PDE 430-A Sources of Evidence Descriptions under the category of Professionalism . The one sample provided, documented an email between her and her university supervisor, who made suggestions how she could improve her teaching style and methodology. She offered no specific actions for improvement.

<b>0 No evidence</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	<b>Accuracy</b>	Reflection based on communication with university supervisor.	0
Teacher has no suggestions for how a lesson may be improved another time.	<b>Use in Future Teaching</b>	Offered no suggestions for how to improve teaching style and methodology.	0
			Total= 0 Average= 0

### 3.3.7.4 John – PDE 430 A Artifact Descriptions

<b>Category IV: Professionalism</b>
<b>Teacher Classroom Observations:</b>
<b>Appendix F:</b> <u>Classroom lesson feedback forms by my cooperating teacher and university supervisor/advisor:</u> Comments from both my cooperating teacher and supervisor helped me see the areas in which I excelled and the areas in which I need to improve. This demonstrates my ability to cultivate professional relationships with school colleagues.
<b>Teacher Conferences/Interviews:</b>
<b>Appendix F:</b> <u>Classroom lesson feedback forms by my cooperating teacher and university supervisor/advisor:</u> Comments from both my cooperating teacher and supervisor helped me see the areas in which I excelled and the areas in which I need to improve. These forms allow me to redirect my attention to equitable learning opportunities for students. Due to these conferences, I show flexibility and responsiveness in meeting the learning needs of students

John demonstrated “no evidence” of reflective practice in his PDE 430-A Sources of Evidence Descriptions under the category of Professionalism. In neither of the two samples provided, did he classify his responsiveness to feedback as demonstration of his professionalism.

0 No evidence	Element	Notes	Score
Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Accuracy	Reflection based on observation and feedback from mentors	0
Teacher has no suggestions for how a lesson may be improved another time.	Use in Future Teaching	Did not specify actions that needed to be improved and offered no suggestions for how to improve teaching based on feedback.	0
			Total= 0 Average= 0

## **4.0 IMPLICATIONS**

### **4.1 INTRODUCTION**

As in the case of most case studies, the researcher's purpose was not merely to organize and analyze the data collected, but to attempt to understand how the information gathered matters for participants and policy makers. The questions asked in the research statement call for interpretation of what was learned through intensive analysis. Dana and Yendil-Silva summarized the researcher's experience well when they stated, "While you may never be able to marvel at a perfected, polished, of what you have learned through engaging in the process and the power it holds for transforming definitive set of findings based on the data analysis from one particular inquiry, you can marvel at the enormity both your identity as a teacher as well as your teaching practice."(Dana & Yendol-Silva, 2003), p. 94)

### **4.2 STATEMENT OF THE PROBLEM**

What evidence is there that pre-service teachers in the urban setting, perform beyond the mandates of Chapter 354 when teaching elementary literacy lessons?

### **4.3 SUMMARY OF PRE-SERVICE TEACHERS' CONSTRUCTIVIST/REFLECTIVE PRACTICE**

#### **4.3.1 Candace – MAT Intern, first and fourth grades**

Candace completed her Masters of Arts in Teaching (MAT) Internship in Elementary Education, during the 2005-2006 academic year at an urban public school. The researcher served as her university supervisor for the duration of split placements in first and third grades.

Based on the findings of this study, Candace showed no evidence of constructivist or reflective practice, on her own, through electronic communications with the university supervisor. There was no evidence that she designed lessons that were highly relevant to students, highly engaged students in learning, and evidenced reflecting on teaching on her own. However, Candace evidenced lesson design that was highly relevant to students and student engagement through the formative evaluations which involved reviewing the lesson plan and observing her teaching while completing the University observation form (see Appendix H). Candace demonstrated constructivist/reflective practice at the basic level using these formative assessments.

Using the PDE 430-A Sources of Evidence Template as a summative assessment model, Candace demonstrated basic level reflective practice (see Table 2.1). She approached a basic rating in her student centered planning. There was little or no evidence that she evidenced active student engagement using this summative assessment document.

In contrast, her scores on the local and state formative and summative assessments were rated at the highest level possible. For example, on the University Elementary Evaluation Form, utilized as a summative assessment, she was graded on the six categories illustrated in Figure 2,

three of which related to the categories under investigation in this study. She earned the rating of *Honors* in the combined categories of planning and preparation, classroom management, teaching skills and professionalism, during the spring 2006 semester.

Under the category of *Planning for Instruction*, she evidenced designing lessons that included appropriate objectives, met student needs at multiple learning levels, planned in sufficient detail, selected appropriate assessments for the intended objectives, related individual lessons to curriculum learning goals, selected a variety of teaching models, e.g., problem solving, constructivist learning, concept development, reciprocal teaching and direct instruction at the *Honors* level. Since one score was assigned to all of these elements of planning and preparation there is no evidence from these internal program summative evaluation scores that pre-service teachers designed lessons that were highly relevant to students.

In her fourth grade placement, Candace did a wonderful job teaching the content while demonstrating her skills in pedagogy. One example was her extensive use of the inquiry method in math instruction that encouraged students to use high level thinking skills such as application and analysis. She used effective classroom management strategies including positive reinforcement, verbal cues and non-verbal group alerting techniques with the least amount of interruption to the flow of the lesson in progress. As stated earlier, all these behaviors earned her an *Honors* level performance on the University Elementary Evaluation Form, under the category of *Teaching Skills*. Following the lesson observation of her teaching, she was quite open to constructive feedback and demonstrated an enthusiastic desire to grow as a professional and earned an *Honors* rating under the category of *Professional Qualities*.

According to the PDE 430 checklist, Candace lesson design included knowledge of content, pedagogy, Pennsylvania's K-12 Academic Standards and students, and was rated



*exemplary*. Additionally, she was rated at the *exemplary* levels, under the categories of *Instructional Delivery* and *Professionalism*. Neither the University Elementary Evaluation Form nor the PDE 430 Form elaborated or included the constructivist/reflective practices under investigation.

Overall, Candace demonstrated that she utilized constructivist and reflective practice at the basic level according to the Danielson framework (1996), thus scoring a 1 within the 0-3 point range. However, according to the local and state evaluations her planning, teaching and professional practice were rated at the highest levels and described as Honors and Exemplary.

#### **4.3.2 Helen – MAT Intern, second grade**

Helen completed her Masters of Arts in Teaching (MAT) Internship in Elementary Education, during the 2005-2006 academic year. The researcher served as her university supervisor for the duration of her 4<sup>th</sup> and 2<sup>nd</sup> grade placements. The data collected and analyzed included only the evidence collected during the spring semester of her 2<sup>nd</sup> grade placement. In each of the categories of performance using the state and local evaluation forms, she far exceeded expectations. (See Appendix L)

In her planning and preparation she progressed to the *Honors* level on the University Elementary Evaluation Form. For example, as her progressive schedule has increased in her second grade placement she planned and prepared daily word building lessons with high expectations for the learners and implemented developmentally appropriate activities. She was quite skillful in aligning her lesson plans with the PA Early Childhood Continuum Indicators.

Helen did a wonderful job teaching the content while demonstrating her skills in pedagogy. One example was her skill in integrating a math unit across the curriculum by

including literature in the lessons. She used effective classroom management strategies including positive reinforcement, verbal cues and non-verbal group alerting techniques with the least amount of interruption to the flow of the lesson in progress. All of these behaviors earned her an *Honors* rating on the University Elementary Evaluation Form under the category of *Teaching Skills*. Following the lesson observations of her teaching, she was quite open to constructive feedback and demonstrated an enthusiastic desire to grow as a professional and earned an *Honors* rating under the category of *Professional Qualities*.

According to the PDE 430 checklist, Helen evidenced designing lessons that included knowledge of content, pedagogy, Pennsylvania's K-12 Academic Standards and students. Additionally, she demonstrated instructional delivery at the *exemplary* level as well as, under the category of *Professionalism*. Neither the University Elementary Evaluation Form nor the PDE 430 Form elaborated or included the constructivist/reflective practices under investigation.

Though not required by the teacher education program she was enrolled in, Helen, the MAT intern averaged in her self-initiated communications, constructivist and reflective practice at the basic level. (See Table 2.2) At the basic level, she designed lessons that were highly relevant to students, highly engaged students in learning, and evidenced reflecting on teaching on her own. However, Helen evidenced lesson design that was highly relevant to students and student engagement through the formative evaluations which involved reviewing the lesson plan and observing her teaching while completing the University observation form (see Appendix H). Helen demonstrated constructivist/reflective practice at the basic level using these formative assessments.

Using the PDE 430-A Sources of Evidence Template as a summative assessment model, Helen demonstrated evidence at just below the basic level in her student centered planning and

student engagement. From this data collection device, there was summative evidence that she rated at the basic level in her ability to reflect on teaching.

Overall, Helen demonstrated that she utilized constructivist and reflective practice at the basic level according to the Danielson framework (1996). This was clearly demonstrated in her communications on her own and in the formative evaluations. There was some evidence in the summative evaluation identified as the PDE 430-A Sources of Evidence Template. Nonetheless, according to the local and state evaluations her planning, teaching and professional practice were rated at the highest levels and described as Honors and Exemplary.

#### **4.3.3 Marie – Professional Year Student Teacher, third grade**

Marie student taught third grade in the spring of 2006 at an urban public school. The researcher had the privilege of being her university supervisor during her twelve week placement in the field of Elementary Education from January 30- April 27, 2006. In each of the categories of performance using the local and state evaluation forms, she was exceptional. (See Appendix L)

In the categories of *Planning for Instruction* on the University Elementary Evaluation Form, her performance was rated as outstanding or *Honors*. For example, in the third grade placement, she implemented an original integrated social studies unit on “Stephen Foster.” She planned and prepared lessons with high expectations for the learners and she integrated the unit across the curriculum including reading, writing and music activities into her instructional plans. She incorporated many outside resources that helped extend learning for the third grade students.

Marie worked very hard to improve her lesson introductions or anticipatory sets to capture students’ interest and maintain classroom behaviors. She possessed great confidence as an emerging professional and was very receptive to constructive feedback. She devised a creative

means of maximizing parity in class participation with the use of an “equity bag.” Under the University Elementary Evaluation Form category of *Teaching Skills* and Professionalism, she earned the highest rating possible.

Using Danielson’s framework (1996) as a scoring rubric, Marie demonstrated no evidence of constructivist or reflective practice in her self-initiated communications. (See Table 2.3) She evidenced no lesson design that was highly relevant to students, student engagement nor reflective practice, through formative evaluations. She demonstrated no evidence or just below basic evidence of student engagement and reflective practice in the same portfolio summative assessment. To her credit, she did provide evidence in her portfolio summative assessment of planning with knowledge of students. This minimal evidence of constructivist/reflective practice stands in sharp contrast to her local and state evaluation ratings which were identified as *Honors* and *exemplary*, or the highest rating possible.

#### **4.3.4 John – Professional Year Student Teacher, fourth grade**

John student taught fourth grade in the spring of 2006 at an urban public school. The researcher had the privilege of being his university supervisor during the twelve week placement in the field of Elementary Education from January 30- April 27, 2006. In each of the categories of performance he was *satisfactory*. (See Appendix L)

According to the University Elementary Evaluation Form, John evidenced designing lessons that included appropriate objectives, met student needs at multiple learning levels, planned in sufficient detail, selected appropriate assessments for the intended objectives, related individual lessons to curriculum learning goals, selected a variety of teaching models, e.g.,

problem solving, constructivist learning, concept development, reciprocal teaching and direct instruction at the *Satisfactory* level.

John really shined in his teaching skills during science inquiry activities. In this placement, he was able to daily engage students in collaborative partner groups to challenge students to answer questions using hands on science. Under the University Elementary Evaluation Form category of *Teaching Skills* and *Professionalism*, he earned a *Satisfactory* grade.

.Overall, John demonstrated no evidence of constructivist or reflective practice in his self-initiated communications. (See Table 2.4) He evidenced no lesson design that was highly relevant to students, student engagement nor reflective practice, through formative evaluations. He demonstrated no evidence of student centered planning, student engagement and reflective practice in the same portfolio summative assessment during Elementary literacy instruction. This minimal evidence of constructivist/reflective practice stands somewhat in contrast to his local and state evaluation ratings which were identified as *Satisfactory*, or the required rating for certification.

#### **4.4 CONCLUSIONS**

When all the self-initiated, formative and summative ratings were tallied (see table 2), there was a slight difference between the scores of the MAT Interns and Professional Year student teachers. Helen, a MAT Intern, scored overall at the basic level in her planning, engaging and reflecting. Candace, also a MAT Intern, scored at the basic level in the formative assessments in

her planning, engaging and reflecting but just below in these behaviors on her own and through the summative assessments.

However, both MAT Interns scored the highest rating possible, or “Honors,” using the Internal Program Evaluation or Local assessments. According to the rating description, “none or very few areas of needed improvement...” (Schermer 2005) They also scored the highest rating possible, or “exemplary” on the State evaluation form or the PDE 430 evaluation. An “exemplary” rating was described as “consistently and thoroughly demonstrate indicator of performance.”

Both Marie and John, Professional Year Student Teachers, showed no evidence of constructivist/reflective practice. However, Marie scored the highest rating possible, or “Honors,” using the Internal Program Evaluation or Local assessments, as well as the PDE 430 evaluation. John scored in the competent range, or “Satisfactory,” using the Elementary Evaluation Form Evaluation. According to the rating description, “some areas of needed improvement...” (Schermer 2005) He also scored a “superior” rating on the PDE 430 evaluation which is described as “usually and extensively demonstrates indicators of performance.”

My original question, “what evidence is there that pre-service teachers in the urban setting, perform beyond the mandates of Chapter 354 when teaching elementary literacy lessons?” was answered. There was some evidence that the MAT interns performed beyond the mandates of Chapter 354, or demonstrated constructivist/reflective practices. However, there was no evidence that Professional Year Student Teachers did.

The obvious question remains, why did the pre-service teachers perform so well in the categories of planning, instruction and professionalism on the local and state evaluations, but scored barely basic or below basic in the constructivist/reflective practices using the Danielson

framework? My conclusion was that since the local and state checklists did not require university supervisors or mentors to hold students accountable for these behaviors, they did not get the mentoring attention they deserved. Indeed as described in the literature, the purpose of mentoring is to enhance teacher performance and student learning (Rowley, 1999). If the University had included these practices in the lesson plan format, observation forms, reflection sheets, and the Elementary Evaluation Forms, then the novice teachers would have been mentored and would've shown growth over time in these areas. Additionally, if reflective practice were included in the PDE 430 evaluation, pre-service teachers would have deliberately included artifacts that demonstrated sources of evidence in these areas.

The researcher identified the “bicycle effect” as the term that best described the interpretations of the study’s findings. As the final summary tables demonstrated, MAT interns performed beyond the mandates of Chapter 354 primarily at the basic level. According to Danielson (2006), this is appropriate for a pre-service teacher and the proficient and distinguished ratings would be indicative of an experience teacher rather than a novice. (See Appendix K) Additionally, the professional year student teachers showed little or no evidence of constructivist or reflective practice. The researcher identified “the bicycle effect” as a possible explanation.

The reader no doubt recalls what it was like learning to ride a bike. All the focus was on steering to stay on the path, balancing so not to fall and braking to stop at will. However, once the fundamentals are secured, the beginner can ride at his own pace, enjoy the scenery, and try out his skills on various terrains. Of course, there are the elite cyclists whose routes are described as Stage 3 and routes can be 154 km, only after much dedication and experience can this level be obtained.(Ward, 2005)

The “bicycle effect” provides a descriptive word picture that helped the researcher interpret the results of this study. Using the above analogy, since the MAT interns had three semesters to develop these skills it made sense that they were able to demonstrate them at the basic level. This phenomenon occurred even though they were not mentored nor held accountable for these behaviors. Likewise, the Professional Year Student Teachers concentrated on the basics of teaching and it was very unlikely that these unaccountable behaviors would develop in twelve short weeks.

#### **4.5 IMPLICATIONS**

The implications for policy and practice are that since it was established that the three teacher behaviors minimalized or omitted on the PDE 430 turned out to be the most important for securing teacher quality in the urban setting (Turner, 2005). Turner (2005) through her case study of literacy lessons in urban settings cited student centered planning, high student engagement, and teacher quality as the most important elements in closing the achievement gap for populations of children who are economically disadvantaged or socially marginalized. The pre-service teachers who served as study participants were supervised, evaluated and qualified as exemplary professionals under the current state and local standards.

However, through the process of this case study, it was discovered that when pre-service teachers are not held accountable, they will not receive feedback or needed mentorship to grow and develop in those particular areas. Participants reported to the university supervisor, that coursework assignments often required them to write reflections and demonstrate constructivist practices. However, since there is a lack of continuity and cohesiveness in the program, these



behaviors were not ever offered to the university supervisor as sources of evidence. It is unfortunate that presently, this knowledge and experience does not translate into practice observed or evaluated by the professional who is qualifying the pre-service teacher.

This research could aid in the upcoming revision of the Elementary Education evaluation revisions slated for the summer of 2006. This will include the observation forms, student teacher reflection forms, mid-term and final evaluation forms. It should also include a revision of the lesson plan format that requires the student teacher to demonstrate knowledge of students in lesson design, high student engagement and reflective practice. These changes would need to be addressed in a professional development seminar for university supervisors.

Additionally, since the PDE 430 was found lacking, future revisions of this form, at the state level, should include sub-category descriptions of planning with knowledge of students and engagement of students while pacing. Definitely, the PDE 430 should include demonstration of reflective practice in order that pre-service teachers are held accountable for thoughtfully and accurately consider the overall success of a lesson and reflect on strategies for improvement.

Finally, there are possible implications for the mentor teacher in the classroom. Just as the university supervisors would need professional development seminars to help integrate the changes to the lesson plans, observation forms, student teacher reflection forms, mid-term and final evaluation forms, so would the mentor teachers. They are often confined by a prescribed curriculum within their given districts. After being exposed to the need for constructivist/reflective practice they would gain appreciation for the value the university's holding students' accountable for demonstrating these behaviors, and participate in mentoring them towards this end. Then pre-service teachers will consistently perform beyond the mandates of Pennsylvania Chapter 354.

## **APPENDIX A**

### **PENNSYLVANIA STATEWIDE EVALUATION FORM FOR STUDENT PROFESSIONAL KNOWLEDGE AND PRACTICE**

## Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Student/Candidate's Last Name                      First                      Middle                      Social Security Number

Subject(s) Taught: all

Grade Levels: K-5

**This form is to serve as a permanent record of a student teacher/candidate's professional performance evaluation during a specific time period, based on specific criteria. This form must be used at least twice during the 12-week (minimum) student teaching experience.**

### PERFORMANCE EVALUATION

**I. Directions: Examine all sources of evidence provided by the student teacher/candidate and bear in mind the aspects of teaching for each of the four categories used in this form. Check the appropriate aspects of student teaching, and indicate the sources of evidence used to determine the evaluation of the results in each category. Assign an evaluation for each of the four categories and then assign an overall evaluation of performance. Sign the form and gain the signature of the student teacher.**

**Category I: Planning and Preparation – Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher makes plans and sets goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context. Alignment: 354.33. (1)(i)(A), (B), (C), (G), (H)**

Student Teacher/Candidate's performance appropriately demonstrates:

- Knowledge of content
- Knowledge of pedagogy
- Knowledge of Pennsylvania's K-12 Academic Standards
- Knowledge of students and how to use this knowledge to impart instruction
- Use of resources, materials, or technology available through the school or district
- Instructional goals that show a recognizable sequence with adaptations for individual student needs
- Assessments of student learning aligned to the instructional goals and adapted as required for student needs
- Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals

**Sources of Evidence** (Check all that apply and include dates, types/titles and number)

Classroom Observations	See Attached 430-A	Instructional Resources/Materials	See
Informal Observations/Visits	See Attached 430-A	Attached 430-A	
Assessment Materials	See Attached 430-A	Technology Source	See
Student Teacher Interviews	See Attached 430-A	Attached 430-A	
Reflective Journaling	See Attached 430-A	Student Work	See
		Attached 430-A	

II. Category	III. Exemplary 3 Points	IV. Superior 2 Points	V. Satisfactory 1 Point	VI. Unsatisfactory 0 Points
VII. Criteria for Rating	VIII. The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	IX. The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	X. The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	XI. The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
XII. Rating (Indicate ?)	XIII.	XIV.	XV.	XVI.

Student/Candidate's Last Name

First

Middle

Social Security Number

**Category II: Classroom Environment** — Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in

which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior.

Alignment: 354.33. (1)(f)(E), (B)

Student Teacher/Candidate's performance appropriately demonstrates:

- Expectations for student achievement with value placed on the quality of student work
- Attention to equitable learning opportunities for students
- Appropriate interactions between teacher and students and among students
- Effective classroom routines and procedures resulting in little or no loss of instructional time
- Clear standards of conduct and effective management of student behavior
- Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher
- Ability to establish and maintain rapport with students

**Sources of Evidence** (Check all that apply and include dates, types/titles, and number)

Classroom Observations	See Attached 430-A	Instructional Resources/Materials	See
Informal Observations/Visits	See Attached 430-A	Attached 430-A	
Assessment Materials	See Attached 430-A	Technology Source	See
Student Teacher Interviews	See Attached 430-A	Attached 430-A	
Reflective Journaling	See Attached 430-A	Student Work	See
		Attached 430-A	

I. Category	II. Exemplary 3 Points	III. Superior 2 Points	IV. Satisfactory 1 Point	V. Unsatisfactory 0 Points
VI. Criteria for Rating	VII. The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	VIII. The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	IX. The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	X. The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
XI. Rating (Indicate ?)	XII.	XIII.	XIV.	XV.

Student/Candidate's Last Name      First      Middle      Social Security Number

**Category III – Instructional Delivery** - Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.  
**Alignment:** 354.33. (1)(f)(D),(F),(G)

Student Teacher/candidate's performance appropriately demonstrates:

- Use of knowledge of content and pedagogical theory through his/her instructional delivery
- Instructional goals reflecting Pennsylvania K-12 standards
- Communication of procedures and clear explanations of content
- Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs
- Use of questioning and discussion strategies that encourage many students to participate
- Engagement of students in learning and adequate pacing of instruction
- Feedback to students on their learning
- Use of informal and formal assessments to meet learning goals and to monitor student learning
- Flexibility and responsiveness in meeting the learning needs of students
- Integration of disciplines within the educational curriculum

**Sources of Evidence** (Check all that apply and include dates, types/titles, or number)

Classroom Observations	See Attached 430-A	Instructional Resources/Materials	See Attached 430-A
Informal Observations/Visits	See Attached 430-A	Technology Source	See Attached 430-A
Assessment Materials	See Attached 430-A	Student Work	See Attached 430-A
Student Teacher Interviews	See Attached 430-A		
Reflective Journaling	See Attached 430-A		

I. Category	II. Exemplary 3 Points	III. Superior 2 Points	IV. Satisfactory 1 Point	V. Unsatisfactory 0 Points
VI. Criteria for Rating	VII. The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	VIII. The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	IX. The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	X. The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
XI. Rating (Indicate ?)	XII.	XIII.	XIV.	XV.
XVI.				

Student/Candidate's Last Name

First

Middle

Social Security Number

**Category IV – Professionalism** - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building

Alignment: 354.33. (1)(i)(I),(J)

Student Teacher/Candidate's performance appropriately demonstrates:

- Knowledge of school and district procedures and regulations related to attendance, punctuality and the like
- Knowledge of school or district requirements for maintaining accurate records and communicating with families
- Knowledge of school and/or district events
- Knowledge of district or college's professional growth and development opportunities
- Integrity and ethical behavior, professional conduct as stated in Pennsylvania Code of Professional Practice and Conduct for Educators, and local, state, and federal, laws and regulations
- Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators
- Ability to cultivate professional relationships with school colleagues
- Knowledge of Commonwealth requirements for continuing professional development and licensure

**Sources of Evidence** (Check all that apply and include dates, types/titles, or number)

Classroom Observations	See Attached 430-	Instructional Resources/Materials	See Attached 430-A
A Informal Observations/Visits	See Attached 430-	Technology Source	See Attached 430-A
A Assessment Materials	See Attached 430-	Student Work	See Attached 430-A
A Student Teacher Interviews	See Attached 430-		
A Reflective Journaling	See Attached		
430-A			

I. Category	II. Exemplary 3 Points	III. Superior 2 Points	IV. Satisfactory 1 Point	V. Unsatisfactory 0 Points
VI. Criteria for Rating	VII. The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	VIII. The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	IX. The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	X. The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
XI. Rating (Indicate ? )	XII.	XIII.	XIV.	XV.

XVI.

I. Overall Rating				
II. Category	III. Exemplary (Minimum of 12 Points)	V. Superior (Minimum of 8 Points)	VI. Satisfactory (Minimum of 4 Points)	VIII. Unsatisfactory (0 Points)
IX. Criteria for Rating	X. The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	XI. The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	XII. The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	XIII. The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
XIV. Rating (Indicate ? )	XV.	XVI.	XVII.	XVIII.

Note: This assessment instrument must be used a minimum of two times. A **satisfactory rating (1) in each of the 4 categories, resulting in a minimum total of at least (4) points, must be achieved on the final summative rating to favorably complete this assessment.**

**Justification for Overall Rating:**

Student Teacher/Candidate's Last Name First Middle Social Security Number

District/IU: School: Interview/Conference Date:

School Year: Term:

Major(s) / Certification Area(s):

**Required Signatures:**

**Supervisor/Evaluator:**

**Signature:**

Date:

**Student/Teacher**

**Candidate:**

**Signature:**

Date:

\_\_\_ I agree with this rating.

\_\_\_ I do not agree with this rating.

(Confidential Document)

## **APPENDIX B**

### **SOURCES OF EVIDENCE PROVIDED BY THE PRE-SERVICE TEACHER TO ACCOMPANY THE PDE 430**



**PDE Form 430 Attachment A**

**Category I: Planning and Preparation**

Lesson Unit Plans: Types Titles and Numbers:
Resources / Materials / Technology:
Assessment Material:
Information About Students:
Teacher Conferences Interviews:
Classroom Observations:
Teacher Resource Documents:
Other:

PDE Form 430 Attachment A

Category II: Classroom Environment

<u>Classroom Observations:</u>
<u>Informal Observations/Visits:</u>
<u>Teacher Conferences/Interviews:</u>
<u>Visual Technology:</u>
<u>Resources/Materials Technology /Space:</u>
<u>Other:</u>

**PDE Form 430 Attachment A**

**Category III: Instructional Delivery**

Classroom Observations:
Informal Observations/Visits:
Assessment Materials:
Teacher Conferences/Interviews:
Student Assignment Sheets:
Student Work:
Instructional Resources/Materials/Technology:
Other:

**Category IV: Professionalism**

<b>Teacher Classroom Observations:</b>
<b>Informal Observations/Visits:</b>
<b>Assessment Materials:</b>
<b>Student Teacher Interviews:</b>
<b>Written Documentation:</b>
<b>Student Assignment Sheets:</b>
<b>Student Work:</b>
<b>Instructional Resources/Materials/Technology:</b>
<b>Other:</b>

## **APPENDIX C**

### **COMPARISON TABLE OF UNIVERSITY ELEMENTARY EDUCATION SUMMATIVE EVALUATION AND DANIELSON FRAMEWORK**

University Elementary Education Summative Evaluation Criteria	Danielson Framework
<p>I. Personal &amp; Interpersonal Characteristics</p> <ul style="list-style-type: none"> <li>✓ demonstrates enthusiasm</li> <li>✓ has a professional appearance</li> <li>✓ uses appropriate voice modulation &amp; projection</li> <li>✓ evidences confidence and emotional control</li> <li>✓ has vitality, stamina, and general good health</li> <li>✓ is dependable in matters such as attendance, punctuality &amp; responsibilities</li> <li>✓ evidences resiliency</li> <li>✓ demonstrates willingness to cooperate</li> <li>✓ has an apparent understanding of children</li> <li>✓ demonstrates initiative</li> <li>✓ has a rapport with children</li> </ul>	No category (no matches found)
<p>II. Professional Qualities</p> <ul style="list-style-type: none"> <li>✓ assumes responsibilities without being asked</li> <li>✓ relates to pupils on professional level</li> <li>✓ analyzes own personal strengths and weaknesses</li> <li>✓ uses supervisory help</li> <li>✓ shows evidence of professional attitude</li> <li>✓ shows evidence of professional judgment</li> </ul>	<u>Professionalism</u> Demonstrates reflection on teaching with thoughtful assessments of lessons taught.
<p>III. Professional Preparation</p> <ul style="list-style-type: none"> <li>✓ has knowledge of subject matter</li> <li>✓ demonstrates curiosity in expanding knowledge</li> <li>✓ has a command of standard English in speaking</li> <li>✓ uses correct English in written communication</li> <li>✓ demonstrates originality and resourcefulness</li> <li>✓ communicates accurate information</li> </ul>	No category (no matches found)
<p>IV. Planning for Instruction</p> <ul style="list-style-type: none"> <li>✓ writes appropriate objectives</li> <li>✓ plans instruction to meet student needs at multiple learning levels</li> <li>✓ plans in sufficient detail</li> <li>✓ selects appropriate assessments for the intended objectives</li> <li>✓ relates individual lessons to curriculum learning goals</li> <li>✓ selects a variety of teaching models, e.g., problem solving, constructivist learning, concept development, reciprocal teaching and direct instruction</li> </ul>	<u>Planning and Preparation</u> Demonstrates lesson design that connects to knowledge of student's developmental characteristics, varied approaches, special needs, interests, and cultural heritage.
<p>V. Teaching skills</p> <ul style="list-style-type: none"> <li>✓ matches the teaching model with the selected objectives</li> <li>✓ selects and use a variety of instructional materials</li> <li>✓ uses appropriate motivational techniques</li> <li>✓ demonstrates ability to monitor the learners and adjust the teaching in response to learner feedback</li> <li>✓ provides relevant and appropriate feedback to students</li> <li>✓ involves all of the learners</li> <li>✓ uses a variety of levels of questions</li> </ul>	<u>Instruction</u> (no matches found)
<p>VI. Classroom and behavior management</p> <ul style="list-style-type: none"> <li>✓ is consistent and fair in applying corrective measures</li> <li>✓ establishes a productive routine</li> <li>✓ uses sound reinforcement strategies to shape student behavior</li> <li>✓ retains emotional control of self in managing student behavior</li> <li>✓ matches appropriate strategies to the development level of the students</li> </ul>	<u>Environment</u> (no matches found)

## **APPENDIX D**

### **PENNSYLVANIA DEPARTMENT OF EDUCATION'S GENERAL STANDARDS AND SPECIFIC PROGRAM GUIDELINES FOR STATE APPROVAL OF PROFESSIONAL EDUCATOR PROGRAMS**

## **Introduction**

The authority for establishing standards and policies for the approval of institutions to recommend candidates for professional educator certification in the Commonwealth of Pennsylvania is established in Title 22 of the Pennsylvania School Code, Chapter 49. Section 49.13(a) states, "The Board, through the Secretary, will provide standards for the guidance of the preparing institutions in educating professional personnel for the schools of this Commonwealth." Chapter 49 further states, in §49.14, that "To be authorized to conduct programs that lead to certificates for professional positions, institutions and any of their off-campus centers engaged in the operation of teachers shall meet the following requirements: (1) Be approved as a baccalaureate or graduate degree granting institution by the Department. (2) Be evaluated and approved as a teacher preparing institution to offer specific programs leading to certification in accordance with procedures established by the Department."

On October 7, 2000, Chapter 354, General Standards for the Preparation of Professional Educators was published as final rule making in the PA Bulletin. In addition to the program approval requirements identified in the above paragraph, §354.11(2) states that in order to be authorized to conduct preparation programs, institutions must be "evaluated and approved by the Department to offer specific programs leading to professional educator certification under §49.14 (relating to approval of institutions), in accordance with the general standards contained in this chapter and the professional educator program specific guidelines established by the Department."

The responsibility for developing and implementing the standards, policies and procedures mandated by Chapters 49 and 354 has been assigned to the Bureau of Teacher Certification and Preparation, Division of Teacher Education. This document has been prepared, by the Division, to transmit and clarify the General Standards for Professional Educator Program Approval and the Specific Professional Educator Program Approval Guidelines to the institutions preparing professional educators for the Commonwealth and other interested parties.

## **Implementation of Standards and Guidelines**

The General Standards for Professional Educator Program Approval and the Specific Professional Educator Program Approval Guidelines, contained within, replace the Standards, Policies and Procedures for State Approval of Certification Programs and for the Certification of Professional Educators for the Public Schools of Pennsylvania, endorsed by the State Board of Education, May 9, 1985. All institutions seeking to continue to offer approved programs and/or to add additional program(s), as well as any institution(s) seeking initial program approval, are expected to begin the implementation of the standards and guidelines no later than Fall semester of 2001.

All of the institutions that received PDE program approval under the previous Standards, Policies and Procedures will be placed in one of the five-year Major Program Approval Cycles, with Cycle I beginning with the 2001-2002 school year. Each institution and all approved professional educator programs will be scheduled for review using the Standards and Guidelines contained herein. Any institution submitting an application to add any new program(s) during the spring 2001 must develop the program and proposal in accordance with these Standards and Guidelines.

### **General Standards for Professional Educator Program Approval**

The General Standards for Professional Educator Program Approval are established in Chapter 354 of Title 22 of the Pennsylvania School Code. The full text of the General Standards, was published in the Pennsylvania Bulletin, Volume 30, No. 41, on October 7, 2000 and are included as Appendix I. Reference to this appendix should be made in determining detailed requirements for compliance. Section II of this document identifies a summary of the Chapter 354 requirements, in the form of ten (10) broad General

## **Standards**

Institutions seeking program approval must design their programs in accordance with the requirements. When preparing for a major program approval review each institution must demonstrate compliance with these ten (10) general standards in their self-study. This design must be supported by documentation that is available for verification during the on-site review. In preparing self-study materials, when adding a new program, institutions that have already been approved must at least reference the document that contains the approved program design in



the self-study. When new program(s) are added prior to a major review under these standards and guidelines, both the General Standards and the applicable Specific Program Guidelines must be addressed in the self-study.

Appendix II, Professional Educator Preparation Memorandum, has been included to provide clarification of many of the requirements of the General Standards. As stated in the memorandum, these clarifications are intended to provide the preparing institutions with a maximum degree of flexibility. Technical Assistance Compliance Reviews will be conducted during the spring of 2001 in order to provide each institution an opportunity to discuss the redesign of their programs. Each approved program has been assigned a liaison in the Division of Teacher Education. The assigned liaison should be contacted for issues regarding the interpretation of the requirements.

### **Specific Professional Educator Program Approval Guidelines**

The Specific Professional Educator Program Approval Guidelines were developed by the Division of Teacher Education over a two-year period beginning in the fall of 1998. In developing the Guidelines efforts were made to align the content with the Pennsylvania Academic Standards, the standards of the professional organizations, the content of the state required assessments, and specific language and conditions of the state's professional education community. The development process included the development of an initial draft, followed by a comment period with revisions and a second draft. The Division convened focus groups composed of professional educators from basic and higher education. These groups developed a third draft, which was made available for comment during the summer 2000. The comments received on the focus groups' drafts were reviewed and incorporated. The final set of Guidelines that resulted from those revisions was sent to the State Board of Education in January 2000 and is contained herein.

The Guidelines for each preparation program are divided into three categories: Knowing the Content, Performances, and Professionalism. In presenting all of the Guidelines in the same format and language the Division recognizes some areas do not conform to the requirements of the General Standards. This is the case for the instructional program areas where a clearly defined "academic major" does not exist, e.g., Cooperative Education, Driver Safety Education, and Middle Level Education. The Division also recognizes the professional educator areas of Early Childhood Education, Elementary Education, and Special Education as major areas of academic preparation. When an institution has questions about the compliance requirements of any program(s) they should submit a draft of the program design to their assigned liaison in the Division of Teacher Education.

In Category II, Performances, the requirements for field experiences are identified. Field experiences include the array of studies and experiences that take place outside of the formal classroom and in the setting in which the candidate seeks to be certified to work. For initial Instructional preparation programs the culminating field experience is a student teaching placement for a minimum of twelve (12) weeks; in an assignment commensurate with the area of certification, under the direct supervision of an appropriately certified cooperating teacher with at least 3 years of experience, at least one year in their present assignment, who has been trained by the professional educator program. When a candidate seeks to add another instructional certificate through an advanced instructional certification program, an abbreviated intern or practicum experience may be designed in lieu of student teaching, to allow a candidate to demonstrate competence in teaching the subject.

The terms internship and practicum are used interchangeably in the Specialist, Supervisory, and Administrative programs. The experiences must be designed to provide the candidates with the responsibility for performing the competencies of a full-time professional for a designated block of time. When an institution has questions about the compliance requirements of any program(s) they should submit a draft of the program design to their assigned liaison.

Finally, Category III, Professionalism, identifies a common set of knowledge, skills, and dispositions that are expected for all professional educators in the Commonwealth. Pennsylvania's Code of Professional Practice and Conduct for Educators is included as Appendix III.

## **APPENDIX E**

### **CHAPTER 354 GENERAL STANDARDS**

- I. MISSION - The professional educator programs shall have a cooperatively developed mission statement that is based on the needs of the professional educator candidates, public school entities and their students, and consistent with the design of the programs. (354.21) (49.14(4)(i))
- II. ASSESSMENT [REPORTING] – The preparing institution shall submit an annual systematic report and a biennial report on candidates and demonstrate that the results are used to modify and improve the professional education programs. (354.22) (49.14(4)(vii)(x))
- III. ADMISSIONS – The preparing institution shall document that its procedure for admitting applicants into its professional education programs confirms that they have met the course, credit and grade point average or alternative admissions requirements. (354.23) (354.31) (49.14(4)(v))
- IV. DESIGN - The preparing institution shall document that the academic content courses for initial preparation programs culminating in a bachelor's degree or higher shall be the same as a Bachelor of Arts or Bachelor of Science Degree and shall also include all required electives in the content area that the candidates plan to teach or serve and allow completion in four years. (354.24) (49.14(4)(iii))
- V. FIELD EXPERIENCES – The preparing institution shall document that candidates complete a planned sequence of professional education courses and field experiences that integrate academic and professional education content with actual practice in classrooms and schools to create meaningful learning experiences for all students. (354.25)(354.26)(49.14(4)(iv)(viii))
- VI. STUDENT TEACHING – The preparing institution shall document that candidates for initial Instructional I certification complete a 12-week full-time student-teaching experience under the supervision of qualified program faculty and cooperating teachers. (354.25) (49.14(4)(ii))
- VII. COLLABORATION – The preparing institution shall document that higher education faculty, public school personnel, and other members of the professional education community collaborate to design, deliver, and facilitate effective programs for the preparation of professional educators and to improve the quality of education in schools. (354.25) (354.41) (49.14(4)(ix))
- VIII. ADVISING & MONITORING - The preparing institution shall document its procedure for recruiting and advising students, systematically monitoring their progress, and assessing their competence to begin their professional roles upon completion of the program. (354.32) (354.33) (49.14(4)(vi))
- IX. EXIT CRITERIA – The preparing institution shall have a published set of criteria and competencies for exit from each professional education program, that are based on the PA Academic Standards, Specific Program Guidelines and the learning principles for each certificate category. (354.33) (49.14(4)(iii))
- X. FACULTY - The preparing institution shall provide systematic and comprehensive activities to assess and enhance the competence, intellectual vitality and diversity of the faculty. (354.41)

## **APPENDIX F**

### **ALIGNMENT OF DANIELSON'S DOMAINS AND PDE 430**

Components of Professional Practice	Danielson's Elements under the Components of Professional Practice (Description)	PDE 430 Domain	PDE 430 Criteria for evaluation - Student Teacher/ Candidate's performance appropriately demonstrates:
Domain 1: Planning and Preparation	<p>a. Demonstrate <u>knowledge of content</u>, prerequisite relationships and pedagogy</p> <p>b. <u>Demonstrate knowledge of student's developmental characteristics</u>, varied approaches, special needs, interests and cultural heritage of each student</p> <p>c. <u>Select instructional goals</u> that relate to curriculum frameworks and standards, permit viable methods of assessment, take into account varying learning needs and reflect student initiative</p> <p>d. <u>Demonstrate knowledge of resources</u> within the school and district and beyond</p> <p>e. <u>Design coherent instruction that is highly relevant to students, supports instructional goals, involves varied instructional groups and reflects flexibility</u></p> <p>f. <u>Assessing student learning congruent with instructional goals</u>, reflect input by students and standards are communicated clearly to students</p>	Category I: Planning and Preparation	<p>* <u>Knowledge of content</u></p> <p>* Knowledge of pedagogy</p> <p>* Knowledge of Pennsylvania's K-12 Academic Standards</p> <p>* <u>Knowledge of students</u> and how to use this knowledge to impart instruction</p> <p>* <u>Use of resources</u>, materials, or technology available through the school or district</p> <p>* <u>Instructional goals</u> that show a recognizable sequence with adaptations for individual student need</p> <p>* <u>Assessments of student learning aligned to the instructional goals</u> and adapted as required for student needs</p> <p>* Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals</p>
Domain 2: The Classroom Environment	<p>a. Create an environment of <u>respect and rapport</u> between teacher and students and among students</p> <p>b. <u>Establish a culture for learning by engaging students actively and valuing of high quality work</u></p> <p>c. Manage classroom procedures by engaging students actively in learning, <u>handling routines, noninstructional duties and transitions seamlessly</u> and maximizing contributions of volunteers and paraprofessionals</p> <p>d. Manage student behavior by <u>clearly communicating standards of conduct</u>, using subtle and preventative monitoring, and responding to misbehavior appropriately</p> <p>e. Organize physical space to <u>promote safety</u> with optimal use of physical resources</p>	Category II: Classroom Environment	<p>* Expectations for student achievement with <u>value placed on the quality of student work</u></p> <p>* Attention to equitable learning opportunities for students</p> <p>* Appropriate interactions between teacher and students and among students</p> <p>* <u>Effective classroom routines and procedures resulting in little or no loss of instructional time</u></p> <p>* <u>Clear standards of conduct</u> and effective management of student behavior</p> <p>* Appropriate attention given to <u>safety in the class-room</u> to the extent that it is under the control of the student teacher</p> <p>* Ability to <u>establish and maintain rapport</u> with students</p>

Components of Professional Practice	Danielson's Elements under the Components of Professional Practice (Description)	PDE 430 Domain	PDE 430 Criteria for evaluation - Student Teacher/ Candidate's performance appropriately demonstrates:
Domain 3: Instruction	<p>a. Communicate clearly and accurately through clear directions using correct oral and written language with well-chosen vocabulary</p> <p>b. Use questioning and discussion techniques of high quality with adequate time for student response where student input from all voices in discussion is encouraged</p> <p>c. Engage students in learning by using appropriate content linked to students' knowledge, highly engaging students with productive instructional groups where students take responsibility in initiating and adapting activities and where teachers provide suitable resources, coherent and well paced lessons with reflection and closure</p> <p>d. Provide consistently high quality feedback to students in a timely manner</p> <p>e. Demonstrate flexibility and responsiveness by adjusting lessons successfully, using teachable moments and using an extensive repertoire of strategies and resources to aid students needing assistance</p>	Category III: Instructional Delivery	<ul style="list-style-type: none"> <li>* Use of knowledge of content and pedagogical theory through his/her instructional delivery</li> <li>* Instructional goals reflecting Pennsylvania K-12 standards</li> <li>* Communication of procedures and clear explanations of content</li> <li>* Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs</li> <li>* Use of questioning and discussion strategies that encourage many students to participate</li> <li>* Engagement of students in learning and adequate pacing of instruction</li> <li>* Feedback to students on their learning</li> <li>* Use of informal and formal assessments to meet learning goals and to monitor student learning</li> <li>* Flexibility and responsiveness in meeting the learning needs of students</li> <li>* Integration of disciplines within the educational curriculum</li> </ul>
Domain 4: Professional responsibilities	<p>a. Reflect on teaching using thoughtful and accurate assessments of lessons and alternative approaches to achieve desirable outcomes</p> <p>b. Maintain accurate records using a fully effective system whereby students contribute to its maintenance</p> <p>c. Communicate with families concerning the program and student progress frequently and successfully</p> <p>d. Contribute to the school and district with cooperative relationships with colleagues and participating in leadership roles within the building and through district projects</p> <p>e. Grows and develops professionally by seeking out opportunities for professional development, conducting action research, mentoring new teachers, writing articles for publication, and making presentations</p> <p>f. Show professionalism by being proactive in serving students, challenging negative attitudes, serving the underserved and taking leadership roles in team and departmental decision making.</p>	Category IV: Professionalism	<ul style="list-style-type: none"> <li>* Knowledge of school and district procedures and regulations related to attendance, punctuality and the like</li> <li>* Knowledge of school or district requirements for maintaining accurate records and communicating with families</li> <li>* Knowledge of school and/or district events</li> <li>* Knowledge of district or college's professional growth and development opportunities</li> <li>* Integrity and ethical behavior, professional conduct as stated in Pennsylvania Code of Professional Practice and Conduct for Educators; and local, state, and federal, laws and regulations</li> <li>* Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators</li> <li>* Ability to cultivate professional relationships with school colleagues</li> <li>* Knowledge of Commonwealth requirements for continuing professional development and licensure</li> </ul>

## **APPENDIX G**

### **MIXED METHODOLOGY MATRIX**

Research Questions →  Research Methods ↓	1. What are the evidences that the pre-service teacher designs highly relevant lessons, highly engages students in learning, and reflects on teaching?	2. What are the evidences from formative evaluations that the pre-service teacher designs lessons that are highly relevant to students	3. What are the evidences from summative assessments that the pre-service teacher designs lessons that are highly relevant to students?	4. What are the evidences from formative evaluations that the pre-service teacher highly engages students in learning?	5. What are the evidences from summative evaluations that the pre-service teacher highly engages students in learning?	6. What are the evidences from formative evaluations that the pre-service teacher reflects on teaching with thoughtful and accurate assessments?	7. What are the evidences from summative evaluations that the pre-service teacher reflects on teaching with thoughtful and accurate assessments?
students' reflections	X						
lesson plans		X		X		X	
observations		X		X		X	
El.Ed. internal evaluation			X		X		X
PDE 430 form			X		X		X
PDE 430-A Sources of Evidence			X		X		X
Rating Forms	X	X	X	X	X	X	X



## **APPENDIX H**

### **CLASSROOM OBSERVATION FORM**

University  
School of Education  
Department of Instruction and Learning  
**WHAT TO LOOK FOR**

Student Teacher \_\_\_\_\_  
Observer \_\_\_\_\_ Date \_\_\_\_\_  
School \_\_\_\_\_ Class/Period \_\_\_\_\_  
\_\_\_\_\_ Total Score \_\_\_\_\_

Domain B: Classroom Environment	Domain C: Instruction
<b>B1: Creating a climate that promotes fairness:</b> <ul style="list-style-type: none"> <li>Teacher demonstrates fairness in interactions with students by giving all students the opportunity to participate</li> <li>Teacher helps students feel valued through positive responses to student contributions</li> <li>Students demonstrate caring for one another as individuals and as students</li> <li>Teacher makes appropriate accommodations for specific students based on need</li> </ul>	<b>C1: Communicating objectives clearly and accurately</b> <ul style="list-style-type: none"> <li>Teacher gives clear directions for instructional procedures and anticipates possible student misunderstandings</li> <li>Teacher's spoken and written language are correct</li> <li>Teacher communicates clearly what students will learn, how they will learn if and why</li> </ul>
<b>B2: Establishing and maintaining rapport with students</b> <ul style="list-style-type: none"> <li>Teacher attempts to positively relate to students through use of humor and friendly interventions</li> <li>Teacher shows concern for students through comments and actions</li> <li>Teacher treats students with dignity while maintaining age appropriate interactions</li> </ul>	<b>C2: Making content comprehensible to students</b> <ul style="list-style-type: none"> <li>Teacher connects new learning to students' knowledge and previous learning</li> <li>Teacher presents content clearly and accurately</li> <li>Lesson is designed and delivered in ways which are comprehensible and coherent</li> <li>Lesson is designed so students are actively involved with the lesson material</li> <li>Lesson is designed to challenge students to construct understanding</li> </ul>
<b>B3: Setting high expectations</b> <ul style="list-style-type: none"> <li>Behavior standards are established and applied consistently</li> <li>Teacher models respectful and appropriate behavior standards</li> <li>Teacher enables students to take intellectual risks</li> <li>Teacher conveys the message that each student is capable of achieving by expending their best effort</li> </ul>	<b>C3: Encouraging students to extend their thinking</b> <ul style="list-style-type: none"> <li>Teacher engages students in exploration of content through skilled questioning</li> <li>Teacher uses content to stimulate independent, creative and critical thinking</li> <li>Teacher leads dynamic class discussion which extends knowledge</li> <li>Teacher structures learning activities to encourage higher levels of thinking by probing for elaboration and clarification</li> </ul>
<b>B4: Establishing and maintaining consistent standards of classroom behavior:</b> <ul style="list-style-type: none"> <li>Behavior standards are established and applied consistently</li> <li>Teacher models respectful and appropriate behavior standards</li> <li>Behavior standards are appropriate for students' developmental level</li> <li>Teacher responds appropriately to inappropriate and/or serious behavior problems</li> <li>Teacher encourages students to monitor their own behavior</li> <li>Behavior expectations are appropriate for the instructional model used</li> </ul>	<b>C4: Monitoring students' understanding, providing feedback, adjusting learning activities</b> <ul style="list-style-type: none"> <li>Teacher monitors understanding</li> <li>Teacher equitably provides students with substantive feedback</li> <li>Teacher adjusts learning activities as needed</li> </ul>
<b>B5: Organizing for Instruction:</b> <ul style="list-style-type: none"> <li>There is a clear match between lesson activities and furniture or room configuration</li> <li>Space is arranged so everyone has access to learning</li> <li>Teacher uses physical resources to enhance learning</li> <li>Grouping decisions are dictated by learning requirements</li> </ul>	<b>C5: Using instructional time effectively</b> <ul style="list-style-type: none"> <li>Pacing enables students to remain on task and engaged in learning</li> <li>Established routines and procedures maximize instructional time</li> <li>Instructional time is resumed effectively if interrupted</li> <li>Students are given meaningful work for the entire period of instruction</li> </ul>

Adapted from: Pathwise, Educational Testing Services, 1999  
Revised Spring, 2000

Classroom Observation

## **APPENDIX I**

### **CURRICULUM VITAE**

## Patricia S. Scheffler, Ed.D.

Work Address	Home Address
Grove City College	221 Beech Road
Hall of Arts and Letters	Butler, PA 16001
Grove City, PA 16127	(724) 283-7204
E-mail: <a href="mailto:PSScheffler@gcc.edu">PSScheffler@gcc.edu</a>	

CURRENT POSITION	
August 2006	<b>ASSISTANT PROFESSOR OF EDUCATION</b> <b>Grove City College, Grove City, PA</b> Department of Education
EDUCATION	
Graduation, August 2006	<b>Ed.D. Candidate, University of Pittsburgh, Pittsburgh, PA</b> Field of study: School Leadership (Administrative and Policy Studies) Reading Specialist Certification, K-12
Defense: June 28, 2006	Dissertation Title: <i>Beyond the Mandates of Pennsylvania Chapter 354: Supervising, Evaluating, and Qualifying Urban Pre-Service Teachers, with a focus on Elementary Literacy Instruction</i>
	Dissertation Committee: Dr. Charles Gorman, Dr. Shirley Biggs, Dr. Richard Sechinger, Dr. Donna Patterson
1982	<b>M.Ed., University of Mississippi, Oxford, Mississippi</b> Field of study: Elementary Education
1977	<b>B.A., Covenant College, Lookout Mountain, Georgia</b> Fields of study: Elementary Education and Psychology

INSTRUCTIONAL EXPERIENCE	
August 2005 - Present	<b>TEACHING ASSISTANT and STUDENT TEACHER SUPERVISOR</b> <b>University of Pittsburgh, Pittsburgh, PA</b> School of Education, Department of Instruction and Learning <ul style="list-style-type: none"> <li>Supervised Master of Arts in Teaching (MAT) Interns and Professional Year Student Teachers in urban schools</li> <li>Taught graduate-level <i>Integrated Teaching Methods</i></li> <li>Redesigned course content and assessment tools in collaboration with co-instructor, including building an innovative Blackboard web course</li> <li>Worked toward Reading Specialist Certification, with experience as a remedial reading teacher to students at Weil Elementary School in Pittsburgh, Pa.</li> </ul>

<b>INSTRUCTIONAL EXPERIENCE (cont.)</b>	
August 2002- Present	<p><b><i>INSTRUCTOR and STUDENT TEACHER SUPERVISOR</i></b>  <b>Clarion University of Pennsylvania, Clarion, PA</b>  Department of Education</p> <ul style="list-style-type: none"> <li>• Supervised over 180 student teachers in urban, suburban, and rural school districts at the elementary and secondary level</li> <li>• Earned a reputation for dedication and expert educational practice, evidenced by excellent peer and student evaluations and increased responsibilities</li> <li>• Taught undergraduate-level <i>Introduction to Education</i></li> <li>• Collaborated with fellow instructors to reformat the field experience component of the course, resulting in increased professionalism and efficacy of student observations</li> <li>• Advised 20 elementary education majors</li> <li>• Developed a six-track web course for licensure candidates in preparation for the PRAXIS II tests in Elementary Education, Early Childhood Education, Special Education, Secondary English, Social Studies and Math</li> <li>• Facilitated faculty training for PRAXIS preparation courses</li> </ul>
1998 - 2003	<p><b><i>FACULTY COORDINATOR and INSTRUCTOR</i></b>  <b>Butler County Community College, Butler, PA</b></p> <ul style="list-style-type: none"> <li>• Developed and implemented an entirely new PRAXIS preparation curriculum and created a web course and sister programs at several other institutions</li> <li>• Served as PRAXIS faculty coordinator for 15 course instructors</li> <li>• General education courses taught: <i>Foundations of Education; PRAXIS I, PRAXIS II, and PRAXIS Subject Assessments Preparation</i></li> <li>• Early childhood education courses taught: <i>Creative Experiences, Observation: Pre-school-Grade 4, Appropriate Practices, Language &amp; Literature</i></li> <li>• Tutored students in education, PRAXIS, and child psychology courses</li> </ul>

<b>TEACHING COMPETENCIES</b>		
<p><b>Literacy Education</b>  Foundations of Literacy  Developmental Reading  Children's Literature  Reading Remediation  Diagnosis and Instruction  Elem. Reading Programs  Secondary Reading  Programs  Reading Specialist  Instruction  Reading &amp; Language Arts  in the Intermediate Grades</p>	<p><b>Early Childhood</b>  Intro. to Early Childhood  Child Development  Creative Experiences  Trends in Early Childhood  Ed.  Reading &amp; Language Arts  in Early Childhood  Math &amp; Science in Early  Childhood  Observations in Early  Childhood</p>	<p><b>Pedagogical Theory</b>  Introduction to Education  Integrated Teaching  Methods  Curriculum and Instruction  Education and Society  Educational Psychology</p>
<p><b>Elementary Education</b>  Art &amp; Music in Elem.  School  Reading &amp; Language Arts</p>	<p>Social Studies &amp;  Technology  Students with Disabilities</p>	<p>Elem. Reading Programs  Assessment Practices</p>

Trends in Language Arts	Multi-Cultural Awareness	
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PROFESSIONAL ACTIVITIES		
I. PRESENTATIONS		
2006	<ul style="list-style-type: none"> <li>Scheffler, P.S. "Beyond the Mandates of Pennsylvania Chapter 354: Supervising, Evaluating, and Qualifying Urban Pre-Service Teachers with a Focus on Elementary Literacy Instruction." 18<sup>th</sup> Annual Ethnographic and Qualitative Research in Education Conference, June 9, 2006. Cedarville University, Cedarville, Ohio.</li> <li>Scheffler, P.S. "Preparing for the PRAXIS II Curriculum, Instruction and Assessment Test." Council of Graduate Students in Education Brown Bag Lunch Workshop, April 8, 2006. University of Pittsburgh, Pittsburgh, PA.</li> </ul>	
2003	<ul style="list-style-type: none"> <li>Scheffler, P.S. "Preparing for the PRAXIS II Reading Specialist Test: Secrets of a Successful test taker." Council of Graduate Students in Education Spring Academic Conference, March 28, 2006. University of Pittsburgh, Pittsburgh, PA.</li> <li>Scheffler, P.S. "Preparing for the School Leadership Licensure Assessment PRAXIS II Exam." Clarion University and Slippery Rock University, interactive television presentation</li> </ul>	
2002	<ul style="list-style-type: none"> <li>Scheffler, P.S. "Providing Multicultural Experiences in Teacher Education Classes." <i>Wings to the Future Teaching and Learning Consortium</i>, Pennsylvania State University, Altoona, Pa.</li> <li>Neupauer, N.C., Scheffler, P.S. "Preparing Students for the PRAXIS Exams." Collaborative for Excellence in Teacher Preparation in Pennsylvania, Millersville University, Millersville, Pa.</li> </ul>	
II. GRANTS		
2003	<p>Co-wrote Teacher Quality Enhancement grant proposal, work plan, and narrative for the Pittsburgh K-16 Council</p> <ul style="list-style-type: none"> <li>Purpose: To increase collaboration and continuity between state higher education institutions and public schools by implementing a new partnership for professional development schools</li> </ul>	
2001	<p>Co-wrote K-16 Consortium grant for student transition and diverse observations tracks</p> <ul style="list-style-type: none"> <li>Purpose: To implement PRAXIS training curriculum in order to facilitate smooth transitions for teacher candidates between graduation and Pennsylvania teacher certification</li> </ul>	
III. COLLABORATIONS		
2002 - Present	<p><i>Operations Committee</i>, Pittsburgh Public School District / University Collaborative</p> <ul style="list-style-type: none"> <li>Served on the handbook revision subcommittee to increase integration of the school district and University guidelines, resulting in improved collaboration between clinical supervisors and student teachers in an urban setting</li> </ul>	
IV. AWARDS		
2003	<ul style="list-style-type: none"> <li>Awarded the <i>Outstanding Faculty Scholar Award</i> from Butler County Community College</li> </ul>	
IV. CERTIFICATIONS		
2006	<ul style="list-style-type: none"> <li>Reading Specialist Instructional Certificate (K-12) Code 61, effective date</li> </ul>	

	02/2006 <ul style="list-style-type: none"> <li>Elementary Education Instructional Certificate (K-6) Code 61, effective date 09/1993</li> </ul>
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ADDITIONAL TRAINING
<ul style="list-style-type: none"> <li>Pennsylvania Act 48 Re-Certification, Spring 2005</li> <li>Numerous technology training courses including <i>Blackboard Learning System</i> (Release 6), <i>Smart Cart</i> system, <i>iWebfolio</i> software, and <i>TracDat</i> program</li> </ul>

PROFESSIONAL AFFILIATIONS and SERVICE
<p><b>CURRENT</b></p> <ul style="list-style-type: none"> <li>International Reading Association</li> <li>Phi Delta Kappa, West Shortway Chapter, Clarion University</li> <li><i>Operations Committee</i>, Pittsburgh Public School District / University Collaborative</li> <li>Association of Pennsylvania State College and University Faculties, Clarion University</li> <li>Western Pennsylvania Education Network</li> </ul> <p><b>PAST</b></p> <ul style="list-style-type: none"> <li><i>Recording Secretary</i>, Clarion UWSTS Committee, (Fall 2002-Spring 2006)</li> <li>Butler County Community College Future Directions Committee, Spring 2003</li> <li>Pittsburgh Area K-16 (Seamless Education) Council (Fall 2001 – Spring 2003)</li> <li>Collaborative for Excellence in Teacher Preparation in Pennsylvania (Spring 2002)</li> <li>Endorsed by Pennsylvania Home Education Network (Spring 1998)</li> </ul>

RELEVANT EDUCATIONAL EXPERIENCE	
I. ELEMENTARY/SECONDARY SCHOOL TEACHING	
1989 – 1992, 1996 – 1998	<p><b><i>HOME SCHOOL TEACHER</i></b></p> <ul style="list-style-type: none"><li>• Solely responsible for the education of two children in early elementary grades</li><li>• Supplemented packaged programs with original curriculum, emphasizing early literacy</li></ul>
1987 – 1989	<p><b><i>TEACHER</i></b> <b><i>Seminole Presbyterian School, Tampa Fl.</i></b></p> <ul style="list-style-type: none"><li>• Taught grades 5-9 Reading/Language Arts and General Math/Pre-Algebra</li></ul>
1985	<p><b><i>SUBSTITUTE TEACHER</i></b> <b><i>Air Force Academy School, Colorado Springs, Co.</i></b></p> <ul style="list-style-type: none"><li>• Taught grades Kindergarten – 6, all subjects</li></ul>
1982 – 1983	<p><b><i>ORGANIZING PRINCIPAL and TEACHER</i></b> <b><i>Grace Christian School, Oxford, Ms.</i></b></p> <ul style="list-style-type: none"><li>• Founded and organized the grades 1-8 school, writing policy, recruiting teachers and volunteers</li></ul>

	<ul style="list-style-type: none"> <li>• Taught grades 1 – 8, all subjects</li> </ul>
1979 – 1982	<p><b>TEACHER</b> <b>Water Valley Elementary School, Water Valley, Ms.</b></p> <ul style="list-style-type: none"> <li>• Taught grade 4 Reading and Language Arts</li> </ul>
1977 – 1979	<p><b>TEACHER</b> <b>Pond Springs Elementary School, Chickamauga, Ga.</b></p> <ul style="list-style-type: none"> <li>• Taught grade 6, all subjects</li> </ul>
<b>II. HOME SCHOOL SUPERVISING</b>	
1993 - Present	<p><b>HOME SCHOOL EVALUATOR</b> <b>Butler, Pa.</b></p> <ul style="list-style-type: none"> <li>• Conducted yearly evaluations of home school students in 15 area school districts, ensuring compliance with Pennsylvania regulations</li> <li>• Facilitated communication between families and area superintendents</li> <li>• Coordinated regional workshops and classes, including the local <i>Book-It</i> program to encourage and reward student reading</li> </ul>

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#### **CURRENT CAMPUS and COMMUNITY INVOLVEMENT**

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- *Recording Secretary*, Council of Graduate Students in Education (CGSE)
- *Proposal Reviewer*, CGSE Spring 2006 Academic Conference
- *Member*, Board of Directors of the Paul L. Lawrence Dunbar Community Center, Butler, Pa
- *Mentor and Youth Group Leader*, Westminster Presbyterian Church, Butler, Pa.



## **APPENDIX J**

### **PRE-SERVICE TEACHER'S EVIDENCE OF CONSTRUCTIVIST/REFLECTIVE PRACTICE RATING FORM**

A. Name \_\_\_\_\_ Grade/Subject \_\_\_\_\_ Date \_\_\_\_\_

## B. Pre-Service Teacher's Evidence of Constructivist/Reflective Practice Rating Form

I. The teacher candidate demonstrated knowledge of students in instructional planning.

No evidence 0	Basic 1	Proficient 2	Distinguished 3	Element	Notes	Score
Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.	<b>Knowledge of characteristics of age group</b>		
Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays general understanding of the different approaches to learning that students exhibit.	Teacher displays solid understanding of the different approaches to learning that different students exhibit.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.	<b>Knowledge of Students' Varied approaches to Learning</b>		
Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole.	Teacher displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of students' skills and knowledge for each student, including those with special needs.	<b>Knowledge of Students' Skills and Knowledge</b>		
Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	Teacher displays knowledge of interests or cultural heritage of groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of the interests or cultural heritage of each student.	<b>Knowledge of Students' Interests and Cultural Heritage</b>		
					Total=	
					Average=	

## II. The teacher candidate engaged students actively in learning.

<b>0 No evidence</b>	<b>1 Basic</b>	<b>2 Proficient</b>	<b>3 Distinguished</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Representation of content is inappropriate and unclear or uses poor examples and analogies.	Representation of content is inconsistent in quality: Some is done skillfully, with good examples; other portions are difficult to follow	Representation of content is appropriate and links well with students' knowledge and experience.	Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content.	<b>Representation of content</b>		
Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	Some activities and assignments are appropriate to students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.	<b>Activities and Assignments</b>		
Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.	<b>Grouping of Students</b>		
Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own purposes.	<b>Instructional Materials And Resources</b>		
The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is inconsistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.	<b>Structure and Pacing</b>		
					Total= Average=	

III. The teacher candidate evidenced reflecting on teaching.

<b>0 No evidence</b>	<b>1 Basic</b>	<b>2 Proficient</b>	<b>3 Distinguished</b>	<b>Element</b>	<b>Notes</b>	<b>Score</b>
Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment	Teacher makes an thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.	<b>Accuracy</b>		
Teacher has no suggestions for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a few specific suggestions of what he/she may try another time	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.	<b>Use in Future Teaching</b>		
				Total= Average=		

## **APPENDIX K**

### **EMAIL FROM CHARLOTTE DANIELSON (MAY 3, 2006)**

Pat - thanks for the note and the summary of our conversation. There is only one thing I am not sure about, and that is the level of performance in the 430. It is, I think, the 428 that has the descriptors similar to my highest level, not the 430 for student teachers.

It's not so much that I think student teachers should display only "minimum" performance, but that they don't yet have the experience to demonstrate consistent performance. There may be moments of brilliance, and then moments when things fall apart - this is a matter of experience, mostly.

It's fine with me for you to use my work in your dissertation - in fact, I am honored that you would want to do so. And of course, in order to quantify your results, you need to assign numbers. That's fine too. My only caution with mentors is, as you say, that if it matters what "rating" people are awarded, it tends to discourage honesty and spontaneity.

I hope this gives you the words you need, and I look forward to reading your dissertation at some point.

Thanks so much, Charlotte

## **APPENDIX L**

### **COMPARATIVE ANALYSIS SUMMARY**

**Table 3: Comparative Analysis of Cumulative Scores**

**Comparative Analysis of Cumulative Scores of Constructivist/Reflective Practice and Local/State Scores of Masters of Teaching Interns and Professional Year Student Teachers**

**A. Table 3.1 Candace**

Candace	Cummulative Local Summative	Cummulative State Summative	Constructivist/ Reflective Cummulative Self-initiated	Constructivist/ Reflective Cummulative Formative	Constructivist/ Reflective Cummulative Summative	Constructivist/ Reflective Overall Average Score
Planning	3.98/4.0	3.0/3.0	.16/3.0	1.33/3.0	.8/3.0	.76/3.0
Teaching/ Engaging	4.0/4.0	3.0/3.0	.16/3.0	1.40/3.0	.2/3.0	.58/3.0
Professionism/ Reflecting	4.0/4.0	3.0/3.0	.16/3.0	1.33/3.0	1.0/3.0	.83/3.0
	3.99/4.0					.72/3.0

**B. Table 3.2 Helen**

Helen	Cummulative Local Summative	Cummulative State Summative	Constructivist/ Reflective Cummulative Self-initiated	Constructivist/ Reflective Cummulative Formative	Constructivist/ Reflective Cummulative Summative	Constructivist/ Reflective Overall Average Score
Planning	3.98/4.0	3.0/3.0	1.33/3.0	1.15/3.0	.8/3.0	1.0/3.0
Teaching/Engaging	4.0/4.0	3.0/3.0	1.33/3.0	1.43/3.0	.6/3.0	1.12/3.0
Professionism Reflecting	4.0/4.0	3.0/3.0	1.33/3.0	1.30/3.0	1.0/3.0	1.21/3.0
	3.99/4.0					1.11/3.0



C. Table 3.3 Marie

Marie	Cummulative Local Summative	Cummulative State Summative	Constructivist/ Reflective Cummulative Self-initiated	Constructivist/ Reflective Cummulative Formative	Constructivist/ Reflective Cummulative Summative	Constructivist/ Reflective Overall Average Score
Planning	4.0/4.0	3.0/3.0	0/3.0	.75/3.0	1.25/3.0	.66/3.0
Teaching/Engaging	4.0/4.0	3.0/3.0	0/3.0	.83/3.0	.6/3.0	.47/3.0
Professionism Reflecting	4.0/4.0	3.0/3.0	0/3.0	.65/3.0	0/3.0	.21/3.0
	4.0/4.0	3.0/3.0				.44/3.0

D. Table 3.4 John

John	Cummulative Local Summative	Cummulative State Summative	Constructivist/ Reflective Cummulative Self-initiated	Constructivist/ Reflective Cummulative Formative	Constructivist/ Reflective Cummulative Summative	Constructivist/ Reflective Overall Average Score
Planning	3.0/4.0	2.0/3.0	0/3.0	.20/3.0	.75/3.0	.31/3.0
Teaching/Engaging	3.0/4.0	2.0/3.0	0/3.0	.72/3.0	.6/3.0	.44/3.0
Professionism Reflecting	3.7/4.0	2.0/3.0	0/3.0	.46/3.0	0/3.0	.15/3.0
	3.2/4.0	2.0/3.0				.30/3.0

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