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Understanding One's Own Teaching Experiences: New Family and Consumer Sciences Teachers Reflect on Their First-Year of Teaching Through Video-Recorded Classroom Observations and Interviews

Sheila K. Cook
University of Arkansas, Fayetteville

Understanding One's Own Teaching Experiences: New Family and Consumer Sciences Teachers Reflect on Their First-Year of Teaching Through Video-Recorded Classroom Observations and Interviews

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of the requirements for the degree of
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by

Sheila K. Cook
Pittsburg State University
Bachelors of Science in Family and Consumer Sciences Education, 2008
Pittsburg State University
Masters of Teaching with an Emphasis in Secondary Education, 2011

May, 2020
University of Arkansas

This dissertation is approved for recommendation to the Graduate Council.

_____
Marcia Imbeau, Ph.D.
Dissertation Director

_____
Kathleen Collins, Ph.D.
Committee Member

_____
Jason Endacott, Ph.D.
Committee Member

Abstract

The purpose of this study was to examine the experiences of new Family and Consumer Sciences (FCS) teachers and to describe their perceptions of classroom teaching readiness. The researcher completed a series of three classroom observations and three interviews of five first-year FCS teachers. The Danielson's Framework for Teaching instrument was used for all observations and two sections of interviews used Interview Questions for Family and Consumer Sciences Educators instrument, which was taken in part, with permission, by Horizon Research, incorporated. All observations and interviews were completed over a time span of two to three weeks and examined essential teaching skills and Family and Consumer Sciences pedagogical content knowledge. In addition, this study examined their content knowledge and perceived quality of their student teaching experience during their teacher preparation semester. This study was completed during the spring of 2020 with five participants who had graduated from Pittsburg State University in Pittsburg, Kansas.

This case study was qualitative in design with the purpose to learn more about a unique phenomenon: first-year FCS teachers' readiness. While the majority of participants indicated they felt prepared to teach in the examined content areas and felt comfortable with the progression of their essential teaching skills, they recognized that some aspects of their teaching needed improvement, particularly: (a) resolving lesson planning to reflect higher-order thinking, (b) implementation of routines and procedures, (c) engaging students in learning, and (d) applying more accurate ways of reflecting on teaching. Although the majority of participants described their student teaching as positive, they mentioned there were improvements to be made in teacher education curriculum at the post-secondary level.

Although there was much literature regarding teacher effectiveness, there was a lack of literature concerning Family and Consumer Sciences teachers. This study was created to add to existing research, to give voice to those individuals in their first-year of teaching, and to assess content and pedagogical areas of strengths and weaknesses. The results of this study will provide educators, mentors, administrators, and researchers with a better understanding of how new Family and Consumer Sciences teachers were prepared to teach their content areas and where they need to improve in essential teaching skills.

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Dedication

This dissertation and the entire process of procuring it, is dedicated to my husband, Stephen. Thank you for your encouragement and support in my decision to pursue this endeavor. You were a champion during all of my course work, late nights and weekends of researching and writing this dissertation. Without your tutoring, I probably would not have passed statistics.

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CHAPTER I

Introduction

According to the American Association of Family and Consumer Sciences, Family and Consumers Sciences (FCS) studies the relationships between individuals, families, and communities and the environment in which we live, (AAFCS, 2018). FCS educators address many topics, including human development, personal and family finance, housing and interior design, food science, nutrition and wellness, textiles and apparel, and consumer issues. They apply math, science, and communication skills to everyday living (http://www.aafcs.org/home).

Background

During their first-year of teaching, many Family and Consumer Sciences teachers feel overwhelmed and believe they lack essential teaching skills (Pickard, 2004; Tran, 2003). Arnett and Freeburg (2008) noted "essential skills include classroom management, teaching methods, and building confidence to sustain a teaching career. Particular to FCS are planning instruction for food and textiles laboratories, implementing the critical science perspective, and understanding the cognitive development of students" (pg. 48). These feelings of inadequacy may ultimately drive a novice FCS teacher's decision to either stay in the field of study or leave to pursue other career paths (Arnett & Freeburg, 2008). Failure to address this issue could add to the ongoing nation-wide teacher shortage within the field of FCS education, (Duncan, Werhan, & Bergh, 2017).

Statement of the Problem

Understanding one's own teaching experiences: New Family and Consumer Sciences teachers reflect on their first-year of teaching through video-recorded classroom observations and interviews.

Purpose of the Study

The purpose of this study was to describe the experiences of new Family and Consumer Sciences teachers and their perceptions of classroom teaching readiness. Although there was much literature regarding teacher effectiveness, there was a lack of literature concerning Family and Consumer Sciences teachers. This study was created to add to existing research, to give voice to those individuals in their first-year of teaching, and to assess content and pedagogical areas of strengths and weaknesses. The results of this study should provide educators, mentors, administrators, and researchers with a better understanding of how new Family and Consumer Sciences teachers were prepared to teach their content.

Central Phenomenon: Perceptions of teaching readiness.

Participants: New Family and Consumer Sciences teachers.

Unit of Analysis: New Family and Consumer Sciences teachers.

Location: Family and Consumer Sciences classrooms in Kansas and Missouri.

Research Questions

This study focused on four main research questions and two sub-questions. In addition to gathering evidence for Danielson's four domains, the researcher collected information pertaining to each participant's perspectives and reflections of their teaching as it applied to the following research questions and sub-questions.

- 1) In which content area(s) do new Family and Consumer Sciences teachers feel they are the most prepared?
    - 1a) In which content area(s) do new FCS teachers feel most challenged?
- 2) From an instructional and delivery perspective, how does a new FCS teacher demonstrate Pedagogical Content Knowledge, as assessed on Danielson's Framework for Teaching Rubric?

- 3) What essential teaching skills, including classroom management, teaching methods, and building confidence to sustain a teaching career are the most effective?
    - 3a) What essential teaching skills, including classroom management, teaching methods, and building confidence to sustain a teaching career are the most challenging?
- 4) How does the amount and types of pre-service observations impact FCS teachers' perceptions of effectiveness?

Definition of Terms

To facilitate an understanding of this study, the following terms are defined.

- Family and Consumer Sciences (FCS) – Field of study focused on the science and the art of living and working well in our complex world (aafcs.org).
- Body of Knowledge (BOK) – A term used to represent the complete set of concepts, terms, and activities that make up a professional domain, as defined by the relevant professional association.
- Pedagogical Content Knowledge (PCK) – Refers to the overlap of information about subject knowledge, that is knowledge of the subject being taught, and pedagogic knowledge, that is knowledge of how to teach.
- Career and Technical Education (CTE) – A term applied to schools, institutions, and educational programs that specialize in the skilled trades, applied sciences, modern technologies, and career preparation (acteonline.org).
- Danielson's Framework for Teaching (FFT) – Provides a common language for instructional practice, as well as a philosophical approach to understanding and promoting great teaching and learning.

- Department of Elementary and Secondary Education (DESE)
- National Association of State Administrators of Family and Consumer Sciences (NASAFACS) – National standards overview and rationale for Family and Consumer Sciences (nasafacs.org).
- American Association of Family and Consumer Sciences (AAFCS) – An American professional association that networks professionals in the area of family and consumer science (aafcs.org).
- Family, Career, and Community Leaders of America (FCCLA) – A national Career and Technical Student Organization (CTSO) for young men and women in Family and Consumer Sciences (FCS) education in public and private school through grade 12.
- Essential Skills – skills and qualities teachers should have in order to conduct an effective classroom, including classroom management, teaching methods, and building confidence to sustain a teaching career (Arnett & Freeburg, 2008).

Assumptions of the Study

Assumptions for this qualitative case study were that participants would answer interview questions in an open and honest manner. The criteria of the observations were appropriate and participants may show similarities in their teaching styles. Participants were chosen from a Pittsburg State University Family and Consumer Sciences teacher education program, which may indicate that all participants had similar experiences or similar phenomena assessed during the study. The researcher assumed that all participants had a sincere interest in participating in this study and did not have other motives to impress upon the program or the researcher. The researcher assumed all participants selected for this study would willingly agree to be observed and complete a face-to-face interview.

Limitations of the Study

Limitations for observations and interviews may be that participants did not want to provide negative opinions of their content teaching field, if they did indeed have negative feelings. Participants were chosen from a Pittsburg State University Family and Consumer Sciences teacher education program, which may indicate that all participants had similar experiences or similar phenomena assessed during the study. Ineffective Family and Consumer Sciences teachers may not provide honest answers to the study's interviews, and may "put on a show" during observations and interviews. FCS teachers who had negative college and/or departmental experiences may take an opportunity to blame FCS programs for their teaching ineffectiveness. Lessons may be meticulously organized, with no deviation from the plan; hence, the observer may not have the opportunity to see how a teacher responds to unexpected events (Danielson, 2009).

Time and location may be a limitation with participants who taught throughout the United States. It may not be conducive to conduct face-to-face interviews with participants out of state, and conducting interviews over the phone or Skype might limit results. Marital name changes, time, money, and scheduling conflicts may affect the results of this study.

Participants may be easily influenced by the interviewer's manner, encouragement, and requests for clarification, so that a person's responses to the same questions may vary substantially from one participant to another (Smith, 1992).

As much as possible, the researcher had to ensure that the sample group was truly representative of the whole population. Time may be critical as behaviors of the participants can change yearly, monthly or even by the hour. The size of the sample may affect the outcome of the study because a group that was too small may not accurately capture the variation in the broader population. Numerous additional factors may affect the outcome of this study.

Delimitations of the Study

Delimitations for this study include the exclusiveness of the participants. Participants were chosen on several factors: (1) All participants graduated from the same Family and Consumer Sciences teacher education program; (2) All participants were Family and Consumer Sciences education majors; (3) All participants were in close traveling proximity to the researcher's permanent address due to limitations of the study; and (4) All participants were new Family and Consumer Sciences teachers. Another delimitation was that the researcher had a specific timeframe for the study.

Summary

This chapter discussed issues related to new Family and Consumer Sciences teachers' effectiveness of teaching. In particular, the research study described how it would be organized and followed. This was a qualitative case study approach to data collection, where new Family and Consumer Sciences teachers would be interviewed and observed while teaching in their classrooms. Each participant obtained for interviewing and observing were, at least, eighteen years of age and were willful participants in the study.

Chapter two presents a literature review related to what was known about FCS teacher effectiveness and identifies conditions conducive to the discipline of Family and Consumer Sciences. Chapter three presents the methods used for the study. Chapter four presents the observation and interview results of the study, discussing skills training, personal dispositions, and how all components impact participants professional growth. Chapter five presents the discussion of the analyzed results and reports of this dissertation.

CHAPTER II

Literature Review

Introduction

This study focuses on the experiences of new Family and Consumer Sciences teachers. This section provides a brief overview of Family and Consumer Sciences vision, mission statement, and standards. Chapter two clarifies how universities prepare and provide accredited programs for the FCS profession regarding a broad-based field of study. It looks at educational policies, landmark studies, and discusses the top evaluation frameworks for observations. Along with an overview of measurements of effective teaching and teacher evaluation systems, this section discusses how observations could be meaningful for teacher growth, how it captures elements of teaching related to student achievement and growth, and how FCS classroom observations are a tried and tested way for pre-service mentors, supervisors, and administrators to see teacher effectiveness.

In addition, this study discusses new teachers and pedagogical content knowledge (PCK), and how Family and Consumer Sciences programs are tied to Career and Technical Education's pathways and clusters. Lastly, this section looks at earlier studies of Family and Consumer Sciences and future outlooks of the profession.

Brief Overview of Current FCS Vision, Mission Statements and Standards

According to the National Association of State Administrators of Family and Consumer Sciences Education, Family and Consumer Sciences empowers individuals and families across the life span to manage the challenges of living and working in a diverse global society. Our

unique focus is on families, work, and their interrelationships (NASAFACS, 2018).

Family and Consumer Sciences Mission Statement

The mission of Family and Consumer Sciences Education is to prepare students for family life, work life, and careers in Family and Consumer Sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for success, including:

- Strengthening the well-being of individuals and families across the life span.
- Becoming responsible citizens and leaders in family, community, and work settings.
- Promoting optimal nutrition and wellness across the life span.
- Managing resources to meet the material needs of individuals and families.
- Balancing personal, home, family, and work lives.
- Using critical and creative thinking skills to address problems in diverse families, communities, and work environments.
- Managing life, employment and careers successfully.
- Functioning effectively as providers and consumers of goods and services.
- Appreciating human worth and accepting responsibility for one's actions and success in family and work life (http://www.nasafacs.org/).

Family and Consumer Sciences Teacher Education Standards National Association for Teacher Educators of Family and Consumer Sciences (http://www.nasafacs.org/) provided a model for what new FCS teachers should know and be able to do, and are related to specific content areas (see Table 1).

Table 1: *What New FCS Teachers Should Know and Be Able to Do*

1. Career, Community, and Family Connections analyze family, community, and work interrelationships; investigate career paths through work-based learning activities; examine family and consumer sciences careers in education and human services, hospitality and food production, and visual arts and design; develop employability skills and other 21st century skills; apply career decision making and transitioning processes; and implement service learning.
2. Consumer Economics and Family Resources use local and global resources responsibly to address the diverse needs and goals of individuals, families, and communities worldwide in family and consumer sciences areas such as resource management, consumer economics, financial literacy, living environments, and textiles and apparel.
3. Family and Human Development apply culturally responsive principles of human development and interpersonal and family relationships to strengthen individuals and families across the lifespan in contexts such as parenting, caregiving, and the workplace.
4. Food and Nutrition promote nutrition science and food literacy practices and develop food preparation and production skills in personal and professional settings that enhance individual and family well-being across the lifespan and address related concerns in a global society.
5. Wellness utilizes the practical reasoning process to make informed decisions and apply appropriate preventative and protective strategies to achieve optimal quality of life including social and emotional well-being for individuals, families, and communities.
6. Career and Technical Student Organization Integration integrate the Family, Career and Community Leaders of America (FCCLA) co-curricular student organization into the program to foster students' academic growth, apply family and consumer sciences content, develop leadership skills, engage in community service learning, and make career and content connections.
7. Curriculum Development develop, justify, and implement course curricula in programs of study supported by research and theory that address perennial and evolving family, career, and community issues; reflect the critical, integrative nature of family and consumer sciences; integrate core academic areas; and reflect high quality career and technical education practices.
8. Instructional Strategies and Resources facilitate students' critical literacy and problem solving in family and consumer sciences through varied instructional strategies and technologies through experiences modeling responsible management of resources in schools, communities, and the workplace.
9. Laboratory Management develops, implements, and demonstrates laboratory policies and procedures based on current industry standards specific to the focus of the course to ensure both the safety of students and clients, and sustainability of products and the environment.
10. Student and Program Assessment collect student and program data to assess, evaluate, and improve student learning and family and consumer sciences programs using evidence-based criteria, standards, and authentic processes.
11. Learning Environment creates and implements a safe, supportive, and culturally responsive learning environment that shows sensitivity to diverse needs, values, and characteristics of students, families, and communities.
12. Professionalism engaged in ethical professional practice based on the history, philosophy, and family and consumer sciences Body of Knowledge, and relationships to career and technical education through civic engagement, advocacy, collaboration with other professionals, recruitment and mentoring of prospective and new professionals, and ongoing professional development.

Information taken from the National Association of State Administrators of Family and Consumer Sciences Education, 2018, para. 1 – 12.

Beginning teachers should be able to answer six questions regarding the teaching of their subject area (Darling-Hammond & Baratz-Snowden, 2005).

> "How do we define the subject matter? What are the different purposes for teaching the subject matter? What does understanding or strong performance look like with regard to this subject matter? What are the primary curricula available to teach the subject matter? How can teachers assess student understanding and performance within a subject matter domain? What are the practices that characterize the teaching of particular content?" (pg. 20-21)

Family and Consumer Sciences educators, professionals within the FCS field, and representatives from business and industry contributed to the development of the national comprehensive standards and content standards. These standards define and give direction to the FCS discipline for local and state programs. These standards include the following areas: (a) career, community, and family connections; (b) consumer and family resources; (c) consumer services; (d) education and early childhood; (e) facilities and property management; (f) family; (g) family and human services; (h) food production and services; (i) food science, dietetics, and nutrition; (j) hospitality, tourism, and recreation; (k) housing and interior design; (1) human development; (m) interpersonal relationships; (n) nutrition and wellness; (o) parenting; and (p) textiles, fashion and apparel (http://www.nasafacs.org/). The inclusion of the following information was important to understand the vast amount of content curriculum for teaching a FCS's broad-based field of study. As a new teacher, it may be difficult to know and/or understand all aspects of curriculum necessary for teaching in a broad-based field.

Pre-service, New Teachers and Observations

Accreditation for Coursework and Experiences

Accreditation was a process of validation in which colleges, universities and other institutions of higher learning were evaluated. According to the United States Department of Education, the goal of accreditation was to ensure that institutions of higher education met

acceptable levels of quality. Accreditation in the United States involved non-governmental entities as well as federal and state government agencies. The standards for accreditation were set by a peer review board whose members included faculty from various accredited colleges and universities, and aided in the evaluation of potential new school accreditation and/or the renewals of previously accredited colleges/schools (U.S. Department of Education, 2013).

Accreditation's quality assurance function was one of the three main elements of oversight governing the Higher Education Act's (HEA's) federal student aid programs. In order for students to receive federal student aid from the U.S. Department of Education (Department) for postsecondary study, the institution must be accredited by a nationally recognized accreditor, or for certain vocational institutions, approved by a recognized state approval agency, be authorized by the state in which the institution was located, and received approval from the Department through a program participation agreement (U.S. Department of Education, 2013).

Although there was little research on the relationship of accreditation to teacher preparedness, past studies found that graduates of accredited institutions passed licensing tests at significantly higher rates than graduates of unaccredited institutions and teachers who had not completed a teacher education program (Gitomer & Latham, 1999). Since studies focused on preparation and pathways as policy issues, they generally did not provide information about how participants actually learned to teach, such as, what they learned from early entry into classrooms, what practices they implemented, and/or what knowledge they drew upon. Assuming that school context was a central factor, which influenced new teachers' career decisions, efficacy, and growth (Donaldson & Johnson, 2010; Humphrey & Wechsler, 2007), it was apparent that more research was needed on the impact of particular mixes of teachers' characteristics, school contexts, and program features. Student test scores, as an important measure of effectiveness, was a recurring trend among the research. One factor to note was that

each participant in this study graduated from the same accredited Family and Consumer Sciences teacher education program at Pittsburg State University in Pittsburg, Kansas.

Research on Teacher Preparation

Research on teacher preparation and certification was an emerging, complex, and multifaceted field, influenced by competing ideas about the purposes of research and the goals of education (Cochran-Smith & Villegas, 2015). Effective teacher preparation and evaluations had been researched for years, and within that time frame, questions were raised about whether and how teacher education made differences in teachers' practice, effectiveness, entry, and retention in teaching (Darling-Hammond, Chung, & Frelow, 2002). Researchers began to ask whether different kinds of programs prepared teachers differently and to what effect (Darling Hammond, 2000; Howey & Zimpher, 1989; National Center for Research on Teacher Learning, 1992). Certification questions became more important as the demand for teachers had grown and had resulted in differences in the nature and extent of preparation that teachers received.

The increases in teacher demand coincided with the growth of alternative teacher certification programs. Alternative programs provided alternatives to the traditional 4-year undergraduate program path to teacher certification. Feistritzer (1998) wrote that more than 40 states had alternatives in place for candidates who already had a bachelor's degree. However, according to Teacher-Certification.com, as of 2010, 48 states and the District of Columbia had some alternate route to teacher certification. These alternative routes allowed individuals with, at least, a bachelor's degree to teach without necessarily going through a college's campus-based teacher education program. Alternative programs varied from short summer programs that placed candidates in teaching assignments with full responsibility for students after a few weeks of training to those that offered 1- or 2-year post-baccalaureate programs with ongoing support, integrated coursework, close mentoring, and supervision (Darling-Hammond, Chung, & Frelow,

2002). Although many programs undertook important reforms since the mid-1980s, a growing number of entrants to teaching experienced no teacher education at all (National Commission on Teaching and America's Future, 1997).

For decades, two trends influenced the teaching workforce. The first trend was the call for reform from groups like the Carnegie Task Force on the Future of Teaching (1986) and the Holmes Group (1986) of education deans, which spurred many universities to strengthen teacher preparation, which required more subject matter preparation, more intensive coursework on content pedagogy, strategies for meeting the needs of diverse learners, and more systematic and connected clinical experiences (Darling-Hammond, Chung, & Frelow, 2002). Due to that trend, some universities developed 5-year models consisted of disciplinary majors and intensive training for teaching, which included a year-long student teaching experience, often in a professional development school. In past studies, some evidence suggested that these efforts produced teachers who felt better prepared, who entered and stayed in teaching longer, and who were rated as more effective (Andrew, 1990; Andrew & Schwab, 1995; Baker, 1993). The second trend was the growing demand for teachers in a labor market with funding inequities and distributional problems. These issues led many states and districts to lower standards for entry, and admitted many new teachers without preparation. Labor market policies allowed 'alternative' certification, entry pathways, preparation, and recruitment were initiated or expanded in all but a handful of U.S. states during the 1980s and 1990s (U.S. Department of Education, 2013). Although these efforts enjoyed considerable attention and funding, when alternative certification policies were developed, there was limited evidence about their potential impact (Allen, 2003; Wilson, Floden, & Ferrini-Mundy, 2001; Zeichner & Schulte, 2001; Zumwalt, 1996).

Darling-Hammond, Chung, and Frelow (2002) surveyed new teachers to rate their preparedness and their personal views about teaching, their opinions of teaching efficacy, their plans to remain in teaching, and to assess how well prepared they felt when they entered teaching. Thirty-nine dimensions of teaching were included in the survey, which ranged from readiness to provide effective subject matter instruction to the ability to diagnose and meet student needs. The study found that subjects who had taken other pathways into teaching felt less prepared than teacher education program graduates overall, and their views of teaching as an occupation were strongly related to how prepared they felt when they entered the teaching profession (Darling-Hammond, Chung, & Frelow, 2002).

Silvernail (1998) found there were differences in certification status and alternative pathways. Silvernail conducted a five-factor analysis, which described teachers' sense of preparedness to (a) promote student learning, (b) teach critical thinking and social development, (c) use technology, (d) understand learners, and (e) develop instructional leadership. For each factor, he compared the perceptions of New York State certified teachers to those of non-certified teachers, and teachers licensed through an approved program to those licensed through transcript review. He found that certified teachers felt better prepared than non-certified teachers on every factor except preparation to use technology (Silvernail, 1998). The results also suggested there may have been measurable differences across various preparation programs.

Imbimbo and Silvernail (1999) continued to survey teachers in New York City, and conducted a second study. They examined teachers' perceptions regarding their professional preparation, how their perceptions differed according to the type of preparation they received, and whether perceptions differed from those of a national sample of teachers, and from a sample of teachers who had graduated from exemplary teacher education programs. The results indicated that most of the teachers planned to continue teaching for as long as possible and

believed they were making differences in their students' lives. They felt they needed better preparation before entering the classroom, especially in the areas of educational technology and working with new English language learners. Most teachers felt they were not well prepared to teach in ways that would help all students achieve high academic standards (Imbimbo & Silvernail, 1999). The study showed that teachers had an overall feeling of preparedness as they entered teaching, and related strongly to the following: subject area knowledge and instructional strategies, proficiency in educational technology, and effective classroom management. Imbimbo and Silvernail continued that teachers valued opportunities for mentorships and professional development within their first-years of teaching. The results also indicated that topics and activities that received the highest ratings were classroom management, addressing the needs of individual learners, teaching methods, and in-depth study of a content area (Imbimbo & Silvernail, 1999).

Literature Review for Family and Consumer Sciences Preparation

In an effort to focus on high standards and accountability in education, the Elementary and Secondary Education Act (ESEA) was passed by the U.S. Congress in 1965 (Bergh, 2012). This national education policy directed education reform at the state and local level by offering funding incentives to those who met the requirements of the Act (Bergh, 2012). Congress reauthorized the act as the "No Child Left Behind" (NCLB) Act in 2002 (Bergh, 2012). The NCLB Act further sought to establish a stronger accountability for teaching results and the use of proven teaching methods for all students (US Dept. Ed., 2004). These two parts of the NCLB Act had strong implications for what and how teachers taught, which in turn had implications on teacher preparation programs.

The "No Child Left Behind" sought to provide well-prepared teachers in all phases of education, and the Elementary and Secondary Education Act reauthorization continued that

effort (Bergh, 2012). These Acts helped spur studies in Family and Consumer Sciences. Shulman (2004) emphasized that teachers must be able to integrate their content knowledge and their pedagogical knowledge about how to teach. Grossman and McDonald (2008) believed the preparation of teachers and the practice of teaching were very complex. They further stated that research on the content of teaching must have a stronger connection to research about the context in which teaching was completed. This had to be done in order to move research forward. State and National Standards became a focus of FCS teacher education research, based on content knowledge and the practice of teaching. Lichty and Robles (2003) reported on the teaching experiences of new FCS emergency teachers. "They felt overwhelmed and experienced frustration, fear, nervousness, isolation, and exhaustion" (pg. 32). Mosenson (2006) investigated the barriers encountered by individuals seeking FCS teacher certification. Mosenson concluded the most significant barriers were the declining number of pre-service programs for FCS teacher certification, as well as, the small number of available online classes for teacher certification. Klemme (2007) conducted a survey of Wisconsin and Minnesota teachers' understandings and perceptions about the Standards. Her work was conducted through self-evaluation and focused on how much time was spent on the Standards. However, the study did not focus on validity of the Standards (Klemme, 2007). Klemme continued the research in 2008 and reported new directions in FCS teacher preparation. Klemme found that many FCS programs were moving toward assessments based on standards and benchmarks, and that 34 states used the PRAXIS II exams to assess exit content knowledge in Family and Consumer Sciences teacher candidates (Klemme, 2008). The PRAXIS II examined subject area knowledge with the use of constructed response and multiple-choice questions (Bergh 2012). In the state of Kansas, The PRAXIS II exam measured knowledge of a specific subject of grade-level, of related teaching skills, and was required to complete the state teacher certification requirements. The PRAXIS PLT was a series

of exams designed to assess general pedagogy knowledge in future teachers. Teaching-based questions assessed knowledge of teaching tools, methods, and legal policies, and theory-based questions of knowledge of child development and the psychology of learning. All participants from this study graduated from Pittsburg State University. Each participant completed and passed the PRAXIS II and the PRAXIS PLT exams before beginning their first-year of teaching.

Conclusions of the Studies

The conclusions of these studies indicated that beginning teachers, who experienced different teacher education programs or pathways into teaching, felt differently about their preparation. Teachers prepared in a single formal program felt better prepared than those who entered through alternative programs. However, some teachers reported feeling poorly prepared for many tasks of teaching and less than adequately prepared overall. Measures to improve teacher education programs would do little to improve teacher quality if states continued to allow schools to hire teachers without proper preparation. States that did not hire unprepared teachers developed successful strategies for boosting the supply of qualified teachers. These strategies included: (1) increasing and equalizing teacher salaries, (2) subsidizing candidates' teacher education costs with service scholarships, (3) providing incentives for teachers to enter high-need fields and locations, and (4) ensuring mentoring for beginners to reduce attrition (National Commission on Teaching and America's Future, 1997). Some evidence suggested that in the end, the entry and retention rates of well-prepared teachers may actually save money over the costs of hiring, inducting, and replacing underprepared recruits who left jobs at high rates (Darling-Hammond, 2000). These strategies required states and districts to make investments to improve teachers' access to high-quality preparation and their incentives for becoming well prepared.

Policies and Landmark Studies

Education policymakers have long recognized the importance of having highly effective teachers in all of our nation's classrooms. Among recent policy efforts, the federal Race to the Top (RTTT) competition and the No Child Left Behind (NCLB) waivers highlighted the importance of ensuring highly effective instruction as a central policy consideration, primarily through increased attention to teacher evaluation systems (Garrett & Steinberg, 2015). This policy focus, followed from research findings, emphasized the importance of teacher quality for student achievement above other school-level characteristics (Aaronson, Barrow, & Sander, 2007; Goldhaber, 2002; Rivkin, Hanushek, & Kain, 2005; Rockoff, 2004).

The emergence of the standards movement coincided with publication of the landmark study 'A Nation at Risk' (Lee & Ready, 2009). The standards movement that emerged in the 1990's, evolved into the 2001 reauthorization of the Elementary and Secondary Education Act, better known as 'No Child Left Behind'. This was followed by Race to the Top, and then the Common Core State Standards Initiative (Bohrnstedt, 2013).

In the wake of Race to the Top's teacher evaluation mandate, states and local districts incorporated three primary measures of teacher performance into their teacher evaluation systems (Garrett & Steinberg, 2015). Specifically, teachers were assessed using ratings from protocols for classroom-based observations, value-added scores, and student learning objectives (SLO's), which were either state or locally determined. When multiple measures were incorporated into teacher performance evaluations, teacher effectiveness revealed to be more reliably measured (Kane & Staiger, 2012), which signaled to educators that the multifaceted complexity of their jobs were considered when assessing their performance. In practice, however, the incorporation of multiple measures was limited (Garrett & Steinberg, 2015). For example, more than two thirds of all teachers nationwide taught in grades or subjects that were

not tested by state mandated achievement exams, and therefore, value-added estimates of their performances were unavailable (Watson, Kraemer, & Thorn, 2009). Even when test scores were available, teachers, principals, and unions were particularly concerned with the use of value-added measures in teacher evaluation (Garrett & Steinberg, 2015). Garrett and Steinberg continued by stating:

> "The implementation of student learning objectives for understanding teacher performance is also tenuous, as many jurisdictions are (SLOs) currently in the process of creating the SLOs, and determinations for how to use SLOs in evaluation systems are in the very early stages. In contrast, classroom observations occupy a different place in the evolving teacher evaluation landscape. Historically, the entirety of a teacher's summative, year-end evaluation was based on principal observation of classroom practice. As classroom observations have long been the hallmark of teacher evaluations, teachers are familiar with the process and may feel more comfortable with it. As opposed to value-added scores generated by a complex statistical process, scores from classroom observation protocols are more straightforward and transparent for educators to connect to their actual work, thereby enabling various stakeholders to feel more confident about the use of classroom observation protocols for teacher performance evaluation" (pg. 2).

Top Teacher Evaluation Frameworks

As a result of policies and landmark studies, observational measures of teacher instructional practices emerged as critically important components of teacher ratings. There were four top teacher evaluation frameworks developed to reflect research-based standards of teaching quality.

- The McREL evaluation instrument and accompanying process was based on elements of a 21st century education and set rigorous research-based standards. This instrument was designed to promote effective leadership, quality teaching, and student learning while enhancing professional practice and leading to improved instruction. The entire system was designed to encourage professional growth, to be flexible and fair to the persons being evaluated, and to serve as the foundation for the establishment of professional goals and identification of professional development needs (ndcel.org).

- The Danielson model was aligned to the Interstate Teacher Assessment and Support Consortium (INTASC) standards. The Framework for Teaching (FFT) provided a common language for instructional practice, as well as a philosophical approach to understanding and promoting great teaching and learning. It rated teachers at four levels of performance—unsatisfactory, basic, proficient, or distinguished—and included four domains of teacher effectiveness that captured planning and preparation, classroom environment, instruction, and professional responsibilities (Garrett & Steinberg, 2015). The Danielson model was a main focus within this study, which discusses its importance in further detail in chapters two and four.
- The Marzano Instructional Framework provided teachers and administrators with research-based resources for providing quality instruction, which considered the needs and abilities of individual students. The four domains of the Marzano Teacher Evaluation Model contained 60 elements and built on each other to support teacher growth, development, and performance. Dr. Robert Marzano claimed to have evidence of a causal link between the teaching characteristics observed in his model and increased student achievement (Marzano, 2012).
- The James Stronge Framework, another related model, was based on seven practice-tested teacher performance standards (Firestone et al., 2013). His work on effective teachers focuses on how to identify effective teachers and how to enhance teacher effectiveness. His groundbreaking work stemmed numerous research studies concerning the effectiveness of teaching within education.

Multiple components of teacher performance within an evaluation tool became common across the states. The Center for Public Education reported that 41 states required or recommended teachers to be evaluated using multiple measures of performance (Hull, 2013).

Most states continued to include classroom-based observations (what used to be the sole component of teacher evaluation), but also included some type of value-added modeling and student learning objectives (Garrett & Steinberg, 2015). The Glossary of Education Reform stated, "Value-added measures, or growth measures, are used to estimate or quantify how much of a positive (or negative) effect individual teachers have on student learning during the course of a given school year" (no page number). In other words, it was a way of measuring a student against himself/herself and his/her peers from year to year.

Among the observational protocols currently available, one of the most popular and commonly used (Brandt, Mathers, Oliva, Brown-Sims, & Hess, 2007) was the Danielson Framework for Teaching (Danielson, 1996). The framework was meant to capture key features of effective teaching, irrespective of grade or subject, making it applicable to all teachers. As a general observational protocol, the FFT may have been the only measure used in the evaluation of measure of teacher performance across all teachers (Garrett & Steinberg, 2015).

One of the reasons that Danielson's Framework for Teaching model was such a popular observation and evaluation tool may have to do with the amount of research done to develop it. Not only had Danielson advocated for her work, but also independent researchers completed extensive research on the framework, which gave The Framework for Teaching additional validity (Aguiles, 2016). In an interview with Education Week on October 8, 2011, Danielson stated that one of the reasons her framework had become so widely accepted was that "it gives voice to what all educators know" (no page number). "Teaching is very complex work. It is a thinking person's job, in which you simply cannot follow a checklist" (DeWitt, 2011).

Measurement of Effective Teaching Project (MET)

In 2009, New Jersey completed an independent study known as the Measurement of Effective Teaching Project (MET Project). Funded by the Bill and Melinda Gates foundation, the goal of the MET Project was to improve the quality of information about teaching effectiveness available to education professionals within states and districts. This project helped build fair and reliable systems for teacher observation that could be used for a variety of purposes, which included feedback, development, and continuous improvement (MET Project: Whitepapers, 2010). Using a set of measures that included classroom observation, student achievement growth, and student perception surveys, the MET project found the following: (1) Great teaching could be identified through a combination of specific measures; (2) Classroom observations contributed to the reliability of evaluation measures; using the Framework for Teaching to score classroom observations, helped evaluators provide clear, timely, and reliable feedback on teaching; and (3) This focused feedback helped shed light on the specific areas where teachers needed to improve their practice and increase student achievement (Teachscape.com, 2014).

According to (Njea.org, 2011), Danielson's Framework for Teaching had been in existence for over fifteen years, where it was used by 30% of the districts in New Jersey. Ten New Jersey districts were chosen to implement pilot students for TEACHNJ in 2011 (Njea.org, 2011), which stemmed several large research studies, along with many other smaller ones. This study showed the Danielson Framework to be valid and reliable. According to (Teachscape.com, 2014), "high teacher performances on the Framework was consistently predictive of high levels of student learning" (no page number).

An earlier study of Danielson's Framework for Teaching was conducted by the University of Chicago Consortium of Chicago School Research (CCSR). Chicago Public Schools (CPS) launched the Excellence in Teaching Pilot in 2008 in an effort to revamp how teachers were evaluated and how they received feedback on their performance (Aguiles, 2016). The study was designed to research improvements in evaluation and was motivated by two factors: (1) Evaluation systems were failing to give teachers either meaningful feedback on their instructional practices or guidance about what was expected of them in the classroom. (2) Traditional teacher evaluation systems were not differentiating among the best teachers, good teachers, and poor teachers (Sartain, Stoelinga, & Brown, 2011). The report from the CCSR was one of the first to provide evidence that teacher observation tools promoted better feedback in areas that were the most important to student learning. The report demonstrated that classroom observation ratings based on the Framework for Teaching were valid and reliable measures of instructional practice and improvement (Teachscape.com, 2014). With this information in mind, the researcher's decision to use the Daniels Framework for Teaching model was important for this particular research study. The researcher was familiar with the model and was trained to use the model in an elementary field experience setting, for this reason, making the FFT model the perfect choice for this study.

Teacher Evaluation System (TES)

The National Bureau of Economic Research studied the Cincinnati Public Schools Teacher Evaluation System (TES), which utilized Danielson's Framework for Teaching as its basis (Teachscape.com, 2014). Cincinnati Public Schools maintained detailed records for each TES evaluation, which included scores from each classroom observation, where each teacher was observed in the classroom between one and eight times (Kane, Taylor, Tyler & Wooten, 2011). The research conducted on TES resulted in the following findings.

> "Relating observed classroom practices to achievement growth offers some insight into what types of classroom practices may be important to increasing student achievement. First, a teacher's overall score is important. The author's results predicted that policies and programs that help teachers get better on all eight "teaching practice" and "classroom environment" skills measured by TES would lead to student achievement gains. Second, even among those with the same average ratings across all domains, helping teachers to improve their 'classroom environment' management would likely also generate higher student achievement (pg. 589).

Classroom Observations

Research found that classroom observations captured elements of teaching that were related to student achievement and growth (Teachscape.com, 2014). This review process was completed by multiple researchers and research organizations, which gave the Danielson observation and evaluation scoring model validity and reliability. Pilot districts chose the Danielson's Framework for Teaching to provide teachers with targeted professional development opportunities that were aligned to assessment. In addition, the framework model provided feedback to support teacher growth, which helped them develop skills and to increase their capacity to match instructional approaches to their students' needs (Firestone et al., 2013).

According to The Widget Effect (2009), published by The New Teacher Project (TNTP), less than 1% of teachers received unsatisfactory ratings, which made it impossible to identify truly exceptional teachers. According to Aguiles (2016) "About 3 in 4 teachers did not receive any specific feedback on improving their performance in their last evaluations" (pg. 49). Low expectations for beginning teachers translated into neglect in the classroom and a lacking tenure process. Results concluded that half of the districts, that were studied, had not dismissed a single tenured teacher for poor performance in five years (Tntp.org, 2009).

For districts that used the Danielson Framework for Teaching, training usually included a process to develop and then certify the observers' accuracy. Part of the process includes that

after observers were videotaped, their ratings of their videotaped lesson were compared to criterion scores. Once the scores were compared, the observer had to reach a set level of agreement with the criterion scores in order to be certified (Firestone et al., 2014).

Classroom observations were a crucial aspect of any system of teacher evaluation. No matter how skilled a teacher was in other aspects of teaching, such as careful planning, working well with colleagues, and communicating with parents, if classroom practice was deficient, that individual could not be considered a good teacher. Classroom observations were designed to do two things: (1) to focus an observer's attention on specific aspects of teaching practice; and (2) to establish common evidentiary standards for each level of practice (Danielson, 2012). Ideally, an observation instrument would create a common vocabulary for pursuing a shared vision of effective instruction (MET Project: Whitepapers, 2010). Danielson's Framework for Teaching provided a common language, which concerned teaching, teacher performance, and the use of best practices within and outside the classroom. This was especially true in regard to professional learning through the use of the Domains and the critical attributes housed within each of the Domains' components (Aguiles, 2016).

> "Based on the research findings of multiple independent sources, including the MET Project, The National Bureau of Economic Research, and University of Chicago Consortium of Chicago School Research (CCSR), Danielson's Framework for Teaching observation/evaluation model has been shown to be a reliable tool for measuring teacher performance - distinguishing between ineffective, partially effective, effective, and highly effective teacher performance - and is able to help observers provide guidance in individualized professional learning for teachers who have been observed by administrators certified in the accurate use of the observation/evaluation tool" (pg. 52).

Conduction of FCS Observations

Regardless if observing pre-service or new teachers in the classroom, observations were a tried and tested way for pre-service mentors, supervisors, and administrators to see how effective

teachers could be. For example, observations disclosed how a teacher handled the classroom, what kind of atmosphere they brought to the group of students, the content they had prepared for their classes, and how they handled their responsibilities. However, according to research conclusions, the reliability of an observation may only be as reliable as the observer. Observations should be conducted on a regular basis and must have consistency if using more than one observer. For example, all observers should use well-designed rubrics for consistent reliable results. The Danielson Framework for Teaching offered rubrics for face-to-face and videotaped observations. Observers could get a sense of the atmosphere of the lesson, not just the test scores, which gave the ability to see extra details within the classroom. For example:

- What was the teacher's rapport with the students?
- What details were addressed or unaddressed?
- What was the language of both teacher and students?
- Were students being treated fairly and with respect?

Even though there were many advantages to classroom observations, there were also disadvantages, such as:

- Observations took a lot of time.
- The presence of an observer could influence the dynamics of the classroom. For example, both student and teacher behaviors may be different. Students may be reserved for fear of getting in trouble or may act out for lack of caring. Teachers may be nervous, which could affect their voice tone and actions.
- Observations could also be influenced by the bias(es) of the observer.

According to the study by the MET Project, there were proven ways to make teacher observations a more reliable evaluation method. Observers must be taught how to conduct the

observation process. It was essential for all involved in the observation process to have the same understanding of how to record evidence and translate that evidence into a consistent and reliable ranking for the teachers (MET Project: Whitepapers, 2010). That process included an understanding of the rubrics used, what indicators were observed in the classroom, and how to discuss and provide feedback of what was being measured.

Videotaped Observations

A two-year study, called the Best Foot Forward Project, found that recording teachers in a classroom setting had advantages over teacher observations. In 2013, the project was piloted in 100 classrooms in New York City, Georgia, and North Carolina. More than 400 teachers and their administrators from districts in Delaware, California, Colorado, and Georgia joined the impact evaluation from 2013 – 2015. The study was conducted to learn whether digital video transformed the way classroom observations were experienced by the participants in the study (Best Foot Forward Project, 2013). The following were some of the results:

- School administrators, who used video tapes as a point of reference, found that when giving feedback to teachers, their conversations were more geared toward collaboration.
- School administrators could observe teachers at times that were more convenient for them, not necessarily during normal class hours.
- Videos gave teachers and administration a better view of what was going on in the classroom.

One method of data collection that showed promise for the development of preservice teachers was Video-Stimulated Recall (VSR), a technologically advanced observation protocol that involved replaying video-recorded segments of a teacher's classroom instruction, and then asked questions about their pedagogical reasoning (Sturtz & Hessberg, 2012). Video could help

unpack what transpired during a lesson and assisted in the use of evidence to improve instruction (Osterman & Kottkamp, 2004). According to (Endacott, 2016), a growing body of literature existed on the use of video for teacher reflection and growth. However, a need still remained for an examination of how video might enhance preservice-teacher reflection, when a mandated instrument guided observation and evaluation. Video-taped lessons allowed mentors, supervisors, and administration to make observations and provide feedback. It also allowed teachers to observe themselves and provide self-reflection. When done correctly, observations could provide a reliable view of a teacher's abilities and the effect they had on their students.

Negative Effects of Observations

Literature tells us there were increases of teacher effectiveness based on teacher characteristics, superior cooperating and mentor teacher partnerships, and the addition of student practicums, observations, and internships (Goldhaber, Krieg, & Theobald, 2017). Post-secondary students were observed and evaluated the most during their junior and senior years of college, once embedded in their pre-student teaching semesters. Students were then observed and evaluated considerably more during their pre-service (student teaching) semester. Student teachers had several professionals who observed, evaluated, and provided feedback to support their growth in the classroom. According to Khachatryan (2015) once teaching in a school district, service teachers got the least amount of feedback from their administrators. "There was a common disconnect in feedback that teachers receive and that which was necessary to improve practice" (Khachatryan, 2015). If that was the case, then providing feedback to pre-service teachers was more important than ever. However, that may not be enough. Once pre-service teachers graduate and secure their first teaching job, continued observations and evaluations are critical. If Khachatryan's study was correct, he claimed that even though teachers received feedback in some form, whether that be through observations, evaluations, questionnaires, and/or

surveys, “depending on the validity of the feedback, teachers may or may not change their teaching habits, thus, making the necessary changes to improve instruction” (Khachatryan, 2015).

The art of teaching was ever growing and changing. This was, in part, due to changing trends and issues in education. Professional development and received feedback from mentors and administrators allowed educators to stay current. If mentors and administrators did not provide good, solid, and meaningful feedback, then feedback may have been disregarded.

New Teachers and Pedagogical Content Knowledge

Pedagogical Content Knowledge, also known as PCK, was the integration of subject expertise and skilled teaching of that particular subject. It was a type of knowledge that was unique to teachers and related to what they knew about teaching. Shulman (1986) introduced and outlined the concept of pedagogical content knowledge (PCK), when he proposed a theoretical framework for its development. A main concept of PCK was that teachers must combine content with pedagogy. According to Shulman (1986) pedagogical content knowledge

> “embodies the aspects of content most germane to its teachability. Within the category of pedagogical content knowledge, I include, for the most regularly taught topics in one's subject area, the most useful forms of representation of these ideas, the most powerful analogies, illustrations, examples, explanations, and demonstrations - in a word, the ways of representing and formulating the subject that make it comprehensible to others. It also includes an understanding of what makes the learning of specific concepts easy or difficult: the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning” (pg. 9).

The following year, Shulman (1987) further defined PCK as representing, "The blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners and presented for instruction" (pg. 8).

The plethora of pedagogies used in teacher education reflected, in part, the different conceptions of teaching practices that existed (Grossman, 2006). PCK was a concept that sought to represent the teachers' professional knowledge as a whole, and had been widely used in the literature about teachers' knowledge (Fernandez, 2014). Despite its relevance, PCK was argued in research as to 'what' it actually was and how individuals achieved it. Even though PCK had shown to be a useful model for research, proposed different models and concepts for PCK were often conflicting (Grossman, 2006). (Fernandez, 2014) "Many researched works described PCK and discussed it as if it were a clear concept. However, many of these works did not clarify which model and/or conception was used, and investigations on PCK made it difficult, which ended up attracting a lot of criticism" (pg. 80).

Every profession has a specific body of knowledge that sets it apart from other content areas. However, for the profession of preparing teachers for the classroom, there was no consensus about the body of knowledge necessary to be a teacher or even about its existence (Merseth & Lacey, 1993). There seemed to be a common-sense approach that in order to be a teacher, persons just knew some specific content. Other skills needed beyond the content, which focused on how to teach, was not needed. The primary task of being a teacher, and knowing your domain was only part of the story, since specific skills for teaching were long recognized as necessary (Kind, 2009). For many decades, it was believed that "what" the teacher needed to know in order to teach was the specific content, but content alone did not characterize a good

teacher. According to Fenstermacher (1994), two forms of research on teaching practice coexisted: formal and practical research. "Formal knowledge refers to knowledge of teaching as something external to teachers, obtained by expert researchers and provided to teachers through initial and continuing training. This type of knowledge was intended to serve as a prescription to guide the work of teachers (pg. 14).

FCS and CTE and Vast Amounts of Content Knowledge

Family and Consumer Sciences (FCS) education programs prepare students for:

> living in the twenty-first century and earning a living in careers. FCS ties into Career and Technical Education (CTE) with nine career pathways. At the elementary school level, students begin developing an awareness of FCS education, including key topics in FCS and related careers. In the middle grades, six through eight, courses provide an opportunity to explore personal life management skills and careers related to FCS. At the high school level, FCS courses provide a foundation that enables students to pursue a career pathway option through CTE programs in one of nine areas (http://www.acteonline.org/).

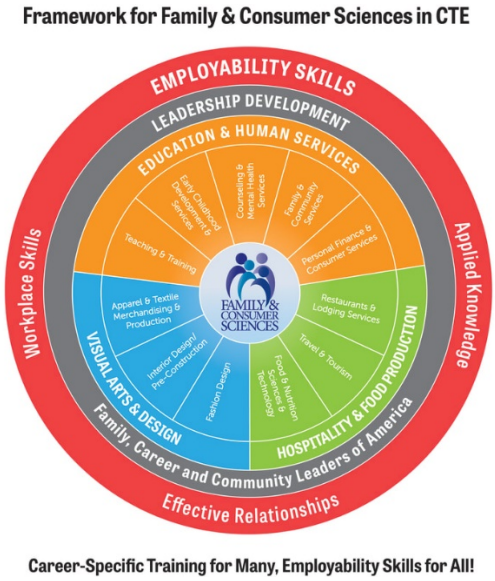
Family and Consumer Sciences related occupations programs are the specialized courses designed to prepare students for careers. These programs focus on preparing students with skills for earning a living and careers in the following nine pathways:

- Child Development and Education
- Consumer Services
- Education
- Family and Human Services
- Fashion Design and Merchandising

- Food Science, Dietetics and Nutrition
- Food Service and Hospitality
- Hospitality, Tourism, and Recreation
- Interior Design

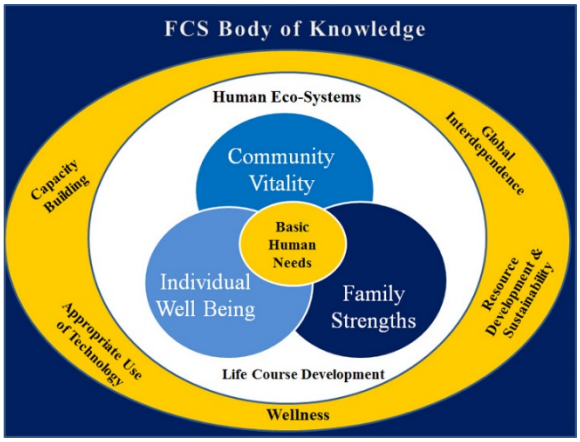
FCS teachers are unique as a group in that they teach job and/or occupational skills and technical knowledge related to specific industries. Along with teaching job readiness skills in nine pathways, FCS teachers have the credentials to teach in sixteen content areas, which covers a vast amount of content knowledge. Not only do middle and secondary FCS teachers teach in a variety of content areas, but they also teach facts, theories, and principles associated with academic subjects, such as English language arts, physical science, social studies, and mathematics (Carl D. Perkins Act, 2006). The following Figure 1 model is widely used in the fields of FCS and CTE to provide a better understanding of how employability skills have an effect on applied knowledge, effective relationships, and workplace skills. These skills funnel into leadership development and student organizations, such as Family, Career, and Community Leaders of America (FCCLA). The funnel continues with connections made to education and human services, visual arts and design, and hospitality and food production. Finally, at the heart of the model, are people who work in the broad-based field known as Family and Consumer Sciences. Figure 2 shows the Family and Consumer Sciences body of knowledge model. Starting at the heart of the model is basic human needs and the overlap between individual well-being, family strengths, and community vitality. The human ecosystems and life-course development has an impact of capacity building, appropriate use of technology, wellness, resource development and sustainability, and global interdependence.

Figure 1: *Framework for Family and Consumer Sciences in CTE*



Framework for Family and Consumer Sciences in CTE model taken from http://www.nasafacs.org/fcs-framework.html.

Figure 2: *FCS Body of Knowledge*



https://www.ncat.edu/caes/departments/fcs/fcsbok.html.

These Frameworks for Family and Consumer Sciences (FCS) in Career and Technical Education (CTE) provides tools for developing high-quality FCS programs of study. It was designed to help local and state CTE administrators leverage their FCS programs to support

students' preparation for high-skill, high-wage, and/or in-demand careers and to meet local economic and workforce demands for talent. FCS educators can also use the Frameworks to support their work program and instructional planning to enhance the relevancy of their FCS programs (nasafacs.org, 2019).

Career Pathways and Clusters

The career pathways and clusters suggested in the Framework, were identified through a national survey of FCS State Administrators about which clusters and pathways were supported through their CTE state leadership initiatives. Courses aligned to these pathways could facilitate CTE concentrators in programs of study that met workforce and economic needs. CTE administrators could use local, regional, and state workforce demand data to guide decisions about which FCS programs could be leveraged to meet both student interest and workforce demand. In the following, Table 2, the opportunities to leverage FCS could be tailored to a CTE program's needs (nasafacs.org, 2019).

Table 2: *Leveraging FCS Courses in CTE Programs*

Economy with a strong presence of…	Can leverage FCS programs of study in…
Agriculture, commodity farming and distribution, and/or food production	Food & Nutrition Sciences & Technology
Manufacturing, product development, and retailing of apparel and textile products	Apparel & Textile Merchandising & Production
Human services, social services, government program administration, community development	Family & Community Services Counseling & Mental Health Services Personal Finance & Consumer Services
Architecture, construction, and commercial/residential development	Interior Design/Pre-Construction
Schools, youth development, educational programs, colleges/universities, child care centers, and training centers	Teaching & Training Early Childhood Development & Services

FCS / CTE Pedagogy and Practice

Kemmis and Green (2013) suggested there was a clear definition of teachers knowing "that" and knowing "how" and were viewed as independent constructs. Kemmis and Green (2013) used an example of riding a bicycle to explain the differences.

> "One can imagine a young person who rides a bicycle quite skillfully, yet cannot articulate accurately any of the actions that contribute to successful riding. One can also imagine an elderly, infirm engineer who can describe in exquisite detail how to ride a bicycle. Yet, because of physical limitations, the engineer cannot actually ride the bicycle. Which of these individuals knows how to ride a bicycle?" (pg. 102)

Kemmis and Grootenboer (2008) discussed that vocational terms of sayings, doings and relatings are interrelated elements of the practices of vocational teachers in educational settings. These three terms of sayings, doings and relatings have links to the workplaces, which researchers experienced in their previous occupations as practitioners of particular vocations. (Kemmis & Grootenboer, 2008) believed that this was in contrast to the experience and practices of other teachers, and define the practice as:

> "a coherent and complex form of socially established cooperative human activity in which characteristic arrangements of actions and activities (doings) are comprehensible in terms of arrangements of relevant ideas in characteristic discourses (sayings), and when the people and objects involved are distributed in characteristic arrangements of relationships (relatings), and when this complex of sayings, doings and relatings 'hangs together' in a distinctive project" (pg. 39).

What Kemmis and Grootenboer (2008) noticed in their study was that CTE teachers were deeply informed by their work and life experiences in the workplace. They suggested that CTE teachers coming from a skills-based occupational background were acutely aware of how apprentices and trainees learned or did not learn both on and off the job.

> "Vocational teachers in schools or CTE settings often, but not always, had the kinds of maturity, life and work experience, and practical skills that made them highly valued by management and school principals and the wider community. These qualities afforded them more independence and influence within educational and training systems than is typical of other new teachers. All participants had developed ways to facilitate workplace learning for these less experienced co-workers by treating them as people going through a process of becoming more knowledgeable, skilled, prudent and wise workers. They learned how to treat these less experienced coworkers as fellow human beings on the way to developing the autonomy and responsibility to be expected of the qualified and experienced tradesperson" (pg. 48).

Kemmis (2003) stated that pedagogy was multidimensional and a contested concept used in different ways by different teachers, and understood very differently in different intellectual traditions. With that being said, pedagogy may be viewed as a philosophical approach to teaching and may be interpreted in many different ways. Pedagogical approaches for Family and Consumer Sciences and Career and Technical Education are no different from conventional pedagogical approaches in education. However, the College of Education at the University of Georgia developed a model of teaching excellence for pre-service teacher education known as Contextual Teaching and Learning (CTL) (Lynch, Padilla, Harnish, & DiStephano, 2001). The model was designed to supplement and enrich existing programs in teacher education and addressed issues that some students do not see the connection or application of the content of school to their lives now or into the future, therefore, not seeing purpose in school. The principles and practices of Contextual Teaching and Learning are: (a) enable teachers to relate

subject matter learning to settings where it is used in real-world life at home, work, and the community; and (b) help students transfer knowledge and problem-solving skills learned in school to other life contexts as well as help them prepare for future careers, citizenship, or continued learning (Lynch et al., 2001). A year later, the Contextual Teaching and Learning pedagogical model emerged (Lynch & Harnish, 2002), which identified strategies, such as problem-based learning, project-based learning, inquiry-based learning, work-based learning, service learning, cooperative learning, and authentic assessment. Family and Consumer Sciences has long used this same approach to FCS and CTE content, even before it was labeled as Contextual Teaching and Learning. Smith (2010) described how the CTL model informed and assisted in-service and preservice teachers generally and Family and Consumer Sciences teachers specifically on the strategies associated with the CTL pedagogical model. When the model was developed, ten guiding principles emerged. These principles characterized Contextual Teaching and Learning and were aligned and compared with those of traditional methods of teaching. Traditional methods of teaching included, but were not limited to lecture, discussion and questioning, and drill and practice (Smith, 2010). The assumptions and practices of both methods of teaching (traditional and Contextual Teaching and Learning) are shown in the Table 3, which was adapted from Schell (2001).

Table 3: *Assumptions and practices of contextual and traditional teaching methods.*

Assumptions & Practices of Contextual Teaching and Learning	Assumptions & Practices of Traditional Teaching
Students are actively engaged.	Students are passive recipients.
Students view learning as relevant.	Students regard content as having no relevant application.
Students learn from one another through cooperation, discourse, teamwork, and self-reflection.	Students work in isolation. Peer review and/or discussion is absent.
Learning is related to "real world" and/or simulated issues and meaningful problems.	Learning is abstract and theoretical.
Students are encouraged to take responsibility for the monitoring and development of their own learning.	The teacher is considered the sole arbiter of student learning.
Appreciating students' diverse life contexts and prior experiences are fundamental to learning.	Little or no consideration is given to the experiences and backgrounds of students.
Students are encouraged to become active participants in the improvement of society.	Students are not encouraged to become involved in social improvement.
Student learning is assessed in multiple ways.	Learning is assessed in a singular, standardized format.
The perspectives and opinions of students are valued and respected.	Student perspectives are unsolicited or undervalued.
Teacher acts as a facilitator of student learning.	Teacher controls and dictates as aspects of the instructional environment.

Table 5, adapted from Schell, J. W. (2001). An emerging framework for contextual teaching and learning in preservice teacher education. Retrieved from http://www.coe.uga.edu/ctl/theory/framework.pdf

Future of Family and Consumer Sciences

Makela (2018) found that Family and Consumer Sciences must be aware of the national growing teacher need, often called ‘teacher shortage’. Professional certifications must be reviewed regularly to ensure that educational offerings and programs align with the realities of occupations that students and professionals will seek and encounter (Rice, 2015). The future of FCS is clear. Due to the national teacher need (shortage), lifelong learning is required in the 21st century, whether or not a bachelor’s degree is required or preferred (Makela, 2018). The combined career ready and college bound programs will help expand opportunities and enhance

FCS programs by exciting students to enter the FCS field of study. A focus for FCS is to raise awareness of the breadth of occupational opportunities related to FCS and what programs are available to all students.

New teachers and Pedagogical Content Knowledge

There was much literature regarding new teachers and Pedagogical Content Knowledge, specifically in the sciences and mathematics fields of study. After an extensive search, there was little literature regarding Family and Consumer Sciences new teachers and PCK. According to Kulgemeyer and Riese (2018), Teachers' professional knowledge had been a key factor affecting teaching quality. Shulman (1986) stated that many studies had been conducted regarding teachers' professional knowledge, and in the following year, 1987, he described seven categories of professional knowledge: (1) Content Knowledge (CK); (2) General Pedagogical Knowledge (PK); (3) Curriculum Knowledge; (4) Pedagogical Content Knowledge (PCK); (5) Knowledge of Learners and Their Characteristics; (6) Knowledge of Educational Contexts; and (7) Knowledge of Educational End, Purposes, and Values.

Recent studies pointed to three areas that had a larger impact on teaching quality and student outcome (Kulgemeyer & Riese, 2018): (1) Content Knowledge (CK) – the knowledge of the content selected for teaching; (2) Pedagogical Knowledge (PK) – the knowledge of how to act in teaching situations; and (3) Pedagogical Content Knowledge (PCK) – the domain-specific knowledge of how to teach a specific content.

The development of professional knowledge was a goal of teacher education (Terhart, 2012). In recent studies, it was not undisputed whether CK, PCK, and PK were the key factors that influenced teaching quality. Besides obtaining goals, teacher education aimed at achieving learning outcomes related to these three areas, and the main goal of professional knowledge in improving teaching quality. Kulgemeyer and Riese (2018) stated, “It is important to mention

that professional knowledge usually comprises not only declarative knowledge but also procedural knowledge" (no page number). When referred to research in cognitive psychology, declarative knowledge could be articulated and was explicit, whereas procedural knowledge referred to how to do something and often was implicit (Anderson, 1976).

Earlier Studies of New Teachers

Earlier studies showed new teachers had incomplete or superficial levels of pedagogical content knowledge (Carpenter, Fennema, Petersen, & Carey, 1988; Feiman-Nemser & Parker, 1990; Gudmundsdottir & Shulman, 1987; Shulman, 1987).

> "A novice teacher tends to rely on unmodified subject matter knowledge (most often directly extracted from the curriculum) and may not have a coherent framework or perspective from which to present the information. The novice also tends to make broad pedagogical decisions without assessing students' prior knowledge, ability levels, or learning strategies (Carpenter, et al., 1988). In addition, preservice teachers have been shown to find it difficult to articulate the relationships between pedagogical ideas and subject matter concepts (Gess-Newsome & Lederman, 1993); and low levels of pedagogical content knowledge have been found to be related to frequent use of factual and simple recall questions (Carlsen, 1987)" (no page number).

Wilson, Shulman, and Richert (1987) stated that earlier studies "indicated that new teachers had major concerns about pedagogical content knowledge, and they struggled with how to transform and represent the concepts and ideas in ways that made sense to the specific students they are teaching" (no page number). This concern was present even in new teachers who possessed substantial subject matter knowledge gained through a master's degree in a specific subject matter area. Wilson (1992) stated that "more experienced teachers had a better "overarching" view of the content field and on which to base teaching decisions" (no page number).

Ball, Hill, and Bass (2005) completed a study to better identify the content knowledge specific to teaching. In this study, the authors looked specifically at the work of teaching and

tried to first identify what a teacher needed to do in the classroom when teaching a specific subject. They identified the knowledge needed to carry out the tasks of teaching and distinguished among the types of content knowledge used in teaching a subject.

Conclusion

During student teaching, supervising teachers focused on developing knowledge during pre-service teacher education and provided opportunities in real-world situations. These opportunities provided preservice teachers a chance to practice and develop the ability to carry out these teaching practices and everyday duties. With the combination of observations and feedback, pre-service teachers could hone their teaching skills. Districts who provided mentors and on-going professional development for new teachers in their first-years of teaching, provided teachers the opportunities for more effective teaching.

Regardless of the different interpretations, PCK had been considered the best theoretical framework to examine and understand the skills of teachers and how to exchange ideas on relevant knowledge to teaching practice (Fernandez, 2014).

> "The study of PCK of teachers in different professional moments (initial training, trainees, beginners, experienced, pre- and in-service training, etc.) aims to provide bases for the training of teachers. If the professional practice of good teachers can be accessed and documented, can then be used as a starting point for inexperienced teachers and thus help them in their training. There is consensus that the training courses for teachers should have as an explicit goal the development of teachers' PCK, and can assist undergraduates in the process of becoming better teachers as well as to assist experienced teachers to develop more reflective practices and thereby promote further development of their PCK" (pg. 97).

Fernandez (2014) understood there were different ways of conceptualizing PCK and different researchers proposed different models in which some skills were prioritized over others. Since that was the case, it was extremely important to be aware and present which model was being used in research related to PCK.

The literature review for this chapter helped frame and shape the research for this study. Pedagogical content knowledge, FCS body of knowledge, and the Danielson Framework for Teaching model were the driving forces behind developing, identifying and defining research problems and research questions. In addition, the literature review helped identify important issues for new teachers and helped maximize understanding of "how" teachers were managing and progressing with their teaching techniques. The Danielson model served as a means to guide and inform research so that it could, in turn, guide research efforts and improve professional practice. Research from this study could be used in many ways, such as for future studies, to provide responses to new problems that have no previous identifiable solutions, and to give old data new interpretations and new meaning.

As teacher educators, it was nearly impossible to cover every topic that new teachers will grapple with in their first-years of teaching. Jones (2015) stated it best in his writings.

> *"We need great teachers. We need teachers who will develop appropriate relationships with students to help them succeed. We need teachers who are kind. Teaching is chaotic. Teaching can be muddy and difficult. But teaching can also be the most rewarding and amazing job." – (*Joseph Jones, 2015) *(no page number).*

CHAPTER III

Methods

Introduction

Chapter 3 includes the researcher's methods for completing this study. This chapter includes the philosophical approach to this study, the research design, participants and sampling, interview questions and protocols, observations, data collection, data analysis, ethical considerations, presenting the results, and a summary of the methods chapter.

The Qualitative Paradigm

In this study, it was important for the participants and the researcher to have a rapport with each other based on respect, trust, and fairness, and the relationship between the two must exist knowing that contextual knowledge would be uncovered. The researcher was respectful of varying viewpoints and subjective truths that potentially arose from observational interactions. Those factors called for a qualitative approach to answer the study's research questions.

Qualitatively, interviewing participants helped them identify conditions conducive to the discipline of Family and Consumer Sciences and how those conditions impacted new teacher professional growth. The observational component of this study had the potential to equip new FCS teachers with skills and dispositions to learn about teaching from the act of teaching.

Philosophical Approach

This study reflected a phenomenological approach that examined a phenomenon and the meaning it held for individuals (Creswell, 1998). Phenomenology was a philosophy, an approach or perspective to living, learning, and doing research (Munhall, 1994). Munhall (1994) stated that the focus of phenomenological research was on the "lived experience" and the imperative was "to the things themselves" (pg. 46). After all, a researcher needed to "look at ordinary daily human life experiences in their context to discover meaning" (pg. 47). This study

reflected an epistemological approach to the study of knowledge. Creswell (2013) described an epistemological assumption as "researchers trying to get as close as possible to the participants being studied. Therefore, subjective evidence was assembled based on individual views" (pg. 20). The researcher was aware and concerned with all aspects of validity and the scope and methods of acquiring knowledge. An epistemological approach was important because it could have influenced how the researcher framed the research in an attempt to discover knowledge.

Research Design

The research design was qualitative in nature and made up of common characteristics of qualitative research. Creswell (1998) stated that common qualitative characteristics consists of "the natural setting, the researcher as an instrument of data collection, the data was collected as words or pictures, the outcome was a process rather than a product, the data analysis was inductive, the focus was on the participants' perspectives or meanings, and the use of persuasive language" (pg. 13). According to Yin (2003), "case studies had a distinctive place in evaluation research" (pg. 15). This study used a descriptive application to describe interviews and the real-life context in which they occurred.

Different forms of qualitative traditions existed and the design of research within each had distinct features (Cresswell, 1998). This case study followed a holistic inquiry approach, which investigated a contemporary phenomenon within its natural setting (Creswell, 2013). This holistic inquiry approach involved the collection of in-depth and detailed data that was rich in content and involved multiple sources of information, which included direct observations, interviews, audio-visual material, documents, and reports. The multiple sources of information provided a wide array of information needed to provide an in-depth, overall picture.

This case study was intrinsic in design with the purpose to learn about unique phenomena, which was the focus. The researcher was able to define the uniqueness of this

phenomena, which distinguished it from all others and was possibly based on a collection of features or the sequence of events (Yin, 1999).

Participants and Sampling

This study used a purposeful sampling strategy for the sampling design. According to Creswell (2013), there were three considerations when using a purposeful sample: (1) participants in the sample; (2) types of sampling; and (3) sample size. With those in mind, participants in the proposed study all needed to have experience of the phenomena being studied.

All participants must have had experience in teaching Family and Consumer Sciences. The type of sampling reflected several typologies of sampling. For example, a homogenous group was chosen due to the focus of the study (FCS teachers), the needs of the group who would be interviewed, and/or individuals based on similar or specific characteristics. The sample reflected a criterion-based sampling due to all cases needing to meet the criterion that would be useful for quality assurance. All participants were new Family and Consumer Sciences teachers in their first-year of teaching. Marshall and Rossman (2010) noted that sampling could change during a study and researchers needed to be flexible. Researchers should plan as much as possible for sampling strategies, despite subtle changes. All participants graduated from Pittsburg State University's Family and Consumer Sciences teacher education program, located in Pittsburg, Kansas. Lastly, all participants were in close proximity to the researcher in order to complete the necessary research in a timely manner. All participants for this study were chosen based on this set of four criteria.

Creswell (2013) suggested that in a phenomenological study, a researcher should not include more than four or five case studies in a single study, as that "this number should provide ample opportunity to identify themes of the cases as well as conduct cross-case analysis" (pg. 157). This study included five participants in a non-random sampling scheme. According to

Onwuegbuzie and Collins (2007), "The size of the sample should be informed primarily by the research objective, research question(s), and, subsequently, the research design" (pg. 288). Qualitative sample sizes should not be so small as to make it difficult to achieve data saturation, but at the same time, the sample should not be so large that it is difficult to achieve analysis (Sandelowski, 1995). Saturation was a term used for researchers to gather enough information to fully develop, or saturate, the research model.

The researcher chose two groups for data collection; observations and interviews. These two groups for data collection targeted willing participants for this small sample size. The participants for this study were chosen based on their similar criteria. All participants graduated from the same Family and Consumer Sciences teacher education program; all participants were in their first-year of teaching, all participants had experience teaching Family and Consumer Sciences subject matter, and all participants were in close proximity to the researcher. The criteria of the observations were appropriate because participants showed similarities in their teaching styles, and all participants had similar experiences or similar phenomena assessed during the study. Each participant was given a pseudonym name of Participant One – Angela; Participant Two – Kelly; Participant Three – Meredith; Participant Four – Pam; and Participant Five – Holly to protect their identity. Each participant was female, Caucasian, and ranging in age from 23 – 42.

Two participants taught in Kansas school districts and three participants taught in Missouri school districts. Each school district varied in size. Angela (participant one) taught in a Missouri junior high school, grades 7-8, with a population of 529 students. Kelly (participant two) taught in a Missouri high school, grades 9-12, with a population of 2,216 students. Meredith (participant three) taught in a Kansas high school, grade 9-12, with a population of 262 students.

Pam (participant four) taught in a Kansas high school, grades 9-12, with a population of 187 students. Holly taught in a Missouri high school, grades 9-12, with a population of 270 students.

Each participant willingly signed a consent form to participate in this study (see Appendix B). Contact was made with each participant's district principal for permission to conduct this study in their building (see Appendix C).

Brief Description of Methodological Approach

This qualitative study used multiple case studies (Creswell, 2007), which addressed the aforementioned research questions in chapter 1. These were completed during a series of three observations of participants and three interviews with participants. The researcher video recorded each observation to capture factors unnoticed during the observation. The researcher recorded observation notes and completed The Danielson Framework for Teaching Evaluation Instrument Rubric, which contained the 4 Domains and subcomponents of observations. Table 4 showed a quick look at the 4 Domains and subcomponents framework instrument used for this study. Domain 1 – Planning and preparation, included six subcomponents, which pertained to the planning and preparation of instruction and assessment of teaching. Domain 2 – The classroom environment, included five subcomponents, which pertained to how teachers maneuvered throughout the classroom and related to his or her students. Domain 3 – Instruction, included five subcomponents, which pertaining to the creation and organization of instruction and delivery of materials and information. Domain 4 – Professional responsibilities, included six subcomponents, which pertained to a teacher's confidentiality and continuation of professional development.

Table 4: *The Framework for Teaching Evaluation Instrument Domains and Subcomponents*

Domain 1 - Planning and preparation	
A	Demonstrating knowledge of content and pedagogy
B	Demonstrating knowledge of students
C	Selecting instructional outcomes
D	Demonstrating knowledge of resources
E	Designing Coherent Instruction
F	Assessing student learning
Domain 2 - The classroom environment	
A	Designing an environment of respect and rapport
B	Establishing a culture for learning
C	Managing classroom procedures
D	Managing student behavior
E	Organizing physical space
Domain 3 - Instruction	
A	Communicating with students
B	Using questioning and discussion techniques
C	Engaging students in learning
D	Using assessment in instruction
E	Demonstrating flexibility and responsiveness
Domain 4 - Professional responsibilities	
A	Reflecting on teaching in terms of accuracy and use in further teaching
B	Maintaining accurate records
C	Communicating with families
D	Participating in a professional community
E	Developing and growing professionally
F	Demonstrating professionalism

Observations, Interview Questions and Protocols, and Data Collection

Observations

The researcher observed participants in a Family and Consumer Sciences classroom, where the content topics and lessons were chosen by the participant. According to Danielson (1996) "the purpose of a formal classroom observation was to directly acquire evidence of teachers' practice in their interactive work with students" (pg. 68). Danielson's Performance Criteria Rubric with Attributes and Examples (see Appendix H) was used as a guideline for all observation evaluations.

Classroom observations contributed to the reliability of evaluation measures. The use of the Danielson's Performance Criteria Rubric (see Appendix H) to score classroom observations helped provide clear, timely, and reliable feedback on teaching. This focused feedback helped shed light on the specific areas where teachers needed to improve their practice and increase student achievement (Teachscape.com, 2014). Observations were easily scored in Domain 2 – The Classroom Environment and Domain 3 – Instruction, due to being able to witness how factors naturally developed. Domain 1 – Planning and Preparation, and Domain 4 – Professional Responsibilities were not easily observed. Therefore, additional information was necessary to complete the Framework rubric. All four Domains included a series of five or six component categories, in addition to, each component category included numerous detailed key effective "Look Fors". Additional conversations were necessary to fill in blanks in the evaluation forms and to answer questions from the researcher. This was completed by additional questions separate from the original interview prompts.

Interview Questions and Protocols

This study interviewed participants face-to-face, in a setting of their choosing; some place where they were comfortable. Personal interviews were organized around a predetermined set of questions, which allowed the researcher to provide encouragement, ask probing questions, and request additional information (Mertler & Charles, 2011). Due to the researcher's novice experience, all research questions were constructed from a written sequence of an interview guide with a list of carefully worded questions and preplanned probes. After observation one and two, participants and the researcher visited for approximately 15 minutes to discuss the observation session and to answer interview questions based from the Danielson Teacher Education Summative Evaluation Form (see Appendix G), which focused on Domain 1 – Planning and Preparation, and Domain 4 – Professional Responsibilities. The researcher used

this evaluation form due to unobservable aspects of both domains. For example, planning and preparation could not be observed since it happened before instructional observations began, and professional responsibilities also could not be observed. Information for both domains had to be collected through interviewed sessions. At the end of the third observation, each participant and the researcher visited for approximately 45-60 minutes, where participants answered questions from the pre-existing interview prompts (see Appendix D). Additional interview questions, not included in the pre-existing interview prompts, were asked contingent upon each participant's answers.

Interview questions were taken in part from Horizon Research, Inc. Inside the Classroom: The Teacher Interview Protocol – May 2003

> "While Horizon Research, Inc. (HRI) holds a copyright on all instruments associated with Inside the Classroom, HRI grants permission for unlimited use of the instruments, whether in whole or part, for non-commercial purposes. HRI requires that if the instruments are used, they be attributed to Horizon Research, Inc." (see Appendix D – included written permission to use this instrument).

In order to frame rich questions, Patton (2001) suggested that interviews began with descriptive questions that were close to the informant's current experience and expertise. Once a clear description was obtained, often with the help of interviewer probes and prompts, opinions, and interpretations could be solicited based on the mutually understood content that had been previously discussed. The researcher utilized herself as an instrument of the data collection by interviewing each participant and researching the participants' biographies. The researcher used open-ended questions, but maintained neutrality in the questions. Examples helped participants describe their own experiences. The researcher used detailed probes such as who, what, when, where, and how during the course of the interview. Encouragement probes, such as, "uh-huh", "interesting", "tell me more" and silent probes, such as, leaving a pause after a participant spoke,

which gave participants feedback that the researcher was still listening and provided them with the temporal space to finish their line of thought (Benner, 2006). Follow up questions stemmed from each participant's answers, and were transcribed verbatim. All interviews were audio taped to keep the integrity of each participant's conversations.

Data Collection

Data collection began with an initial email, requesting participants to participate in a research study (see Appendix F). Once participants responded to the email, the researcher made contact through a phone conversation to answer any questions potential participants had and to gather necessary background information. In addition, the purpose of the phone interview was to establish each individual's background and interest in the study; to secure a commitment to the research study; and to schedule dates and times of when and where the observations and interviews would take place. All participants for this study fit the four areas of criteria for this study: (1) Each participant had graduated from the same Family and Consumer Sciences teacher education program, (2) Each participant had experience in teaching Family and Consumer Sciences, (3) Each participant was in their first-year of teaching Family and Consumer Sciences, (4) Each participant was in close proximity to the researcher. The researcher had past connections with each participant due to serving as their teaching instructor, academic advisor, and academic supervisor during their student teaching experience. The researcher and participants knew each other for approximately three years and were all part of the same Family and Consumer Sciences teacher education program.

Each observation was video recorded using an iPad. The duration of each observation ranged from approximately 50 minutes to approximately 90 minutes, depending on the type of bell schedule (regular or block scheduling) of each school district. During each observation, the researcher took careful notes to keep the integrity of the participants' teaching actions. The

video recordings allowed the researcher to review all materials at a later date, taking note of any missed activity within the classroom. This provided a richer description account of the observation. The researcher observed and took note of essential teaching skills taken from the Danielson Framework for Teaching. Observation cues were taken from Domain 2 – The Classroom Environment and Domain 3 – Instruction. The researcher was attentive without being obtrusive, while observing at the back of the classrooms. Even though observations were video recorded, the researcher took notes and wrote descriptions during each observation, taking note of questions that emerged during observations.

Following each observation, participants participated in a short post-observation interview lasting approximately 15 minutes. Each interview was based on the observation and specific written notations, mainly to clarify questions the researcher had during observations and to give each participant a chance to reflect on their observed teaching session. The answers to the questions from the post-observation interviews provided further insight into the attitudes and beliefs of the participants regarding their teaching session. The researcher gave commendations and improvement suggestions for participants to consider for the next observation. The researcher used member checking, confirming with each participant, that all descriptions were accurate.

Interview data were collected by video recordings using an iPad, and note taking to keep the integrity of the participant's conversations. The researcher used member checking to confirm that she understood and had an accurate account of each participant's descriptions. The video recordings allowed the researcher to review all materials at a later date, taking note of any missed facial cues and/or voice inflections. The video recordings provided a richer descriptive account of the interviews. The emphasis of the interview focused on the meanings and reactions

of participants to a particular phenomenon from their individual perspectives and the need to explore the evidence. A rich, detailed view of the topic was presented in the data analysis.

Each participant scheduled three observation dates, two short interview sessions, and one long interview session with the researcher, depending on their teaching schedules. Each participant's teaching schedules varied widely. Some participant's schedules allowed for longer observation times and some participants' schedules allowed for shorter observation times, depending on the district's regular scheduling (50 minutes of class time) or block scheduling (90 minutes of class time). In addition, each participants' interview sessions varied widely depending on when their planning period was scheduled throughout the day. Several factors complicated the efforts to keep a planned schedule. Snow days, field trips, assemblies, half-days, and holidays were examples of unexpected interruptions in scheduling. All observations and interviews were announced and scheduled in advance, so there would not be any surprises or unannounced visits. All observations and interviews were conducted on Wednesdays or Fridays during the months of January, February, and March, 2020. Table 5 shows participants, date and day of the week, duration, and content area for each observational visits and interviews.

Table 5: *Scheduled observations and interview sessions for each participant*

Participant	Date & Day of Week	Duration	Content Area
Angela	Friday, January 31, 2020	9:34 – 10:47 a.m. 50 min. observation 13 min. interview	Intro to Family and Consumer Sciences
Angela	Friday, February 7, 2020	9:34 – 10:47 a.m. 50 min. observation 16 min. interview	Intro to Family and Consumer Sciences
Angela	Wednesday, February 12, 2020	9:34 – 10:47 a.m. 50 min. observation 34 min. interview	Intro to Family and Consumer Sciences
Kelly	Friday, January 31, 2020	12:55 – 1:47 p.m. 50 min. observation 21 min. interview	Child Development
Kelly	Friday, February 7th, 2020	12:55 – 1:47 p.m. 50 min. observation 21 min. interview	Child Development
Kelly	Friday, February 14, 2020	12:55 – 1:47 p.m. 50 min. observation 44 min. interview	Child Development
Meredith	Friday, February 14, 2020	8:00 – 9:22 a.m. 80 min. observation 22 min. interview	Family Studies
Meredith	Wednesday, February 19, 2020	8:00 – 9:22 a.m. 80 min. observation 19 min. interview	Family Studies
Meredith	Friday, February 21, 2020	8:00 – 9:22 a.m. 80 min. observation 38 min. interview	Family Studies
Pam	Wednesday, February 19, 2020	1:34 – 2:24 p.m. 50 min. observation 14 min. interview	Personal Finance
Pam	Friday, February 21, 2020	1:34 – 2:24 p.m. 50 min. observation 16 min. interview	Personal Finance
Pam	Wednesday, February 26, 2020	1:34 – 2:24 p.m. 50 min. observation 42 min. interview	Personal Finance
Holly	Wednesday, February 26, 2020	9:00 – 9:50 a.m. 50 min. observation 23 min. interview	Personal Finance /Marketing I
Holly	Friday, February 28, 2020	9:00 – 9:50 a.m. 50 min. observation 18 min. interview	Personal Finance /Marketing I
Holly	Wednesday, March 4, 2020	9:00 – 9:50 a.m. 50 min. observation 46 min. interview	Personal Finance /Marketing I

Data Analysis

Interview Data

As previously mentioned, this study used qualitative data. Qualitative data were mostly verbal, analysis was logico-inductive (using logic to make sense of observations), and the purpose was to discover patterns (Mertler & Charles, 2011). The researcher interviewed and observed participants in their natural teaching environments. From the data collected (i.e., note taking, interviews, questioning, and video recordings), the researcher identified recurring topics and themes, and clustered topics into categories. The researcher looked for patterns in each category, making explanations from patterns, and used explanations to answer research questions. Mertler and Charles (2011) described qualitative data as being analyzed in a process that included the following:

- Made observations of behaviors, situations, interactions, objects, and environments.
- Identified topics from the observations and scrutinizes these topics to discover patterns and categories.
- Induced conclusions from what was observed and stated conclusions verbally.
- Uses the conclusions to answer the research questions (no page number).

The narrative data included interview transcripts and observational field notes. The researcher analyzed the qualitative data by reducing the large amounts of narrative data. This was completed by using Excel, a tool to help code schemes and categorize patterns. Once the data were coded, the researcher described the main features of the categories. Mertler and Charles (2011) stated, “This was an extremely critical state of the analysis process because this was where connections between the data and the original, or emerging, research questions began

to develop" (pg. 129). During this part of the process, the researcher looked for data that did not support the emerging themes. Those themes became outliers in the data.

Observation Data

The researcher video recorded all observations and interviews. In addition, the researcher took descriptive notes identifying elements found on the Danielson's Framework for Teaching Model Rubric and important skills that were deemed important. During each observation, the researcher recorded background information, such as participants' name, date and time of observation, location of observation, lesson content, grade level of students being observed, and demographics of class size and district size. More specifically, the researcher looked for Family and Consumer Sciences content knowledge, pedagogy knowledge, and classroom management knowledge.

After each observation, the researcher transcribed verbatim all conversations from each observation, adding in all descriptive notes and suggestions from the observation. On the last day of each participant's observations, member checking took place to guarantee participants agreed with the previous observation notes and suggestions included in the report.

In order to provide a visual representation, the researcher looked for similar themes among the reported conversations and placed them into categories. This organized paper trail contributed to the confirmability of the study, (Yin, 1994). Based on the size of the study and units of analysis, correlation would not be necessary and could be researched at a later date. A final report was written and added to the final dissertation report.

Ethical Considerations

Participants agreed and signed a waiver document indicating their informed consent (see Appendix B). According to the rules and procedures of the University of Arkansas' Institution Revue Board, participants were advised of their rights to privacy, as well as their right to

withdraw from the study at any time and at their own request. According to the (National Commission on Teaching and America's Future, 1997), "The principle of beneficence stated that persons should be treated in an ethical manner not only by respecting their decisions and protecting them from harm, but also by making efforts to secure their well-being" (pg. 6). Negatives for this study would be broadly categorized as physical, psychological, social, economic, legal, or dignitary (National Bioethics Advisory Commission, 2001). According to examples found in Milgram's *Obedience to Authority Experiments*, participants may have experienced "negative perceptions of self, emotional suffering, such as anxiety or shame, or aberrations in through or behavior" (Milgram, 1974). Psychological harms may also include "distress, anger, or guilt related to the disclosure of sensitive or embarrassing information" (National Bioethics Advisory Commission, 1999a). Risks were reduced by assuring that the study design was valid and the researcher had gone through all the proper channels in the dissertation research process. The researcher would honor privacy and confidentiality practices for all participants in this study.

Participants benefited directly from participating in this study due to the vast amounts of feedback given after each session. This feedback helped each participant continue their educational growth within the classroom, moving from a novice teacher to a more experienced educator. "Individuals may also benefit indirectly from participation in certain types of research, from experiencing increased social contact, sharing information with another person, or gaining personal satisfaction from participating in the research" (National Bioethics Advisory Commission, 1998).

Presenting the Results

The results of this case study were included in the final dissertation report found in chapter 5. The report concluded a summarization of the study as well as conclusions that were

drawn from it. Results from this study will be presented to faculty and administration of Pittsburg State University's Family and Consumer Sciences teacher education program, that show indicators of best practices as well as suggestions from the participants to raise future achievement within FCS teacher education programs.

Summary

This case study was designed to help determine how new Family and Consumer Sciences teachers perceive their first-year of teaching. Interviews with first-year FCS teachers and direct observations were used to better understand participants' practices. Information from all sources were analyzed and presented as a set of best practices for consideration to make improvements in Pittsburg State University's Family and Consumer Sciences teacher education program. Chapter 4 will provide the results of the data collected.

CHAPTER IV

Results

Introduction

The purpose of this chapter is to describe the research and present data that would provide clarity and support answers to the following research questions and sub-questions:

- (1) In which content area(s) do new Family and Consumer Sciences teachers feel they are the most prepared?
    - (1a) In which content area(s) do new FCS teachers feel most challenges?
- (2) From an instructional and delivery perspective, how does a new FCS teacher demonstrate Pedagogical Content Knowledge, as assessed on Danielson's Framework for Teaching rubric?
- (3) What essential teaching skills, including classroom management, teaching methods, and building confidence to sustain a teaching career are the most effective?
    - (3a) What essential teaching skills, including classroom management, teaching methods, and building confidence to sustain a teaching career are the most challenging?
- (4) How does the amount and types of pre-service observations impact FCS teachers' perceptions of effectiveness?

Data Collection Description

The data presented in this chapter were collected from five participants. Three observations and three interviews were conducted with each participant over a span of 6 weeks. An email request was initially sent to each participant to participate in the research study. Once participants responded to the email, the researcher made contact through a phone conversation to answer any questions and to gather necessary background information. All were willing

participants. Each participant was observed in a series of three days, on Wednesdays and Fridays and at the same class time. Participants were given choices of dates and class times for the observations. Whatever date and time each participant chose to be observed, they were comfortable with the content taught at that particular time frame. The researcher interviewed participants after every observation. The first two interviews lasted approximately 15 – 20 minutes. Those interviews provided important information pertaining to Domain 1 – Planning and Preparation, and Domain 4 – Professional Responsibilities from the Danielson Teacher Education Summative Evaluation Form (see Appendix G). Information to complete Domains 1 and 4 were not easily observable and more information needed to be collected by a question and answer series. The final interview lasted approximately 45 – 60 minutes to discuss the interview questions for Family and Consumer Sciences Teacher Educators (see Appendix D). Participants were emailed the interview questions prior to the first observation. This provided an opportunity for participants to reflect on the interview questions prior to the final interview, which helped eliminate any surprises during the final interview.

The descriptions of research and data collection results were organized based on a natural development of each observation. Each participant's case study was described with a detailed description of the classroom environment, a summary of each observation session, and followed by a brief synopsis of each 15 - 20 minutes interview and each 45-60 minutes interview. Within-case analysis and cross-case analysis of the observations were structured around the Danielson Performance Criteria Rubric (see Appendix H). The four categories which gave substance to the observations were discussed in detail in the previous chapter: Domain 1 – Planning and Preparation, Domain 2 – The Classroom Environment, Domain 3 – Instruction, and Domain 4 – Professional Responsibilities.

The data reflected the participants' best efforts to meet the criteria listed on the Danielson Performance Criteria Rubric. Some of the participants' efforts were not exemplary but would be reported to provide the purest reflection of all five cases.

Within-Case Analysis - Angela

Angela was a 42-year old, Caucasian female teaching in a Missouri junior high school, grades 7-8, with a population of 529 students. Her classroom consisted of 13 students, 6 males and 7 females. The makeup of the classroom was predominantly Caucasian students including 3 African-American students. The classroom space was large, with all technology located on the north end of the classroom. The doorway was adjacent to the front of the room with a supply table placed next to the entry. This table housed several caddies with school supplies along with two plastic trays marked "Turn In" and "Pick Up". Angela's desk was to the right of the projector and white boards. Six long tables and twenty student chairs were set up in a "U" shape, which faced the projector and projector screen located at the front of the room.

The east side of the classroom hosted a bank of windows and three half-sized kitchen labs. Two additional half-sized kitchen labs were located to the back (south) of the room, completing an "L" shape. Also located to the back of the room were a washer and dryer. The west side of the room contained shelving where sewing machines and sewing supplies were stored. A small storage room/closet sat on the west side of the classroom, which served as a pantry for food items needed to complete cooking labs. The classroom environment was colorful with posters of Family and Consumer Sciences' content arranged on the walls and student work was displayed throughout.

Description of Observations and Interview Schedule – Angela

A total of three observations occurred over the course of three weeks, which are summarized in Table 6. It took three weeks to complete as there were two cancelations due to a field trip and one snow day. The first observation was completed on Friday, January 31, with a duration of 1 hour and 11 minutes. The researcher observed an Intro to FCS class, where personal finance was the main focus. This unit pertaining to unit pricing and understanding what is unit pricing. The second observation was completed on Friday, February 7, with a duration of 1 hour and 8 minutes. The researcher observed a second personal finance lesson including how to calculate unit prices for different products. The third observation was completed on Wednesday, February 12, with a duration of 1 hour and 39 minutes. The final observation focused on personal finance topics within student presentations.

Table 6: *Angela's Observation and Interview Dates, Duration, and Observed Content Area*

Date of Observation	Duration	Observed Content Area	Interview Topic
Friday, January 31, 2020	Class time: 9:34 – 10:47 a.m. 55 min. observation 16 min. interview	Intro to Family and Consumer Sciences – Personal Finance / Unit pricing	Interview: Domain 1 – Planning and Preparation
Friday, February 7, 2020	Class time: 9:34 – 10:47 a.m. 55 min. observation 13 min. interview	Intro to Family and Consumer Sciences – Personal Finance / How to calculate unit prices for different products	Interview: Domain 4 – Professional Responsibilities
Wednesday, February 12, 2020	Class time: 9:34 – 10:47 a.m. 55 min. observation 44 min. interview	Intro to Family and Consumer Sciences – Personal Finance / Student Presentations	Interview: The Interview Questions for FCS Teacher Educators

Description of Observations - Angela

The first observation was conducted Friday, January 31, with a duration of 1 hour and 11 minutes. As the bell rang, Angela stepped out into the hallway and greeted her students at the

door. Soft music played in the background and bell work was visible on the overhead projector. Students entered the room, immediately went to their seats (based from a seating chart), and worked quietly on the bell work assignment. As students worked quietly, Angela took attendance and answered questions from students. There was evidence that these procedures were previously in place based on student behaviors and students understanding the expectations from the teacher. There were no visible objectives or outcomes listed within the classroom.

There were smooth transitions from bell work to the start of instruction. Angela recapped the previous day's lesson and questioned students, "What is unit pricing and what does it consist of?" Angela gave students adequate time to answer recapped questions, approximately 2 minutes. Students were actively engaged in the conversation. She verbally communicated the unit objectives and she directed students to "get out a sheet of paper and a pen or pencil". Angela began instruction with a unit pricing PowerPoint and gave well thought-out and relevant examples appropriate for this junior-high age group. Making sure students took notes, Angela questioned students so they would provide their own examples based on their writing. She called students by name, gave appropriate wait time for students' thought processing, and provided prompts when necessary. If a student "got stuck", Angela asked other students to help with an answer. Angela directed students to look over their notes, making sure their names were at the top, and to keep them in a safe place for the next class period. She added that if students could not secure a safe place for their notes, she would be happy to collect and hold their notes until the next class. Approximately half of the class opted for the second option and handed their papers to Angela. She instructed students to look around their space, making sure it was "neat and tidy". The bell rang and as students filed out, she told them to, "Have a nice day and I'll see you tomorrow!"

The second observation was completed on Friday, February 7, with a duration of 1 hour and 8 minutes. As soon as the bell rang, Angela went straight for the hallway, stood in the doorway, and greeted her students as they came into the room. Students entered the classroom, but did not immediately take their seats as displayed during my first observation. Angela later explained that "students were coming back from two days off for snow days." She poked her head in the door and reminded them to take their seats and complete their bell work. A student stated he " just did not feel like getting to work". Angela addressed his statement with, "I'm sorry you don't feel like working today, but unfortunately, we have some catching up to do, so please get busy with your task." Angela took attendance and answered several questions from students. Objectives were not visible within the classroom.

Angela recapped the previous lesson and students easily answered posed questions. She stated, "I'm so proud of you! I was afraid you may have forgotten everything from being gone the last two days." Angela asked for vocabulary definitions and asked questions pertaining to the process of price shopping and comparing prices of products. She then verbally communicated the objectives for the day. Angela handed out and posted two assignments on the overhead projector, and they all worked through the assignments together as she walked the room and worked with students. At five minutes before the end of class, Angela stated the time and for students to look over submitted grades. She stated, "If any grades are missing, you have until Monday to turn those in." She instructed students to turn in their first assignment and keep the second assignment for homework. The bell rang and Angela declared, "Have a great day!"

The third observation was completed on Wednesday, February 12, with a duration of 1 hour and 39 minutes. True to Angela's start-of-class procedures, she posted bell work, dimmed the lights, and stood in the hallway to greet students as they entered the classroom. Students entered the classroom in a quiet manner and started writing their bell work. During this time,

Angela took attendance, reminded students to collect project rubrics, and to prepare their research project presentations pertaining to comparing product pricing. Objectives were visibly posted on the white board beside Angela's desk.

Angela recapped instructions for student presentations and the rules for being respectful audience members. "If I have to redirect you, I WILL take off points from your project. So, please be respectful." She gave students a few minutes to collect their thoughts and projects before she asked "who" would like to present first. Several hands went up. She allowed for others to assist with holding posters or other presentation materials.

Angela sat at the back of the room and completed rubric assessments for each student's presentation. A student asked why they had a rubric and why there was a time limit on the rubric. Angela stated, "You each have a rubric to start with, so you each know the rules. As far as the time limit, that keeps everyone at a specific time and no one student talks too little or too much."

Each presentation took approximately 5 – 6 minutes and students were encouraged to ask questions. Angela redirected two negative behaviors and instructed a third student to close his computer. He stated he was not finished with his presentation. She replied, "You knew the due date was today, so close your computer. You'll have to present with the information that you have." He complied, but slumped in his seat and crossed his arms. After all presentations were completed, Angela announced the next day's agenda. Students "grumbled". She paused and waited, instructed students to take their seats, then continued after they were quiet. She said she was impressed with their projects and proud of their efforts. The bell rang, and Angela told students, "Good job, today! Have a good one!" After each observation, the researcher made general commendations and suggestions, which were shown in Table 7. This list was discussed with Angela as talking points of ways for her to grow as an educator. This list was taken from

observational notes, and best practices from past experiences of the researcher as an academic supervisor for FCS student teachers.

Table 7: *General Commendations and Suggested Feedback for Angela from all Observations*

Date of Observation	General Commendations	Suggested Feedback
January 31, 2020	• Start of classroom procedures – greeted students at the door, bell work was posted. Students knew expectations and knew what to do, such as enter a room, take their seat, and start working quietly on the bell work task. • Smooth transitions from bell work to instruction. • No loss of instructional time. • Excellent discussion examples. • Checked for understanding through questioning, such as "Where are you stuck?" and "How are you doing?" • Called students by name. • Traveled the room. • Close proximity and redirected behaviors immediately.	• No visible objectives. Think about posting somewhere at the front of the classroom. • One interruption from another teacher – What is the policy for others entering the room during instruction? • Referred to students as "You guys." Suggested she think about using "You" or "All of you" instead as it is gender neutral. • There was a concern with flammable items, being in close proximity to the gas top stoves.
February 7, 2020	• Start of classroom procedures – no visible objectives, but she did go over them with the students. • Smooth transitions from bell work to instruction. • No loss of instructional time. • Excellent discussion examples.	• No visible objectives. Suggested posting them somewhere at the front of the classroom, even though she went over them with the students.
	• Checked for understanding through questioning. • Called students by name. • Traveled the room. • Close proximity and redirects behaviors immediately with one student who wanted to sleep.	
February 12, 2020	• Start of classroom procedures – she had objectives on the board today. • Smooth transitions from bell work to instruction. • No loss of instructional time. • Excellent discussion examples. • Checked for understanding through questioning. • Called students by name. • Traveled the room. • Close proximity and redirected behaviors immediately. • Used rubrics as an assessment for student presentations.	• Still referred to students as "You guys." Suggested she think about using "You" or "All of you" instead as it is gender neutral.

Easily Identifiable Observation Results in Domain 2 – Angela

As shown in Table 10, five criteria were examined within the category of the Danielson's Performance Criteria Rubric (see Appendix H), Domain 2 – The Classroom Environment. The rubric was used to identify attributes and examples of the five criteria, which included (a) designing an environment of respect and rapport, (b) establishing a culture for learning, (c) managing classroom procedures, (d) managing student behavior, and (e) organizing physical space. The five criteria were measured from observations to provide insight into how Angela was identified as either an ineffective, progressing, effective, and/or highly effective teacher.

Evaluating Angela's observations, there was evidence of several indicators established in Domain 2a – Creating an environment of respect and rapport. Angela showed positive interactions with her students. By greeting students at the door, she set the tone for the classroom. She asked students how their morning was going so far, and students responded with equal respect. There was evidence she was an active listener and was perceived as warm and caring. "How was the basketball game last night?" (observation 1). "Is your grandfather still in the hospital?" (observation 3). Angela took cues from a male student who laid his head on the table (second observation). She approached him, asked him to raise his head, and then asked if he was feeling "okay". He said "no" and she sent him to the nurse. When negative behaviors began to emerge, she immediately identified the body language, used physical proximity, and verbal encouragement for students to stay on task. During bell work discussions, she reminded students to keep their responses school appropriate (observation 3).

Domain 2b – Establishing a culture for learning was evident in Angela's classes. She was a high-energy instructor who encouraged high expectations from her students. When a student stated, "he just did not feel like getting to work," Angela addressed his statement with, "I'm sorry you don't feel like working today, but unfortunately, we have some catching up to do,

so please get busy with your task." (observation 2). She often provided encouraging statements, such as, "You are correct" and "You can do this" (observation 1). She showed fairness and politeness with each of her students, and quality work was expected and recognized, "(name withheld), you did fantastic work on this assignment. I can see that you understand what we discussed last class time" (observation 3).

Domain 2c – Managing classroom procedures were evident from the first moments of all observations. Angela greeted students at the door and provided direction from the moment of entry into the classroom. Bell work assignments were displayed on the projector, the room was organized, and she addressed student issues at the very beginning of class. Transitions from bell work to instruction to activities were seamless (all observations).

Domain 2d – Managing student behavior was a strong feature for Angela. Her classroom was very businesslike and there was no time or need for frivolous behaviors. She redirected students immediately and did not turn a blind ear to chatter at the back of the room (all observations). She paused and waited for students to modify their behaviors on their own, and as soon as students were back on task, she continued with her lesson (all observations). Even though there were no visible classroom rules, there were inspirational quotes and posters throughout the space.

Domain 2e – Organizing physical space was demonstrated by effective indicators. The classroom space was neat and tidy (all observations). The "U" shape seating arrangement made visibility and hearing range accessible for all students. The classroom showed indicators of active instruction going on in the space, such as displayed student work, available materials, students had their own Chrome Books, and the space was free and clear of floor clutter, which enabled students to move about freely. This Family and Consumer Sciences classroom contained five kitchen laboratories, fifteen sewing machines, and other resources to conduct

hands-on learning. As shown in table 8, Angela displayed and met the criteria for Domain 2, with positive interactions with students, showed importance of the content, routines were clearly established, standards appeared to be clear to students, and the classroom was safe and accessible for student learning. These interactions were displayed during all three observations. Based on the evidence shown in Table 8, Angela met criteria for items 2a, 2b, 2c, 2d, and 2e during all observations. She could be considered as a highly effective teacher for Domain 2.

Table 8: *The Codes, Indicators Met, Evidence Shown, and Frequency for Domain 2 – The Classroom Environment for Angela*

Codes	Indicators Met	Evidence Shown	Frequency
2a Designing an Environment of Respect and Rapport	• Respectful talk and turn taking. • Respect for students' backgrounds and lives outside of the classroom. • Teacher and student appropriate body language. • Physical proximity. • Warmth and caring. • Politeness. • Encouragement. • Active listening. • Fairness.	• Teacher called students by name. • Listened to students with care. "How was the basketball game last night?" (observation 1). • Polite language was used in interactions. "I knew you could do this!" (observation 2). • Teacher checked with students to find out how they felt about the class/lesson (observation 3).	3 out of 3 observations
2b Establishing a Culture for Learning	• Belief in the value of work. • Expectations were high and supported through both verbal and nonverbal behaviors. • Quality was expected and recognized. • Effort and persistence were expected and recognized. • Expectations for all students to participate.	• Voice and body language conveyed enthusiasm, "You are correct" and "You can do this" (observation 1). • Teacher shared the learning goal for the lesson and explained the lesson's importance and purpose. "I can see that you understand what we discussed last class time" (observation 3). • Teacher reinforced students' development of conceptual understanding. • Students took pride in their work.	3 out of 3 observations
2c Managing Classroom Procedures	• Smooth functioning of all routines. • Little-to-no loss of instructional time.	• Routines were established by greeting students at the door. • Visible bell work.	3 out of 3 observations

Table 8 (Cont.)

Codes	Indicators Met	Evidence Shown	Frequency
	• Students knew what to do and where to move.	• Addressed student issues at the very beginning of class. • Smooth transitions from bell work to instruction. • Used time well. • Voice level appropriate.	
2d Managing Student Behaviors	• Clear standards of conduct and possibly referred to during a lesson. • Teacher awareness of student conduct. • Prevented action when needed. • Fairness. • Absence of misbehavior. • Reinforcement of positive behavior.	• Businesslike classroom. • Redirected students immediately. • Appropriate and clear standards of behavior. • Alert to student behavior at all times. • Consistency. • Clear consequences, "I'm sorry you don't feel like working today, but unfortunately, we have some catching up to do, so please get busy with your task." (observation 2).	3 out of 3 observations
2e Organizing Physical Space	• The classroom was safe, and all students were able to see and hear. • The classroom was arranged to support the instructional goals and learning activities. • The teacher made appropriate use of available technology.	• Classroom space was neat and tidy. • Classroom arrangement, "U" shape seating. • Evidence of instruction. • Hands-on learning. • Good traffic patterns.	3 out of 3 observations

Easily Identifiable Observation Results in Domain 3 – Angela

Five criteria were examined within the category of the Danielson's Framework for Teaching model – Domain 3 – Instruction. The Danielson's Performance Criteria Rubric (see Appendix H) was used to identify observable attributes and examples, such as, (a) communicating with students, (b) using questioning and discussion techniques, (c) engaging students in learning, (d) using assessment in instruction, and (e) demonstrating flexibility and responsiveness. Evidence of the five criteria from the observations provided insight into how Angela was identified as either an ineffective, progressing, effective, and/or highly effective

teacher. All five criteria were observed in at least two of the three observations completed, as shown in the following table 11.

Domain 3a – Communicating with students. Angela had no difficulties communicating with her students. Although objectives were not visible in the classroom for the first and second observations, Angela clearly communicated the objectives of lessons to her students. She gave clear oral directions for each assignment and activity. She checked for understanding in order to establish clear explanation of content, and she provided opportunities for her students and herself to use oral and written language throughout her lessons (all observations).

Domain 3b – Using questioning and discussion techniques. Again, Angela had no difficulties expressing her qualities for this domain. She asked high-quality questions and provided sufficient "wait" time for students to process their thoughts and to answer the questions. As a "recap" to each lesson, Angela questioned students about vocabulary definitions and how they fit into the context of the lesson or assignment, and she checked for understanding throughout each observation (all observations). Angela posed discussion questions, such as, bell work and writing prompts. During discussion rounds, students answered questions either posed from a prompt or from each other. Angela mediated all discussions and involved all students within each bell work discussion (all observations).

Domain 3c – Engaging students in learning. Angela had no difficulties engaging her students in learning. However, on the first observation, she mentioned that the assignment *Unit Pricing at Dillon's* was a daunting task for some of her lower-level learners. She remedied this and paired low-level students with higher-level students who had a faster understanding of the concepts. This grouping allowed her to continue her "walk" of the room and to answer questions (observation 1). Angela stated that many days were spent "fighting" with her technology. She

stated she was always in fear of something not working and would have to "pull something out of my hat" (interview 1). She often solved this problem by having a backup assignment or activity on paper (observation 2). Being a first-year teacher, Angela mentioned she had many days where her pacing of lessons was not correct and she had to "think fast on her feet". She said this semester was much better and knew this would improve as she grew as an educator (observation 2).

Domain 3d – Using assessment in instruction. Angela stated that assessment was one of her favorite parts of teaching, even though she knew she needed to further develop in this indicator. She did clarify that it was not so much the grading portion of lessons she enjoyed most, but rather the development of assessments and looking for criteria to drive the design of the assessment. She identified using rubrics for all presentations "because students had a clear understanding of what they were supposed to do" (observation 3). Angela monitored her students' learning progress and encouraged feedback concerning topics, assignments, and activities of which she had developed (observation 3).

Domain 3e – Demonstrating flexibility and responsiveness. Angela stated that she adjusted her lessons "all of the time" (interview 1). "Here lately, that takes into consideration our snow days, students leaving early for school activities, I.E.P.'s and 504's" (observation 2). She mentioned that she enjoyed those "teachable moments" in education and teaching seventh and eighth graders, "Every day is a teachable moment" (observation 3).

Based on the evidence shown in Table 9, Angela met criteria for items 3a, 3b, and 3e during all observations. She did not meet criteria for items 3c and 3d and only showed evident on 2 out of 3 observations. She could be considered as an effective teacher for Domain 3.

Table 9: *The Codes, Indicators Met, Evidence Shown, and Frequency for Domain 3 – Instruction for Angela*

Codes	Indicators Met	Evidence Shown	Frequency
3a Communicating with Students	• Clarity of lesson purpose. • Clear directions and procedure specific to the lesson activities. • Students understood the content. • Correct and imaginative use of language.	• Clearly communicated daily objectives. • Gave clear oral directions for each assignment and activity. • Checked for understanding. • Provided opportunities for oral and written language throughout lessons.	3 out of 3 observations
3b Using questioning and discussion techniques	• Questions of high cognitive challenge, formulated by both students and teacher. • Questions with multiple correct answers, or multiple approaches even when there is a single correct response. • Effective use of student responses and ideas. • High levels of student participation in discussion.	• Asked high quality questions. • Provided sufficient "wait" time. • Recapped each lesson. • Used student questioning. • Used vocabulary definitions and how they fit into the context of the lesson. • Checked for understanding. • Used writing prompts and journals. • Used discussion rounds. • Teacher- and student-lead mediated discussions.	3 out of 3 observations
3c Engaging students in learning	• Activities align with the goals of the lesson. • Student enthusiasm, interest, thinking, problem-solving, etc. • Learning tasks that required high-level student thinking and were aligned with lesson objectives. • Students actively "working" rather than watching while their teacher "works".	• Group work. • Paired students. • Walked the room. • Answered questions (observation 1). • Had backup lessons and/or assignments (observation 2).	2 out of 3 observations
3d Using assessment in instruction	• Teacher paid close attention to evidence of student understanding. • Teacher posed specifically created questions to elicit evidence of student understanding. • Teacher circulated the room to monitor student learning and to offer feedback. • Teacher adjusted instruction in response to evidence of student understanding (or lack thereof).	• Businesslike classroom. • Redirected students immediately. • Teacher paused, waited for students to modify behaviors on their own. • Teacher used similar language to modify behaviors.	2 out of 3 observations

Table 9 (Cont.)

Codes	Indicators Met	Evidence Shown	Frequency
3e Demonstrating flexibility and responsiveness	• Incorporation of student interests and events of the day into a lesson. • Visible adjustments in the face of student lack of understanding. • Teacher seizing on a "teachable moment".	• Made necessary adjustments in lessons. • Retaught content when necessary (objective 2). • Considered snow days, students leaving early, I.E.P.'s and 504's, etc." • Enjoyed "teachable moments" in education, "Every day is a teachable moment" (observation 3).	3 out of 3 observations

Description of Interviews – Domains 1 and 4 – Angela

Three interviews were conducted with Angela after each scheduled observation. Two of the interviews followed a semi-structured protocol of questions from the Teacher Education Summative Evaluation Form (see Appendix G). The first interview covered questions from Domain 1 – Planning and Preparation, which examined six criteria, such as (a) demonstrating knowledge of content and pedagogy, (b) demonstrating knowledge of students, (c) selecting instructional outcomes, (d) demonstrating knowledge of resources, (e) designing coherent instruction, and (f) assessing student instruction. The second interview covered questions from Domain 4 – Professional Responsibilities, which examined six criteria, such as (a) reflecting on teaching in terms of accuracy and use in further teaching, (b) maintaining accurate records, (c) communicating with families, (d) participating in a professional community, (e) developing and growing professionally, and (f) demonstrating professionalism. The third interview followed a structured protocol of questions from the Interview Questions for Family and Consumer Sciences Teacher Educators assessment (see Appendix D), which included questions pertaining to Family and Consumer Sciences learning goals, content and topics, resources used to design lessons, the FCS teacher, and influences of teaching. These tools helped gather evidence of certain sights and sounds that were benchmarks of responsive planning and preparation, professional

responsibilities, and questions specific to FCS educators. These benchmarks were not easily identified through observations. Effective teaching does not follow a general "checklist", and no classroom, teacher, or lesson plan can demonstrate all indicators or "look-for's" during a single observation. Therefore, the researcher needed more insight into how Angela was identified as either an ineffective, progressing, effective, and/or highly effective teacher.

The first interview was completed on Friday, January 31, which lasted approximately 13 minutes. During this interview, Angela mentioned that she demonstrated knowledge of content and pedagogy by "Doing a lot of research on my own. You know, sometimes preparing the night before and hoping it will pay off." Angela completed her student teaching semester in a high school and felt that junior high students "were a bit scary for me at first!" However, her love and high skill of culinary and textile construction made this content more enjoyable. "I haven't had to practice because I already know it." When asked how she demonstrated her knowledge about her students, she stated that she liked talking with them and finding out about their backgrounds. "I have a pretty diverse group and I've learned a lot from each one of them." Modifications were made for students with individual education plans (I.E.P.'s) and 504 plans. Angela explained that at the beginning of the school year, she tried to learn students' names quickly and using a seating chart helped tremendously.

When asked how Angela selected instructional outcomes, she mentioned that she looked at the objectives from the textbook and then the national standards from the National Association of State Administrators of Family and Consumer Sciences (NASAFACS, 2018). "After that, I think about what is measurable. Several of the textbooks that I use have all of that information already done for me, but I like to put my own spin on things…be more creative with activities." Angela described that she demonstrated knowledge of resources through using textbooks, the school library, and available technology. "I have some really great textbooks. The teacher

before me did a good job of choosing age-appropriate textbooks for all her classes." She felt that her administration and technology staff had been very supportive which helped when designing lesson plans. She also mentioned that she was part of a peer FCS group chat who talked almost daily. The group discussed available resource items and how others were using them in their classrooms. "I don't have another FCS teacher in the building, so I have to figure things out for myself or I'll ask the group." Angela mentioned that designing coherent instruction was somewhat of a struggle for her; however, she felt lucky because the previous teacher left all her teaching materials when she retired. "She was very organized and liked to keep records of what and when she taught certain topics. Of course, I've changed things around, but at least I had a starting place. I know I'll keep changing things until I find what works for me and my students." Reflecting on successful teaching, Angela explained that she planned to include opportunities for experiential learning, such as adding more guest speakers into the classroom, and taking students on field trips. "I love the hands-on aspects of our field of study."

When Angela was asked how she assessed student learning, she mentioned that several of her teacher-guided textbooks included various types of readymade worksheets, assignments, and assessments. "I've used those as a starting point, then modified them to meet my needs for each class." FCS national standards were the forefront of her planning for assessment and drove the measurement outcomes. "I can justify the direction I'm going with the class. Everything's not perfect this first year, and I'm coming to terms with that. I really love my students and I want to design the best instruction. I just know that it may take me a little bit to get there."

Based on the evidence shown in Table 10, through interview, Angela met 6 out of 7 indicators for 1a, met 6 out of 9 indicators for 1b, met 8 out of 14 indicators for 1c, met 4 out of

10 indicators for 1d, met all 7 indicators for 1e, and met all 5 indicators for 1f. She could be considered as an effective teacher for Domain 1.

Table 10: *The Codes, "Look Fors" Met, Evidence Shown, and Frequency for Domain 1 – Planning and Preparation for Angela*

Codes	"Look Fors" Met	Evidence Shown	Frequency
1a Demonstrating Knowledge of Content and Pedagogy	• Clear and accurate classroom explanations. • Accurate answers to student questions. • Questions built on prior knowledge. • Identified concepts to be taught. • Shared relationships with other disciplines. • Selected appropriate teaching strategies.	• "Doing a lot of research on my own for planning instruction." • Accurate explanations with examples. • Accurate answers. • Feedback to students.	Met 6 out of 7 indicators.
1b Demonstrating Knowledge of Students	• Age appropriate content. • Referenced current research. • Activities engaged inquiry and reciprocal learning process. • Activities/strategies based on formal, informal, and ongoing assessments. • Met with key school personnel. • Accommodations for exceptional learners.	• Liked talking with students, finding out about their backgrounds. "I have a pretty diverse group and I've learned a lot from each one of them." • Modifications were made for students with I.E.P.'s and 504's.	Met 6 out of 9 indicators.
1c Selecting Instructional Outcomes	• Connected to national, state and local standards. • Scaffolding on prior foundations. • Lesson plans were specific, doable, and observable. • Reflected different types of learning. • Reflected communications skills. • Reflected reasoning skills. • Reflected collaboration skills. • Were suitable for all students.	• Use of textbooks. • Use of national standards. • Use of measurable outcomes. • Procedural knowledge. • Thinking and reasoning skills. • Student collaboration. • Communication strategies.	Met 8 out of 14 indicators.
1d Demonstrating Knowledge of Resources	• Utilized several differentiated resources. • Aware of and familiar with resources in and out of school/district. • Internet. • Media center one-to-one school.	• Materials aligned with learning outcomes • Use of resources through textbooks, school library, and available technology • Use of appropriate age and challenging materials.	Met 4 out of 10 indicators.

Table 10 (Cont.)

Codes	"Look Fors" Met	Evidence Shown	Frequency
1e Designing Coherent Instruction	• Suitable to students and learning outcomes. • Represented significant cognitive challenges. • Differentiated. • Engaging. • Varied grouping. • Clearly defined structure. • Reasonably timed.	• Reflected on successful teaching. • Instruction designed to engage students. • Appropriate instructional materials. • Lesson structure clear and sequenced.	Met all 7 indicators.
1f Assessing Student Learning	• Assessed all outcomes. • Adapted for groups and students. • Identified clear criteria and standards. • Developed appropriate strategies. • Used to plan for future instruction.	• Assessments matched learning expectations. • Use of criteria and standards. • Assessment results guided future planning.	Met all 5 indicators.

The second interview was completed on Friday, February 2, with a duration of approximately 13 minutes. When asked how Angela reflected on her teaching in terms of accuracy and use in future teaching, Angela stated that she kept a journal to "reflect on my lesson plans of what worked or what didn't." She also stated that she often used "sticky notes" in her daily lesson plans "about things that needed to change." Gauging the pace of lessons seemed to be an issue of concern, especially in Angela's first-year of teaching, but she knew that issue would "work itself out in the end." When asked how she maintained accurate records, Angela mentioned that her district had PowerSchool for parents to access their child's information and could keep up with their progress. "I try to keep all assignments and grades submitted on a weekly basis. Plus, several of my students this semester are student athletes and those involved with student organizations, and grades have to be updated making sure they are eligible to attend games and such." She added that she kept folders for additional records, such as permission slips, outstanding work examples, and culinary lab fee receipts. "Record keeping has never been a problem or me and I feel like I'm pretty "on top" of keeping accurate records."

Angela commented that she communicated with families on a regular basis. She worked the admission gate at several ball games throughout the school year and tried to make connections between students and parents. She stated that she liked sending emails home, not just negative, but positive emails. "You know, when I notice when a student shows kindness or is helpful in some way. Parents really appreciate that…parent contact always has such negative effects and I like to brag about good behavior. It really does work!"

When Angela was asked the question of how she participated in professional communities, she replied that her district provided professional development (PD) days throughout the school year. She felt these PD days were relevant and not something that the teachers dreaded. She addressed the issue that even though she was the only FCS teacher in the building, she did not feel isolated. She had a mentor in the building and had good success with positive relationships with her colleagues. "She checks on me throughout the week and I feel comfortable asking questions when I need more direction." Angela also suggested that her administration supported all teachers in the district and set them up for success. That support helped Angela's decision to take advantage of duties outside of the classroom that contributed to the school and community.

Angela mentioned she developed and grew professionally by starting her master's program and enjoyed the content field of Career and Technology Education. "With teaching full time and master's classes at night, I haven't had much additional time for my organizations. I'm hoping I'll be able to manage more next year, but for right now, my plate is pretty full." Angela stated how she showed professionalism. "First off, I try to dress professional, I'm at school every day and on time, usually way before the time I'm supposed to be here, and I participate in my committees and I treat students with the utmost respect." She abided by the school district's rules and strived to fulfill the expectations of an educator.

Based on the evidence shown in Table 11, through interview, Angela met 3 out of 3 indicators for 4a, met main indicator for 4b, met 3 out of 5 indicators for 4c, met 4 out of 7 indicators for 4d, met all indicators for 4e, and met all 6 out of 7 indicators for 4f. She could be considered as an effective teacher for Domain 4.

Table 11: *The Codes, "Look Fors" Met, Evidence Shown, and Frequency for Domain 4 – Professional Responsibilities for Angela*

Codes	"Look Fors" Met	Evidence Shown	Frequency
4a Reflecting on teaching in terms of accuracy and use in further teaching	• Accurately assessed lesson's effectiveness in meeting outcomes. • Generally supported judgements. • Suggested future adjustments.	• Journal reflections. • Daily lesson plan reflections. • Accuracy in reflections.	Met all 3 indicators
4b Maintaining accurate records	• Fully effective system for maintaining information on student completion of assignments.	• Kept folders for attendance and additional records, such as permission slips, outstanding work examples, and culinary lab fee receipts.	Met main indicator
4c Communicating with families	• Provided frequent information to families. • Regularly communicated about students' progress. • Coordinated with specialists.	• Positive communication. • Behavior and instructional emails sent home. • Worked at school's sporting events.	Met 3 out of 5 indicators
4d Participating in a professional community	• Mutual support and cooperation . • Engaged in analysis, reflection, discussion and debate with intent to improve. • Actively participated in a culture of professional inquiry. • Actively participated in PD.	• PD days. • Mentoring program. • Administration support. • District support.	Met 4 out of 7 indicators
4e Developing a growing professionally	• Sought out opportunities for professional development to enhance content knowledge and pedagogical skills. • Welcomed feedback and responded/asked for further feedback.	• Master's program. • Academic readings. • Mentoring program.	Met all 2 indicators

Table 11 (Cont.)

Codes	"Look Fors" Met	Evidence Shown	Frequency
4f Demonstrating professionalism	• Displayed high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. • Ensured all students have fair opportunities to succeed. • Open-minded and participated in team/department decision making. • Consistent and on time in attendance. • Consistent and on time in attendance at team and faculty meetings. • Dressed appropriately.	• Acted with integrity and ethical conduct. • Treated students with respect. • Adhered to policies and procedures.	

The third interview was completed on Wednesday, February 12, with a final, in-depth interview that lasted 44 minutes. Questions were asked from the Interview Questions for Family and Consumer Sciences Teacher Education (see Appendix D). The preset interview questions helped the researcher examine and answer research questions, and to further explain questions taken from the Teacher Education Formative Observation Form (see Appendix E).

Angela helped the researcher understand where her lesson plans fit into the sequence of the unit by explaining that the personal finance unit covered opening and managing a bank account, reading a paycheck stub, and unit pricing. In the sequence of the observed classes, students completed a worksheet to calculate food cost and which purchases gave them the best buy. Next, students compared local grocery ads to compute unit costs. Lastly, students completed a research project comparing product pricing. Each student presented their findings. Angela stated she believed the lesson plan played out according to plan:

> "This is a very important skill to learn because everyone eats, and they will need to learn how to stretch their food dollars. This activity is a real-life situation. They will need to look at a sale ad to prepare their meal plans based on their food budget. I also challenged students to find unit costs the next time they went to the store with their parents to purchase groceries. Some students came back to class with some interesting stories, but most that

did confess to trying to find unit costs said it was very interesting to see the difference in costs. Others reported that their parents had no idea what they were doing!"

Angela was confident that her students gained real-life experience from the day's simulation lesson. She was able to incorporate student grouping and elements from students' core classes. "Students caught on quickly and enjoyed it."

Angela mentioned that although personal finance was included in Missouri Curriculum Standards, it was suggested but not required at the junior high-level. She included activities with online simulators for students to learn about banking accounts, such as how to make deposits and withdraw money at an ATM. The simulator program was called Next Gen Personal Finance. The program included a full range of lesson plans and curriculum in addition to the interaction assessments. "I teach it because personal finance is a life skill that everyone needs to know and it's something different from me lecturing or reading from a book." Angela continued she made minimal modifications for students with I.E.P.'s, and the two activities used for this lesson were not modified. Angela felt well prepared to teach this content topic and enjoyed the hands-on aspects of the activities. She used several pedagogical teaching models such as problem-based learning, project-based learning, and cooperative learning for activities. She continued to state that technology did not always work properly, which was occasionally frustrating. "It took up to two weeks for some of it to work… (which) definitely had an influence on how I taught it."

Evaluation of Analysis Results – Angela

After carefully collecting the qualitative data of observations and interviews, the researcher looked for specific indicators in Angela's observations and interviews. The researcher carefully focused on and took note of "Look Fors" from the Teacher Education Summative Evaluation Form (see Appendix G). These "Look Fors" were based on preset

criteria from Danielson's Framework for Teaching Evaluation Instrument Rubric (1996) which was designed to evaluate teachers and define how effective they were during and outside of teaching. All data were recorded into the Teacher Education Formative Observation Form (see Appendix E). This evaluation form scored teachers on a range of 1 through 4. A score of 1 equaled an ineffective teacher; 2 equaled a progressing teaching; 3 equaled an effective teacher; and 4 equaled a highly effective teacher. These numerical scores helped narrow the broad amount of information into a snapshot as to where each participant scored in effectiveness of teaching. These numerical scores were then cross-analyzed with other participants in the study as shown in table 49. After analyzing all four categories, Angela's overall score was 3.6, which confirmed her as an effective teacher, as shown in Table 12.

Table 12: *Angela's Formative Observation Scores based on Danielson's Teacher Education Formative Observation Form for Domain 1-Planning and Preparing, Domain 2-The Classroom Environment, Domain 3-Instruction, and Domain 4-Professional Responsibilities*

Domain #	Indicator	Score	Key of Effectiveness
1a.	Demonstrating knowledge of content and pedagogy.	3	Effective
1b.	Demonstrating knowledge of students.	3	Effective
1c.	Selecting instructional outcomes.	3	Effective
1d.	Demonstrating knowledge of resources.	3	Effective
1e.	Designing coherent instruction.	4	Highly Effective
1f.	Assessing student learning.	4	Highly Effective
	Total Domain 1 Score (out of 24)	**20**	
	Domain 1 Overall Score	**3.33**	
2a.	Designing an environment of respect and rapport.	4	Highly Effective
2b.	Establishing a culture for learning.	4	Highly Effective
2c.	Managing classroom procedures.	4	Highly Effective
2d.	Managing student behavior.	4	Highly Effective
2e.	Organizing physical space.	4	Highly Effective
	Total Domain 2 Score (out of 20)	**20**	
	Domain 2 Overall Score	**4.0**	
3a.	Communicating with students.	4	Highly Effective
3b.	Using questioning and discussion techniques.	4	Highly Effective
3c.	Engaging students in learning.	3	Effective
3d.	Using assessment in instruction.	3	Effective
3e.	Demonstrating flexibility and responsiveness.	4	Highly Effective
	Total Domain 3 Score (out of 20)	**18**	
	Domain 3 Overall Score	**3.6**	

Table 12 (Cont.)

Domain #	Indicator	Score	Key of Effectiveness
4a.	Reflecting on teaching in terms of accuracy and use in further teaching.	4	Effective
4b.	Maintaining accurate records.	4	Highly Effective
4c.	Communicating with families.	3	Effective
4d.	Participating in a professional community.	3	Effective
4e.	Developing and growing professionally.	4	Effective
4f.	Demonstrating professionalism.	4	Highly Effective
	Total Domain 4 Score (out of 24)	**22**	
	Domain 4 Overall Score	**3.6**	
	Total Score (out of 88) 80	**3.6 Overall = Effective**	

Within-Case Analysis - Kelly

Kelly was a 44-year old, Caucasian female teaching in a Missouri high school, grades 9 – 12 with a population of 2,216 students. Her classroom consisted of 24 students, 6 males and 18 females. The class makeup was predominantly Caucasian students and included 3 African American students, and 2 Hispanic students. Kelly's classroom space was large and bright with all technology located on the west end of the classroom. The doorway was on the south wall adjacent to a large display window. Next to the door sat a supply table, which housed several caddies containing notebook paper, pens and pencils, colored-pencils, tissues, and hand-sanitizer. There was a bell schedule hung above this small entry table. Kelly's desk was to the right of the projector and white boards, next to a bank of windows on the east side of the room. Six rectangular tables and twenty-plus student chairs were set up in a zig zag pattern, which faced the projector and projector screen located at the front of the room. To the right of Kelly's desk was a small open storage closet, which she had a decorative curtain hanging to hide the storage. The large bank of windows was lined with upper and lower storage cabinets, which served as ample storage for learning materials and supplies.

The room was divided in half by a large rolling white board that served as a divider. Behind the divider was a large shelf; this housed sixteen sewing machines and their cases. To the right of this space were cabinets with additional storage. The room had blue wall-to-wall, low-pile carpet, and the walls were painted a soft grey/blue. The room was decorated in hues of blue with black and white accents. The ceiling had bright fluorescent lighting. A large floor-to-ceiling bulletin board hung on the south side of the classroom and it was decorated with a Scrabble-type design, featuring vocabulary words pertaining to historical figures.

Description of Observations and Interview Schedule - Kelly

A total of three observations were completed in a span of three weeks. There was one cancelation due to a snow day. As shown in Table 13, The first observation was completed on Friday, January 31, with a duration of 1 hour and 7 minutes. The researcher observed a child development lesson pertaining to Adverse Childhood Experiences (ACE) scores, a childhood brain development lecture, and an activity about brain traumas due to traumatic situations. The second observation was completed on Friday, February 7, with a duration of 1 hour and 11 minutes. The researcher observed a second child development lesson, which included an activity pertaining to a brain architecture game. The third observation was completed on Wednesday, February 14, with a duration of 1 hour and 34 minutes. The final observation focused on child development, where students worked on unfinished projects during class time to prepare for student presentations.

Table 13: *Kelly's Observation and Interview Dates, Duration, and Observed Content Area*

Date of Observation	Duration	Observed Content Area	Interview Topic
Friday, January 31, 2020	Class time: 12:55 – 1:47 p.m. 50 min. observation 17 min. interview	Child Development / ACE scores, childhood brain development lecture, and brain trauma activity.	Interview: Domain 1 – Planning and Preparation

Table 13 (Cont.)

Date of Observation	Duration	Observed Content Area	Interview Topic
Friday, February 7, 2020	Class time: 12:55 – 1:47 p.m. 50 min. observation 21 min. interview	Child Development / The brain architecture game.	Interview: Domain 4 – Professional Responsibilities
Friday, February 14, 2020	Class time: 12:55 – 1:47 p.m. 50 min. observation 44 min. interview	Child Development / Students worked on projects during class time.	Interview: The Interview Questions for FCS Teacher Educators

Description of Observations - Kelly

Observation one. The first observation was completed on Friday, January 31, with a duration of 1 hour and 7 minutes. As soon as the researcher entered the classroom, there was an indication that something was weighing on Kelly's mind. She had misplaced her cell phone and was fearful that one of her students had stolen it. She had previously retraced her steps, but the phone was nowhere to be found. Kelly sent an email to her principal with the specifics of the situation.

When the bell rang, students began filing into the classroom. Kelly did not step out into the hallway to greet her students. Over the loudspeakers, there was very loud music playing, and Kelly shouted that the principal "liked to pipe in upbeat music to get the students motivated to learn" (interview number 1). In the researcher's opinion, the music was extremely loud and distracting. There was no visible bell work displayed on the overhead projector or elsewhere in the room. After the students entered the room, rather than immediately taking their seats, they congregated in various areas of the room, talking and laughing loudly. Most were scrolling on their cell phones, sharing images, and laughing. In her interview, Kelly mentioned she did not have a seating chart because she wanted to "give students some choice in the classroom" (interview number 1). Students continued moving around the room and across the hallway to the

boys' and girls' bathrooms. According to the video recorder, the beginning of class instruction started 10 minutes and 48 seconds after the sound of the bell. There was no evidence that classroom procedures were in place based on student behaviors and students not understanding the expectations from the teacher. There were no visible objectives or outcomes listed in the classroom.

Kelly began class and explained the results of the ACE scores and toxic stress cycles, which students had taken the ACE test the previous class time. Since the researcher did not observe the assessment, Kelly recapped the previous lesson where the ACE scores and toxic stress cycles had been an activity. However, no objectives for the day's lesson were provided.. Several students continued to talk and Kelly, in order to be heard, spoke louder and clearer. There was no pausing or waiting for students to modify their own behavior; they completely ignored her. After about two minutes, Kelly finally paused and said "Girls", then paused and waited. After the girls quieted, she continued with her instruction. Kelly delivered the results of the ACE scores, and at that time, all students became engaged for approximately 20 minutes. Then, Kelly asked students their thoughts and feelings about the ACE results. Student discussion lasted approximately 6 minutes.

Kelly transitioned to a PowerPoint lecture that focused on brain development and the resiliency of children, adolescents, and adults. Kelly provided question prompts for students to answer and provide feedback. During her last transition to an activity, the school's resource officer interrupted class to announce that he had found her phone. Kelly talked with the officer outside of the door for several minutes while the students talked with each other and were on their phones. Students were not disruptive while Kelly was in the hallway.

Kelly returned, but was obviously upset. She went straight to her computer and played an instructional video, which gave directions on how to construct a brain hat. She paused for a

few moments to gain her composure, then passed out the necessary materials for the activity. Students began coloring and constructing their 3D brain hats and stayed engaged for the remainder of their class time. At one minute before the final bell, Kelly announced that the bell would ring and students needed to find a good stopping point and started cleaning up. Students complied and had all materials put away by the time the bell rang. They filed out of the room in the same manner as they filed in, talking and laughing loudly and showing images on their cell phones. Kelly shouted, "See you tomorrow!" Kelly did not mention why she was upset.

Observation two. The second observation was completed on Friday, February 7, and lasted 1 hour and 11 minutes. As soon as the bell rang that signaled it was time for students to get to their next class, Kelly finished preparing materials for the lesson before the students entered the room. Upbeat music was blaring through the overhead speakers. No bell work or objectives were visible. Students came into the room, talking loudly, each with cell phones in their hands. They took seats, but were not in the same places from the previous observation. As Kelly talked with several students, it was obvious she had made positive connections with her students. Kelly asked a female student, "Did you get that big history project done?" The girl laughed and smiled and stated, "How did you remember that?" Kelly said, "Well, I remember lots of things!" She told another female student, "I heard the girls' basketball team won on Tuesday night." The girl was a cheerleader and asked if Kelly was attending the Homecoming game the following week. Kelly said she was not sure, but would let her know soon.

Kelly had smoother transitions than during the first observation. As students settled into chairs, Kelly placed students into groups of four. She announced they would play a game called *the Brain Architecture Game.* As she gave students directions for the game, a student helped pass out materials to each table. Students began talking while she was giving directions, so Kelly paused and waited for just a few moments. Students modified their behavior and became

quiet. Kelly said, “Thank you” and continued her instruction. The purpose of the game was to take provided materials of straws and pipe cleaners, and build a stable tower that could support fishing weights. The towers represented brain connections and the weights represented high stress and/or traumatic experiences. If students’ towers stood under the weights, then their student group had built a structure that could withstand traumatic situations.

Kelly continually walked the room, answered questions, and questioned students’ understanding. She asked questions, such as, “Why did you put that pipe cleaner there?” and “How did your group come up with that structure design?” She suggested that students view others’ towers and observe how peers were constructing their projects. Approximately 2 minutes before the bell was to ring, Kelly reminded students of the time and to deconstruct their towers. Students complied, put away all materials, and gathered at the door waiting for the bell to ring. She ended with, “Have a good day!”

Observation three. The third observation was completed on Wednesday, February 14, and lasted 1 hour and 34 minutes. That day, Kelly was at the door talking with another teacher. No bell work or objectives were posted, music blared through the overhead speakers, and students entered the room talking wildly and some danced to the beat of the music. They fell into seats or gathered at other areas of the room. Most students were on their phones. In her interviews, Kelly mentioned that cell phones were a constant issue in the school. Kelly entered the room and began her instruction. “Okay, guys, you know what you need to work on.” Kelly stated that students were working on unfinished presentation projects, which they would present during their next class time. While students worked quietly and productively, Kelly walked the room visiting with students. It was clear she made positive connections with students. The bell rang early due to an early out day for Valentine’s Day, and students filed out of the room. Kelly stated, “Be safe!”

After each observation, the researcher made general commendations and suggestions, which were shown in Table 14. This list was discussed with Kelly as talking points of ways for her to grow as an educator. This list was taken from observational notes, and best practices from past experiences of the researcher as an academic supervisor for FCS student teachers.

Table 14: *General Commendations and Suggested Feedback for Kelly from all Observations*

Date of Observation	General Commendations	Suggested Feedback
January 31, 2020	• Made connections with students. • Checked for understanding through questioning, such as "Did you get that?" and "How are you doing?" • Called students by name. • Traveled the room. • Redirected behaviors. • Provided fun activities. • Students were actively engaged.	• Start with some basic classroom procedures. Greet students at the door, post bell work, so that students know the expectations and know what to do. • No visible objectives. Think about posting somewhere at the front of the classroom. • Referred to students as "You guys." Think about using "You" or "All of you" instead as it is gender neutral. • Lots of chatter. How could you remedy this? • Several students on cell phones and playing computer games during instruction. • Heard some comments, such as "Shut up" and "You're stupid". Be more aware of conversations around the room. • Address your principal as Dr. (last name withheld) vs. Dr. (first letter only). It is professional courtesy. • What other aspects of brain development did you teach prior to this lesson and activity? Some students seemed confused and/or lost. In other words, how does the activity tie into the lesson?

Table 14 (Cont.)

Date of Observation	General Commendations	Suggested Feedback
February 7, 2020	• Checked for understanding through questioning. • Called students by name. • Traveled the room. • Close proximity to students curbing behaviors. • You were more aware of student behaviors and corrected some behaviors. • Better transitions.	• Start of classroom procedures – no bell work and no visible objectives. Think about adding those two components to your start-of-class procedures. They will really help students understand what is expected of them when they enter your classroom. • Better transitions from bell work to instruction. Bell work helps with this, plus it will kick start class discussions. • No visible objectives. Think about posting somewhere at the front of the classroom. • Lots of cell phones out. How could you remedy this? • Refers to students as "You guys." Think about using "You" or "All of you" instead, it is gender neutral. • Even though you traveled the room and used close proximity, behaviors needed to be immediately addressed.
February 14, 2020	• Checked for understanding through questioning. • Called students by name. • Used close proximity to curb behaviors. • Better transitions. • Traveled the room monitoring behaviors.	• Start of classroom procedures – no bell work and no visible objectives. What are the expectations for the students? • Behaviors and cell phone use still needed to be immediately addressed. • What are expectations in your classroom?

Easily Identifiable Observation Results in Domain 2 – Kelly

As shown in Table 15, five criteria were examined within the category of the Danielson's Framework for Teaching model – Domain 2 – The classroom environment. The Danielson Performance Criteria Rubric was used to identify attributes and examples (see Appendix H). Five criteria served as the basis for observations in Domain 2, which included (a) designing an environment of respect and rapport, (b) establishing a culture for learning, (c) managing classroom procedures, (d) managing student behavior, and (e) organizing physical space. The

five criteria were measured from observations to provide insight into how Kelly was identified as either an ineffective, progressing, effective, and/or highly effective teacher.

Domain 2a – Creating an environment of respect and rapport. In evaluating Kelly's observations, there was evidence of several indicators established in Domain 2a – Creating an environment of respect and rapport. Kelly showed positive interactions with her students. As students entered her classroom, they often shouted "Hey, Ms. S" (observation 1). She asked questions about students such as, "Did you get that big history project done?" and "I heard the girls' basketball team won on Tuesday night" (observation 2). She shared a small piece of information concerning one student who was currently having issues with another teacher and she was trying to help her through "a rough patch" (observation 3). When negative behaviors emerged, she identified student body language, used physical proximity and verbal encouragement for students to stay on task. However, she did not take immediate action. She mentioned that she felt the need to have students be responsible for their own behaviors since most students in her child development class were juniors and seniors (interview 2). She stated she had her own way of managing students and keeping them on task, but she did not elaborate. She mentioned that student cell phone use was out of control and that all teachers in the building "fought that issue" (observation 3).

> "Phones have been a struggle for teachers. If we do referrals and students end up in ISS, it doesn't help much. I have been told by students they love going to ISS. If they are in ISS then that puts more work on me. This semester I added employability points. That has been hard to keep up with every time a student has their phone out. I don't put those points in until the end of the semester. I am considering taking every phone and putting it in a bucket when they walk in…I just don't know." (interview 1).

Kelly prompted good discussions, and checked for understanding throughout each lesson (all observations). She reminded students to keep their responses school appropriate (observation 2).

Domain 2b – Establishing a culture for learning. Evidence of this domain was not as easy to identify in Kelly's classes. She was a high-energy instructor who encouraged high expectations from her students; however, I did not observe follow through on her part. She often provided encouraging statements, such as "That was a really good answer" and "You can do this" (observation 1). She showed fairness and politeness with each of her students, and there was a positive classroom culture . The researcher identified that Kelly had a high commitment for her work and it was evident that she cared about her students and their abilities to be successful. Kelly used encouraging words, such as, "Hey, I like it!" and "You can do this!" (observation 1). She recognized that she had room to grow in her classroom management indicators and being a first-year teacher, "can be very overwhelming" (interview 3).

Domain 2c – Managing classroom procedures. Kelly seemed to have some issues with managing her classroom procedures. She mentioned classroom management was a struggle for her, but knew "it would improve over time" (interview 1). As an example, Kelly did not greet students at the door. No bell work or objectives were visible throughout the room nor was there any use of seating charts. Kelly mentioned that all teachers in the building struggled with student cell phone use during class. When engaged, students worked quietly and productively during group activities of the brain architecture game and the brain hat activity (all observations). Kelly's voice and tone were appropriate and materials and supplies were handled smoothly and efficiently. With some positive feedback, Kelly could have a well-managed classroom where students understand all expectations and know what to do upon entry into the classroom.

Domain 2d – Managing student behavior. This domain was also problematic for Kelly. Her classroom had a very laid-back element, with some amount of down-time and some negative behaviors. Although she had previously made tremendous connections with her students, there was a need for consistent procedures in her classroom. When Kelly redirected

students, she did so textbook perfectly by pausing and waiting for students to modify their behaviors on their own, and then she continued with her lesson (observations 1 and 2). However, many poor behaviors, such as cell phone use, playing games on computers, throwing items at each other, and talking went unnoticed.

Domain 2e – Organizing physical space. Organization of the physical space was demonstrated by effective indicators. The classroom space was neat and tidy, with the exception of some clutter in various corners of the classroom (observations 1 and 2). The zig zag shape seating arrangement made visibility and hearing range accessible for all students. The classroom showed indicators there was a good amount of instruction going on in this space, such as sewing machines, various amounts of supplies, and other resources to conduct hands-on learning.

Based on the evidence shown in Table 15, Kelly scored 3 out of 5 indicators for an effective teacher. She met the criteria for items 2a, 2b, and 2e. She did not meet the criteria for 2c and 2d.

Table 15: *The Codes, Indicators Met, Evidence Shown, and Frequency for Domain 2 – The Classroom Environment for Kelly*

Codes	Indicators Met	Evidence Shown	Frequency
2a Designing an Environment of Respect and Rapport	• Respectful talk and turn taking. • Respect for students' background and lives outside of the classroom. • Physical proximity. • Warmth and caring. • Politeness. • Encouragement. • Active listening. • Fairness.	• Teacher called students by name. • Listened to students with care. "Did you get that big history project done?" (objective 2) • Polite language was used in interactions. "I heard the girls' basketball team won on Tuesday night." (observation 2). • Teacher checked with students to find out how they felt about the class/lesson. Genuine concern for students (observation 3).	3 out of 3 observations

Table 15 (Cont.)

Codes	Indicators Met	Evidence Shown	Frequency
2b Establishing a Culture for Learning	• Belief in the value of work. • Quality was expected and recognized. • Effort and persistence were expected and recognized. • Expectations for all students to participate.	• Voice and body language conveyed enthusiasm, "That was a really good answer" and "You can do this" (observation 1). • Showed fairness and politeness with all students. • Positive classroom culture. • Used encouraging words like, "Hey, I like it!" and "You can do this!" (observation 1).	3 out of 3 observations
2c Managing Classroom Procedures	• When engaged, students worked productively. • Voice level appropriate. • Materials and supplies were handled smoothly and efficiently.	• During activities, students worked quietly and productively (all observations). • Good voice and tone.	1 out of 3 observations
2d Managing Student Behaviors	• Preventive action when needed. • Fairness. • Reinforcement of positive behavior.	• Paused and waited for students to modify their own behaviors.	1 out of 3 observations
2e Organizing Physical Space	• The classroom was safe, and all students were able to see and hear. • The classroom was arranged to support the instructional goals and learning activities. • The teacher made appropriate use of available technology.	• Classroom space was neat and tidy. • Hands-on learning. • Good table and seating arrangement.	3 out of 3 observations

Easily Identifiable Observation Results in Domain 3 – Kelly

As shown in Table 16, five criteria were examined within the category of the Danielson's Framework for Teaching model – Domain 3 – Instruction. The Danielson Performance Criteria Rubric (see Appendix H) was used to identify attributes and examples such as, (a) communicating with students, (b) using questioning and discussion techniques, (c) engaging students in learning, (d) using assessment in instruction, and (e) demonstrating flexibility and responsiveness. The evidence of the five criteria from the observations provided insight into how Kelly was identified as either an ineffective, progressing, effective, and/or highly effective

teacher. All five of the criteria were observed in at least two of the three completed observations.

Domain 3a – Communicating with students. Kelly had no difficulties communicating with her students. Although objectives were not visible within the classroom, Kelly gave clear oral directions for each assignment and activity. She checked for understanding in order to establish clear explanation of content by questioning students during instruction, and she provided opportunities for her students and herself to use oral and written language throughout her lesson (observations 1 and 3).

Domain 3b – Using questioning and discussion techniques. Kelly excelled at expressing her qualities to meet the criteria for this domain. She asked quality questions and provided sufficient "wait" time for students to process their thoughts and answer questions. As a "recap" to each lesson, Kelly questioned students about vocabulary definitions and how each fit into the context of the lesson or assignment. She checked for understanding throughout each observation (observations 1 and 2). During instruction, Kelly posed discussion questions verbally. Kelly mediated all discussions and involved all students within each discussion (observations 1 and 2).

Domain 3c – Engaging students in learning. Kelly had some difficulties keeping students engaged in learning, especially when she used PowerPoint or stood speaking at the front of the room. However, she provided fun activities where groups of students could problem-solve. She walked the room during activities and answered questions when needed (observation 1). Kelly provided activities that were at a high level of rigor and relevance. During observations 1 and 2, students asked several questions concerning the activities and seemed to be confused as to the true context of the content. After problem-solving with their peers, students worked through their issues with each other (observation 2). Being a first-year teacher, Kelly

mentioned that her pace of lessons was not "always correct", and there seemed to be "lots of down time" (interview 2). She said she was working through the issues and could see improvements.

Domain 3d – Using assessment in instruction. Kelly stated that assessment was difficult and it seemed she "had an endless amount of grading" (interview 1). She stated she identified with using rubrics for all projects. Kelly monitored her students' learning progress concerning topics, assignments, and activities through a single method of assessment which was through traditional testing and rubrics for projects (observation 2). She also continually checked for understanding throughout instruction.

Domain 3e – Demonstrating flexibility and responsiveness. Kelly stated she adjusted her lessons for various reasons such as "snow days, holidays, school activities, in school suspensions, I.E.P.'s etc." (interview 2). She mentioned there seemed to be some type of adjustment on most days, but did not elaborate further (observation 2). Based on the evidence shown in Table 16, Kelly scored 2 out of 5 indicators for an effective teacher. She met the criteria for items 3a and 3b. She did meet the criteria for 3c, 3d, and 3e.

Table 16: *The Codes, Indicators Met, Evidence Shown, and Frequency for Domain 3 – Instruction for Kelly*

Codes	Indicators Met	Evidence Shown	Frequency
3a Communicating with Students	• Clarity of lesson purpose. • Clear directions and procedure specific to the lesson activities. • Students understood the content.	• Good communication skills (all observations). • Clear oral directions. • Checked for understanding. • Provided opportunities for students to use oral and written language (all observations).	3 out of 3 observations
3b Using questioning and discussion techniques	• Questions with multiple correct answers, or multiple approaches even when there was a single correct response. • Effective use of student responses and ideas.	• Asked quality questions. • Provided sufficient "wait" time for student thought processes. • Recapped each lesson. • Questioned students.	3 out of 3 observations

Table 16 (Cont.)

Codes	Indicators Met	Evidence Shown	Frequency
		• Used vocabulary definitions and how each fit into the context of the lesson. • Checked for understanding (observations 1 and 2). • Posed verbal discussion questions. • Mediated all discussions (observations 1 and 2).	
3c Engaging students in learning	• Activities aligned with the goals of the lesson. • Student enthusiasm, interest, thinking, problem-solving, etc. • Students actively "working" rather than watching while their teacher "works".	• Provided fun problem-solving activities. • Walked the room. • Answered questions when needed (observation 1). • High-level/rigor and relevance with assignments. (observations 1 and 2).	2 out of 3 observations
3d Using assessment in instruction	• Teacher posed specifically created questions to elicit evidence of student understanding. • Teacher circulating room to monitor student learning and to offer feedback.	• Used rubrics for projects (observation 2). • Monitored students' learning (observations 1 and 2).	2 out of 3 observations
3e Demonstrating flexibility and responsiveness	• Incorporation of student interests and events of the day into a lesson. • Visible adjustments in the face of student lack of understanding.	• Made adjustments in her lessons, "snow days, holidays, school activities, in school suspensions, I.E.P.'s etc." (observation 2).	1 out of 3 observations

Description of Interviews – Domains 1 and 4 – Kelly

Three interviews were conducted with Kelly after each scheduled observation. Two of the interviews followed a semi-structured protocol of questions from the Teacher Education Summative Evaluation Form (see Appendix G) Domain 1 – Planning and Preparation which examined six criteria (see Table 17), and Domain 4 – Professional Responsibilities (see Table 18), which examined six criteria. The third interview followed a structured protocol of questions from Interview Questions for Family and Consumer Sciences Teacher Educators (see Table 19 and Appendix D). These tools helped the researcher gather evidence of certain sights and

sounds, which were benchmarks of responsive planning and preparation, professional responsibilities, and questions specific to Family and Consumer Sciences educators. These benchmarks were not easily identified through observations; thus, an interview was the best way to gather information. Effective teaching does not follow a general "checklist", and no classroom, teacher, or lesson plan can demonstrate all indicators, "Look Fors", or "Listen Fors" during a single observation. Therefore, the researcher needed more insight into how Kelly met indicators to identify as either an ineffective, progressing, effective, or highly effective teacher.

The first interview. The researcher met with Kelly for the first interview on Friday, January 31, which lasted approximately 17 minutes. During the first interview, Kelly mentioned that she demonstrated knowledge of content through finding outside resources to design lesson plans. "My principal doesn't even require that we have lesson plans. I guess he just trusts that we are all doing what we are supposed to be doing." Kelly continued that pedagogy was difficult for her and felt she had issues with "how" to teach.

> Even though I feel somewhat confident in certain aspects of content, I just don't think I'm doing a good job of getting the information to the kids. I know we are supposed to have a certain amount of time for lecture, then move to an activity or an assignment, but I don't think I have good ideas with those two things, and I end up lecturing for the entire hour. I can tell that I'm losing their interests, but again, I just don't feel confident in my abilities to teach the information.

Kelly stated she did not look at standards, but rather, she constructed her lesson plans with a scope and sequence in mind. Her department and technology center colleagues were extremely supportive and provided clear guidance for ways to improve her teaching. Kelly continued that she had adequate classroom resources, such as textbooks, and often found lesson plans online. "Basically, I find whatever I can find. It's kind of a hodgepodge of stuff, but I think it works." She felt more confident about assessments due to the hands-on aspects of content, and had used several assessment tools such as tests, rubrics, and projects.

Kelly mentioned that demonstrating knowledge of students was easy for her. "With the content that I teach, my kids just automatically open up to me and want to tell me stories about their lives." She felt that was due to the territory and content of FCS, particularly to the study of families. "I try to be myself…genuine. I've told stories about my childhood and growing up in a troubled home. I think they can relate to that and see that adults can live through rough times. I like that they can come to me and I'm here to listen." Kelly continued she tried to design age appropriate activities that engaged inquiry and made modifications to lesson plans due to student accommodations. She kept a Google Docs folder with all her exceptional learner's accommodation requirements. Along with watching and listening, she modified and monitored assignments, tests, and kept grades up to date.

Based on the evidence shown in Table 17, through interview, Kelly met 4 out of 7 indicators for 1a, met 8 out of 9 indicators for 1b, met 6 out of 14 indicators for 1c, met 5 out of 10 indicators for 1d, met 5 out of 7 indicators for 1e, and met 3 out of 5 indicators for 1f. She could be considered as a progressive teacher for Domain 1.

Table 17: *The Codes, "Look Fors" Met, Evidence Shown, and Frequency for Domain 1 – Planning and Preparation for Kelly*

Codes	"Look Fors" Met	Evidence Shown	Frequency
1a Demonstrating Knowledge of Content and Pedagogy	• Questions built on prior knowledge of content. • Identified concepts to be taught. • Shared relationships with other disciplines. • Selected appropriate teaching strategies.	• Found outside resources to design lesson plans. • Connected brain development to psychology. • Provided accurate explanations with examples. • Gave feedback to students as needed.	Met 4 out of 7 indicators.
1b Demonstrating Knowledge of Students	• Used age appropriate content. • Activities engaged inquiry and reciprocal learning process. • Met with key school personnel. • Accommodations for exceptional learners.	• "I try to be myself…genuine." • Designed activities that engaged inquiry. • Modifications were made for students with I.E.P.'s and 504's.	Met 8 out of 9 indicators.

Table 17 (Cont.)

Codes	"Look Fors" Met	Evidence Shown	Frequency
1c Selecting Instructional Outcomes	• Scaffolded on prior foundations. • Reflected different types of learning. • Reflected communications skills. • Reflected reasoning skills. • Reflected collaboration skills. • Were suitable for all students.	• Hands-on activities. • Grouping and pairing. • Use of textbooks.	Met 6 out of 14 indicators.
1d Demonstrating Knowledge of Resources	• Utilized several differentiated resources. • Aware of and familiar with resources in and out of school/district. • Guest speakers. • Internet. • One-to-one school.	• One-to-one school. • Use of resources through textbooks, school library, and available technology. • Use of appropriate age and challenging materials.	Met 5 out of 10 indicators.
1e Designing Coherent Instruction	• Represented significant cognitive challenges. • Differentiated. • Engaging. • Varied grouping. • Reasonably timed.	• Reflected on successful teaching. • Instruction designed to engage students. • Grouping. • Appropriate instructional materials.	Met 5 out of 7 indicators.
1f Assessing Student Learning	• Adapted for groups and students. • Developed appropriate strategies. • Used to plan for future instruction.	• Student grouping. • Modifications and accommodations for special learners. • Reflected on lessons and teaching.	Met 3 out of 5 indicators.

The second interview. On Friday, February 7 the second interview was conducted and lasted approximately 21 minutes. When asked how Kelly reflected on her teaching in terms of accuracy and how she used reflection in future teaching, she responded she liked to create spreadsheets and add tabs on Google Docs. She continued that she did not journal but rather reflected on her lesson plans by writing comments on sticky notes. "It's the best way for me to keep organized, and that way I know what I need to change." Kelly added that she knew she should reflect more, but felt she was in survival mode, and at times "just did not think about it."

Kelly mentioned she maintained accurate records by taking attendance through Power School and monitored student work on a daily basis. "I don't let anyone behind my desk and

absolutely no one is allowed on my computer." Kelly communicated with families by sending emails to parents and sending notes home. "Usually, the notes going home are positive notes because I want to tell them about the good things that happen in my room. You know, the positive behaviors instead of only getting bad news from school." Kelly stayed connected in her professional community by attending professional development days through her district and I.E.P. meetings whenever possible. "I have meetings with my department, so we can discuss issues in the department, and I meet with teachers at the tech center to develop career pathways. We have great working relationships and they have really helped me this year."

When asked how Kelly was developing and growing professionally, she stated she was part of several mentoring programs, such as her district mentor, a state mentor through the Missouri Department of Education, and a mentoring program through the Kansas Center of Career and Technical Education. She added she knew she had areas of needed growth and her mentoring programs would help her along the way. Lastly, Kelly stated she demonstrated professionalism by having appropriate conversations in the classroom and attending school every day. She mentioned she was often the first person in the parking lot and usually the last person to leave at night. "I'm getting better about leaving early." She felt she typically had an upbeat and energetic attitude with a passion for teaching Family and Consumer Sciences. "Basically, I just try to do all the things the district expects me to do."

Based on the evidence shown in Table 18, through interview, Kelly met 2 out of 3 indicators for 4a, met main indicator for 4b, met 3 out of 5 indicators for 4c, met 5 out of 7 indicators for 4d, met all indicators for 4e, and met all 5 out of 7 indicators for 4f. She could be considered as an effective teacher for Domain 4.

Table 18: *The Codes, "Look Fors" Met, Evidence Shown, and Frequency for Domain 4 – Professional Responsibilities for Kelly*

Codes	"Look Fors" Met	Evidence Shown	Frequency
4a Reflecting on teaching in terms of accuracy and use in further teaching	• Generally, supports judgements. • Suggests future adjustments.	• Accuracy in reflections. • Used lesson plan reflections.	Met 2 out of 3 indicators.
4b Maintaining accurate records	• Fully effective system for maintaining information on student completion of assignments.	• Kept folders for attendance and additional records, such as permission slips, outstanding work examples, and I.E.P. information.	Met main indicator.
4c Communicating with families	• Provided frequent information to families. • Regularly communicated about students' progress. • Coordinated with specialists.	• Positive communication. • Emailed and sent notes home. • Behavior and instructional emails sent home. • Attended accommodation meetings.	Met 3 out of 5 indicators.
4d Participating in a professional community	• Mutual support and cooperation. • Grade-level department meetings. • Engaged in analysis, reflection, discussion and debate with intent to improve. • Actively participated in a culture of professional inquiry. • Actively participated in collaboration.	• Professional development days. • Mentoring program. • Administration support. • District support. • Professional development days.	Met 5 out of 7 indicators.
4e Developing a growing professionally	• Sought out opportunities for professional development to enhance content knowledge and pedagogical skills. • Welcomed feedback and responded/asked for further feedback.	• Mentoring programs. • Department support. • Technology center support.	Met all 2 indicators.
4f Demonstrating professionalism	• Ensured all students have fair opportunities to succeed. • Open-minded and participated in team/department decision making. • Consistent and on time in attendance. • Consistent and on time in attendance at team and faculty meetings. • Dressed appropriately.	• Acted with integrity and ethical conduct. • Treated students with respect. • Adhered to policies and procedures.	Met 5 out of 7 indicators

The third interview. The researcher conducted the third interview on Wednesday, February 14, which lasted approximately 44 minutes. Questions were asked from the Interview Questions for Family and Consumer Sciences Teacher Education (see Appendix D). The preset interview questions helped examine and answer research questions and to further explain questions taken from the Teacher Education Formative Observation Form (Appendix E).

Kelly helped the researcher understand where her lesson plans fit into the scope and sequence of the unit by explaining that she started this semester with content about postpartum depression and the baby blues. This course was a continuation course from the previous semester of Child Development I. When asked about sharing a copy of her lesson plan, she stated that her school did not require them to make lesson plans. When asked how she planned for instruction, Kelly stated that she made a list of topics she wanted to cover and then "went from there." When specifically asked about the scope and sequence of the child development lessons and what background information was needed for planning, she stated brain development was the main focus. "I wanted the students to understand the importance of brain development at an early age, and how traumatic situations can change the makeup of the brain." Kelly thought the lesson played out well and was happy with the results. She felt students gained a better understanding of learning brain development processes. Kelly expressed her desire to teach this content due to the demographics of the school system. "Our school is made up of kids who have been through toxic stress. It was essential for the students to see where they have been and to learn how not to repeat these patterns with their children." Kelly did not see the need to look at state or national standards for teaching this content, but admitted that she probably should. "Our school doesn't have a true curriculum to be taught from. There are a few standards they have placed in Canvas to teach from. However, they do not require lesson plans or any type

of paper accountability from me." She continued that she felt this topic was very important to teach due to "students coming from low-SES homes and need this information."

When asked about utilizing teaching materials and assessments, Kelly stated that she did have textbooks, but they were outdated. She planned to purchase new class sets over the summer months. She had been instructed to use several different sources to obtain teaching materials and had ordered free teacher's edition texts for this class. Her teacher's edition had several options for quality assessments and online resources. When asked what the consequences were if students did not do well on tests, Kelly replied that she tried to "get them caught up if they do bad on a test, but lots of times they were okay with their grade."

Kelly mentioned that she felt she had access to adequate resources for planning instructions, and she also had fantastic support through her department, technology center, and administration. She was in the process of working with the technology center preschool instructors to design a child development pathway. "We are trying to line up a pathway so some of my students can take her class after Child Development II. Students can receive a certification after 400 practicum hours and testing has been met." Kelly mentioned that although she felt very supported in her department and district, and loved teaching certain content areas, she often felt she was not engaging students enough. "I wish I could find better ways to get my students more interested and have more group discussions. I don't know, find better strategies to use to enhance their interests." At this point in the interview, Kelly and the researcher discussed various strategies she could incorporate into her teaching, and she was provided with several resources for ready-made lesson plans produced through reputable sources, such as Utah Education Network and the Kansas Center for Career and Technical Education. Both sites would provide outstanding curriculum and lesson plans geared toward this age group.

Kelly mentioned there were no administrative factors that influenced how she planned or taught content. She added she was the only teacher in the building who taught Child Development content. "No one has a clue what I'm doing, so no one keeps a check of what I'm teaching." During this point in the interview, Kelly and the researcher further discussed possible options for material and personal resources to help her collaborate with other professionals. She mentioned that the facilities, available equipment, and supplies did not influence her choice of a lesson or how she taught it.

When asked if Kelly had any additional comments or concerns, she stated that she felt she struggled with providing the correct type of bell work, teaching bell-to-bell, and keeping students engaged. The researcher shared with her various options for each issue and asked her to try a few of those options during next week's class. She said she would report back to me with what worked and what did not.

Evaluation of Analysis Results – Kelly

After carefully collecting the qualitative data of observations and interviews, the researcher looked for specific indicators in Kelly's observations and interviews. The researcher carefully focused on and took note of "Look Fors" from the Teacher Education Summative Evaluation Form (see Appendix G). These "Look Fors" were based on preset criteria from Danielson's Framework for Teaching Evaluation Instrument Rubric (1996) which was designed to evaluate teachers and define how effective they were during and outside of teaching. All data were recorded into the Teacher Education Formative Observation Form (see Appendix E). This evaluation form scored teachers on each criterion on a range from 1 through 4. A score of 1 equaled an ineffective teacher; 2 equaled a progressing teaching; 3 equaled an effective teacher; and 4 equaled a highly effective teacher. These numerical scores helped narrow the broad scope

of information into a snapshot as to where Kelly scored in teaching effectiveness. These numerical scores were then cross-analyzed with other participants in the study as shown in table 49. After analyzing all four categories, Kelly's overall score was 2.5, which confirmed her as a progressing teacher, as shown in Table 19.

Table 19: *Kelly's Formative Observation Scores based on Danielson's Teacher Education Formative Observation Form for Domain 1-Planning and Preparing, Domain 2-The Classroom Environment, Domain 3-Instruction, and Domain 4-Professional Responsibilities*

Domain #	**Indicator**	**Score**	**Key of Effectiveness**
1a.	Demonstrating knowledge of content and pedagogy.	2	Progressing
1b.	Demonstrating knowledge of students.	2	Progressing
1c.	Selecting instructional outcomes.	2	Progressing
1d.	Demonstrating knowledge of resources.	2	Progressing
1e.	Designing coherent instruction.	2	Progressing
1f.	Assessing student learning.	1	Ineffective
	Total Domain 1 Score (out of 24)	**11**	
	Domain 1 Overall Score	**1.83**	
2a.	Designing an environment of respect and rapport.	4	Highly Effective
2b.	Establishing a culture for learning.	3	Effective
2c.	Managing classroom procedures.	2	Progressing
2d.	Managing student behavior.	2	Progressing
2e.	Organizing physical space.	3	Effective
	Total Domain 2 Score (out of 20)	**14**	
	Domain 2 Overall Score	**2.8**	
3a.	Communicating with students.	2	Progressing
3b.	Using questioning and discussion techniques.	4	Highly Effective
3c.	Engaging students in learning.	3	Effective
3d.	Using assessment in instruction.	2	Progressing
3e.	Demonstrating flexibility and responsiveness.	2	Progressing
	Total Domain 3 Score (out of 20)	**13**	
	Domain 3 Overall Score	**2.6**	
4a.	Reflecting on teaching in terms of accuracy and use in further teaching.	2	Progressing
4b.	Maintaining accurate records.	4	Highly Effective
4c.	Communicating with families.	3	Effective
4d.	Participating in a professional community.	3	Effective
4e.	Developing and growing professionally.	4	Highly Effective
4f.	Demonstrating professionalism.	2	Progressing
	Total Domain 4 Score (out of 24)	**18**	
	Domain 4 Overall Score	**3.0**	
	Total Score (out of 88)	**56**	**2.5 Overall = Progressing**

Within-Case Analysis - Meredith

Meredith was a 24-year old, Caucasian female teaching in a Kansas high school, grades 9 – 12 with a population of 262 students. Her classroom consisted of 20 students, 5 males and 15 females. Her students were predominantly Caucasian students, including 2 Hispanic students. Meredith's classroom space was large and divided into a regular classroom space and a cooking lab space. The classroom space was bright with white tile floors and fluorescent lighting. The entrance to the classroom was located on the west side of the hallway. Adjacent to the door was a small side table that housed school supplies such as paper, pens and pencils, tissues and hand-sanitizer, and a bulletin board reserved for announcements. All technology was located to the left (south) of the entrance with a Smart Board and white board. Meredith's desk was to the left of the white board, angled in the corner. She had two filing cabinets and a shelf behind her desk, which housed personal items and photographs. To the left of Meredith's corner space were two small storage closets with a large white board in between each door.

On the east side of the classroom sat a long bank of windows which were flanked by two large shelves and a large chest freezer. The large shelf to the right of the windows housed more student supplies and trays for turning in and picking up student work. On the north side of the classroom was the entrance into the kitchen lab cooking space. The classroom space included five clusters of four individual student desks pushed together. The five clusters were in a zig zag pattern with three clusters in the back of the room and the remaining two clusters at the front of the classroom. The classroom was decorated with three posters relating to Family and Consumer Sciences; no student work was displayed. The space was clean and organized.

Description of Observations and Interview Schedule – Meredith

As shown in Table 20, a total of three observations occurred over the course of two weeks. The first observation was completed on Friday, February 14, with a duration of 1 hour and 42 minutes. The researcher observed a family studies lesson including various types of relationships from dating to marriage. The second observation was completed on Wednesday, February 19, with a duration of 1 hour and 39 minutes. The researcher observed a second family studies lesson pertaining to personality traits and desired traits for choosing a mate. The third observation was completed on Friday, February 21, with a duration of approximately 1 hour and 20 minutes. The final observation focused on a third family studies lesson where students auctioned and bid for their desired traits for their future mate.

Table 20: *Meredith's Observation and Interview Dates, Duration, and Observed Content Area*

Date of Observation	Duration	Observed Content Area	Interview Topic
Friday, February 14, 2020	Class time: 8:00 – 9:22 a.m. 80 min. observation 22 min. interview	Family Studies / Personality Traits	Interview: Domain 1 – Planning and Preparation
Wednesday, February 19, 2020	Class time: 8:00 – 9:22 a.m. 80 min. observation 19 min. interview	Family Studies / Personality Trait Auction Bids	Interview: Domain 4 – Professional Responsibilities
Friday, February 21, 2020	Class time: 8:00 – 9:22 a.m. 80 min. observation 30 min. interview	Family Studies / Healthy Relationships for Dating and Marriage	Interview: The Interview Questions for FCS Teacher Educators

Description of Observations - Meredith

The first observation. The first observation was completed on Friday, February 14 and lasted 1 hour and 42 minutes. Meredith greeted students as they entered the classroom, although she did not step into the hallway. Bell work was displayed on the smart board. Students entered

the classroom, quickly took their seats which were based on a seating chart, and began writing responses for the daily bell work. It was obvious that Meredith had made positive connections with her students. For example, students engaged her in conversation concerning a particular television show, asking if she had watched the episode the night before. This sparked a lengthy discussion about the show. She mentioned it was interesting they had mentioned the show because several of her examples for that day's lesson were taken from the show.

The main topic for the lecture was concerning state marriage laws and how they were similar or different from each other. Content included differences in state laws, the procedures for acquiring a marriage license, and blood testing. As Meredith lectured, students were required to take notes on a pre-designed packet assignment which served as an assignment and a study guide. As Meredith lectured, she occasionally paused to allow opportunities to share examples based on their writing. She called students by name, gave appropriate wait time for students' thought processes, and provided prompts when necessary. If a student got stuck, Meredith asked another student to help out with an answer. She provided vocabulary words to enhance understanding and provided examples of how vocabulary words fit within the content's context.

Meredith mentioned that she was locked into the location next to her desk, due to technology (interview 1). She said she had a hand clicker, but it often did not work, and it was easier to stay in one location and move PowerPoint slides straight from her computer. However, she did travel around the room when necessary.

At that point in the lesson, the fire alarm sounded and the building was evacuated for approximately 45 minutes. After the student body was allowed to return to their classrooms, Meredith immediately picked up where they left off, even though there was only about 4 minutes left of instructional time. Meredith instructed students to take home their packets and have

several sections completed by the next class time. The bell rang and Meredith dismissed her students and said, “Have a good day!”

After each observation, the researcher made general commendations and suggestions (see Table 23). This list was discussed with Meredith as talking points and ways for her to grow as an educator. This list was taken from the observational notes and best practices from past experiences of the researcher as an academic supervisor for FCS student teachers.

The second observation. The second observation was completed on Wednesday, February 19, which lasted 1 hour and 39 minutes. As soon as the bell, Meredith prepared her technology for the upcoming class. She did not step out into the hallway but rather greeted her students as they entered the classroom. Bell work was visible to the left of the overhead projector, but no objectives were visible within the classroom. As students entered the room, they went to their seats and started working on the displayed bell work question. There was a good amount of chatter as students prepared to get settled into their routine. This allowed Meredith to take attendance and answer student questions. She allowed extra time for students to finish their bell work and then continued with the bell work discussion. Meredith communicated the objectives for her students once they were settled into the room. Meredith used the communicated objectives to guide student thinking on the day’s topic. There was evidence that procedures were in place based on student behaviors and their understanding of the teacher’s expectations.

There was a smooth transition from the beginning of bell work discussion to the start of instruction. Meredith explained the direction of the lesson and warned that if she caught students on their phones, she would deduct points from their assignment grade. Meredith lowered the lighting in the room and began a PowerPoint instruction that lasted approximately 40 minutes. The lecture topic was personality traits one might find desirable in a future dating partner or a

future mate. Students continued working on the relationship packet from the previous class, and Meredith instructed them that this packet would serve as their study guide for the unit test. Meredith paused often and checked for understanding by asking guided questions. Students were allowed ample time for reflection as they completed their study guides.

At the end of the PowerPoint lecture, students were allowed independent work time. During this time, Meredith passed back graded work and instructed students to keep those papers for study purposes. As students completed their work, they became chatty. Meredith brought students back on task by saying, "Folks, there is no reason for you to be talking." She mentioned that students had just enough time to complete an activity before the bell rang. She passed out green construction paper and instructed students to make their own set of currency. Their play money would be used at the end of the unit to bid and purchase their desired personality traits of their future dating partner or mate during an in-class personality trait auction. Students chatted but worked quickly. A male student got upset with another student stating the other student had stolen some of his play money. He jumped up from his seat and shouted an expletive at the other student. Meredith addressed the incident and told the student, "You cannot speak like that in this classroom. You need to go to the office right now!" The student left without retaliation and the room became very quiet. Meredith addressed the class, "Alright, it's all over, so finish up you only have about 2 minutes left of class." Students completed their assignment and cleaned up their area as the bell rang. Meredith stated, "Make good choices and have a great day!"

The third observation. The researcher completed the third observation on Friday, February 21 and lasted 1 hour and 20 minutes. Meredith did not greet students at the door, rather, she greeted them as they entered her classroom. Students immediately took their seats, but there was no bell work posted. Students were subdued and quiet. Students waited patiently and instruction started as soon as the bell rang. Meredith recapped information from the

previous class time and directed students to put away their cell phones and computers. Her directions included looking over the list of personality traits that were listed on the board and within their unit packet. Each student chose their top five personality traits they desired in a dating partner and future mate. As students completed this task, one student passed out the fake currency that students had made the previous class time. Meredith also passed out a record sheet for students to keep track of their desired traits, the auction bidding process, and their currency. She then set a timer for 50 minutes.

At the start of the timer, Meredith stated the directions for the auction. As Meredith called out each trait, students raised their hands if they wanted to bid on that particular trait. If they were the only person bidding, they could set the price they were willing to pay for the trait. If multiple students bid on the same trait, that instigated a bidding war. The trait went to the highest bidder. Students were excited about the activity, and several times Meredith had to pause and state, "Let's bring it back." Students continued to bid on their desired traits until all traits had been auctioned. Whomever won the trait, Meredith would question why that particular trait was important to them. Students replied with a multitude of answers. This activity took the majority of class time. It was obvious that students enjoyed this activity, and it was interesting to see the amount of currency students were willing to spend on a particular trait. Physical appearance traits went for more currency and started several bidding wars over the course of the auction. There were approximately 10 minutes until the end of class, so Meredith completed a quick "debriefing" session where students shared what they liked best and least about the unit. There were still a few minutes left, so Meredith allowed students to choose what they wanted to do, such as reading a book, working on homework, or visiting with their desk mates, just as long as their conversations stayed appropriate. Several students scrolled on their cell phones, even

though that was not a given choice. Meredith dismissed students at the bell and stated, "Bye guys. Have a good weekend!"

After each observation, the researcher made general commendations and suggestions (see Table 21). This list was discussed with Meredith as talking points and ways for her to grow as an educator. This list was taken from the observational notes and best practices from past experiences of the researcher as an academic supervisor for FCS student teachers.

Table 21: *General Commendations and Suggested Feedback for Meredith from all Observations*

Date of Observation	General Commendations	Suggested Feedback
February 14, 2020	• Start of classroom procedures –bell work was posted, students knew your expectations and knew what to do, such as enter a room, take their seat, and start working quietly on the bell work task. • Smooth transitions from bell work to instruction. • No loss of instructional time. • Excellent discussion examples. • Checked for understanding through questioning. • Called students by name. • Traveled the room. • Close proximity and redirected behaviors immediately.	• Think about greeting students at the door. • There were no visible objectives. Think about posting somewhere at the front of the classroom or at least verbally communicate those with your students. • Several interruptions. The office called for students, but what is the policy for constant interruptions during instruction? • Referred to students as "You guys" and said "You guys". Think about using "You" or "All of you" instead as it is gender neutral. • Students were pretty chatty. How can you remedy this?
February 19, 2020	• Start of classroom procedures – no visible objectives, but she did go over them with the students. • Smooth transitions from bell work to instruction. • No loss of instructional time. • Excellent discussion examples. • Checked for understanding through questioning. • Called students by name. • Traveled the room. • Close proximity and redirected behaviors immediately.	• No visible objectives. Think about posting somewhere at the front of the classroom, even though you go over those with the students. • Referred to students as "You guys" and "You guyes". • Lots of cell phone use, today. Think about how you can remedy this. Unfortunately, it's an issue with all teachers.

Table 21 (Cont.)

Date of Observation	General Commendations	Suggested Feedback
February 21, 2020	• You "kicked out" a student for his inappropriate behavior. Now have that conversation of, "Do you understand why I asked you to leave the classroom?" • Start of classroom procedures – no visible objectives, but did verbally communicate with your students. • Smooth transitions from bell work to instruction. • No loss of instructional time. • Excellent discussion examples. • Checked for understanding through questioning. • Called students by name. • Traveled the room. • Close proximity and redirected behaviors immediately. • Fun activity (auction bidding). • Students were actively engaged.	• Several girls were in shorts today even though it's February. Remind girls to sit in "lady-like" positions. Lots of legs draped over desk tops today. Not very flattering. • Still referred to students as "You guys." • Cell phone use was still an issue. • Suggested she keep pausing to direct student's attention back to her and to eliminate "chatter".

Easily Identifiable Observation Results in Domain 2 – Meredith

As shown in Table 22, five criteria were examined within the category of the Danielson's Framework for Teaching model – Domain 2 – The classroom environment. The Danielson Performance Criteria Rubric was used to identify attributes and examples (see Appendix H). Five criteria served as the basis for observations in Domain 2, which included (a) designing an environment of respect and rapport, (b) establishing a culture for learning, (c) managing classroom procedures, (d) managing student behavior, and (e) organizing physical space. The five criteria were measured from observations to provide insight into how Meredith was identified as either an ineffective, progressing, effective, and/or highly effective teacher.

Domain 2a – Creating an environment of respect and rapport. Evaluating Meredith's observations, there was evidence of several indicators established in Domain 2a – Creating an environment of respect and rapport. Meredith had positive interactions with her students. Even though she did not greet students at the door, there were other observed positive interaction

indicators. Meredith called students by name, listened to students with care, and used polite and appropriate language in her interactions with students and other teaching staff (all observations). During each observation, students engaged her in conversation, asked if she was attending homecoming as a chaperone (observation 1), asked about her dog (observation 2), and discussed a weekly television show (observation 3). Meredith addressed negative behaviors and immediately brought conversations back to safe and appropriate topics (observations 2 and 3).

Domain 2b – Establishing a culture for learning. The criteria for this domain were evident in Meredith's classroom. She was a passionate instructor whose voice and body language conveyed enthusiasm for the content. A student commented on her knowledge of the topic, "For someone who isn't married, you know a lot about it" (observation 2). Meredith reinforced students' development of conceptual understanding with encouraging statements, such as "Are you sure about this one? You are so close, so go back and read that again," and "Now you got it!" (observation 2). She showed fairness and politeness with each of her students, where quality work was expected and recognized. As Meredith passed back student work, she made positive comments, such as "I knew you would get this," and "I'm proud of the thoroughness of your answers" (observation 2). She also shared learning objectives for each lesson and explained the lesson's importance and purpose. "Most likely, all of you will date and marry. It's a good idea to have some standards when choosing your partner" (observation 2).

Domain 2c – Managing classroom procedures. Meredith slightly struggled with classroom management procedures. Although there were evident procedures in place and the majority of her students understood the expectations of the procedures, one student consistently disrupted the flow of the classroom. Meredith mentioned this was a constant issue and her and the school's administration were working on discipline strategies for this student (interview 2). Inappropriate comments from this student got him kicked out of the classroom (observation 2).

Meredith took the appropriate procedures for sending him to the principal's office, which showed indicators for Domain 2d – responds to serious behavior problems. He later mentioned to Meredith that he wanted to prove to the observer that she could be tough (interview 3).

Other than the occasional student disruption, the function of the classroom was smooth (all observations). Students understood their role in carrying out routines. This was evident in how students maneuvered around the classroom at the inception of the bell and to the end of the bell (all observations). Some instructional time was lost due to students engaging Meredith in conversations outside the content. However, students knew what to do and where to move when needed (all observations). Students worked productively and used time well. Meredith had appropriate voice levels and gave body cues, such as pausing and waiting and raising her hand in the air, to gain student attention and brought them back on task (observations 2 and 3). Materials were handled smoothly and efficiently. Meredith had student helpers who passed out materials, but Meredith always passed back graded assignments herself for confidentiality purposes (observation 3).

Domain 2d – Managing student behavior. This domain seemed to be a slight struggle for Meredith. Her classroom was laid-back and students felt comfortable with Meredith's genuine manner. She redirected negative student behaviors but let some forms of behavior, such as talking and cell phone use go unnoticed (all observations). Students in her classroom enjoyed talking and had a consistent chattiness throughout all three observation days. Meredith mentioned that she herself was a chatty person and her level of tolerance was pretty high. "They know when I mean business" (interview 3). "They know that I care about them, and if they do get in trouble, they know I don't hold a grudge" (interview 3). Indicators showed she had clear consequences when she paused and waited for students to modify their behaviors on their own. As soon as students were back on task, she continued with her lessons (all observations), which

indicated awareness of student conduct. Even though there were no visible classroom rules, there were a few colorful posters with encouraging quotes throughout the space.

Domain 2e – Organizing physical space. Meredith demonstrated this domain by using effective indicators. Chair arrangement allowed students to see the board and hear instruction; however, some students had to turn slightly sideways in their desks in order to see the board. This did not seem to be an issue. There was appropriate use of space and Meredith mentioned that having two separate spaces, one for instruction and one for culinary labs, was an ideal set up. Students were not allowed into the kitchen lab areas unless they were enrolled in a culinary course. This ensured the kitchen areas stayed clean, eliminating any safety and sanitation issues. All instructional materials were kept in the instruction room space, which allowed students more accessibility (all observations). Both classroom spaces were spacious enough to allow for normal traffic patterns, and Meredith had enough space for her technology needs.

Based on the evidence shown in Table 22, Meredith met criteria for items 2a, 2b, and 2e during all observations. She did not meet criteria for items 2c and 2d and only showed evident on 2 out of 3 observations. She could be considered as an effective teacher for Domain 2.

Table 22: *The Codes, Indicators Met, Evidence Shown, and Frequency for Domain 2 – The Classroom Environment for Meredith*

Codes	Indicators Met	Evidence Shown	Frequency
2a Designing an Environment of Respect and Rapport	• Respectful talk and turn taking. • Respect for students' backgrounds and lives outside of the classroom. • Teacher and student appropriate body language. • Physical proximity (when not tied to her technology). • Warmth and caring. • Politeness. • Encouragement.	• Positive interactions with students. • Called students by name. • Listened to students with care. • Used polite and appropriate language between students and staff (observation 1, 2, and 3). • Students asked - "Are you coming to homecoming as a chaperone?" (observation 1).	3 out of 3 observations.

Table 22 (Cont.)

Codes	Indicators Met	Evidence Shown	Frequency
	• Active listening. • Fairness.	• Students asked about her dog (observation 2). • Discussed a weekly television show (observation 3). • Addressed negative behaviors. • Kept conversations safe and appropriate (observations 2 and 3).	
2b Establishing a Culture for Learning	• Belief in the value of work. • Expectations were high and supported through both verbal and nonverbal behaviors. • Quality was expected and recognized. • Effort and persistence were expected and recognized. • Confidence in ability is evidenced by teacher and students' language and behaviors. • Expectations for all students to participate.	• "For someone who isn't married, you know a lot about it" (observation 2). • Reinforced students' development of conceptual understanding (observations 1 and 2). • "Are you sure about this one? You are so close, so go back and read that again" (observation 2). • "Now you got it!" (observation 2). • Fairness and politeness. • Positivity - "I knew you would get this" and "I'm proud of the thoroughness of your answers" (observation 2).	3 out of 3 observations.
2c Managing Classroom Procedures	• Smooth functioning of all routines. • Little-to-no loss of instructional time. • Students played an important role in carrying out the routines. • Students knew what to do and where to move.	• Visible bell work. • Addressed student issues at the very beginning of class. • Responded to serious behavior problems (observation 2). • Smooth transitions from bell work to instruction (all observations). • Appropriate voice and body cues (all observations). • Materials handled smoothly and efficiently (all observation).	2 out of 3 observations.

Table 22 (Cont.)

Codes	Indicators Met	Evidence Shown	Frequency
2d Managing Student Behaviors	• Absence of acrimony between teacher and students concerning behavior. • Teacher awareness of student conduct. • Preventive action when needed by the teacher. • Fairness. • Reinforcement of positive behavior.	• Redirected negative student behaviors, but not immediately (all observations). • "They know that I care about them, and if they do get in trouble, they know I don't hold a grudge." • Clear consequences. • Paused and waited for students to modify their own behaviors (all observations).	2 out of 3 observations.
2e Organizing Physical Space	• The classroom was safe, and all students were able to see and hear. • The classroom was arranged to support the instructional goals and learning activities. • The teacher made appropriate use of available technology.	• Two separate spaces, one for instruction and one for culinary labs. • Good classroom layout. • Students not allowed into kitchen lab areas ensured kitchen safety and sanitation. • Accessible instructional materials. • One-to-one instruction materials.	3 out of 3 observations.

Easily Identifiable Observation Results in Domain 3 – Meredith

Five criteria were examined within the category of the Danielson's Framework for Teaching model – Domain 3 – Instruction. The Danielson Teacher Education Summative Evaluation Form (see Appendix G) was used to identify attributes and examples, such as, (a) communicating with students, (b) using questioning and discussion techniques, (c) engaging students in learning, (d) using assessment in instruction, and (e) demonstrating flexibility and responsiveness. Evidence of the five criteria from the observations provided insight into how Meredith was identified as either an ineffective, progressing, effective, and/or highly effective teacher. All five of the criteria were observed in at least two of the three observations completed, as shown in the following table 23.

Domain 3a – Communicating with students. Meredith had no perceived difficulties communicating with her students. Although objectives were not visible in the classroom, Meredith verbally communicated the objectives to her students, per the researcher's previous feedback suggestions (observations 2 and 3). Before instruction, Meredith's directions and procedures for activities and assignments were clear and concise (all observations). Her content lectures showed her deep understanding and passion for the content area. She provided several opportunities to connect student understanding and experiences to the content area (all observations). Meredith spoke in a clear voice and checked for understanding throughout the class time. In order to establish a clear explanation of content, she provided opportunities for students and herself to use oral and written language throughout her lessons (all observations).

Domain 3b – Using questioning and discussion techniques. Meredith had no perceived difficulties expressing her qualities for this domain. She asked high-quality questions and provided sufficient wait time for students to process their thoughts and answer the questions. As a recap to each lesson, Meredith questioned students about vocabulary definitions and how they fit into the context of the lesson or assignment. She also checked for understanding throughout each observation (all observations). Meredith used adequate wait time to provide for student response. She successfully engaged students by posing discussion questions which was done through bell work and writing prompts (observations 1 and 2). Meredith mediated all discussions, but she also stepped aside for students to lead the conversations. All discussions included genuine communications (observations 1 and 2).

Domain 3c – Engaging students in learning. Meredith did exceptionally well at engaging her students in learning. Assignments were appropriate and students were cognitively engaged. This was evident by fun, rigorous assignments. During each observation, Meredith took a few moments to build up the personality auction, where students competed to outbid each

other (observations 1 and 2). The content area was relevant and appropriate for the age group, and when students showed signs of misunderstanding, Meredith revisited specific concepts (observations 1 and 2). She had a suitable pace for the flow of the lessons. She had students complete a debriefing session during the last observation. This was evident during the closure for the unit, and Meredith later mentioned that she used this feedback to reflect and to make any necessary changes for this unit (interview 3).

Domain 3d – Using assessment in instruction. Meredith communicated the extent of assessments for this unit. As she began instruction at the beginning of class, she shared performance standards and how student work would be evaluated (observations 1 and 2). Meredith monitored the progress of individual and group work, and she provided feedback on all papers that were passed back to the students (observation 2). She mentioned that she always tried to have papers graded and back to students on a weekly basis, and never to "go past two weeks" (interview 1). She also mentioned that during some instruction and assignments, she gave opportunities for students to assess and monitor their own work against some type of criteria (interview 1). Usually, that started with students taking a few extra minutes to proofread their work and to make necessary edits. She also liked using rubrics for projects and group assignments (observation 3).

Domain 3e – Demonstrating flexibility and responsiveness. Meredith stated that she made minor adjustments in her lessons on a daily basis (interview 2). Although her school district was not as diverse as other neighboring districts, the diversity was changing. She had few exceptional learners in her classes, but made accommodations according to their I.E.P. plans. "Most days have some type of a teachable moment. This particular content topic discusses the challenges of relationships and teachable moments exists throughout the content" (interview 1).

Meredith mentioned she had to take into consideration snow days and students who left early for school activities when planning lessons (interview 3).

Based on the evidence shown in Table 23, Meredith met criteria for items 3a, 3b, 3c, 3d and 3e during all observations. She could be considered as a highly effective teacher for Domain 3.

Table 23: *The Codes, Indicators Met, Evidence Shown, and Frequency for Domain 3 – Instruction for Meredith*

Codes	Indicators Met	Evidence Shown	Frequency
3a Communicating with Students	• Clarity of lesson purpose. • Clear directions and procedures specific to the lesson activities. • Absence of content errors and clear explanations of concepts. • Students understood the content. • Correct and imaginative use of language.	• Clearly communicated daily objectives (all observations). • Gave clear oral directions for each assignment and activity. • Checked for understanding. • Provided opportunities for oral and written language throughout lessons. (all observations). • Lectures showed deep understanding and passion for the content area (all observations).	3 out of 3 observations
3b Using questioning and discussion techniques	• Questions of high cognitive challenge, formulated by both students and teacher. • Questions with multiple correct answers, or multiple approaches even when there is a single correct response. • Discussion with the teacher stepping out of the central, mediating role. • Effective use of student responses and ideas. • High levels of student participation in discussion.	• Asked high quality questions. • Provided sufficient wait time. • Recapped each lesson. • Used student questioning. • Used vocabulary definitions and how they fit into the context of the lesson. • Checked for understanding (all observations). • Use of writing prompts and journals. • Use of discussion rounds. • Teacher- and student-lead mediated discussions (all observations).	3 out of 3 observations
3c Engaging students in learning	• Activities align with the goals of the lesson. • Student enthusiasm, interest, thinking, problem-solving, etc. • Learning tasks that require high-level student thinking and are aligned with lesson objectives.	• Age appropriate assignments. (all observations). • Students cognitively engaged (all observations). • Fun and rigorous assignments (all observations).	3 out of 3 observations

Table 23 (Cont.)

Codes	Indicators Met	Evidence Shown	Frequency
	• Students actively "working" rather than watching while their teacher "works". • Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection.	• Content area was relevant and age appropriate (observations 1 and 2). • Revisited misunderstood concepts (observations 1 and 2). • Suitable pace and flow of lesson. • Hold debriefing session. (observation 3).	
3d Using assessment in instruction	• Teacher paid close attention to evidence of student understanding. • Teacher posed specifically created questions to elicit evidence of student understanding. • Teacher circulated the room to monitor student learning and to offer feedback. • Students assessing their own work against established criteria. • Teacher adjusted instruction in response to evidence of student understanding (or lack thereof).	• Redirected students, but not always immediately. • Teacher communicated to students the extent of assessments for the unit. • Shared performance standards and how student work would be evaluated (observations 1 and 2). • Monitored student progress. • Provided feedback. (observation 2). • Kept grades up-to-date. • Gave opportunities for students to assess and monitor their own work against some type of criteria. • Used rubrics for projects and group assignments (observation 3).	3 out of 3 observations
3e Demonstrating flexibility and responsiveness	• Incorporation of student interests and events of the day into a lesson. • Visible adjustments in the face of student lack of understanding. • Teacher seizing on a "teachable moment".	• Adjusted lessons as needed (observation 1). • Retaught content when necessary (observation. 2). • Considered snow days, students leaving early for school activities, I.E.P's and 504's, etc." • Enjoyed teachable moments (observation 3).	3 out of 3 observations

Description of Interviews – Domains 1 and 4 – Meredith

Three interviews were conducted with Meredith after each scheduled observation. Two of the interviews followed a semi-structured protocol of questions from the Teacher Education Summative Evaluation Form (see Appendix G). The first interview covered questions from

Domain 1 – Planning and Preparation, which examined six criteria, such as (a) demonstrating knowledge of content and pedagogy, (b) demonstrating knowledge of students, (c) selecting instructional outcomes, (d) demonstrating knowledge of resources, (e) designing coherent instruction, and f.) assessing student instruction. The second interview covered questions from Domain 4 – Professional Responsibilities, which examined six criteria, such as (a) reflecting on teaching in terms of accuracy and use in further teaching, (b) maintaining accurate records, (c) communicating with families, (d) participating in a professional community, (e) developing and growing professionally, and (f) demonstrating professionalism. The third interview followed a structured protocol of questions from the Interview Questions for Family and Consumer Sciences Teacher Educators assessment (see Appendix D), which included questions pertaining to Family and Consumer Sciences learning goals, content and topics, resources used to design lessons, the FCS teacher, and influences of teaching. These tools helped gather evidence of certain sights and sounds that were benchmarks of responsive planning and preparation, professional responsibilities, and questions specific to FCS educators. These benchmarks were not easily identified through observations. Effective teaching does not follow a general "checklist", and no classroom, teacher, or lesson plan can demonstrate all indicators or "look-for's" during a single observation. Therefore, the researcher needed more insight into how Meredith was identified as either an ineffective, progressing, effective, and/or highly effective teacher.

The first interview. The researcher conducted the first interview on Friday, February 14, with a duration of approximately 22 minutes. Meredith mentioned that she demonstrated knowledge of content by completing some type of research on the topic she was teaching. She continued that she had good resources at her school and the past teacher left some good resources as well. "I usually get lesson plans from the KSDE (Kansas State Department of Education) website, which is where this unit came from. Everything is already laid out and I just modify

where I want. Family studies is my favorite, so I think it's easy to find resources." Meredith mentioned that from a pedagogical perspective, her content allowed the implementation of hands-on activities and project-based learning. Her Career and Technology Education master's courses were teaching about work-based learning and she was excited to incorporate more strategies into her culinary classes. She stated that her summer plans included going over all of the comments on her lesson plans and either redoing or revamping how she would deliver the content. "I don't feel like I'm struggling any more, well at least in certain topics. Some content is just more fun to teach than others."

Meredith stated that she liked talking with students and they often had good discussions about a range of topics. "High school kids will tell you almost anything. I try to listen, as long as it isn't anything too major, you know, if I need to send them to the counselors, I do." Meredith received information about her exceptional learners and was familiar with modifying lessons according to student's I.E.P.'s. At the beginning of the school year, her district hosted an open house where she met many students and their parents. She stated that parents and students were very kind and excited to meet her. "I feel very supported here." These interactions demonstrated knowledge of the students.

When selecting instructional outcomes, Meredith mentioned that she obtained most of her lesson plans from the Kansas State Department of Education. KSDE provided full sets of instruction, including standards and objectives. Meredith included her own bell work and additional activities or assignments. "At first, I didn't stray from the lessons, but now I feel more comfortable being more creative." Meredith mentioned that she was knowledgeable of resources several ways. The previous teacher left behind fairly new textbooks; however, culinary classes were more of a struggle. "Even though I have textbooks for that content, I've had to do a lot of practice to make sure recipes are ready to go. The few times I didn't try recipes first at home, we

had major fails in the kitchens." Meredith collaborated with other Family and Consumer Sciences teachers in a group chat and they usually talked every day. "We give each other lots of good ideas."

Meredith felt that she was getting better with designing coherent instruction. When planning, "I start with the state standards and use all the resources I just mentioned. I'm hoping to keep adding more to the content, you know, adding some field trips for experiential learning." Her administration was supportive and allowed more freedom of content selection. Meredith continued by stating that KSDE provided excellent lesson plans, which included PowerPoints, worksheets, assignments, rubrics, and assessments. "I use what I can and supplement what I need. It may not be the ideal way, but I think my students are doing well and they seem really interested in the content." She continued that she had heard several students mention that more students wanted to take her courses next year. "I hope that means they think I'm doing a good job. Plus, that helps grow my program."

Based on the evidence shown in Table 24, through interview, Meredith met 5 out of 7 indicators for 1a, met 6 out of 9 indicators for 1b, met 7 out of 14 indicators for 1c, met 5 out of 10 indicators for 1d, met all 7 indicators for 1e, and met all 5 indicators for 1f. She could be considered as an effective teacher for Domain 1.

Table 24: *The Codes, "Look Fors" Met, Evidence Shown, and Frequency for Domain 1 – Planning and Preparation for Meredith*

Codes	"Look Fors" Met	Evidence Shown	Frequency
1a Demonstrating Knowledge of Content and Pedagogy	• Clear and accurate classroom explanations. • Accurate answers to student questions. • Questions built on prior knowledge. • Identified concepts to be taught. • Selected appropriate teaching strategies.	• Used outside resources, such as KSDE. • Hands-on activities. • Project-based learning. • Accurate explanations with examples. • Accurate answers. • Feedback to students.	Met 5 out of 7 indicators.

Table 24 (Cont.)

Codes	"Look Fors" Met	Evidence Shown	Frequency
1b Demonstrating Knowledge of Students	• Age appropriate content. • References current research. • Activities engage inquiry and reciprocal learning processes. • Activities/strategies based on formal and informal and ongoing assessments. • Meets with key school personnel. • Accommodations for exceptional learners.	• Liked talking with students, finding out about their backgrounds. • Modifications for students with I.E.P.'s and 504's.	Met 6 out of 9 indicators.
1c Selecting Instructional Outcomes	• Connected to national, state and local standards. • Scaffolding on prior foundations. • Lesson plans were specific, doable, and observable. • Reflected different types of learning. • Reflected communications skills. • Reflected reasoning skills. • Were suitable for all students.	• Use of textbooks. • Use of national standards. • Use of measurable outcomes. • Hands-on activities. • Project-based learning. • Student collaboration. • Communication strategies.	Met 7 out of 14 indicators.
1d Demonstrating Knowledge of Resources	• Utilized several differentiated resources. • Aware of and familiar with resources in and out of school/district. • Internet. • Professional organizations. • Media center one-to-one school.	• District-provided materials. • Materials aligned with learning outcomes. • Use of resources through textbooks, school library, and available technology. • One-to-one school.	Met 5 out of 10 indicators.
1e Designing Coherent Instruction	• Suitable to students and learning outcomes. • Represent significant cognitive challenges. • Differentiated. • Engaging. • Varied grouping. • Clearly defined structure. • Reasonably timed.	• Reflected on successful teaching. • Instruction designed to engage students. • Appropriate instructional materials. • Lesson structure clear and sequenced.	Met all 7 indicators.
1f Assessing Student Learning	• Assessed all outcomes. • Adapted for groups and students. • Identified clear criteria and standards. • Developed appropriate strategies. • Used to plan for future instruction.	• Assessments matched learning expectations. • Use of criteria and standards. • Results of assessment guided future planning.	Met all 5 indicators.

The second interview. Meredith completed the second interview on Wednesday, February 19, which lasted approximately 19 minutes. When asked, Meredith felt that she accurately reflected on her teaching and documented comments during and after instruction.

"Often, I'll write quick sticky notes and attach those to my lesson plans. Then, I'll do a more in-depth reflection after." This approach helped Meredith remember necessary changes or adjustments in her lesson plans and for future instruction. She mentioned she probably should keep a journal, but she did not feel that she had enough time. "My sticky note method provides enough information, so I can change things for next time." When asked how she maintained accurate records, Meredith replied that her computer was her go-to for keeping track of records for attendance, school activities, FCCLA activities, when students left for organizational events, I.E.P's, and modifications. "I really try to keep assignments graded and back to the students on a weekly basis, but sometimes if it's a lengthy assignment, it may take me a couple of weeks to grade it and get it back to them." Meredith continued that she also documented any weird situations that happened, such as if she heard about students fighting or planned to fight, or even if a student said or did something strange. Those situations were always passed along to administration as a heads up.

Meredith stated that she communicated with families mostly through emails. "I like to send positive emails if students do something amazing. I also have to send those dreaded negative emails. Usually, if the situation is really bad, I call home." Meredith attended school activities on a regular basis, such as ball games, chaperoned dances, and had an active FCCLA student organization group. This group was active in the community and provided opportunities for students to start a freezer-meal fundraising program. This program had been successful and provided funds to purchase equipment for the classroom. "I hope that will continue to grow, but it does take up a good amount of time during and after school. Fortunately, the students are a big help. They get community service hours and we get a lot of things done."

When asked how she participated in a professional community, Meredith stated that the district provided professional development workshops. She continued that she had recently

completed a special training through the Greenbush Educational Service Center, but she did not elaborate on the topic. She then took the information and presented it at a professional development workshop provided by her school district. Her student organization was preparing for Star Events and attended the FCCLA districts JE fall leadership conference. Meredith showed professional growth and development by continuing her education in a master's program in Career and Technical Education. "With teaching full time, master's classes, and school functions, I don't have a lot of time for other things." Meredith showed evidence of demonstrating professionalism by getting along with colleagues and staying positive. "I'm an upbeat person and I love teaching. I don't have anything to complain about." She used professional names when addressing other teachers and expected students to do the same. "I also try to dress professionally. I'm at school every day. I just try to do my job and what's expected of me."

Based on the evidence shown in Table 25, through interview, Meredith met 3 out of 3 indicators for 4a, met main indicator for 4b, met 3 out of 5 indicators for 4c, met 4 out of 7 indicators for 4d, met all indicators for 4e, and met all indicators for 4f. She could be considered as an effective teacher for Domain 4.

Table 25: *The Codes, "Look Fors" Met, Evidence Shown, and Frequency for Domain 4 – Professional Responsibilities for Meredith*

Codes	"Look Fors" Met	Evidence Shown	Frequency
4a Reflecting on teaching in terms of accuracy and use in further teaching	• Accurately assessed lesson's effectiveness in meeting outcomes. • Generally supported judgements. • Suggested future adjustments.	• Daily lesson plan reflections. • Accuracy in reflections.	Met all 3 indicators.
4b Maintaining accurate records	• Fully effective system for maintaining information on student completion of assignments.	• Kept record of attendance and additional records, such as school activities, FCCLA activities, when students left for organizations, I.E.P's and modifications.	Met main indicator.

Table 25 (Cont.)

Codes	"Look Fors" Met	Evidence Shown	Frequency
4c Communicating with families	• Provided frequent information to families. • Regularly communicated about students' progress. • Coordinated with specialists.	• Positive communication. • Behavior and instructional emails sent home. • Worked at school's sporting events and dances. • Volunteered time and efforts for student organization.	Met 3 out of 5 indicators
4d Participating in a professional community	• Mutual support and cooperation . • Engaged in analysis, reflection, discussion and debate with intent to improve. • Actively participated in a culture of professional inquiry. • Actively participated in professional development.	• Professional development days. • Attended workshops. • Worked with student organizations. • Administration support. • District support.	Met 4 out of 7 indicators
4e Developing a growing professionally	• Sought out opportunities for professional development to enhance content knowledge and pedagogical skills. • Welcomed feedback and responded/asked for further feedback.	• Master's program. • Attended workshops	Met all 2 indicators
4f Demonstrating professionalism	• Displayed high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. • Volunteers to participate in before/after school programs. • Ensured all students have fair opportunities to succeed. • Open-minded and participated in team/department decision making. • Consistent and on time in attendance. • Consistent and on time in attendance at team and faculty meetings. • Dressed appropriately.	• Acted with integrity and ethical conduct. • Treated students with respect. • Adhered to policies and procedures.	Met all 7 indicators

The third interview. The third interview was completed on Friday, February 21, with a final, in-depth interview lasting 44 minutes. Questions were asked from the Interview Questions for Family and Consumer Sciences Teacher Education (see Appendix D). The preset interview

questions helped the researcher examine and answer research questions, and to further explain questions taken from the Teacher Education Formative Observation Form (see Appendix E).

Meredith helped the researcher understand where this lesson fit within the unit's sequence and scope she was working on. She stated her students had just started the relationship unit and the specific purpose of the day's lesson was to introduce students to what they desired in a future dating partner or mate. She felt the lesson went well and according to plan. The future dating partner or mate personality traits auction went better than expected and was well received by her students. Part of the family studies' curriculum incorporated family structures and Meredith felt that relationships were a good next step. The curriculum she used was found on the KSDE website, which included all aspects of lesson plans, assignments, activities, projects, and assessments. Meredith stated that she was not a huge fan of traditional tests in her classroom, rather, she incorporated project-based learning. She continued that she modified the lesson plan according to student accommodations and added elements of content she thought would be of more interest to her students. Meredith stated, "I love this topic…it's very easy for me to teach." She continued that she did a good amount of research to become familiar with the content topic and collaborated with members of a group chat who were also in the FCS field. In addition, Meredith stated that there were no outside factors that influenced planning or implementing this content topic.

Evaluation of Analysis Results – Meredith

After carefully collecting the qualitative data of observations and interviews, the researcher looked for specific indicators in Meredith's observations and interviews. The researcher carefully focused on and took note of "Look Fors" from the Teacher Education Summative Evaluation Form (see Appendix G). These "Look Fors" were based on preset

criteria from Danielson's Framework for Teaching Evaluation Instrument Rubric (1996) which was designed to evaluate teachers and define how effective they were during and outside of teaching. All data were recorded into the Teacher Education Formative Observation Form (see Appendix E). This evaluation form scored teachers on a range of 1 through 4. A score of 1 equaled an ineffective teacher; 2 equaled a progressing teaching; 3 equaled an effective teacher; and 4 equaled a highly effective teacher. These numerical scores helped narrow the broad amount of information into a snapshot as to where each participant scored in effectiveness of teaching. These numerical scores were then cross-analyzed with other participants in the study as shown in table 49. After analyzing all four categories, Meredith's overall score was 3.7, which confirmed her as an effective teacher, as shown in Table 26.

Table 26: *Meredith's Formative Observation Scores based on Danielson's Teacher Education Formative Observation Form for Domain 1-Planning and Preparing, Domain 2-The Classroom Environment, Domain 3-Instruction, and Domain 4-Professional Responsibilities*

Domain #	**Indicator**	**Score**	**Key of Effectiveness**
1a.	Demonstrating knowledge of content and pedagogy.	3	Effective
1b.	Demonstrating knowledge of students.	3	Effective
1c.	Selecting instructional outcomes.	3	Effective
1d.	Demonstrating knowledge of resources.	3	Effective
1e.	Designing coherent instruction.	4	Highly Effective
1f.	Assessing student learning.	4	Highly Effective
	Total Domain 1 Score (out of 24)	**20**	
	Domain 1 Overall Score	**3.33**	
2a.	Designing an environment of respect and rapport.	4	Highly Effective
2b.	Establishing a culture for learning.	4	Highly Effective
2c.	Managing classroom procedures.	4	Highly Effective
2d.	Managing student behavior.	3	Highly Effective
2e.	Organizing physical space.	4	Highly Effective
	Total Domain 2 Score (out of 20)	**19**	
	Domain 2 Overall Score	**3.8**	
3a.	Communicating with students.	4	Highly Effective
3b.	Using questioning and discussion techniques.	4	Highly Effective
3c.	Engaging students in learning.	3	Effective
3d.	Using assessment in instruction.	4	Highly Effective
3e.	Demonstrating flexibility and responsiveness.	3	Effective
	Total Domain 3 Score (out of 20)	**18**	
	Domain 3 Overall Score	**3.6**	

Table 26 (Cont.)

Domain #	Indicator	Score	Key of Effectiveness
4a.	Reflecting on teaching in terms of accuracy and use in further teaching.	4	Highly Effective
4b.	Maintaining accurate records.	4	Highly Effective
4c.	Communicating with families.	3	Effective
4d.	Participating in a professional community.	3	Effective
4e.	Developing and growing professionally.	4	Highly Effective
4f.	Demonstrating professionalism.	4	Highly Effective
	Total Domain 4 Score (out of 24)	**22**	
	Domain 4 Overall Score	**3.0**	
	Total Score (out of 88)	**81**	**3.7 Overall = Effective**

Within-Case Analysis - Pam

Pam was a 23-year old, Caucasian female teaching in a Kansas high school, grades 9 – 12, with a population of 187 students. Her classroom consisted of 14 students, 6 males, and 8 females. The makeup of the classroom was all Caucasian students. Pam's classroom was located in an eastern wing adjacent to the cafeteria and auditorium. It was down a long, dark hallway and seemed very secluded. Once inside the space, the classroom was large and inviting. Upon entering the classroom, a bank of storage cabinets lined the south wall. These cabinets served as a supply area and housed several caddies, which contained notebook paper, pens and pencils, colored-pencils, tissues, hand-sanitizer, and trays for "turning in" work and "picking up" work. Class and event schedules were posted on the wall behind the cabinets and a large white board posted all class objectives and course reminders. Pam's desk sat diagonally in the corner of the south and east walls. It was decorated with home-like touches. There was a large area rug underneath her desk and she had various homestyle touches such as small lamps, inspirational quotes, pictures, her Pittsburg State University framed diploma, and a coffee maker with cups. The room even smelled pleasant. Pam's technology was located on the east end of the

classroom. There was a reading nook with two blue wing-backed chairs and a set of nesting tables. These sat adjacent to the Smart TV.

Three culinary half-kitchen labs were located on the north end of the classroom behind the reading nook, and the culinary space was equipped with updated appliances and other equipment. A large portable white board was located on the west wall. Two large storage closets flanked the white board, which held the washer and dryer and pantry items. The white board posted all bell work questions for each class. Round tables sat in the middle of the classroom space in a zig zag pattern, with various styles of flexible seating. The school was new, updated, clean, and bright. The classroom environment was colorful with posters of Family and Consumer Sciences' content arranged on the walls and student work was displayed throughout the space.

Description of Observations and Interview Schedule – Pam

A total of three observations occurred over the course of two weeks. The first observation was completed on Friday, February 21, with a duration of 1 hour and 4 minutes. The researcher observed a personal finance lesson pertaining to budgeting – income and expense statements. The second observation was completed on Friday, February 21, with a duration of 1 hour and 6 minutes. The researcher observed a second personal finance lesson including looking at financial statements and financial position. The third observation was completed on Wednesday, February 26, with a duration of 1 hour and 6 minutes. The final observation focused on personal finance and financial stress.

Table 27: *Pam's Observation and Interview Dates, Duration, and Observed Content Area*

Date of Observation	Duration	Observed Content Area	Interview Topic
Friday, February 19, 2020	Class time: 1:34 – 2:24 p.m. 50 min. observation 14 min. interview	Personal Finance / Budgeting – Income and Expense Statements	Interview: Domain 1 – Planning and Preparation
Friday, February 21, 2020	Class time: 1:34 – 2:24 p.m. 50 min. observation 16 min. interview	Personal Finance / Financial Statements and Financial Position	Interview: Domain 4 – Professional Responsibilities
Wednesday, February 26, 2020	Class time: 1:34 – 2:24 p.m. 50 min. observation 42 min. interview	Personal Finance / Financial Stress	Interview: The Interview Questions for FCS Teacher Educators

Description of Observations - Pam

The first observation was completed on Friday, February 21, with a duration of 1 hour and 4 minutes. As soon as the bell rang, Pam stepped out into the hallway and greeted her students at the door. There was soft music playing in the background and bell work was visible on the white board located at the south end of the room. As students entered the room, they immediately went to their seats, which was based on a seating chart, and started working quietly on the displayed bell work question. When Pam came back into the room, she quickly reminded students that their bell work was displayed and she would give them a few more minutes to complete the assignment and to think about what they would like to share with their peers. During this time, Pam took attendance and answered questions from students. There was evidence that procedures were in place based on student behaviors and students understanding the expectations from the teacher. According to the video recorder time counter, from the sound of the first bell to the start of instruction, this took approximately 4 minutes and 14 seconds.

Pam had objectives written on the large white board located on the south wall and she communicated the objectives listed for that day's lesson.

There was a smooth transition from bell work to the start of class. Pam recapped the previous day's lesson before asking questions, such as, "How is an income and expense statement different from a statement of financial position?" and "Does an income and expense statement have more to do with your day-to-day financial activity?" As students answered questions, Pam paused and waited for them to gather their thoughts. She replied with statements such as "Good!", "Yes, that's correct!" and "Great example!"

After Pam was satisfied with the group's understanding of their prior knowledge of budgeting, she began a PowerPoint presentation on budgeting and how to complete an income and expense report. She handed out a worksheet to help students record and calculate expenses. As Pam lectured, she walked the room, gave relevant examples, and asked students to give examples that would best help them to understand the information. As she went through her lecture, students were instructed to take notes and to write the necessary figures. As she walked the room, she would pause and check student work.

Pam called students by name, used close proximity, and used "all eyes should be on me" and "eyes up front, please" statements. Students were actively engaged and were not on their cell phones. Although it was necessary for Pam to be in close proximity to her computer for slide changes, she still traveled the room and checked for understanding. If she needed more time to travel from the back of the room to the front of the room to change the slide, she would ask questions. Her classroom was relaxed, but there were obvious procedures in place.

Pam's pacing was well thought out and she reminded students periodically throughout the class about time and/or how much time she allowed for written answers. At the end of class, Pam reminded students of the time. "Okay, we have about 10 minutes left, so it's time to reflect

on what we learned today." She asked students to take a sheet of paper and write down potential test questions pertaining to that day's lesson. After four minutes, Pam asked the students to crumple their papers, and at the sound of the music, students were to throw the papers to each other. Students smoothed out the papers and answered one question on each paper. Students re-crumpled and threw the papers again. This activity served as the lesson's exit slips. Students then discussed the questions to finalize the accuracy of each answer. At the bell, Pam stood at the door, dismissed the students, and collected the crumpled papers at the door. "Good bye, and make good choices!"

The second observation was completed on Friday, February 21, with a duration of 1 hour and 6 minutes. As the bell rang, students filed into the classroom and Pam greeted them at the door. There was bell work visible on the white board on the south classroom wall. She allowed students extra time to complete their bell work and helped students reflect on the bell work when necessary. She did this by providing prompts.

Pam's voice was clear and loud enough for all students to hear her. She started instruction with an open discussion concerning the bell work question of the day and guided the direction of the discussion. She called students by name, allowed students to carry the discussion, and only interjected when necessary. Before Pam began her lecture from a PowerPoint presentation, she recapped the previous lesson. She provided clear and direct instruction. She gave excellent examples and comparisons using student interests, such as owning a pet, and recording animal expenses versus no animal expenses on their expense reports.

As students worked through their assignment, Pam directed and answered questions. She traveled the room, stopped at each table, and checked for understanding of the concepts that students had recorded on their assignments. Students were allowed to work with partners and to research using classroom computers. Pam did not give students answers to their questions,

rather she guided them through the process by asking more questions until the concepts became clear.

Pam instructed students to submit assignments through "Dropbox" for Google Classroom. She mentioned it was much easier for submitting and grading assignments, and no papers were ever lost (interview 1). She liked the fact that she could grade right from the spreadsheet. Toward the end of class time, Pam gave verbal time warnings. "One more minute, Let's find a good stopping point or Submit your completed assignment". The bell rang and Pam dismissed her students by saying, "Have a wonderful day and make good choices!"

The third observation was completed on Wednesday, February 26, with a duration of 1 hour and 6 minutes. True to Pam's start-of-class procedures, she posted bell work, dimmed the lights, and stood in the hallway to greet students as they entered the classroom. Music was not played today. Students entered the classroom in a quiet manner and started completing their bell work. During this time, Pam recorded attendance and took care of any necessary class business.

Bell work discussion began pertaining to financial goals, which transitioned easily into group discussion. Pam called students by name and redirected negative behaviors. Pam taught with enthusiasm, was knowledgeable about her content, asked relevant and higher-order thinking questions, and traveled the room while she instructed. Although she was tied to her computer to progress the PowerPoint slides, she walked and talked with ease. Pam grouped students into groups of twos or threes, instructed them to check each other's work, and to compare their assignment reports. She set a timer for approximately 15 minutes. During the group work, she traveled to each table and asked questions. Some students needed more clarification than others, but she took her time and students responded positively and said, "Oh, okay, I think I get it now!" At 5 minutes before the end of class, she reminded students of an upcoming test during

the next week and gave instructions as to what they needed to be studying. The bell rang and she dismissed students for the day. "See you tomorrow and have a good evening!"

After each observation, the researcher made general commendations and suggestions, which were shown in Table 28. This list was discussed with Pam as talking points of ways for her to grow as an educator. This list was taken from observational notes, and best practices from past experiences of the researcher as an academic supervisor for FCS student teachers.

Table 28: *General Commendations and Suggested Feedback for Pam from all Observations*

Date of Observation	General Commendations	Suggested Feedback
February 19, 2020	• Start of classroom procedures – greeting students at the door, bell work is posted, students know your expectations and know what to do, such as enter a room, take their seat, and start working quietly on the bell work task. • Visible objectives and you communicate those with your students before instruction. • Smooth transitions from bell work to instruction. • No loss of instructional time. • Excellent discussion examples. • Checking for understanding through questioning, such as "What is an example you can give me?" and "What do you think about that?" • You have a structured lesson plan and it is implemented very well. • You don't follow a script, but rather know your content very well. • Call students by name. • Travels the room. • Close proximity and redirects behaviors immediately. • Pausing and waiting for students to modify their own behavior. Then telling them "Thank you".	• Make sure to capture ALL students' attention before starting. You can do this by having a signal. Pausing, holding your arm up, or something along those lines. It does work. • Any time before you speak, command the room. Lots of instruction is lost on deaf ears. • Referred to students as "You guys." Think about using "You" or "All of you" instead, it is gender neutral.

Table 28 (Cont.)

Date of Observation	General Commendations	Suggested Feedback
February 21, 2020	• Start of classroom procedures – greeted students at the door, bell work was posted. Students knew expectations and knew what to do, such as enter a room, take their seat, and start working quietly on the bell work task. • Seating charts. • Smooth transitions from bell work to instruction. • No loss of instructional time. • You did not say "You guys" or "You guyses", today! • Excellent discussion examples. • Checking for understanding through questioning. • Call students by name. • Travels the room. • Close proximity and redirects behaviors immediately. • Classroom runs like a well-oiled machine!	• Keep doing your pauses to modify behaviors and/or gain their attention. • Keep doing what you are doing!
February 26, 2020	• Good use of strategies and knowledge of content. • Use of direct and indirect instruction. • Fun activities. • Lecture had a nice flow – good transitions. • Used behavioral cues – pausing, stopped talking, and looked at the culprits. • Genuine ease with students, kindness and relaxed atmosphere. • Even voice and tone. • Calls students by name. • Very organized. • Responds quickly to student questions. • Allowed appropriate amount of wait time. • Conservative and appropriate dress	• Still referred to students as "You guys." Suggested she think about using "You" or "All of you" instead as it is gender neutral. • Create backup assignments for students who need modifications or accommodations. Even though one student was a guest, he still needed something to do.

Easily Identifiable Observation Results in Domain 2 – Pam

As shown in Table 29, five criteria were examined within the category of the Danielson's Framework for Teaching model – Domain 2 – The classroom environment. The Danielson Performance Criteria Rubric was used to identify attributes and examples (see Appendix H). Five criteria served as the basis for observations in Domain 2, which included (a) designing an environment of respect and rapport, (b) establishing a culture for learning, (c) managing classroom procedures, (d) managing student behavior, and (e) organizing physical space. The five criteria were measured from observations to provide insight into how Pam was identified as either an ineffective, progressing, effective, and/or highly effective teacher.

Domain 2a – Creating an environment of respect and rapport. Evaluating Pam's observations, there was evidence of several indicators established in Domain 2a – Creating an environment of respect and rapport. Pam showed positive interactions with her students. By greeting students at the door, she set the tone for the classroom. She asked students how their afternoon was going, and students responded with equal respect. There was evidence that she was an active listener and was perceived as warm and caring. When negative behaviors emerged, Pam immediately identified the body language, used physical proximity, and provided verbal encouragement for students to stay on task. During bell work discussions, she reminded students to be prepared to share what they wrote (all observations).

Domain 2b – Establishing a culture for learning. This domain was evident in Pam's classes. She instructed with high energy and exhibited high expectations for her students. She provided encouraging statements such as, "There you go" and "I knew you could do this" (observation 1). She showed fairness and politeness with each of her students, and quality work was expected and recognized. "Your sentence could be what you just told me. Your net gain is…" (observation 3).

Domain 2c – Managing classroom procedures were evident from the first moments of each observation. Pam stated that on occasion, if she did not greet students at the door, she would always greet them as they entered the classroom. In addition, she provided student direction from the moment of entry. Bell work was on the white board, the room was organized, and she addressed student issues at the very beginning of class. Transitions from bell work to instruction to activities were seamless (all observations).

Domain 2d – Managing student behavior was a strong feature for Pam. Her classroom was very businesslike without negative behaviors. She redirected students immediately. When needed, she paused and waited for students to modify their own behaviors, then continued with her lesson (all observations). Classroom rules and procedures were posted in the room along with objectives and inspirational quotes. Pam had flexible seating and a seating chart.

Domain 2e – Organizing physical space was demonstrated by effective indicators. The classroom space was neat and set up for smooth traffic patterns. Tables and chairs were set in a zig zag pattern, which made visibility and hearing range accessible for all students. The classroom showed indicators that a good amount of instruction went on in this space. Cabinets stored materials for hands-on projects and students had access to all materials in the classroom.

As shown in table 29, Pam displayed and met the criteria for Domain 2, with positive interactions with students, showed importance of the content, routines were clearly established, standards appeared to be clear to students, and the classroom was safe and accessible for student learning. These interactions were displayed during all three observations.

Based on the evidence shown in Table 29, Pam met criteria for items 2a, 2b, 2c, 2d, and 2e during all observations. She could be considered as a highly effective teacher for Domain 2.

Table 29: *The Codes, Indicators Met, Evidence Shown, and Frequency for Domain 2 – The Classroom Environment for Pam*

Codes	Indicators Met	Evidence Shown	Frequency
2a Designing an Environment of Respect and Rapport	• Respectful talk and turn taking. • Respect for students' backgrounds and lives outside of the classroom. • Teacher and student appropriate body language. • Physical proximity. • Warmth and caring. • Politeness. • Encouragement. • Active listening. • Fairness.	• Identified student body language. • Used physical proximity. • Used verbal encouragement. • "Be prepared to share what you wrote" observation 3).	3 out of 3 observations
2b Establishing a Culture for Learning	• Belief in the value of work. • Expectations were high and supported through both verbal and nonverbal behaviors. • Quality was expected and recognized. • Effort and persistence were expected and recognized. • Expectations for all students to participate.	• Instructed with high energy. • High expectations for students. • "There you go" and "I knew you could do this" (observation 1). • Students stay engaged and on task. • "Your sentence could be what you just told me. Your net gain is…" (observation 3).	3 out of 3 observations
2c Managing Classroom Procedures	• Smooth functioning of all routines. • Little-to-no loss of instructional time. • Students played an important role in carrying out the routines. • Students knew what to do and where to move.	• Greeted students upon entry. • Visible bell work. • Addressed student issues at the very beginning of class. • Smooth transitions from bell work to instruction (all observations).	3 out of 3 observations
2d Managing Student Behaviors	• Clear standards of conduct and possibly referred to during a lesson. • Teacher awareness of student conduct. • Prevented action when needed.	• Businesslike classroom. • Redirected students immediately. • Teacher paused, waited for students to modify behaviors on their own. (all observations).	3 out of 3 observations

Table 29 (Cont.)

Codes	Indicators Met	Evidence Shown	Frequency
	• Fairness. • Absence of misbehavior. • Reinforcement of positive behavior.		
2e Organizing Physical Space	• The classroom was safe, and all students were able to see and hear. • The classroom was arranged to support the instructional goals and learning activities. • The teacher made appropriate use of available technology.	• Classroom space neat and organized. • Conducive student seating. • Evidence of instruction. • Hands-on learning. • Easy access to materials and supplies.	3 out of 3 observations

Easily Identifiable Observation Results in Domain 3 – Pam

Five criteria were examined within the category of the Danielson's Framework for Teaching model – Domain 3 – Instruction. The Danielson Teacher Education Summative Evaluation Form (see Appendix G) was used to identify attributes and examples, such as, (a) communicating with students, (b) using questioning and discussion techniques, (c) engaging students in learning, (d) using assessment in instruction, and (e) demonstrating flexibility and responsiveness. Evidence of the five criteria from the observations provided insight into how Pam was identified as either an ineffective, progressing, effective, and/or highly effective teacher. All five of the criteria were observed in at least two of the three observations completed, as shown in the following table 30.

Domain 3a – Communicating with students. Pam communicated with her students very well. Although objectives were visible in the classroom, Pam clearly communicated the objectives for each day's lesson to her students. She gave clear oral directions for each assignment and activity. She checked for understanding in order to establish clear explanations

of content, and she provided opportunities for her students and herself to use oral and written language throughout her lesson (all observations).

Domain 3b – Using questioning and discussion techniques. Pam had no difficulties expressing her qualities for this domain. She asked high-quality questions and provided sufficient "wait" time for students to process their thoughts and answer questions. As a "recap" to each lesson, Pam questioned students about vocabulary definitions and how they fit into the context of the lesson or assignment. She checked for understanding throughout each observation (all observations). Pam posed discussion questions via multiple methods like bell work, writing prompts, and oral discussions. During discussion rounds, students answered questions either posed from a prompt or from each other. Pam mediated all discussions and involved all students during each bell work discussion (all observations).

Domain 3c – Engaging students in learning. Pam actively engaged her students in learning. Grouping students allowed her to travel the room and quickly answer questions (observation 1). Pam stated she felt comfortable with the district's technology and it was easy for her to maneuver (interview 3). Although technology did not seem to be an issue, Pam stated she learned early on to have some type of a backup plan in case of technology outages, often in the form of paper packets. Pam also mentioned she felt better about the pacing of her lessons. This semester was progressing smoothly, but she knew this would improve as she grew as an educator (interview 2).

Domain 3d – Using assessment in instruction. Pam stated that developing assessments was her starting point for designing lesson plans, and she looked for criteria to drive the design of the assessment. She identified with using rubrics for presentations because students had a clear understanding of what they were expected to do. Pam monitored her students' learning

progress and encouraged feedback concerning topics, assignments, and activities she had developed (all observations).

Domain 3e – Demonstrating flexibility and responsiveness. Pam stated she made several adjustments in her lessons on a regular basis and re-taught content when necessary (interview 1). She took into consideration snow days, students leaving early for school activities, I.E.P's and 504's, etc. She enjoyed teachable moments in education and felt that most days were teachable moments for high school students (interview 2).

Based on the evidence shown in Table 30, Pam met criteria for items 3a, 3b, and 3e during all observations. She did not meet criteria for items 3c and 3d and only showed evident on 2 out of 3 observations. She could be considered as an effective teacher for Domain 3.

Table 30: *The Codes, Indicators Met, Evidence Shown, and Frequency for Domain 3 – Instruction for Pam*

Codes	Indicators Met	Evidence Shown	Frequency
3a Communicating with Students	• Clarity of lesson purpose. • Clear directions and procedures specific to the lesson activities. • Students understood the content. • Correct and imaginative use of language.	• Clearly communicated daily objectives (all observations). • Gave clear oral directions for each assignment and activity. • Checked for understanding. • Provided opportunities for oral and written language throughout lessons. (all observations).	3 out of 3 observations
3b Using questioning and discussion techniques	• Questions of high cognitive challenge, formulated by both students and teacher. • Questions with multiple correct answers, or multiple approaches even when there is a single correct response. • Effective use of student responses and ideas.	• Asked high quality questions. • Provided sufficient "wait" time. • Recapped each lesson. • Used student questioning. • Used vocabulary definitions and how they fit into the context of the lesson.	3 out of 3 observations

Table 30 (Cont.)

Codes	Indicators Met	Evidence Shown	Frequency
	• High levels of student participation in discussion.	• Checked for understanding (all observation). • Use of bell work and writing prompts. • Use of discussion rounds. • Teacher-lead mediated discussions (all observations).	
3c Engaging students in learning	• Activities align with the goals of the lesson. • Student enthusiasm, interest, thinking, problem-solving, etc. • Learning tasks that required high-level student thinking and were aligned with lesson objectives. • Students actively "working" rather than watching while their teacher "works".	• Group work. • Walked the room. • Answers questions (observation 1). • Had backup lessons and/or assignments. (observation 2).	2 out of 3 observations
3d Using assessment in instruction	• Teacher paid close attention to evidence of student understanding. • Teacher posed specifically created questions to elicit evidence of student understanding. • Teacher circulated the room to monitor student learning and to offer feedback. • Teacher adjusted instruction in response to evidence of student understanding (or lack thereof).	• Looked for criteria to drive the design of assessment. • Used rubrics for projects and presentations, "students have a clear understanding of what they are expected to do" (all observations). • Monitored student learning and progress. • Used encouragement. • Provided feedback (all observations).	3 out of 3 observations
3e Demonstrating flexibility and responsiveness	• Incorporation of student interests and events of the day into a lesson. • Visible adjustments in the face of student lack of understanding. • Teacher seizing on a "teachable moment".	• Made necessary adjustments in lessons. • Retaught content when necessary (observation. 2). • Considered snow days, students leaving early for school activities, I.E.P's and 504's, etc. • Enjoyed teachable moments.	3 out of 3 observations

Description of Interviews – Domains 1 and 4 – Pam

Three interviews were conducted with Pam after each scheduled observation. Two of the interviews followed a semi-structured protocol of questions from the Teacher Education Summative Evaluation Form (see Appendix G). The first interview covered questions from Domain 1 – Planning and Preparation, which examined six criteria, such as (a) demonstrating knowledge of content and pedagogy, (b) demonstrating knowledge of students, (c) selecting instructional outcomes, (d) demonstrating knowledge of resources, (e) designing coherent instruction, and (f) assessing student instruction. The second interview covered questions from Domain 4 – Professional Responsibilities, which examined six criteria, such as (a) reflecting on teaching in terms of accuracy and use in further teaching, (b) maintaining accurate records, (c) communicating with families, (d) participating in a professional community, (e) developing and growing professionally, and (f) demonstrating professionalism. The third interview followed a structured protocol of questions from the Interview Questions for Family and Consumer Sciences Teacher Educators assessment (see Appendix D), which included questions pertaining to Family and Consumer Sciences learning goals, content and topics, resources used to design lessons, the FCS teacher, and influences of teaching. These tools helped gather evidence of certain sights and sounds that were benchmarks of responsive planning and preparation, professional responsibilities, and questions specific to FCS educators. These benchmarks were not easily identified through observations. Effective teaching does not follow a general "checklist", and no classroom, teacher, or lesson plan can demonstrate all indicators or "look-for's" during a single observation. Therefore, the researcher needed more insight into how Pam was identified as either an ineffective, progressing, effective, and/or highly effective teacher.

The first interview was completed on Friday, February 21, with a duration of approximately 14 minutes. When Pam was asked how she demonstrated knowledge of content

and pedagogy, she stated that she had found a really good curriculum called "Take Charge" and recommended it to anyone teaching personal finance. "I rearranged the lesson plan a little bit by adding attention getters and bell work, and stuff like that." She stated the program was user-friendly and it provided all aspects, such as lesson plans, assignments, activities, projects, and simulations. "I really like it because it's not like read this and do the worksheet. I like how the PowerPoint does it with them on a lot of the activities." Pam continued that the program had great assessments and projects that offered a range of different options that teachers could customize to their class needs. "I make up my own vocabulary games to go along with the vocab list, but that curriculum has given me so much direction." Pam mentioned that she was comfortable teaching this content, and in fact, it was one of her favorite content areas. "Because I'm passionate about the content, I feel energetic when teaching it!"

Pam explained that she collected information about her students in a variety of ways. "At the beginning of each semester, I give all my students an interest survey. It's a questionnaire about their likes and dislikes, and I include things like, do you need to be closer to the board or are you in a sport or organization that leaves early during the day." She added that she got notifications of students with I.E.P.'s or 504's, and she was an advisor for the department's student organization. She felt that she had gotten to know students well through their membership meetings. "I also give my culinary students an allergy survey because I need to know what types of food restrictions I need to plan for."

When asked how Pam selected instructional outcomes, Pam stated that she first looked for standards. However, when she found a good lesson plan, usually the standards were included. If objectives were not available, she said she had a bit more research to complete. "I also have to think about what is measurable or how I want to assess my students during and after the chapters and units." She continued that although she included objectives in her lesson plans,

she liked to have them visible somewhere in the room, somewhere so students could see them. "That way, they know what they are doing for the day." Pam demonstrated knowledge of resources by using different simulations. For instance, she used a Turbo Tax simulator to provide students with a real-world look at taxes and how it would impact them, maybe not now, but someday in the future. "I use the IRS website and the withholdings calculator. Students are often surprised by withholdings." Pam continued that the same curriculum helped her design coherent instruction. "So far, I'm seeing good student engagement with this curriculum and their test scores have been pretty good. I like it, it's easy to use, and I can pick and choose what I want to cover based on my students."

Pam stated that she assessed student learning by using various measurement types. However, personal finance was "one of the only classes that I do a paper and pencil test." Due to the content, "putting pencil to paper is important" and it allowed her to collect data during and after each chapter and unit. She also assessed research projects and included a presentation element for students to "brush up" on their presentation skills.

Based on the evidence shown in Table 31, through interview, Pam met 6 out of 7 indicators for 1a, met 7 out of 9 indicators for 1b, met 11 out of 14 indicators for 1c, met 6 out of 10 indicators for 1d, met all 7 indicators for 1e, and met all 5 indicators for 1f. She could be considered as an effective teacher for Domain 1.

Table 31: *The Codes, "Look Fors" Met, Evidence Shown, and Frequency for Domain 1 – Planning and Preparation for Pam*

Codes	"Look Fors" Met	Evidence Shown	Frequency
1a Demonstrating Knowledge of Content and Pedagogy	• Clear and accurate classroom explanations. • Accurate answers to student questions. • Questions built on prior knowledge. • Identified concepts to be taught. • Shared relationships with other disciplines. • Selected appropriate teaching strategies.	• Using relevant programs for curriculum and planning instruction. • Lesson plans identified concepts and relationships to other content areas. • Accurate explanations with examples. • Accurate answers. • Feedback to students.	Met 6 out of 7 indicators.
1b Demonstrating Knowledge of Students	• Age appropriate content. • Referenced current research. • Activities engaged inquiry and reciprocal learning process. • Activities/strategies based on formal, informal, and ongoing assessments. • Met with key school personnel. • Accommodations for exceptional learners.	• Enjoyed talking with students and finding out about their backgrounds. • Interest surveys. • Allergy surveys. • Liked talking with students, finding out about their backgrounds. • Modifications were made for students with I.E.P.'s and 504's. • Student organization advisor.	Met 7 out of 9 indicators.
1c Selecting Instructional Outcomes	• Connected to national, state and local standards. • Represents big ideas. • Scaffolding on prior foundations. • Lesson plans were specific, doable, and observable. • Reflected different types of learning. • Reflect actual and higher-order thinking. • Reflected communications skills. • Reflected reasoning skills. • Reflected collaboration skills. • Reflect conceptual understanding. • Were suitable for all students.	• Use of national standards. • Use of measurable outcomes. • Procedural knowledge. • Thinking and reasoning skills. • Student collaboration. • Communication strategies.	Met 11 out of 14 indicators.

Table 31 (Cont.)

Codes	"Look Fors" Met	Evidence Shown	Frequency
1d Demonstrating Knowledge of Resources	• Utilized several differentiated resources. • Stays abreast of subject(s). • Aware of and familiar with resources in and out of school/district. • Professional organizations. • Internet. • Media center: one-to-one school.	• Materials align with learning outcomes. • Use of resources and available technology. • Use of appropriate age and challenging materials. • Use of tax simulators. • Provide real-world experiences.	Met 6 out of 10 indicators
1e Designing Coherent Instruction	• Suitable to students and learning outcomes. • Represented significant cognitive challenges. • Differentiated. • Engaging. • Varied grouping. • Clearly defined structure. • Reasonably timed.	• Reflected on successful teaching. • Instruction designed to engage students. • Appropriate instructional materials. • Lesson structure clear and sequenced.	Met all 7 indicators
1f Assessing Student Learning	• Assessed all outcomes. • Adapted for groups and students. • Identified clear criteria and standards. • Developed appropriate strategies. • Used to plan for future instruction.	• Assessments matched learning expectations. • Use of criteria and standards. • Results of assessment guide future planning.	Met all 5 indicators

The second interview was completed on Friday, February 21, with a duration of 16 minutes. When asked how Pam reflected on teaching in terms of accuracy and how she used reflection in future teaching, she stated that she periodically journaled, but probably not like she should. "I comment on lessons as I teach them and make changes accordingly, and that's really been helpful. This worked, this didn't." She modified her syllabus on a semester basis and planned to reflect on a year-end basis. "Many times, I feel like I just run out of time, so I try to reflect as I go along instead of at the end of the day." Pam maintained accurate records with attendance through PowerSchool. "Administration and parents can access information and keep

up with student progress." She said she tried to keep students from behind her desk; however, "whenever music is playing, a few students know they can go to the computer and change music, but the other tabs are always closed." She knew that could be a huge problem and had heard horror stories from other teachers about inappropriate situations that had happened. She stated she would implement better rules concerning students and her computer.

When asked how she communicated with families, Pam stated that she always wanted to be that teacher who sent home cards and letters with positive notes. However, she continued that she was being honest that it was really difficult to do. "I mostly see parents at parent/teacher conferences, and it's been great meeting parents and making those connections." When students are behind or missing work, Pam tried to reach out through email and/or calls home. Pam mentioned she was part of the district wide Facebook page and the school's FCCLA chapter had an Instagram. "I try to keep up with both of those social medias. I've invited parents to look at both of those two medias for reaching out to parents." Pam would like to create a newsletter to send out through mail or email.

Pam participated in professional communities by being part of the building's leadership team as well as serving on the school wellness team committee. She continued that she did not live in the school's community, which made it difficult to make good connections with other teachers. "We get along great, but it's not the same as living here." She said she tried to attend at least one or two ball games each season, but with the driving distance, it would mean she would have to be at school the entire day. Pam mentioned that she had many opportunities for professional growth and development. She participated in all types of conferences, which was her principal's idea. "I'm one of the youngest teachers here and my principal and superintendent thinks that I'm more acceptable to new ideas and such." When she returned from the

conferences, she provided reports and training for other teachers in the building. "My principal thinks it's a good idea and I can't say no."

Pam mentioned that she demonstrated professionalism by trying to be the best teacher she could be. She stated that she shows up on time and planned accordingly to the content and classes. "I really love teaching and I do what is expected of me through the district. I really like it here, but I'm so secluded down here in this wing all by myself. That's probably the one thing I don't like."

Based on the evidence shown in Table 32, through interview, Pam met 3 out of 3 indicators for 4a, met main indicator for 4b, met 3 out of 5 indicators for 4c, met 4 out of 7 indicators for 4d, met all indicators for 4e, and met all 6 out of 7 indicators for 4f. She could be considered as an effective teacher for Domain 4.

Table 32: *The Codes, "Look Fors" Met, Evidence Shown, and Frequency for Domain 4 – Professional Responsibilities for Pam*

Codes	"Look Fors" Met	Evidence Shown	Frequency
4a Reflecting on teaching in terms of accuracy and use in further teaching	• Accurately assessed lesson's effectiveness in meeting outcomes. • Generally supported judgements. • Suggested future adjustments.	• Daily lesson plan reflections. • Some journal reflections. • Accuracy in reflections. • Modifies syllabus, lesson plans and other artifacts.	Met all 3 indicators.
4b Maintaining accurate records	• Fully effective system for maintaining information on student completion of assignments.	• Kept folders for attendance and additional records, such as permission slips, outstanding work examples, and culinary lab fee receipts. • Kept students from behind her desk.	Met main indicator.

Table 32 (Cont.)

Codes	"Look Fors" Met	Evidence Shown	Frequency
4c Communicating with families	• Provided frequent information to families. • Regularly communicated about students' progress. • Coordinated with specialists.	• Positive communication. • Behavior and instructional emails sent home. • Attends multiple workshops and outside training.	Met 3 out of 5 indicators.
4d Participating in a professional community	• Mutual support and cooperation . • Engaged in analysis, reflection, discussion and debate with intent to improve. • Actively participated in a culture of professional inquiry. • Actively participated in PD.	• Professional development days. • Attends multiple workshops and conferences. • Administration support. • District support.	Met 4 out of 7 indicators.
4e Developing a growing professionally	• Sought out opportunities for professional development to enhance content knowledge and pedagogical skills. • Welcomed feedback and responded/asked for further feedback.	• Building's leadership team. • School wellness team committee. • Mentoring program. • Attends multiple workshops and conferences.	Met all 2 indicators.
4f Demonstrating professionalism	• Displayed high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. • Ensured all students have fair opportunities to succeed. • Open-minded and participated in team/department decision making. • Consistent and on time in attendance. • Consistent and on time in attendance at team and faculty meetings. • Dressed appropriately.	• Acted with integrity and ethical conduct. • Treated students with respect. • Adhered to policies and procedures. • Dressed appropriately and fashionable.	Met 6 out of 7 indicators.

The third interview was completed on Wednesday, February 26, with a final, in-depth interview lasting approximately 42 minutes. Pam helped the researcher understand where this lesson fit in the sequence of the unit she was working on. She explained that the class was

finishing section four of income and expense statements and starting section five, which was spending plans in the Managing Your Money Unit. The researcher asked if there was any background information that needed to be considered for planning her lesson. Pam stated that students needed to know about SMART goals, depository institutions, income taxes, and statements of financial positions. She continued that the specific purpose of the day's lesson included an income and expense statement that evaluated the purpose of an income and expense statement, and identified sources of income that individuals may have. The lesson explored typical expenses that individuals may incur, which allowed students to create an income and expense statement. The spending plan assignment helped students compare the differences between a statement of financial position, an income and expense statement, and a spending plan. "We can also analyze why it's important to create a spending plan and implement the process of developing a spending plan." Pam did not think the lesson played out according to her plan due to a modification to her traditional lengthy bell work. "I did a shortened version to start the class. The students finished quickly and started talking. It took longer than usual to stop their side conversations and I felt that the whole lesson would have been more productive if I had started with my usual bell work set up." Overall, she thought the students gained a better understanding of how to create an income and expense statement, analyzed why it was important to create a spending plan, and learned the process of developing a spending plan. Pam stated that the next step for this class in this unit was that students would write a letter reflecting on why they made the changes to the Brown Family Spending Plan, which students had completed the previous class time. Next, students would take the unit test.

Pam mentioned that this content topic was very important to teach because it was required for graduation. The researcher asked what the consequences were if students did not do well in or failed the course. Pam continued that if students received a poor grade, they had the

opportunity to correct their test to receive half-points. Students had to make an appointment with Pam to find a mutually convenient time to retest. If students failed the course, it could affect their graduation. "I monitor student progress throughout the semester, so I won't let them get to the point of failure." When asked how important testing was in the decision to teach this topic, Pam replied that she assessed students in multiple ways and it was important for her to make the test before she planned the lesson. "This way, it was planned what I needed to cover."

When asked what resources Pam used to plan this lesson, Pam stated she used the "Take Charge Personal Finance Curriculum". She specifically chose this program for the interactive and relevant projects. If there was something she did not like about lessons or units, she modified them to meet her students' needs. When asked to describe the modifications she made and her reasons for making them, Pam responded that she modified test questions, added an anticipatory set, and taught the lesson in a different order. "I felt those changes helped me to not only teach the material, but in a way my students would best understand it." When asked how she felt about teaching this topic, Pam replied, "Very strong. Personal finance is one of my favorite content areas and I feel very prepared to teach it. You know, it's not a chore to learn about it."

When asked what opportunities she had to learn about this particular content area, Pam replied that she took personal finance courses in college and Family and Consumer Sciences educators are licensed to teach personal finance. "I just really like the content, so I've learned a lot on my own." When asked how she felt about teaching with this pedagogy, Pam stated that she felt very comfortable teaching hands-on activities. "Students can relate better with content when they can see it, touch it, make sense of it, and it's set into real-world situations." When asked how comfortable she felt using the instructional strategies involved in teaching this lesson, Pam replied that she felt very comfortable. "I feel more organized and just know my content

better this semester." Pam continued that there were a few differences in teaching this semester versus last semester. One difference was that this group of students was more talkative, so she had them collaborate often. "They can talk about the subject and work together to problem-solve."

When asked if there was anything about this particular group of students that led her to plan this lesson this way, Pam replied that she had a para in the room who helped three students with I.E.P.'s. "She helps with reading, comprehension, and note taking." When asked if there were any teaching situations that influenced her planning of this lesson, Pam replied no, other than the course was required for graduation. She continued that availability of equipment and supplies had an influence with how she taught the content. "We are one-to-one with Chromebooks, so students can use Google Classroom to access documents and turn in assignments. My computer and Smart TV helped to present the information." Pam completed the interview by stating that there were no other factors that influenced this content area or how she taught it.

Evaluation of Analysis Results – Pam

After carefully collecting the qualitative data of observations and interviews, the researcher looked for specific indicators in Pam's observations and interviews. The researcher carefully focused on and took note of "Look Fors" from the Teacher Education Summative Evaluation Form (see Appendix G). These "Look Fors" were based on preset criteria from Danielson's Framework for Teaching Evaluation Instrument Rubric (1996) which was designed to evaluate teachers and define how effective they were during and outside of teaching. All data were recorded into the Teacher Education Formative Observation Form (see Appendix E). This evaluation form scored teachers on a range of 1 through 4. A score of 1 equaled an ineffective teacher; 2 equaled a progressing teaching; 3 equaled an effective teacher; and 4 equaled a highly

effective teacher. These numerical scores helped narrow the broad amount of information into a snapshot as to where each participant scored in effectiveness of teaching. These numerical scores were then cross-analyzed with other participants in the study as shown in table 49. After analyzing all four categories, Pam's overall score was 3.8, which confirmed her as an effective teacher, as shown in Table 33.

Table 33: *Pam's Formative Observation Scores based on Danielson's Teacher Education Formative Observation Form for Domain 1-Planning and Preparing, Domain 2-The Classroom Environment, Domain 3-Instruction, and Domain 4-Professional Responsibilities*

Domain #	Indicator	Score	Key of Effectiveness
1a.	Demonstrating knowledge of content and pedagogy.	4	Highly Effective
1b.	Demonstrating knowledge of students.	4	Highly Effective
1c.	Selecting instructional outcomes.	3	Effective
1d.	Demonstrating knowledge of resources.	3	Effective
1e.	Designing coherent instruction.	4	Highly Effective
1f.	Assessing student learning.	4	Highly Effective
	Total Domain 1 Score (out of 24)	**22**	
	Domain 1 Overall Score	**3.5**	
2a.	Designing an environment of respect and rapport.	4	Highly Effective
2b.	Establishing a culture for learning.	4	Highly Effective
2c.	Managing classroom procedures.	4	Highly Effective
2d.	Managing student behavior.	4	Highly Effective
2e.	Organizing physical space.	4	Highly Effective
	Total Domain 2 Score (out of 20)	**20**	
	Domain 2 Overall Score	**4.0**	
3a.	Communicating with students.	4	Highly Effective
3b.	Using questioning and discussion techniques.	4	Highly Effective
3c.	Engaging students in learning.	3	Effective
3d.	Using assessment in instruction.	4	Highly Effective
3e.	Demonstrating flexibility and responsiveness.	4	Highly Effective
	Total Domain 3 Score (out of 20)	**19**	
	Domain 3 Overall Score	**3.8**	
4a.	Reflecting on teaching in terms of accuracy and use in further teaching.	4	Highly Effective
4b.	Maintaining accurate records.	4	Highly Effective
4c.	Communicating with families.	3	Effective
4d.	Participating in a professional community.	3	Effective
4e.	Developing and growing professionally.	4	Highly Effective
4f.	Demonstrating professionalism.	4	Highly Effective
	Total Domain 4 Score (out of 24)	**22**	
	Domain 4 Overall Score	**3.7**	
	Total Score (out of 88)	**83**	**3.8 Overall = Effective**

Within-Case Analysis - Holly

Holly was a 28-year old, Caucasian female teaching in a Missouri high school, grades 9 – 12, with a population of 270 students. Her classroom consisted of 8 students, 5 males and 3 females. The students' ethnicity was dominantly Caucasian and one Hispanic student. Holly's classroom space was large and bright, with all technology located on the north end of the classroom. The floors were laid with white linoleum tiles and the ceiling had fluorescent lighting. The walls were painted a stark, bright white. The doorway was adjacent to the front of the room with a supply table placed next to the entry. This table housed several caddies, which contained notebook paper, pens and pencils, colored-pencils, tissues, hand-sanitizer, and folders for missing work. The back of the table had a bulletin board with upcoming school events. Holly's desk was to the right of the projector and white boards. She had hung small Christmas lights around the white board, both bulletin boards, and her desk area. She had a filing cabinet and side table behind her desk; all were very organized. Four long tables and fifteen student chairs were set up in a "U" shape, which faced the projector and projector screen located at the front of the room.

There was a large white board on the east side of the classroom flanked by two small windows. The windows had blue curtains that matched Holly's desk area and accessories. At the back of the classroom (south side) was a door for a small storage closet. To the right of the storage closet was a full-sized printer and computer cabinets for easy Chrome Book access. Continuing around to the west side of the room was a full bank of upper and lower cabinets, which also served as storage. Other than the colorful bulletin boards and some student work on the walls, the room was clean and had minimal decorations. There was no clutter anywhere in the room.

Description of Observations and Interview Schedule – Holly

A total of three observations were completed in a span of two weeks. The first observation was completed on Wednesday, February 26, with a duration of 1 hour and 16 minutes. The researcher observed a marketing I lesson pertaining to developing a promotional mix. The second observation was completed on Friday, February 28, with a duration of 1 hour and 8 minutes. The researcher observed a second marketing I lesson including identifying the five parts of an advertisement and the first stages of developing a student product. The third observation was completed on Wednesday, March 4, with a duration of 1 hour and 36 minutes. The observation lasted approximately 50 minutes, followed by a final, in-depth interview lasting 46 minutes. The final observation focused on marketing topics and student presentations.

Table 34: *Holly's Observation and Interview Dates, Duration, and Observed Content Area*

Date of Observation	Duration	Observed Content Area	Interview Topic
Wednesday, February 26, 2020	Class time: 9:00 – 9:50 a.m. 50 min. observation 26 min. interview	Personal Finance /Marketing I	Interview: Domain 1 – Planning and Preparation
Friday, February 28, 2020	Class time: 9:00 – 9:50 a.m. 50 min. observation 18 min. interview	Personal Finance /Marketing I	Interview: Domain 4 – Professional Responsibilities
Wednesday, March 4, 2020	Class time: 9:00 – 9:50 a.m. 50 min. observation 46 min. interview	Personal Finance /Marketing I	Interview: The Interview Questions for FCS Teacher Educators

Description of Observations - Holly

The first observation was completed on Wednesday, February 26, with a duration of 1 hour and 16 minutes. When the bell rang, Holly did not step out into the hallway, but rather greeted her students upon entry. There were no bells to signal the changing of classes other than

teachers keeping watch of the time. There was no bell work or objectives visible on the overhead projector or white boards. As students entered the room, they immediately went to their seats. Holly mentioned she did not have a seating chart and students sat wherever they wanted (interview 1). There was a group of seven students sitting at one end of the room and one student sat by herself at the opposite side of the room. I later asked Holly if this was intentional. She said no and that the lone student was perfectly content with sitting by herself. In fact, she preferred to sit by herself. In this particular district, breakfast was served at an early time (before school began) and late (8:30 – 9:00 a.m.). Students in Holly's class were allowed to pick up their breakfast and finish eating in the classroom. Holly mentioned that it was much easier and less messy to just let them take about 10 minutes to eat their breakfast. She set a timer for this task.

As soon as the timer rang, students were finished eating and ready to get to work. Holly did not communicate any objectives, rather, she began with a PowerPoint lecture about how promotional materials were developed. Students took notes and she paused during instruction to ask questions and give examples. She allowed students to elaborate on their understanding and to also provide examples. By taking 10 minutes for breakfast, Holly was not left with a lot of instructional time, thus class went by very quickly. The instructional time focused on the five parts of promotional development and how they fit into a pentagon model. There was evidence that procedures were in place based on student behaviors and understanding the expectations from the teacher. Students were quiet and subdued, and they worked independently.

As Holly kept watch of time, she recapped the day's lesson and what students should expect for the next few days, and she encouraged students to ask questions. There was sound and movement from the hallway and Holly released her students for that hour. As students filed out, she told them to "Make good choices!" I found this interesting because two other

participants for this study told their students the same thing when they were released from the classroom. Upon further investigation, Holly heard this quote from a favorite movie and she said "it just stuck with me".

The second observation was completed on Friday, February 28, with a duration of 1 hour and 8 minutes. There was no bell signal to signal class changes, so Holly went to the door at the first sounds and movement in the hallway. She greeted her students at the door and directed them to finish their breakfast so class could get started on time. It was obvious that Holly had made positive connections with her students. An example was that she had gotten her hair colored the night before and students made positive comments about her hair. Students entered the room in an extremely good and humorous mood, which was much different from the first observation. Holly set a 10-minute timer for her students to finish their breakfast, and instruction started as soon as the timer rang. There were no bell work questions or objectives visible in the classroom.

Holly instructed students to get out a piece of paper. They took a quick, informal pop quiz concerning the five parts of an advertisement. Holly collected their work, then continued with instruction. She gave directions for the next assignment which was on how to construct the five parts of an advertisement. Students had to look for clues from advertisements found in magazines, which she provided. Students were instructed to find a desired advertisement, copy the image or images by printing them, then identify and label specific aspects of each advertisement. Holly instructed that definitions were supposed to be attached to the back of the assignment. There was sound and movement in the hallway, so Holly dismissed her students, telling them to "Have a good day!"

The third observation was completed on Wednesday, March 4, with a duration of 1 hour and 36 minutes. There was no bell signaling the change of classes, so teachers were

responsible for dismissing students. Holly greeted her students at the door and instructed them to quickly finish their breakfast. There were no visible bell work questions, but objectives for this class were written on the white board at the front of the room. Holly mentioned that even though it was suggested she post bell work and knew the importance of it, she did not think she had enough time (interview 3). The school's administration suggested that teachers give students extra time to finish their breakfast, and she felt obliged to honor that request. That took at least 10 minutes from her 2nd hour class and she just did not have more time to spare. Students were very quiet and subdued, but after breakfast they became much more talkative. Holly stated, "Two more minutes, then we need to get started." Once students had cleaned up their tables, instruction began.

Holly recapped the instructions from the previous day and gave clear and specific directions based on the assignment sheet. She also gave students a rubric to complete a full advertisement project. Once full instructions were given, students had an opportunity to ask questions. At that point, she allowed them to independently work. As students worked, they talked, giggled, and sang. Even though they were a bit noisy, it was obvious they were working. Students moved around the room easily, and worked together to complete their assignments. Holly walked the room, checked for understanding, and answered questions where necessary. Before student dismissal, Holly suggested for her students to "hang on to your rubrics and we will review them next class." Holly dismissed her students by saying, "Have a great day and make good choices!"

Table 35: *General Commendations and Suggested Feedback for Holly from all Observations*

Date of Observation	General Commendations	Suggested Feedback
February 26, 2020	• Start of classroom procedures – greeting students at the door, students know your expectations and know what to do, such as enter the room and take their seats. • Smooth transitions from when students finished their breakfast to the start of instruction. • No loss of instructional time. • Excellent discussion examples. • Checking for understanding through questioning, such as "Where are you stuck?" and "How are you doing?" • Call students by name. • Travels the room. • Close proximity and redirects behaviors immediately. • No lesson plan provided. • I did not observe any closure for today's lesson. I know you don't have a lot of time, but think about something quick, something that would only take a couple of minutes, such as, "Any questions?", or "What was something you took away from today's lesson?" or "Was there something you just did not understand today?"	• Think about providing bell work. That may be something you normally do, but was not visible today. • Also, no visible objectives. Even though you communicated those with your students, think about posting those somewhere at the front of the classroom. • Refers to students as "You guys and guyses". Think about using "You" or "All of you" instead, it is gender neutral. • I did not observe any closure for today's lesson. I know you don't have a lot of time, but think about something quick, something that would only take a couple of minutes, such as, "Any questions?", or "What was something you took away from today's lesson?" or "Was there something you just did not understand today?"
February 28, 2020	• Start of classroom procedures – no visible objectives, but you did go over them with the students. • Smooth transitions into instruction. • No loss of instructional time. • Excellent discussion examples. • Checking for understanding through questioning. • Call students by name. • Travels the room	• No bell work for students. This helps with self-direction and gets students settled into a routine without you needing to direct them. • No visible objectives. Think about posting somewhere at the front of the classroom, even though you go over those with the students. • Refers to students as "You guys" and "guyses". Think about using "You" or "All of you" instead, it is gender neutral.

Table 35 (Cont.)

Date of Observation	General Commendations	Suggested Feedback
March 4, 2020	• Start of classroom procedures – you had objectives on the board, today. • Smooth transitions from bell work to instruction. • No loss of instructional time. • Excellent discussion examples. • Checking for understanding through questioning. • Call students by name. • Travels the room. • Close proximity and redirects behaviors immediately. • Using rubrics as an assessment for student presentations, today.	• Still refers to students as "You guys." Think about using "You" or "All of you" instead, it is gender neutral. • At one point during conversation, outside of the interview questions, you mentioned you were contemplating starting your master's degree. If you want some information, let me know and we can visit more about that.

Easily Identifiable Observation Results in Domain 2 – Holly

As shown in Table 36, five criteria were examined within the category of the Danielson's Framework for Teaching model – Domain 2 – The classroom environment. The Danielson Performance Criteria Rubric was used to identify attributes and examples (see Appendix H). Five criteria served as the basis for observations in Domain 2, which included (a) designing an environment of respect and rapport, (b) establishing a culture for learning, (c) managing classroom procedures, (d) managing student behavior, and (e) organizing physical space. The five criteria were measured from observations to provide insight into how Holly was identified as either an ineffective, progressing, effective, and/or highly effective teacher.

Domain 2a – Creating an environment of respect and rapport. Evaluating Holly's observations, there was evidence of several indicators established in Domain 2a – Creating an environment of respect and rapport. Holly showed positive interactions with her students. By greeting students at the door or upon entry, she set the tone for the classroom. She asked students how their morning was going, and students typically responded with equal respect.

Holly mentioned to a student, “Hey, I noticed you got your hair cut.” He responded, “Yeah, and you’re the only one that noticed!” (observation 2). “(Name withheld), how is your grandpa? Is he out of the hospital yet?” (observation 1). There was evidence that she was an active listener and was perceived as warm and caring. Holly called students by name and listened attentively to their questions, comments, and concerns. If negative behaviors began to emerge, she immediately identified the body language and then used physical proximity and verbal encouragement for students to stay on task. When students did something good, Holly recognized their efforts with words of encouragement (all observations).

Domain 2b – Establishing a culture for learning was evident in Holly’s classes. Her voice and body language conveyed high energy and enthusiasm (all observations). Even though learning objectives were not visible in the classroom, Holly verbally shared the learning objectives and explained the lesson’s importance and purpose. She encouraged high expectations from her students with reinforcement statements, such as “I know you can do this” and “Let’s see what you have so far” (observation 3). Before students began creating their final advertisement projects, Holly recapped and continually questioned her students to assess their understanding of the concepts and content (observations 2 and 3). She showed fairness and politeness with each of her students, and quality work was expected and recognized (all observations).

Domain 2c – Managing classroom procedures were evident from the first moments of each observation. Holly greeted students and reminded them to quickly finish their breakfast, so they could begin class on time. Even though the beginning of class time procedures were minimal, the routines were clearly established to minimize loss of instructional time (all observations). Transitions from lecture to activities were smooth and Holly used her instructional time well. Students did not have time to goof off and all students were productive.

Students knew where materials and supplies were kept, and they knew the procedures for when they could get up and gather materials (observations 2 and 3).

Domain 2d – Managing student behavior was a strong feature for Holly. Her classroom was very businesslike and there was no time or need for negative behaviors. If necessary, she immediately redirected students. With the small class size, Holly was alert to all student behaviors at all times. She paused and waited for students to modify their behaviors on their own, and as soon as students were back on task, she continued with her lesson (all observations). Although there were no visible classroom rules, there were appropriate and clear behavior standards. Consistency was followed by a similar classroom flow of instruction and one could sense mutual respect between the teacher and students (all observations).

Domain 2e – Organizing physical space was demonstrated by effective indicators. The classroom space was bright and neat. The "U" shape seating arrangement made visibility and hearing range accessible for all students, and the large space made traffic patterns easily accessible (all observations). The use of space was appropriate for learning because the large space provided students access to move around and to work independently when necessary. Although this district was not a one-to-one technology school, students had an opportunity to access instruction through classroom computer carts (all observations). The room's storage cabinets housed a large amount of materials and supplies for students to access. Although the space was clean, bright, and minimal, there was a perceived feeling of safety and security.

Based on the evidence shown in Table 36, Holly met criteria for items 2a, 2b, 2c, 2d, and 2e during all observations. She could be considered as a highly effective teacher for Domain 2.

Table 36: *The Codes, Indicators Met, Evidence Shown, and Frequency for Domain 2 – The Classroom Environment for Holly*

Codes	Indicators Met	Evidence Shown	Frequency
2a Designing an Environment of Respect and Rapport	• Respectful talk and turn taking. • Respect for students' backgrounds and lives outside of the classroom. • Teacher and student appropriate body language. • Physical proximity. • Warmth and caring. • Politeness. • Encouragement. • Active listening. • Fairness.	• Teacher called students by name. • "Hey, I noticed you got your hair cut." • Student responded "Yeah, and you're the only one that noticed!" (observation 2). • "(Name withheld) How is your Grandpa? Is he out of the hospital, yet?" (observation 1).	3 out of 3 observations
2b Establishing a Culture for Learning	• Belief in the value of work. • Expectations were high and supported through both verbal and nonverbal behaviors. • Quality was expected and recognized. • Effort and persistence were expected and recognized. • Confidence in ability is evidenced by teacher and student language and behaviors. • Expectations for all students to participate.	• Voice and body language conveyed high energy and enthusiasm. • Shared learning objectives. • Explained lessons importance and purpose. • "I know you can do this" and "Let's see what you have so far" (observation 3). • Recapped and continually questioned students.	3 out of 3 observations
2c Managing Classroom Procedures	• Smooth functioning of all routines. • Little-to-no loss of instructional time. • Students played an important role in carrying out the routines. • Students knew what to do and where to move.	• Greeted students upon entry. • Addresses student issues at the very beginning of class. • Smooth transitions from bell work to instruction (all observations).	3 out of 3 observations
2d Managing Student Behaviors	• Clear standards of conduct and possibly referred to during a lesson. • Absence of acrimony between teacher and students concerning behavior.	• Businesslike classroom. • Redirected students immediately. • Appropriate and clear standards of behavior. • Alert to student behavior at all times.	3 out of 3 observations

Table 36 (Cont.)

Codes	Indicators Met	Evidence Shown	Frequency
	• Teacher awareness of student conduct. • Prevented action when needed. • Fairness. • Absence of misbehavior. • Reinforcement of positive behavior.	• Consistency. • Teacher paused, waited for students to modify behaviors on their own. (all observations). • Mutual respect.	
2e Organizing Physical Space	• The classroom was safe, and all students were able to see and hear. • The classroom was arranged to support the instructional goals and learning activities. • The teacher made appropriate use of available technology.	• Classroom space was neat and organized. • Classroom arrangement, "U" shape seating made visibility and hearing range accessible for all students. • Evidence of instruction. • Hands-on learning. • Good traffic patterns. • Independent work. • Hands-on learning.	3 out of 3 observations

Easily Identifiable Observation Results in Domain 3 – Holly

Five criteria were examined within the category of the Danielson's Framework for Teaching model – Domain 3 – Instruction. The Danielson Teacher Education Summative Evaluation Form (see Appendix G) was used to identify attributes and examples, such as, (a) communicating with students, (b) using questioning and discussion techniques, (c) engaging students in learning, (d) using assessment in instruction, and (e) demonstrating flexibility and responsiveness. Evidence of the five criteria from the observations provided insight into how Holly was identified as either an ineffective, progressing, effective, and/or highly effective teacher. All five of the criteria were observed in at least two of the three observations completed, as shown in the following table 37.

Domain 3a – Communicating with students. Holly had no difficulties communicating with her students. Although objectives were not visible in the classroom, Holly verbally

communicated the objectives for that day's lesson to her students (observation 3). She gave clear oral directions and procedures for each assignment and activity (all observations). She checked for understanding in order to establish a clear explanation of content, and she provided opportunities for her students and herself to use oral and written language throughout the lessons (all observations).

Domain 3b – Using questioning and discussion techniques. Once again, Holly had no difficulties expressing her qualities for this domain. She asked high-quality questions and provided sufficient wait time for students to process their thoughts and answer questions (all observations). To recap a lesson, Holly questioned students about vocabulary definitions and how they fit into the context of the lesson or assignment. Student groups had genuine discussions and Holly was successful in engaging all students in the discussions. This was evident when Holly randomly called on different students to answer questions and involve them. If a student was quiet, she would ask, "(Name withheld), what do you think about that comment or statement?" and "Will you elaborate on that more?" (observations 1 and 2). Holly checked for understanding throughout each observation (all observations). During discussion rounds, students were asked to answer questions that were either posed from a prompt or from each other. Although Holly mediated all discussions, she allowed students to guide their progress and intervened when necessary (observations 1 and 2).

Domain 3c – Engaging students in learning. Holly did well with engaging her students in the learning process. Her marketing projects allowed students to express their creativity. As observations unfolded, students were actively engaged with the topic and understood the goals of each activity and project (observations 2 and 3). Although students were chatty and often broke out into song, it was clear that all students were productive and enjoyed the process of the project (observation 3). Materials and resources were appropriate and were readily available for

students (observations 2 and 3). Observing the process of this lesson, there was a clear defined structure for the instructional steps. Holly provided clear and guided practice, which easily transitioned into independent practice (observations 2 and 3). Holly mentioned that pacing was often tricky and she often had backup activities ready just in case instruction did not fit the entire class time (observation 1). She stated that she often did not have enough time for closure and student reflection for this particular class due to the 10-minute allowance for breakfast. She also mentioned she had learned early in the first semester that she was not "good at thinking fast on her feet," especially if there were glitches in technology (interview1).

Domain 3d – Using assessment in instruction. Holly stated that she liked using rubrics for final projects because she could specify exactly what she was looking for (interview 1). Also, students had a clear understanding of the criteria for the project. On most rubrics, Holly included lists of required elements as reminders. This ensured that students were fully aware of assignment and project criteria and performance standards, by which their work would be evaluated (observations 2 and 3). Rubrics provided students with an opportunity to assess and monitor their own work. Holly mentioned (interview 1) that she monitored the progress of student work and provided positive feedback to ensure high quality work (observations 2 and 3).

Domain 3e – Demonstrating flexibility and responsiveness. Holly stated she made daily adjustments in her lessons (interview 1). She took into consideration holidays, snow days, students leaving early for school activities, I.E.P.'s and 504's, etc. During observation 1, Holly showed a smooth transition when a student came into her classroom late. While other students were working quietly on an assignment, she worked one-on-one with this student so she could catch up. Holly mentioned that since this was a small school district, she often found herself providing teachable moments for her students (interview 3). "In small districts, everyone knows each other and everyone knows everyone else's business, so rumors and stories often get passed

around the hallways. Many times, I find myself in that teachable moment. Maybe they will listen to me…I don't know" (interview 3).

Based on the evidence shown in Table 37, Holly met criteria for items 3a, 3b, 3d, and 3e during all observations. She did not meet criteria for item 3c and only showed evident on 2 out of 3 observations. She could be considered as an effective teacher for Domain 3.

Table 37: *The Codes, Indicators Met, Evidence Shown, and Frequency for Domain 3 – Instruction for Holly*

Codes	Indicators Met	Evidence Shown	Frequency
3a Communicating with Students	• Clarity of lesson purpose. • Clear directions and procedures specific to the lesson activities. • Absence of content errors and clear explanations of concepts. • Students understood the content. • Correct and imaginative use of language.	• Clearly communicated daily objectives (all observations). • Gave clear oral directions for each assignment and activity. • Checked for understanding. • Provided opportunities for oral and written language throughout lessons. (all observations).	3 out of 3 observations
3b Using questioning and discussion techniques	• Questions of high cognitive challenge, formulated by both students and teacher. • Questions with multiple correct answers, or multiple approaches even when there is a single correct response. • Effective use of student responses and ideas. • Discussions with the teacher stepping out of the central, mediating role. • High levels of student participation in discussion.	• Asked high quality questions. • Provided sufficient "wait" time. • Recapped each lesson. • Used student questioning, such as "What do you think about that comment or statement?" and "Will you elaborate on that more?" (observation 1, and 2). • Used vocabulary definitions and how they fit into the context of the lesson. • Checked for understanding (all observations). • Used writing prompts and journals.	3 out of 3 observations

Table 37 (Cont.)

Codes	Indicators Met	Evidence Shown	Frequency
		• Used discussion rounds. • Teacher- and student-lead mediated discussions (all observations).	
3c Engaging students in learning	• Activities align with the goals of the lesson. • Student enthusiasm, interest, thinking, problem-solving, etc. • Learning tasks that required high-level student thinking and were aligned with lesson objectives. • Students actively "working" rather than watching while their teacher "works".	• Group work. • Walked the room. • Answered questions (observation 1). • Had backup lessons and/or assignments (observation 2). • Students actively engaged with the topic and understood the goals of each activity and project (observations 2 and 3). • Guided practice and independent work (observation 2 and 3).	
3d Using assessment in instruction	• Teacher paid close attention to evidence of student understanding. • Teacher posed specifically created questions to elicit evidence of student understanding. • Teacher circulated the room to monitor student learning and to offer feedback. • Students assess their own work against established criteria. • Teacher adjusted instruction in response to evidence of student understanding (or lack thereof).	• Businesslike classroom. • Redirected students immediately. • Teacher paused, waited for students to modify behaviors on their own. • Teacher used similar language to modify behaviors. • Look for criteria to drive the design of assessment. • Uses rubrics for projects and presentations, "students have a clear understanding of what they are supposed to do" (observation 3). • Monitors student learning and progress. • Uses encouragement. • Provides feedback (observation 3).	3 out of 3 observations

Table 37 (Cont.)

Codes	Indicators Met	Evidence Shown	Frequency
3e Demonstrating flexibility and responsiveness	• Incorporation of student interests and events of the day into a lesson. • Visible adjustments in the face of student lack of understanding. • Teacher seizing on a "teachable moment".	• Made necessary adjustments in lessons (objective1). • Retaught content when necessary (observation 2). • Considered snow days, students leaving early for school activities, I.E.P.'s and 504's, etc." • Enjoyed "teachable moments" in education, (observation 3).	3 out of 3 observations

Description of Interviews – Domains 1 and 4 – Holly

Three interviews were conducted with Holly after each scheduled observation. Two of the interviews followed a semi-structured protocol of questions from the Teacher Education Summative Evaluation Form (see Appendix G). The first interview covered questions from Domain 1 – Planning and Preparation, which examined six criteria, such as (a) demonstrating knowledge of content and pedagogy, (b) demonstrating knowledge of students, (c) selecting instructional outcomes, (d) demonstrating knowledge of resources, (e) designing coherent instruction, and (f) assessing student instruction. The second interview covered questions from Domain 4 – Professional Responsibilities, which examined six criteria, such as (a) reflecting on teaching in terms of accuracy and use in further teaching, (b) maintaining accurate records, (c) communicating with families, (d) participating in a professional community, (e) developing and growing professionally, and (f) demonstrating professionalism. The third interview followed a structured protocol of questions from the Interview Questions for Family and Consumer Sciences Teacher Educators assessment (see Appendix D), which included questions pertaining to Family and Consumer Sciences learning goals, content and topics, resources used to design lessons, the FCS teacher, and influences of teaching. These tools helped gather evidence of certain sights

and sounds that were benchmarks of responsive planning and preparation, professional responsibilities, and questions specific to FCS educators. These benchmarks were not easily identified through observations. Effective teaching does not follow a general "checklist", and no classroom, teacher, or lesson plan can demonstrate all indicators or "look-for's" during a single observation. Therefore, the researcher needed more insight into how Holly was identified as either an ineffective, progressing, effective, and/or highly effective teacher.

The first interview for Holly was completed on Wednesday, February 26, with a duration of approximately 16 minutes. When asked how she demonstrated knowledge of content and pedagogy, Holly stated that she was the only person teaching this topic. "I don't have other FCS teacher resources in the building and I'm pretty much on my own. I went to a workshop right before Christmas break and I got some really amazing resources." Holly used a program called "Venture Lab", which included lesson plans specifically designed for a Marketing I class. "See here, it has lesson plans, state standards, textbook suggestions, modifications, and basically all things to conduct a full lesson." Pedagogical practices included hands-on learning, project-based learning, and work-based learning. With the inclusion of the "Venture Lab" program, Holly felt prepared to teach the content. "It has everything in it that I need, and if there's something that I don't think I'll need or really isn't geared toward my students, I don't use it. It also allows me to have more freedom with creating more hands-on activities." In addition, she mentioned her students liked the curriculum and by using the program, it saved her a good amount of research and "throwing" things together. She stated, "Why work harder, when you can work smarter?"

When asked how she demonstrated knowledge of her students, Holly replied, "I think it's pretty obvious that they know me and I know them. For instance, (name withheld) just lives two houses down from me. It's a small town, and like I said, everyone knows everyone else." She

continued that students shared stories about their lives, their interests, and yes, even their love lives. Holly went on to say that she did not have too many I.E.P.'s, so as far as accommodations were concerned, it was mostly extended time on assignments and tests. "I don't have any paras that come into my classroom, so it's up to me to get students caught up if they miss class or get behind. I also let them make up work as needed." Holly stated that she selected instructional outcomes by first looking at Missouri standards and textbook objectives, and then she started pulling resources from other sources. With this approach, she found a plethora of good resources and ready-made lesson plans. "It's very rare that I ever design my own lesson plans. The stuff that I use is from other programs, and as long as I can justify the objectives and outcomes to the state standards, it's a good mix." Holly continued that she assessed student learning by using the assessments from the "Venture Lab" program. She continued that she liked using rubrics for projects. "It lets my students know the criteria for the project, so there's no guessing or leaving out vital pieces of information." She mentioned she included required elements for the projects, which served as reminders of elements she was looking for. "Plus, if students follow the rubric, there's a clear definition of what constitutes the point values and how I grade."

Based on the evidence shown in Table 38, through interview, Holly met 6 out of 7 indicators for 1a, met 5 out of 9 indicators for 1b, met 8 out of 14 indicators for 1c, met 5 out of 10 indicators for 1d, met 6 out of 7 indicators for 1e, and met all 5 indicators for 1f. She could be considered as an effective teacher for Domain 1.

Table 38: *The Codes, "Look Fors" Met, Evidence Shown, and Frequency for Domain 1 – Planning and Preparation for Holly*

Codes	"Look Fors" Met	Evidence Shown	Frequency
1a Demonstrating Knowledge of Content and Pedagogy	• Clear and accurate classroom explanations. • Accurate answers to student questions. • Questions built on prior knowledge. • Identified concepts to be taught. • Selects appropriate teaching strategies. • Selected appropriate teaching strategies.	• Completing research on her own for planning instruction. • Accurate explanations with examples. • Accurate answers. • Feedback to students.	Met 6 out of 7 indicators.
1b Demonstrating Knowledge of Students	• Age appropriate content. • Activities engaged inquiry and reciprocal learning process. • Activities/strategies based on formal, informal, and ongoing assessments. • Met with key school personnel. • Accommodations for exceptional learners.	• Liked talking with students. "It's a small town, and everyone knows everyone else." • Modifications were made for students with I.E.P.'s and 504's.	Met 5 out of 9 indicators.
1c Selecting Instructional Outcomes	• Connected to national, state and local standards. • Scaffolding on prior foundations. • Lesson plans were specific, doable, and observable. • Reflected different types of learning. • Reflected communications skills. • Reflected reasoning skills. • Reflected collaboration skills. • Were suitable for all students.	• Use of textbooks. • Use of national standards. • Use of measurable outcomes. • Procedural knowledge. • Thinking and reasoning skills. • Student collaboration. • Communication strategies. • Use of rubrics.	Met 8 out of 14 indicators.
1d Demonstrating Knowledge of Resources	• Utilized several differentiated resources. • Aware of and familiar with resources in and out of school/district. • Internet. • Media center. • Artifacts.	• Materials aligned with learning outcomes • Use of resources through textbooks, school library, and available technology • Use of appropriate age and challenging materials • Use of state and national standards.	Met 5 out of 10 indicators.

Table 38 (Cont.)

Codes	"Look Fors" Met	Evidence Shown	Frequency
1e Designing Coherent Instruction	• Suitable to students and learning outcomes. • Represented significant cognitive challenges. • Differentiated. • Engaging. • Clearly defined structure. • Reasonably timed.	• Reflected on successful teaching. • Instruction designed to engage students. • Appropriate instructional materials. • Lesson structure clear and sequenced.	Met 6 out of 7 indicators.
1f Assessing Student Learning	• Assessed all outcomes. • Adapted for groups and students. • Identified clear criteria and standards. • Developed appropriate strategies. • Used to plan for future instruction.	• Assessments matched learning expectations. • Use of criteria and standards. • Results of assessment guide future planning.	Met all 5 indicators.

The second interview was completed on Friday, February 28, with a duration of approximately 18 minutes. When asked how she reflected on her teaching in terms of accuracy and use in future teaching, Holly replied that she did not journal. "I know it's been suggested that we do that, but I just don't feel like I have time." She continued that when lessons went well, she would make sure to save those documents, and when lessons did not go according to plan, she would toss those documents and find something new. "I try to assess it in the moment, so if I'm half-way through the lesson and it is not going well, I'll just scrap it right then and there, and try something else." She tried to reflect in the moment, especially at the end of a unit. "I'll be like…Oh, this took way too long." Although, she did mention she put sticky notes on lesson plans concerning things she needed to change. She added, at times, her pacing was off and she was not good at gauging how long an activity would take. "Yes, I reflect on all my lessons to make future changes, in some way, shape, or form."

When asked how she maintained accurate records, Holly replied that she never left her laptop open when she was out of the room. She added that she kept attendance and grading records through PowerSchool grade book. "I really try to have grades updated on a weekly basis, just because students are so involved with extracurricular activities, and if grades are not up to date, they may or may not be able to attend activities." She continued that she communicated with families through parent-teacher conferences, but had low turn-out. She had other avenues of parent contact through email and by attending school functions. Student organization fundraisers gave her chances to network with parents. "I do work some of the basketball games, so I see parents there, as well, or they will recognize me and strike up a conversation."

When asked how she participated in professional communities, Holly replied she attended professional development days throughout the school year, helped advise the high school Distributive Education Clubs of America (DECA) team and recently attended the Missouri Department of Elementary and Secondary Education (DESE) conferences for business and marketing. She planned to attend the Missouri CTE conference this summer. "My principal is very supportive of professional development opportunities, so usually, if I want to go to something, she will find a way for me to go." She added that her professional growth and development consisted of learning about Career and Technical Education and the business and marketing pathways, and she had a mentor at school. She felt she demonstrated professionalism by being at school on time, dressing conservatively, as in teacher professional, and always treating others with respect. "I don't talk about other teachers or other students. I just try to get along with everyone. I participate in my committees and abide by my district's rules and just do the things I'm expected to do as an educator."

Based on the evidence shown in Table 39, through interview, Holly met 3 out of 3 indicators for 4a, met main indicator for 4b, met 4 out of 5 indicators for 4c, met 4 out of 7 indicators for 4d, met all indicators for 4e, and met all 7 indicators for 4f. She could be considered as an effective teacher for Domain 4.

Table 39: *The Codes, "Look Fors" Met, Evidence Shown, and Frequency for Domain 4 – Professional Responsibilities for Holly*

Codes	"Look Fors" Met	Evidence Shown	Frequency
4a Reflecting on teaching in terms of accuracy and use in further teaching	• Accurately assessed lesson's effectiveness in meeting outcomes. • Generally supported judgements. • Suggested future adjustments.	• Daily lesson plan reflections. • Accuracy in reflections.	Met all 3 indicators.
4b Maintaining accurate records	• Fully effective system for maintaining information on student completion of assignments.	• Kept attendance and additional records, such as permission slips, outstanding work examples, and DECA fee receipts.	Met main indicator.
4c Communicating with families	• Provided frequent information to families. • Regularly communicated about students' progress. • Volunteered in school events. • Coordinated with specialists.	• Positive communication. • Behavior and instructional emails sent home. • Worked at school's events.	Met 4 out of 5 indicators.
4d Participating in a professional community	• Mutual support and cooperation. • Engaged in analysis, reflection, discussion and debate with intent to improve. • Actively participated in a culture of professional inquiry. • Actively participated in PD.	• Professional development days. • Mentoring program. • Administration support. • District support. •	Met 4 out of 7 indicators.
4e Developing a growing professionally	• Sought out opportunities for professional development to enhance content knowledge and pedagogical skills. • Welcomed feedback and responded/asked for further feedback.	• Learning about CTE. • Learning about marketing pathways. • Has a school mentor.	Met all 2 indicators.

Table 39 (Cont.)

Codes	"Look Fors" Met	Evidence Shown	Frequency
4f Demonstrating professionalism	• Displayed high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. • Volunteers to participate in before/after school programs. • Ensured all students have fair opportunities to succeed. • Open-minded and participated in team/department decision making. • Consistent and on time in attendance. • Consistent and on time in attendance at team and faculty meetings. • Dressed appropriately.	• Acted with integrity and ethical conduct. • Treated students with respect. • Adhered to policies and procedures. • Stays positive. • Helps with before and after school duties. • Dresses appropriately.	Met all 7 indicators.

The third interview was completed on Wednesday, March 4, with a duration of approximately 36 minutes. Questions were asked from the Interview Questions for Family and Consumer Sciences Teacher Education (see Appendix D). The preset interview questions helped the researcher examine and answer research questions, and to further explain questions taken from the Teacher Education Formative Observation Form (see Appendix E).

Holly helped the researcher to understand where this lesson fit in the sequence of the unit she was working on. She stated this was a new unit about promotion and advertising. She continued that students needed to know the different parts of a print ad and other factors that went into creating effective advertising. In addition, students needed to be able to differentiate between print ads and other advertising media. The purpose of the lesson was "to observe students' learning, see what knowledge was being retained, and what we needed to review." Students were able to demonstrate not only their knowledge of the content, but their creative thinking skills were utilized to develop what they believed to be an effective print ad. Holly felt

this lesson played out well and students enjoyed the work. "When that happens, I find that more learning and retention takes place." She added that students gained the ability to expand their knowledge of the content and used their own creativity to create their projects. "Each student has unique talents…some were challenged by the project and some were in their element."

Holly mentioned that the need to teach this curriculum was led by the state CTE and Marketing Curriculum. "This was very important in my decision to teach this content. I try to follow state objectives and standards as much as I can." Although she mentioned that she did not always touch on every objective, she tried to focus the content on topics that were relevant and applicable to students' lives. When she was asked what the consequences were if students did not do well on tests, Holly replied that she would review content as much as possible. She said that students took a year-end assessment if they completed two credits in the marketing pathway, but she was unsure what the consequences were if students did not do well on that particular assessment. In addition, Holly mentioned that she followed the content from the textbooks provided and the state objectives. "I do not necessarily try to teach so students can just pass the end of program tests."

Holly stated that for this particular class, she used the district provided "Marketing Essentials" textbooks. She also used lessons and assessment ideas from a CTE online website. She continued that she was not given guidelines as to what materials to use for this class. Because of this, she decided to use materials that were already available (basically, the textbook). "I also choose to search online to find other ideas and resources to make the class more interesting for students." She included that these resources were easy to use and follow, and they allowed her to keep track of objectives taught. In addition, she did not like that the textbooks were older and some materials were boring for students. "If they're bored, I feel this keeps them from learning." Holly stated that she modified the organization of the lesson, which

helped her find creative ways to teach the material. She did this by modifying the material by adding more hands-on activities and class discussions. "Students feel more involved in their learning and can demonstrate their skills apart from being able to participate in just book work". For exceptional learners, she provided extra time on assignments and tests.

Holly stated that she enjoyed teaching this topic, but it had been a big learning curve and very challenging. "I've often had to learn the material right before teaching it, and having to teach myself the material beforehand, helps me feel a little more prepared to guide student learning." She added it required her to be honest with her students and let them know when she did not know the answer. She stated she "chalked this up to a teachable moment. We can look up the questions and find the answers together, or I can find the answers and share the information with my students." She said she was able to attend business and marketing conferences for new teachers, through DESE, to learn about the pathway requirements. Mostly because it was required by the state. She added the conference was incredibly helpful. She learned a lot and it helped her meet people and gather resources available for marketing teachers.

When asked if there was anything about this particular group of students that led her to plan this lesson, she stated that this particular group of students were very social and talkative. "They have a lot of energy and creativity and like to show it off." This changed how she taught the class because it required more hands-on activities and class discussions. She mentioned she had another class that was the complete opposite (very quiet, preferred not to talk or do group work) and that required her to allow less collaboration and more independent learning. When asked if there were any outside factors that influenced her planning of this lesson, Holly replied no. She said the majority of what was taught or learned in this class was required by the state. In addition, Holly mentioned that getting materials for her class had been somewhat difficult. She did not have a budget to purchase materials, so she collaborated with the district's

curriculum director for available online resources. However, in her limited experience with the website, it was not helpful in teaching. She stated there were no other factors influencing her teaching of this content area.

Evaluation of Analysis Results – Holly

After carefully collecting the qualitative data of observations and interviews, the researcher looked for specific indicators in Holly's observations and interviews. The researcher carefully focused on and took note of "Look Fors" from the Teacher Education Summative Evaluation Form (see Appendix G). These "Look Fors" were based on preset criteria from Danielson's Framework for Teaching Evaluation Instrument Rubric (1996) which was designed to evaluate teachers and define how effective they were during and outside of teaching. All data were recorded into the Teacher Education Formative Observation Form (see Appendix E). This evaluation form scored teachers on a range of 1 through 4. A score of 1 equaled an ineffective teacher; 2 equaled a progressing teaching; 3 equaled an effective teacher; and 4 equaled a highly effective teacher. These numerical scores helped narrow the broad amount of information into a snapshot as to where each participant scored in effectiveness of teaching. These numerical scores were then cross-analyzed with other participants in the study as shown in table 49. After analyzing all four categories, Holly's overall score was 3.5, which confirmed her as an effective teacher, as shown in Table 40.

Table 40: *Holly's Formative Observation Scores based on Danielson's Teacher Education Formative Observation Form for Domain 1-Planning and Preparing, Domain 2-The Classroom Environment, Domain 3-Instruction, and Domain 4-Professional Responsibilities*

Domain #	Indicator	Score	Key of Effectiveness
1a.	Demonstrating knowledge of content and pedagogy.	3	Effective
1b.	Demonstrating knowledge of students.	3	Effective
1c.	Selecting instructional outcomes.	2	Progressing
1d.	Demonstrating knowledge of resources.	3	Effective
1e.	Designing coherent instruction.	3	Effective
1f.	Assessing student learning.	3	Effective
	Total Domain 1 Score (out of 24)	**17**	
	Domain 1 Overall Score	**2.83**	
2a.	Designing an environment of respect and rapport.	4	Highly Effective
2b.	Establishing a culture for learning.	4	Highly Effective
2c.	Managing classroom procedures.	4	Highly Effective
2d.	Managing student behavior.	4	Highly Effective
2e.	Organizing physical space.	4	Highly Effective
	Total Domain 2 Score (out of 20)	**20**	
	Domain 2 Overall Score	**4.0**	
3a.	Communicating with students.	4	Highly Effective
3b.	Using questioning and discussion techniques.	4	Highly Effective
3c.	Engaging students in learning.	3	Effective
3d.	Using assessment in instruction.	4	Highly Effective
3e.	Demonstrating flexibility and responsiveness.	4	Highly Effective
	Total Domain 3 Score (out of 20)	**19**	
	Domain 3 Overall Score		
4a.	Reflecting on teaching in terms of accuracy and use in further teaching.	4	Highly Effective
4b.	Maintaining accurate records.	4	Highly Effective
4c.	Communicating with families.	3	Effective
4d.	Participating in a professional community.	3	Effective
4e.	Developing and growing professionally.	4	Highly Effective
4f.	Demonstrating professionalism.	4	Highly Effective
	Total Domain 4 Score (out of 24)	**22**	
	Domain 4 Overall Score	**3.5**	
	Total Score (out of 88)	**78**	**3.5 Overall = Effective**

Cross-Case Analysis

Observations

Observations were then compared across cases according to Danielson's Performance Criteria Rubric (see Appendix H) Domain 2 – The classroom environment and Domain 3 – Instruction. Domain 2 identified five criteria, which included (a) designing an environment of respect and rapport, (b) establishing a culture for learning, (c) managing classroom procedures, (d) managing student behavior, and (e) organizing physical space. Domain 3 identified observable attributes and examples, such as (a) communicating with students, (b) using questioning and discussion techniques, (c) engaging students in learning, (d) using assessment in instruction, and (e) demonstrating flexibility and responsiveness.

The researcher cross-examined all five participants' observable indicators and coded similarities in their teaching. A total of fifteen observations were conducted. Frequencies of 3 out of 5 similarities were required for each criterion to be considered important to the study. Analyses were made across all five cases by focusing on comparisons between teachers, where they fit into each of the Danielson's Performance Criteria Rubric; (see Appendix H) and how each was evaluated as either an ineffective, progressing, effective, or highly effective teacher. Two participants taught personal finance courses, one teaching in junior high and the other teaching a high school grade level, and the other three participants taught child development, family studies, and marketing at a high school level. Due to the difference of grade levels and content areas taught, there were no analyses conducted pertaining to the taught content areas.

Domain 2 – The Classroom Environment

A total of 15 observations were conducted for this study including three observations for each of the five participants. During each observation, the researcher followed the Danielson Performance Criteria Rubric (see Appendix H). The rubric helped identify specific indicators as

well as use common language to include in the final report. While participants taught during a regular class period, the researcher observed, took notes, and looked for specific indicators within five component categories. These indicators were recorded and later placed into an Excel sheet. The researcher then cross-examined all five participants, looked for any similar themes within Domain 2's five components, and color-coded similarities in the participants' teaching. Frequencies of three out of five participant similarities was expected to establish significance.

Based on the evidence shown in Table 41, all five participants met two indicators for Domain 2, component A – Designing an environment of respect and rapport, showing significance. In addition, four out of the five participants met the ninth indicator for similarities, suggesting significance for all nine component indicators.

Based on the evidence shown in Table 41, all five participants met three indicators for Domain 2, component B – Establishing a culture for learning, showing significance. Four out of five participants met a fourth indicator, indicating significance.

Based on the evidence shown in Table 41, four out of five participants met four indicators for Domain 2, component C – Managing classroom procedures, indicating significance. One participant did not meet any indicators for Component C – Managing student behavior.

Based on the evidence shown in Table 41, out of seven indicators, five out of five participants showed similar evidence in three indicators. Four out of five participants showed similar evidence in a fourth indicator. Three out of five participants showed similar evidence in a fifth indicator, suggesting significance on component D's six indicators.

Based on the evidence shown in Table 41, all five participants met three indicators for Domain 2, component E – Organizing physical space, indicating significance.

Table 41: *The Codes, Recurring Theme(s), and Participant Quotes for Domain 2 – The Classroom Environment – All Components.*

Component A – Designing an environment of respect and rapport					
	Participant Met/Not Met Indicator				
Indicator	Angela	Kelly	Meredith	Pam	Holly
• Respectful talk and turn taking	Met	Met	Met	Met	Met
• Respect for students' background and lives outside of the classroom	Met	Met	Met	Met	Met
• Teacher and student body language	Met	Not met	Met	Met	Met
• Physical Proximity	Met	Met	Met	Met	Met
• Warmth and Caring	Met	Met	Met	Met	Met
• Politeness	Met	Met	Met	Met	Met
• Encouragement	Met	Met	Met	Met	Met
• Active Listening	Met	Met	Met	Met	Met
• Fairness	Met	Met	Met	Met	Met

Component B – Establishing a Culture for Learning					
	Participant Met/Not Met Indicator				
Indicator	Angela	Kelly	Meredith	Pam	Holly
• Belief in the value of work	Met	Met	Met	Met	Met
• Expectations are high and supported through both verbal and nonverbal behaviors	Met	Not met	Met	Met	Met
• Quality is expected and recognized	Met	Met	Met	Met	Met
• Effort and persistence are expected and recognized	Met	Met	Met	Met	Met
• Confidence in ability is evidenced by teacher and students' language and behaviors	Not met	Not met	Met	Not met	Met
• Expectations for all students to participate	Met	Met	Met	Met	Met

Component C – Managing Classroom Procedures					
	Participant Met/Not Met Indicator				
	Angela	Kelly	Meredith	Pam	Holly
• Smooth functioning of all routines	Met	Not met	Met	Met	Met
• Little or no loss of instructional time	Met	Not met	Met	Met	Met
• Students playing an important role in carrying out the routines	Met	Not met	Met	Met	Met
• Students know what to do and where to move	Met	Not met	Met	Met	Met

Table 41 (Cont.)

Component D – Managing Student Behaviors	Participant Met/Not Met Indicator				
	Angela	Kelly	Meredith	Pam	Holly
• Clear standards of conduct and possibly referred to during a lesson	Met	Not met	Not met	Met	Met
• Absence of acrimony between teacher and students concerning behavior	Not met	Not met	Met	Not met	Met
• Fairness	Met	Met	Met	Met	Met
• Teacher awareness of student conduct.	Met	Not met	Met	Met	Met
• Preventive action when needed by the teacher.	Met	Met	Met	Met	Met
• Absence of misbehavior.	Met	Not met	Not met	Met	Not met

Component E – Organizing Physical Space	Participant Met/Not Met Indicator				
	Angela	Kelly	Meredith	Pam	Holly
• The classroom is safe, and all students are able to see and hear.	Met	Met	Met	Met	Met
• The classroom is arranged to support the instructional goals and learning activities.	Met	Met	Met	Met	Met
• The teacher makes appropriate use of available technology.	Met	Met	Met	Met	Met

Domain 3 – Instruction

Domain 3. During each observation, the researcher looked for criteria pertaining to Domain 3 – Instruction, which included five components. The researcher observed, took notes, and looked for specific indicators within these five component categories. These indicators were recorded and later placed into an Excel sheet, then cross-examined and coded for similarities. Frequencies of three out of five participant similarities was expected to establish significance.

Based on the evidence shown in Table 42, all five participants met two indicators for Domain 3, component A – Communicating with students, indicating significance. Four out of

five participants showed similar evidence in three indicators, suggesting significance. Based on the evidence shown in Table 42, through observation, all five participants met two indicators for Domain 3, component B – Using questions and discussion techniques, showing significance. Four out of five participants met two additional indicators for this domain, showing significance.

Based on the evidence shown in Table 42, through observation, all five participants met three indicators for Domain 3, component C – Engaging students in learning, showing significance. Four out of five participants met an additional indicator for this domain, showing significance. Based on the evidence shown in Table 42, through observation, all five participants met two indicators for Domain 3, component D – Using assessment in instruction, showing significance. Four out of five participants met two additional indicators for this domain, showing significance. Based on the evidence shown in Table 42, through observation, all five participants met two indicators for Domain 3, component E – Demonstrating flexibility and responsiveness, showing significance. Four out of five participants met an additional indicator for this domain, showing significance.

Table 42: *The Codes, Recurring Theme(s), and Participant Quotes for Domain 3 – Instruction – All Components.*

Component A – Communicating with students					
	Participant Met/Not Met Indicator				
Indicator	Angela	Kelly	Meredith	Pam	Holly
• Clarity of lesson purpose	Met	Not met	Met	Met	Met
• Clear directions and procedures specific to the lesson activities	Met	Met	Met	Met	Met
• Absence of content errors and clear explanations of concepts.	Met	Not met	Met	Met	Met
• Students understand the content	Met	Met	Met	Met	Met
• Correct and imaginative use of language	Met	Not met	Met	Met	Met

Table 42 (Cont.)

Component B – Using questioning and discussion techniques					
	Participant Met/Not Met Indicator				
Indicator	Angela	Kelly	Meredith	Pam	Holly
• Questions of high cognitive challenge, formulated by both students and teacher.	Met	Not met	Met	Met	Met
• Questions with multiple correct answers, or multiple approaches even when there is a single correct response	Met	Met	Met	Met	Met
• Effective use of student responses and ideas	Met	Met	Met	Met	Met
• Discussions with the teacher stepping out of the central, mediating role	Not met	Not met	Met	Not met	Met
• High levels of student participation in discussion	Met	Not met	Met	Met	Met

Component C – Engaging student in learning					
	Participant Met/Not Met Indicator				
Indicator	Angela	Kelly	Meredith	Pam	Holly
• Activities align with the goals of the lesson	Met	Met	Met	Met	Met
• Student enthusiasm, interest, thinking, problem-solving, etc.	Met	Met	Met	Met	Met
• Learning tasks that require high-level student thinking and are aligned with lesson objectives	Met	Not met	Met	Met	Met
• Students actively "working" rather than watching while their teacher "works"	Met	Met	Met	Met	Met
• Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection	Not met	Not met	Met	Met	Not met

Table 42 (Cont.)

Component D – Using assessment in instruction	Participant Met/Not Met Indicator				
Indicator	Angela	Kelly	Meredith	Pam	Holly
• Teacher pays close attention to evidence of student understanding	Met	Not met	Met	Met	Met
• Teacher poses specifically-created questions to elicit evidence of student understanding	Met	Met	Met	Met	Met
• Teacher circulating to monitor student learning and to offer feedback	Met	Met	Met	Met	Met
• Students assessing their own work against established criteria	Not met	Not met	Met	Not met	Met
• Teacher adjusting instruction in response to evidence of student understanding (or lack of it)	Met	Not met	Met	Met	Met

Component E – Demonstrating flexibility and responsiveness	Participant Met/Not Met Indicator				
Indicator	Angela	Kelly	Meredith	Pam	Holly
• Incorporation of student interests and events of the day into a lesson	Met	Met	Met	Met	Met
• Visible adjustments in the face of student lack of understanding	Met	Met	Met	Met	Met
• Teacher seizing on a "teachable moment"	Met	Not met	Met	Met	Met

Interviews

Coding was used for the cross-case analysis. Interview phrases were collated from Danielson's Teacher Education Summative Evaluation Form (see Appendix G), Domain 1 – Planning and preparation and Domain 4 – Professional responsibilities. The first interview questions covered Domain 1 – Planning and preparation, which examined six criteria, which were (a) demonstrating knowledge of content and pedagogy, (b) demonstrating knowledge of students, (c) selecting instructional outcomes, (d) demonstrating knowledge of resources, (e) designing coherent instruction, and (f) assessing student instruction.

The second set of interview question covered Domain 4 – Professional responsibilities, which examined six criteria, such as (a) reflecting on teaching in terms of accuracy and use in further teaching, (b) maintaining accurate records, (c) communicating with families, (d) participating in a professional community, (e) developing and growing professionally, and (f) demonstrating professionalism. These phrases were then coded and themed for all five interviews. Frequencies of three out of five participant similarities was expected to establish significance.

Domain 1 – Planning and Preparation

During the first set of interviews, participants were asked preset questions from the Danielson's Teacher Education Summative Evaluation Form (see Appendix G), Domain 1 – Planning and Preparation. Phrases from Domain 1 were recorded into an Excel spreadsheet and color-coded for theme similarities. Participants showed significant similarities in their answers concerning how they demonstrated knowledge of content areas. All five participants stated they did their own research in order to put together lesson plans, and four out of five mentioned specific websites they used to either design or gather ideas for lesson plans, such as KSDE (Meredith), NASAFACS (Angela), Take Charge (Pam), and Venture Lab (Holly). Kelly mentioned that although she did not construct official lesson plans, she often had issues finding enough material to "put together a good plan." All five participants mentioned they did not have to submit lesson plans to their principal. Based on the interview responses, as shown in Table 43, four out of five participants had similar recorded interview responses to Domain 1, component A: (part 1) Demonstrating knowledge of content, showing significance. All five participants also had similar interview responses to Domain 1, component A: (part 2) Demonstrating knowledge of pedagogy, indicating significance.

As shown in Table 43, all five participants stated they demonstrated knowledge of pedagogy by implementing Family and Consumer Sciences pedagogy model skills, such as, hands-on skills, project-based learning skills, and work-based learning skills. Based on the interview analyses, all five participants had similar interview responses to Domain 1, component A: (part 3) Demonstrating knowledge of pedagogy, indicating significance.

Table 43: *The Codes, Recurring Theme(s), and Participant Quotes for Domain 1 – Planning and Preparation – Component A (parts 1, 2, and 3) – Demonstrating knowledge of content.*

Component A: (part 1) Demonstrating Knowledge of Content Code: Conducting one's own research. Recurring Theme: Research or researching	
Angela	I find myself doing a lot of **research** on my own.
Kelly	I find that I'm really struggling with just finding enough resources to even put together a good lesson plan.
Meredith	I usually have to do some type of **research** on the topic I'm teaching. I have pretty good resources here at school and the past teacher left some food resources. I usually get lesson plans from the KSDE website.
Pam	While **researching**, I found a really good curriculum. It's called Take Charge.
Holly	Doing **research** on my own. I went to a workshop right before Christmas break and I got some really amazing resources. For instance, I now use this program called Venture Lab.
Component A: (part 2) – Demonstrating Knowledge of Content Code: Lesson planning Theme(s): Does not require, doesn't even require, doesn't require	
Angela	The principal **does not require** lesson plans.
Kelly	My principal **doesn't even require** that we have lesson plans.
Meredith	My principal **does not require** lesson plans.
Pam	My principal **doesn't require** lesson plans.
Holly	Principal **does not require** lesson plans.
Component A: (part 3) Demonstrating knowledge of pedagogy Code: FCS pedagogy model (hands-on skills, project-based learning, work-based learning) Theme(s): Hands-on skills, hands-on projects, work-based learning	
Angela	I'd have to say that the **hands-on skills** are the easiest for me because I love to demonstrate stuff.
Kelly	We do lots of **hands-on activities.**
Meredith	We do a lot of project-based learning, you know, **hands-on activities.** In my CTE class, we're learning about **work-based learning.**
Pam	**Hands-on activities** and simulators.
Holly	Lots of **hands-on projects**.

When asked how they demonstrated knowledge of students, all five participants had similar responses, such as, they enjoyed talking with their students and getting to know them. One participant used interest surveys, while others allowed for cordial conversations through class discussions and they worked with students during student organizations. All five participants mentioned accommodation needs for their exceptional learners, such as modified lesson plans, adding more time to assignments and tests, and working with para-professionals. Based on the evidence shown in Table 44, all five participants had similar recorded interview responses to Domain 1, component B: (part 1 and 2) Demonstrating knowledge of students, indicating significance.

Table 44: *The Codes, Recurring Theme(s), and Participant Quotes for Domain 1 – Planning and Preparation – Component B (parts 1 and 2) – Demonstrating knowledge of students.*

Component B: (part 1) Demonstrating knowledge of students Code: Getting to know students Theme(s): Talking, talk, telling stories, knowing each other, interest and allergy surveys	
Angela	I like **talking** with them and just finding out about their backgrounds.
Kelly	With the content that I teach, my kids just automatically open up to me and want to **tell me stories** about their lives. I think it just goes with the territory of FCS.
Meredith	I like to **talk** and my students like to **talk**, and we have some pretty good discussions about stuff. High school kids will tell you almost anything.
Pam	I give all my students an **interest survey**. **Allergy surveys** for culinary classes.
Holly	I think it's pretty obvious that **they know me** and **I know them**.
Component B: (part 2) Demonstrating knowledge of students Code: Accommodations, modifications, getting to know students Theme(s): I.E.P.'s, 504's	
Angela	I also get **I.E.P. and 504** reports, so I know which students will need modifications for their assignments.
Kelly	I have kids with **I.E.P.'s**. There is a Google Doc folder with all my exceptional learner's accommodations in it, so I can always check that for modification needs.
Meredith	I get information about students with **I.E.P.'s**, so I'll know how and where to modify lessons.
Pam	I get notifications of students with **I.E.P.'s or 504's**, so I have that information up from.
Holly	I don't have too many **I.E.P.'s**. Maybe seven out of all of my students, and I think, only four **504's**.

When asked how they selected instructional outcomes, four out of five participants mentioned looking at national and state standards as a starting point for measurable outcomes, then searched for objectives second, and textbook information third. One participant said she "did not really make lesson plans". Based on the evidence shown in Table 45, four out of five participants reported similar interview responses to Domain 1, component C – Selecting instructional outcomes, indicating significance.

Table 45: *The Codes, Recurring Theme(s), and Participant Quotes for Domain 1 – Planning and Preparation – Component C – Selecting instructional outcomes.*

Component C: Selecting instructional outcomes Code: Standards and official websites Theme(s): National, state, and local standards	
Angela	I first look at the objectives from the textbook and then I look at the **national standards** from NASAFACS.
Kelly	Does NOT use standards. Starts with a scope and sequence.
Meredith	I get most of my lesson plans from KSDE. They are full sets of instruction, including **standards** and objectives. I usually fill in with my own bell work and other activities or assignments I want.
Pam	I look for **standards** first, but if I find a good lesson plan, usually the standards are included. If objectives are not available, I have to do a bit more research.
Holly	I first look at the **Missouri standards** and then I start pulling resources from there.

Based on the evidence shown in Table 46, all five participants had similar recorded interview responses to Domain 1, component D – Demonstrating knowledge of resources, indicating significance. Zero participants had similar interview responses to Domain 1, component E – Designing coherent instruction, suggesting no significance. Participants used a plethora of available materials for demonstrating knowledge of resources, which helped them design coherent instruction. Four out of five participants stated they used class sets of textbooks regardless of outdated material. All five participants used internet searches and education content websites, such as Texas CTE Resource Center, Utah Education Network and the Kansas Center for Career and Technology Education, to supplement the textbook materials. Two

participants used tax simulators, such as Turbo Tax and the IRS website, to simulate real-world situations. Each participant cited and utilized additional resources and training that were helpful in their understanding of designing coherent instruction; however, there were no themes that were formed from the provided interview information.

Table 46: *The Codes, Recurring Theme(s), and Participant Quotes for Domain 1 – Planning and Preparation – Component D – Demonstrating knowledge of pedagogy.*

Component D – Demonstrating knowledge of resources Code: Available resources – district and other resources (textbooks and online resources) Theme(s): Textbooks, internet, websites, simulators	
Angela	**Textbooks, internet**, other FCS group support for ideas, what past FCS teachers left behind.
Kelly	**Textbooks**. I find lesson plans online, so I'm not making them myself. Basically, I find whatever I can find. Hodge podge of stuff.
Meredith	The last teacher left me with fairly new **textbooks**, so those have been a big help. Culinary has been more of a struggle, so I find materials **online**.
Pam	I use different simulations. **Turbo Tax simulator and IRS website**.
Holly	Objectives from the **textbook** and then I look at the national standards from NASAFACS online.

When asked how they assessed student learning, three out of five participants mentioned using ready-made assessments from curriculum programs, and one mentioned making her own assessments to fit her students' needs. One participant mentioned students taking tests, but did not further elaborate. Based on the evidence shown in Table 47, four out of five participants had similar interview responses to Domain 1, component F – Assessing student learning, indicating significance.

Table 47: *The Codes, Recurring Theme(s), and Participant Quotes for Domain 1 – Planning and Preparation – Component F – Assessing student learning.*

Component F – Assessing student learning Code: Types of assessments Theme(s): Ready-made, make yourself	
Angela	Teacher's guide, **ready-made** worksheets, assignments, assessments.
Kelly	We take tests, complete assignments and do projects. I also keep a daily employability points tally.
Meredith	The lesson plans from KSDE have everything included, **ready-made** tests included.
Pam	This is one of the only classes that I do a paper and pencil test. I **make them myself**.
Holly	I use the curriculum from Venture Lab and Park Hill. They meet all the standards and they provide really great **ready-made** assessments. Personally, I like using rubrics for projects.

Domain 4 – Professional Responsibilities

The Second Interview. During the second set of interviews, participants were asked preset questions from the Danielson Teacher Education Summative Evaluation Form (see Appendix G). Phrases from Domain 4 – Professional Responsibilities were recorded into an Excel sheet and color-coded for similar themes.

When asked how they reflected on teaching in terms of accuracy and use in future teachings, three out of five participants mentioned they wrote on sticky notes, then attached them to their lesson plans. One mentioned she journaled periodically, while another mentioned that although she did not journal, she did reflect on her teaching.

Based on the evidence shown in Table 48, three out of five participants had similar recorded interview responses to Domain 4, component A – Reflecting on teaching in terms of accuracy and use in further teaching, showing significance.

When the participants were asked how they maintained accurate records, five out of five mentioned using their computer and/or some type of online management system to keep records. Four of the five stated they used a management system called PowerSchool, and one did not state her district's management system. All five participants used similar computer management

systems for maintaining accurate records, showing significance. Based on the evidence shown in Table 48, through interviews, all five participants had similar interview responses to Domain 4, component B – Maintaining accurate records, showing significance.

When asked how they communicated with families, three of the five participants mentioned they communicated with families through emails. Two of the five participants mentioned they had parent contact through parent/teacher conferences and/or working with parents during student organization events. Email contact was the most often utilized means to communicate with families. Based on the evidence shown in Table 48, three out of five participants had similar recorded interview responses to Domain 4, component C – Communicating with families, showing significance. Based on the evidence shown in Table 48, through interviews, all five participants had similar recorded interview responses to Domain 4, component D – Participating in a professional community, showing significance. All five participants mentioned they attended professional development days provided by their school districts, showing significance in component D, participating in a professional community. Four of the five added they also attended other professional communities, such as IEP meetings, departmental meetings, student organization competitions, Greenbush, workshops, and local and state conferences. Participants' answers showed significance for this component.

When asked how they developed and grew professionally, there were no significant themes that developed. Two of the five participants (Angela and Meredith) stated they had started a master's program, two others (Kelly and Holly) mentioned they were part of their school's mentoring program, and Pam mentioned she was part of the high school's leadership team, school wellness team, and participated in a variety of conferences. Although all five participants shared examples of growing and developing professionally, again, there were no

significant themes that developed for component E. Based on the evidence shown in Table 48, through interviews, all five participants had similar recorded interview responses to Domain 4, component F – Demonstrating professionalism, showing significance. For component F – demonstrating professionalism, all five participants stated they carried through with the regular duties of a teacher and complied with all district policies and rules. Participants showed significant similarities in their answers concerning how they demonstrated professionalism.

Table 48: *The Codes, Recurring Theme(s), and Participant Quotes for Domain 4 – Professional Responsibilities.*

Component A: Reflecting on teaching in terms of accuracy and use in further teaching Code: How do teachers reflect on instruction? Theme(s): Use of sticky notes for reminders, journals, reminders	
Angela	I put **sticky notes** on my lesson plans about things I need to change. I also try to journal when I can.
Kelly	No journals, but I do reflect on my lesson plans. That way I know what I need to change.
Meredith	I usually write notes on **sticky notes** and attach those to my lesson plans.
Pam	I journal periodically, but probably not like I should. I comment on lessons as I teach them and make changes accordingly, and that's really been helpful.
Holly	If I think that a lesson went really well, then I'll make sure to save those documents. If something doesn't work, then I'll toss those documents and find something new. I try to assess it in the moment. Sometimes, I put **sticky notes** on my lesson plans about things I need to change.
Component B – Maintaining accurate records Code: How do teachers keep track of records? Theme(s): Use of computer and PowerSchool	
Angela	We have **PowerSchool**.
Kelly	I record attendance daily and we have **PowerSchool**.
Meredith	My **computer** is my "go to" for keeping track of all of my records.
Pam	I take attendance through **PowerSchool** and administration and parents are able to access all of that information and can keep up with their progress.
Holly	I use my computer and the same with my **PowerSchool** grade book.

Table 48 (Cont.)

Component C – Communicating with families Code: How do teachers communicate with families? Theme(s): Contact through email	
Angela	I like sending **emails** home, not just negatives, but positive emails.
Kelly	I send **emails** to parents and I send notes home.
Meredith	Mostly through **emails**.
Pam	I mostly see parents at Parent/teacher conferences, and school social media.
Holly	Parent teacher conferences and student organization.
Component D – Participating in a professional community Code: Best practices for professional communities. Theme(s): Professional development days offered through schools	
Angela	We have **professional development days** throughout the school year.
Kelly	We have **PD days** here at school. I also attend IEP meetings when I can, and departmental meetings.
Meredith	We have **professional development days** throughout the school year, and specialty training at Greenbush, FCCLA, and United Conference.
Pam	We have **professional development** opportunities here, and with going to so many conferences, that's a lot.
Holly	We do have **professional development days** throughout the school year. I've gone to DECA and DESE conferences for business and marketing.
Component F – Demonstrating professionalism Code: How do teachers show professionalism? Theme(s): Abides by district rules and expectations	
Angela	I **abide by my district's rules** and just **do what I'm expected to do** as an educator.
Kelly	Basically, just **do all the things the districts expect me to do**.
Meredith	I just try to **do my job and what's expected of me**.
Pam	I just try to be the best teacher I can be. I really love teaching and I **do what is expected of me** through the district.
Holly	I participate in my committees and **abide by my district's rules** and just **do the things I'm expected to do** as an educator.

Overall Scores of Effectiveness

Overall, the cross-case analysis included in this chapter looked at Domains 1 – 4; however, Table 49 includes a cross-examination all five participant's final scores from the Teacher Education Formative Observation Form (see Appendix E) which tallied their effectiveness scores. In terms of teaching, the rating scale for the Danielson model scored participants on a 4.0 scale. 1 = Ineffective, 2 = Progressing, 3 = Effective, and 4 = Highly Effective. Based from the following table 49, four of the five participants scored an average 3.65

on a 4.0 scale in terms of teaching. These four teachers would be considered effective teachers.

One participant scored a 2.5 on a 4.0 scale, which placed her as a progressing teacher.

Table 49: *Cross Analysis of all Five Participants and Their Overall Scores in Domains 1, 2, 3, and 4.*

Domain	Indicators	Angela	Kelly	Meredith	Pam	Holly
1a.	Demonstrating knowledge of content and pedagogy.	3	2	3	4	3
1b.	Demonstrating knowledge of students.	3	2	3	4	3
1c.	Selecting instructional outcomes.	3	2	3	3	2
1d.	Demonstrating knowledge of resources.	3	2	3	3	3
1e.	Designing coherent instruction.	4	2	4	4	3
1f.	Assessing student learning.	4	1	4	4	3
	Total Domain 1 Score (out of 24)	**20**	**11**	**20**	**22**	**17**
	Domain 1 Overall Score	**3.33**	**1.83**	**3.33**	**3.5**	**2.83**
2a.	Designing an environment of respect and rapport.	4	4	4	4	4
2b.	Establishing a culture for learning.	4	3	4	4	4
2c.	Managing classroom procedures.	4	2	4	4	4
2d.	Managing student behavior.	4	2	3	4	4
2e.	Organizing physical space.	4	3	4	4	4
	Total Domain 2 Score (out of 20)	**20**	**14**	**19**	**20**	**20**
	Domain 2 Overall Score	**4.0**	**2.8**	**3.8**	**4.0**	**4.0**
3a.	Communicating with students.	4	2	4	4	4
3b.	Using questioning and discussion techniques.	4	4	4	4	4
3c.	Engaging students in learning.	3	3	3	3	3
3d.	Using assessment in instruction.	3	2	4	4	4
3e.	Demonstrating flexibility and responsiveness.	4	2	3	4	4
	Total Domain 3 Score (out of 20)	**18**	**13**	**18**	**19**	**19**
	Domain 3 Overall Score	**3.6**	**2.6**	**3.6**	**3.8**	**3.8**
4a.	Reflecting on teaching in terms of accuracy and use in further teaching.	4	2	4	4	4
4b.	Maintaining accurate records.	4	4	4	4	4
4c.	Communicating with families.	3	3	3	3	3
4d.	Participating in a professional community.	3	3	3	3	3
4e.	Developing and growing professionally.	4	4	4	4	4
4f.	Demonstrating professionalism.	4	2	4	4	4
	Total Domain 4 Score (out of 24)	**22**	**18**	**22**	**22**	**22**
	Domain 4 Overall Score	**3.6**	**3.0**	**3.0**	**3.7**	**3.5**
	Total Score (out of 88)	**80**	**56**	**81**	**83**	**78**
	Overall	**3.6**	**2.5**	**3.7**	**3.8**	**3.5**

Research Results

In addition to gathering evidence for Danielson's four domains, the researcher collected information pertaining to each participant's perspectives and reflections of their teaching as it applied to the following research questions and sub-questions.

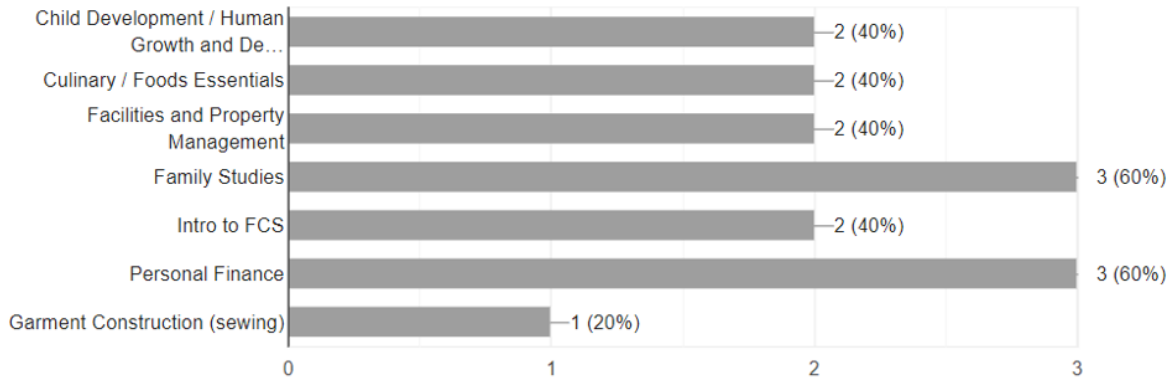
- (1) In which content area(s) do first-year Family and Consumer Sciences teachers feel they are the most prepared?
    - (1a) In which content area(s) do first-year FCS teachers feel most challenges?
- (2) From an instructional and delivery perspective, how does a first-year FCS teacher demonstrate Pedagogical Content Knowledge, as assessed on Danielson's Framework for Teaching Rubric?
- (3) What essential teaching skills, including classroom management, teaching methods, and building confidence to sustain a teaching career are the most effective?
    - (3a) What essential teaching skills, including classroom management, teaching methods, and building confidence to sustain a teaching career are the most challenging?
- (4) How does the amount and types of pre-service observations impact FCS teachers' perceptions of effectiveness?

Research Question 1

During Interview 3, each participant was asked to list three content areas in which they felt the most prepared to teacher. Participants were given a list of all content topics that FCS teachers are licensed to teach. This topics list was taken from NASAFACS' national comprehensive standards and content standards (National Association of State Administrators of Family and Consumer Sciences Education, 2018). These standards define and give direction to the FCS discipline for local and state programs. These standards include the following areas: (a)

career, community, and family connections; (b) consumer and family resources; (c) consumer services; (d) education and early childhood; (e) facilities and property management; (f) family; (g) family and human services; (h) food production and services; (i) food science, dietetics, and nutrition; (j) hospitality, tourism, and recreation; (k) housing and interior design; (1) human development; (m) interpersonal relationships; (n) nutrition and wellness; (o) parenting; and (p) textiles, fashion and apparel (National Association of State Administrators of Family and Consumer Sciences Education, 2018). Figure 1 displays the results of participant's answers to research question number (1) In which content area(s) do first-year Family and Consumer Sciences teachers feel they are the most prepared? One out of five participants answered that Garment Construction (sewing) was a top choice for feeling prepared to teach the content. Two out of five participants answered that Child Development / Human Growth and Development, Culinary / Foods Essentials, Introduction to FCS, and Facilities and Property Management were top choices as well. Three out of five participants stated that Family Studies and Personal Finance were top choices where they felt the most prepared to teach the content. When asked their reasoning behind the selected content, all participants stated that these content areas were what they currently taught and had invested the most time into learning the content in order to teach it.

Figure 3



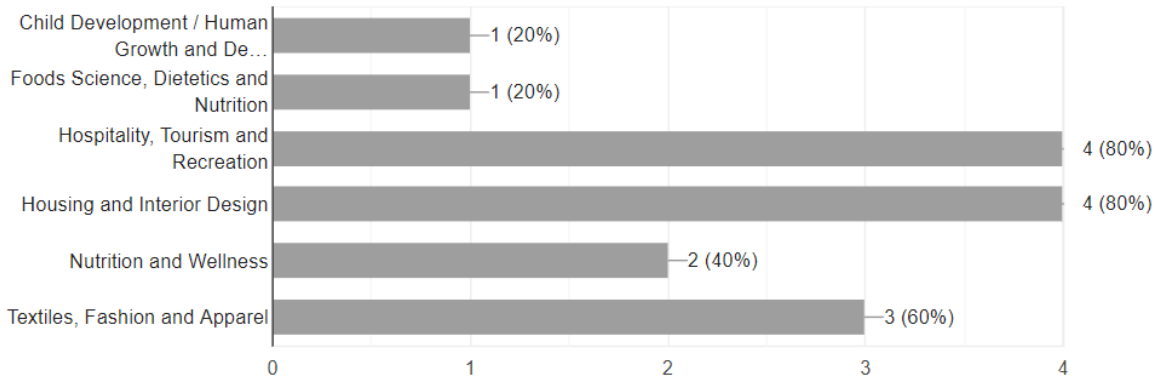
First-year FCS teacher perceptions of most prepared content areas.

Research Question (1a)

Participants were also asked their perspectives of content areas they felt were the most challenging for them. Figure 2 shows the results of participant's answers to research sub-question (1a) In which content area(s) do first-year FCS teachers feel most challenged? One out of five participants felt that Child Development and Foods Science contents were the most challenging, two out of five participants stated that Nutrition and Wellness was the most challenging, and three out of five participants stated that Textiles, Fashion and Apparel were the most challenging. Finally, four out of five participants stated that Hospitality, Tourism and Recreation and Housing and Interior and Design were the most challenging. When asked the reasons for the selected content, all participants stated that these content areas were the most challenging due to lack of or minimal training. They also stated the need to have additional Foods courses and training offered through the Pittsburg State University's FCS teacher education program. Two participants stated that Interior Design and Fashion courses were geared toward creative thinking, which they admitted to not being overly creative. All five

participants stated there were no FCS requirements for taking courses in Hospitality, Tourism and Recreation other than an optional two-year endorsement that included an additional working internship beyond student teaching.

Figure 4



First-year FCS teacher perspectives of most challenging content areas.

Research Question 2

From an instructional and delivery perspective, how does a new FCS teacher demonstrate Pedagogical Content Knowledge, as assessed on Danielson's Framework for Teaching Rubric? According to the literature reviewed in Chapter 2, pedagogy may be viewed as a philosophical approach to teaching and may be interpreted in many different ways (Kemmis, 2003). Pedagogical approaches for Family and Consumer Sciences and Career and Technical Education are no different from conventional pedagogical approaches in education. However, FCS and CTE teachers implement pedagogical strategies, such as problem-based learning, project-based learning, inquiry-based learning, work-based learning, service learning, cooperative learning, and authentic assessment which are all part of the Contextual Teaching and Learning pedagogical model for FCS and CTE (Smith, 2010).

Based from evidence shown in table 43, all five participants stated they demonstrated knowledge of pedagogy by implementing Family and Consumer Sciences pedagogy model skills, such as, hands-on skills, project-based learning skills, and work-based learning skills. Based on the evidence obtained through interviews, all five participants had similar responses.

FCS, however, goes beyond hands-on skills and project-based learning, and more clarification was needed in order to answer Research Question (2) From an instructional and delivery perspective, how does a first-year FCS teacher demonstrate Pedagogical Content Knowledge, as assessed on Danielson's Framework for Teaching Rubric? The researcher needed to look at assumptions and practices of the Contextual Teaching and Learning pedagogical model (Lynch & Harnish, 2002), in addition to the Danielson's Framework for Teaching, both referenced in Chapter 2. The researcher organized how both models fit together. Table 50 is a side-by-side view of assumptions and practices of the CTL model and how it was organized into various components and indictors of the Danielson framework.

Table 50: *The Contextual Teaching and Learning pedagogical model and its relationship into the Danielson Framework for Teaching Model.*

Assumptions & Practices of Contextual Teaching and Learning	**Danielson's Framework for Teaching**
Students are actively engaged.	**3c** – Engaging student in learning – student enthusiasm, interest, thinking, problem-solving, etc.
Students view learning as relevant.	**3c** – engaging students in learning – students highly motivated to work on all tasks and are persistent even when the tasks are challenging.
Students learn from one another through cooperation, discourse, teamwork, and self-reflection.	**1e** – Designing coherent instruction - Varied and instructional groups. **2c** – Group members listen respectfully and group works to meet learning goal. **3c** – Instruction groups are productive and appropriate for the lesson.
Learning is related to "real world" and/or simulated issues and meaningful problems.	**1a** – demonstrating knowledge of content and pedagogy. Knowledge of content-related pedagogy.

Table 50 (Cont.)

Assumptions & Practices of Contextual Teaching and Learning	Danielson's Framework for Teaching
Students are encouraged to take responsibility for the monitoring and development of their own learning.	**3b** – using questioning and discussion techniques – discussion with the teacher stepping out of the central, mediating role.
Appreciating students' diverse life contexts and prior experiences are fundamental to learning.	**1b** – Demonstrating knowledge of students – teacher gathers formal and informal information about students for use in planning instruction. Teacher learns student interests and needs for use in planning.
Students are encouraged to become active participants in the improvement of society.	**2a** – Encouragement, warmth and caring. **4c** – Two-way communication between the teacher and facilities.
Student learning is assessed in multiple ways.	**1f** – Assessing student learning
The perspectives and opinions of students are valued and respected.	**2a** – creating an environment of respect and rapport: Respect for students' backgrounds and lives outside of the classroom.
Teacher acts as a facilitator of student learning.	**3c** – Engaging students in learning: Students actively "working". **3d** – Teacher circulating to monitor student learning.

With Table 50's side-by-side comparison, it was clear that from an instructional and delivery perspective, the first-year FCS teachers in this study demonstrated pedagogical content knowledge in various ways. As assessed on Danielson's Framework for Teaching Rubric (see Appendix H), each participant incorporated pedagogical strategies that made learning fun and relevant that went beyond assumptions and practices of traditional teaching. For instance, Angela allowed students to be creative with their personal finance projects and valued their perceptions and opinions about what should be included in their final project. Holly encouraged her students to get involved in their school DECA program. Not only did Holly's student organization help students with community service hours, but the program provided local and state competitions for students to research, create projects, and hone their presentation skills. Another example was that Pam used simulators in her personal finance classes. These simulators provided real-world experiences to help students understand the importance of managing their

money. Kelly provided fun and engaging activities that allowed students to work together. Meredith created higher-order thinking lessons, which allowed students to research various state policies on marriages and the early stages of preparing to get married. Beyond the researcher's class time observations, each participant provided students with hands-on skills, such as culinary training and preparation to provide communities with freezer meals, creating promotional brands and logos, working with a district's career and technology center preschool program, and providing experiential experience through guest speakers, student organizations, field trips, and work-based learning tied to state CTE pathways.

Research Questions 3 and 3a

Questions 3 and 3a were as followed: (3) What essential teaching skills, including classroom management, teaching methods, and building confidence to sustain a teaching career are the most effective. (3a) What essential teaching skills, including classroom management, teaching methods, and building confidence to sustain a teaching career are the most challenging? During the three interviews, participants had many opportunities to share with the researcher their teaching perceptions. Through observations, essential teaching skills were easily identified through implemented procedures or lack thereof. Pam and Angela had excellent procedures in place from the moment students entered their classrooms. It was clear that students understood the teacher's expectations and these policies had become routine for each student. For example, both Pam and Angela used seating charts, visible bell work, greeted students at the door, and dismissed students at the bell. Although simple, these examples had an impact on student behaviors. Meredith's and Holly's classrooms had some start-of-class procedures that led to a more laid-back approach and, although effective, this allowed students more freedom, resulting in some negative behaviors. Kelly's classroom had no visible start-of-class procedures, which

had the potential for ensuing chaos. However, she made professional and positive connections with each one of her students and they liked and trusted her, thus having a classroom of controlled chaos.

Based on observations, classroom management procedures and teaching methods were two recurring themes in the researcher's notes. In order to maintain an organized classroom, classroom management procedures needed to be in place to reduce discipline issues. When discipline was minimized, instruction was more likely to happen. Other recurring themes were first-year teachers often felt "like being in survivor mode;" planning for instruction was "at times" difficult; resources were sometimes difficult to find; and four out of five participants had no other FCS colleague in their building. However, four out of five participants mentioned that planning for instruction was easier than their first semester, and they felt their classroom management skills were progressing. One participant admitted that planning for instruction was difficult and often daunting. She said she wanted to think she had a "handle on her classroom," but she knew she needed to make improvements for the next year.

A last recurring theme was the importance of staying connected. Whether that was though conference, workshops, and other professional developments, each participant mentioned staying connected to other teachers within their graduate cohort group. Since most did not have other FCS support team members, they were all involved with a Facebook group chat that talked with each other almost every day. This group provided a sounding-board for discussions within their teaching realm. Overall, all five participants enjoyed their teaching experiences, and although difficult, they were excited about the coming years.

Research Question 4

Research Question 4 pertained to participants' perceptions, thoughts, and feelings about the amount and types of pre-service observations and how those observations impacted FCS teachers' perceptions of effectiveness. Table 51 gives a synopsis of each participant's responses of the fourth research question. A recurring theme came out of the interview conversations: As much as participants enjoyed and appreciated their university experience, they felt there may have been some things lacking in the amounts and types of pre-service experiences available. For example, secondary teacher education students had the option of completing a semester long practicum, whereas elementary teacher education students have the semester long practicum imbedded in their program of study requirements. For three of the study's participants, the first time they had been in a teaching experience was during their student teaching semester. Although most had positive student teaching experiences, one participant did not. All five participants agreed that the student teaching semester did have a lasting impact on their teaching perceptions and how they taught. Participants with positive experiences tended to carry that positivity into their classrooms.

Table 51: *The amount and types of pre-service observations impact FCS teachers' perceptions of effectiveness.*

Participant Responses to Research Question Number 4
Explorations was a good experience, but it would have been better spent in an actual FCS classroom instead of a math classroom. Student teaching is the capstone of your college experience. If it does not go well, then it could have lasting effects into your future teaching. I don't think there are enough opportunities for practicums in secondary.

Table 51 (Cont.)

Participant Responses to Research Question Number 4

I had a terrible student teaching semester and I think it really had an impact on how I teach now. Mostly, I don't feel confident in my abilities and that sometimes carries over to my inexperience. I'm willing to learn, but sometimes I don't know where to start. If cooperating teachers don't have time to help through the student teacher's areas of weakness, then it will not be a positive experience. The impact cooperating teachers can have on a student could play a huge role in if the student teacher goes further in obtaining a teaching certificate. If the experience is negative due to the attitude of the cooperating teacher, this can have a lasting effect on the student teacher. Example: I battle my teaching abilities at times due to the negative attitude of my cooperating teacher. She gets stuck in my head during those hard times of teaching and I wonder if the cooperating teacher was right saying that my school district would not be a good fit for me. With time, I will overcome these feelings. When I worked with the other FCS cooperating teacher in the building, the experience was great, and I learned so much from this teacher. She was organized and her students really liked and respected her.
I did not have a good experience with student teaching. In fact, I didn't even want to teach after I graduated. But, I got into a really good district and now I'm loving what I do. It is tough but worth it. I think personalities should be a factor in selecting cooperating teachers instead of just finding one that is close to where you live. There are a lot of really great potential cooperating teachers out there, so why are we not using them? Just my thoughts.
I do not believe the university offers a lot as far as practicums and teaching experiences before student teaching. It seems you are thrown into teaching without much background. I know there are opportunities, but if they are not listed as a requirement, I probably would not take the time to take them. Fortunately, I had the BEST cooperating teacher! I learned so much from her and feel my positive experience has played a big part in how I teach now.
Going to conferences and workshops are a good plan, especially if you are a new teacher. I've spent a lot of time this year going to workshops and I think they have really helped me. I have a good support system here at school as well and a great mentor. As far as student teaching, I had a great cooperating teacher. We had a good working relationship, but the other FCS teacher and I did not see eye to eye. I don't know what it was, I almost felt like she didn't want to help me out and sometimes sabotaged my success in my kitchen labs. Probably not, but it sometimes seemed that way. I think there's a real need to pair student teaching with outstanding teachers, ones that the FCS supervisor is familiar with.

Summary

While no participant provided flawless examples of domain indicators, there was evidence of similarities found between cases. Across all five cases throughout Domains 1, 2, 3, and 4, four out of the five participants showed very similar results in their evidence indicators. The information gathered from the interviews of each participant provided insight into their thought processes. The observations and interviews allowed for confirmation of what the participants claimed as their practice and approach to effective teaching. A discussion of the results of the observations and interviews was detailed in Chapter 5.

CHAPTER V

Discussion of the Results

Introduction

This chapter summarizes the five participant observations and how those observations and interviews support or dispute the information they provided during their interview sessions. Each participant discussion is then followed by a cross-case analysis, which further discusses how theme patterns are similar or different across all five cases. The chapter concludes by addressing each of the study's six research questions. Analyses' evidence will be used to draw conclusions that will provide answers to each research question. Limitations, implications, and recommendations for further research will also be discussed.

Discussion of Cross-Case Analysis

The Danielson's Teacher Education Formative Observation Form (see Appendix E) was used to evaluate and score each participant. The assessment utilized a rating scale for each indicator with scores from 1 through 4. Each number represented an attribute score of teaching effectiveness. For example, a score of 1 equaled ineffective attributes of effective teaching, a score of 2 equaled progressing attributes of effective teaching, a score of 3 equaled effective attributes of effective teaching, and a score of 4 equaled highly effective attributes of effective teaching.

In Domain 1 – Planning and preparation, Angela, Meredith, and Pam met similar observation indicators and had similar interview responses. Overall, they had an average score of 3.4, which defined them as effective teachers in this domain. Holly had the next highest average of 2.83, defining her as a progressive teacher for Domain 1. Kelly had an average score of 1.83, classifying her as an ineffective teacher for planning and preparation.

In Domain 2 – the Classroom environment, Angela, Pam, and Holly had an overall score of 4.0, which classified them as highly effective teachers. Meredith had the next highest score of 3.8, classifying her as an effective teacher, and Kelly had an average score of 2.8 classifying her as a progressing teacher.

For Domain 3 – Instruction, Angela, Meredith, Pam, and Holly had an overall score of 3.7, which classified them as effective teachers. Kelly had an average score of 2.6 which classified her as a progressing teacher.

In Domain 4 – Professional responsibilities, all five participants had an average score of 3.36, indicating that all participants were effective teachers for this domain.

When averaging their scores for all four domains, four out of five participants, Angela, Meredith, Pam, and Holly, were classified as effective teachers with an average overall score of 3.65. Kelly had an overall score of 2.5, classifying her as a progressing teacher.

Based on the researcher's opinions from observations and interviews, Kelly could be considered a mild outlier when compared to Angela, Meredith, Pam, and Holly, which had similarities in their teaching styles and answers from interviews. During her interviews, Kelly mentioned she did not have a positive or productive student teaching semester. This helped the researcher draw the loose conclusion that her negative experience carried over to her current teaching skill level. Although she understood and recognized her weaknesses in several areas of the Danielson domains, she was quick to admit that she had a passion for teaching and making connections with students, thus giving her the motivation to improve her teaching skills. With time and effort, Kelly could increase her skill level, moving her upward from a progressing teacher to an effective or highly effective teacher. Although Angela, Meredith, Pam, and Holly scored well on the Danielson's Framework for Teaching, there was also room for them to grow. It was suggested by the researcher that all participants give thought to the data results and set

specific goals for improvements in the coming year. For instance, Angela indicated she wanted to incorporate more work-based learning into her curriculum, providing students a pathway to future FCS courses at the high school level. Kelly's goal was to work on planning and preparation for instruction and amp up her classroom management procedures. Meredith's goal was to continue her CTE education and utilize better classroom management. Pam wanted to become more active in her community in the hopes of providing students with more experiential learning. Holly's goals were to further her marketing knowledge and incorporate instruction that was fun, relevant, and engaging.

Discussion of Research Questions

This study was designed to address the following research questions pertaining to perceptions of teaching readiness as assessed on Danielson's Framework for Teaching (Danielson, 1996). Danielson's FFT provided a common language, which concerned teaching, teacher performance, and the use of best practices within and outside the classroom. This was especially true in regard to professional learning through the use of the Four Domains and the critical attributes housed within each of the Domains' components (Aguiles, 2016). At first glance, this multi-case qualitative study investigated specific teaching components to confirm that participants were implementing essential teaching skills. Within each component were multiple indicators that further confirmed implementation of best practices. Although all participants had similarities in their teaching and showed evidence of meeting multiple indicators, no one showed evidence of achieving all indicators of best practices. Some met more criteria than others. Collectively, all participants demonstrated high marks for respecting and having good rapport with their students, developing and growing professionally, and maintaining accurate records. During their interviews, all participants mentioned they had a passion for teaching FCS, had students' best interests at heart, and believed that all students could make

progress toward learning goals. Participants communicated these beliefs through their planning of instruction, their interactions with students, and the way they spoke about their students. All participants valued characteristics of being good communicators, having a willingness to learn new things, and incorporating real-world learning.

Research Question 1

In which content area(s) do new Family and Consumer Sciences teachers feel they are the most prepared? Participants were asked to choose FCS content areas in which they felt the most prepared to teach. From the evidence shown in Chapter 4, participants chose Garment Construction (sewing), Child Development / Human Growth and Development, Culinary / Foods Essentials, Introduction to FCS, Facilities and Property Management, Family Studies, and Personal Finance. These were all top choices where they felt the most prepared to teach the content. When asked their reasons for selecting these areas, all participants stated that these content areas were what they currently taught, and had invested the most time and energy into learning the content in order to teach it. These content areas were also part of all participants' teacher education program requirements.

Research Question 1a

Participants were asked, "In which content area(s) do new FCS teachers feel most challenged?" Participants felt that Child Development, Foods Science, Nutrition and Wellness, Textiles, Fashion and Apparel, Hospitality, Tourism and Recreation, and Housing and Interior and Design were the most challenging. When asked the reasons for the selected content, all participants stated that these content areas were challenging due to minimal or lack of training. They also stated the need to have additional Foods Sciences courses and training offered through Pittsburg State University's program. Creativity was a challenge for two participants, who stated that Interior Design and Fashion courses were geared toward creative thinking, and admitting to

not being overly creative. Hospitality and Tourism and Recreation were not requirements in their FCS teaching programs. Although their university offered a two-year endorsement, the option included an additional working internship beyond student teaching. Participants agreed the additional course work and internship together were "just too much" to fit into a four-year program, opting out of the endorsement.

Research Question 2

From an instructional and delivery perspective, how does a new FCS teacher demonstrate Pedagogical Content Knowledge, as assessed on Danielson's Framework for Teaching Rubric? According to the literature reviewed in Chapter 2, pedagogy may be viewed as a philosophical approach to teaching and may be interpreted in many different ways (Kemmis, 2003). As such, pedagogy may be viewed as a philosophical approach to teaching and may be interpreted in many different ways. Pedagogical approaches for Family and Consumer Sciences and Career and Technical Education are no different from conventional pedagogical approaches in education. However, FCS and CTE teachers implement pedagogical strategies, such as problem-based learning, project-based learning, inquiry-based learning, work-based learning, service learning, cooperative learning, and authentic assessment, which are all part of for the Contextual Teaching and Learning pedagogical model for FCS and CTE (Smith, 2010).

All five participants demonstrated knowledge of pedagogy by implementing FCS pedagogy model skills, such as, hands-on skills, project-based learning skills, collaboration-based learning, and work-based learning skills. In order to answer Research Question 2, the researcher needed to look at assumptions and practices of the Contextual Teaching and Learning pedagogical model (Lynch & Harnish, 2002) in addition to the Danielson's Framework for Teaching (Danielson, 1996), where both models were organized and fit together. After looking at the data, Angela, Meredith, and Holly demonstrated effective pedagogical skills and scored a

3.0 average, marking them as effective teachers for Domain 1 – Planning and preparation, Component A - Demonstrating knowledge of content and pedagogy. Kelly scored a 2.0, identifying her as progressing. Pam was the only participant who scored a 4.0 on the data scale for this component, defining her as a highly effective teacher. Participants recognized the importance of adding more types of FCS pedagogical skills in their classrooms, and stated the value of continuing their education to hone these skills.

Research Question 3

What essential teaching skills, including classroom management, teaching methods, and building confidence to sustain a teaching career are the most effective? Based on the results, all five participants scored a 4.0 in Domain 2 – The Classroom environment, Component A - Designing an environment of respect and rapport. Each participant recognized the importance of infusing teacher characteristics, such as enthusiasm, politeness, fairness, and encouragement into their classes. All teachers demonstrated these characteristics along with many others, showing evidence of effective teacher characteristics, and more importantly, showing a passion for their FCS content and teaching that content to their students.

During interviews, participants had opportunities to share their teaching perceptions. Through observations, essential teaching skills were easily identified through implemented procedures, or a lack thereof. According to researchers, (e.g. Pickard, 2004; Tran, 2003) during their first-year of teaching, many Family and Consumer Sciences teachers feel overwhelmed and that they lack essential teaching skills. These feelings of inadequacy may ultimately drive a novice FCS teacher's decision to either stay in the field of study or leave to pursue other career paths (Arnett & Freeburg, 2008). Pam and Angela had excellent essential teaching skills in that they had classroom management procedures in place that began the moment students entered their classrooms. It was clear that students understood the expectations of the classroom. Pam

and Angela used seating charts, visible bell work, greeted students at the door, and dismissed students at the bell. Although simple, these examples may had an impact on student behaviors, which supports the Arnett and Freeburg, 2008 study, and noted that classroom management had strong ties with building confidence for sustaining a teaching career. Meredith and Holly had some start-of-class procedures that led to a more laid-back classroom approach. Although effective, students had more freedom, resulting in some negative behaviors, but nothing too extreme that resulted in disciplinary actions. Kelly's classroom had no visible start-of-class procedures, resulting in very talkative student groups and students not knowing the expectations of the teacher. However, she had made professional and positive connections with each one of her students. They liked and trusted her, thus, resulting in a group who worked productively.

Research Question 3a

What essential teaching skills, including classroom management, teaching methods, and building confidence to sustain a teaching career are the most challenging? Classroom management procedures and teaching methods were two recurring themes in the researcher's notes. Based on the data results, Angela, Pam, and Holly each scored a 4.0 in all components of Domain 2 – The Classroom environment. Meredith scored a 3.8 in Domain 2, only losing one overall point on the criteria about managing student behaviors. Kelly scored a 2.8 in Domain 2. Kelly's low scores may have resulted from an ineffective and negative student teaching semester, which is further discussed in Research Question 4. Overall, four out of five participants scored well in classroom management, and during interviews, Angela, Pam, and Holly mentioned they felt confident in their classroom management skills. These feelings of confidence support the Imbimbo and Silvernail (1999) study, which indicated that teachers had an overall feeling of preparedness and effectiveness in classroom management as they entered teaching.

Looking for clues into teaching sustainability, other recurring themes emerged. Some participants mentioned that at some point during their first-year, (a) they often felt "like being in survivor mode"; (b) planning for instruction was "at times" difficult; (c) resources were sometimes difficult to find; and (d) they had no other FCS colleague in their building. However, the majority of participants mentioned that planning for instruction was easier than their first semester, and they felt their classroom management skills were progressing. One participant admitted that planning for instruction was difficult and often daunting. She said she wanted to think she had a "handle on her classroom," but she knew she needed to make improvements for the next year.

A last recurring theme was the importance of staying connected. Whether through attending conferences, workshops, and other professional development opportunities, each participant mentioned they stayed connected to other teachers within their graduate cohort group. Since most did not have another FCS support team, they were all part of a Facebook group chat that talked with each other almost every day. This group provided a sounding board for discussions within their teaching realm. Overall, all five participants enjoyed their teaching experiences, and although difficult, were excited about the coming years, showing evidence of teaching sustainability.

Research Question 4

How does the amount and types of pre-service observations impact FCS teachers' perceptions of effectiveness? Literature tells us there are increases of teacher effectiveness based on teacher characteristics, superior cooperating and mentor teacher partnerships, and the addition of student practicums, observations, and internships (e.g. Goldhaber, Krieg, & Theobald, 2017). With that being the case, negative student teacher experiences can have

negative effects on future teaching strategies and pedagogy. Classroom-based observations include some type of value-added modeling and student learning objectives (Garrett & Steinberg, 2015).

Based on participants' responses to Research Question 4, four out of five participants had positive student teaching experiences. Pam was fortunate to student teach with an exemplary cooperating teacher who is a rising star and continuously makes strides in the FCS field of study. Pam stated that she gained extraordinary teaching opportunities and felt her positive experience played a large role in how she now taught. Angela and Holly had positive experiences with seasoned cooperating teachers who had been in their teaching fields for nearly 20 years. Angela stated that student teaching was the capstone of the college experience, and if it did not go well, then it could have lasting effects on future teaching. Holly mentioned she had a wonderful cooperating teacher with whom she shared a positive working relationship. "It made a difference in how I approached the everyday aspects of teaching." She felt there was a real need to pair student teachers with outstanding cooperating teachers, "teachers that the FCS supervisor is familiar with."

Meredith stated that she did not have a good student teaching experience, "In fact, I didn't even want to teach after I graduated." She continued that she was hired into a district with a good support system and now she loved teaching. In addition, Meredith stated that personalities should be considered when selecting cooperating teachers, instead of placement locality. Kelly, unfortunately, had the worst experience of all the participants. "I had a terrible student teaching semester and I think it really had an impact on how I teach now. Mostly, I don't feel confident in my abilities and that sometimes carries over to my inexperience."

Based on the overall data of observations and interviews, the results show that positive and negative student teaching semester do indeed have, respectfully, positive or negative effects

on future teaching. These feelings of inadequacy may ultimately drive a novice FCS teacher's decision to either stay in the field of study or leave to pursue other career paths (Arnett & Freeburg, 2008). Failure to address this issue could add to the ongoing nation-wide FCS education teacher shortage (Duncan, Werhan, & Bergh, 2017).

Conclusions

The purpose of this study was to describe the experiences of first-year Family and Consumer Sciences teachers and their perceptions of classroom teaching readiness. Although there is much literature regarding teacher effectiveness, there is a lack of literature concerning Family and Consumer Sciences teachers. This study provided only a small snapshot into the everyday teaching lives of five participants. This study produced large amounts of data through observations and interviews, provided an overarching theme that the participants of this study were passionate about their field of study, range from progressing to effective teachers, and showed that their students were the driving force behind their willingness to continue their teaching experiences.

The results of this study were similar to the work of many previous studies, as summarized in Chapter 2. Research on teacher preparation and certification is an emerging, complex, and multifaceted field, influenced by competing ideas about the purposes of research and the goals of education (Cochran-Smith & Villegas, 2015). Effective teacher preparation and evaluations have been researched for years, and this study supports and adds to the Darling-Hammond, Chung, and Frelow 2002 study, which raised questions about how teacher education makes differences in teachers' practice, effectiveness, entry, and teaching retention (Darling-Hammond, Chung, & Frelow, 2002).

Previous researchers found that classroom observations captured elements of teaching that were related to student achievement and growth (Teachscape.com, 2014). This review

process was completed by multiple researchers and research organizations, which gave the Danielson observation and evaluation model validity and reliability. Classroom observations were a crucial aspect of any system of teacher evaluation. No matter how skilled a teacher was in other aspects of teaching, such as careful planning, working well with colleagues, and communicating with parents, if classroom practice was deficient, that individual could not be considered a good teacher (Danielson, 2012).

The principles and practices of Contextual Teaching and Learning enable teachers to relate subject matter learning to settings where it is used in real-world life at home, work, and the community. It also helps students transfer knowledge and problem-solving skills learned in school to other life contexts as well as help them prepare for future careers, citizenship, or continued learning (Lynch et al., 2001). Family and Consumer Sciences has long used this same approach to FCS and CTE content, even before it was labeled as Contextual Teaching and Learning. Each participant for this study used some aspect of the Contextual Teaching and Learning model in their classrooms.

This study was created to add to existing research, to give voice to those individuals in their first-year of teaching, and to assess content and pedagogical areas of strengths and weaknesses. The results of this study provided educators, mentors, administrators, and researchers with a better understanding of how new Family and Consumer Sciences teachers were prepared to teach their content.

Limitations

Limitations for observations and interviews may have been that participants did not want to provide negative opinions of their content teaching field, if they did indeed have negative feelings. Participants were chosen from a Family and Consumer Sciences teacher education program at Pittsburg State University, which indicated that all participants had similar

experiences or similar phenomena assessed during the study. All participants were familiar with the researcher since she served as their post-secondary instructor, academic advisor, and university student teaching supervisor. Participants may have been easily influenced by the researcher's manner, encouragement, and requests for clarification, so that a person's responses to the same questions may have varied substantially from one participant to another (Smith, 1992). Because of the interpretive nature of the qualitative study and the familiarity of each participant, the researcher may have introduced her own bias into the analysis of the study. To make a positive impression on the researcher, the participants may have "put on a show" during observations and interviews. Although most of the provided lesson plans were organized, with minimal deviation from the plan, the researcher may not have had the opportunity to see how a teacher responded to an unexpected event (Danielson, 2009).

Another significant limitation to the study was the homogeneity of the school districts' characteristics. Three out of the five districts had small student populations, were rural, and lacked diversity. The limited time frame of observations and interviews were a limitation, due to school cancelations, weather, holidays, and early dismissals. All observations occurred during the final quarter of the school year, and participants acknowledged the challenges of maintaining their schedules and routines. Interviews and observations over the course of the entire school year may have provided a more complete picture of the participants' implementation of essential teaching skills. In addition, due to the nature of this study, correlation was difficult to find a significance because of a small sample size.

Implications of the Study

Whether support is established locally, district-wide, or through state and university driven mentor programs, follow up is necessary. Professional communities, conferences and

education groups are another avenue of providing support and accountability. All efforts can implement best teaching practices and students will receive the most benefits.

The results of this study provided clear trends within the sample's participant group. Most of the participants had similar experiences, and each participant was eager to share thoughts and ideas concerning teacher education curricular improvements. Each had similar beliefs, attitudes, and philosophies toward their chosen content field, their alma mater, and the desire for the university to continue graduating effective FCS teachers. The results of this study implied that a teacher's preparation matters as they enter their first-year to teach, but also the setting in which they land. The methods used in this study could be used for other FCS programs and perhaps to other programs following the teachers into their first-year of teaching. In addition, this study implied strengths in the Family and Consumer Sciences teacher education teaching techniques program. This study showed areas of weaknesses, such as defining and implementation of best practices within the FCS program. These changes imply that the Pittsburg State University FCS program will graduate pre-service teachers who are better prepared for their first-year of teaching.

This study is only the beginning of understanding FCS teacher effectiveness. It would be helpful to use varying measurements that assess teacher effectiveness and their perceptions of teaching in a variety of ways, thus rounding out the understanding of how the constructs are related. Research should continue to assess these two aspects as well as the potential factors that influence these constructs. One such potential influence would be to complete a face-to-face follow up with each participant to answer questions pertaining to continued education. It would be beneficial to understand if and to what extent continued education influences teacher effective and their perceptions of their teaching. The next steps would then include a follow up of

cooperating teachers used for the FCS teacher education program to understand if cooperating teachers are FCS licensed educators versus Praxis teachers. It would be beneficial to understand if and to what extent FCS licensure has on the pre-service teaching semester.

Recommendations for Further Study

Based on the results of this study, it is recommended that FCS teachers receive ongoing mentoring and support for the implementation of essential teaching skills. The researcher could include a 3-year, 5-year, and/or 7-year follow up longitudinal study with the same five individuals, if they continue to be in the FCS teaching field. Research could continue to better understand teacher effectiveness based on continued education, classes taught, school size and student class size, student diversity, student organizations, and additional teaching duties. The research continuation would help to further document their professional growth and development. In addition, it would be beneficial to understand the types of FCS cooperating teacher's licensure and the influences cooperating teachers have on the student teaching semester of pre-service teachers.

Summary

Family and Consumer Sciences has a unique focus: the application of the sciences to the betterment of individuals, families, and society (http://www.nasafacs.org/). It helps to empower individuals and families across the life span to manage the challenges of living and working in a diverse global society. Once known as home economics, it is now referred to as the People Centered Sciences. Regardless of the content area, students are the forefront of education, are the driving force behind every exceptional educator, and they deserve to be the focal point of every educational system. With continued research, much like the current study, teachers can

better understand strengths and weaknesses throughout all aspects of teaching. Some might consider this an impossible task, but to a teacher, knowing there is always room for improvement they can contribute greatly to the future of teachers everywhere.

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APPENDICES

Appendix A

IRB Permission

UNIVERSITY OF ARKANSAS

To:	Sheila Kay Cook
From:	Douglas James Adams, Chair IRB Committee
Date:	01/28/2020
Action:	**Expedited Approval**
Action Date:	01/24/2020
Protocol #:	1912235245
Study Title:	Understanding ones own teaching experiences: New Family and Consumer Sciences teachers reflect on their first-year of teaching through video-recorded classroom observations and interviews.
Expiration Date:	12/18/2020
Last Approval Date:	

The above-referenced protocol has been approved following expedited review by the IRB Committee that oversees research with human subjects.

If the research involves collaboration with another institution then the research cannot commence until the Committee receives written notification of approval from the collaborating institution's IRB.

It is the Principal Investigator's responsibility to obtain review and continued approval before the expiration date.

Protocols are approved for a maximum period of one year. You may not continue any research activity beyond the expiration date without Committee approval. Please submit continuation requests early enough to allow sufficient time for review. Failure to receive approval for continuation before the expiration date will result in the automatic suspension of the approval of this protocol. Information collected following suspension is unapproved research and cannot be reported or published as research data. If you do not wish continued approval, please notify the Committee of the study closure.

Adverse Events: Any serious or unexpected adverse event must be reported to the IRB Committee within 48 hours. All other adverse events should be reported within 10 working days.

Amendments: If you wish to change any aspect of this study, such as the procedures, the consent forms, study personnel, or number of participants, please submit an amendment to the IRB. All changes must be approved by the IRB Committee before they can be initiated.

You must maintain a research file for at least 3 years after completion of the study. This file should include all correspondence with the IRB Committee, original signed consent forms, and study data.

cc: Marcia B Imbeau, Investigator

Appendix B

PARTICIPANT INFORMED CONSENT FORM

Title of Study:

Understanding one's own teaching experiences: New Family and Consumer Sciences teachers reflect on their first-year of teaching through video-recorded classroom observations and interviews.

Researcher(s):	**Compliance Contact:**
Sheila K. Cook Marcia B. Imbeau, Ph.D., Faculty Advisor University of Arkansas Department of Curriculum and Instruction Peabody Hall 763 W. Maple St. Fayetteville, AR 72701-1201 479-575-4209	Ro Windwalker Compliance Coordinator, Institutional Review Board Research and Innovation University of Arkansas 1424 W. Martin Luther King, Jr. Fayetteville, AR 72701-1201 479-575-2208 irb@uark.edu

Purpose of the Study:

The purpose of this study is to describe the experiences of first-year Family and Consumer Sciences teachers and their perceptions of classroom teaching readiness. Although there is much literature regarding teacher effectiveness, there is a lack of literature concerning Family and Consumer Sciences teachers' feelings of teaching self-efficacy. This study was created to add to existing research, to give voice to those individuals in their first year of teaching, and to assess content and pedagogical areas of strengths and weaknesses. The results of this study will provide educators, mentors, administrators, and researchers with a better understanding of how prepared first-year Family and Consumer Sciences teachers are for teaching their content.

Participants:

You are asked to participate in the study because you fit these criteria: (1) graduated from the same Family and Consumer Sciences education program; (2) are a Family and Consumer Sciences education majors; and (3) are first-year Family and Consumer Sciences teachers.

Procedures:

If you volunteer to participate in this study, you will be asked to do the following: Be observed during three class periods over the course of three months and complete three 30-minute interviews with the observer.

Each observation will include a videotaped session to help capture data. Each 30-minute interview will be audiotaped to capture verbatim conversations. Data will be collected on paper and in person, audio and video recordings, interview questions, and observation rubric. Audio and video recordings will be used for both data capture and for use in a portion of the resulting reported research.

Benefits of Participation:

You will be provided with feedback that may help improve instruction, classroom management, and student achievement, which may improve your overall confidence as an educator.

Risks of Participation:

There are risks involved in all research studies. This study may include only minimal risks. While the level of risks is minimal, you may become uncomfortable with some questions related to your personal motivation for teaching, your work satisfaction, and/or having an observer in your classroom.

Cost / Compensation:

There will not be financial cost to you to participate in this study. The study will take a total of three observational class periods and three 30-minute interview sessions. You will not be compensated for your time.

Confidentiality:

All information will be coded and participants assigned a numerical code that will be used in reporting findings. These codes will be assigned to the observations and the audio tapes of the interviews. Only the researcher will know participants' names, but this information will not be divulged in any form. All information will be kept confidential to the extent allowed by law and University policy. Codes will be destroyed at the end of the study.

Voluntary Participation and Right to Withdraw:

Your participation in this study is completely voluntary. You may refuse to participate in this study or in any part of this study. You may withdraw at any time without prejudice to your relations with the researcher. You are encouraged to ask questions about this study at the beginning or any time during the research study.

Participation Consent:

I have read the above information and agree to participate in this study. I have been able to ask questions about the research study. I am at least 18 years of age. A copy of this form has been given to me.

_____ _____

Signature of Participant Date

_____

Participant Name (Please Print)

Appendix C

LETTER REQUESTING SCHOOL APPROVAL FOR RESEARCH STUDY

Title of Study:

Understanding one's own teaching experiences: New Family and Consumer Sciences teachers reflect on their first-year of teaching through video-recorded classroom observations and interviews.

Researcher(s):	**Compliance Contact:**
Sheila K. Cook Marcia B. Imbeau, Ph.D., Faculty Advisor University of Arkansas Department of Curriculum and Instruction Peabody Hall 763 W. Maple St. Fayetteville, AR 72701-1201 479-575-4209	Ro Windwalker Compliance Coordinator, Institutional Review Board Research and Innovation University of Arkansas 1424 W. Martin Luther King, Jr. Fayetteville, AR 72701-1201 479-575-2208 irb@uark.edu

Dear Principal:

I am submitting a description of a study I would like to conduct in your school. _____ was chosen because he/she fits the exclusiveness of the participants.

Participants:

Participants were chosen on several factors including all participants: (1) graduated from the same Family and Consumer Sciences education program; (2) are Family and Consumer Sciences education majors; and (3) are first-year Family and Consumer Sciences teachers.

Procedures:

I would like to observe and interview this FCS teacher in your building. I am very mindful that the teacher's time is at a premium and will work to accommodate him/her in any way possible. I would like to observe him/her during three class periods over the course of three months and complete three 30-minute interviews with the observer.

Each observation will include a videotaped session to help capture data. Each 30-minute interview will be audiotaped to capture verbatim conversations. Data will be collected on paper and in person, audio and video recordings, interview questions, and observation rubric. Audio and video recordings will be used for both data capture and for use in a portion of the resulting reported research. No names will be revealed or other identifying indicators. All participants will be assigned a code to be analyzed across cases. After data has been analyzed, all video and audio recordings will be deleted and/or destroyed.

Purpose of the Study:

The purpose of this study is to describe the experiences of first-year Family and Consumer Sciences teachers and their perceptions of classroom teaching readiness. Although there is much literature regarding teacher effectiveness, there is a lack of literature concerning Family and Consumer Sciences teachers' feelings of teaching self-efficacy. This study was created to add to existing research, to give voice to those individuals in their first year of teaching, and to assess content and pedagogical areas of strengths and weaknesses. The results of this study will provide educators, mentors, administrators, and researchers a better understanding of how prepared new Family and Consumer Sciences teachers are for teaching their content.

Risks and Benefits:

Participants will be provided with feedback that may help improve instruction, classroom management, and student achievement, which may improve their overall confidence as an educator. There are risks involved in all research studies. This study may include only minimal risks. While the level of risks is minimal, teachers may become uncomfortable with some questions related to their personal motivation for teaching, work satisfaction, and/or having an observer in the classroom.

Voluntary Participation:

Your participation in the research is completely voluntary; the failure to participate will not affect your standing with the University of Arkansas in any way. There are no payments or college credits for participating.

Confidentiality:

All information will be coded and participants assigned a numerical code that will be used in reporting findings. These codes will be assigned to the observations and the audio tapes of the interviews. No identifying information will be used in any reports or publications resulting from this research. All information will be kept confidential to the extent allowed by law and University policy. No participant names will be revealed or other identifying indicators. All participants will be assigned a code to be analyzed across cases. After data has been analyzed, all video and audio recordings will be deleted and/or destroyed.

Right to Withdraw:

You are free to refuse to participate in the research and to withdraw from this study at any time. Your decision to withdraw will bring no negative consequences --- no penalty to you.

Informed Consent:

I, (please print)

_____ principal of

_____ School have read the description and

purpose of the study, the procedures to be used, the potential risks, the confidentiality, as well as the option to withdraw from the study at any time. My signature below indicates that I understand what is involved and agree to allow those named above to conduct/participate in this study in our school.

_____ _____

Signature of Principal Date

Appendix D

Interview Questions for Family and Consumer Sciences Teacher Educators

I appreciate you letting me observe your class. I have some questions I would like to ask you related to this lesson. Would you mind if I taped the interview? It will help me stay focused on our conversation and it will ensure I have an accurate record of what we discussed.

Preliminary If applicable, ask:

1. What is the name/title of this course?
2. What class period was this?
3. May I have a copy of the instructional materials you used for this lesson?

A. Learning Goals

1. Please, help me understand where this lesson fits in the sequence of the unit you are working on.
2. What (if any) background information was needed to plan for today's lesson?
3. What was the specific purpose of today's lesson?
4. How do you feel about how the lesson played out?
5. In your opinion, overall, what do you think the students gained from today's lesson?
6. What is the next step for this class in this unit?

B. Content/Topic

1. What led you to teach the Family and Consumer Sciences topics/concepts/skills in this lesson? (Use the following probes, as needed to assess the extent of importance of each of these influences:)
2. Is it included in the state/district curriculum/course of study?

If yes or previously implied:

3. How important was that in your decision to teach this topic?
4. Is it included in a state/district mathematics/science assessment?
5. What are the consequences if students do not do well on the test?

If yes or previously implied:

6. How important were these tests in your decision to teach this topic?
7. Is it included in an assigned textbook or program designated for this class?

If yes or previously implied:

8. How important was that in your decision to teach this topic?

C. Resources Used to Design the Lesson

1. What resources did you use to plan this lesson?

(Be sure to get details on sources of materials and activities. If teacher developed materials, SKIP to part D.)

2. Were these resources/materials/activities designated for this class/course or did you choose to use them yourself?
3. What do you like about these resources/materials/activities?

(Compared to what the district designated for the class/course, if applicable.)
4. What do you not like?
5. If the lesson was based on one resource/material: Did you plan this lesson essentially as it was organized in [name of resource/material] or did you modify it in important ways?
6. If the lesson was based on more than one resource/material: Did you plan this lesson essentially, as it was organized in any one of these resources/materials?
7. If yes, did you modify it in important ways?
8. If modified, can you describe the modifications you made and your reasons for making them?

D. The Teacher
1. How do you feel about teaching this topic?
2. Do you enjoy it?
3. How well prepared to you feel to guide student learning of this content?
4. What opportunities have you had to learn about this particular content area?
(Probe for professional development opportunities.)
5. How did you become involved in these professional development opportunities?
6. Were they required or encouraged by the district?
7. How helpful were they?
8. How do you feel about teaching with this pedagogy?
9. How comfortable do you feel using the instructional strategies involved in teaching this lesson?
10. What opportunities have you had to learn about using these strategies?
11. Have you taught this lesson before?
12. If yes: How different was today from how you have taught it previously?
13. Is there anything about this particular group of students that led you to plan this lesson this way?
If applicable, ask:
I noticed there was another adult in the classroom. Who was that and what was his/her role?

E. Context
Sometimes schools and districts make it easier for teachers to teach Family and Consumer Sciences well, and sometimes they get in the way.
1. What about your teaching situation influenced your planning of this lesson?
2. Did the facilities and available equipment and supplies have any influence on your choice of this lesson or how you taught it?
3. Were there any problems in getting the materials you needed for this lesson?
4. Sometimes, other people in the school and district can influence your planning of a lesson. Were there any influences for this lesson or how you taught it?
5. Did your principal have any influence on your choice of lesson or how you taught it?
6. Other teachers in the school?
7. Parents/community?
8. School board?
9. District administration?

10. Anyone else?

Additional Comments/Concerns

1. Do you have any additional comments or concerns you would like to discuss?
2. Are there any interview questions you would like to revisit or discuss more in-depth?
3. Are there any observational notes you would like to add or discuss?

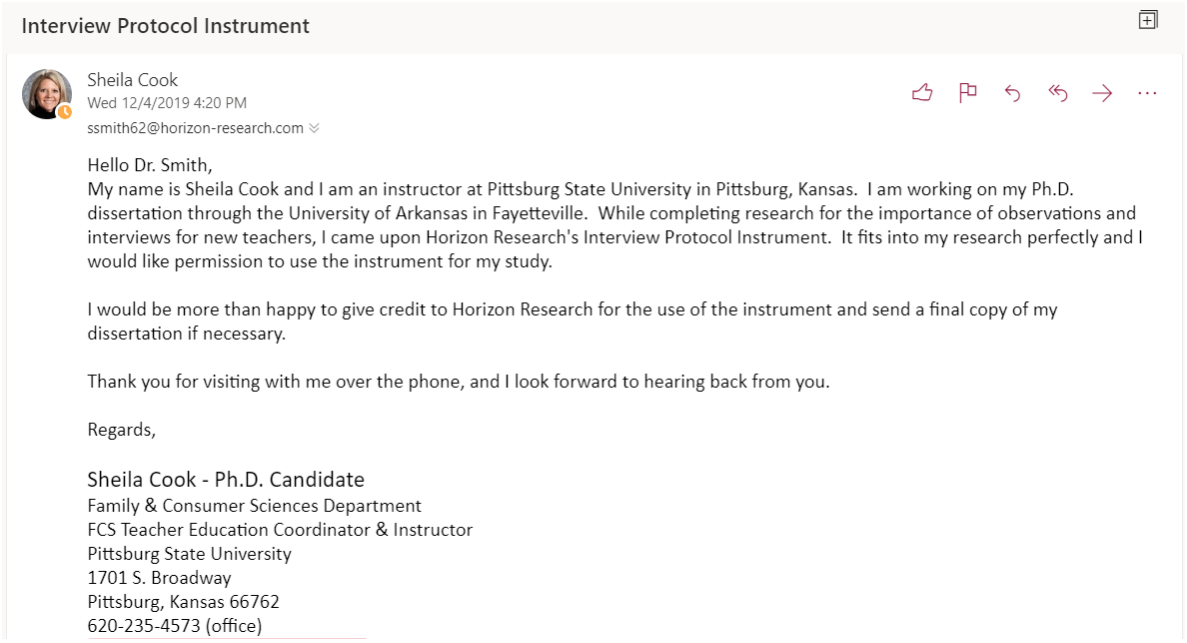
Thank you for your time.
If I have any additional questions or need clarification, how and when is it best to contact you?

Note:

Interview questions were taken in part from Horizon Research, Inc. Inside the Classroom: The Teacher Interview Protocol – May 2003

"While Horizon Research, Inc. (HRI) holds a copyright on all instruments associated with Inside the Classroom, HRI grants permission for unlimited use of the instruments, whether in whole or part, for non-commercial purposes. HRI requires that if the instruments are used, they be attributed to Horizon Research, Inc."

Email Request:



Interview Protocol Instrument

Sheila Cook
Wed 12/4/2019 4:20 PM
ssmith62@horizon-research.com

Hello Dr. Smith,
My name is Sheila Cook and I am an instructor at Pittsburg State University in Pittsburg, Kansas. I am working on my Ph.D. dissertation through the University of Arkansas in Fayetteville. While completing research for the importance of observations and interviews for new teachers, I came upon Horizon Research's Interview Protocol Instrument. It fits into my research perfectly and I would like permission to use the instrument for my study.

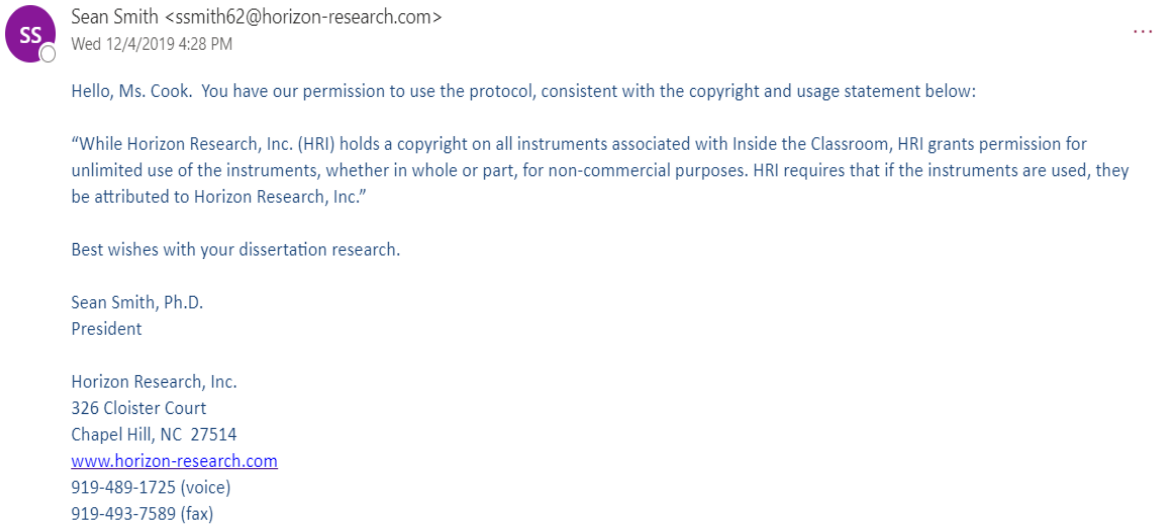
I would be more than happy to give credit to Horizon Research for the use of the instrument and send a final copy of my dissertation if necessary.

Thank you for visiting with me over the phone, and I look forward to hearing back from you.

Regards,

Sheila Cook - Ph.D. Candidate
Family & Consumer Sciences Department
FCS Teacher Education Coordinator & Instructor
Pittsburg State University
1701 S. Broadway
Pittsburg, Kansas 66762
620-235-4573 (office)

Email Response:



Sean Smith <ssmith62@horizon-research.com>
Wed 12/4/2019 4:28 PM

Hello, Ms. Cook. You have our permission to use the protocol, consistent with the copyright and usage statement below:

"While Horizon Research, Inc. (HRI) holds a copyright on all instruments associated with Inside the Classroom, HRI grants permission for unlimited use of the instruments, whether in whole or part, for non-commercial purposes. HRI requires that if the instruments are used, they be attributed to Horizon Research, Inc."

Best wishes with your dissertation research.

Sean Smith, Ph.D.
President

Horizon Research, Inc.
326 Cloister Court
Chapel Hill, NC 27514
www.horizon-research.com
919-489-1725 (voice)
919-493-7589 (fax)

Appendix E

Teacher Education Formative Observation Form

Intern/Student Teacher:	**Date:**	**School:**
Observer:	**Grade:**	**Rotation / Observation #:**
Mentor:	**Subject:**	**Program:**

Key: 1=Ineffective 2=Progressing 3=Effective 4=Highly Effective(See rubric for performance criteria)

Domain 1: Planning and Preparation		**Score**	**Evidence**
A	Demonstrating knowledge of content and pedagogy		
B	Demonstrating knowledge of students		
C	Selecting instructional outcomes		
D	Demonstrating knowledge of resources		
E	Designing Coherent Instruction		
F	Assessing student learning		
Domain 2: The Classroom Environment		**Score**	**Evidence**
A	Designing an environment of respect and rapport		
B	Establishing a culture for learning		
C	Managing classroom procedures		
D	Managing student behavior		
F	Organizing physical space		
Domain 3: Instruction		**Score**	**Evidence**
A	Communicating with students		
B	Using questioning and discussion techniques		
C	Engaging students in learning		

D	Using assessment in instruction		
E	Demonstrating flexibility and responsiveness		
Domain 4: Professional Responsibilities		**Score**	**Evidence**
A	Reflecting on teaching in terms of accuracy and use in further teaching		
B	Maintaining accurate records		
C	Communicating with families		
D	Participating in a professional community		
E	Developing and growing professionally		
F	Demonstrating professionalism		
General Commendations			**Focus areas for next observation**

University of Arkansas Teacher Education Performance Criteria with Attributes and Examples 2012
Based upon Criteria Framework, *Teachscape*, 2011

Appendix F

Email Request to Participate in an Observational Research Study

Sender information	From: Sheila K. Cook Sent: Thursday, January 12, 2020 8:30 a.m. To: psustudent@gus.pittstate.edu
Informative subject	Subject: Observation Request for recent FCS teacher education graduates
Appeal for help	I am writing to you to request your participation in a semester long research study.
Why you were selected	Since you are a recent graduate of the PSU FCS teacher education program and are in your first year of teaching, you are being asked to participate in this study.
What the study is about	I would like to get more feedback about your first-year teaching experience by conducting three interview sessions with you, along with three observations sessions, which will be to your choosing of time and date.
Usefulness of participation	Your responses to this study will help PSU evaluate the effectiveness of the FCS teacher education program, so we can make necessary changes to better serve and improve the FCS teacher preparation program.
Confidential/Voluntary	Your participation in this study is voluntary and all information collected will be kept confidential to the extent allowed by law and University policy. No identifying information will be used in any reports or publications resulting from this research. The University of Arkansas Institutional Review Board has approved this study.
Contact information	Should you have any comments, questions, and/or concerns, please feel free to contact me at skcook@uark.edu or 620-235-4573.
Thank you	Thank you very much for your time and cooperation.
Feedback importance	Your participation and feedback are very important to the study.
	Sincerely, Sheila K. Cook Ph.D. Candidate University of Arkansas

Appendix G

Teacher Education Summative Evaluation Form

Intern/Student Teacher:	Date:	School:
Observer:	Grade:	Rotation / Observation #:
Mentor:	Subject:	Program:

Domain 1: Planning and Preparation
To be completed from responses to questions before and after a lesson. Additional information may be obtained during classroom observation of teaching.

Score		
	a:	Demonstrating knowledge of content and pedagogy
	b:	Demonstrating knowledge of students
	c:	Selecting instructional outcomes
	d:	Demonstrating knowledge of resources
	e:	Designing coherent instruction
	f:	Assessing student learning

Key Effective "Look Fors"	Criteria
Classroom Observation • Clear explanation of content • Accurate response to student questions • Questions build on prior k/s ***Teacher Lesson Plans/Interview*** • Explains how discipline is organized and has evolved • Identifies concepts to be taught • Shares relationship to other disciplines • Selects appropriate teaching strategies	**a. Teacher is familiar with major concepts/skills of the subject he/she teaches. Familiar with connections between subject and other disciplines.** **- Knowledge of prerequisite relationships** **- Knowledge of content-related pedagogy** **Evidence:**
Teacher Lesson Plans/Interview • Age appropriate	**b. Teacher demonstrates knowledge of students.** **- Knowledge of child and adolescent development** **- Knowledge of the learning process**

• References current research • Activities engage inquiry and reciprocal learning process • Activities/strategies based in formal / informal and ongoing assessment • Seeks input from parents • Interest surveys and interviews • Cultural sensitivity • Meets with key school personnel • Accommodations	**- Knowledge of students' skills, knowledge, and language proficiency** **- Knowledge of students' interest and cultural heritage** **- Knowledge of students with special needs** **Evidence:**
Teacher Plans/Interviews • Connects to national, state, and local standards • Represents big ideas • Scaffolded on prior and establishes foundation for future learning that represent the discipline • Written in terms of LEARN **not** DO • Are specific, doable, observable • Reflect different types of learning • Provide opportunities for coordination • Reflect actual and higher-order thinking • Reflect procedural knowledge • Reflect conceptual understanding • Reflect communication skills • Reflecting reasoning skills • Reflecting collaboration skills	**c. Teacher selects instructional outcomes.** **- Value, sequence, and alignment** **- Clarity** **- Balance** **- Suitability for diverse learners** **Evidence:**

• Are suitable for all students	

Teacher Plans/Interviews
• Utilizes several and differentiated resources
• Stays abreast of subject(s) teaches
• Aware of and familiar with resources in and out of school/district
  • Guest speakers
  • Field trips
  • Internet
  • Professional organizations
  • Media center, computer lab
  • Multidisciplinary resources
  • Artifacts
	d. Teacher demonstrates knowledge of resources.
	- Resources for classroom use
	- Resources to extend content knowledge and pedagogy
	- Resources for students
	Evidence:

Teacher Plans/Interviews • Suitable to students and learning outcomes • Represent significant cognitive challenge • Differentiated • Engaging • Varied grouping • Clearly defined structure • Reasonably timed	**e. Teacher designs coherent instruction.** **- Learning activities** **- Instructional materials and resources** **- Instructional groups** **- Lesson and unit structure** **Evidence:**
Teacher Plans/Interviews • Assesses all outcomes • Adapts for	**f. Teacher assesses student learning.** **- Congruent with instructional outcomes** **- Criteria and standards** **- Design of formative assessments** **- Used for Planning**

groups/students • Identifies clear criteria/standards • Develops appropriate strategies • Uses to plan for future instruction	**Evidence:**

Summary:

Suggestions:

Domain 2: The Classroom Environment *To be completed during observation of a lesson*		
Score		
	a:	Designing an environment of respect and report
	b:	Establishing a culture for learning
	c:	Managing classroom procedures
	d:	Managing student behavior
	e:	Organizing physical space

Key Effective "Look Fors"	**Criteria**
• Teacher calls students by name • Teachers uses "we" statements to make students feel part of the group • Listens to students with care • Polite language is used in interaction between the students and the teacher • Teacher checks with students to find out how they feel about the class/lesson	*Classroom Observation* **a: Teacher interactions with students. Students' interactions with one another.**
	Evidence:
• Voice and body language convey enthusiasm • Student have a choice about how they show what they have learned • Teacher shares the learning goal for the lesson and explains the lesson's importance and purpose • Teacher reinforces students' development of conceptual understanding in order	*Classroom Observation* **b: The importance of the content. Expectations of learning and achievement. Student pride in work.**

for students to demonstrate proficiency of content	
	Evidence:
• Guidelines for group work are specified • Routines are established • Roles are used when appropriate • Group members listen respectfully • Group works to meet learning goal • Worked productively • Used time well • Voice level appropriate • Materials and supplies are handled smoothly and efficiently	*Classroom Observation* **c: Routines are clearly established to minimize loss of instructional time. Teacher has established procedures for group work making sure students understand what they are to do and how they are to accomplish it. There are clear procedures to manage transitions, distribution of materials and supplies.**
	Evidence:
• Appropriate and clear standards of behavior • Alert to student behavior at all times • Consistency • Clear consequences • Demonstrate positive behavior • Sense of respect • Responds to serious behavior problems • Rationale for standards	*Classroom Observation* **d: Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the students' dignity.**
	Evidence:
• Class arrangement • Use of space appropriate for learning	*Classroom Observation* **e: The classroom is safe, and learning is accessible to all students; the teacher**

• Safety • Access to instruction • Facilitates learning • Lesson adjustments • Traffic pattern	**ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.**
	Evidence:

Summary:
Suggestions:

Domain 3: Instruction *To be completed during observation of a lesson*		
Score		
	a:	Communicating with students
	b:	Using questioning and discussion techniques
	c:	Engaging students in learning
	d:	Using Assessment in Instruction
	e:	Demonstrating flexibility and responsiveness

Key Effective "Look Fors"	**Criteria**
• Written and verbal explanation of lesson purpose • Directions and procedures are clear to students • Explanation of content is appropriate and connects to student knowledge and experience • Clear and correct spoken and written language	*Classroom Observation* **a: Expectations for learning. Directions and procedures. Explanations of content.** **Evidence:**
• Teacher's questions are of high quality • Adequate time provided for response • Genuine discussion among students • Teacher successfully engages all students in discussion	*Classroom Observation* **b: Quality of questions. Discussion techniques. Student participation.** **Evidence:**

• Assignments are appropriate and students are cognitively engaged • Instructional groups are productive and appropriate for the lesson • Materials and resources are appropriate and engage students mentally • Lesson has a clearly defined structure • Pacing is appropriate	*Classroom Observation* **c: Activities and assignments. Grouping of students. Instructional materials and resources. Structure and pacing.** **Evidence:**
• Students are fully aware of criteria and performance standards by which work will be evaluated • Monitors the progress of groups making use of diagnostic prompts • Feedback to students is timely and high quality • Students frequently assesses and monitors quality of their own work against criteria	*Classroom Observation* **d: Assessment criteria. Monitoring of student learning. Feedback to students. Student self-assessment and monitoring of progress.** **Evidence:**
	Classroom Observation **e: Lesson adjustment. Response to students. Persistence.**

• Makes minor adjustments to lesson in a smooth manner • Successfully accommodates for students' questions and interests • Anticipates and responds to student differences • Persists in seeking approaches for students who are struggling	**Evidence:**

Summary:
Suggestions:

Domain 4: Professional Responsibilities		
Score		
	a:	Reflecting on teaching in terms of accuracy and use in further teaching
	b:	Maintaining accurate records
	c:	Communicating with families
	d:	Participating in a professional community
	e:	Developing and growing professionally
	f:	Demonstrating professionalism

Domain D: Teacher Professionalism	
Key Effective "Look Fors"	**Criteria**
• Accurately assess lesson's effectiveness in meeting outcomes • Generally, supports judgments • Suggests future adjustments	**a. Reflecting on teaching.** **- Accuracy** **- Use in future teaching**
	Evidence:
• Fully effective system for maintaining information on student completion of assignments.	**b. Maintaining accurate records** **- Student completion of assignments** **- Student progress in learning** **- Non-instructional records**
	Evidence:
• Provides frequent information to families	**c. Communicating with families** **- Information about the instructional program** **- Information about individual students** **- Engagement of families in the instructional program**

• Communicates regularly about students' progress • Engages families frequently and successfully • Volunteers in school events making substantial contribution • Coordinates with specialists	
	Evidence:

• Mutual support and cooperation
  • Grade-level/departmental meetings
  • Engages in analysis, reflection, discussion and debate with intent to improve
• Actively participates in a culture
	d. Participating in a professional community
	- Participating in a professional community
	- Involvement in a culture of professional inquiry
	- Service to the school
	- Participation in school and district projects

	Evidence:

of professional inquiry • Professional development • Action research • Collaboration	
• Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill • Welcomes feedback and responds/asks for further feedback	**e. Growing and developing professionally** **- Enhancement of content knowledge and pedagogical skill** **- Receptivity to feedback from colleagues** **- Service to the profession** **Evidence:**
• • Displays high standards of honesty, integrity, and confidentiality in interactions with colleague, students, and the public. • Volunteers to participate	**f. Showing professionalism** **- Integrity and ethical conduct** **- Service to students** **- Advocacy** **- Decision making** **- Compliance with school and district regulations** **Evidence:**

in before/after school programs • Ensures all students have fair opportunity to succeed. • Open minded and participates in team/departmental decision-making. • Consistent and on time in attendance • Consistent and on time in attendance at team and faculty meetings • Dresses appropriately	

Summary:
Suggestions:

Appendix H

Performance Criteria Rubric with Attributes and Examples

Domain 1:	**Planning and Preparation**
1a: Demonstrating Knowledge of Content and Pedagogy	In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline, and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline. The elements of component 1a are: • Knowledge of content and the structure of the discipline *Every discipline has a dominant structure, with smaller components or strands, central concepts and skills* • Knowledge of prerequisite relationships *Some disciplines, for example mathematics, have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.* • Knowledge of content-related pedagogy *Different disciplines have "signature pedagogies" that have evolved over time and found to be most effective in teaching.* Indicators include: • Lesson and unit plans that reflect important concepts in the discipline • Lesson and unit plans that accommodate prerequisite relationships among concepts and skills • Clear and accurate classroom explanations • Accurate answers to student questions • Feedback to students that furthers learning • Inter-disciplinary connections in plans and practice

	Ineffective	Progressing	Effective	Highly Effective
1a: Demonstrating Knowledge of Content and Pedagogy	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
Critical Attributes	• *Teacher makes content errors.* • *Teacher does not consider prerequisite relationships when planning.* • *Teacher's plans use inappropriate strategies for the discipline.*	• *Teacher is familiar with the discipline but does not see conceptual relationships.* • *Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.* • *Lesson and unit plans use limited instructional strategies and some are not be*	• *The teacher can identify important concepts of the discipline, and their relationships to one another.* • *The teacher consistently provides clear explanations of the content.* • *The teacher answers student questions accurately*	*In addition to the characteristics of "proficient,"* • *Teacher cites intra- and interdisciplinary content relationships.* • *Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.*

		suitable to the content.	*and provides feedback that furthers their learning.* • *The teacher seeks out content-related professional development.*	
Possible Examples	• *The teacher says, "The official language of Brazil is Spanish, just like other South American countries."* • *The teacher says, "I don't understand why the math book has decimals in the same unit as fractions."* • *The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words.*	• *The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.* • *The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.* • *The teacher always plans the same routine to study spelling: pre-test on Monday, copy the words 5 times each on Tuesday*	• *The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.* • *The teacher realized her students are not sure how to use a compass, so she plans to practice that before introducing the activity on angle measurement.* • *The teacher plans to expand a unit on civics by having students simulate a court trial.*	• *In a unit on 19th century literature, the teacher incorporates information about the history of the same period.* • *Before beginning a unit on the solar system, the teacher surveys the class on their beliefs as to why it is hotter in the summer than in the winter.*

		and Wednesday; test on Friday.		

Domain 1:	**Planning and Preparation**
1b: Demonstrating Knowledge of Students	Teachers don't teach content in the abstract; they teach it to *students*. In order to ensure student learning, therefore, teachers must not only know their content and its related pedagogy, but the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed: namely that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school, lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs must be considered when planning lessons and identifying resources that will ensure their understanding. The elements of component 1b are: • Knowledge of child and adolescent development *Children learn differently at different stages of their lives* • Knowledge of the learning process *Learning requires active intellectual engagement* • Knowledge of students' skills, knowledge, and language proficiency *Children's lives beyond school influence their learning* • Knowledge of students' interest and cultural heritage *Children's backgrounds influence their learning* • Knowledge of students' special needs C*hildren do not all develop in a typical fashion* Indicators include: • Teacher gathers formal and informal information about students for use in planning instruction • Teacher learns student interests and needs for use in planning • Teacher participation in community cultural events • Teacher-designed opportunities for families

	Ineffective	Progressing	Effective	Highly Effective
1b: Demonstrating Knowledge of Students	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
Critical Attributes	• *Teacher does not understand child development characteristics and has unrealistic expectations for students.* • *Teacher does not try to ascertain varied ability levels among students in the class.* • *Teacher is not aware of student interests or cultural heritages.* • *Teacher takes no responsibility to learn about students' medical or*	• *Teacher cites developmental theory, but does not seek to integrate it into lesson planning.* • *Teacher is aware of the different ability levels in the class, but tends to teach to the "whole group."* • *The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to*	• *The teacher knows, for groups of students, their levels of cognitive development* • *The teacher is aware of the different cultural groups in the class.* • *The teacher has a good idea of the range of interests of students in the class.* • *The teacher has identified "high," "medium," and "low" groups of students*	*In addition to the characteristics of "proficient,"* • *The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.* • *The teacher seeks out information about their cultural heritage from all students.* • *The teacher maintains a system of updated student*

	learning disabilities.	*accommodate those differences.* • *The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.*	*within the class.* • *The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning.* • *The teacher is aware of the special needs represented by students in the class.*	*records and incorporates medical and/or learning needs into lesson plans.*
Possible Examples	• *The lesson plan includes a teacher presentation for an entire 30 minute period to a group of 7-year olds.* • *The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.* • *The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented amongst his students.*	• *The teacher's lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students.* • *In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.* • *Lesson plans make only peripheral reference to students' interests. The teacher knows*	• *The teacher creates an assessment of students' levels of cognitive development.* • *The teacher examines students' previous year's folders to ascertain the proficiency levels of groups of students in the class,* • *The teacher administers a student interest survey at the beginning of the school year.* • *The teacher plans*	• *The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.* • *The teacher plans to provide multiple project options; students will self-select the project that best meets their individual approach to learning.*

		that some of her students have IEPs but they're so long, she hasn't read them yet.	*activities based on student interests.* • *The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.* • *The teacher realizes that not all of his students are Christian, so he plans to read a Hanukah story in December.* • *The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their Social Studies unit studying South America.*	• *The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging, but not too difficult.* • *The teacher attended the local Mexican heritage day, meeting several of his students' extended family members.* • *The teacher regularly creates adapted assessment materials for several students with learning disabilities.*

Domain 1:	Planning and Preparation
1c:Setting Instructional Outcomes	Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes do not describe what students will *do*, but what they will *learn*. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1. Learning outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only for students to learn to read, but educators also hope that they will *like* to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines. The elements of component 1c are: • Value, sequence, and alignment *Students must be able to build their understanding of important ideas from concept to concept* • Clarity *Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment* • Balance *Outcomes should reflect different types of learning: such as knowledge, conceptual understanding, and thinking skills* • Suitability for diverse students *Outcomes must be appropriate for all students in the class* Indicators include: • Outcomes of a challenging cognitive level • Statements of student learning, not student activity • Outcomes central to the discipline and related to those in other disciplines • Permit assessment of student attainment • Differentiated for students of varied readiness

	Ineffective	Progressing	Effective	Highly Effective
1c: Setting Instructional Outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
Critical Attributes	• *Outcomes lack rigor.* • *Outcomes do not represent important learning in the discipline.* • *Outcomes are not clear or are stated as activities.* • *Outcomes are not suitable for many students in the class.*	• *Outcomes represent a mixture of low expectations and rigor.* • *Some outcomes reflect important learning in the discipline.* • *Outcomes are suitable for most of the class.*	• *Outcomes represent high expectations and rigor.* • *Outcomes are related to "big ideas" of the discipline.* • *Outcomes are written in terms of what students will learn rather than do.* • *Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social,*	*In addition to the characteristics of "proficient,"* • *Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.* • *Teacher connects outcomes to previous and future learning* • *Outcomes are differentiated*

			management, communication. • *Outcomes are suitable to groups of students in the class, differentiated where necessary.*	*to encourage individual students to take educational risks.*
Possible Examples	• *A learning outcome for a fourth grade class is to make a poster illustrating a poem.* • *All the outcomes for a ninth grade history class are factual knowledge.* • *The topic of the social studies unit involves the concept of "revolutions" but the teacher only expects his students to remember the important dates of battles.* • *Despite having a number of ELL students in the class, the outcomes state that all*	• *Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.* • *The outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower level students struggle.*	• *One of the learning outcomes is for students to "appreciate the aesthetics of 18th century English poetry."* • *The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War.* • *The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives.*	• *The teacher encourages his students to set their own goals; he provides them taxonomy of challenge verbs to help them strive for higher expectations.* • *Students will develop a concept map that links previous learning goals to those they are currently working on.* • *Some students identify additional learning.*

	writing must be correct.			

Domain 1:	Planning and Preparation
1d: Demonstrating Knowledge of Resources	Student learning is enhanced by a teacher's skillful use of resources; some of these are provided by the school as "official" materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources that can provide noninstructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and which will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can access the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and non-academic lives. The elements of component 1d are: • Resources for classroom use *Materials that align with learning outcomes* • Resources to extend content knowledge and pedagogy *Those that can further teachers' professional knowledge* • Resources for students: *Materials that are appropriately challenging* Indicators include: • District provided materials • Range of texts • Guest speakers • Internet resources • Materials provided by professional organizations • Teacher continuing professional education courses or professional groups • Community resources

	Ineffective	Progressing	Effective	Highly Effective
1d: Demonstrating Knowledge of Resources	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district, including those on the Internet, to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
Critical Attributes	• *The teacher only uses district-provided materials, even when more variety would assist some students.* • *The teacher does not seek out resources available to expand his/her own skill.* • *Although aware of some student needs, the teacher does not inquire about possible resources.*	• *The teacher uses materials in the school library, but does not search beyond the school for resources.* • *The teacher participates in content-area workshops offered by the school, but does not pursue other professional development.* • *The teacher locates materials and resources for students that are available through the*	• *Texts are at varied levels.* • *Texts are supplemented by guest speakers and field experiences.* • *Teacher facilitates Internet resources.* • *Resources are multi-disciplinary.* • *Teacher expands knowledge with professional learning groups and organizations.* • *Teacher pursues options offered by universities.*	*In addition to the characteristics of "proficient,"* • *Texts are matched to student skill level.* • *The teacher has ongoing relationship with colleges and universities that support student learning.* • *The teacher maintains log of resources for student reference.* • *The teacher pursues apprenticeships to increase discipline knowledge.*

		school, but does not pursue any other avenues.	• *Teacher provides lists of resources outside the class for students to draw on.*	• *The teacher facilitates student contact with resources outside the classroom.*
Possible Examples	• *For their unit on China, the students accessed all of their information from the district-supplied textbook.* • *Mr. J is not sure how to teach fractions, but doesn't know how he's expected to learn it by himself.* • *A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment."*	• *For a unit on ocean life; the teacher really needs more books, but the school library only has three for him to borrow.* • *The teacher knows she should learn more about teaching literacy, but the school only offered one professional development day last year.* • *The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit*	• *The teacher provides her 5th graders a range of non-fiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of important concepts.* • *The teacher took an online course on Literature to expand her knowledge of great American writers.* • *The teacher distributes a list of summer reading materials that would help prepare his 8th graders transition to high school.*	• *The teacher is not happy with the out-of-date textbook; his students will critique it and write their own text for social studies.* • *The teacher spends the summer at Dow Chemical learning more about current research so she can expand her knowledge base for teaching Chemistry.* • *The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom might be used on the job.*

Domain 1:	Planning and Preparation
1e: Designing Coherent Instruction	Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in Domain 3. The elements of component 1e are: • Learning activities *Instruction designed to engage students and advance them through the content* • Instructional materials and resources *Appropriate to the learning needs of the students* • Instructional groups *Intentionally organized to support student learning* • Lesson and unit structure *Clear and sequenced to advance students' learning* Indicators include: • Lessons that support instructional outcomes and reflect important concepts • Instructional maps that indicate relationships to prior learning • Activities that represent high-level thinking • Opportunities for student choice • The use of varied resources • Thoughtfully planned learning groups • Structured lesson plan

	Ineffective	Progressing	Effective	Highly Effective
1e: Designing Coherent Instruction	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
Critical Attributes	• *Learning activities are boring and/or not well aligned to the instructional goals.* • *Materials are not engaging or do not meet instructional outcomes.* • *Instructional groups do not support learning.*	• *Learning activities are moderately challenging.* • *Learning resources are suitable, but there is limited variety.* • *Instructional groups are random or only partially support objectives.*	• *Learning activities are matched to instructional outcomes.* • *Activities provide opportunity for higher-level thinking.* • *Teacher provides a variety of appropriately challenging materials and resources.*	*In addition to the characteristics of "proficient,"* • *Activities permit student choice.* • *Learning experiences connect to other disciplines.* • *Teacher provides a variety of appropriately challenging*

	• *Lesson plans are not structured or sequenced and are unrealistic in their expectations.*	• *Lesson structure is uneven or may be unrealistic in terms of time expectations.*	• *Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.* • *The plan for the lesson or unit is well structured, with reasonable time allocations.*	*resources that are differentiated for students in the class.* • *Lesson plans differentiate for individual student needs.*
Possible Examples	• *After memorizing the parts of the microscope, the teacher plans to have his 9th graders color in the worksheet.* • *Despite having a textbook that was 15 years old, the teacher plans to use that as the sole resource for his Communism unit.* • *The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of*	• *After the mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.* • *The teacher found an atlas to use as a supplemental resource during the geography unit.* • *The teacher always lets students self-select their working groups because they behave better when they can choose*	• *The teacher reviews her learning activities with a reference to high level "action verbs" and rewrites some of the activities to increase the challenge level.* • *The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.* • *The teacher plans for students to complete projects in*	• *The teacher's unit on ecosystems lists a variety of high level activities in a menu; students choose those that suit their approach to learning.* • *While completing their projects, the teacher's students will have access to a wide variety of resources that she has coded by reading level so they can make the best selections.*

	four based on where they are sitting. • *The teacher's lesson plans are written on sticky notes in his grade book; they indicate lecture, activity, or test.*	*who they want to sit with.* • *The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.*	*small groups; he carefully selects group members based on their readiness level and learning style.* • *The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly indicated.*	• *After the cooperative group lesson, students will reflect on their participation and make suggestions for new group arrangements in the future.* • *The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned.*

Domain 1:	Planning and Preparation
1f: Designing Student Assessment	Good teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, different methods are needed to assess reasoning skills than for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment for learning enables a teacher to incorporate assessments directly into the instructional process, and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. Such formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress towards the understanding the learning outcomes. The elements of component 1e are: • Congruence with instructional outcomes *Assessments must match learning expectations* • Criteria and standards *Expectations must be clearly defined* • Design of formative assessments *Assessments for learning must be planned as part of the instructional process* • Use for planning *Results of assessment guide future planning* Indicators include: • Lesson plans indicate correspondence between assessments and instructional outcomes • Assessment types are suitable to the style of outcome • Variety of performance opportunities for students • Modified assessments are available for individual students as needed • Expectations clearly written with descriptors for each level of performance • Formative assessments are designed to inform minute-to-minute decision-making by the teacher during instruction

	Ineffective	Progressing	Effective	Highly Effective
1f: Designing Student Assessments	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.
Critical Attributes	• *Assessments do not match instructional outcomes.* • *Assessments have no criteria.* • *No formative assessments have been designed.* • *Assessment results do not affect future plans.*	• *Only some of the instructional outcomes are addressed in the planned assessments.* • *Assessment criteria are vague.* • *Plans refer to the use of formative assessments, but they are not fully developed.*	• *All the learning outcomes have a method for assessment.* • *Assessment types match learning expectations.* • *Plans indicate modified assessments for some students as needed.*	*In addition to the characteristics of "proficient,"* • *Assessments provide opportunities for student choice.* • *Students participate in designing assessments for their own work.* • *Teacher-designed*

		• *Assessment results are used to design lesson plans for the whole class, not individual students.*	• *Assessment criteria are clearly written.* • *Plans include formative assessments to use during instruction.* • *Lesson plans indicate possible adjustments based on formative assessment data.*	*assessments are authentic with real-world application, as appropriate.* • *Students develop rubrics according to teacher-specified learning objectives.* • *Students are actively involved in collecting information from formative assessments and provide input.*
Possible Examples	• *The teacher marks papers on the foundation of the U.S. constitution based on grammar and punctuation; for every mistake, the grade drops from an A to a B, B to a C, etc.* • *After the students present their research on Globalization , the teacher*	• *The district goal for the Europe unit is for students to understand geopolitical relationships; the teacher plans to have the students memorize all the country capitals and rivers.* • *The teacher's students received their tests back; each one was simply marked with a letter*	• *Mr. K knows that his students will write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.* • *Ms. M worked on a writing rubric for her research*	• *To teach persuasive writing, Ms. H plans to have her class research and write to the principal on an issue that is important to the students: the use of cell phones in class.* • *Mr. J's students will write a*

	tells them their letter grade; when students asked how he arrived at the grade, he responds, "After all these years in education, I just know what grade to give." • *The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?"* • *The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving."*	*grade at the top.* • *The plan indicates that the teacher will pause to "check for understanding" but without a clear process of how that will be done.* • *A student says, "If half the class passed the test, why are we all reviewing the material again?"*	*assessment; she drew on multiple sources to be sure the levels of expectation were clearly defined.* • *Mr. C creates a short questionnaire to distribute to his students at the end of class; based on their responses, he will organize them into different groups during the next lesson's activities.* • *Based on the previous morning's formative assessment, Ms. D plans to have five students to work on a more challenging project, while she works with 6 other students to reinforce the concept.*	*rubric for their final project on the benefits of solar energy; Mr. J has shown them several sample rubrics and they will refer to those as they create a rubric of their own.* • *After the lesson Mr. L asks students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson.* • *Mrs. T has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with the*

				teacher during workshop time.

Domain 2: The Classroom Environment	**2a: Creating an Environment of Respect and Rapport**
2a: Creating an environment of respect and rapport	An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe. The elements of component 2a are listed below and are evaluated: • Teacher interactions with students, including both words and actions *A teacher's interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.* • Student interactions with other students, including both words and actions *As important as a teacher's treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers model and teach students how to engage in respectful interactions with one another and acknowledge respectful interactions among students.* Indicators include: • *Respectful talk and turn taking* • *Respect for students' background and lives outside of the classroom* • *Teacher and student body language* • *Physical proximity* • *Warmth and caring* • *Politeness* • *Encouragement* • *Active listening* • *Fairness*

	Ineffective	**Progressing**	**Effective**	**Highly Effective**

2a: Creating an environment of respect and rapport	Negativity, insensitivity to cultural backgrounds, sarcasm, and put-downs characterize interactions both between teacher and students, and among students.	Interactions, both between the teacher and students and among students, reflect only occasional insensitivity or lack of responsiveness to cultural or developmental differences among students.	Civility and respect characterize interactions, between teacher and students and among students. These reflect general caring, and are appropriate to the cultural and developmental differences among groups of students.	Students play an important role in ensuring positive interactions among students. Relationships between teacher and individual students are highly respectful, reflecting sensitivity to students' cultures and levels of development.
Critical Attributes	• *Teacher uses disrespectful talk towards students. Student body language indicates feelings of hurt or insecurity.* • *Students use disrespectful talk towards one another with no response from the teacher.* • *Teacher displays no familiarity with or caring about individual students' interests or personalities.*	• *The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.* • *Teacher attempts to respond to disrespectful behavior among students, with uneven results.* • *Teacher attempts to make connections with individual students, but student reactions indicate that*	• *Talk between teacher and students and among students is uniformly respectful.* • *Teacher responds to disrespectful behavior among students.* • *Teacher makes superficial connections with individual students.*	*In addition to the characteristics of "proficient,"* • *Teacher demonstrates knowledge and caring about individual students' lives beyond school.* • *When necessary, students correct one another in their conduct towards classmates.* • *There is no disrespectful behavior among students.* • *The teacher's response to a student's incorrect response respects the student's*

		the efforts are not completely successful or are unusual.		*dignity.*
Possible Examples	• *A student slumps in his/her chair following a comment by the teacher.* • *Students roll their eyes at a classmate's idea; the teacher does not respond.* • *Many students talk when the teacher and other students are talking; the teacher does not correct them.* • *Some students refuse to work with other students.* • *Teacher does not call students by their names.*	• *Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.* • *A few students do not engage with others in the classroom, even when put together in small groups.* • *Students applaud half-heartedly following a classmate's presentation to the class.* • *Teacher says "Don't talk that way to your classmates," but student shrugs his/her shoulders*	• *Teacher greets students by name as they enter the class or during the lesson.* • *The teacher gets on the same level with students, such as kneeling beside a student working at a desk.* • *Students attend fully to what the teacher is saying.* • *Students wait for classmates to finish speaking before beginning to talk.* • *Students applaud politely following a classmate's presentation to the class.* • *Students help each other and accept*	• *Teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).* • *Students say "Shhh" to classmates while the teacher or another student is speaking.* • *Students clap enthusiastically for one another's presentations for a job well done.* • *The teacher says:"That's an interesting idea, Josh, but you're 'forgetting...."*

			help from each other. • *Teacher and students use courtesies such as "please/thank you, excuse me."* • *Teacher says "Don't talk that way to your classmates," and the insults stop.*	

Component	2b: Establishing a Culture for Learning
2b: Establishing a culture for learning	"A culture for learning" refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work. Elements of component 2b are: • Importance of the content and of learning *In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.* • Expectations for learning and achievement *In classrooms with robust cultures for learning, all students receive the message that, while the work is challenging, they are capable of achieving it if they are prepared to work hard.* • Student pride in work *When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.* Indicators include: • *Belief in the value of the work* • *Expectations are high and supported through both verbal and nonverbal behaviors* • *Quality is expected and recognized* • *Effort and persistence are expected and recognized* • *Confidence in ability is evidenced by teacher and students language and behaviors* • *Expectation for all students to participate*

	Ineffective	Progressing	Effective	Highly Effective
2b: Establishing a culture for learning	Teacher displays little or no energy, and conveys low expectations for student achievement. The students themselves show little or no pride in their work.	Teacher's attempt to create a culture for learning is only partially successful, with both teacher and students appear to be only "going through the motions."	The classroom culture is positive, and is characterized by high expectations for most students, genuine commitment to the work by both teacher and students, with	High levels of student energy and teacher passion for the subject create a culture for learning in which both students and teacher share a belief in the importance of the

		Teacher displays minimal commitment to the work and only moderate expectations for student achievement. Students themselves display little pride in their work.	students demonstrating pride in their work.	subject, and all students hold themselves to high standards of performance, initiating improvements to their work.
Critical Attributes	• *The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.* • *The teacher conveys to at least some students that the work is too challenging for them.* • *Students exhibit little or no pride in their work.* • *Class time is devoted more to socializing than to learning*	• *Teacher's energy for the work is neutral: indicating neither a high level of commitment nor "blowing it off."* • *The teacher conveys high expectations for only some students.* • *Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work.* • *Many students indicate that they are looking for*	• *The teacher communicates the importance of learning, and that with hard work all students can be successful in it.* • *The teacher demonstrates a high regard for student abilities.* • *Teacher conveys an expectation of high levels of student effort.* • *Students expend good effort to complete work of high quality.*	*In addition to the characteristics of "proficient,"* • *The teacher communicates a genuine passion for the subject.* • *Students indicate that they are not satisfied unless they have complete understanding.* • *Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer.* • *Students recognize the efforts of their*

		an "easy path."		*classmates.* • *Students take initiative in improving the quality of their work.*
Possible Examples	• *The teacher tells students that they're doing a lesson because it's on the test, in the book, or is district directed.* • *Teacher says to a student: "Why don't you try this easier problem?"* • *Students turn in sloppy or incomplete work.* • *Students don't engage in work and the teacher ignores it.* • *Students have not completed their homework and the teacher does not respond.* • *Almost all of the activities are "busy work."*	• *Teacher says: "Let's get through this."* • *Teacher says: "I think most of you will be able to do this."* • *Students consult with one another to determine how to fill in a worksheet, without challenging classmates' thinking.* • *Teacher does not encourage students who are struggling.* • *Some students get to work after an assignment is given or after entering the room.*	• *Teacher says: "This is important; you'll need to speak grammatical English when you apply for a job."* • *Teacher says: "This idea is really important! It's central to our understanding of history."* • *Teacher says: "Let's work on this together: it's hard, but you all will be able to do it well."* • *Teacher hands a paper back to a student, saying "I know you can do a better job on this." The student accepts it without complaint.* • *Students get right to work right away when an assignment is given or after entering the*	• *The teacher says "It's really fun to find the patterns for factoring polynomials."* • *Student asks a classmate to explain a concept or procedure since s/he didn't quite follow the teacher's explanation.* • *Students question one another on answers.* • *Student asks the teacher whether s/he can re-do a piece of work since s/he now sees how it could be strengthened.* • *Students work even when the teacher isn't working with them or directing their efforts.*

			room.	

Component	2c: Managing Classroom Procedures
2c: Managing Classroom Procedures	A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class "runs itself." Elements of Component 2c are: • Management of instructional groups Teachers *help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher* • Management of transitions *Many lessons engage students in different types of activities – large group, small group, independent work. It's important that little time is lost as students move from one activity to another; students know the "drill" and execute it seamlessly* • Management of materials and supplies *Experienced teachers have all necessary materials to hand, and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction* • Performance of non-instructional duties *Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.* Indicators include: • *Smooth functioning of all routines* • *Little or no loss of instructional time* • *Students playing an important role in carrying out the routines* • *Students know what to do, where to move*

	Ineffective	Progressing	Effective	Highly Effective
2c: Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
Critical Attributes	• *Students not working with the teacher are disruptive to the class.* • *There are no established procedures for distributing and collecting materials.* • *Procedures for other activities are confused or chaotic.*	• *Small groups are only partially engaged while not working directly with the teacher.* • *Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough.* • *Classroom routines function unevenly.*	• *The students are productively engaged during small group work.* • *Transitions between large and small group activities are smooth.* • *Routines for distribution and collection of materials and supplies work efficiently.* • *Classroom routines function smoothly.*	*In addition to the characteristics of "proficient,"* • *Students take the initiative with their classmates to ensure that their time is used productively.* • *Students themselves ensure that* transitions *and other routines are accomplished smoothly.* • *Students take initiative*

				in distributing and collecting materials efficiently.
Possible Examples	• *When moving into small groups, students are confused as to where they are supposed to go, whether they should take their chairs, etc.* • *There are long lines for materials and supplies or distributing supplies is time-consuming.* • *Students bump into one another lining up or sharpening pencils.* • *Roll-taking consumes much time at the beginning of the*	• *Some students not working with the teacher are not productively engaged in learning.* • *Transitions between large and small group activities are rough but they are accomplished.* • *Students are not sure what to do when materials are being distributed or collected.* • *Students ask some clarifying questions about procedures* • *The attendance or lunch count consumes more time than it would need if the procedure were more routinized.*	• *Students get started on an activity while the teacher takes attendance.* • *Students move smoothly between large and small group activities.* • *The teacher has an established timing device, such as counting down, to signal students to return to their desks.* • *Teacher has an established attention signal, such as raising a hand, or dimming the lights.* • *One member of each small group collects materials*	• *Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.* • *A student reminds classmates of the roles that they are to play within the group.* • *A student re-directs a classmate to the table s/he should be at following a transition.* • *Students propose an improved attention signal.* • *Students independe*

	lesson and students are not working on anything. • *Most students ask what they are to do or look around for clues from others.*		*for the table.* • *There is an established color-coded system indicating where materials should be stored.* • *In small group work, students have established roles, they listen to one another, summarizing different views, etc.* • *Clean-up at the end of a lesson is fast and efficient.*	*ntly check themselves into class on the attendance board.*

Component	2c: Managing Student Behavior
2d: Managing Student Behavior	In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do, and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content. Elements of Component 2d are: • Expectations I*t is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented* • Monitoring of student behavior E*xperienced teachers seem to have eyes "in the backs of their heads;" they are attuned to what's happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which makes it challenging to observe* • Response to student misbehavior E*ven experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher's skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content? Are they trying to impress their friends?) and respond in such a way that they respect the dignity of the student. The best responses are those that address misbehavior early in an episode, although this is not always possible.* Indicators include: • *Clear standards of conduct, possibly posted, and possibly referred to during a lesson* • *Absence of acrimony between teacher and students concerning behavior* • *Teacher awareness of student conduct* • *Preventive action when needed by the teacher* • *Fairness* • *Absence of misbehavior* • *Reinforcement of positive behavior*

	Ineffective	Progressing	Effective	Highly Effective
2d: Managing Student Behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
Critical Attributes	• *The classroom environment is chaotic, with no apparent standards of conduct.* • *The teacher does not monitor student behavior.* • *Some students violate classroom rules, without apparent teacher awareness.* • *When the teacher*	• *Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.* • *Teacher attempts to keep track of student behavior, but with no apparent system.* • *The teacher's*	• *Standards of conduct appear to have been established.* • *Student behavior is generally appropriate.* • *The teacher frequently monitors student behavior.* • *Teacher's response to student misbehavior is effective.* • *Teacher*	*In addition to the characteristics of "proficient,"* • *Student behavior is entirely appropriate; no evidence of student misbehavior.* • *The teacher monitors student behavior without speaking – just moving about.* • *Students*

	notices student misbehavior, s/he appears helpless to do anything about it.	*response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.*	*acknowledges good behavior.*	*respectfully intervene as appropriate with classmates to ensures compliance with standards of conduct.*
Possible Examples	• *Students are talking among themselves, with no attempt by the teacher to silence them.* • *An object flies through the air without apparent teacher notice.* • *Students are running around the room, resulting in a chaotic environment.* • *Their phones and other electronics distract students and other electronics distract students and teacher doesn't do anything.*	• *Classroom rules are posted, but neither teacher nor students refers to them.* • *The teacher repeatedly asks students to take their seats; they ignore him/her.* • *To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."*	• *Upon a non-verbal signal from the teacher, students correct their behavior.* • *The teacher moves to every section of the classroom, keeping a close eye on student behavior.* • *The teacher gives a student a "hard look," and the student stops talking to his/her neighbor.*	• *A student suggests a revision in one of the classroom rules.* • *The teacher notices that some students are talking among themselves, and without a word, moves nearer to them; the talking stops.* • *The teacher asks to speak to a student privately about misbehavior.* • *A student reminds his/her classmates of the class rule about chewing gum.*

	Ineffective	Progressing	Effective	Highly Effective
2e: Organizing Physical Space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
Critical Attributes	• *There are physical hazards in the classroom, endangering student safety.* • *Many students can't see or hear the teacher or the board.* • *Available technology is not being used, even if available and its use would enhance the lesson.*	• *The physical environment is safe, and most students can see and hear.* • *The physical environment is not an impediment to learning, but does not enhance it.* • *The teacher makes limited use of available technology and other resources.*	• *The classroom is safe, and all students are able to see and hear.* • *The classroom is arranged to support the instructional goals and learning activities.* • *The teacher makes appropriate use of available technology.*	*In addition to the characteristics of "proficient,"* • *Modifications are made to the physical environment to accommodate students with special needs.* • *There is total alignment between the goals of the lesson and the physical environment.* • *Students take the initiative to adjust the physical environment.*

				• *Teachers and students make extensive and imaginative use of available technology*
Possible Examples	• *There are electrical cords running around the classroom.* • *There is a pole in the middle of the room; some students can't see the board.* • *A white board is in the classroom, but it is facing the wall, indicating that it is rarely, if ever, used.*	• *The teacher ensures that dangerous chemicals are stored safely.* • *The classroom desks remain in two semicircles, even though the activity for small groups would be better served by moving the desks to make tables for a portion of the lesson.* • *The teacher tries to use computer to illustrate a concept, but requires several attempts to make it work.*	• *There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.* • *Desks are moved to make tables so students can work together, or in a circle for a class discussion.* • *The use of an Internet connection enriches the lesson.*	• *Students ask if they can shift the furniture to better suit small group work, or discussion.* • *A student closes the door to shut out noise in the corridor, or lowers a blind to block the sun from a classmate's eyes.* • *A student suggests an application of the white board for an activity.*

Domain 3: Instruction	3a: Communicating with Students
3a: Communicating with Students	Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities, so students know what it is that they are to do. When they present concepts and information, those presentations are made with accuracy, clarity and imagination; where appropriate to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding. And the teacher's use of language is vivid, rich, and error free, affording the opportunity for students to hear language well used and to extend their own vocabularies. Teacher presents complex concepts in ways that provide scaffolding and access to students. Elements of Component 3a are: • Expectations for learning *The goals for learning are communicated clearly to students. Even if not conveyed at the outset of a lesson (for example, an inquiry lesson in science) by the end of the lesson students are clear about what they have been learning.* • Directions for activities *Students are clear about what they are expected to do during a lesson, particularly if students are working independently or with classmates without direct teacher supervision. These directions for the lesson activities may be provided orally, in writing, or in some combination of the two.* • Explanations of content *Skilled teachers, when explaining concepts to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions.* • Use of oral and written language *For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive.* Indicators include: • *Clarity of lesson purpose* • *Clear directions and procedures specific to the lesson activities*

	• *Absence of content errors and clear explanations of concepts* • *Students understand the content* • *Correct and imaginative use of language*

	Ineffective	Progressing	Effective	Highly Effective
3a: Communicating with Students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
Critical Attributes	• *At no time during the lesson does the teacher convey to the students what they will be learning.* • *Students indicate through their questions that they are confused as to the learning task.* • *The teacher makes a serious content error that will affect students' understandin*	• *The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.* • *Teacher must clarify the learning task so students can complete it.* • *The teacher makes no serious content errors,*	• *The teacher states clearly, at some point during the lesson, what the students will be learning.* • *If appropriate, the teacher models the process to be followed in the task.* • *Students engage with the learning task, indicating that they understand what they*	*In addition to the characteristics of "proficient,"* • *The teacher points out possible areas for misunderstanding.* • *Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.* • *All students seem to*

	g of the lesson. • *Students indicate through body language or questions that they don't understand the content being presented.* • *Teacher's communications include errors of vocabulary or usage.* • *Vocabulary is inappropriate to the age or culture of the students.*	*although may make a minor error.* • *The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students.* • *Vocabulary and usage are correct but unimaginative.* • *Vocabulary is too advanced or juvenile for the students.*	*are to do.* • *The teacher makes no content errors.* • *Teacher's explanation of content is clear, and invites student participation and thinking.* • *Vocabulary and usage are correct and completely suited to the lesson.* • *Vocabulary is appropriate to the students' ages and levels of development.*	*understand the presentation.* • *The teacher invites students to explain the content to the class, or to classmates.* • *Teacher uses rich language, offering brief vocabulary lessons where appropriate.*
Possible Examples	• *A student asks: "What are we supposed to be doing?" but the teacher ignores the question.* • *The teacher states that to add fractions, they must have the same numerator.* • *Students have a quizzical look on their*	• *The teacher mis-pronounces "..."* • *The teacher says: "And oh, by the way, today we're going to factor polynomials."* • *A student asks: "What are we supposed to be doing?"*	• *"By the end of today's lesson, you're all going to be able to factor different types of polynomials."* • *In the course of a presentation of content, the teacher asks*	• *The teacher says: "Here's a spot where some students have difficulty:... be sure to read it carefully."* • *The teacher asks a student to explain the task to other students.*

	faces; some may withdraw from the lesson. • *Students become disruptive, or talk among themselves in an effort to follow the lesson.* • *The teacher uses technical terms with an elementary class without explaining their meanings.* • *The teacher says "ain't."*	*and the teacher clarifies the task.* • *Students ask "What do I write here?" in order to complete a task.* • *The teacher says: "Watch me while I show you how to …." with student asked only to listen.* • *A number of students do not seem to be following the explanation.* • *Students are inattentive during the teacher's explanation of content.*	*of students: "Can anyone think of an example of that?"* • *The teacher uses a board or projection device so students can refer to it without requiring the teacher's attention.*	• *When needed, a student offers clarification about the learning task to classmates.* • *The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day, or by the water in a hose that has been sitting in the sun.* • *The teacher says: "Why would like to explain this idea to us?"* • *The teacher pauses during an explanation of the civil rights movement to remind students that the prefix "in" as in "inequality" means*

				not." The prefix "un" also means the same thing.

Component	3b: Using Questioning and Discussion Techniques
3b: Using Questioning and Discussion Techniques	Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this reflects their central importance to teachers' practice. But in the framework, it is important that questioning and discussion are used as techniques to deepen student understanding, rather than serving as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High quality questions encourage students to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. They may be based around questions formulated by the students themselves. Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, in lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component. In order for students to formulate high-level questions, they must have learned how to do this. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught. Elements of component 3b are: • Quality of questions/prompts *Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them, and they provide students with sufficient time to think about their response, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a*

	series of (usually low-level) questions in a type of verbal quiz. This may be helpful for the purpose of establishing the facts of an historical event, for example, but they should not be confused with the use of questioning to deepen students' understanding. • Discussion techniques *Effective teachers promote learning through discussion. Some teachers report that "we discussed x" when what they mean is that "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion, a teacher poses a question, and invites all students' views to be heard, and enabling students to engage in discussion directly with one another, not always mediated by the teacher.* • Student participation *In some classes a few students tend to dominate the discussion, other students, recognizing this pattern, hold back their contributions. Teacher uses a range of techniques to ensure that all students contribute to the discussion, and enlist the assistance of students to ensure this outcome.* Indicators include: • *Questions of high cognitive challenge, formulated by both students and teacher* • *Questions with multiple correct answers, or multiple approaches even when there is a single correct response* • *Effective use of student responses and ideas* • *Discussion with the teacher stepping out of the central, mediating role* • *High levels of student participation in discussion*

	Ineffective	Progressing	Effective	Highly Effective
3b: Using Questioning and Discussion Techniques	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher' attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
Critical Attributes	• *Questions are rapid-fire, and convergent, with a single correct answer.* • *Questions do not invite student thinking.* • *All discussion is between teacher and students; students are not invited to speak directly to one another.* • *A few students dominate the discussion.*	• *Teacher frames some questions designed to promote student thinking, but only a few students are involved.* • *The teacher invites students to respond directly to one another's ideas, but few students respond.* • *Teacher calls on many students, but only a small number actually participate in the*	• *Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers.* • *The teacher makes effective use of wait time.* • *The teacher builds on uses student responses to questions effectively.* • *Discussions enable students to talk to one another, without ongoing mediation by the teacher.* • *The teacher*	*In addition to the characteristics of "proficient,"* • *Students initiate higher-order questions.* • *Students extend the discussion, enriching it.* • *Students invite comments from their classmates during a discussion.*

		discussion.	*calls on most students, even those who don't initially volunteer.* • *Many students actively engage in the discussion.*	

Component	3c: Engaging Students in Learning
3c: Engaging Students in Learning	Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely "busy," nor are they only "on task." Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering "what if?" questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher arranged) choices, and making important contributions to the intellectual life of the class. Such activities don't typically consume an entire lesson, but they are essential components of engagement. A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, there is closure to the lesson, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is "What are the students being asked to do?" If the answer to that question is that they are filling in blanks on a worksheet, or performing a rote procedure, they are unlikely to be cognitively engaged. In observing a lesson, it is essential not only to watch the teacher, but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. Elements of Component 3c are: • Activities and assignments *The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning are aligned with the goals of the lesson, and require student thinking that emphasizes depth over breadth, and that may allow students to exercise some choice.* • Grouping of students *How students are grouped for instruction is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.* • Instructional materials and resources *The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. While some teachers*

	are obliged to use a school or district's officially sanctioned materials, many teacher use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning, for example, the use of primary source materials in social studies. • Structure and pacing *No one, whether adults or students, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.* Indicators include: • *Activities aligned with the goals of the lesson* • *Student enthusiasm, interest, thinking, problem-solving, etc* • *Learning tasks that require high-level student thinking and are aligned with lesson objectives* • *Students highly motivated to work on all tasks and are persistent even when the tasks are challenging* • *Students actively "working," rather than watching while their teacher "works."* • *Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection*

	Ineffective	**Progressing**	**Effective**	**Highly Effective**
3c: Engaging Students in Learning	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.

		not fully maintained.		

Critical Attributes	• *Few students are intellectually engaged in the lesson.* • *Learning tasks require only recall or have a single correct response or method.* • *The materials used ask students only to perform rote tasks.* • *Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.* • *Instructional materials used are unsuitable to the lesson and/or the students.* • *The lesson drags, or is rushed.*	• *Some students are intellectually engaged in the lesson.* • *Learning tasks are a mix of those requiring thinking and recall.* • *Student engagement with the content is largely passive, learning primarily facts or procedures.* • *Students have no choice in how they complete tasks.* • *The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.* • *The materials and resources are partially aligned to the lesson objectives, only some of*	• *Most students are intellectually engaged in the lesson.* • *Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.* • *Students have some choice in how they complete learning tasks.* • *There is a mix of different types of groupings, suitable to the lesson objectives.* • *Materials and resources support the learning goals and require intellectual engagement, as appropriate.* • *The pacing of the lesson provides students the time needed to be intellectually engaged.*	*In addition to the characteristics of "proficient,"* • *Virtually all students are highly engaged in the lesson.* • *Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.* • *Students suggest modifications to the grouping patterns used.* • *Students have extensive choice in how they complete tasks.* • *Students suggest modifications or additions to the materials being used.* • *Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.*

		them demanding student thinking. • *The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.*		

Possible Examples	• *Students are able to fill out the lesson worksheet without understanding what it's asking them to do.* • *The lesson drags, or feels rushed.* • *Students complete "busy work" activities.*	• *Students are asked to fill in a worksheet, following an established procedure.* • *There is a recognizable beginning, middle, and end to the lesson.* • *Parts of the lesson have a suitable pace; other parts drag or feel rushed.*	• *Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents.* • *Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table.* • *There is a clear beginning, middle, and end to the lesson.* • *The lesson is neither rushed nor drags.*	• *Students are asked to write an essay "in the style of Hemmingway."* • *A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.* • *Students identify or create their own learning materials.* • *Students summarize their learning from the lesson.*

Component	3d: Using Assessment in Instruction
3d: Using Assessment in Instruction	Assessment of student learning plays an important role in instruction; no longer does it signal the *end* of instruction; it is now recognized to be an integral part *of* instruction. While assessment *of* learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what they intend) assessment *for* learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have their finger on "the pulse" of a lesson, monitoring student understanding and, where appropriate, offering feedback to students. Of course, a teacher's actions in monitoring student learning, while it may superficially look the same as monitoring student behavior, has a fundamentally different purpose. When a teacher is monitoring behavior, he/she is alert to students who may be passing notes, or bothering their neighbors; when teachers monitor student learning, they look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing do is quite different in the two situations. Similarly, on the surface, questions asked of students for the purpose of monitoring learning, are fundamentally different from those used to build understanding; in the former, teachers are alert to students' revealed misconceptions, whereas in the latter the questions are designed to explore relationships, or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding, and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance. In this component. But as important as monitoring of student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a "teachable moment." Elements of Component 3d are: • Assessment Criteria *It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria for, for example, a clear oral presentation.* • Monitoring of student learning *A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. But even after carefully planning, monitoring of*

	student learning must be woven seamlessly into the lesson, using a variety of techniques. • Feedback to students *Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing as to how they are doing, and how their work can be improved. Valuable feedback must be timely, constructive, and substantive, and provide students the guidance they need to improve their performance.* • Student self-assessment and monitoring of progress *The culmination of student assumption of responsibility for their learning is when they monitor their own learning, and take appropriate action. Of course, they can only do this if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.* Indicators include: • *Teacher paying close attention to evidence of student understanding* • *Teacher posing specifically-created questions to elicit evidence of student understanding* • *Teacher circulating to monitor student learning and to offer feedback* • *Students assessing their own work against established criteria* • *Teacher adjusting instruction in response to evidence of student understanding (or lack of it)*

	Ineffective	**Progressing**	**Effective**	**Highly Effective**
3d: Using Assessment in Instruction	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students

		evaluate their work.	evaluate their work.	and teachers, and high quality feedback to students from a variety of sources.
Critical Attributes	• *The teacher gives no indication of what high quality work looks like.* • *The teacher makes no effort to determine whether students understand the lesson.* • *Feedback is only global.* • *The teacher does not ask students to evaluate their own or classmates' work.*	• *There is little evidence that the students understand how their work will be evaluated.* • *Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.* • *Teacher requests global indications of student understanding .* • *Feedback to students is not uniformly specific, not oriented towards future improvement of work.* • *The teacher makes only minor attempts to engage students in self*	• *Students indicate that they clearly understand the characteristics of high quality work.* • *The teacher elicits evidence of student understanding during the lesson Students are invited to assess their own work and make improvements.* • *Feedback includes specific and timely guidance for at least groups of students.* • *The teacher attempts to engage students in self- or peer-assessment.* • *When necessary, the teacher makes adjustments to the lesson to*	*In addition to the characteristics of "proficient,"* • *There is evidence that students have helped establish the evaluation criteria.* • *Teacher monitoring of student understanding is sophisticated and continuous : the teacher is constantly "taking the pulse" of the class.* • *Teacher makes frequent use of strategies to elicit information about*

		or peer-assessment. • *The teacher's attempts to adjust the lesson are partially successful.*	*enhance understanding by groups of students.*	*individual student understanding.* • *Feedback to students is specific and timely, and is provided from many sources, including other students.* • *Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.* • *The teacher's adjustments to the lesson are designed to assist individual students.*
Possible Examples	• *A student asks: "How is this assignment going to be graded?"* • *A student asks "Does this quiz count towards my grade?"*	• *Teacher asks: "Does anyone have a question?* • *When a student completes a problem on the board, the teacher corrects the*	• *The teacher circulates during small group or independent work, offering suggestions to groups of students.* • *The teacher*	• *The teacher reminds students of the characteristics of high-quality work (the*

	• *The teacher forges ahead with a presentation without checking for understanding .* • *The teacher says: "good job, everyone."*	*student's work without explaining why.* • *The teacher, after receiving a correct response from one student, continues, without ascertaining whether all students understand the concept.*	*uses specifically formulated question to elicit evidence of student understanding .* • *The teacher asks students to look over their papers to correct their errors.*	*assessment criteria), suggesting that the students themselves helped develop them.* • *While students are working, the teacher circulates providing substantive feedback to individual students.* • *The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.* • *Students offer feedback to their classmates on their work.* • *Students evaluate a piece of their writing*

				against the writing rubric and confer with the teacher about how it could be improved.

Component	3e: Demonstrating Flexibility and Responsiveness
3e: Demonstrating Flexibility and Responsiveness	"Flexibility and responsiveness" refer to a teacher's skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in mid-stream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go, and being prepared for different possible scenarios. But even the most skilled, and best prepared, teachers will on occasion find that either a lesson is not going as they would like, or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks. Elements of component 3e are: • Lesson adjustment *Experienced teachers are able to make both minor and (when needed) major adjustments to a lesson, a mid-course correction. Such adjustments depend on a teacher's store of alternate instructional strategies, and the confidence to make a shift when needed.* • Response to students *Occasionally during a lesson an unexpected event will occur which presents a true "teachable moment." It is a mark of considerable teacher skill to be able to capitalize on such opportunities.* • Persistence *Committed teachers don't give up easily; when students encounter difficulty in learning (which all do at some point) these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.* Indicators include: • *Incorporation of student interests and events of the day into a lesson* • *Visible adjustment in the face of student lack of understanding* • *Teacher seizing on a "teachable moment"*

	Ineffective	Progressing	Effective	Highly Effective
3e: Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.
Critical Attributes	• *Teacher ignores indications of student boredom or lack of understanding.* • *Teacher brushes aside student questions.* • *Teacher makes no attempt to incorporate student interests into the lesson.* • *The teacher conveys to students that when they have difficulty*	• *Teacher's efforts to modify the lesson are only partially successful.* • *Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.* • *The teacher conveys to students a level of responsibility for their learning, but uncertainty*	• *Teacher successfully makes a minor modification to the lesson.* • *Teacher incorporates students' interests and questions into the heart of the lesson.* • *The teacher conveys to students that she has other approaches to try when the students*	*In addition to the characteristics of "proficient,"* • *Teacher successfully executes a major lesson readjustment when needed.* • *Teacher seizes on a teachable moment to enhance a lesson.* • *The teacher conveys to students that he*

	learning, it is their fault. • *In reflecting on practice, the teacher does not indicate that it is important to reach all students.*	*as to how to assist them.* • *In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.*	*experience difficulty.* • *In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.*	*won't consider a lesson "finished" until every student understands, and that he has a broad range of approaches to use.* • *In reflecting on practice, the teacher can cite others in the school and beyond who she has contacted for assistance in reaching some students. The teacher's adjustments to the lesson are designed to assist individual students.*
Possible Examples	• *The teacher says: "We don't have time for that today."* • *The teacher*	• *The teacher says: "I'll try to think of another way to come at this and get*	• *The teacher says: "That's an interesting idea; let's see how it*	• *The teacher stops in mid-stream in a lesson,*

	makes no attempt to adjust the lesson based on student confusion. • *The teacher says: "If you'd just pay attention, you could understand this."*	*back to you."* • *The teacher says: "I realize not everyone understands this, but we can't spend any more time on it."* • *The teacher re-arranges the way the students are grouped in an attempt to help students understand the lesson.*	*fits."* • *The teacher illustrates a principle of good writing to a student using his interest in basketball as context.* • *The teacher says: "Let's try this way, and then uses another approach."*	*and says: "This activity doesn't seem to be working! Here's another way I'd like you to try it."* • *The teacher incorporates the school's upcoming championship game into an explanation of averages.* • *The teacher says: "If we have to come back to this tomorrow, we will; it's really important that you understand it."*

Domain 4	Professional Responsibilities
4a: Reflecting on Teaching	Reflecting on teaching encompasses the teacher's thinking that follows any instructional event, an analysis of the many decisions made both in planning and implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions, and what aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations and conversations with students, or simply thinking about their teaching. Reflecting with accuracy, specificity and ability to use what has been learned in future teaching is a learned skill; mentors, coaches and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning. Elements of component 4a are: • Accuracy *As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.* • Use in future teaching *In order for the potential of reflection to improve teaching to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these plans.* Indicators include: • Accurate reflections on a lesson • Citations of adjustments to practice, drawing on a repertoire of strategies

	Ineffective	Progressing	Effective	Highly Effective
4a: Reflecting on Teaching	Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.	Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved.	Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.
Critical Attributes	• *The teacher considers the lesson but draws incorrect conclusions about its effectiveness.* • *The teacher makes no suggestions for improvement.*	• *The teacher has a general sense of whether or not instructional practices were effective.* • *The teacher offers general modifications for future instruction.*	• *The teacher accurately assesses the effectiveness of instructional activities used.* • *The teacher identifies specific ways in which a lesson might be improved.*	*In addition to the characteristics of "proficient,"* • *Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness.* • *Teacher's suggestions for improvement draw on an extensive repertoire.*
Possible Examples	• *Despite evidence to*	• *At the end of the lesson the*	• *The teacher says; "I wasn't*	• *The teacher says: "I*

	the contrary, the teachers says, "My students did great on that lesson!" • *The teacher says: "That was awful; I wish I knew what to do!"*	*teacher says, "I guess that went okay."* • *The teacher says: "I guess I'll try x next time."*	*pleased with the level of engagement of the students."* • *The teacher's journal indicates several possible lesson improvements.*	*think that lesson worked pretty well, although I was disappointed in how the group at the back table performed."* • *In conversation with colleagues, the teacher considers different group strategies for improving a lesson.*

Component	4b: Maintaining Accurate Records
4b: Maintaining Accurate Records	An essential responsibility of professional educators is keeping accurate records of both instructional and non-instructional events. This includes student completion of assignments, student progress in learning, and records of non-instructional activities that are part of the day-to-day functions in a school setting, including such things as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital, as these records inform interactions with students and parents, and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information that is being recorded. For example, records of formal assessments may be recorded electronically, using spreadsheets and databases, allowing for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders. Elements of component 4b are: • Student completion of assignments *Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed, but students' success in completing them.* • Student progress in learning *In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally, but must be updated frequently.* • Non-instructional records *Non-instructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples are such things as knowing which students have returned their permissions slips for a field trip, or which students have paid for their school pictures.* Indicators include: • Routines and systems that track student completion of assignments • Systems of information regarding student progress against instructional outcomes • Processes of maintaining accurate non-instructional records

	Ineffective	Progressing	Effective	Highly Effective
4b: Maintaining Accurate Records	Teacher's systems for maintaining both instructional and non-instructional records are either non-existent or in disarray, resulting in errors and confusion.	Teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful.	Teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient and successful.	Students contribute to the maintenance of the systems for maintaining both instructional and non-instructional records, which are accurate, efficient and successful
Critical Attributes	• *Absence of a system for either instructional or non-instructional records.* • *Record-keeping systems that are in disarray so as to provide incorrect or confusing information.*	• *The teacher has a process for recording student work completion. However, it may be out-of-date or does not permit students to access the information.* • *The teacher's process for tracking student progress is cumbersome to use.* • *The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors.*	• *The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.* • *The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.*	*In addition to the characteristics of "proficient,"* • *Students contribute to and maintain records indicating completed and outstanding work assignments.* • *Students contribute to and maintain data files indicating their own progress in learning.* • *Students contribute to maintaining non-instructional*

			• *The teacher's process for recording non-instructional information is both efficient and effective.*	*records for the class.*
Possible Examples	• *A student says, "I'm sure I turned in that assignment, but the teacher lost it!"* • *The teacher says, "I misplaced the writing samples for my class but it doesn't matter – I know what the students would have scored."* • *On the morning of the field trip, the teacher discovers that five students never turned in their permission slips.*	• *A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!"* • *The teacher says: "I've got all these notes about how the kids are doing; I should put them into the system but I just don't have time."* • *On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the*	• *The teacher-creates a link on the class website which students can access to check on any missing assignments.* • *The teacher's grade book records student progress toward learning goals.* • *The teacher-creates a spreadsheet for tracking which students have paid for their school pictures.*	• *A student from each team maintains the database of current and missing assignments for the team.* • *When asked about their progress in a class, a student proudly shows her data file and can explain how the documents indicate her progress toward learning goals.* • *When they bring in their permission slips for a field trip, students add*

Component	4c: Communicating with Families
4c: Communicating with Families	Although the ability of families to participate in their child's learning varies widely due to other family or job obligations, it is the responsibility of teachers to provide opportunities for them to both understand the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about the instructional program, about individual students and they invite them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher's effort to communicate with families conveys an essential caring on the part of the teacher, valued by families of students of all ages. Elements of component 4c are: • Information about the instructional program *Frequent information in provided to families, as appropriate, about the instructional program* • Information about individual students *Frequent information in provided to families, as appropriate, about students' individual progress* • Engagement of families in the instructional program *Successful and frequent engagement opportunities are offered to families so they can participate in the learning activities* Indicators include: • Frequent and culturally appropriate information sent home regarding the instructional program, and student progress • Two-way communication between the teacher and families • Frequent opportunities for families to engage in the learning process

	Ineffective	Progressing	Effective	Highly Effective
4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Teacher successfully engages families in the instructional program; as appropriate.
Critical Attributes	• *Little or no information regarding instructional program available to parents.* • *Families are unaware of their children's progress.* • *Lack of family engagement activities.* • *Culturally inappropriate communication.*	• *School or district-created materials about the instructional program are sent home.* • *Infrequent or incomplete information sent home by teachers about the instructional program.* • *Teacher maintains school-required grade book but does little else to inform*	• *Information about the instructional program is available on a regular basis.* • *The teacher sends information about student progress home on a regular basis.* • *Teacher develops activities designed to successfully engage families in their children's learning, as*	*In addition to the characteristics of "proficient,"* • *On a regular basis, students develop materials to inform their families about the instructional program.* • *Students maintain accurate records about their individual*

		families about student progress. • *Teacher communications are sometimes inappropriate to families' cultural norms.*	*appropriate.*	*learning progress and frequently share this information with families.* • *Students contribute to regular and ongoing projects designed to engage families in the learning process.*
Possible Examples	• *A parent says, "I'd like to know what my kid is working on at school!"* • *A parent says, "I wish I knew something about my child's progress before the report card comes out."* • *A parent says, "I wonder why we never see any school work come home."*	• *A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class."* • *A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine."* • *Weekly quizzes are sent home for parent/guardian signature.*	• *The teacher-sends weekly newsletter home to families, including information that precedes homework, current class activities, community and/or school projects, field trips, etc.* • *The teacher-created monthly progress report sent home for each student.* • *The teacher sends home a project that asks students*	• *Students-create materials for "Back to School" night that outline the approach for learning science.* • *Student daily reflection log describes learning and go home each week for a response from a parent or guardian.* • *Students-design a*

			to	*project on charting family use of plastics.*

Component	4d: Participating in a Professional Community
4d: Participating in a Professional Community	Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, and recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school and/or larger district. These activities include such things as school and district curriculum committees, or engagement with the parent teacher organization. With experience, teachers assume leadership roles in these activities. Elements of component 4d are: • Relationships with colleagues *Teachers maintain a professional collegial relationship that encourages sharing, planning and working together toward improved instructional skill and student success* • Involvement in a culture of professional inquiry *Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice* • Service to the school *Teachers' efforts move beyond classroom duties by to contributing to school initiatives and projects* • Participation in school and district projects *Teachers contribute to and support larger school and district projects designed to improve the professional community* Indicators include: • Regular teacher participation with colleagues to share and plan for student success • Regular teacher participation in professional courses or communities that emphasize improving practice • Regular teacher participation in school initiatives • Regular teacher participation and support of community initiatives

	Ineffective	Progressing	Effective	Highly Effective
4d: Participating in a Professional Community	Teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving,	Teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	Teacher participates actively the professional community, and in school and district events and projects, and maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to the professional community, to school and district events and projects, and assumes a leadership role among the faculty.
Critical Attributes	• *The teacher's relationship with colleagues is characterized by negativity or combativeness.* • *The teacher purposefully avoids contributing to activities promoting professional inquiry.* • *The teacher avoids involvement in school activities and school district and community projects.*	• *The teacher has pleasant relationship with colleagues.* • *When invited, the teacher participates in activities related to professional inquiry.* • *When asked, the teacher participates in school activities, and school district and community projects.*	• *The teacher has supportive and collaborative relationships with colleagues.* • *The teacher regularly participates in activities related to professional inquiry.* • *The teacher frequently volunteers to participate in school events and school district and community projects.*	*In addition to the characteristics of "proficient,"* • *The teacher takes a leadership role in promoting activities related to professional inquiry.* • *The teacher regularly contributes to and leads events that positively impact school life.* • *The teacher regularly contributes to and leads significant school*

				district and community projects.
Possible Examples	• *The teacher doesn't share test- taking strategies with his colleagues. He figures that if his students do well, it will make him look good.* • *The teacher does not attend PLC meetings.* • *The teacher does not attend any school function after the dismissal bell.* • *The teacher says, "I work from 8:30 to 3:30 and not a minute more – I won't serve on any district committee unless they get me a substitute to cover my class."*	• *The teacher is polite, but never shares any instructional materials with his grade partners.* • *The teacher only attends PLC meetings when reminded by her supervisor.* • *The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance."* • *The teacher only contributes to the district Literacy committee when requested by the principal.*	• *The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during their team meetings.* • *The teacher has decided to take some of the free MIT courses online and to share his learning with colleagues.* • *The basketball coach is usually willing to chaperone the 9th grade dance because she knows all of her players will be there.* • *The teacher enthusiasticall*	• *The teacher leads the "mentor" teacher group at school, devoted to supporting new teachers during their first years of teaching.* • *The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills.* • *The teacher leads the school's annual "Olympics" day,*

			y represents the school during the district Social Studies review and brings her substantial knowledge of U.S. history to the course writing team.	*involving all students and faculty in athletic events.* • *The teacher leads the school district wellness committee, involving healthcare and nutrition specialists from the community.*

Component	4e: Growing and Developing Professionally
4e: Growing and Developing Professionally	As in other professions, the complexity of teaching requires continued growth and development, in order to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleague through such activities as joint planning, study groups, and lesson study provide opportunities for teachers to learn from one another. These activities allow for job embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession. Elements of component 4e are: • Enhancement of content knowledge and pedagogical skill *Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction* • Receptivity to feedback from colleagues *Teachers actively pursue networks that provide collegial support and feedback* • Service to the profession *Teachers are active in professional organizations serving to enhance their personal practice and so they can provide leadership and support to colleagues* Indicators include: • Frequent teacher attendance in courses and workshops; regular academic reading • Participation in learning networks with colleagues; feedback freely shared • Participation in professional organizations supporting academic inquiry

	Ineffective	Progressing	Effective	Highly Effective
4e: Growing and Developing Professionally	Teacher does not participate in professional development activities, and makes no effort to share knowledge with colleagues. Teacher is resistant to feedback from supervisors or colleagues.	Teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. Teacher accepts, with some reluctance, feedback from supervisors and colleagues.	Teacher seeks out opportunities for professional development based on an individual assessment of need, and actively shares expertise with others. Teacher welcomes feedback from supervisors and colleagues.	Teacher actively pursues professional development opportunities, and initiates activities to contribute to the profession In addition, teacher seeks out feedback from supervisors and colleagues.
Critical Attributes	• *The teacher is not involved in any activity that might enhance knowledge or skill.* • *The teacher purposefully resists discussing performance with supervisors or colleagues.* • *The teacher ignores invitations to join professional organizations or attending conferences.*	• *The teacher participates in professional activities when required or when provided by the school district.* • *The teacher reluctantly accepts feedback from supervisors and colleagues.* • *The teacher contributes in a limited fashion to educational professional organizations.*	• *The teacher seeks regular opportunities for continued professional development.* • *The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback.* • *The teacher actively participates in professional organizations designed to contribute to the profession.*	*In addition to the characteristics of "proficient,"* • *The teacher seeks regular opportunities for continued professional development, including initiating action research.* • *The teacher actively seeks feedback*

				from supervisors and colleagues. • *The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.*
Possible Examples	• *The teacher never takes continuing education courses, even though the credits would increase his salary.* • *The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she can simply discard the feedback form.*	• *The teacher politely attends district workshops and professional development days, but doesn't make much use of the materials received.* • *The teacher listens to his principal's feedback after a lesson, but isn't sure that the recommendations really apply in his situation.* • *The teacher*	• *The teacher eagerly attends the school district optional summer workshops finding them to be a wealth of instructional strategies he can use during the school year.* • *The teacher enjoys her principal's weekly walk through visits because they always lead to a valuable informal discussion*	• *The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.* • *The teacher is working on a*

	• *Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on teachers' time.*	*joins the local chapter of the American Library Association because she might benefit from the free books – but otherwise doesn't feel it's worth too much of her time.*	*during lunch the next day.* • *The teacher joined a Science Education Partnership and finds that it provides him access to resources for his classroom that truly benefit his students' conceptual understanding .*	*particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.* • *The teacher founded a local organization devoted to Literacy Education ; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.*

Component	4f: Showing Professionalism
4f: Showing Professionalism	Expert teachers demonstrate professionalism in both service to students as well as to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first, regardless of how this might challenge long-held assumptions, past practice or simply what is easier or more convenient for teachers. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of students. Professionalism is displayed in a number of ways. For example, interactions with colleagues are conducted with honesty and integrity. Student needs are known and teachers access resources to step in and provide help that may extend beyond the classroom. Teachers advocate for their students in ways that might challenge traditional views and the educational establishment, seeking greater flexibility in the ways school rules and policies are applied. Professionalism is also displayed in the ways teachers approach problem solving and decision making, with student needs in mind. Finally, teachers consistently adhere to school and district policies and procedures, but are willing to work to improve those that may be outdated or ineffective. Elements of component 4f are: • Integrity and ethical conduct *Teachers act with integrity and honesty* • Service to students *Teachers put students first in all considerations of their practice* • Advocacy *Teachers support their students' best interests, even in the face of traditional practice or beliefs* • Decision-making *Teachers solve problems with students' needs as a priority* • Compliance with school and district regulations *Teachers adhere to policies and procedures* Indicators include: • Teacher has a reputation as someone who can be trusted and is often sought as a sounding board • During committee or planning work, teacher frequently reminds participants that the students are the utmost priority • Teacher will support students, even in the face of difficult situations or conflicting policies • Teachers challenge existing practice in order to put students first • Teacher consistently fulfills school district mandates regarding policies and procedures

	Ineffective	Progressing	Effective	Highly Effective
4f: Showing Professionalism	Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines.	Teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but teacher's attempts to serve students are limited. Teacher complies minimally with school and district regulations, doing just enough to "get by."	Teacher displays a high level of ethics and professionalism in dealings with both students and colleagues, and complies fully and voluntarily with school and district regulations. Teacher complies fully with school and district regulations.	Teacher is proactive and assumes a leadership role in ensuring the highest ethical standards, and seeing that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in seeing that colleagues comply with school and district regulations.
Critical Attributes	• *Teacher is dishonest.* • *Teacher does not notice the needs of students.* • *The teacher engages in practices that are self-serving.* • *The teacher willfully rejects school district regulations.*	• *Teacher is honest.* • *Teacher notices the needs of students, but is inconsistent in addressing them.* • *Teacher does not notice that some school practices result in poor conditions*	• *Teacher is honest and known for having high standards of integrity.* • *Teacher actively addresses student needs.* • *Teacher actively works to provide opportunities for student success.* • *Teacher*	*In addition to the characteristics of "proficient,"* • *Teacher is considered a leader in terms of honesty, integrity, and confidentiality.* • *Teacher is highly proactive in serving students.* • *Teacher makes a concerted*

		for students. • *Teacher makes decisions professionally, but on a limited basis.* • *Teacher complies with school district regulations.*	*willingly participates in team and departmental decision-making.* • *Teacher complies completely with school district regulations.*	*effort to ensure opportunities are available for all students to be successful.* • *Teacher takes a leadership role in team and departmental decision-making.* • *Teacher takes a leadership role regarding school district regulations.*
Possible Examples	• *The teacher makes some errors when marking the last common assessment but doesn't tell his colleagues.* • *The teacher does not realize that three of her neediest students arrived at school an hour early every morning because their mother*	• *The teacher says, "I have always known my grade partner to be truthful. If she called in sick, then I believe her.* • *The teacher considers staying late to help some of her students in after- school daycare, but realizes it conflicts with her*	• *The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.* • *Despite her lack of knowledge about dance the teacher forms a dance club at her high school to meet the high*	• *When a young teacher has trouble understanding directions from the principal, she immediately goes to the teacher whom she knows can be relied on for expert advice and complete discretion.* • *After the school' s intramural basketball*

	can't afford daycare. • *The teacher fails to notice that one of her Kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.* • *When one his colleagues goes home suddenly due to illness, the teacher pretends to have a meeting so that he won't have to share in the coverage responsibilities.* • *The teacher does not file her students' writing samples in their district cum folders; it is time consuming and she wants to leave early for summer*	*gym class so she decides against it.* • *The teacher notices a student struggling in his class and sends a quick e-mail to the counselor. When he doesn't get a response, he assumes it has been taken care of.* • *When her grade partner goes out on maternity leave, the teacher said, "Hello" and "Welcome" to her substitute, but does not offer any further assistance.* • *The teacher keeps his district-required grade book up to date, but enters exactly the minimum number of assignments specified by*	*interest level of her minority students who cannot afford lessons.* • *The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps.* • *The English department chair says, "I appreciate when .... attends our after school meetings – he always contributes something meaningful to the discussion.* • *The teacher learns the district' s new online curriculum mapping system and writes in all of her courses.*	*program is discontinued, the teacher finds some former student athletes to come in and work with his students who have come to love the after-school sessions.* • *The teacher enlists the help of her principal when she realizes that a colleague was making disparaging comments about some disadvantaged students.* • *The math department looks forward to their weekly meetings; their leader, the teacher is always seeking new instructional strategies and resources for them to discuss.* • *When the district adopts a new web- based*

	break.	*his department chair.*		*grading program, the teacher learned it inside and out so that she could assist her colleagues with implementation.*