The Field Experience Journal

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Cover: At the center of this blanket is the Circle of Life with its Four Directions of east, south, west, and north, representing the four races (black, yellow, red, and white) as well as the four stages of an individual's life journey (illumination, innocence, introspection, and empowerment). The Four Directions of the Circle of Life provide a framework for problem-solving and leadership development. Each direction corresponds to a stage in life's journey as well as to specific stages in problem solving (*from* the Native American Multi-Cultural Education School).

- The East Direction is the direction of illumination and new beginnings. When educators work in this direction, they focus on correct diagnosis of educational and life-skill needs, grade level assessment, images of respect and self-esteem, as well as understanding the special skill, talents and cultural heritage, which each student brings to a school.

- The South Direction is the direction of innocence and new vision. Educators work with students on developing goals, objectives and individual learning plans, based on a vision of their future. This is done with the traditional meaning of humility, the sense of their interdependence with family and friends.

- The West Direction is the direction of introspection. It is the place where reality and vision may collide. Using the value of compassion, educators work with students to develop reasonable strategies for achieving their educational goals.

- The North Direction is the direction of wisdom and accountability. This is the direction where students celebrate their accomplishments and learn to apply their learning through leadership. Truth is an important value at this stage.

*Four Direction descriptives are adapted from the Native American Multi-Cultural Education School.

Submission Guidelines:

1. Manuscripts should be no more than 15 pages of narrative (excluding references, tables, and appendices), using the latest APA style, and double-spaced on one side of 8-1/2 by 11-inch paper with justified margins.
2. Manuscripts must be submitted electronically via email attachment containing name, position, place of employment, mailing address, phone number, e-mail address, and a 2-3 sentence description of background and experience for each author. The title of the article should also appear on page 1 of the manuscript, but do not include the author(s) name(s).
3. Pages should be numbered consecutively including the bibliography, but the author's name should not appear on the manuscript itself.
4. Charts or illustrative material will be accepted if space permits. Such materials must be camera-ready. Photographs will usually not be used unless they are black and white and of high quality.
5. Authors are expected to take full responsibility for the accuracy of the content in their articles, including references, quotations, tables, and figures. The editor reserves the right to edit articles accepted for publication.
6. Authors of manuscripts accepted for publication are expected to make a presentation about their article at the next National Student Teaching Supervision Conference.
7. There is no remuneration for articles accepted for publication, but each author will be mailed a complimentary copy of the journal. There is no fee for the review of the manuscript.

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From the Editor

Dear Readers of *The Field Experience Journal:*

With this initial issue, we begin to document, formalize, and share our thoughts, beliefs, and research findings concerning the effect of supervision styles on teacher candidates, methods of establishing and maintaining effective communication and relationships with cooperating teachers, and teacher candidate perceptions of their own professional growth.

The vision to establish a journal focusing on the capstone experiences for teacher candidates was generated from conversations with Dr. Herbert Hunt, Assistant to the Dean at Slippery Rock University. Under Herb's direction the first National Student Teaching Supervision Conference was held in June 2007. This initial publication is possible due to the efforts of many dedicated professionals. I want to thank Dr. Raymond W. Francis of Central Michigan University, Dr. Michael Vetere of Edinboro University, Dr. Anne Varian of the University of Akron, and Dr. Mary T. Vetere of Slippery Rock University for their willingness to review articles. Their time and hard work are greatly appreciated.

This first edition opens with an article titled: *Using Concept Maps to Promote Student Teachers' Growth and Success* by Raymond W. Francis and Elizabeth Knepper-Muller. This article takes a look at the use of concept maps as a vehicle to provide a pictorial representation of an individual's understanding of concepts and ideas. Dr. Francis also provides an essay on the use of "the Marzano 9" that provides a framework for consistency in focus and application for teacher candidates.

Michael J. Vetere, Jr. and James W. Bolton examine the impact of leadership on the teacher candidate. Specifically, their contribution seeks to identify what teacher candidates can expect to encounter in group behaviors and how to create an environment permitting all individuals to accomplish their goals.

Tina Selvaggi and Sally Winterton share their response to a national accreditation agency's directive to provide professional development for cooperating teachers and university supervisors. The article describes a series of workshops developed by the authors to provide information about teacher candidate evaluation and mentoring skills.

Marianne E. Hazel details a training workshop for new cooperating teachers. The focus of the workshop, recently expanded and presented to teachers in a diverse setting, is to build successful triads between teacher candidates, cooperating teachers, and university supervisors.

Patricia Scheffler presents an ethnographic case study analysis of four elementary education pre-service teachers in urban settings. This research focuses on the teacher

behaviors included in Danielson's framework, yet omitted from the Pennsylvania Department of Education 430 checklist required for evaluation in certification.

Mark Mraz sheds light on the non-directive clinical type of supervision in which the teacher candidates are encouraged to develop their own pedagogy through suggestion and positive application from observational feedback.

Finally, my thanks to those who have contributed their manuscripts for our consideration.

Kim L. Creasy

Using Concept Maps to Promote Student Teachers' Growth and Success

Raymond W. Francis and Elizabeth Knepper-Muller

Central Michigan University

Concept maps provide an outstanding avenue to promote the growth and success of student teachers. These visual maps provide a unique pictorial representation of an individual's understanding of concepts and ideas, and promote communication and success throughout the entire student teaching process. They serve as a direct measure of an individual's understanding of a problem or idea. Concept maps provide an avenue for student teachers to demonstrate proficiency in their performance as well as areas for improvement in all facets of being a teacher. In addition, concept maps can be effectively incorporated into the conferencing and goal setting areas of the student teaching experience. They provide an outstanding avenue to promote effective communication and to resolve contested areas between student teachers and cooperating teachers.

Literature Review

The use of concept maps is not new. Concept maps have been used for many years, with published research on the topic including studies from the 1980s. Toms-Boronowski's (1983) study linked the improvement of student performance to the use of concept mapping. Margosian, Pascaralle, & Pflaum (1982) demonstrated that students using graphic organizers retained and used vocabulary terms more frequently than students not involved with graphic organizers, and Pittleman, Levin, & Johnson (1985) demonstrated that significant differences in learning and application of major concepts

existed between students using graphic organizers and those who did not use a form of graphic organizer in their studies.

Research and applications from these early works has grown in many directions. Recent research in the use of concept maps includes Health (Tortora, 2002), Business (Novak, 2003), Philosophy (Steup & Sosa, 2005), Teacher Education (Haenisch, 2005; Schön, 1984), Geography (Strahler, 2005), School Administration (McEwan, 2003), Biology (Crowther & Cannon, 1998), Political Science (Johnson & Reynolds, 2005), Communication (Pehler, 2005), and many others.

However, a review of published literature reveals that concept maps have been overlooked as effective communication tools in the supervision of student teachers. In addition, concept maps have been neglected as strategies in the examination of knowledge and understanding by teacher education candidates. Recent research indicates the growth and development of novice teacher is readily evidenced through the analysis of terms and ideas represented in concept maps (Francis, 2006).

Understanding Concept Maps

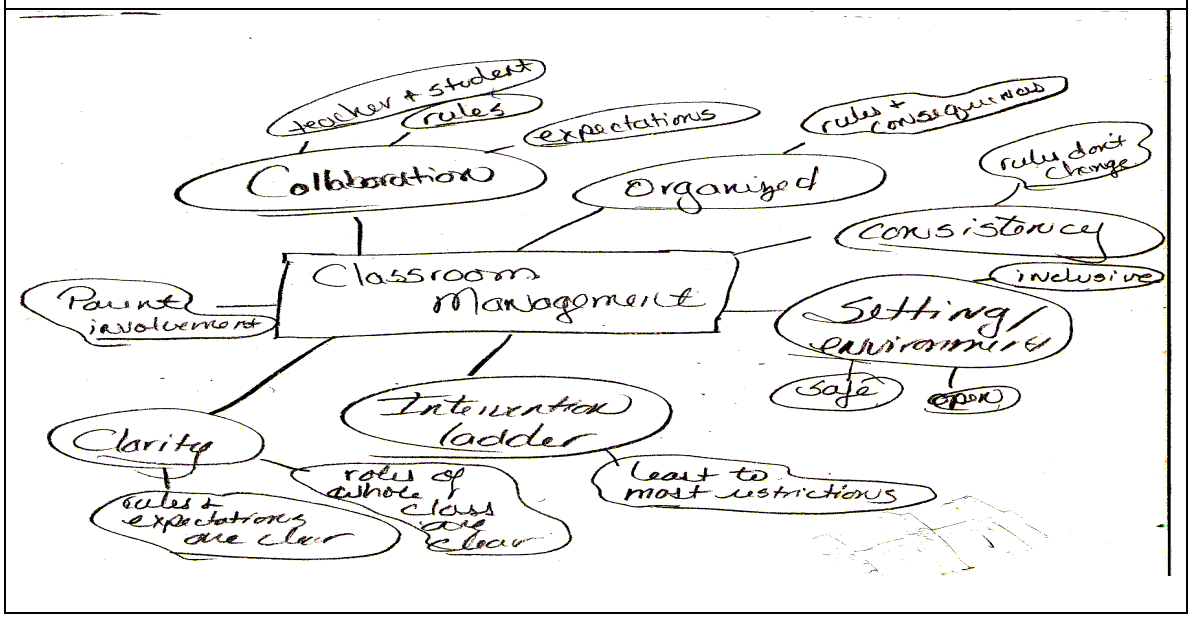
Concept maps fit into one of the many classes of visual organizers. Visual organizers include such forms as flow charts, cluster webs, T-charts, attribute maps, sequence charts, story maps, and many others. Each of these particular visual organizers can play an important role in the classroom. However, concept maps provide a particularly meaningful set of uses in the student teaching experience.

Concept maps are typically constructed by students to represent an idea or concept. Normally, there is a central idea or prompt being used as a focal point of the concept map, for example classroom management. Student teachers then generate terms

connected to the central idea for the expanding levels of the concept map. Each succeeding level away from the central topic becomes more factual and less general.

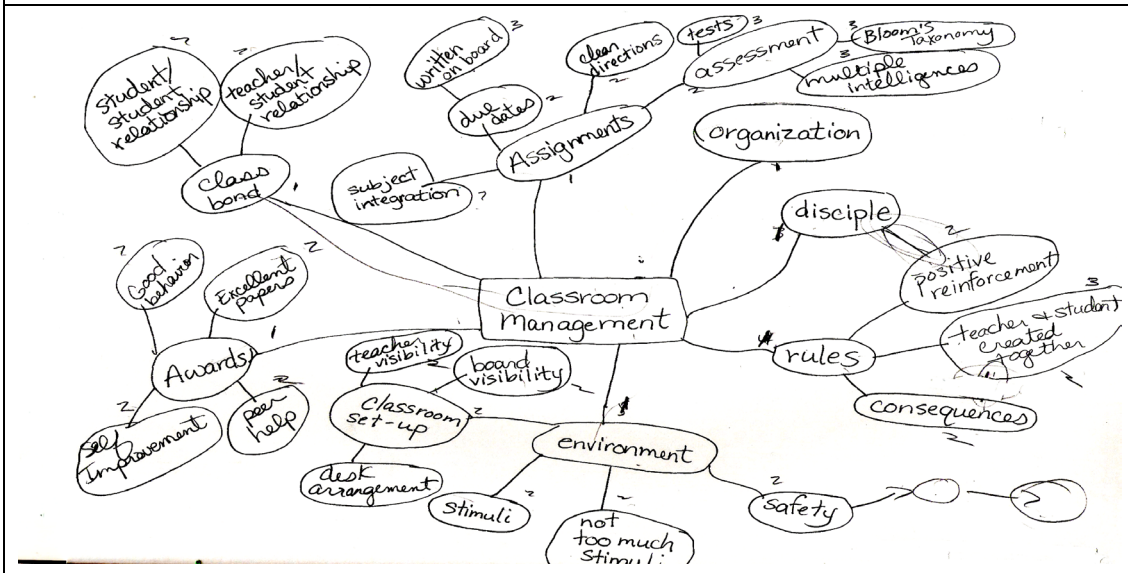
Chart 1 is a sample concept map for a student teacher prior to starting the student teaching experience.

Chart 1: Sample 1 concept map on classroom management (pre-student teaching)



Concept maps can reveal several things about a student teacher. A "breadth of understanding" can be demonstrated by the number of entries attached to a particular term. In Chart 1 there are seven topics connected to the main topic (Classroom Management). These Level 1 entries demonstrate an above average number of entries in a pre-student teaching concept map (Francis, 2006). However, there are few entries connected to each of the Level 1 entries. This indicates the student teacher is not demonstrating a "depth on knowledge" on the topic.

Chart 2: Sample 2 of a concept map (pre-student teaching)



By comparison, Chart 2 is a concept map from a different student teacher that demonstrates a different level of understanding. This map also shows seven entries at Level 1. However, there are many more Level 2 and Level 3 entries throughout the artifact. In addition, this map demonstrates at least two connections between separate Level 1 and Level 2 entries. This map indicates a student teacher with a good "breadth of understanding" of the topic, as well as a sufficient "depth of knowledge" to enable the student teacher to understand and grow in their management of their classroom.

Promoting Professional Growth in the Classroom

Concept maps provide a clear view of student teachers' understanding of ideas and concepts related to a career as a teacher. Some areas where concept maps are particularly useful are in planning for instruction, assessment of students, and in the understanding of content.

In planning for instruction, there are many decisions to be made by the teacher. These include, but are not limited to, decisions about what content to teach, which

instructional strategies to use, how to break down the content into manageable segments, and how to differentiate instruction to meet the needs of all learners. Concept maps can provide guidance in all these areas.

By completing a concept map on a particular lesson the student teacher can come to visualize the lesson and all the important aspects that need to be addressed for instruction and learning to be meaningful. Content can be segmented into manageable parts and the appropriate instructional and assessment strategies identified early in the planning process. The mapping process can also be used to encourage student teachers to explore alternatives to their own preferred strategies and experiment with new ideas and methods in the classroom.

Promoting Professional Relationships

One of the biggest problem areas in the supervision of student teachers is the area of effective communication between cooperating teachers, student teachers, and university supervisors. The effective use of concept maps can enhance communication between individuals, and clarify the expectations for specific lessons, assignments, and tasks. Through the use of concept maps all participants use similar language and develop a common understanding of ideas and concepts.

Effective Uses of Concept Maps in the Supervision Process

Concept maps have another particular use in the context of student teaching. That is in the area of conferencing with cooperating teachers, student teachers, and university supervisors. From time to time difficult topics need to be discussed in the supervision triad (student teacher, cooperating teacher, and university supervisor), and concept maps provide a framework and workspace for the discussion to take place. The concept map

can be used as a conference template developed by any member of the triad, and shared during the conference. The initial map can then be added to and revised through discussion and conversation.

Alternately, the concept map can be developed during the conference by selecting a topic or idea. All participants then share ideas and provide input to develop a common, and accepted, framework for understanding an idea, problem, or situation. It is the responsibility of the university supervisor to facilitate the discussion and ensure that everyone participates in the development of the concept map.

In both instances, all members of the triad participate throughout the conference process and develop a better and deeper understanding of the problem, and possible solutions. In this way, concept maps provide the avenue to help student teachers, cooperating teachers, and university supervisors to better work together and positively impact learning in the classroom and by the student teacher.

Conclusions

Concept maps have the potential to have a meaningful and positive impact on the supervision process. The process of developing concept maps can help student teachers to demonstrate understanding of a topic or idea, and to eventually extend their understanding through the student teaching experience. Concept maps can assist in clarifying assignments, content, expectations, schedules, and many other items within the student teaching experience. However, the most important use of concept maps may be in the conferencing process engaged in by the supervision triad and in the understandings and common expectations developed by effectively communicating problems and solutions between the cooperating teacher, university supervisor, and student teacher.

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SUPERVISION: Vision and Leadership

The Effects of Leadership on the Teacher Candidate

Dr. Michael J. Vetere, Jr. and Dr. James W. Bolton

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As new teacher candidates enter the world of the classroom and schools, they encounter various variables that will affect their teaching. They learn early on that watching and listening will help them to be better prepared to enter the classroom with confidence and the tools needed to impact academic achievement. In *Collective Behavior and Social Movements* by Louis E. Genevie (1978), a discussion is held on leadership. Genevie shares his research on who is the leader and what can you expect to encounter in group behaviors. He also shares methods to deal effectively with this group dynamics. He goes on to say that the leader may not be the person in front of the crowd but the one who quietly gives the signals and exacts responses. Everyone in the group knows who this person is but recognizes a different individual as the group leader. The same may occur in the classroom. The teacher in the classroom may be the leader of the class but others in the school may be the ones that are creating an environment that will give the teacher candidate the skills for success. To be successful, a highly effective environment must be created permitting all individuals to accomplish their goals. In a classroom of highly effective people with highly effective leadership, teacher candidates will be able to learn from various sources and strengthen their chances for success. Looking at this situation, one realizes that leadership skills are not simply reserved for the building principal. These skills also need to be demonstrated and implemented by the classroom

teacher, university supervisor. Just as important is what these individuals do with their leadership skills to impact the teacher candidate and student achievement.

In *Listen up Teacher* by Shirley Garcia and David Cottrell (2000), we learn about student voices. We are able to determine what students have to say about classroom leadership. Before the teacher candidate or the students in the class enter the classroom several things are already established. The reputation of the teacher is well established before they ever enter your class. They know how you handle homework, attendance, testing, grading, and they know if you have a commitment to education and your students. For a classroom teacher to demonstrate quality leadership skills, they need to accept nothing less than the best from all. They need to demonstrate and have high expectations of themselves and others, they will not accept inferior work, nor will they label individuals, and will strive to have everyone achieve the same level of success. The level of expectation remains high for everyone. Teachers as leaders also must demonstrate a fairness and consistency from one day to the next. This will demonstrate to everyone that you are in control; everyone knows what is expected on a day-to-day basis and therefore not creating confusion or causing stress in the classroom. Consistency creates a positive classroom environment that will lead to higher academic success and lower stress levels. This will also create an environment that supports a student code of conduct with expected consequences for all. A code of conduct will apply to all in a uniform manor regardless of diversity issues, ability, or affluence. Everyone will feel important and be part of the team for success. If change is required, then we must all know why what is happening and how it will affect us each day. A quality leader will share their thinking, methods, and implementation and why such a

move is needed. At the same time, listening to the students in the classroom will allow for disagreement without fear of reprisal or creating an adversarial situation. Being able to communicate on a consistent basis allows for all in the room to feel as though they belong. As a teacher candidate views these traits, they realize the importance of teacher leadership and how it will affect the morale and learning ability of all the students in the room. They will also realize that being fair does not always mean equal. But being fair and consistent does require courage. This aspect in leadership is one that many people miss or they are afraid to demonstrate. Yet it is the one that will give your students the most to remember. It is the legacy of fairness that you leave your students that they will take with them forever and be able to use in whatever path they take. It will also be one of the most important lessons as a leader you will be able to leave your teacher candidate as they begin to formulate and emulate their own leadership behavior. They will understand the importance and the impact of fairness on the ability to teach and to learn.

A teacher candidate has learned through their years of training that people grow and learn in different ways. A leader recognizes these differences and makes accommodations for these differences without bringing undue attention to the learner. As a teacher candidate observes they realize through subtle differences in teaching style, movement from activity to activity, speaking in different voices or simply changing a teaching style, one student who might have been left behind has now joined the group of learners wanting to learn even more. As important as it is to using different teaching styles to fit different learning styles, it is also important to make the learning process relevant to real life activities. A simple example of this is using math and determining how much paint it will take to complete a wall or a room. When students see relevancy,

they realize the importance of each step. As the teacher goes further up the chain of problems they can illustrate the science of flying, space travel, building a car, or walking to the store and gravity, calories, and how this will affect their lives or the lives of others.

A leader builds relationships. We all want to feel special. We especially want to feel special with a person who we look up to and who we spend much of our live with. A leader in the classroom will recognize the differences of people, encourage students to stay the course, and stay with us even when the going gets tough. Building this relationship enables us see that someone is with us and will support us through triumphs and failures without prejudice. We all have friends when we are successful but relatively few when things go sour.

A leader will listen and at times never give any advice. The best leader often only needs to be there to offer a tender ear for someone to talk his or her problem through. The safety net of leadership can stretch over a wide expanse for students and colleagues who need to be able to share with confidence in order to help them find their own answers. This positive relationship builds the power of the leader by encouraging continued growth, learning, confidence and knowing that failure can lead to success. But that same classroom leader must know when to take control. It is great to build relationships, to have students feel comfortable in their classroom and to be able to talk freely but it is also important that chaos does not prevail. Good teacher leaders control their classrooms and their students understand the established boundaries. The teacher candidate recognizes in the quality teacher leader the ability to control with passion and not to embarrass their students. It takes a great deal of time to build trust and only a moment to destroy it. Being organized, controlling the situation and staying under

control will lead to greater success and a more efficient classroom. A teacher leader recognizes that being organized and preparing for the unknown will lead to better discipline and will encourage greater creativity in students.

The image of the teacher leader goes beyond what an individual does in the classroom. Although we have all heard it before, we do not leave our personal lives outside when we get to the classroom and we do not stop being a teacher when we leave the classroom. We personify an image that we share each and every day of our lives. Everything you do counts and will effect how we teach. If you cannot be trusted or you do things outside the classroom contrary to good character, how do you expect to teach your charges? If you cannot be trusted, most people will not learn from you. Although some will state that this is an unfair burden placed upon them, it is essential to realize that leaders are often held to a higher standard. Everything one does counts towards their image. Your integrity must be spotless and you must realize that quality leaders are accountable for their actions. Keeping your promises, speaking out for what is important and knowing that people can rely on your voice will build that character. People may not always agree with you but they will respect you for standing up for what you believe to be right. Everything a teacher does, teaches a lesson, whether it is in the classroom or outside in the real world of life. Your students watch your actions, and hear your words. They are influenced by your decisions, actions, behavior and responses. As teacher candidates observe you, they realize this as well. If they see one person in the classroom and another outside, they learn that character doesn't really count or they may learn that you do not believe it is important. Your integrity is your most prized possession. Guard it as close as you guard your life or you may loose your most prized treasure.

A word at this point about the leader as a person is important to share. If the leader does not take care of himself or herself, they will never be able to care for anyone else. People will observe this as well and be more concerned with themselves instead of others. It is important that teachers have a life away from the classroom. Be sure to remember all the important comments about character, integrity and actions, but enjoy yourself as well. We all need to recharge our batteries and be ready to go each week. Without taking the time to relax, enjoy family and friends, your leadership skills will become worn and tired. Your ability to think clearly and without extreme emotion will become frayed. You need to be at your best each day without creating undue stress on everyone around you. Know when to get away and how to relax. If you are not at the top of your game, no one else will be either.

We have now reviewed eleven elements about quality teachers. But knowing these, observing these elements and mentoring the teacher candidate places the quality teacher into a new position of leadership. It also places the university supervisor into a position of recognizing leadership in the classroom and how they must pass this on to the teacher candidate. The authors have identified five elements for school/teacher/supervisor leadership. They are: 1. Mission, vision, and values, 2. People Management, 3. Energy, 4. Implementation, and 5. Great Expectations. By observing each of these and building on their purpose, the university supervisor will be able to assist the teacher candidate to develop skills to take with them into their first years on the job. They will also be able to identify master teachers who demonstrate leadership skills beyond the classroom.

Mission, Vision, and Values

The university supervisor should be looking at the classroom and school to identify the mission of the school and whether the lesson and daily activities in the classroom supported this mission. Does the classroom teacher demonstrate the vision created by the mission? In addition, do they share this purpose with the students, the teacher candidate and with the university supervisor? From the university's perspective, does the mission of the school match the mission of the university's education department? And if we take it a step further, is the mission and vision of the university supervisor match the same vision? In other words, are we all on the same page and are we all trying to support a teacher candidate to create a highly successful teacher?

People Management or People Leadership

This is often misunderstood by the leadership at both the school level and university level. This might be related to the old standard of managers vs. leaders. Managers act to limit choices while leaders strive to develop fresh approaches to problems. Leaders look for ways that are creative, that enhance the learning environment and permit options to solve issues and problems. A manager usually will stay with the same plan, be uncreative and will not look for alternative solutions. As a university supervisor, you need to support a teacher and classroom that is open to creativity that fosters growth and permits failures as well as successes to develop long reaching achievement. A leader will recognize that even in failure there is learning and growth. In a classroom that is overwhelmed with worry about grades, little creativity may occur and the teacher candidate may be unable to grow beyond the limits of the very structured curriculum.

Energy

We have all been around people who just bring a feeling of success with them as they walk into a room. We always want to be around those people. They always seem to be upbeat, looking for new ideas and willing to take a chance at success. They have an energy that energizes themselves and the people around them. These same people do not micromanage but have a few clear and understood goals. They inspire others to take the lead. They encourage students, teacher candidates and others to look for new ways to achieve their goals and to achieve at the highest possible level. The sky is the limit with these teacher leaders. They celebrate good ideas but never belittle ones that fall short. They create a learning community which encourages people to learn. But even more important, they encourage the organization to learn and to grow. As each grows, the energy surrounds them and creates an atmosphere that leads to new ideas, creativity, success and people who want to be associated with success and want to share in its joy.

Implementation

Energy, people management, mission, vision and values are all part of the formula for success and high quality leadership. But to get to the next level you need to be able to implement. We have all met people who had great ideas and they could sit around for hours telling us of their wonderful creative thoughts. But they could never get to the next level because they could not implement their thoughts. This could be for a variety of reasons that might include fear of failure, not knowing how to implement, or simply not having the leadership or creativity to go to this level of success. The greatest contributors were people who have demonstrated quality performance on their own. They have demonstrated expertise in their subject area. The importance of a challenge and the

visibility of that challenge present an opportunity that they need to face. They have also seen a wide range of experiences that permit them to know what has worked and what has not. They can therefore incorporate this knowledge into their plans to create a successful opportunity and implementation of a plan. They are not afraid of failure but know that with each failure they move a step closer to success.

Great Expectations

After the leader has implemented their ideas, they must recognize that they need to enhance the experience, extend the experience, and expand the experience. They do not stop with the implementation but they look for ways to make it more viable. They want more people to have the advantage and they want to find ways to do it even better. Quality teacher leaders are willing to share their ideas with others to create an atmosphere of several people to find these new and exciting ways to make the experience better and more creative. As a university supervisor, this is a perfect opportunity to see your teacher candidate grow and become excited about education, teaching, creativity and student achievement. It becomes a situation of leading by example and leading by sharing. It is often referred to as giving up power to get power.

Concluding Thoughts

As University Supervisors and Classroom Teachers, there is a major demand to develop teachers that are better and more versatile than ever before. For that to occur, a strong partnership must be developed between the school and the educational institution of higher education. It is imperative that both institutions are focused on the same mission, vision and values. If they are not, the teacher candidate will not be able to receive the best experience available to them. To just permit the teacher candidate to

come in and do a lesson based upon a prescribed teaching script, will simply create a teacher with little creativity, no inspiration and no encouragement to implement new and exciting educational inspirations. If we are going to create new leaders, than we need to be ready for the challenge as classroom teachers, university supervisors, and teacher candidates. We need to encourage less experienced teachers to experiment and expand their horizons in a safe haven that will allow them to create new opportunities for their students and grow from their adventures in learning. A teacher candidate also needs to recognize that their training will last longer than one semester. This is a long lasting relationship and can be cultivated into a partnership that will last a career. And if developed well, it will overlap several teachers. As school administrators hire new teachers, they will also recognize that they are still developing, creating, and need to be nurtured through this development period. As we progress through the trials of leadership and training, it is important that we also keep our sense of humor. We cannot forget to laugh at ourselves and at the wonderful learning experiences that we all go through on a daily basis. For through a little humor, new creative ideas might flow and a new educational technique might just be born. As a university supervisor and classroom teacher, share your leadership. Do not be afraid to speak up and bring new ideas to the classroom. And do not be afraid to share a few of your teacher candidate's ideas as part of your lesson (and give them credit for the ideas). They will feel pride in the fact that you respected them enough to share one of their ideas. Remember, leadership skills grow by building a scaffold of knowledge and trust. Through dedication, learning, leadership, and partnership, quality creative teachers will continue to grow and become our classroom leaders of tomorrow.

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If We Provide It, Will They Come? Creating Professional Development for Cooperating Teachers and University Supervisors

Tina Selvaggi and Sally Winterton

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Abstract

Responding to a national accreditation agency's directive to provide professional development for cooperating teachers and university supervisors, two faculty members developed a series of workshops to provide information about teacher candidate evaluation and mentoring skills. This article shares the development of the initial workshops and the preparation of the second tier of workshops. The information included might assist those facing the task of developing a similar program.

Background

Traditionally communicating with cooperating teachers regarding the responsibilities, requirements, and completion of the various paper work related to working with a teacher candidate was the responsibility of the university supervisor. The depth of conversation and manner of communication varied as much by department in the College of Education (COE) at a large regional comprehensive university as it did by university supervisor with in the each department. Program information for university supervisors was communicated through each department's program coordinator resulting in a lack of consistency across the programs. These inconsistencies were recognized and cited in a national accreditation agency report as a need to be addressed.

Prior to the accreditation visit, two Saturday morning cooperating teacher workshops held on campus had 12 and 30 cooperating teachers in attendance. Since approximately 350 teacher candidates work in classrooms with cooperating teachers each semester, the attendance was disappointing. The content of these workshops centered on the COE Conceptual Framework, the Pennsylvania Department of Education Evaluation form (PDE 430); the teacher candidate orientation program, as well as a question and answer session. In an effort to attract cooperating teachers, a continental breakfast and lunch was provided at one of the sessions. Options such as an evening workshop with dinner were attempted but attendance at this session was sparse. Attendees at all of these sessions were asked for suggestions for improving the workshops and topics. Among the suggestions received, several participants indicated the difficulty of getting from their schools to campus in a timely manner and suggested that the sessions be offered at other locations and a variety of times.

The Task

As a result of the accrediting agency's feedback and that of the cooperating teachers, it was apparent the task at hand was to create a more convenient professional development opportunity for cooperating teachers, and to design one for the university supervisors. A plan of action with procedures for workshops had to be developed. A series of pre-implementation meetings were held to draft a plan and it was presented to the Dean of the College of Education. The target was to increase the number of cooperating teachers attending the workshops and invite university supervisors to attend specially designed workshops for them in order to improve communication and create a common knowledge base for both groups.

The Plan

For the university supervisors two sets of three session workshops were offered on campus on days that coincided with their teaching responsibilities. University supervisors could choose to attend one of the two sets. In addition to meeting the professional development needs of the university supervisors, Cooperating Teacher Workshops were also developed. Recognizing that attendance at campus held workshops was low and noting the feedback from past participants regarding the difficulty of traveling from their schools to campus, cooperating teachers were offered a choice of four locations in the five county area based on the placement of teacher candidates. This professional development opportunity required attendance at two after-school sessions. Cooperating teachers and university supervisors received invitation letters to attend the workshops. As an incentive Act 48 credits were offered for those attending all sessions of their workshops.

The introductory session for each constituency centered on the COE Conceptual Framework; the teacher candidate evaluation tools: PDE 430 and the COE Teacher Intern Performance Rating (TIPR). The correlation among the Conceptual Framework, the PDE 430 and the TIPR was presented as shown in Figure 1. Subsequent sessions presented Charlotte Danielson's "Four Domains of Teaching Responsibility" on which the PDE 430 is modeled. Mentoring and conferencing skills were also explored.

Acknowledging the adult learners' needs, the workshops included hands on activities, engaging discussion, and opportunities for application of skills learned, as well as, affirmation of the participants' prior knowledge and expertise as educators. These techniques included group work, visual representations of new knowledge and much

discussion around typical field situations. In order to establish a climate of comfort, the sessions were held in large conference rooms or school libraries. Light refreshments were provided and breaks and opportunities to move around were numerous. After watching a video modeling various mentoring skills such as mirroring and questioning, cooperating teachers were asked to try these techniques with a partner. University supervisors were asked to send (via email) a "dilemma" they had dealt with that year in the field. Dilemmas included such things as cooperating teachers not following university guidelines, or teacher candidates who were experiencing difficulty with classroom management.

As the presentations continued, the scope of knowledge and pace of presentation were constantly monitored and adjusted. Both the university supervisors and cooperating teachers enjoyed trading "war stories" and asking about current situations so time to explore those discussions and discuss solutions was built into the workshops. Evaluations were collected and analyzed after each session. These evaluations offered important information about the participants' expectations and needs for future workshops.

Suggestions from cooperating teachers included having a few student teachers present to discuss thoughts and feedback, communication and having more teachers in attendance to share ideas. The cooperating teachers also asked if sessions could be held prior to the start of the semester and if they could send questions ahead of time. For the next session cooperating teachers and university supervisors will be asked to submit questions electronically in advance of the first session. Feedback from both the cooperating teachers and the university supervisors requested copies of Charlotte

Danielson's *Enhancing Professional Practice: A Framework for Teaching*. Copies of this professional book were provided to those who attended all sessions of their workshops.

Outcomes

As a result of the evaluations, future professional development sessions will include Tier One workshops for new cooperating teachers and university supervisors and Tier Two workshops for more experienced cooperating teachers and university supervisors who attended the first series of workshops. The Tier One workshops will continue to focus on the COE Conceptual Framework and teacher candidate evaluation tools. These sessions will also present Charlotte Danielson's "Four Domains of Teaching Responsibility". Tier Two workshops will provide a deeper understanding of the topics presented in Tier One as well as more opportunities for networking and practice with observation tools and mentoring techniques

The design of the workshops began with the following goals: to provide a common knowledge base for cooperating teachers and university supervisors and to increase communication between and among cooperating teachers and university supervisors. An unintended but welcomed result was the informal opportunity for networking and sharing of ideas and information. A total of 48 cooperating teachers attended the off campus workshops. The increase in the target audience of cooperating teachers attending supports the idea of holding the sessions at locations near where the cooperating teachers work and that after school proves to be a better time than Saturday mornings. Twenty six university supervisors attended the first ever series of workshops

designed to meet their needs. These attendance numbers support the ongoing practice of offering these workshops.

As the second semester of this professional development unfolds, plans may vary as meetings and collegial work with the professionals in the sessions continues. In addition to the implementation of Tier One and Tier Two workshops, a FAQs section for the cooperating teachers and university supervisors will be added to the COE website. The most important finding from this project was that both the cooperating teachers and the university supervisors valued the opportunity to discuss ideas, strategies and dilemmas with each other, thus proving that if we provide professional development for cooperating teachers and university supervisors, they will come!

Figure 1 Conceptual Framework and Assessment Matrix

College of Education Conceptual Framework	PDE 430	WCU Teaching Internship Performance Rating
Content and Pedagogical Specialist	Planning and Preparation	Content and Pedagogical Specialist
Assessment and Instructional Designer	Instructional Delivery	Assessment and Instructional Designer
Diversity Advocate and Classroom Community Builder	Classroom Environment	Diversity Advocate and Classroom Community Builder
School and Community Professional	Professionalism	School and Community Professional
Self-Directed Practitioner		Self-Directed Practitioner
		Curriculum and Subject Areas

Sally Winterton, Ed. D. 2006

Reference

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Training Cooperating Teachers to Create a Successful Triad between Student Teachers, Cooperating Teachers, and University Supervisors

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As part of an effective teacher preparation program, Lock Haven University of Pennsylvania offers a training workshop for new cooperating teachers. This has recently been expanded and presented to teachers in an urban setting, who work with diverse populations. This effective workshop helps to train cooperating teachers to build successful triads between teacher candidates, cooperating teachers, and University supervisors, which ultimately assists teacher candidates in having positive student teaching experiences. This training assists the cooperating teachers in understanding the teacher preparation program and philosophy and helps them to feel connected to the University.

The workshop is scheduled at a convenient time and location. After cooperating teachers are assigned to their teacher candidate, they receive an invitation to participate in the workshop. The presenters, who are University supervisors, model expected teacher candidate behaviors throughout the workshop.

Once welcomed, the presenters provide an agenda for the workshop and share the objectives, which are both encouraged activities in classrooms. A clear explanation of the University's conceptual framework, which guides the teacher preparation program, is given. The reflective decision maker model includes knowledge:

disciplinary concepts, tools, and structures, pedagogy: research, theory, and practice, contextual factors: learners and the learning environment, and professionalism: ethics and dispositions. Detailed information is also shared with regards to expectations and policies to develop consistency among teacher candidates, cooperating teachers, and University supervisors. Necessary items such as forms and timelines are also reviewed. Some of the expectations discussed include lesson plan requirements, professional dress, attendance, and teaching schedules. Teacher candidates are encouraged to be actively engaged and to become integral parts of their communities and of their school and classroom cultures. By participating in school and community events, teacher candidates can develop leadership skills.

Teacher candidates have requirements including creating lesson plans, an integrated unit, a bulletin board/learning center/website, a teacher work sample, and a senior portfolio. These assignments help the students apply their knowledge. These are in addition to the work necessary for teaching in the classroom.

Each week, teacher candidates attend a two-hour practicum session, held on campus. At times, there are group presentations for all student teachers and sessions that are taught by University supervisors to their own student teachers. The practicum topics are reviewed with the cooperating teachers to help them to understand how critical it is for our teacher candidates to attend.

Along with formal and informal observations, a competency form is used as an assessment tool. During the new cooperating teacher workshop, cooperating teachers learn how to complete the competency form. Cooperating teachers and teacher candidates are asked to complete the competency form two times during each student

teaching placement. The purpose of this is to assess the teacher candidates' progress, to highlight successes, and to create a plan for improvement in necessary areas. We want to make sure that teacher candidates know their strengths and areas where improvement is needed, based on their own self-evaluations and their cooperating teachers' evaluations. A demonstration regarding the web-based software, which is utilized, is also given. In addition to assessing our student teachers, the online program is used for communication, lesson planning, integrating state standards into curriculum, creating teacher work samples and senior portfolios, linking assignments, sharing projects and assessments.

One other part of the workshop includes highlights from a classroom management course, which our teacher candidates take prior to student teaching. Teacher candidates are encouraged to learn from their cooperating teachers, and it is important for the cooperating teachers to understand the strategies that our teacher candidates bring to the classroom, as this is the time that they can put theory into practice.

Additionally, the presenters review the student teaching handbook, which is provided to all cooperating teachers and teacher candidates. It is to be used as a resource, throughout the student teaching semester. By highlighting its important components, the presenters hope that cooperating teachers will find the handbook to be a useful tool. The cooperating teachers also receive resources to assist them in having a successful student teaching experience.

Strategies for creating successful partnerships among teacher candidates, cooperating teachers, and University supervisors and to build the University public school connection are also shared. Important steps, including having early face to

face interactions, having open and consistent communication, developing mutual respect, and providing support are also presented, so that participants will value the impact of being a part of a unified team and be empowered to create a supportive team. Cooperating teachers are expected to provide honest feedback to their student teachers to help them to grow professionally, and student teachers use reflection to assist them. We also establish means of communication, so that if a problem should arise, an early solution may be achieved.

Participants are encouraged to actively participate, as this allows the presenters and the participants to share their thoughts, experiences, expertise, as well as their perspectives, so that they can build upon each other's ideas and thoughts. This leads to thoughtful, in-depth discussions permitting participants to reflect and examine their own views and to learn some new initiatives regarding teacher preparation.

An evaluation of the workshop is also given. This is compiled and shared with University supervisors, so that improvements can be made to future workshops.

Dinner is served during the workshop to help to show cooperating teachers just how much they are appreciated and valued, as well as the time they take to guide teacher candidates and share their expertise with teacher candidates. They are truly helping our students to transition from teacher candidates to novice professional educators, during this culminating experience, which will ultimately make differences in the lives of children.

Beyond Pennsylvania Chapter 354:

Supervising Urban Elementary Pre-Service Teachers

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Abstract

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

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

Many have attempted to identify the teacher attributes that are most closely associated with student achievement. Brody (1976) identified characteristics that contribute towards achievement in students. He cited attributes such as high efficacy, self-control, and the ability to problem solve with resoluteness when first attempts fail. Additionally, he presented the variables that correlated most strongly and consistently with achievement. Primarily, he suggested maximizing student engagement in academic actions while minimizing the time spent during transitions or dealing with classroom behaviors. Brophy and Good (Brophy & Good, 1986), concluded that teachers do make a difference in student achievement through various instructional processes.

In the past, college and university supervisors, who devote themselves to the preparation and evaluation of teacher candidates, used local evaluation criteria to determine a pre-service teacher's competency. Recent top down state reforms have led to a standardization of the final evaluation process, requiring the teacher candidate to perform at and meet standards that purportedly identify high quality. In the year 2000, the state legislature of Pennsylvania enacted Chapter 354, charging to the college or university supervisor, the task of the final evaluation required for licensure.

Prior to the enactment of Chapter 354 in 2000, college and university supervisors of student teachers had no role to play in a candidate's licensure. Chapter 354 changed all that. This state mandate required the college or university supervisor to utilize and submit the Pennsylvania Department of Education summative evaluation form, or the PDE 430, to demonstrate whether or not the teacher candidate met the criteria for successful exit from the teacher education program. The university supervisor now is the final determiner or gatekeeper who ensures that exit criteria are met in regard to student teacher competencies.

Regardless of the policy forces impacting teacher education and certification, studies clearly show that a good teacher effects the educational improvement of the child (Chauncey, 2005). This ethnographic case study focused on the teacher behaviors included in Danielson's framework (Danielson, 1996) yet omitted from the PDE 430. Specifically examined were four elementary education candidates, in the practicum phase of their preparation. They represented two distinctly different fifth year certification programs. Each fifth year program utilized various local evaluative measures and assessment tools. However, each program also used the state mandated evaluation, referred to earlier as the PDE 430. This checklist was adapted from Danielson's Model (Danielson, 1996).

The present study compared the differences between the state summative assessment evaluation and constructivist best practices, to see if these were exhibited by the pre-service teachers during their student teaching placements. This was determined by analyzing student created documents, formative assessments and program summative assessments. These scores were compared to the ratings each pre-service teacher achieved on the state summative assessment or the PDE 430 form.

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

The No Child Left Behind Act of 2001 (NCLB) mandated that by the year 2005-2006, there must be a highly qualified teacher in every classroom in the United States public education system. The 'highly qualified' component of NCLB mandated that states define the requirements of the preparation practices. The U.S. Department of Education required as a minimum, that teachers be fully licensed or certified by the state without any certification or licensure requirements waived on an emergency, temporary, or provisional basis (Chauncey, 2005; Hill, 2002).

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

As a result of sweeping reforms over the past decade, many changes and innovations were initiated in teacher education programs. Among the resulting innovations were fifth year teacher education programs that focus exclusively on the task of preparing pre-service teachers to teach, integrated with coursework while practicing in the field (L. Darling-Hammond, 2005). The students in this study were all enrolled in such fifth year teacher education programs.

Further reforms under NCLB and the Higher Education Act of 1998 mandated that state governments were charged with the task of reviewing, revising, and redirecting state policies on teacher education, induction, and certification (Wang, 2003; Chauncey, 2005). In Pennsylvania, the state legislature passed Chapter 354 in the spring of 2001. This Act clarified the role that higher education institutions have as gatekeepers in the preparation and certification process. Standards for both students entering into colleges of education and pre-service teachers seeking licensure were raised considerably.

The Pennsylvania Department of Education (PDE) adopted Chapter 354, General Standards for the Preparation of Professional Educators. It set forth the basic rules for institutions (colleges and universities) that prepare professional educators in the Commonwealth. The PDE awarded certification to students who met all the requirements of the approved preparation program, the qualifying scores on the appropriate Praxis tests, and other requirements established by the State Board of Education.

One of those requirements for elementary education majors was the demonstration of proficiency in verbal ability by meeting cut scores on the Praxis I, *Pre-Professional Skills Tests* in reading, writing, and math. Pre-service teachers demonstrate the requirements of content knowledge attainment via the Praxis II, *Fundamental Subjects Content Knowledge Tests* and the subject area test known as Elementary *Education Curriculum and Instruction Test.* According to the University programs under investigation, passage of both batteries of tests was required before the pre-service teacher could commence the practicum phase of the teacher preparation program.

Further, the Higher Education Act of 1998, required that today's prospective teachers, graduating from most programs with majors in content areas, meet the state licensure requirements and are specialists in the subjects they are teaching. According to the document, *Certification of Professional Educators for the Public Schools of Pennsylvania*, pre-service teachers were placed in one of the five-year major program approval cycles, with Cycle I beginning with the 2001-2002 school year. The culminating field experience mandated by Chapter 354 was identified as the student teaching placement. It mandated a minimum of twelve (12) weeks in a placement aligned with the candidate's area of certification while being supervised by a teacher education trained and state certified cooperating teacher with at least three years of experience. It also included monitoring by qualified program faculty at the university level. Without a satisfactory rating from the university supervisor, the pre-service teacher cannot be certified in Pennsylvania.

Though it was not specifically addressed in the guidelines or standards, as a result of the passage of Chapter 354, teacher candidates must provide evidence for the successful completion of the four domains of the PDE 430 checklist (*Intern Teaching Handbook*, 2005). To clarify, formative assessments are used for enhancing the professional growth of teachers, whereas, summative assessments are used for the purpose of making substantial decisions (Danielson, 2000). The PDE 430 is used primarily as a summative assessment device. Purportedly, the four domains on this document were directly linked to the four domains identified by Charlotte Danielson.

One of the major purposes of evaluation is to serve as a tool to improve the quality of teaching. Earlier in this document, *The No Child Left Behind Act of 2001*

(NCLB) was cited as mandating that there must be a highly qualified teacher in every classroom in the United States public education system by the academic year 2005-2006. The passage of Chapter 354 and the Higher Education Act of 1998, at the state level, and the passage of NCLB of 2001 at the federal level were measures taken to increase standards, uniformity, and accountability.

Context

In this study, each pre-service teacher did their final semester practicum in an urban public school. According to Danielson, it is important to help [*all]* students learn. She cited Fasko and Grubb (1995), who found that learner-centered and active learning practices were utilized by effective teachers. An improvement in teacher education programs should result in an improvement in student achievement during the elementary years. Pre-service teachers in both of the certification programs within this study were taught in their coursework that focusing on low-level knowledge is insufficient for students in any setting.

The context for this study, as stated earlier, was in urban settings, which was identified by some with low achievement and low quality teaching (Anyon, 2005). Others have characterized the urban setting as a stimulating and challenging environment for teachers. According to Chester & Beaudin (1996), effective teachers accept that students from minority groups and lower socio-economic face circumstances that the teacher can impact in a positive way. Additionally, Turner (2005) through her case study of literacy lessons in urban settings, cited student centered planning, high student engagement and teacher quality as the most important elements in closing the

achievement gap for populations of children who were economically disadvantaged or socially marginalized.

This study was conducted within the urban context of the two urban public school districts. Within this context, the pre-service teachers were studied based on their instruction in the area of literacy. According to the PA State Standards, literacy instruction incorporates reading, writing, listening, and speaking (*Pennsylvania Department of Education*, 2005).

Further, within this context, there was a high concentration of minority African American students. Murrell's book "African-Centered Pedagogy," (Murrell Jr., 2002), described a necessary teacher attribute in this setting to be "one who develops the contextualized knowledge of culture, community and identity of the children and families as the core of their teaching practice" (p. 170). This links to the thesis of this study regarding the value of constructivist practices, such as knowledge of students and student engagement, as being essential elements of achievement for all children. The more time pre-service teachers have in the same setting, then there will be more opportunities to solve teaching problems, to experience constructive feedback and refine their teaching craft (Richardson, 1997). One advantage of the two certification programs included in this study is that all participants were in 5th year programs.

The Master's of Arts in Teaching (MAT) interns in this study began and completed their first placements in the fall of 2005. They began a new placement in the spring of 2006 and completed the placement at the end of the school year. The Professional Year (PY) student teachers began their placements four weeks into the

spring semester and concluded it at the end of the school year. This was their one and only placement. The PY student teachers remained in this placement for 12 weeks.

All of the schools involved in this study were classified by PDE (*Pennsylvania Department of Education*, 2005) as urban schools. Additionally, the school district where the MAT interns are placed by the School of Education placement office, have a 95-99% minority population. The school district where the Professional Year teachers were placed had approximately a 50 % ratio of minority and majority populations.

Theoretical Framework for Teaching Practice

Before constructivism came to the forefront, teacher education was characterized by the transmission, traditional, or systematic approach, where knowledge passive learners stored facts deposited by the teacher (Tatto, 1997). In the constructivist approach, teachers view students as creators of meaning. Learning to teach occurs in context as the pre-service teacher reflects and challenges "the teacher role, learners' role, subject matter and pedagogy (p. 220)."

The constructivist model became a major orienting framework for teacher education beginning in the 1980's (Richardson, 1997). Many teacher education programs claim that their pedagogy is informed by the constructivist approach to learning. Research studies showed mixed results in demonstrating that pre-service teachers' beliefs and practices underwent drastic conceptual change and acquired new constructivist beliefs due to their exposure to a constructivist teacher education program (Richardson, 1997). One of the challenges that the constructivist college educator must address is that many pre-service students bring strongly held, traditional, and systematic views into teacher education programs from prior experiences. McDiarmid reported that when

elementary pre-service teachers who held to traditional approaches to teaching mathematics had to teach in a more constructivist approach, some refused to go along with the new approach and held to their prior notions (McDiarmid, 1990). Some researchers have questioned the possibility of changing a teacher's prior conceptual framework through program interventions (Richardson, 1997).

Educators have typically advanced either the traditional or the constructivist approach to content and pedagogy. The constructivist approach is child centered, discovery oriented, and progressive (Richardson, 1997). The content emerges from the child's interests and experiences. Whereas, the traditional or didactic approach is more instrumental, behavioral, or teacher directed. The student takes on a passive role, learning is superficial focused on details and facts, and the student is highly dependent on the teacher (Richardson, 1997). According to Rainforth (2003), "the teacher or state predetermines curriculum content," in the traditional approach.

In both of the fifth year certification programs in question the constructivist approach was presented as preferred over the traditional approach. This was true with regard to both pre-service teachers and the supervision faculty.

One challenge that pre-service teachers face, is integrating the constructivist practices they learned in their coursework while working as practitioners in a variety of local settings where more behaviorist or traditional approaches to teaching are utilized (Rainforth & Kugelmass, 2003). In the real world of teaching, the pre-service teacher who desires to implement constructivist approaches must manage both the "conventional social expectations and individual understanding, even though the two may often be in conflict" (Richardson, 1997). Pre-service teachers can understand and utilize the

currently preferred constructivist approaches in their classroom practice even if the environment of the traditional approach is securely in place.

Danielson's framework for teaching (C. Danielson, 1996), was grounded in the constructivist approach. It would be an understatement to say that her framework merely informed her lesson design. She stated that "the primary goal of education is to engage students in constructing important knowledge and that it is each teacher's responsibility, using the resources at hand, to accomplish that goal" (p. 25).

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

Danielson (1996) created a framework aligned with constructivist practices to evaluate teachers. In her book, *Enhancing Professional Practice: A Framework for Teaching* (1996), Danielson provided a structure with four categories and 22 components to evaluate the key areas of teaching responsibility. The four categories were referred to as "domains" and were:

Domain 1 – planning and preparation

Domain 2 - classroom environment

Domain 3 – instruction

Domain 4 – professionalism.

The criteria under each domain may be applied to student teachers, novice and experienced practitioners. The procedures she recommended were identical without regard to the teacher's stage of professional growth. The standards of performance used in Danielson's framework were, progressively, *unsatisfactory, basic, proficient and distinguished.* This researcher received permission from Danielson to add the numeric designations in the range of 0-3 to coincide with the unsatisfactory to distinguished levels. Similarly, the PDE 430 performance levels range from *unsatisfactory, satisfactory, superior, and exemplary* and include numeric values of 0-3.

Problem Statement

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

Research Questions for the Case Study

All of the data were collected and analyzed with the the goal of answering the following research questions:

1. What were the evidences that the pre-service teacher self-initiated designing lessons that were highly relevant to students, highly engaged students in learning and self reflected on teaching ?
2. What were the evidences from formative evaluations that the pre-service teacher designed lessons that were highly relevant to students?
3. What were the evidences from summative assessments that the pre-service teacher designed lessons that were highly relevant to students?
4. What were the evidences from formative evaluations that the pre-service teacher highly engaged students in learning?

5. What were the evidences from summative evaluations that the pre-service teacher highly engaged students in learning?
6. What were the evidences from formative evaluations that the pre-service teacher reflected on teaching with thoughtful and accurate assessments?
7. What were the evidences from summative evaluations that the pre-service teacher reflected on on teaching with thoughtful and accurate assessments?

Rationale

During the academic semester under investigation, the researcher served in the dual roles of a doctoral student at a Research I University and a teaching assistant as a supervisor of pre-service teachers. The case study approach was utilized as the researcher investigated, evaluated and qualified pre-service teachers representing each of the two fifth year practicum programs. The two different programs represented Masters' of Teaching (MAT) interns and two Professional year (PY) student teachers. Bothe of these programs were 5th year teacher education programs. As stated earlier, whether the pre-service teacher is a MAT intern or a PY student teacher, each one had to be evaluated using the PDE 430 form for certification purposes.

As stated earlier, the PDE 430 form purportedly corresponded to Danielson's constructivist model (C. Danielson, 1996) that consisted of four domains which include planning and preparation, environment, instruction and professionalism. In the researcher's opinion, the Danielson framework reflected a more constructivist or student centered approach, whereas, the PDE 430 reflected a transmission or teacher directed approach. The transmission approach neither promotes interaction between prior

knowledge nor included the dialogue necessary for understanding of new knowledge (Richardson, 1997).

Specifically, the two frameworks were very similar except that the PDE 430 omitted or minimized some key criteria included in the Danielson framework. Those elements missing were student-centered planning, highly engaging the students in learning, and reflective practice. This study investigated to what extent, if any, pre-service teachers were incorporating these practices into their teaching. The alignment of the local university standards and the Danielson Framework was analyzed, as well as, the PDE 430 and the Danielson framework. This provided an additional source of evidence, used to determine if pre-service teachers were implementing constructivist and reflective practices in K-6 classrooms.

Procedures

The case study approach holds the narrative that will be recounted for each participant in their respective teacher education program. During the gathering of data, pre-service teachers were investigated, evaluated, and qualified based on all of the methodologies available. The pre-service teachers were supervised and evaluated to determine if there was evidence that they were integrating constructivist and reflective practices into their instruction.

The constructivist and reflective practices were monitored throughout the spring semester during the pre-service teachers' practicum using the *Pre-Service Teacher's Evidence of Constructivist/Reflective Practice Rating Form.* The three teacher behaviors under investigation and their descriptive performance indicators included in Danielson's Framework (C. Danielson, 1996) were deemphasized or omitted from the PDE 430.

These effective teacher behaviors and their performance indicators were (C. Danielson, 1996):

1) Demonstrating knowledge of students.

    a) Lesson design demonstrates knowledge of the characteristics of the age group.

    b) Lesson design demonstrates knowledge of students' varied approaches to learning.

    c) Lesson design demonstrates knowledge of students' skills and knowledge.

    d) Lesson design demonstrates knowledge of students' interests and cultural heritage.

2) Demonstrating engaging students actively in learning.

    a) Connects new content to students' knowledge, interests, and a school's culture.

    b) Selects activities and assignments that emphasize problem-based learning, permitting student choice and initiative, encourage depth rather than breadth, require student thinking and designed to be relevant and authentic.

    c) Highly engages students with productive instructional groups

    d) Uses instructional materials and resources that assist students in engaging with content.

    e) Creates structured lessons with a beginning, middle and end, with a clear introduction and closure while pacing the lesson within the constraints of allotted time.

3) Demonstrating professionalism through use of reflective practice.

a) Demonstrates extensive reflection on teaching with thoughtful and accurate assessments of lessons taught.

b) Demonstrates exceptional reflection on teaching by considering and offering strategies for improvement

In addition to the local formal observation forms completed, Danielson's Framework for Professional Practice (1996) rubrics were also utilized. These rubrics were revised by the researcher and formally renamed, *Pre-Service Teacher's Evidence of Constructivist/Reflective Practice Rating Form* or abbreviated as the *Researcher Rating Form*. The Framework was derived from extensive research conducted by the Educational Testing Service and validated in the monograph by Carol Dwyer (Dwyer, 1994). There were four levels of performance indicated by Danielson (1996). Those included *unsatisfactory, basic, proficient*, and *distinguished*. The spectrum of levels range from the description of teachers who have not mastered the fundamentals of teaching (unsatisfactory), to teachers who are highly accomplished and able to mentor other teachers' professional growth. These levels of performance were very useful to the supervisor and researcher gathering data during observations of pre-service teachers' lessons.

Danielson (1996) clarified the criteria indicative of each level of performance. The rating of *unsatisfactory* described the teacher who shows no evidence of understanding of the concepts that underlay the component. The researcher assigned the ordinal '0' to this rating. The *basic* rating was indicative of the teacher who was

minimally competent. The teacher attempted to implement the elements yet was sporadic, intermittent, or not consistent in performance. The researcher assigned the ordinal '1' to this rating. The *proficient* rating was indicative of the teacher who understood and implemented the concepts foundational to the component under investigation. Typically experienced, competent teachers are regarded as performing at this level. The researcher assigned the ordinal '2' to this rating. Finally, the *distinguished* rating would be descriptive of master teachers that make a contribution to the profession within and outside of their local school contexts. Danielson described their classrooms as operating "at a qualitatively different level, consisting of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning" (1996, p. 37). The researcher assigned the ordinal '3' to this rating.

Danielson's "Constructivist/Reflective Practice Rating Forms (Danielson, 1996) was altered for research purposes. First of all, an identifier line was added to include the pre-service teacher's name, date, grade level and lesson topic. Additionally, a note column was used to describe the lesson event that aligned with the element described. The rating of "unsatisfactory" was replaced with "no evidence." The adapted form was retitled, "*Pre-Service Teacher's Evidence of Constructivist/Reflective Practice Rating Form"* and abbreviated as the *Researcher Rating Form.*

During or immediately following pre-service visitations, the forms were completed with notes describing what evidence was found during these formative assessments, based on the criteria described earlier. Accompanying the tested rubric of

pertinent information was a narrative description and rationale for the ratings. These were under the appropriate research questions.

Subjects

Four pre-service teachers, two Professional Year student teachers and two from the MAT intern program were selected to participate in the case study. The participants were selected because they were because they equally represented interns and student teachers, and because they were the only four pre-service teachers in urban settings for the spring 2006 semester that were under the principal researcher's supervision. All the participants were elementary education majors. The data collection sources included observations, completed *Researcher Rating Form*s, pre-service teachers' reflections, lesson plans, internal summative evaluations, PDE 430 form, and the PDE 430-A Sources of Evidence template.

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

or preparation (i.e., in a second subject field for elementary interns and in a separate course or grade level for secondary interns).

The intern continues with at least two teaching assignments through the end of the eighteenth week (end of the first half of the year). By the start of the second half of the year, the intern assumes full responsibility for one half of the clinical instructor's daily teaching schedule. Regardless of where the intern is assigned, this half-time teaching arrangement continues for the remainder of the school year. However, for limited periods of time the intern may assume responsibility for a full instructional schedule.

A *Student Teacher* in this study, is defined as "a person enrolled in an accredited student teaching program who completes an in-depth clinical laboratory experience in a school setting for no less than twelve weeks" (Shih, 2004). The professional development of student teachers occurs in stages, through a gradual assumption of more and more complex duties in the classroom. This developmental process begins with a period of observation and participation in the first semester of the professional year (i.e., term before student teaching), continues with increased classroom participation and responsibility in the early weeks of student teaching, and concludes over a period of time when the student teacher assumes full responsibility for planning, conducting, managing, and evaluating classroom instruction. The amount of time spent observing, assisting, and assuming full responsibility, as well as the order of these activities varies from school to school. As the student teacher develops confidence and poise, additional duties and subject areas are assigned each week until he/she has full responsibility for the classroom. However, it is usually at the discretion of the mentor teacher to determine the timing and type of activity undertaken by the student teacher.

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

Observations

The Clinical Supervision model as described by Garman and Haggerson, (Garman & Haggerson, 1993), is promoted in the university intern and student teacher handbooks (*A Guide to Student Teaching - A Professional Field Experience Handbook*, Fall 2005; *Intern Teaching Handbook*, Fall 2005). This model was utilized for every formal visit made to observe classroom instruction and included a pre-observation conference by the university supervisor and the pre-service teacher, followed by the observation of teaching.

The pre-observation conference encouraged the pre-service teacher to identify instructional strengths and weaknesses from their perspective of the lesson taught. This method of supervision enabled the mentors to describe, evaluate and suggest improvements in the intern/student teacher's performance. They also identified the focus of subsequent observations. This was always facilitated by the university supervisor and, when possible, was attended by the mentor or cooperating classroom teacher.

After every formal conference, a post conference was held where the university supervisor completed a formative assessment of the lesson. The student teacher/intern fills out the *Reflection Form*. This form under both titles includes supportive and corrective feedback from the university supervisor, including goals for future

development. The completed *Reflection Forms* were initialed by the university supervisor who is the researcher in this study.

Additionally, following videotaped lessons where the post-conference was delayed by a week or two, pre-service teachers were required to complete the *Reflection Form* on their own and bring it to the post-conference meeting. During the post-conference meeting, the pre-service teacher was given opportunity to identify the strengths of the lesson and any corrective action that needed to take place. Additionally, the supervisor provided positive and constructive feedback to the student teacher. This provided data that was rated under the category of "reflective practice" from the *Researcher Rating Form*.

Researcher Rating Forms

In addition to the formal observation forms completed, Danielson's Framework was utilized using the *Researcher Rating Forms*. The performance of pre-service teachers was evaluated based on the criteria indicative of each level of performance. To review the ratings from the *Procedures* section of this document, the *unsatisfactory* (0) rating described the teacher who showed no evidence of understanding of the concepts that underlay the component. For research purposes, the *unsatisfactory* designation was changed to "no evidence." The *basic* (1) rating was indicative of the teacher who was minimally competent. The teacher attempted to implement the elements yet was sporadic, intermittent, or not consistent in performance. The *proficient (2)* rating was indicative of the teacher who understood and consistently implemented the concepts foundational to the component under investigation. Finally, the *distinguished* (3) rating

would be descriptive of master teachers that make a contribution to the profession within and outside of their local school contexts.

Pre-service Teachers' Reflections

The University handbook, neither specifically nor generally, referred to reflective practice as a goal for the student teachers (*A Guide to Student Teaching - A Professional Field Experience Handbook*, Fall 2005). However, the *Intern Teaching Handbook* did state as a goal, "To provide the intern with opportunities to engage in reflective self-analysis of their own teaching performance, as well as to use constructive feedback form others to refine their teaching skills." (*Intern Teaching Handbook*, Fall 2005). Though the university program identified reflective practice as a goal, there was no evaluative measure in place to hold pre-service teachers accountable for demonstrating this behavior.

Pre-service teachers were encouraged to communicate via email on the off-weeks when they were not visited at their placement site for a formal observation by the university supervisor. The researcher was careful not to prescribe reflective practice, in order to find out if the pre-service teachers were integrating reflective practice on their own.

Lesson Plans

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

(a) objectives tied to Pennsylvania Chapter 4 Academic Standards

(b) content coverage

(c) teaching styles

(d) instructional materials

(e) organization, management

(f) evaluation criteria and procedures.

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

Elementary Summative Evaluation Forms

Each college and university has their own in-house program-specific standards and criteria that serve as evaluative measures of desirable teacher behaviors. From this local summative assessment, the pre-service teacher earns a grade. The university grade options for interns and student teachers ranges from Honors (H); Satisfactory (S); to Unsatisfactory (U). The rating is based on the attributes listed under each of the six categories of personal and interpersonal characteristics, professional qualities, professional preparation, planning for instruction, teaching skills, and behavior management. The mentor and university supervisor rate and average the total for each section for the mid-term and final grade for the pre-service teacher. Through the use of the case study approach, the study sought to discover how the formative assessments utilized by the individual teacher education programs linked to the summative assessments required by Act 354.

Formal midterm and final evaluations took place during the spring semester for the MAT Interns and PY student teachers. The participants in the evaluation process included the university supervisor, the mentor teacher and the student teacher/intern in a three-way conference. The researcher used the elementary education evaluation for pre-service teachers, from prescribed by the university in this study.

PDE 430- State Summative Evaluation Form

As stated earlier, since the passage of Act 354 by the state legislature of Pennsylvania in the year 2001, all teacher education programs accredited by the state are required the use of the Pennsylvania Department of Education summative evaluation form, the PDE 430, to determine whether the teacher candidate had met the criteria for exit from the teacher education program. The university supervisor must complete the form to accompany the pre-service teacher's certification application. As required by the state, this form was used as a summative assessment of teacher behaviors of planning and preparation, environment, instructional delivery and professionalism.

PDE 430-A: Sources of Evidence Form

Both MAT Interns and student teachers are required to create and maintain a portfolio. This portfolio provided the necessary documentation of sources of evidence that accompanied the PDE 430 form. During the spring 2006 semester, the University teacher education program distributed to university supervisors a list of possible artifacts that could be included in the Sources of Evidence Portfolio. It reflected the four categories from the PDE 430 form of planning, environment, instruction and professionalism. This document was provided to each pre-service teacher including those serving as participants in this study.

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

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

Data Analysis

As a researcher pursuing qualitative data through the case study approach, the focus was constructing knowledge within the context of urban pre-service teachers during elementary literacy instruction. After experiencing the process, Dyson and Genishi (2005) summarize well the experience, "everyday teaching and learning are complex social happenings, and understanding them as such is the grand purpose of qualitative case studies" (p. 9). The aim of this study was not to establish and analyze the relationship between two variables, such as constructivist practices and urban settings. Rather, it was to analyze the meaning of the phenomenon of constructivist and reflective practices as they were socially displayed in the relationship between the supervisor and the pre-service teacher.

Embedded in the array of data collection devices was a comprehensive measure of the pre-service teacher's constructivist and reflective practice level attainment. These included the pre-service teachers' reflections, lesson plans, classroom observations, program specific summative evaluations, the PDE 430 form and the PDE 430-A Sources of Evidence completed template and the *Researcher Rating Forms*. These descriptions were synthesized into participant profiles to construct the case study (Dana & Yendol-Silva, 2003).

Summary of Pre-Service Teachers' Constructivist/Reflective Practice

As in the case of most case studies, the researcher's purpose was not merely to organize and analyze the data collected, but to attempt to understand how the information gathered matters for participants and policy makers. The questions asked in the research statement call for interpretation of what was learned through intensive analysis. Dana and Yendil-Silva summarized the researcher's experience well when they stated, "While you may never be able to marvel at a perfected, polished, definitive set of findings based on the data analysis from one particular inquiry, you can marvel at the enormity of what you have learned through engaging in the process and the power it holds for transforming both your identity as a teacher as well as your teaching practice."(Dana & Yendol-Silva, 2003). This researcher can testify that this statement held true throughout the data collection process. The learning by the researcher occurred in the social context of a relationship between the pre-service teacher and the supervisor. Let the results of the findings for each participant be heard.

Candace – MAT Intern, first and fourth grades

Candace completed her Masters of Arts in Teaching (MAT) Internship in Elementary Education, during the 2005-2006 academic year at an urban public school. The researcher served as her university supervisor for the duration of her 1st and 4th grade placements. Overall, Candace demonstrated that she utilized constructivist and reflective practice at the basic level or one point out of three, according to the Danielson framework (1996). However, according to the local and state evaluations her planning, teaching and professional practice were rated at the highest levels and described as Honors and Exemplary.

Helen – MAT Intern, second grade

Helen completed her Masters of Arts in Teaching (MAT) Internship in Elementary Education, during the 2005-2006 academic year. The researcher served as her university supervisor for the duration of her 4th and 2nd grade placements. In each of the categories of performance using the state and local evaluation forms, she far exceeded expectations. However, Helen demonstrated that she utilized constructivist and reflective practice only at the basic level according to the Danielson framework (1996). This was clearly demonstrated in her communications on her own and in the formative evaluations. There was some evidence in the summative evaluation identified as the PDE 430-A Sources of Evidence Template. Nonetheless, according to the local and state evaluations her planning, teaching and professional practice were rated at the highest levels and described as Honors and Exemplary.

Marie – Professional Year Student Teacher, third grade

Marie student taught in third grade in the spring of 2006 at an urban public school. The researcher had the privilege of being her university supervisor during her twelve week placement in the field of Elementary Education from January 30- April 27, 2006. In each of the categories of performance evaluated using the local and state evaluation forms, she was exceptional. In contrast, Marie demonstrated no evidence of constructivist or reflective practice in her self-initiated communications. She evidenced no lesson design that was highly relevant to students, student engagement nor reflective practice, through any of the formative evaluations. She demonstrated no evidence or just below basic evidence of student engagement and reflective practice in the same portfolio summative assessment. To her credit, she did provide evidence in her portfolio summative assessment of planning with knowledge of students. This minimal evidence of constructivist/reflective practice stands in sharp contrast to her local and state evaluation ratings which were identified as *Honors* and *exemplary,* or the highest ratings possible.

John – Professional Year Student Teacher, fourth grade

John student taught fourth grade in the spring of 2006 at an urban public school. The researcher had the privilege of being his university supervisor during the twelve week placement in the field of Elementary Education from January 30- April 27, 2006. In each of the categories of performance he was *satisfactory*. Again, John demonstrated no evidence of constructivist or reflective practice in his self-initiated communications. He evidenced no lesson design that was highly relevant to students, student engagement nor reflective practice, through the formative evaluations. He demonstrated no evidence

of student centered planning, student engagement and reflective practice in the same portfolio summative assessment during Elementary literacy instruction. This minimal evidence of constructivist/reflective practice stands somewhat in contrast to his local and state evaluation ratings which were identified as *Satisfactory,* or the required rating for certification.

Conclusions

When all the self-initiated, formative and summative ratings were tallied, there was a slight difference between the scores of the MAT Interns and Professional Year student teachers. Helen, a MAT Intern, scored overall at the basic level in her planning, engaging and reflecting. Candace, also a MAT Intern, scored at the basic level in the formative assessments in her planning, engaging and reflecting but just below in these behaviors on her own and through the summative assessments. However, both MAT Interns scored the highest rating possible, or "Honors," using the Internal Program Evaluation or Local assessments. According to the rating description, "none or very few areas of needed improvement..." (Schermer, 2005). They also scored the highest rating possible, or "exemplary" on the State evaluation form or the PDE 430 evaluation. An "exemplary" rating was described as "consistently and thoroughly demonstrate indicator of performance."

Both Marie and John, Professional Year Student Teachers, showed no evidence of constructivist/reflective practice. However, Marie scored the highest rating possible, or "Honors," using the Internal Program Evaluation or Local assessments, as well as the PDE 430 evaluation. John scored in the competent range, or "Satisfactory," using the Internal Program Evaluation. According to the rating description, "some areas of needed

improvement…" (Schermer 2005). He also scored a "superior" rating on the PDE 430 evaluation which is described as "usually and extensively demonstrates indicators of performance."

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

The obvious question remains, why did the pre-service teachers perform so well in the categories of planning, instruction and professionalism on the local and state evaluations, but score barely or below basic in the constructivist/reflective practices using the Danielson framework? My conclusion was that since the local and state checklists did not require university supervisors or mentors to hold students accountable for these behaviors, they did not get the attention they deserved. Indeed, as described in the literature, the purpose of mentoring is to enhance teacher performance and student learning (Rowley, 1999). If the University had embedded these practices in the lesson plan format, observation forms, reflection sheets, and internal program evaluation forms then the novice teachers would have been mentored and shown growth over time in these areas. Additionally, if reflective practices were included in the PDE 430 evaluation, pre-service teachers would have deliberately included artifacts that demonstrated Sources of Evidence in these areas.

The researcher identified the "bicycle effect" as the term that best described the interpretations of the study's findings. Remember what it was like learning to ride a bike? All the focus was on steering to stay on the path, balancing so as not to fall, and braking to stop at will. However, once the fundamentals are secured then bike riders can ride at their own pace, enjoy the scenery, and try out their skills on various terrains. Then there are the elite cyclists whose routes are described as Stage 3 and routes can be 154 km. (Ward, 2005). The "bicycle effect" provides a great word picture of the results of this study. Using the above analogy, since the MAT interns had three semesters to develop these skills it made sense that they were able to demonstrate them even though not held accountable. Conversely, the Professional Year Student Teachers were concentrated on the basics of teaching that it was unlikely these unaccountable behaviors would develop in twelve short weeks.

On the other hand, MAT interns performed beyond the mandates of Chapter 354 primarily at the basic level. According to Danielson (2006), this is appropriate for a pre-service teacher and the proficient and distinguished ratings would be indicative of an experienced teacher rather than a novice. Additionally, the professional year student teachers showed little or no evidence of constructivist or reflective practice. The "bicycle effect" described above was attributed as a reasonable explanation.

Implications

The implications for policy and practice are that as it was established that the three teacher behaviors minimized on the PDE 430 turned out to be the most important for securing teacher quality in the urban setting (Turner, 2005). Turner, through her case study of literacy lessons in urban settings, cited student centered planning, high student

engagement and teacher quality as the most important elements in closing the achievement gap for populations of children who are economically disadvantaged or socially marginalized.

Through the process of this case study, it was discovered that when pre-service teachers are not are not held accountable, they will not receive feedback or needed mentorship to grow and develop in those particular areas. This research could aid in the upcoming revision of the Elementary Education Internal Program evaluation revisions. This will include the observation forms, student teacher reflection forms, mid-term and final evaluation forms. It should also include a revision of the lesson plan format.

Another possible implication relates to the variable introduced in this study of the academic freedom exercised by the university supervisor. Haskell places academic freedom in it's judicial context by stating, "legally, it assures faculty the right to pursue any line of inquiry in the course of their teaching or research without being censored, penalized or fired by university administrators" (Haskell, 1997, p. 2). Since academic freedom is afforded the university supervisor, this professional could hold students accountable for the best practices cited as critical for student achievement in urban settings but deemphasized in the state and local evaluation measures, outside of these entities.

Additionally, since the PDE 430 was found lacking, certain teacher behaviors identified as best practice by Danielson (1996), perhaps future revisions of this form, at the state level, should include sub-category descriptions of planning with knowledge of students and engagement of students while pacing. Definitely, the PDE 430 should include demonstration of reflective practices in order that pre-service teachers are held

accountable for thoughtfully and accurately consider the overall success of a lesson and reflect on strategies for improvement.

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A Non-Directive Approach to Clinical Application

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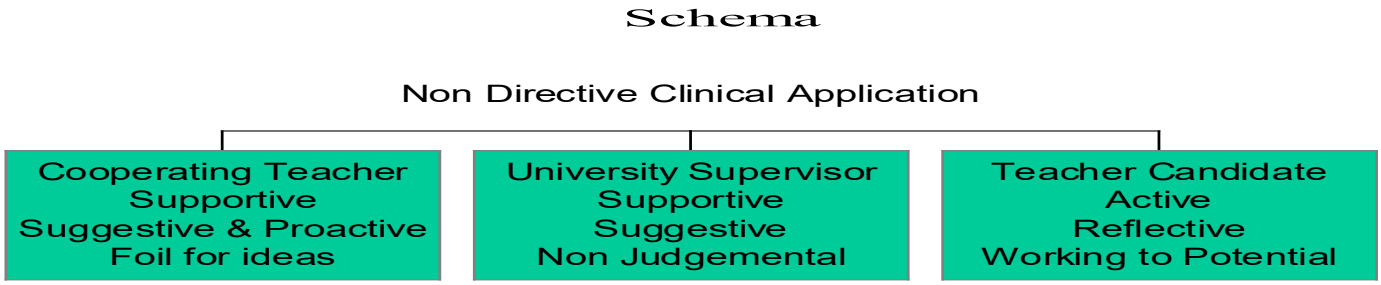
What is Non-Directive Clinical Application?

Chart 1**:** Schema of Non-Directive Clinical Application



Non-directive clinical application is a type of supervision in which the university supervisor refrains from interpretation, explanation, or prescription during the clinical cycle. Instead, the supervisor and cooperating teacher encourage the teacher candidate to develop their own pedagogy through suggestion and positive application from observational feedback.

Far too often teacher candidates are molded by directive clinical application which leads them to mirror their cooperating teachers and university supervisors. They search in vain for some cookbook on teaching. The non-directive clinical application allows the pre-service teacher to find their own voice to the real world of teaching. By finding their voice, they are able to develop their own teaching style. In both legal and

psychological professional education non-directive clinical application is used. Role assumption is the key in both models (Katz, 2008). The method becomes a total immersion, as much as possible, into the day to day routines of the teacher.

However, cooperating teachers and university supervisors should aid this "role assumption" by having the student teacher make every effort to replicate the routines of the teacher; i.e. taking roll, conferencing with parents, working on budget items, hall duty, cafeteria duty, bus duty, and Act 80 days. The mundane daily rituals of the classroom teacher are vital steps in the process role assumption. It is important that teacher candidates assume the teaching role as soon as possible. Keep in mine, Kurt Vonnegut one said: "We are what we pretend to be, so we must be careful what we pretend to be (Vonnegut, 1966)." If they thing they are teachers they will eventually act like teachers and be teachers. The critical phase of the role assumption is a vital part of the non-directive process.

What is the difference between directive and non-directive clinical application?

The differences between directive and non-directive clinical application can be seen in the following comparison chart.

Chart 2: Comparison between directive and non-directive clinical application

Directive Clinical Application	Non-Directive Application
prescriptive	suggestive
negative	positive
stagnate	evolving
imitative	creative
takes less time	takes more time
assumes that teaching is intellectual	assumes that teaching is social
cookbook approach	reflective approach
approximates real teaching	simulates real teaching

Assumptions Involved in Non-Directive Clinical Application

The non-directive approach is based on a number of assumptions. If one doesn't accept these premises the approach may have negative results. Many of these assumptions relate to basic beliefs about behavior found in philosophy and psychology.

Assumption 1: "They are always doing the best they can!"

This assumption relates to the ideas of Abraham Maslow and Socrates who suggested that in order to be able to teach and grow professionally one must have a positive outlook toward the whole process. Therefore, a positive self-image can be fostered by looking at what the student teacher is doing right before we look at what they are doing wrong (Dunn, 2005). This also will mean to some degree, that we let them solve or overcome their own problems. Keep in mind that at some point if there are persistent problems, university supervisors must become more directive. However, if we need to be more directive that doesn't imply that we scrap the other assumptions.

Assumption 2: "Have faith in the program!"

By having an abiding faith in the program, we can give the student teacher time to understand, reflect and solve his/her own problems. By doing this, they will grow professionally and get real teaching experience in role assumption.

Assumption 3: "The university supervisor and cooperating teacher should lead the student teacher to find their own voice (i.e. teaching style)."

This aspect of the process is somewhat like psychoanalysis in which the supervisor and cooperating teacher assume the role of therapist and the teacher candidate assumes the role of patient (Dunn, 2005). Just as the therapist works out the problem with the patient, the supervisor/cooperating teacher works out the teaching process with

the student teacher in an inductive way by leading the teacher candidate to reach their full potential.

Assumption 4: "Self-esteem and positive regard are important!"

Help the student teacher to develop a positive regard toward the students they teach and themselves while understanding their own strengths and limitations.

Assumption 5: "Restate the meaning of the teacher candidates' words during the conferencing session, so they can reflect on them."

By restating and reformatting the meaning of the teacher candidates' words, they have time to reflect, comprehend, and grow professionally.

Assumption 6: "A cycle of clinical application with extensive pre and post conferencing is essential."

The key to the whole process is the clinical cycle that involves detailed pre and post conferencing. In pre-conferencing, the university supervisor should concentrate on the lesson in terms of objectives and lesson design. During the observation stage of the lesson, the stress should be on unobtrusive and obtrusive cues. Unobtrusive cues involve such things as: classroom environment; teacher attitude; and materials. Obtrusive observation involves such things as the execution of the lesson design and student teacher interaction with students. The post-conference phase involves a discussion sequence that begins with the positive aspects of the lesson and ends with the university supervisor guiding the teacher candidate to improve by restating the meaning of the teacher candidates' words, so they can reflect and see how they can improve in a Socratic dialogue.

The Clinical Cycle

It is important to maintain a structured clinical cycle with non-directive application. The best approach is to observe student teachers once every two weeks for eighteen weeks, if there are no problems. This involves one introductory visit and eight rounds of clinical application. The pre-conferencing, observation, and post-conferencing are structured as follows:

Chart 3: Conferencing (See Appendix 1: Lesson Plan Evaluation Form)

Pre-Conference	Observation	Post-Conference
Lesson Plan	Unobtrusive Observations	Positive Aspects of the Lesson
Lesson Design	Obtrusive Observations	Negative Aspects of the Lesson
Content	Execution of the Lesson Plan	Information garnished from Unobtrusive Observations
Materials	Student-Teacher Interaction	Information garnished from Obtrusive Observations
Evaluation and Application		Suggestions for Improvement
Accommodations		
Extras		

Summary

In conclusion, the following points about non-directive clinical application should be considered when employing this method of supervision.

1. Non-directive clinical application stresses the present.
2. Non-directive clinical application does not imply dependence between student teacher and supervisor.
3. Non-directive clinical application favors a two-week clinical cycle.
4. Non-directive clinical application allows student teachers to find their own method for solving classroom problems instead of seeking a “cookbook” solution.

5. Non-directive clinical application stresses practical more than theoretical.
6. Non-directive clinical application challenges the assumption that few of us can solve our own problems.
7. Non-directive clinical application demands no super-human wisdom or unusual personality from the supervisor.

It is paramount to consider these assumptions and the clinical cycle when utilizing this approach to supervision. The adjectives involved in non-directive clinical application can be a good summary of the whole process. Remember that this approach is non-directive, suggestive, positive, evolving, creative, time consuming, social, and reflective.

Appendix 1: Lesson Plan Evaluation

Name_____

SUBJECT_____ GRADE____
Topic of Lesson_____

SEFE Department

Lesson Plan Evaluation

Scale

Poor (0): The student did not do the task, did not complete the assignment, or did not show comprehension of the activity.

Inadequate (1): The product or performance does not satisfy a significant number of the criteria, does not accomplish what was asked, contains errors, or is of poor quality.

Fair (2): The performance or product meets most of the criteria and does not contain gross errors or fundamental omissions.

Good (3): The performance or product completely meets the expectations described by the criteria.

Very Good (4): The performance or product completely exceeds the expectations described by the criteria

Outstanding (5): All of the criteria are met, and the performance or product exceeds the expectations for the task; additional effort or outstanding features are shown.

Part I: Planning
Pre-Conference
A) Lesson Plan

___Clearly Written

___Variety of activities/methods

___Age appropriate content/methods

___Reflects content knowledge

___Well-defined objectives/purpose

___Objectives related to standards of Learned Society & PDE

___Connects with current events/ real world

___Resources other than textbook

___Innovative methods attempted

B) Lesson Design

___Subject, Grade Level, Time needed

___Objectives tied to standards
*What will you have the students do?

___Procedures
*What you as the teacher will do?

___Content
*A brief outline of the subject matter taught in the lesson

___Materials
*Handouts, websites, media, computer simulations, textbooks, etc.

___Evaluation or Application
*How will you access learning? How will the students use or apply the knowledge?

___Accommodations
* What if any adjustments or accommodations did you make for diverse or inclusive students?

___Extras *Copies of handouts, worksheets, PowerPoint slides etc.

C) Teacher Preparation (unobtrusive or not obvious but relevant to the process)

___Appearance

___Room Environment
*Lights, Temperature, Windows, Doors

___Equipment, ready to use

___Outside Materials preview, ready to use

___Copy of plan and handouts, ready for use

___Materials
___Plan
___Textbook
___Handouts
___Supplementals
___AV
___Tests
___Misc.

Post-Conference
Part 2: Teaching Observation (obtrusive or observable or obvious)

A) General Items

____ Knows/uses student names

____Appropriate language used (verbal & written)

____Clear explanations/directions

____Movement/ eye contact/ energetic

____Unexpected problems recognized/lesson adjusted

____Misc. Class business (If any) was done

B) Lesson Plan Carried Out (Obtrusive)

____Lesson opened-students ready

____Purpose stated

____Used “Lesson Design” strategies as needed

____Adjusted based on needs

____Time used well/lesson completed

____Smooth transitions between activities

____Assignments given/explained

____Closure

____Objectives met

C) Student Teacher Interaction

____Students on task

____Students showed respect

____Students interested/responsive

____Students exhibited proper behavior

____Students understood teacher/lesson

____Used positive reinforcement

____Accepted/used student responses

____Teacher responses were consistent/planned

____Problems recognized, handled quickly and effectively

D) Evaluation

____Accepts constructive criticism

____Attempts to follow suggestions/make changes

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Using Marzano's Nine Strategies to Guide the Supervision Process: A Personal Essay

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Working with teacher candidates in their capstone field experience has always been both a rewarding and challenging experience. It is always a "tightrope walk" of sorts in determining what my student teachers need to know and do, in orchestration with what the cooperating teacher, state level standards, program assessment, and what works best for the students in the classroom. However, exploring the instructional strategies described in Classroom Instruction that Works (Marzano, Pickering, & Pollock, 2001), known affectionately as the "Marzano 9" has helped me to refine my professional practice, and approach the supervision of teacher candidates in a manner that is meaningful and effective.

The Marzano Nine

When Classroom Instruction That Works (2001) appeared, the general strategies appeared to make good sense for use in the classroom. The case for using the strategies on a frequent basis was compelling, and the predicted results were very promising. The nine specific strategies advocated by Marzano (2001) are presented in Table 1.

Each strategy offers a specific avenue to engage students in learning through a research based instructional strategy. Strategies are non-specific for grade level, and are non-specific for content. These strategies provide an effective framework for teacher candidates to design and deliver instruction, and for cooperating teachers and university supervisors to guide the growth of teacher candidates in their field experiences.

Table 1: The Marzano 9 (instructional strategies and definitions)
1. Identifying similarities and differences: The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way.
2. Summarizing and note taking: These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information.
3. Reinforcing effort and providing recognition: Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort. According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.
4. Homework and practice: Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.
5. Nonlinguistic representations: According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.
6. Cooperative learning: Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy & be systematic and consistent in your approach.
7. Setting objectives and providing feedback: Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives. Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.
8. Generating and testing hypotheses: Research shows that a deductive approach (using a general rule to make a prediction) to this strategy works best. Whether a hypothesis is induced or deduced, students should clearly explain their hypotheses and conclusions.
9. Cues, questions, and advance organizers: Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.

(paraphrased from Varlas, 2002)

The definitions, and implied strategies for the nine strategies listed are in many ways common sense and are broadly understood in the education community. Each strategy contributes to increasing student performance, and the effects of combining strategies promote even higher student performance in the classroom.

Supervision and the Marzano 9

These nine strategies provide the supervision triad (teacher candidate, cooperating teacher, and university supervisor) with a common set of expectations and a common understanding of classroom instruction. The strategies enhance the general supervision process and provide common language, focus, and observable actions from which cooperating teachers and university coordinators can guide the progress of teacher candidates.

Prior to the student teaching semester, teacher candidates participate in an orientation and review of the Marzano 9. Although the student teachers have had instruction and practice in the strategies earlier in their teacher preparation program, this process aligns with the Marzano 9 and ensures that the teacher candidates and university supervisors are aligned in their use of terms and expectations. In addition, cooperating teachers are provided with resources and an orientation on the Marzano 9 to ensure effective communication when their teacher candidates begin their field experience.

Throughout the student teaching experience the Marzano 9 are consistently integrated into seminar assignments, formal and informal classroom observations, teacher candidate's journal entries, and triad conferences. Cooperating teachers are encouraged to use the nine strategies as foundations for discussions, and as a framework for discussion.

The use of the Marzano 9 has provided an avenue for the supervision of teacher candidates to be consistent in both focus and application. By providing a consistent and well-understood foundation of strategies several changes have occurred. These changes include: an increase in quality of cooperating teacher observations, more focused observations by university supervisors, higher level of satisfaction by teacher candidates in the observation process, better coordinated plans to help teacher candidates to improve, and more focused documentation and final evaluation narratives.

Conclusion

The supervision process is greatly enhanced by focusing teacher candidate's actions and learning experiences through the nine strategies identified in Classroom Instruction That Works by Marzano, Pickering, and Pollock (2001). These nine strategies provide a framework for assignments, journal writing, conferences, observations, and communication within the established triad of the student teaching experience. By using these effective strategies as a focal point within the student teaching experience, the teacher candidates are getting additional practice at using research based effective instructional strategies. They are also participating in a student teaching experience that is clearly communicating an identified set of expectations. Through the effective use of the Marzano 9 the student teaching experience is enhanced and learning is promoted.

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