

WESSON, R. LANE, Ph.D. The Dispositions in Action of Lateral Entry and Traditionally Certified Elementary Teachers in North Carolina. (2008)
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This case study examined the dispositions in action of alternatively certified (lateral entry) and traditionally certified elementary teachers in North Carolina and how those dispositions manifest in the classroom as revealed through teacher and administrator interviews, teacher card sorts, analysis of student products, and prolonged classroom observations. Dispositional manifestation was measured using the Dispositions in Action Instrument (Thornton, 2006) which addressed three domains of teaching: classroom management, instruction, and assessment. Research questions focused on the dispositions that both alternatively certified and traditionally certified teachers' possess, how those dispositions manifest themselves in the classroom, and the factors that seem to mediate the development of those dispositions.

Lateral entry and traditionally licensed elementary teachers in North Carolina did display different dispositions in terms of classroom management, instruction, and assessment. In regard to management, lateral entry teachers showed a greater amount of empathy towards their students while traditionally licensed teachers focused primarily on established procedures and routines. However, both were effective classroom managers. In terms of instruction, lateral entry teachers displayed a technical disposition in action focusing on worksheets and textbooks. On the other hand, the traditionally licensed teachers displayed more responsive dispositions in action where differentiation and integration were evident in the teaching. However, one lateral entry teacher with a year of experience substitute teaching displayed dispositions in action similar to the

traditionally licensed teachers and one traditionally licensed teacher who obtained her degree over twenty years ago did display technical dispositions in action. Student assessment was a common weakness for both groups of teachers. The factors that seemed to mediate the development of dispositions in action of the participants were the presence of a strong instructional leader, experience within an educational setting, ILT meetings, and a profound sense of empathy among those participants who had their own children.

THE DISPOSITIONS IN ACTION OF LATERAL ENTRY AND TRADITIONALLY
CERTIFIED ELEMENTARY TEACHERS
IN NORTH CAROLINA

by

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To my family and friends, who have always believed in me and supported me along this journey. To my mother, who has been by my side encouraging me since I set this goal.

To my father, who is no longer with me but continues to be my inspiration.

APPROVAL PAGE

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CHAPTER I

INTRODUCTION

Background

By 2007, public and private schools across America will educate nearly three million more children than in 2001-2002. This amounts to more than 54 million K-12 students throughout the United States (U.S. Department of Education, 1998). Between 1990 and 2005 the elementary school-aged population has grown by 12%. Increased births and migration have caused growth in the southern and western regions of the U.S. to be more abundant than in past years. This surge in the number of students enrolled in schools across the country has created a great demand for teachers. The National Center for Education Statistics (2000) predicts that if the pupil ratio remains steady, at least 2.2 million new public school teachers will be needed by 2008. It is estimated that student enrollment will reach an all time high by 2007 (Gawron, Harris, Kettler & Wale, 1998). This information is particularly disturbing when combined with the fact that the teaching profession loses more than 30% of novice teachers within their first two years of teaching (Gawron et al., 1998). Reports of anticipated teacher retirement, teacher turnover, teacher burnout, and the impact of the federal No Child Left Behind Act (2001) indicate that the nation's educational system faces serious problems in terms of how teachers are recruited, trained, licensed, hired, and retained.

According to the U.S. Department of Education (1998), the undergraduate population today is much different that it was a generation ago. The population was

72% larger in 1999 than in 1970 and proportionately more students are currently enrolled part time and at 2 – year colleges. There are also older students in undergraduate programs; 39% of all undergraduate students are 25 years or older (U.S. Department of Education, 2002). A number of undergraduate students who are 25 years or older are entering the teaching profession. In 2005 about 35,000 individuals entered teaching through alternate routes. Alternate routes are attracting older adults as well as more men and more minorities to the teaching profession (Feistritz, 2005). According to a survey conducted by the National Center for Education Information, nearly 63% of teachers who are using an alternate route are thirty years of age or older. Nearly 22% of those adults are teaching in an elementary school setting while 20% are teaching mathematics. In school districts across the country shortages of qualified teachers is a reality.

In 2003-04 North Carolina employed 91,568 school teachers. North Carolina hired 9,316 “new” teachers that same year. Out of that number, 501 people received an “Emergency” teaching license, 2,187 people received a “Temporary” (provisional) license, 2,079 people were lateral entry, 4,278 candidates completed an approved teacher education program, and 271 people were issued a license after completing an alternative route. Clearly North Carolina, like other states across the nation, has a need to implement alternate pathways to licensure given that less than half of the “new” teachers have completed an approved teacher education program.

Alternative Teacher Certification

In response to a long anticipated shortage of teachers, district and state policymakers across the nation have implemented policies and programs designed to

introduce new candidates into teaching quickly. One approach is alternative teacher certification, which offers on-the-job training to candidates with little or no prior teaching experience (Birkeland & Peske, 2004). For example, alternative certification in North Carolina can be completed through one of three a Regional Alternative Licensing Centers (RALCs) or NCTEACH (North Carolina Teachers of Excellence for All Children). However, NCTEACH does not currently offer certification for elementary teachers at all sites; therefore teachers who obtained alternative certification in this study will have done so through a RALC.

Though alternative certification programs vary from state-to-state, most offer some type of abbreviated preparation, quick licensure, and expeditious entry into classrooms (Hawley, 1990). Alternative certification programs are different from traditional teacher education programs because they give participants the opportunity to teach in full-time, paid positions as they work towards completing certification requirements. In 2003, states reported a total of 144 routes to certification other than traditional teacher education programs (Feistritzer & Chester, 2003).

Alternative routes to licensure have been broadly defined as teacher licensure programs that do not require traditional university preparation (Darling-Hammond, 2000; Miller, McKenna, & McKenna, 1998; Wayman, Foster, Mantle-Bromley, & Wilson, 2003). Cornett (1990) provides descriptions of the different types of alternative certification (AC) programs being implemented across the U.S.:

[Some AC programs] simply give teachers without the proper credentials (requirements such as education hours completed) an interim status and allow them to be employed as teachers while they work to earn the college credits that are equivalent to standard requirements for teacher education programs. On the

other hand, several states have developed additional alternative certification programs – ones that permit Arts and Science graduates to go through intensified but shortened programs (not requiring the typical accumulation of education hours), or meet requirements by demonstrating competencies, or by gaining the necessary expertise through field-based experiences while holding a teaching position. (p. 57)

Alternative routes to licensure are becoming increasingly more attractive to policy makers and school administrators who are charged with addressing the national teacher shortage. In 1983, only eight states reported having any additional methods of certifying teachers other than the traditional teacher education programs. In 1998, more than 40 states and the District of Columbia had over 538 different alternative routes to licensure in place for candidates who already hold a bachelor's degree in something other than education (Feistritzer, 1998). Now there are approximately 140 alternate routes to licensure in North America.

Texas and California have pioneered alternative certification programs. California has 65 alternative certification programs that involve 430 of its 1,000 school districts and approximately 8,000 teachers. The number of teachers hired on emergency permits or through alternative routes to licensure increased in California more than two-fold from 1990 to 2001 (Shields, Humphrey, Wechsler, Riehl, Tiffany-Morales, & Woodworth, 2001). However, despite its large alternative certification program, 11% of California teachers still have an emergency permit to teach, and are not in a certification program. Texas has 27 alternative certification programs that have supplied the state with 14% of its current teachers.

This past academic year, three times as many teachers obtained licensure through alternative paths than were alternatively certified ten years ago (National

Center for Education Information, 2005). More than 24,000 teachers in 28 states received alternative teacher certification 2004 alone. Those numbers do not include those individuals who obtained emergency teaching certificates. The National Association for Alternative Certification (2005) estimates that as many as 200,000 teachers have been certified to teach through alternative routes since 1985 (Feistritzer & Chester, 2000).

A survey administered by the National Center for Education Information (2002) entitled *Profile of Alternate Route Teachers* was conducted to obtain information on the people who choose to obtain licensure through an alternate route. Nearly half (47%) of people entering teaching through an alternate route report they would not have become a teacher if that alternative path were not available. Nearly half (47%) of those entering the profession through an alternative route were working in a non-educational setting before seeking certification. Additionally, the attraction of those from a culturally diverse population to alternative routes to licensure is staggering. Nearly one-third (32%) of people entering the teaching profession via an alternate route are non-white compared to 11% of the current teaching force. These statistics emphasize the fact that there is a definite need for alternative routes to licensure. Alternative certification is needed not just to fight the teacher shortage, but also to reach those who have the desire to teach but have found traditional methods unavailable (National Center for Education Information, 2005). The increase in teacher demand has fueled the growth of alternative certification programs, and alternative routes to licensure are being considered as a possible solution for increasing the number of teachers in schools across the nation.

The growing number of students attending public schools coupled with a severe teacher shortage makes alternate routes to teacher licensure an attractive solution for state legislatures and school administrators. Current research has a distinct focus on the demographic characteristics of those who attend alternate routes and the program requirements of both alternative and traditional routes to licensure but not specifically on the effects of any certain type of alternative or professional training (Adelman, 1986; Darling-Hammond & Feistritzer, 1990). Although the research does indicate that alternate paths to licensure attract a more diverse population, it does not give us any indication about what kinds of teachers those people become. There is some research on the success of students in classrooms taught by traditionally and alternatively certified teachers, but there is little information about the dispositions that either group of teachers possess. Nevertheless, alternative routes to certification are a part of the teaching profession and must be embraced by those involved in the field of education.

With an understanding of the teacher shortage and a call for “highly qualified” teachers in every classroom, the question is no longer “Should states have alternate routes to licensure?” but rather, “What kinds of dispositions do alternatively licensed teachers possess, how were those dispositions developed, and how do they manifest themselves in teacher actions and dialogue in the actual classroom?” With an understanding of the answers to those questions, school districts, administrators, and teacher educators can begin to get an idea of how to cultivate the dispositions of all new teachers.

Teacher Certification in North Carolina

North Carolina took a multifaceted approach to improving its educational system in the mid-1980's. The state implemented a series of reforms designed to make the teaching profession more enticing to undergraduate students while improving licensure programs. Those reforms included: (a) increased teacher salaries in the mid-1980's and again in the 1990's, (b) a career development program that rewarded teachers for obtaining a master's degree and/or National Board Certification, (c) a teaching fellowship program to recruit hundreds of high school students yearly into the teaching field by entirely subsidizing their college education, (d) requiring all public schools of education to become accredited by the National Council for the Accreditation of Teacher Education (NCATE), (e) making licensing requirements more strenuous for teachers and principals, (f) investing in improvement of teacher education programs across the state, (g) creating a North Carolina Center for the Advancement of Teaching and other professional development agencies, (h) initiating a beginning teacher mentoring program, and (i) introducing a set of incentives for teachers to pursue National Board Certification matched by no other state in the nation (Darling-Hammond, 2000). Since those reforms have been enacted, North Carolina has recorded the largest student achievement gains in reading and mathematics than any other state (Darling-Hammond, 2000). At present, North Carolina students are significantly above the national average in 3rd grade reading and mathematics, although in 1990 its scores were near the bottom of the state rankings (Darling-Hammond, 2000). However North Carolina, like many other states, has been affected by the growing teacher shortage and has been challenged to come up with innovative yet challenging routes to licensure.

There are two primary alternate routes to licensure in North Carolina. One alternative method to licensure comes in the form of three Regional Alternative Licensing Centers (RALCs). These centers are strategically placed across the state in order to serve prospective teachers from various regions. Like numerous other states across the nation, many of North Carolina's public school teachers traditionally come from formal teacher education programs of colleges and universities both in and out of state; however, with an increased demand for new teachers that exceeded the number of new graduates from traditional programs, the North Carolina Board of Education established alternative routes to teaching. North Carolina's RALCs focus on obtaining a license while teaching; also known as "lateral entry" teaching. Lateral entry allows a person to obtain a teaching position and begin teaching immediately, without any prior teacher training experience. The hiring school system is responsible for orientation training and assistance in obtaining a lateral entry teaching license. The first step of obtaining lateral entry is eligibility. Lateral entry eligibility requirements are fairly simple. The person must have at least a Bachelor's degree from a regionally accredited institution and the degree must be directly related to the subject area in which the person wishes to teach. The person must have a minimum Grade Point Average (GPA) of 2.5 (on a 4.0 scale) or have passed PRAXIS I and have earned a GPA of 3.0 in their major field of study or a GPA of 3.0 in all coursework completed in the senior year or a GPA of 3.0 on a minimum of 15 semester hours of coursework (related to the teaching area of licensure) completed during the most recent or past five years of schooling (Licensure Requirements, 2005, www.ncpublicschools.org). A degree related to

subject area for an elementary lateral entry position would be a Bachelor's degree pertaining to content areas such as Child Development and Psychology.

When a person has met eligibility he/she must secure an appropriate teaching position. Once a teaching position is secured the school system's personnel administrator works directly with a Regional Alternative Licensing Center. The RALC will then develop a plan of study outlining courses needed for licensure and listing local colleges and universities that offer the courses needed. The individual is required to complete a minimum of six semester hours of coursework from the plan of study during each year of employment on a lateral entry license. The individual is also required to pass PRAXIS II subject exams before he/she will be issued a teaching license. All requirements must be met in a maximum of two years after being hired on a lateral entry license. It can be extended one year if the holder earns a minimum of six semester hours of the outlined course work per year. However, the holder must meet all program requirements within three years of obtaining the lateral entry license. Lateral entry teachers in North Carolina obtain a Special License (equivalent to an initial or beginning license) that is good for two years.

Another method to licensure in North Carolina is through a program called NC TEACH (North Carolina Teachers of Excellence for All Children). NC TEACH offers an accelerated one year program for completing licensure requirements in North Carolina (North Carolina Department of Public Instruction, 2001). The program provides a statewide network for alternative licensure and recruiting lateral entry teachers from diverse populations in high-need areas.

NC TEACH is offered through host-institutions in North Carolina. These institutions include both public and private universities. It takes a minimum of 12 months to complete the program. The NC TEACH curriculum includes six modules: (1) The Teacher and the School; (2) Understanding the Learner; (3) Effective Teaching; (4) Specific Content Areas; (5) Technology; and (6) Diversity. Each module contains an instructional notebook with a common syllabus, a master calendar/schedule, model lesson guides, and a list of resources (NC TEACH, 2003). Candidates are admitted into the program on the basis of academic preparation (major and degree). Individuals must hold an undergraduate degree from an accredited institution, the degree must be relevant to the area in which they are seeking licensure, and the individual must have a minimum GPA of 2.5 on a 4.0 scale. Once the admission criteria are met, the individual attends a summer institute at the host site, which requires attendance five days a week for five full weeks. After successful completion of the summer institute, the individual must secure a teaching position in a North Carolina public school or charter school. Program participants are granted a Standard Professional I license to teach while in the NC TEACH program.

NC TEACH offers an alternative path to license individuals in middle grades (6-9) mathematics, science, language arts, and social studies; secondary (9-12) mathematics, science, social studies, and English; K-12 special populations (learning disabled, mentally disabled, and /or behaviorally/emotionally disabled); and K-12 second language (Spanish and French). NC TEACH does also currently license teachers in elementary education at two state universities.

As of July 1, 2006 the provision of requiring a highly qualified teacher in every classroom based on the No Child Left Behind Act (2001) was instituted across the nation. However, the legislation has left the definition for a “highly qualified” teacher to be developed by each individual state. North Carolina’s definition of “highly qualified” is a teacher who is properly licensed. This makes it difficult for lateral entry teachers at the elementary level because the candidate must pass PRAXIS II before being issued a lateral entry license (Licensure Requirements, 2005, www.ncpublicschools.org). However, there are a number of teachers at the elementary level across North Carolina who have successfully met the requirements to become licensed through lateral entry.

Dispositions

There is a renewed attention given to teacher “dispositions” that has been witnessed by the state of North Carolina and the nation; therefore there is a need to understand and be able to measure dispositions. The use of dispositions can be found in the National Council for the Accreditation of Teacher Educators (NCATE) 2000 Standards as well as the National Board for Professional Teaching Standards (1998). Although researchers have been studying aspects of teachers such as attitudes, perceptions, and beliefs, the definition of dispositions is still largely inconsistent within the literature (Ritchhart, 2001).

The definition of dispositions has varied over the years from “habits of mind necessary to effective teaching” (Dewey, 1933) to “patterns of behaviors exhibited frequently and intentionally” (Ritchhart, 2001). Dispositions have also been defined as the characteristics that individuals possess. These characteristics can also be called

values, interests, appreciation, attitudes, and beliefs. Katz (1993) defines dispositions as a habit of mind represented by patterns of behavior that one exhibits frequently and intentionally. This view of dispositions builds upon Dewey's (1922, 1933) work that addresses the cultivation of habits of mind necessary to teach effectively. Ritchhart (2001) defines dispositions as cognitive tendencies that illuminate one's pattern of thinking.

A widely supported idea in the field of education is that teacher beliefs and behaviors directly influence students' education achievement, including their social and academic success (Brattesani, Weinstein, & Marshall, 1984; Brophy & Good, 1984; Darling-Hammond, 2000) and are predictors of teaching strategies used in the classroom (Lortie, 1975; Pajares, 1992). It is also believed that since a teacher's ideas about the capabilities of a student directly influence that teacher's behavior and teacher behavior influences student behavior; therefore, a teacher's dispositions are critical to success in the classroom. Effective teaching happens when teachers are knowledgeable about their subject area, have positive teaching skills, and possess dispositions that foster student learning and development (Darling-Hammond, 2000; Wasicsko, 1977).

According to Darling-Hammond (2000) "what teachers know and can do makes the most difference in what children learn" (p. 168). This view is demonstrated by North Carolina's adoption of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. These standards reflect the requisite knowledge, skills, and attitudes (dispositions) necessary for beginning teachers. These standards address content pedagogy, student development, diverse learners, multiple instructional strategies, motivation/management, communication/technology, planning, assessment,

reflective practice/professional growth, and school and community involvement. By adopting these INTASC standards, North Carolina has promoted the belief that quality teachers not only possess an extensive knowledge base and sophisticated pedagogical skills, they also have positive dispositions towards the teaching profession as well as the children they teach.

The National Council for the Accreditation of Teacher Education (NCATE) was founded in 1954 and is the education profession's system to help establish high quality teacher preparation through unit accreditation. Five groups were instrumental in the creation of NCATE: the American Association of Colleges for Teacher Education (AACTE), the National Association of State Directors of Teacher Education (NASDTEC), the National Education Association (NEA), the Council of Chief State School Board Officers (CCSSO), and the National School Boards Association (NSBA). NCATE is responsible for the accreditation of schools, colleges and departments of education. The U.S. Department of Education and the Council for Higher Education recognized NCATE as a professional accrediting body for teacher preparation (<http://www.ncate.org>).

According to NCATE (2000), dispositions are the “values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities and effect student learning, motivation, and development” (p. 31). The inclusion of dispositions into the NCATE (2000) performance standards stresses the importance of the beliefs and values of quality teachers and the standards themselves reiterate that the dispositions towards students shape teaching behavior in the classroom.

At least three aspects of dispositions have been described by Ritchhart (2002) and extended by Thornton (2006). Intellectual character was developed by Ron Ritchhart (2002). This model focuses on the active nature of dispositions. Ritchhart (2002) believes that dispositions are not only what a person can do, their abilities, but also the behavior that person is likely to exhibit. Intellectual character describes the dispositions that not only shape behavior but also motivate behavior. Responsive disposition is a thinking-based orientation developed by Holly Thornton (2006). A teacher who exhibits such dispositions is responsive to: the needs and actions of the learner; their developmental characteristics; their cultural background and experience; their levels of understanding, student questions, student work samples and learning context; and expectations of the profession and society as a whole. The technical orientation, also developed by Holly Thornton (2006), is non-responsive and is reflective of the idea that the teacher is a technician who knows how to successfully use the skills of teaching, but typically not why these skills are effective. Within technical dispositions there is not much variation from situation to situation and student to student (Thornton, 2006).

For the purpose of this study dispositions will be defined as “a teacher’s habit of mind that shapes ways that the teacher interacts with students and the ways [he or she] make decisions in the classroom” (Thornton, 2006) but this definition will be operationalized by using Thornton’s (2006) descriptions of Dispositions in Action (DIA) to capture how both fully licensed and lateral entry elementary teachers enact their dispositions in their classrooms as beginning teachers.

Dispositions in Action

Dispositions in action (DIA) was developed by Holly Thornton as a part of her research on why teacher quality affects student learning. Thornton (2006) wondered if there was another form of intelligence, such as dispositional intelligence, related to content and pedagogy, that teachers' bring to the business of teaching that is requisite in quality teaching.

This dispositional intelligence measured by DIA moves beyond perceptions, reflection, and self-assessment into examining how dispositions are manifested in the teacher's action in the classroom and how they affect pedagogy and the learning process. As part of dispositions in action "patterns of thought about issues of morals, ethics and diversity reveal dispositions towards thinking *and* how they manifest themselves through the actions teachers subsequently make in the classroom" (Thornton, 2006). Thornton developed an instrument to measure three dimensions of dispositions in action: (1) ways of interacting with students, (2) ways of assessing understanding, and (3) ways of interacting with instruction (See Appendix E).

Theoretical Rationale

Current Constructivist Thought

The concept of dispositions in action (Thornton, 2006) is influenced theoretically by the increased influence on constructivist approaches to teaching and learning in the national research community. Much of this research has centered on teachers' thinking, teachers' practical knowledge, and the retention and transfer of knowledge gained by students in a constructivist setting (Gore & Zeichner, 1991; Marlowe & Page, 1998). For this study, constructivism as a theory of learning provides

the theoretical framework for the study as it does for dispositions in action (Thornton, 2006).

Constructivism is a theory of learning through meaning making experiences; its primary focus is on what “knowing” is and how a student “comes to know” (Fosnot, 1996; Richardson, 1997). Knowledge is described by many constructivists as that which is temporary, developmental, nonobjective, internally constructed, and socially and culturally-based (Fosnot, 1996). From the constructivist perspective learning is viewed as a self-regulatory event where knowledge is constructed through synthesizing new experiences into what the learner has previously come to understand. As humans we are constantly searching for mechanisms that will assist in the understanding our own personal experiences and we make new understandings through reflection of our interaction with new objects and ideas (Brooks & Brooks, 1993); so learning and knowledge construction occur both in social interaction and within the individual.

Constructivism in the Classroom

Fosnot (1996) and Marlowe and Page (1998) provide some general principles of learning derived from constructivism. Learning in constructivism terms is: the process and result of questioning, interpreting, and analyzing information; challenging, open-minded investigations in realistic and meaningful contexts; using the thinking process employed to develop, build and alter meaning and understanding of concepts; and integrating current experiences with past experiences to create an enhanced understanding.

When observing the teaching methods used by a teacher who embraces constructivism, one will see a distinctly different classroom than that of a teacher who

used more traditional methods. Since the main proposition of constructivism is that learning means constructing, creating, cultivating, and developing personal knowledge, then it should be no surprise that the emphasis of the teacher is not on transferring information but rather on promoting learning through student questioning, investigating, problem creating and solving, and interaction (Marlowe & Page, 1998; Richardson, 1997). The teacher constructs learning opportunities around primary concepts and the students build their own knowledge structures by investigating and discovering for themselves as well as by interacting with their environment. Through this active learning approach the students learn content and process simultaneously (Brooks & Brooks, 1993).

Constructivism and Dispositions

Effective teaching is something every teacher strives to reach every day of his/her career. According to the most recent research, effective teaching is child centered and based upon the needs of every student. A teacher with responsive dispositions empowers active learning through meaningful communication, instruction, and assessment. Therefore, constructivism and dispositions in action (Thornton, 2006) are congruent concepts.

Meaningful communication takes place between the teacher and the student as well as between the students themselves. The teacher empowers the students by allowing them to make mistakes and encouraging them to shift their understanding because of the discovery. When students are allowed to communicate with each other during the learning process they are dialoguing within a community. According to Fosnot (1996), in this type of setting “the learners (rather than the teachers) are

responsible for defending, proving, justifying, and communicating their ideas to the classroom community” (p.29).

Meaningful instruction allows students to create their own meaning and develop new understandings based upon what they already know and what they come in contact with in the classroom (Fosnot, 1996). The role of the teacher is to provide a learning environment where students actively search for meaning. Students learn by being actively involved rather than observing. Students are encouraged to use multiple ways to demonstrate understanding. The teacher then has the responsibility to clarify the relevance of the lesson and provide real-world examples. Instruction is differentiated based on the learner’s needs; however, the teacher’s role is to facilitate the learning process rather than to just deliver information.

In a constructivist classroom meaningful assessment moves beyond the simple statement of facts into student reasoning and real world application. Teachers who base their teaching on constructivism place less emphasis on grades and standardized tests, instead calling for an integration of assessment into the learning process. In doing this, students are challenged to be more involved in their own progress. These views can be found in Ritchhart’s (2002) ideas about intellectual character. Effective constructivist-based teaching involves authentic assessments that require problem solving and critical thinking. Traditional assessment processes, which tend to emphasize “right” and “wrong” answers, are not dominant in this kind of classroom. Instead, assessment provides nonjudgmental feedback, provides opportunities to monitor and observe, and includes activities that assess while learning is still taking place (Brooks & Brooks, 1993). The teacher may question student assumptions and probe the students requiring

them to be aware of their own assumptions and bias. The constructivist teacher desires to help students think independently, continuously challenging assumptions and bias, as opposed to seeking only one correct answer as validation of student learning (Bruner, 1983).

Within a constructivist classroom there should be mutual respect between the teacher and the students. This is provided in a supportive, yet, challenging learning environment where there are high expectations for every student. These expectations encompass not only academics, but also behavior and motivation. The teacher allows the students to develop their own feelings, opinions, and ideas while refraining from imposing his/her own views to be the only right opinion in the classroom. Decision making within these settings is shared by everyone.

Meaningful communication, instruction, and assessment found in constructivist-based classrooms can be easily paralleled to the responsive dispositions detailed in the three dimensions of Thornton's dispositions in action. A teacher exhibiting responsive dispositions empowers students when interacting with them. This teacher implements assessments that are both challenging and critical and facilitates creative instruction while teaching. A teacher embracing constructivist theory would more than likely hold responsive dispositions toward teaching and learning.

Many of these actions are derived from constructivism, are dispositional in nature, and can be observed in a classroom through carefully monitoring teachers' actions and interactions with students. They are closely aligned to dispositions in action (Thornton, 2006) and Ritchhart's (2002) intellectual character.

Statement of the Problem

The growing number of students attending public schools coupled with a severe teacher shortage makes alternate routes to teacher licensure imperative. Current research focuses on the demographic characteristics of those who attend alternate routes and the program requirements of both alternative and traditional routes to licensure but not specifically on the effects of any certain type of alternative or professional training (Adelman, 1986; Darling-Hammond & Feistritzer, 1990). Research does indicate that alternate paths to licensure attracts a more diverse population but does not tell us what kinds of teachers those people become. There is little empirical information about the dispositions that either group of teacher possesses.

With an understanding of the teacher shortage and a call for “highly qualified” teachers in every classroom, the question is no longer “Should states have alternate routes to licensure?” but rather, “What kinds of dispositions do alternatively licensed teachers possess, how were those dispositions developed, and how do they manifest themselves in teacher actions and dialogue in the actual classroom?” With an understanding of the answers to those questions, school districts, administrators, and teacher educators can begin to get an idea of how to cultivate the dispositions of all new teachers.

Research Questions

The overarching research questions framing this study are: *What dispositions do alternatively and traditionally licensed elementary teachers possess and how are those dispositions manifested through the teachers’ actions and dialogue in the classroom? What are some factors that seem to mediate the development of*

dispositions? No studies have examined or compared the dispositions of these two types of certified teachers respectfully. Answers to these questions could influence the way that school systems train and assist newly licensed teachers as well as the types of performance expectations that are measured.

CHAPTER II

REVIEW OF LITERATURE

The following review of the literature includes three sections: (a) current and past research on teaching effectiveness, including the various models used to measure dispositions; (b) a description of teacher assessments currently used in North Carolina; (c) a detailed description of dispositions in action; and (d) a description of models used to assess dispositions. First, the section on the research on teaching effectiveness reviews various studies on the teaching effectiveness of alternatively certified and traditionally certified teachers and offers insight into the types of research that has been conducted to date. The research on dispositions and varying ways to measure dispositions brings to light the way that people view and use dispositions in the field of education. The section on teacher assessment in North Carolina reviews the instruments used in that state with an explanation of why there may be a need for a more disposition-specific measurement tool. Lastly, “dispositions in action” is the tool proposed to fill the void in the current assessment of dispositions, or lack thereof, in North Carolina. This instrument measures how a teacher’s dispositions manifest in a classroom setting by means of interaction with students, assessments, and instruction.

Research on Teaching Effectiveness

In recent years, questions have been raised about whether teacher preparation makes a difference in teaching effectiveness and teacher’s perceptions of their own preparedness to teach. More often than not, teacher effectiveness is measured by

student achievement on a standardized test. This has been emphasized further by the “No Child Left Behind” legislation (NCLB) and by the “ABCs” accountability system in North Carolina. NCLB measures growth by Adequate Yearly Progress (AYP) which in turn measures the yearly progress toward achieving grade level performance for each student group in both reading and mathematics. Schools across the nation must test at least 95% of students within each population subgroup and each group must meet a targeted proficiency goal in order to make AYP. Student sub-groups are: 1) school as a whole; 2) White; 3) African American; 4) Hispanic; 5) Native American; 6) Asian; 7) Multiracial; 8) Economically Disadvantaged Students; 9) Limited English Proficient Students; and 10) Students with Disabilities. If one student subgroup at a school does not meet the targeted proficiency goal the school does not make AYP for that year.

North Carolina’s ABCs focuses on school and individual student progress and performance. The ABCs look at a school as a whole and at the growth of the same students over time. Student growth is calculated using prediction formulas that factor in past performance to predict the same student’s future performance. North Carolina’s accountability system has been in place since 1996 and focuses on the percentage of students performing at grade level as well as the school’s growth from year to year. The same reading and mathematics End-Of-Grade tests administered in grades three through eight are used to determine AYP and ABC status.

There have been studies of traditionally and alternatively licensed teachers that focus on teacher preparation, efficacy, sense of preparedness, and student achievement. Wenglinsky (2002) found that student achievement was directly related to teachers’ instructional preparation. By evaluating eighth grade science and

mathematics scores, he found that students in classrooms where teachers had taken traditional methods courses outperformed their peers whose teachers were prepared through alternative routes. Leczko-Kerr and Berliner (2002) echoed those results in their study of Teach for America (TFA) and other alternate routes to licensure. They compared the academic achievement of students taught by “under-certified” elementary teachers to the academic achievement of students taught by “regularly certified” elementary school teachers. In the study, under-certified teachers were any teachers who obtained licensure through an alternate route or obtained an emergency license. Regularly certified teachers were those who obtained licensure through a traditional teacher education program. They reported that students of regularly certified teachers outperformed students of under-certified teachers by about two months on the grade level equivalence scale on all three subtests of the SAT 9. They found no significant difference between the student achievement of Teach For America teachers and other under-certified teachers. (Leczko-Kerr & Berliner, 2002).

Wayman, Foster, Mantle-Bromley, & Wilson (2003) compared the professional concerns of traditionally prepared and alternatively licensed new teachers. The alternatively licensed teachers completed the Teachers in Residence (TIR) program available in Colorado. This program is very similar to North Carolina’s lateral entry program in that it allows non-licensed teachers to work in schools with all the responsibilities of a first-year teacher while earning a license. Researchers surveyed 237 first-year teachers who received teacher preparation in a traditional teacher education program and 154 first-year teachers who participated in TIR. Wayman et al. (2003) found that alternatively licensed first-year teachers were most worried about

pedagogical issues such as effective instruction and lesson planning as well as classroom management. The results raise concerns that those apprehensions could result in a poorer quality of teaching. This is directly related to the greatest criticism of alternative routes to licensure, the lack of pedagogical preparation provided to lateral entry teachers (Darling-Hammond, 1992; Shen, 1997).

The varying definitions of alternative certification programs and the large number of programs available in the nation today have made research on alternative certification “inconclusive and somewhat contradictory” (Miller, McKenna, & McKenna, 1998). However, there are a few studies that support the equivalence of alternative certification/licensure programs to traditional certification programs. In the following studies, unless otherwise stated, alternative certification is defined as any type of certification in which the teacher does not attend a traditional teacher education program.

In an exploratory study of alternative teacher certification, Adelman (1986) found alternative certification programs attract individuals with stronger classroom effectiveness than possessed by traditionally certified teachers. Wale and Irons (1990) found in an evaluation of Texas programs, that school administrators held more favorable opinions of alternatively certified individuals. When comparing traditional and alternative teacher preparation programs, Hawk and Schmidt (1989) found no difference in the observed classroom performance or National Teacher Examination (NTE) scores between the two groups.

Sharkey and Goldhaber (2001) used a large national data set, the National Educational Longitudinal Study of 1988 (NELS: 88) in a study comparing student math

and science test scores of certified and uncertified private school teachers. They found no significant difference in the student scores of teachers who hold a standard certification and those who do not.

Raymond, Fletcher, and Luque (2001) found contradictory results to the previously mentioned research by Laczko-Kerr and Berliner (2002). In their comparison of TFA teachers and other teachers in the Houston independent school district the researchers found only small differences in student achievement. However, the authors did not specify how non-TFA teachers were certified, therefore, it is difficult to draw conclusions about certification from this study alone.

The most comprehensive research on alternative routes to certification was conducted by Miller, McKenna, and McKenna (1998). These researchers designed a series of studies, both qualitative and quantitative, to examine the effectiveness of an alternative program. In their study they compared traditionally certified graduates with individuals completing an alternative certification program. According to Miller et al (1998), the alternative certification program “required condensed coursework to meet provisional certification standards, an induction mentoring program, and ongoing course work to meet minimal state certification guidelines”. It did not meet the full requirements for a degree program in middle grades education. They obtained data from multiple sources, including observation of teaching behaviors, the examination of student test scores, and teachers’ perceptions in an attempt to determine differences between traditionally and alternatively prepared teachers. Miller, McKenna, and McKenna (1998) developed an observation tool that assisted in observing and recording teacher behavior in the classroom. The instrument addressed lesson components and

pupil-teacher interaction. They found that no significant differences existed between the teaching strategies used by alternatively and traditionally certified teachers. When examining student achievement there were no differences found in average achievement test scores based upon whether the students had been taught by an alternatively licensed or a traditionally licensed teacher. They also found that neither traditionally nor alternatively certified teachers felt well prepared to teach.

Teacher Efficacy

There is a significant body of research indicating that a teachers' attitudes, values, and beliefs about students, about teaching, and about themselves strongly influences the impact they have on student learning and development (Collinson, 1999; Combs, 1974). Much of this research is related to teacher efficacy. There is a relationship between teacher's views of preparedness and their sense of teaching efficacy (Darling-Hammond, 2002). Teachers who feel better prepared for the profession are more likely to hold the belief that they can teach all students and make a difference in the lives of the students they teach (Darling-Hammond, 2002; Flores, Desjean-Perrotta, & Steinmetz, 2004). It has also been suggested that perceived teacher self-efficacy is reflective of interpersonal activities or dispositions (Brouwers & Tomic, 2001). Certification routes, specialization areas, and years of teaching experience can also affect efficacy (Flores et al., 2004). Teaching is a developmental process that can be influenced by multiple factors like beliefs and values about students. These perceptions and attitudes are related to the working model of modern teacher dispositions called dispositions in action, studied in this research.

Defining Dispositions

The state of North Carolina and the nation at large has recently seen renewed attention given to teacher “dispositions”. This is exhibited in the National Council for the Accreditation of Teacher Educators (NCATE) 2000 Standards as well as the National Board for Professional Teaching Standards (1998). However, the interest in the dispositions of effective teachers is not new. Researchers have been studying the “dispositions” of effective teachers for decades and have discovered a relationship between the effectiveness of teachers and the dispositions that teachers hold (Wubbels, Levy, & Brekelmans, 1997). These researchers have studied topics such as teacher attitudes, perceptions, and beliefs that limit the scope of dispositions considerably. Now, with the No Child Left Behind Act (2000) and the movement of multiple state legislatures to certify teachers with non-teaching degrees the national spotlight has shifted to teacher quality, effectiveness, and the dispositions that every teacher holds.

Research and literature specific to teacher dispositions has been largely neglected over the years. The definition of dispositions is still inconsistent within the literature and across teacher preparation programs. Ritchhart (2001) states that there is “a distinct proliferation of terms and diverse perspective associated with its use ranging from tendencies, values, habits of mind, attitudes, behaviors...making it difficult to establish the usefulness of the concept and to build on one another’s research” (Ritchhart, 2001, p.13).

Dispositions are often defined as the characteristics or personal qualities that individuals possess. These can include beliefs, attitudes, appreciation, interests, and values. These trends in behavior can range from skills, attitudes, and traits to mindless

habits. This view of dispositions builds upon Dewey's (1922, 1933) work that addresses the cultivation of habits of mind necessary to teach effectively. Ritchhart (2001) defines dispositions as a collection of cognitive tendencies that capture one's pattern of thinking. Thinking dispositions represent traits that animate, motivate, and direct abilities. They not only direct strategic abilities, they also help to activate relevant content knowledge (Ritchhart, 2001). Ritchhart's (2001) definition is premised on the idea that "intelligent performance is more than an exercise of ability...dispositions concern not only what one can do, one's abilities, but also what one is disposed to do. Thus dispositions address the often noticed gap between our abilities and our actions." (Ritchhart, 2001, p. 3)

NCLB (2000) has dramatically changed the dimensions of public school classrooms in the U.S. Every classroom must be staffed by a "highly qualified" teacher by July 1, 2006; although the definitions of a "highly qualified" teacher vary by state. North Carolina's High Objective Uniform State Standard for Evaluation (HOUSSE) 2005

defines a highly qualified teacher at the elementary level as having "obtained an appropriate license for the core academic subjects taught and demonstrate subject knowledge and teaching skills in reading/language arts, writing, math, and other areas of basic elementary education by passing the PRAXIS II exams". Quality teachers possess an extensive knowledge base and sophisticated pedagogical skills (Abernathy, 2002). These teachers also have positive dispositions towards the profession of teaching as well as the students they teach. According to NCATE (2000), dispositions are the

“values and beliefs” that define a teacher’s classroom performance. More specifically, NCATE (2000) defines dispositions as

the values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities and effect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment. (p. 31)

The inclusion of dispositions into the NCATE (2000) performance standards reiterates the importance of the beliefs and values of quality teachers. According to Abernathy (2002), these new NCATE standards “recognize the dispositions towards students shape teaching behavior in the classroom”. It is widely supported in the field of education that teacher beliefs and behaviors have a direct influence on students’ educational achievement, including academic and social success (Brattesani, Weinstein, & Marshall, 1984; Brophy & Good, 1984) and are predictors of teaching practice (Lortie, 1975; Pajares, 1992). It is also believed that a teacher’s belief about the capabilities of a student directly influences that teacher’s own behavior (Pajares, 1992) and because a teacher’s behavior influences student behavior, dispositions are critical to the success of both teacher and student. According to Wasicsko (1977), teachers, parents, educators, and researchers agree that “effective teaching happens when teachers thoroughly know their subjects, have significant teaching skills, and possess dispositions that foster growth and learning in students”.

Research on Dispositions

There have been a number of studies conducted over the past few decades to determine or identify characteristics of effective teachers. These studies typically focused on some aspect of pedagogical skills, teacher knowledge, or dispositions. Effective teaching is the intersection of all three of these.

Combs (1974) researched the idea that the effective teacher is “a unique human being who has learned to use him/herself effectively and efficiently to carry out his/her own and society’s purpose in the education of others”. Over fifteen studies conducted at the University of Northern Colorado and the University of Florida (The Florida Studies) support the view that effective teachers have similar perceptions (dispositions) about themselves, students, and teaching. Combs (1975) concluded that the following are necessary for effective teaching: perceptions of self as able, positive, and identified with diverse groups; perceptions of the purpose of education as freeing and self revealing; perceptions of others as able, dependable, and worthy; and a frame of reference that is people oriented, open, and focused on personal meaning. Teacher effectiveness in these studies was determined in several ways: evaluation of teachers by pupils, by peers, by administrators; teachers who won national honors for their strong teaching; and by student product outcomes as measured by test scores on achievement tests.

Demmon-Berger (1986) shared 15 characteristics and techniques that were found among effective teachers in “Effective Teaching: Observations from Research”. These characteristics include: flexibility and imagination, strong grasp of subject matter, use of systematic instruction techniques, accessibility to students outside of

class, good management skills, high expectations of students and themselves, willingness to tailor teaching to students' needs, comfortable interactions with others, belief in their own efficacy, uses of varied teaching strategies, caring use of preventative discipline, use of a democratic approach, task oriented, and concerned with perceptual meanings rather than facts and events.

Cotton (1995) described effective teachers as those who have defined standards for classroom behavior, clear and focused instruction, use effective questioning techniques, provide immediate feedback, and use varying assessment strategies. Wubbels, Levy, and Brekelmans (1997) concluded that effective teachers have strong relationships with their students. The effective teachers that they studied allowed students freedom of choice and gave them responsibility. The identified effective teachers were skilled in recognizing student's needs and in meeting those needs. Wubbels et al (1997) saw the effective teachers studied as empathetic to students but remaining in control of the classroom.

Reiman and Thies-Sprinthall's (1998) analysis of research found that teachers at the highest levels of psychological development and professional expertise are reflective; capable of balancing the student's intellectual achievements and interpersonal learning in the classroom; capable of understanding assumptions, beliefs, and values behind choices; encourage creativity and flexibility to create interactive classrooms; and use a collaborative approach with students to control the classroom. Taking all of these studies into consideration, there is still no consensus about which dispositions should be included or how they may be used primarily due to the difficulty encountered in assessing them.

The most recent research on dispositions was conducted by Holly Thornton (2006). In her research on “how” and “why” teacher quality matters, Thornton (2006) focused on teachers who created a “model” school and participated in a three year action research study of the school’s development and implementation. The study participants were sixteen urban middle school teachers and 120 middle grades students. The “model” school was a summer academy and was first opened to students considered at risk who needed summer school credit in order to be promoted to the next grade. Approximately one-third of the students fit into that category (Thornton, 2006). The rest of the student participants received average or above average grades during the academic year, yet scored below grade level on standardized tests. Approximately 96% of the student participants were African American and attended three schools in low-income areas with each school receiving over 90% free and reduced lunch.

The 16 teacher participants were designated as high-quality by their administrators. According to Thornton (2006), they were “selected for the master teacher role using a peer selection process based on the National Board for Professional Teaching Standards” (p. 7). All teacher participants held masters degrees or Education Specialist degrees at the time of the study.

Because the setting was a summer academy, the teachers were not bound by the typical constraints of schooling. They were able to develop, share, and own a common curriculum, common pedagogy and teaching strategies, and common assessment approaches and processes. The teachers designed the summer middle level urban academy sharing a common vision and belief statement. They created their own learning outcomes with a focus on: a) decision making, b) conflict resolution, c)

problem solving, d) communication, e) collaboration, and f) self-development. They designed learning strategies based in a constructivist orientation toward teaching. The teachers worked together to develop a shared vision of teaching and learning, the same curriculum, the pedagogical approaches, and assessment process.

The three-person research team conducted multiple teacher and student interviews, participant observer interviews, and observations. During the student interviews, each participant began to identify teachers at the summer academy who acted “almost the same” as teachers in their home school compared to those who “taught them better”. Students stated that they were able to learn more from the teachers who taught differently and those teachers “helped them understand more, through their questioning, acceptance of questions, and the classroom dialogue” (Thornton, 2006, p. 58). These teachers “helped them more, let the students work together, trusted them to make decisions, and expected them to be smart” (p. 58). The researchers found it interesting that the teachers who were different, and in students’ terms “better”, were teaching the same lessons, using the same teaching strategies, the same curriculum, identical assessments, and were on the same teaching teams as the “average” teachers. Similar perceptions were reported from the participant observers. They reported that some teachers were more effective at getting students “to talk, to think, to investigate and to understand and be motivated to engage in quality work and performance” while other teachers simply “went through the motions” (Thornton, 2006, p. 59). According to the participant observers the before mentioned teachers did not elicit the same depth of thought or have the same enthusiasm for learning. The participant observers identified the same teachers falling into the categories of more

effective or less effective, as the students indicated. When asked, the teachers participating in the study claimed the differences were attributed to a lack of commitment and that they were just different people.

The classroom observations yielded even more interesting data. Taking the field notes used to capture what transpired in the classrooms, researchers recognized three themes: relationships, facilitation, and expectations. Data were coded using those themes. According to Thornton (2006), the relationship dialogue focused on classroom management functions, support dialogue with curriculum and instruction, and expectation dialogue with assessment and evaluation of learning.

The researchers used discourse analysis to focus on classroom interactions, more specially, the interactions between students and teachers represented by dialogue that took place in the classroom. They were able to gain insight into how lessons were put together and the dispositions upon which they were built. This yielded two different dispositional orientations: responsive and technical. Discourse analysis allowed the researcher to gain insight into the teachers' tendencies toward thinking, their dispositions, which influenced their action in the classroom, therefore representing "dispositions in action" (Thornton, 2006).

Assessing Dispositions

There are several models for measuring and assessing dispositions. The most prominent are the standards of professional organizations such as the Interstate New Teacher Assessment and Support Consortium (INTASC), NCATE, and NBPTS. NCATE (2000) defines dispositions as "values and commitments that determine and define teacher performance". Most of these assessments consist of checklists, rating

scales, and rubrics which are used to determine the appropriateness of teacher candidate's behavior in a school setting. However, some instruments that are based upon professional characteristics and behaviors of teachers become checklists that measure qualities like attendance, punctuality, work ethic, appropriate dress, sense of humor, and relationships with colleagues. These types of assessments are often developed by groups of school administrators and/or teacher education faculty who are able to develop a list of common concerns and expectations for how teachers should behave. According to Thornton (2006), these characteristics are “minimal expectations of behavior and fall short of capturing true dispositions” (p. 54). This type of assessment is often not directly related to pedagogical practices. According to Thornton (2006), the “language of these standards, the descriptors provided, and the criteria for assessing these dispositions look more like pedagogical practices or teaching behaviors than dispositions” (p. 54). The standards based model for assessing dispositions is a list of teacher behaviors that are difficult to delineate from actual dispositions (Thornton, 2006).

Self-Assessment and Reflection Model

Self assessment and reflections are also used as a model for defining and assessing dispositions. This particular model addresses the complexities and psychological nature of dispositions (Thornton, in 2006). An example of this is grounded in the work of Comb's (1969) Florida Studies. Known as the National Network for Educator Dispositions or the Eastern Kentucky model, this particular model for assessing dispositions calls for candidates to respond in writing to a human relations incident in which the candidates describe their experience in a teaching or

helping situation and write a reflection on their favorite teacher. The candidates also complete a self-instructional training on rubrics used along with class discussion on the dispositions of effective teachers and a self-reflection that requires them to self-assess how well they may fit into a career in the field of education.

Research by Rolison and Medway (1985) suggests that teachers claiming their own efforts or the teaching efforts of others are the primary contributions to student academic success. Teachers acknowledge their role in student academic performance when a student is successful; however, they contribute students' failure as a lack of preparation on the part of the student, low ability, and test difficulty (Latham, 1997). Darom and Bar-Tal (1981) found that teachers do not relate student failure to their own instruction. According to Abernathy (2002), "within the elementary classroom environment, both teachers and students attributed academic success to teacher effort" (p. 81).

Another example of the self assessment/reflection model can be found in Abernathy's (2002) use of a storybook prompt to discover inservice and preservice teachers dispositions toward struggling students. In this study, two groups of preservice teachers (n=37) who were in the early stages of their teaching training, two groups who were in the late stages of teacher training and were completing the student teaching experience (n=38), and two groups of inservice teachers who were enrolled in a master's degree program (n=41) were read the story "Next Year I'll Be Special" by Patricia Reiley Griff (1996). A replication sample was completed one year after the original study with similar results. The story describes a first grade student named Marilyn who is unhappy with her teacher "Mean Miss Minch". Marilyn believes her

second grade year will be better because she will perform better academically since her second grade teacher will help her with the “hard words”. Marilyn describes the school climate and how it will be better in second grade. She imagines herself as a classroom helper and receiving valentine cards from everyone in the class. According to Abernathy (2002), “although Marilyn experiences difficulty in school, it does not imply that Marilyn is a child with a disability or that she receives specialized education services”. After the story was read the participants wrote a narrative response to the prompt: “Given your experience, what do you think second grade will be like for Marilyn?” (Abernathy, 2002)

Participants were given a response sheet and as much time as they needed to write a response to the prompt. The researchers coded three variables for analysis based on Latham’s (1997) longitudinal study. These included: (a) overall impression, (b) ownership of academic challenges, and (c) ownership of social challenges. The researchers used two independent viewers to code the narratives and a third reviewer was used in instances when reviewers disagreed.

Inservice teacher responses (44%) indicated second grade would be as bad as or worse than first grade for Marilyn. Inservice teachers’ narratives on shared responsibility of academic experiences denoted 51% emphasized student responsibility for academic experiences, 7% noted teacher responsibility, and 17% of the responses reflected shared responsibility. When determining ownership of social experiences, 73% of inservice teachers believed Marilyn was responsible for her own social challenges while 12% indicated students and teachers share ownership of problems. Only 5% viewed Marilyn’s social challenges as the responsibility of the teacher.

A classroom teacher's commitment to each student's academic and social development is critical for ensuring success in school, especially for children who find school difficult (Abernathy, 2002). The dispositions a teacher holds are critical in terms of the potential impact on students. Data from this research indicate that teachers view school experiences as mostly the students' responsibility.

According to Berry (1996), the social development of students is as central as academic expectations. He found that in classrooms where positive social skills are taught, students experienced improved academic performance. Research suggests that classroom teachers can successfully enact a social intervention when students are not demonstrating appropriate social skills (Allsopp, Santos, & Linn, 2000; Beetham, McLennan, & Witucke, 1998). A teacher disposition that makes the assumption that students will develop proper social skills on their own, without guidance from the teacher, could place many students at a social disadvantage.

Essays and reflective journaling can also be used in this self-reflective model. These are often used to assess changes or development in dispositions over a period of time. However, these instruments rely upon a teacher's meta-cognitive understanding and self-reporting therefore they are not focused on how dispositions are manifested in actual actions in the classroom.

Checklists of Professional Behavior Model

Another model currently being used to assess teachers' knowledge, skills and values is related to the professional characteristics or behaviors of teachers. Teacher assessment tools began to emerge in the 1990's, which coincided with a paradigm shift in the qualities and characteristics identified in strong classroom teachers. In the

1980's effective teaching was thought to be teacher-directed instruction, whereas now, the belief is that effective instruction is student-directed, process centered, and reflective. There are four primary teacher assessment instruments used nationwide by teacher education programs, state departments, professional organizations, and school districts to appraise the quality of teacher candidates, entry level teachers, and/or experienced teachers. The Teacher Perceiver Instrument (Selective Research International, 1987), the Star Teacher Interview (Haberman, 1995), PRAXIS III Teacher Performance Assessment (Educational Testing Service, 1994), and the National Board for Professional Teaching Standards Propositions (NBPTS, 1999) were developed under the premise that determining who enters the teaching profession and who stays in the profession can be based upon identifiable teacher characteristics. These instruments are used to monitor personal and professional qualities of teacher candidates and practicing teachers. To be respectful of the confidentiality of these instruments, the descriptions provided are in the publishers' (of the instruments) words.

Teacher perceiver instrument. The Teacher Perceiver Instrument (TPI) was developed during the 1960's by SRI/Gallup (Selective Research International, 1987) to identify strengths found specifically in effective teachers. The instrument is based around three Intrapersonal, four Interpersonal, and five Extrapersonal Themes; and is administered in a structured interview. The Intrapersonal theme has three indicators: mission, investment, and focus. Mission is defined as the teacher viewing education as the underlying foundation for future life and a desire to help students grow and improve society. A teacher's investment comes with his/her satisfaction related to the success of

students and concern when students are not successful. Focus has to do with the teacher having his/her own role model and career goals.

The Interpersonal theme has four indicators: empathy, rapport/drive, listening, and objectivity. Empathy has to do with the teacher's understanding and accepting a student's emotions and being able to respond to those emotions. The teacher who views him/herself as a friendly person who is able to build a strong mutual relationship with the students and views that relationship as essential to learning has the proper rapport and drive to be an effective teacher. Listening refers to the teacher's ability to see listening as a way to help others speak. The teacher displays objectivity when he/she acquires all information before responding to the total situation.

The third theme, the Extrapersonal theme, has four indicators: individual perception, input/drive, activation, and innovation. The teacher practices individual perception when he/she builds an individualized learning program based upon the needs and interests of each child. A teacher who has adequate input/drive is excited about his/her own learning and is invariably searching for knowledgeable and materials to bring into their classroom. Activation takes place when the teacher views the success of the students as pivotal in helping students learn and uses varying strategies to engage students in the learning process. Innovation happens when the teacher continues to look for and attempt new and different approaches to learning. Trained, certified interviewers try to locate and identify these themes in a 30 minute structured interview.

Star teacher interview. Star Teachers was developed by the Haberman Foundation in 1995. Haberman (1995) has studied the characteristics of successful teachers of at-risk students who live in poverty and attend urban schools. Haberman's

researchers interviewed teachers who were labeled as “highly qualified” by administrators, parents, other teachers, and students. The researchers identified seven characteristics and beliefs that were common to all successful teachers interviewed. A structured, personal interview of approximately 30 minutes in length was designed to “get at” the seven characteristics of highly successful teachers. These seven characteristics include: persistence, promoting learning, theory and practice, approach to at-risk students, professional versus personal, burnout, and fallibility. Persistence, as defined by the Star teacher’s instrument, is a commitment to problem solving, a constant maintenance of student attention, and a constant search for effective ways to improve students in the learning process. A Star teacher promotes learning by protecting the learner and learning, and by valuing learning over anything else. Star teachers demonstrate their knowledge of theory and practice by connecting ideas with actions and reflecting upon their teaching. Star teachers do not solely blame the students or curriculum for difficulties working with at-risk students. They have appropriate strategies and involve students in learning regardless of their lives outside of school. Star teachers have personal and professional orientations to students. They establish supportive relationships with their students where they care, respect, and trust every child. Star teachers “realize that school bureaucracy is systematically organized to prevent effective learning...and they learn what rules to follow and what rules can be ignored” (Haberman, 1995). Lastly, Star teachers believe learning can not take place without mistakes and they acknowledge their own errors.

PRAXIS III. PRAXIS III was developed by Educational Testing Service (ETS) as an assessment instrument used to measure the classroom performance of first

year teachers (Danielson, 1996; Educational Testing Service, 1994). PRAXIS III is preceded by two other tests developed by ETS to assess those entering the teaching profession. PRAXIS I is used to assess basic skills in reading, writing, and math and is usually required of those who are seeking admission into a teacher education program. PRAXIS II is typically taken upon entrance into the profession and measures content knowledge as well as principles of teaching and learning. PRAXIS III is administered during the first year of teaching to assess professional competencies for continuing in the field. PRAXIS III requires a trained and certified assessor to do a classroom observation along with a pre-observation and post-observation interview. This is viewed by ETS as a “systematic classroom performance assessment developed to evaluate the skills of beginning teachers in their own classrooms” (Educational Testing Service, 1994). PRAXIS III identifies 19 essential criteria categorized into four domains: organizing content knowledge for student learning, creating an environment for student learning, teaching for student learning, and teaching professionalism. Organizing content knowledge for student learning involves setting clear learning goals, creating teaching methods, learning activities, and instructional materials that are appropriate to student needs, and creating evaluation strategies appropriate for all students. Creating an environment for student learning encompasses the classroom climate, the teacher’s rapport with students, consistent standards of classroom behavior, and maintaining a safe physical environment. Teaching for student learning involves making learning goals and instructional procedures clear, making the content understandable to students, monitoring student understanding, and providing feedback. Teaching professionalism entails reflection on whether learning goals are met,

demonstrating a sense of efficacy, building professional relationships with colleagues, and communicating with parents.

NBPTS. The National Board for Professional Teaching Standards (NBPTS) a private, nonprofit organization, developed “high and rigorous” standards measuring what accomplished teachers should know and be able to do. According to NBPTS (1999), “National Board certification signifies that a teacher is accomplished, having met challenging professional teaching standards as evidenced by performance-based assessments” (1999, p. 2). In this instrument teachers gather evidence, describe it, analyze it, reflect and report in a four-part portfolio that represents an entire school year. The National Board (1999) is guided by five core propositions that reflect knowledge, skills, dispositions, and commitments. Those core propositions are: teachers are committed to students and their learning, teachers know the subject they teach and how to teach those subjects to students, teachers are responsible for managing and monitoring student learning, teachers think systematically about their practice and learn from experiences, and teachers are members of learning communities.

The first proposition, teachers are committed to students and their learning, signifies that teachers are dedicated to all students, believe all students can learn, recognize individual differences, and understand how students develop and learn. The next core proposition, teachers know the subjects they teach and how to teach those subjects to students, encompasses the belief that teachers understand, teach, and appreciate their subject, they can develop critical and analytical capacities of their students, they have specialized knowledge on how to convey subject matter, and they are aware of students’ background knowledge. A teacher’s ability to create and alter

instruction is the focus of core proposition three. Teachers are responsible for managing and monitoring student learning. In this proposition teachers are also expected to engage students and adults to assist their teaching, motivate students to learn, assess progress of individuals and the whole group, and explain student performance to parents. Core proposition four is that teachers think systematically about their practice and learn from experience. Teachers can satisfy this requirement by being models of people who are curious, tolerant, honest, fair, respectful of diversity and able to take multiple perspectives, create, take risks, and problem solve. The last proposition, teachers are members of learning communities, can be met when teachers work collaboratively with other professionals, know about school and community resources, and find ways to collaboratively and creatively work with parents. A sense of efficacy and positive dispositions is clear in all four instruments. The teacher's effort to involve students in active engagement and the collaboration between the school, parents, and the community is apparent.

Dispositions in Diversity Model

Fostering positive dispositions towards diversity is the focus of a large body of literature directly related to dispositions (Major & Brock, 2003). This addresses the issue of teachers having personal beliefs and dispositions that help or hinder the success of students from diverse backgrounds (Shulz, Keyhart, & Reck, 1996). Between 1991 and 2000 the population of English Language Learner (ELL) students in U.S. schools increased two-fold (NCBE Clearinghouse, 2000). Research on positive dispositions towards diversity addresses the "mismatch between teachers' and students' backgrounds, experiences, languages, and the resulting attitude of teachers" (Thornton,

2006). These mismatches often result in teachers viewing students from diverse backgrounds as children with learning deficits (Zeichner, 1996). As the number of students from diverse backgrounds continues to rise, the population of teachers consists primarily of middle- to lower-middle class European American women who may not possess the needed knowledge, skills, and dispositions necessary to effectively teach children with diverse backgrounds (Cummins, 1994; Major & Brock, 2003; Howard, 1999, Nieto, 1996, 1999). According to Major and Brock (2003), those who effectively teach diverse learners share common knowledge, skills, and dispositions. This consists of knowledge of second-language acquisition pedagogy and theory, the implementation of culturally-relevant curricula, a validation and appreciation of the students' home language and culture, self-reflection on personal ethnicity, and professional growth towards understanding the needs of diverse learners (Cochran-Smith, 1995; Garcia, 1996; Grant, 1994; Ladson Billings, 1994; Major & Brock, 2003). However, Wiggins and Follo (1999) assert that the most important characteristic that teachers should possess is a positive disposition toward ethno-linguistically diverse learners. These dispositions are closely related to attitudes, values, and beliefs about issues of equity.

Intellectual Character Model

One last model of dispositions, developed by Ron Ritchhart (2002), focuses on the active nature of dispositions. In his book, "Intellectual Character", Ritchhart (2002) examines visions of today's system of education. He envisions schools that are less concerned with acquisition of skills and knowledge or an end-of-year exam and more concerned about cultivating the dispositions that students will need for the rest of their lives. Ritchhart (2002) contends that Western culture's view of what it means to

be “smart” reflects a mind-set that a student’s speed of learning and abilities constitutes intelligence. This focus on abilities has shaped the way intelligence is viewed, shaped the kinds of questions asked about smartness, influenced how intelligence is measured, and determined how it is developed.

According to Ritchhart (2002), educators can gain a new perspective on intelligence if they allow themselves to step outside of the classroom and momentarily abandon the testing instruments, grades, and growth expectations to ask themselves a few simple questions: What does intelligence look like in action? What patterns of behavior are associated with someone who is “smart”? Those questions can move the teacher away from viewing intelligence as a possession (of specific abilities and skills) and closer to considering intelligence as varying states of performance.

Intelligent performance in a real-world situation requires more than skills and abilities. It is dispositional because it requires an activation of abilities and the awareness to set them into motion. According to Ritchhart (2002)

dispositions represent characteristics that animate, motivate, and direct abilities toward good and productive thinking and are recognized in the patterns of one’s frequently exhibited, voluntary behavior...Unlike desire, dispositions is accompanied by behavior and thus assume the requisite ability to carry out that behavior. (p. 21)

Dispositions involve not only what a person can do, their abilities, but also the probable behavior that person is likely to exhibit. Intellectual character describes the dispositions that not only shape but also motivate behavior.

According to Ritchhart (2002), after examining theories of critical thinking from an educational and philosophical perspective, one can denote common themes in

habits of mind and dispositions. Those themes are: creative thinking (open-minded, curious), reflective thinking (metacognitive), and critical thinking (truth and understanding, skepticism). These lead to a set of dispositions toward thinking and smart behavior based upon cognitive ability. These are the dispositions to be open-minded, curious, metacognitive, seeking truth and understanding, strategic, and skeptical. Since dispositions are patterns of behavior that are under one's control, rather than innate talent, dispositional intelligence becomes something that one can teach and dispositions become something that can be cultivated.

Teacher Assessment in North Carolina

Public schools in North Carolina have used a statewide program for teacher performance evaluation based on the principles of effective teaching since 1985. Newly developed and revised evaluation instruments were implemented in 2000. These evaluation instruments are based upon the principles of effective teaching, but do not include dispositions. The state currently uses four instruments to assess teachers' behavior, values, and effectiveness. Those instruments are PRAXIS II, the National Board for Professional Teaching Standards (NBPTS), the Teacher Performance Assessment Instrument (TPAI), and the SERVE model.

All elementary education and exceptional children teachers in North Carolina must pass PRAXIS II in order to obtain licensure in those areas. For candidates graduating from a traditional teacher education program this test must be passed before they are issued a Standard Professional I (initial) license. Lateral entry teachers must also take and pass PRAXIS II before they are issued a North Carolina teaching license. The NBPTS is also used in North Carolina to assess what accomplished teachers know

and are able to do. The successful acquisition of National Board Certification is met with a 12% pay raise.

Teacher Performance Assessment Instrument (TPAI)

The Teacher Performance Assessment Instrument (TPAI) is a “high inference assessment system” (Flowers, Testerman, Hancock, & Algozzine, 2000) developed by NCDPI that was implemented in 1985. The TPAI is only administered by school principals or other school personnel who have received extensive training on the tool and its proper use. In order to maintain the proper meaning for the primary parts of each instrument, terminology is that of the North Carolina TPAI-R Manual.

The observation instrument has eight primary indicators. Those indicators are: management of instructional time, management of student behavior, instructional presentation, instructional monitoring of student performance, instructional feedback, facilitating instruction, communicating within the educational environment, and performing non-instructional duties. Management of instructional time assesses whether the teacher has materials, supplies and equipment prepared prior to the start of the lesson. It also measures if the teacher starts class promptly and uses all available time for learning while keeping students on task. Management of student behavior is assessed by determining if the teacher has an established set of rules and procedures that govern the handling of routine administrative matters, verbal participation and talk during different types of activities, and student movement in the classroom. This indicator also addresses how effectively the teacher monitors and corrects student behavior as well as analyzes the classroom environment making necessary adjustments to support learning. The third indicator, instructional presentation, assesses the

classroom teacher's ability to link instructional activities to prior knowledge, create learning activities that revolve around central concepts and tools of inquiry, speak fluently, provide relevant examples, ask appropriate levels of questions, make transitions between lessons and instructional activities, make clear assignments, create instructional opportunities for diverse learners, and encourage students to be engaged in and responsible for their own learning as well as the appropriate use of technology to support instruction. The next indicator is instructional monitoring of student performance. This indicator measures whether the teacher uses clear, firm and reasonable work standards, circulates to check all student's performance, uses multiple evaluation strategies, poses questions clearly, and uses student responses to adjust teaching. Instructional feedback is the next indicator in the TPAI. This indicator involves the teacher's ability to provide feedback on in-class and out-of-class work, affirm correct oral responses, and provide sustaining feedback after an incorrect response. Facilitating instruction encompasses long- and short-term plans that are compatible with the North Carolina Standard Course of Study. This indicator also addresses the teacher's use of diagnostic information, his/her ability to maintain accurate records, and understand how students develop so as to provide appropriate instructional activities for diverse student needs. The seventh indicator, communicating within the educational environment, involves the teacher treating all students fairly, participating in the development of the school vision, and monitoring relationships with school colleagues, parents, and community agencies. The last indicator is performing non-instructional duties. This indicator is measured by the teacher's ability to carry out non-instructional duties that ensure student safety outside of the classroom, adhere to

laws, policies, rules, and regulations, follow a professional development plan, and be a reflective practitioner.

There are two types of observations conducted in the evaluation system, the TPAI-Full Review and the TPAI-Snapshot. The TPAI-full review is an announced observation that lasts for the entire class. The TPAI-snapshot is an unannounced observation where the evaluator observes for an adequate amount of time. A pre- and post-conference are required for the TPAI-full review. The pre- and post-conferences should be scheduled no more than two working days before and after the observation. Both the principal and the teacher have responsibilities for the pre-conference interview. The principal's responsibilities consist of scheduling the conference, securing a location, giving the teacher a copy of the evaluation forms, standards, and procedures, and providing an opportunity for the teacher to ask questions. The teacher's responsibilities are to organize materials before the conference and organize the evidence to support responses to questions posed during the conference. The pre-conference questions from the principal are based upon the objectives of the North Carolina Standard Course of Study and differentiation (Appendix A).

Upon completion of the pre-conference interview the principal uses a scoring rubric to evaluate the evidence provided by the teacher. The TPAI form is used during the observation. The TPAI-full review is administered once every five years for teachers who are exhibiting "satisfactory" performance. For the TPAI-snapshot a pre-conference is not required and a post-conference is only required if the teacher scores "below standard" or "unsatisfactory" on any of the primary indicators.

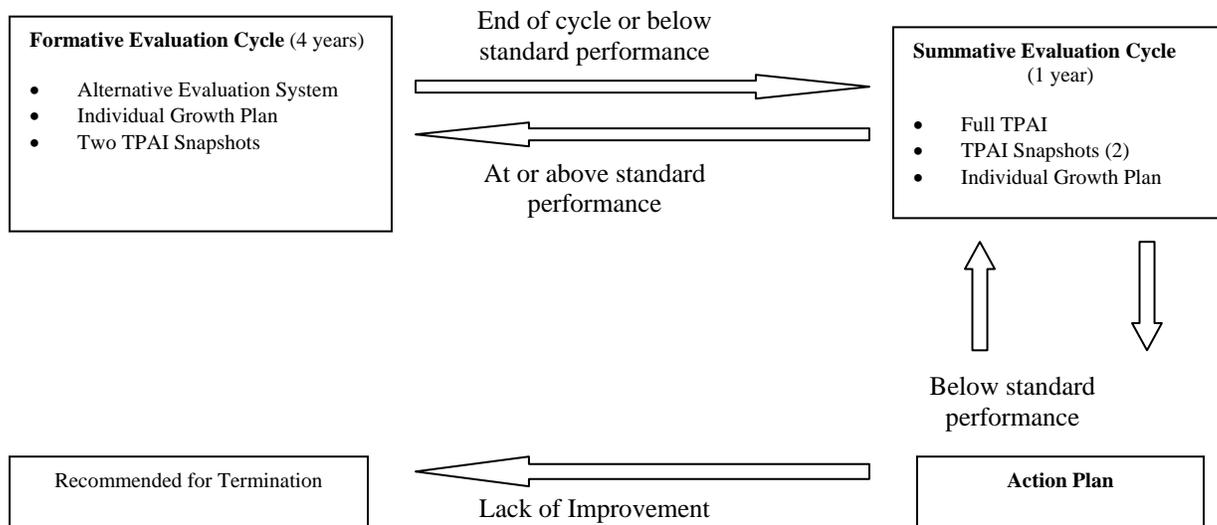
The rating scale for the TPAI is: (1) Unsatisfactory, (2) Below Standard, (3) At Standard, and (4) Above Standard. Above standard is given to teachers whose performance is consistently high and practices are demonstrated at a high level. At standard is given to teachers whose performance is consistently adequate/acceptable and teaching practice is demonstrated at an acceptable level. Teachers whose performance are sometimes inadequate or unacceptable and needs improvement are determined to be below standard. Unsatisfactory is given to teachers who perform consistently at inadequate or unacceptable level and most practices require considerable improvement.

Another aspect of the TPAI is the Individual Growth Plan (IGP). This tool is used to collect data that demonstrates the alignment between the teacher's efforts and the system and school goals. IGP's are required for all teachers in North Carolina and are part of the licensure renewal process. A copy of North Carolina's IGP forms can be found in Appendix B.

The TPAI-snapshot and the IGP are required annually for all experienced teachers in North Carolina. The TPAI-full review, TPAI-snapshot, and IGP are parts of both a formative and a summative evaluation cycle for experienced teachers (see Figure 1). Teachers who have exhibited satisfactory performance go through four years of a professional growth cycle. During each of these four years the teacher completes an IGP, has two TPAI-snapshot observations, and completes professional growth activities. At the end of the cycle, or if there is below standard performance, the teacher does the summative evaluation process. During the summative evaluation year the teacher completes an IGP, two TPAI-snapshot observations, TPAI-full review, and

a summative evaluation form. If the teacher performs below standard during this evaluation they are required to implement an action plan. This action plan is designed to be completed within 90 instructional days or the beginning of the next school year. If there is a lack of improvement the teacher is recommended for termination. In North Carolina it is recommended that the experienced teacher who has a history of satisfactory performance complete a summative evaluation once every five years. In this way, the summative evaluation process parallels with licensure renewal and the Individual Growth Plan (IGP).

Figure 1
Evaluation Cycles of North Carolina Teachers



SERVE Model for Teacher Growth and Assessment

The SERVE Teacher Growth and Assessment model for experienced teachers (four or more years of classroom experience) has been used by seventeen school districts in North Carolina since 2000. This evaluation system was designed to provide

support to classroom teachers while also offering insight into teaching performance that is directly aligned with standards (Howard, 2004). School districts in North Carolina that used the SERVE model, Teacher Growth and Assessment for experienced teachers, expressed a mismatch between TPAI-BT and the SERVE model for experienced teachers. Those major differences were: a) the SERVE model used an analytic rubric while the TPAI-BT relied on a four-point scale for 41 statements of standards; b) the SERVE model relies on multiple sources of data such as student assessment results, documents, and teacher reflection while TPAI-BT relies on classroom observations, and c) the SERVE model focuses on the outcomes of teacher performance where TPAI-BT relies on observable teacher traits and characteristics (Howard, 2004). Because of these differences, SERVE modified its model for experienced teachers.

The SERVE model for beginning teachers utilizes all ten of the INTASC standards as well as specific needs of new teachers that were identified by a review of literature (See Appendix C). The model breaks the evaluation process into specific criteria based upon the years of experience. Mentor teachers play an important role in this model and are held accountable for the twenty-two dimensions of the assessment matrix. Twelve of the twenty-two criteria dimensions are the focus in the first year of teaching. During the second year the classroom teacher is responsible for seven additional dimensions of the assessment matrix. The second year teacher works with a mentor and continues to build on skills obtained during the first year of teaching at a manageable pace. The third year teacher is held accountable for all twenty-two of the dimensions of the assessment matrix and no longer needs the full attention of a mentor. In this way, the first two years of teaching emphasize growth instead of frustration and

the beginning teacher knows exactly what is expected without having to “demonstrate proficiency in areas such as long-range planning or analysis of student assessment during their first year teaching” (Howard, 2004, p. 6).

The steps contained in the SERVE Teacher Growth and Assessment for beginning teachers include: 1) continuous self-assessment of practice using the assessment matrix guided by a mentor; 2) focus on developing practice with guidance of a mentor using the designated performance dimensions of the assessment matrix; 3) a minimum of four classroom observations each followed by a reflective dialogue with the observer; 4) collection and analysis of teacher artifacts including student work samples, lesson plans, parent contact sheets, student assessment results, and student/parent surveys; 5) presentation of teaching practices to an evaluator in the teacher’s classroom during a structured interview; and 6) assessment of multiple sources of data by an evaluation against the standards outlined by the assessment matrix.

In the 2003-2004 school year the SERVE model for beginning teachers was implemented in six districts in North Carolina: three large urban districts located in the Piedmont region; one large rural district in the southern part of the state; one small city district in the northeastern portion of the state; and one small city district in western North Carolina.

The North Carolina Department of Public Instruction (NCDPI) reports that evaluation is an essential element in promoting good teaching. According to NCDPI (2004), an evaluation system should assess the competence of the employee in order to assure teacher quality. Evaluation instruments in North Carolina also serve as tools that

can be used to measure teacher skills and knowledge by identifying strengths and weaknesses. When used in this manner, North Carolina's evaluation system is intended to guide professional development and growth of teachers (Evaluation, 2005, www.ncpublicschools.org).

North Carolina implemented a teacher evaluation instrument in response to North Carolina Senate Bill 1126, which requires that all certified employees receive an annual evaluation. Experienced teachers are those who have successfully completed initial licensure requirements and have obtained a Standard Professional II license. This annual evaluation incorporates the North Carolina Teacher Evaluation standards. Those standards include strengthening student achievement, employee skills and employee knowledge (Flowers et al., 2000). The experienced teacher evaluation process has two purposes: accountability and quality assurance and professional growth. Accountability and quality assurance involves maintaining quality educational experiences for all students by making sound decisions about teacher retention and re-employment. The evaluation can also be used to identify strengths and weaknesses in instructional and professional effectiveness so that professional development can be implemented. The evaluation system is based upon satisfactory performance and unsatisfactory performance.

Although North Carolina has been recognized nationally for its cutting edge assessment of student achievement with the early implementation of the ABCs accountability system, the evaluation system by which the state assesses teacher performance only measures minimal expectations of behavior. It does not capture genuine teacher dispositions. Therefore, there is a definite need for an instrument that

looks beyond personality traits into how dispositions toward thinking are developed and how these dispositions manifest through teachers' actions in the classroom. Knowing more than whether or not a teacher can manage instructional time, student behavior, and feedback, we need to know how the teacher does those tasks based upon his/her dispositional beliefs. There is a need to examine what dispositional beliefs "more effective" and "less effective" teachers possess and how those beliefs are exhibited in classrooms. Thornton's (2006) dispositions in action model can be used to start this process in North Carolina.

Dispositions in Action

Building from Ritchhart's (2002) idea that dispositions are patterns of behavior, Thornton (2006) developed an instrument called "Dispositions in Action". For the purpose of this instrument, dispositions are defined as a "teacher's habits of mind that shape ways that they interact with students and the ways they make decisions in the classrooms" (Thornton, 2006). This instrument examines teacher's patterns of thinking and how they are disposed to act towards students in the classroom. It was developed around the assumption that researchers can make inferences about a teacher's dispositions based upon the ways they interact with the students and the types of dialogue (communication) observed in the classroom (Thornton, 2006).

The instrument contains three different dimensions: (1) ways of interacting with students, (2) ways of assessing understanding, and (3) ways of interacting with instruction (See Appendix D). Interaction is measured in a range of "responsive" to "technical" orientation. This range represents a continuum of dispositions that are foundational to the patterns of thinking of classroom teachers (Thornton, 2006).

Responsive dispositions are representative of a view of teaching and learning that embraces the idea that teaching is a learned profession and that dispositions can be taught and cultivated. A teacher who exhibits these dispositions is responsive to: the needs and actions of the learner; the learner's developmental characteristics; his/her cultural background and experiences; levels of understanding, questions, student work samples, and the learning context; and expectations of the profession and society.

Technical dispositions are largely non-responsive in nature and are aligned with the view that the teacher is a technician who knows how to employ the skills of teaching but may not necessarily know why. A technical-oriented teacher may show little variation when interacting with the needs and actions of learners, the learner's developmental characteristics, and his/her cultural background. Student work samples are likely to look identical due to the lack of variation of the learning context.

First Domain of DIA: Interacting with Students

In the first domain of dispositions in action, ways of interacting with students, the focus is on the teacher's relationship with the students and management of the classroom. The researcher observes whether the teacher regularly seeks input from students related to instructional strategies, assessment, and the focus of curriculum. This domain also deals with student questions, the structure and organization of the classroom, whether student dialogue is collaborative, and the type of dialogue/interaction the teacher models. In this domain, the teacher who exemplifies responsive dispositions is seen as empowering. Empowering dialogue is aligned with relationship dialogue and classroom management. This empowering dialogue is often focused on decision making and shared authority with students. Students are allowed

to give input on interactions with other students, procedures and routines, pacing, and problem solving. Another dialogue aligned with relationships and classroom management is connected dialogue. This dialogue is responsive to the developmental needs of the students. In this dialogue the teacher exhibits “withitness” and an awareness of students as diverse individuals who possess their own personal experiences (Thornton, 2006).

Conversely, the teacher who models technical-oriented dispositions towards interaction with students is viewed as disconnected. Dialogue is limited within this disposition. Teacher communication may not be directly related to students’ needs or behaviors. The dialogue is generic in nature and does not vary from class to class or situation to situation. This dialogue is also viewed as controlling in that it is centered on the teacher managing the behavior of the students. This control of interaction includes student movement, talking, and other actions. The teacher typically makes decisions and uses his/her authority in an attempt to control student behavior (Thornton, 2006).

Second Domain of DIA: Assessing Understanding

In the second dimension, ways of interacting with assessing understanding, the focus is on the teacher’s ability to facilitate deep understanding and assess learning. The researcher is looking to see if the teacher regularly talks and interacts with the students in a way that sets high expectations for learning. This domain also encompasses questioning and probing that reveals understanding yet moves past the simple statement of facts into student reasoning and real world application. In this

domain assessment occurs regularly throughout instruction and is used to set goals for students as well as guide planning.

The teacher who displays responsive dialogue within this domain is seen as challenging and critical. Challenging dialogue is aligned with the expectation dialogue in the classroom. This talk is often focused on setting adequate yet challenging goals and creating steps for improvement. Teachers with this disposition encourage talk about quality of student work and how to continuously improve. This dialogue assumes that students are competent at the tasks they complete and encourages all students towards high level of achievement. Critical dispositions are also aligned with expectation dialogue. This disposition focuses primarily on questioning student assumptions. The teacher will probe the students requiring them to be cognizant of their own assumptions and bias.

The teacher who possesses a technical-oriented disposition toward assessing understanding is viewed as assuming and accepting. An accepting dialogue focuses on simply accepting the effort of students as equal to their ability. If a student tries hard, then he/she is praised and deemed successful. This dialogue indicates that all students may not be capable of meeting high standards so the teacher's expectations reflect this and focuses on student effort. Within the accepting dialogue, praise is common regardless of the quality of student products. Assessing pertains to the assumption by the teacher that if a student completes a particular task or assignment that learning and understanding has occurred. There is little attention given to probing or assisting the students in getting past statements of fact. Therefore, progression through a particular process is the central focus (Thornton, 2006).

Third Domain of DIA: Interacting with Instruction

The third domain is interacting with instruction. This domain covers characteristics of instruction such as scaffolding, developmental needs, real world experiences, and feedback. The teacher's ability to adequately and promptly respond to student questions is observed. The researcher also observes whether the teacher is able to build upon students' current understanding while encouraging the student to use multiple ways to demonstrate understanding. The teacher should also interact with individual students in ways that are sensitive to their developmental needs and differences.

Teachers who demonstrate the responsive disposition within this domain are viewed as facilitative and creative. Facilitative dialogue is aligned with talk that is guiding and inquiry oriented. The teacher's ability to scaffold and use learner's prior knowledge is also part of this dialogue. Responsive dispositions in this domain provide the classroom teacher with the opportunity to clarify relevance and assist the students with connections to their lives. The teacher uses those connections to provide real-world examples. When using creative dialogue the teacher exhibits multiple ways of framing learning, solving problems, providing examples, approaching instruction, and using multiple methods to work toward understanding. Creative dialogue focuses on various approaches to meeting the needs of the learners and differentiating instruction.

The teacher who uses technical-oriented dialogue when interacting with instruction uses directing and repetitive talk in the classroom. Directive dialogue refers to the teacher's talk while directing the learning experiences so the students do not miss any factual information. Repetitive dialogue contains no variation in the explanation or

representation of learning. When this is done the students will not miss any answers that may be necessary to develop understanding of the topic. This lack of variety also includes actual teaching methods. This dialogue is also characterized by the repetition of steps, processes, and explanation represented the same way for all learners (Thornton, 2006).

Dispositions in action measures how the patterns of thoughts about issues of curriculum and instruction, assessment, and classroom management influence dispositions and how these dispositions manifest through actions in the classroom. It is different from other dispositional schemes in that it measures how particular dispositions manifest in teacher behavior in the classroom.

Conclusion

Decades of research support the link between teacher effectiveness and student achievement. However, most studies measure student achievement via scores on a standardized test instead of assessing the student's ability to problem solve, make inferences, and think critically and creatively. Government pressure from NCLB forces a view of teaching effectiveness that is attributed *to* the students' scores on standardized tests instead of the actual scores being attributed to the effectiveness of the teacher.

High stakes testing has stifled the creativity and autonomy of classroom teachers replacing it with a "teach to the test" mentality. This, coupled with a severe teacher shortage, makes the dynamics of public schools intriguing. Administrators, torn between staffing classrooms and End-of-Grade test scores, find themselves in the middle of this dynamic situation.

North Carolina, like many other states in the nation, has created an alternate route to licensure. This alternate route allows those without a college-based teacher preparation program to gain a permanent teaching license. While studies have been done on whether these alternatively certified teachers are as effective as those who are licensed through a teacher education program, no one has researched the dispositions of the teachers who are licensed through the two types of certification.

Past research on dispositions measures teacher behaviors without delving deeper to examine how dispositions are related to actual behaviors in the classroom. Therefore, the research path for future exploration is clear. Researchers must investigate the dispositions of both alternatively and traditionally certified teachers in an attempt to determine how those dispositions: a) are developed, b) manifested through teacher action and dialogue in the classroom, and c) affect student success. Because alternative routes to teacher licensure are imperative, a better understanding of the dispositions those teachers possess will pave the way for cultivating dispositions into those that are beneficial to students in North Carolina classrooms and classrooms across the nation.

CHAPTER III

METHODOLOGY

The purpose of this study is to examine the dispositions that both alternatively licensed and traditionally licensed teachers display. Of particular interest is how dispositions are manifested through the teacher's actions and dialogue in the school setting as well as how those manifestations affect student products. As Yin (2003) states "in general, case studies are the preferred strategy when 'how' or 'why' questions are being posed...and when the focus is on a contemporary phenomenon within some real-life context" (p. 9). Therefore, case study methods are chosen as an appropriate methodology for describing the dispositions that alternatively and traditionally licensed teachers hold and exploring how those dispositions affect their actions in the classroom within the context of a same school setting. This research design can be thought of as "a logical plan for getting from *here* to *there*, where *here* may be defined as the initial set of questions to be answered, and the *there* is some set of conclusions about these questions" (Yin, 2003, p. 20). This multiple case study has twelve participants who are paired according to their certification (one alternatively licensed and one traditionally licensed teacher) in a same school context. A series of multiple blind case studies was chosen as the most appropriate designed after careful consideration of the nature of the investigation and the research questions, along with criteria established by Yin (2003) and Stake (1995).

Case Study Design

In qualitative research design, unlike quantitative design, there are a few precise procedures or guidelines established which are agreed upon by everyone in the educational research community (Creswell, 1994; Yin, 2003). However, Yin (2003) has laid the groundwork for case study design. Case study is a comprehensive research strategy that includes five important components that provide guidance on data collection as well as what needs to be done after data have been collected. These components are: a) a study's questions, b) its propositions (if any), c) its unit(s) of analysis, d) the logic linking the data to the propositions, and e) the criteria for interpreting the findings (Yin, 2003). Case studies may be defined as exploratory, descriptive, or explanatory. These six multiple blind case studies in this study are both descriptive and exploratory in nature, although Yin (2003) indicated that the boundaries between these three strategies may not always be clear.

Research Propositions

According to Yin (2003), the research propositions help direct the focus to "something that should be examined within the scope of the study and...move you in the right direction" (p. 22). However, since these multiple blind case studies are exploratory in nature the design may not contain propositions, instead the design should state the purpose, as well as the criteria by which the exploration will be judged successful" (Yin, 2003, p. 22). The purpose of this study was to explore and describe the dispositions of both alternatively and traditionally certified teachers and to observe how those dispositions manifest in classroom instruction and dialogue, as well as student products. Through interviews with teachers, students and administrators,

classroom observations, and review of student products using the SOLO Taxonomy the researcher gained insight into the dispositions of alternatively and traditionally licensed teachers in North Carolina. In order to answer these research questions:

Research Questions

1. What dispositions do alternatively and traditionally licensed elementary teachers possess?
2. How are those dispositions manifested through the teachers' actions and dialogue in the classroom?
3. What are some factors that seem to mediate the development of dispositions?

Unit of Analysis

In this particular study, two differently licensed teachers (alternative/traditional) who teach within the same school, represent a unit of analysis. There are a total of three pairs of teachers in three different contexts yielding six individuals and three contexts for these cases. When using a blind multiple case study design, information about each relevant individual should be collected (Yin, 2003). Therefore, there were two separate units of analysis in each case study. Each of the teachers, one alternatively and one traditionally licensed, constituted a separate unit of analysis. Data was collected and categorized (coded) separately for each teacher. A second unit of analysis was each pair of teachers within each grade level, which yielded three pairs in three different contexts.

Logic Linking Data to Propositions

Blind case study data was shown to link to the purpose for this study (describing dispositions of alternatively licensed and traditionally licensed teachers)

through: (a) pattern matching, where “several pieces of information from the same case may be related to some theoretical proposition” (Yin, 2003, p. 26), and (b) triangulation of the various data sources, which is perceived to be “a major strength of case study data collection...the development of converging lines of inquiry” (Yin, 2003, p. 97). Upon completion of the data collection, the researcher made connections between the theoretical framework and the multiple case study findings.

Criteria for Interpreting Findings

Miles & Huberman (1984) suggested a “start list” of codes be created prior to the study to focus data analysis. The initial coding scheme or themes were derived from the literature on dispositions in action (Thornton, 2006), research questions, and key concepts in an attempt to connect the research questions/conceptual interests to the data (Miles & Huberman, 1984). Once data was collected in the field, I searched for pattern codes among the data sources in order to revise the initial themes as needed; therefore allowing additional codes, patterns, or themes to emerge from the data. The resulting themes helped to summarize conceptually the findings of the research study. The initial and revised themes were coded in order to monitor frequency and consistency.

Validity and Reliability

According to Yin (2003), the following four criteria for judging the quality of any empirical research design are applicable to the case study design: (1) construct validity, (2) internal validity, (3) external validity, and (4) reliability. Construct validity was addressed in this particular study in two ways. First, multiple sources of data allows for converging lines of inquiry across data sources and increases the

trustworthiness of the information obtained in the multiple case study design (Miles & Huberman, 1984). These multiple sources of data included teacher, student, and principal interviews, classroom observations, card sorts, and the evaluation of student products using the SOLO Taxonomy. The second way construct validity was addressed was by an established chain of evidence that identified specific data that linked the conclusions to the initial research questions. This allows an “external observer to be able to trace the steps in either direction” (Yin, 2003, p. 105). These measures addressed construct validity.

Because case study investigators are not trying to establish causal claims, internal validity is not a concern for exploratory or descriptive studies (Yin, 2003). Nevertheless, internal consistency within these data is enhanced by carefully organizing all forms of data for each case to create a chain of evidence that can be traced from each finding back to the sources of that finding.

External validity addresses the generalizability of a study’s findings beyond the immediate case(s) (Yin, 2003). While empirical research relies on statistical generalization where the findings from a sample readily generalize to a larger population, case study research relies on analytical generalization where the investigator strives to generalize a particular set of results to some broader theory (Yin, 2003). External validity in this study was established by the use of replication logic in multiple case studies as well as varying contexts based on a comparison of these data to the model of dispositions in action (Thornton, 2006).

Reliability, which is often termed as confirmability in qualitative research, refers to the ability of a different researcher to follow the same procedures and conduct

the same case study again to reach the same findings and conclusions. The purpose of reliability is to minimize errors and biases in the study (Yin, 2003). The research procedures in these multiple blind case studies followed the case study protocol outlined by Yin (2003); therefore, the data collected and analyzed for this study has been clearly documented to increase the likelihood that an outside researcher would arrive at the same conclusions.

Researcher's Stance

According to Wolcott (1999), the way we view things is affected by that which we know or we believe. As an elementary classroom teacher for nearly ten years and a professor of education for seven years, I entered into this research endeavor familiar with public school teaching and traditional teacher preparation. I also attended a traditional teacher education program at a state university in North Carolina. The teaching strategies that I used in the public school classroom and model as a professor are closely related to my theoretical perspective. Constructivism is a theory of learning where the focus is on what "knowing" is and how a student "comes to know" (Fosnot, 1996; Richardson, 1997). Those who believe in this perspective support the idea that learning is a self-regulatory process where beliefs are constructed by synthesizing new experiences into concepts one has previously understood. Therefore, a constructivist classroom would look noticeably different than a traditional classroom. In a constructivist classroom the teacher would construct learning opportunities around a concept and then allow the students to create their own knowledge structures based upon that which they already know.

As an educator who teaches from this perspective I view responsive dispositions according to the dispositions in action model (Thornton, 2006) as worthy of emulating. A teacher with these dispositions is responsive to the learner's: needs and actions; developmental characteristics; cultural background and experience; and levels of understanding and questioning. A teacher with these dispositions could also have his/her classroom physically arranged in a way that is student centered. Within the dispositions in action model (Thornton, 2006) teachers can exhibit responsive dispositions toward interactions with students, assessing understanding, and instruction. As both a teacher and researcher I favor these kinds of dispositions.

Therefore, several steps were taken during the research process to guard against possible researcher bias. The first of which was to conduct blind case studies. The participants from each context were recruited by a colleague who was not a part of the research process. Therefore, I had no idea which participants were lateral entry and which were traditionally certified. This allowed me to provide descriptions of each participant without knowing their preparation. Also, no questions were asked during the interviewing process of teachers, principals, or students that gleaned any information that would indicate the teacher preparation background of participants and my colleague asked all participants not to reveal any information about teacher certification during the study.

Another safeguard put in to place to deter researcher bias was member-checking at key points throughout data collection. According to Maxwell (2004), member checks are the "single most important way of ruling out the possibility of misinterpretation of the meaning of what [participants] say and the perspective

[participants] have on what is going on” (p. 94). Participants were asked to validate the transcription of the interview that was conducted at the beginning of the semester. Participants were also asked to member check after each blind case study description was written. They were also asked to member check after classroom descriptions were written.

The last safeguard put into place was a data audit by peers. This audit took place after data from the classroom observations were coded. One public school representative and one university colleague analyzed the data of randomly selected field notes to determine how well their measures of DIA matched mine. This audit was done in an attempt to recognize and correct any biases, assumption, or inconsistencies during the data collection and analysis process.

Participants

The participants in this research project were formed from a sample of convenience of the population of pairs of teachers in the same school and same grade level where one teacher was certified via lateral entry and the other was traditionally certified. Each participant was a second or third year teacher. There were six elementary school teachers participating in the study. These teachers taught in first, third, and fifth grade. Each teacher had the same number of years of experience as her “partner” teacher in her group. All six teachers taught within the same rural school system and four taught within the same school.

Data Sources

The data collection process began with the assistance of a colleague who located six teachers, three lateral entry and three traditionally certified, to participate in

the study. Because the multiple case studies were “blind” case studies it was imperative that I was not aware of the method of certification for each participant. The colleague made it clear to the participants and school administrators that there could be no indication of certification present in interview dialogue, classrooms, or from other teachers/staff within the school. There were three pairs of participants selected and each group (one alternatively certified, one traditionally certified) who taught in the same school and same grade level. I gathered multiple sources of data over the course of one semester in order to identify the dispositions that each participant held and how those dispositions manifested in the classroom (See Table 1).

Table 1
Crosswalk of Research Questions and Data Collection Methods

Research Questions	D1	D2	D3	D4	D5	D6	D7
What dispositions do alternatively and traditionally licensed elementary teachers possess?	X	X		X	X		X
How are those dispositions manifested through the teachers' actions and dialogue in the classroom?	X	X	X	X		X	
What are some factors that seem to mediate the development of dispositions?	X	X	X		X	X	

Data Source 1 = transcriptions from audio-taped teacher interviews, D2 = tallies from four days of classroom observations, D3 = analysis of student products, D4 = transcriptions from audio-taped student interviews, D5 = transcriptions from audio-taped principal interviews, D6 = field notes from classroom observations, D7 = card sort of varying levels (responsive to technical) of the DIA model

Specifically, the following sources of data were gathered and analyzed:

- Audio-taped teacher interviews (D1) (transcribed) at the beginning of the study. Each teacher was asked about his/her beliefs about instruction, management, assessment, and professionalism (See Appendix E). Each teacher was asked to identify techniques he/she used in the classroom as well as his/her beliefs on effective teaching.
- Classroom observations (D2). Each participant was observed teaching in his/her classroom setting a total of four days throughout the semester. The observations happened in four consecutive days to provide for a prolonged experience.
- Analysis of student products (D3) using SOLO Taxonomy (Biggs & Collis, 1982). Analyzing student products allowed the researcher to gauge the type of tasks assigned by the teacher as well as the level of student understanding. The SOLO Taxonomy (Structure of Observed Learning Outcomes) describes the level of increasing complexity in a student's understanding of a subject through five stages. Those stages are: 1) pre-structural, 2) unistructural, 3) multistructural, 4) relational, and 5) extended abstract (see Data Analysis Procedures for an extended explanation of the SOLO Taxonomy).
- Audio-taped student interviews (D4) (transcribed) were collected near the end of the semester. These interviews focused on: (a) beliefs about the availability of the teacher when needed; (b) beliefs about strategies the teacher uses; (c) how the teacher motivates, and (d) beliefs about challenge and success in the classroom. (See Appendix F for Interview Protocol). Each child (two boys and two girls from each class) was interviewed in a private conference room during the study.
- Audio-taped principal interviews (D5) (transcribed) were conducted near the end of the study. These interviews focused on the principal's perception of the teacher's:

(a) knowledge of the curriculum, (b) classroom management techniques, (c) rapport with the students, and (d) overall teaching effectiveness (See Appendix G for Interview Protocol).

- Field notes (D6), written briefly during observations and extensively afterwards. These field notes highlighted behaviors of the teacher and students during the teaching that could not be easily captured on audio-tapes – i.e. facial expressions, body language, visible, though not audible. Gestures such as nodding, smiling, pointing, or eye contact enabled inferences to be made as to whether the teacher was communicating responsively or technically. Through their actions, the teacher and students provided evidence of dispositions and perceptions of teaching. The contextual notes from the field notes are included in the transcripts of each observation as they played an important role in determining the nature of the body language and dialogue expressed. Additionally, I used an observation tool to aid in the focus for specific behaviors during the 24 days of observations that were coded (See Appendix H for Observation tool). Approximately 10,000 minutes of observational data were collected over the course of the study.

- Teacher card sorts of the varying levels of DIA (D7). Before the classroom observations each participant was asked to sort cards that contained the varying levels of the dispositions in action model from most important to least important. This was another way to determine the dispositions that each participant held. The sorting was recorded by the researcher as each participant completed the activity (See Appendix I for Card Sort).

Data Collection Procedures

Each teacher was invited to participate in this project in spring, 2007. Of primary interest was getting one lateral entry and one traditionally certified teacher from each school from those teachers completing at least their first year of teaching and returning for a second or third year in the same site. Although teachers were under no risk in this study, participation could be discontinued at any time. Assuming the role of participant observer (Yin, 2003), the researcher gathered multiple sources of data over the course of one semester in order to identify the teachers' own perceptions of dispositions, how those were or were not observed in the classroom, student work products, student perceptions, and administrator perceptions of the teacher.

The data collection process began with a card sort activity and an interview of each participant. During the card sort activity each participant was asked to sort the varying pieces of the DIA instrument into priority. The priority was then recorded by the participant on a form devised by the researcher. During this interview the researcher asked questions about the teacher's beliefs about instruction, management, assessment, and professionalism. The interviews were audio-taped and later transcribed by a person who was independent of the study.

The second phase of data collection began after the teacher interviews. The researcher conducted up to four days of observations in each participant's classroom in the study over a period of four months. To allow for a prolonged observation experience each teacher was observed three to four days in a row. Instructional time during each day of observation was tallied using the DIA instrument. Field notes were

also taken during each observation with a focus on nonverbal communication such as eye contact, body language, gestures, etc.

Phase three of the data collection process involved the analysis of student work products selected by each teacher involved in this study. The researcher randomly selected one piece of student work from every assignment turned in during the four days of observations. These products were evaluated by use of the SOLO Taxonomy (Biggs & Collis, 1982) to observe varying levels of thinking and productivity. The SOLO Taxonomy allowed the researcher to document the varying levels of student understanding by comparing them to five stages included in the instrument. Those stages are: 1) pre-structural, 2) unistructural, 3) multistructural, 4) relational, and 5) extended abstract.

The fourth phase involved interviewing four students from each classroom in an attempt to get the students interpretation of teaching and learning within their classroom. Each participant was asked to provide a list of students who typically did their work, were behaved, and would talk to the researcher. The researcher then randomly selected four students to interview from each classroom.

The fifth and final phase of data collection involved interviewing the administrators at each of the two research sites. During these interviews the administrators were asked about each teacher's rapport with the students, management capabilities, teaching strategies, knowledge of the curriculum, and success as measured by the principal's perceptions. The interview data and classroom observation data was coded for themes and the SOLO Taxonomy data was compared.

Data Analysis Procedures

Analyses of these data took place throughout the entire research project and were completed in phases. During the first phase (after obtaining permission from all participants involved) data was collected via personal interviews with each participant in order to develop an initial profile of each teacher. Using the general coding scheme developed prior to data collection I searched for patterns in comments made during the interview in order to categorize each teacher as responsive or technical from the initial data using Thornton's Dispositions in Action framework. The coding scheme searched for phrases, which measured the percentage of responsive and technical responses.

In the second phase, analysis began with the tallies of DIA collected during the observations (four full days per participant) and field notes taken during each observation. The field notes were cut into segments according to identified units of meaning that revealed responsive or technical dispositions toward interaction with students, assessing understanding, and instruction based on using the Dispositions in Action tool. A portion of this data was also analyzed by a third party to check for patterns and to identify inconsistencies by noting data segments not coded as responsive or technical. The results, written as interpretive cases from the observations and interviews, were given to each participant to member check for any inaccuracies.

In the third phase, the student products were analyzed using the SOLO Taxonomy (Biggs & Collis, 1982). Student products were analyzed for complexity in student understanding of the subject or topic. The SOLO Taxonomy emphasizes assessing what students have written or created and consists of five stages: pre-structural, unistructural, multistructural, relational, and extended abstract. The pre-

structural stage is where students are simply acquiring bits of unconnected information which have no organization. The unistructural stage is where simple and obvious connections are made, but their significance is not grasped. The multistructural stage is when a number of connections may be made but connections between them are missed. In the relational level the student is now able to appreciate the significance of the parts in relationship to the whole. The last level, extended abstract, is when the student is making connections not only within the given subject area, but also beyond it. The student is able to generalize and transfer the principles and ideas underlying the specific instance. While simple obvious connections resemble the types of products accepted by a teacher with technical dispositions, the expectation of generalizations and connections between varying subject areas would be modeled by a teacher with responsive dispositions.

The fourth analysis was of the data gained from the principal interviews. The principal from each school was asked questions regarding each teacher's knowledge of the curriculum, rapport with the students in his/her class, classroom management, and overall teaching effectiveness. The transcript of each interview was coded according to the responsive or technical statements made about each teacher based on the DIA protocol. This data allowed the researcher to make inferences about the principal's perceptions of each teacher's dispositions.

During the last phase of the analysis the data, which had previously been separated, compared, and contrasted, were put together in ways that provided a conceptual overview of the dispositions of traditionally and alternatively licensed teachers in North Carolina, how those dispositions were observed in the classroom, and

how student products and perceptions were affected by those dispositions. A significant amount of time was spent revisiting the data searching for patterns and exploring meaning. The results of this analyses are presented in the next chapter in the form of six case studies and a cross case analysis that compare the factors that mediate the development of dispositions.

CHAPTER IV

FINDINGS & DISCUSSION

This research examines the dispositions in action (Thornton, 2006) that alternatively and traditionally licensed elementary teachers in North Carolina possess and how those dispositions were manifested in the teachers' actions, dialogue, and management in the classroom. The findings reported in this chapter are the results of coding extended observations, formal interviews of teachers and school administrators, cards sorts, and the analysis of student products. Based on those forms of data, the card sort data did not always match with the interview and observational data. However, the observational data was reinforced by interview data. Since I was looking primarily at how the various dispositions were manifested in the classroom, I used the observational data and interview data to determine actual dispositions. I also conducted student interviews but the information obtained did not inform the study in any way and therefore will not be used. In this study, three pairs of differently licensed teachers (lateral entry or alternatively licensed and traditionally licensed) who teach the same grade level in the same school represent the unit of analysis. For the purposes of reporting these data, I will describe each pair of teachers in a group (A, B, or C) and each teacher within the set will be labeled by her certification (LE – Lateral Entry and TL – Traditionally Licensed). In each participant's profile I will share interview data, card sort data, observational data, and student product data on the LE teacher and the TL teacher giving a brief analysis of each data source. I will then do a cross-case

analysis of the total group addressing the research questions. This will be done for a total of three groups (six teachers) in order to answer these questions:

1. What dispositions do alternatively and traditionally licensed elementary teachers possess?
2. How are those dispositions manifested through the teachers' actions and dialogue in the classroom?
3. What are some factors that seem to mediate the development of dispositions?

Overview of Findings

Analysis of the aforementioned data shows a clear delineation between the dispositions in action of these two groups of teachers in terms of management, instruction, and assessment. Two of the traditionally licensed teachers possessed intermediate to responsive dispositions towards instruction (one possessed technical dispositions – see Brenda's profile) while the lateral entry teachers possessed mainly technical dispositions. The LE teachers tended to use mostly direct instruction utilizing worksheets and textbooks, which contributed to the technical nature of their dispositions in action. One LE teacher (Jane) demonstrated intermediate dispositions towards instruction while teaching reading/science and technical dispositions while teaching mathematics. Both LE and TL teachers possessed intermediate to responsive dispositions towards classroom management; although the LE teachers seem to focus more on the affective domain of management while the TL teachers focused on the cognitive. In terms of assessment, neither TL nor the LE teachers were aware of the various assessment strategies they used on a daily basis. Both groups seemed to embrace the notion that assessment must take place during single events using a "paper

and pencil” form. Neither group was particularly strong or responsive in terms of assessment. However, there were two teachers from the TL group and one from the LE group using extended amounts of time conferencing with students and using projects to assess student understanding.

Group A: Participant Profiles

Marcy

Marcy is White, married to a mill worker, the mother of two children, a lateral entry teacher, and a learner. She has taught 3rd grade in the same public school in rural North Carolina for three years. There are 24 students in her classroom this year; 13 boys and 11 girls. Marcy has an undergraduate degree in Business and is obtaining her licensure through an RALC. She has taken courses such as Exceptional Children, Educational Psychology, Introduction to American Education, Computers in Education, Child Psychology, and Content Area Reading from various universities. Marcy had also taken a math methods course at the time of my observations. She had limited experience as a substitute teacher before she became a regular classroom teacher. She spent much of her time moving around from school to school as a child so she feels “a special sympathy for students who come to [her] during the school year or transfer in new at any time of the year.” Marcy and her family settled in the Piedmont of North Carolina during her sixth grade year. She does not have many fond memories of school from her elementary years; however, she comes from a long line of teachers and feels that teaching is “in her blood.” Marcy is in her early 40’s. Her son is 17 years old and her daughter is one year old.

Interview data. Marcy is a strong classroom manager. She has a rapport with her students that exudes mutual respect and compassion. Marcy recognizes management as a strength and when asked about classroom management she was forthright with her opinion. “I have children. I am patient and have learned to overlook things. I have gotten used to noise and movement of children,” she says. This connection between classroom management and parenting was brought up again during her interview when Marcy spoke of a mutual respect between the teacher and the students.

If I don't respect them they know it; so they're not going to respect me. I try to make [my classroom] feel like home and I'm like their mommy. I'm like their second mom. They feel safe and free to express their ideas and opinions and if I don't agree with them I tell them...this could possibly go back to my degree in business as well. You have to be so strict and regimented to run a business so I'm doing the opposite. (Marcy, LE Teacher, ABC Elementary School, Interview)

Marcy's school administrator expressed her satisfaction with Marcy's classroom management. She also spoke of her ability to nurture children and establish a positive environment.

[Marcy] has an accepting personality that is very nurturing. She brings a lot of kids out of their shells by making them feel safe. I think her personal background has something to do with that. She didn't grow up with a silver spoon in her mouth. She came from a mixed family where the step mom raised her so I think she is able to understand and relate to kids who do not come from a nuclear family. (School Administrator, ABC Elementary School, Interview)

Clearly Marcy has the ability to relate to children on a personal level and is able to carry that trait in to her classroom and put it to practice when managing children. Marcy's principal mentioned her classroom environment as being positive and supportive.

[Marcy] just makes an environment that is very respectful, loving, very kind, she models that. She doesn't raise her voice. I think that the fact that her children never feel backed into a corner in her classroom helps her to build those relationships. Very rarely will I ever see her frustrated and if she is, she doesn't express it in front of her children. (Principal, ABC Elementary School, Interview)

One can tell by sitting in Marcy's classroom that the students feel safe and are happy.

When asked about instruction Marcy was not as confident. She openly shared that she felt this to be a weakness.

Instruction is not a strength of mine. I think some of it has to do with the fact that I didn't have many courses when I started teaching. I've had a few more now and they have helped and I can tell my teaching has changed a little since my first year. Sometimes I have a hard time coming up with ideas so I go to the other teachers and ask them. (Marcy, LE Teacher, ABC Elementary School, Interview)

The school administrator also mentioned that instruction was a weakness. She has asked Marcy to continue to work on improving that aspect of teaching.

Instructionally, [Marcy] isn't the most active teacher. She knows this is a weakness and I have discussed this with her on several different occasions. I would like to see her use less worksheets, be more creative, and use a little differentiation while planning and teaching. (School Administrator, ABC Elementary School, Interview)

This was demonstrated in observational data as well (see next section).

Marcy made a connection between instruction and assessment and the fact that she uses worksheets as a primary form of assessment. "I use worksheets too much because of that EOG fear," she said. She mentioned the pressures of EOG's throughout the interview. Marcy believes it to be important to keep the students on an assessment routine so that they understand her expectations. When asked why she used

worksheets she answered by saying, “That’s the way it’s always been done. That is how I was taught as a child.” According to the school administrator, Marcy does not vary assessment as much as she would like.

[Marcy] does chapter tests and formal assessments in math and reading but her assistant does a lot of the grading and I’d like to see her doing less work to be graded but more meaningful work. I would really like to see her utilizing the assessments more because I want her to be able to take notes [during teaching] and refer back to those notes when she’s planning instruction...[she’s] not utilizing informal assessments as well as she could be. (School administrator, ABC Elementary School, Interview)

Marcy is one of many teachers pressured by the EOG’s. This pressure is evident in the types of assessments used in her classroom.

Marcy feels that her students can come and talk to her because they feel safe in her classroom. She attributes that to positive communication. She also feels that she gains her students respect by keeping those lines of communication open. However, Marcy admits being pushed to the limit on occasion saying “I’ve lost my temper before and had a very sharp tone...I’ve never told them to shut up or anything like that, I’ve thought it but I really try to watch my tongue.”

When asked about her role as a professional, Marcy struggled to find an answer. She asked for clarification on the question and then formulated her answer.

I don’t see myself in that way...I don’t feel like a professional at all. I have to have a certain presentation in the community dealing with parents on a professional level. I need to know what I’m talking about...I just don’t see myself as a professional. (Marcy, LE Teacher, ABC Elementary School, Interview)

Marcy went on to say that she thought she needed to work on her own self-perception and wondered if other beginning teachers may have the same misconception. She also spoke of the support she received as a beginning teacher. She praised her school administrator for being so supporting but was not as quick to praise the mentoring program.

[The school administrator] is right by your side, with your strengths and your weaknesses, she gives you ideas... [The county] has the ILT program here where you meet once a month and I can't really say that program or my mentor helped me a lot because I got a little short changed on that...my mentor was actually a kindergarten teacher so I feel like I have suffered. I had to figure out a lot on my own. I didn't have a mentor to go to. (Marcy, LE Teacher, ABC Elementary School, Interview)

Obviously Marcy didn't feel the support she received as an ILT was adequate, primarily because Marcy was teaching in an intermediate grade level and her mentor taught in kindergarten. She went on to mention that the ILT program could have been designed better. She said they had a meeting on designing the classroom midway through her first year and instruction wasn't really covered until her second year.

Card sort data. Marcy completed her card sort activity during the first day of my observation. She was given three sets of cards. The first set was based on instruction, the second was based on management, and the third was based on assessment. When determining the importance of the varying levels of instruction, Marcy was technical in her choice of most to least important cards. She chose statements such as 1) meeting curriculum standards; 2) lessons that emphasize the explanation of concepts in a prescribed order; and 3) feedback consists of grades on an assignment as being most important. Marcy also made one intermediate choice in her

card sort on instruction; importance of relating classroom experiences to real world situations on occasion and sometimes connecting issues to students' own lives.

Marcy was responsive in her choice of most to least important cards regarding management. She chose statements such as 1) student questions and interpretation of curriculum informs future plans to all aspects of the classroom curriculum; 2) emphasis on input on designing tasks, developing procedures, and measuring student growth; 3) awareness of individual students and flexibility in management; and 4) address disruptions and promote engagement in ways that encourage shared responsibility as being most important. She made two intermediate choices in regards to management; 1) partial student involvement in instructional decisions by giving them options with assignments or projects and; 2) dialogue indicates a congenial atmosphere.

Marcy was primarily responsive in regards to her card sort choices about assessment. She chose statements such as 1) communicate high expectations for learning; 2) focus on questioning and probing to determine reasoning; and 3) assessment takes places through projects and learning tasks with occasional tests, quizzes, and worksheets. Marcy did make an intermediate choice about assessment which is; dialogue/interaction emphasizes progress towards high quality performance. The reported dispositions for assessment did not match what was observed in the classrooms.

Observational data. My first observation of Marcy took place on a brisk Monday morning in the spring. The students began trickling in to the classroom around 7:45 a.m. Several walked up to Marcy giving her a hug and saying "good morning" to their teacher. Marcy greeted each one with a smile and a gentle hug back. Marcy

asked one little boy “Was this weekend better than the last one?” The child smiled and answered her question. Marcy reminded the students that there were three pencil sharpeners in the room and asked a few students waiting in line to go to another one. While the students were doing their morning work, the teacher was working at her desk. At 8:30 the students went to another classroom for a nutrition class. Marcy took her students and asked the teacher assistant to stay with them. The students returned to the room around 9:10. “Please finish your morning work,” she said. Around 9:55 Marcy gave the students a spelling pretest. The students were given a spelling packet each Monday that contained worksheets based on the spelling list. Marcy asked the students to stand up and began a game similar to “Simon Says”. “[Marcy] says spell dentist. Hop on your right foot. Stop. I didn’t say [Marcy] says,” she said to them. After the game the students began working on their spelling packet. “Go ahead and begin working, you know what to do,” she said. The packet contained five worksheets with information on both sides.

After approximately ten minutes, Marcy asked the students to get out their contraction worksheet. “What’s a contraction? Why is there an apostrophe? What is the contraction for the words we are?” she asked. She directed the students to begin working on page 74, with no other discussion. There was a boy fiddling with something in his desk. Marcy noticed and approached the child. “Are you meeting my expectation right now?” she asked. The child shook his head “no”. Marcy said, “I would love for you to meet my expectation and I know you can do it!” She asked the students to put their work in the work progress folder and get ready for lunch.

During the walk to lunch Marcy had several children approach her to tell her something about their weekend like a brother who lost a tooth or a sibling who took his first steps the previous night. Marcy replied, “Oh, how exciting! I can’t wait until [Leah] takes her first steps.” Marcy sat with the group of grade level teachers at lunch.

After lunch the students walked laps with the teacher assistant while Marcy returned to her classroom. When the students returned she gave them a few minutes to “tie up loose ends” then she asked them to clean off their desks and get ready for multiplication timed tests. “I need your desk completely cleaned off except for a cover sheet. People who are on the 12’s come see me,” she said. She distributed the 10’s, 6’s, 8’s, 11’s, and 7’s multiplication sheets and then gave them three minutes to complete the timed test. Once finished, the students graded one another’s papers. At 12:30 the class went to the computer lab.

When the students came back in to the classroom, Marcy instructed them to get out their reading books. “We are going to listen to the reading CD,” she said. This was a recorded version of the story the students were reading. Marcy started the CD and sat at her seat while it was playing. When the story is finished she asked “What do you know about Gertrude? What makes her unique? What character trait could describe her?” Marcy told the students to reread the story at home and asked them to put their books away.

“Get out your math book please,” she said. She read out of the book, “Comparing and ordering fractions. How can you compare unit fraction strips?” She wrote on the board that a unit fraction is a fraction with a numerator of one. Marcy continued to read questions out of the math book that used paper fraction strips that the

students had in baggies at their desks. “Can you take any two fraction strips and put them together so that they equal one half?” she asked. She instructed the students to arrange their fractions strips from shortest to longest. “Get out of your bag $\frac{1}{2}$, three $\frac{1}{8}$'s, $\frac{1}{4}$ and arrange them in order like your book has them,” she said. She then instructed the children to get out a piece of paper and do numbers one, two, and three from their math book. She told the children that she would call them by tables to get their book bags and pack up. She called the tables one by one. Students packed up and talked to one another as the bell rang. A little girl hugged Marcy as Marcy told the class “I love you guys. Have a good night.”

Marcy's responsive disposition towards management was observed early on this day. Her connection with the children was modeled perfectly when she asked a child about his weekend. This is especially meaningful because she remembered the child coming to school upset one week before and wanted to make sure that he was better. Marcy also made herself available as much as possible when the students were in non-academic time. She listened to their stories and talked to them about things that fall outside of the realm of “school.” Marcy displayed a technical disposition towards instruction as this was evidenced by the fact that she introduced a spelling packet, grammar packet, and practice packet to the students and used this as her basis for instruction. She also read her math instruction directly out of the math book. I did not observe Marcy using a variety of assessment strategies on this day. She administered a timed multiplication test as her evaluation of the students' knowledge of the multiplication tables. She also used several worksheets about which there was little discussion or questioning.

I observed Marcy again the next day. The students came in quietly and began working on the morning work. After they finish the morning work they were to begin working on their spelling packets. The morning work was repeated addition and subtraction using a calculator. Marcy was sitting at her desk. At 8:30 she instructed the students to find a spot on the floor. “We’re going to do reading on the floor this morning” she said to the class. She told the students that they will be reading the story that they listened to the previous day. “What is an illustrator?” Marcy asked. A student replied, “Someone who illustrates or draws pictures.” She then went on to ask, “How is my life different from a woman in 1906?” The students gave various answers like “a woman’s place was in the home back then” and “most women couldn’t work.” Marcy then said, “Turn to page 92 and remember to keep up because I am going to start us off and then let you jump in.” She then began reading while students followed along with their books in their laps. She stopped reading and called the name of a student. The student began reading where Marcy left off. After reading a paragraph Marcy stopped the student. “Ok, we’ve talked about fact and opinion before. When something is true it is a fact. When it is what I think it is my opinion,” she said. She allowed the students to continue to read and asked them whether different sentences in the story are fact or opinion. “This is opinion,” she said, “Do you think Gertrude is a hero?” She listened as students share their answers and then instructed them to continue reading. Midway through the story Marcy said, “Guys, we’ve got to go to Drama so take your books back to your seat and line up.” The teacher assistant took the students to Drama. After Drama, the class went straight to P.E. The teacher assistant picked them up from Drama and took them to P.E.

When the students returned to the classroom at 10:25 Marcy said, “We have about three minutes before Mrs. Kendle comes in for AIG [Academically and Intellectually Gifted] so I’m going to let you go ahead and work on your morning work.” The students had AIG from 10:30 to 11:00. After AIG Marcy asked the students to clean off their desks and get ready for their multiplication timed test. She passed out the papers like on the previous day and gave them three minutes to take the test. “Ok, just leave your timed test on your desk and we’ll exchange them after lunch,” she said. Marcy asked the students to line up for lunch and they walked out the door. She talked to a student while walking to lunch about a game he played with his big sister the night before. “That sounds like a lot of fun!” she replied. After lunch the teacher assistant took the students to walk laps and then took them by the bathroom before coming back in to the room.

Marcy asked the students to exchange timed tests and check someone’s paper. They gave the papers to the teacher assistant when finished checking. Marcy then asked the students to clean off their desk and get out their spelling packet. “Today we are going to talk about page 75. Some of you may have already worked ahead,” she said. She asked the class if they remember talking about suffixes and gives them an example, “the word lioness has a suffix and it means female lion.” She instructed the students to stand up and push their chairs under their desks. She then told the students that they were going to clap the syllables to their spelling words. Marcy went through each spelling word clapping out the syllables with the class. “I need your attention because you are getting a little out of control,” she told the students midway through the activity. The class finished the activity with no disruptions. Marcy asked the

students to have a seat and look at page 75 again. She asked the students what it meant when something is in bold print, “look at me, I’m important!” they yelled. She asked the students if they have any questions and told them they have about seven minutes to work on the spelling packet.

After the timer went off, Marcy instructed the students to get out their grammar worksheet. “Everybody read the directions with me,” she said as the students are getting their papers out. Marcy repeated the directions and clarified by telling the class that they would have to find the appropriate contraction to put in each sentence. The students began working quietly. When the timer went off, Marcy instructed the students to line up for a bathroom break. She took them to the bathroom.

Upon return Marcy asked the students to get out their practice packet and look at pages 33 and 34. She explained that page 33 is about fact and opinion.

Let’s look at page 33. A fact is something you can what? [Prove] Let’s look at the instructions. Read them with me. Read each sentence below. Write beside each sentence whether it is a fact or an opinion. Any questions? (Marcy, LE Teacher, ABC Elementary School, Observation)

She asked the class to read the instructions with her. After reading the instructions the students began working on the sheet. A student raised her hand so Marcy went to answer the child’s question. The teacher continued to walk around the room assisting students when necessary. After a while she asked the students to put their work in the progress folder and get out their math books.

She showed the students a clear container of water with green food coloring. “I have approximately $\frac{1}{4}$ in my container,” she said to the class. She continued to pour

varying fractions of water in the container. “I know $\frac{1}{2}$ is bigger than $\frac{1}{3}$ by looking at the container,” she states as she pours more water in to the cup. Marcy asked the students to open their math books as she read from the page.

Comparing and ordering fractions. How can you compare unit fraction strips? Can you take any two fraction strips and put them together so that they equal one half? Arrange your strips from shortest to longest. Get out your bag...and arrange them the way they book has them...Go ahead and get out a piece of paper and do numbers one, two, and three. (Marcy, LE Teacher, ABC Elementary School, Observation)

She asked the questions that were listed in the math text and went through numbers one through thirteen with the students. She then asked the students to put their math book away and clean off their desks.

Marcy passed out magnifying glasses and talked with students about what they do to objects. “We’re going to observe plant bulbs today. I have given you a hand lens that makes things larger so when you look at your bulb use your hand lens so you can see it better,” she told the students. Marcy passed out a bulb to each group of students and asked them to take turns observing the object. After about 15 minutes she told the students to take out a piece of paper and write at least five sentences about what they had observed. She told the students that they will be observing the bulb for a week or so to see if they can get it to grow. She said, “tomorrow you will observe it again to see if their have been any changes after I plant it in the rocks.”

Marcy asked a student to take up the magnifying glasses while she took up the bulbs. She also called tables to get their book bags and begin packing up. As the students left the room she told each child that she loved them.

Once again, Marcy demonstrated an empathy and compassion for students on this day. When the students were getting loud during instruction Marcy did not yell or become authoritative with them; instead, she gently said, "I need your attention because you're getting a little loud." Her tone never changed. Marcy spent a lot of time at her desk while students worked on the various packets. While she did give students the opportunity to observe a plant bulb, there was no explanation of what it means to do an observation or what characteristics of the bulb are important. Marcy administered another timed multiplication test and used the packets as the primary form of assessment.

At 8:00 a.m. on the third day of my observations, the students were still coming in to the classroom and unpacking. Some had already settled and were working on morning work. At around 8:15 Marcy told the students from her desk that they had about ten more minutes to work. Fifteen minutes later the timer went off and Marcy told the students to put any incomplete work away. "If you have something you haven't finished don't stick it in your desk! Put it in your work in progress folder," she said. She asked the students to go to the carpet, "when I count to five I want everybody sitting down and settled." She told the students that they were going to finish their reading story that they began reading together yesterday. "We stopped on page 98 so everybody should be ready," she said as the students were opening their reading books. She began reading and then called on a student midway through the paragraph. The student paused and looked at his page. A child sitting beside him pointed to the word at which he needed to begin reading. After the child finished the paragraph Marcy asked, "Why do you think she needs to eat while she's swimming across the channel?" One

student said she thinks it is because Gertrude will get tired if she doesn't eat anything. Marcy complimented the student on the answer and asked for more input. Marcy asked another student to read. She stopped the student mid-sentence and asked what the word "eerie" means. A student replied, "Dangerous." Marcy said, "No, not dangerous. What does eerie mean?" The students gave several different answers such as wicked, scary, and strange. Marcy asked a student to continue reading. "What time of day do you think she finished swimming? Look at the picture," she said to the class. A few students replied "night time." Marcy said, "Imagine what she looked like when she finished the race" to which a student commented "she looked like a wrinkled old hag." Marcy ignored the comment and directed her attention to a student who made a statement about the bulbs from yesterday. Marcy told the students that she had not had time to plant them yet. "Let's look at page 102," she said as the students turned to the next page. Marcy called on another student to read. When the students finished reading the story, Marcy asked the class about their own heroes. The students shared their own personal hero with the class. Approximately 15 minutes later Marcy asked the class to go back to their seats and put their reading books away.

While the students were putting their books away Marcy wrote five contractions in a flower on the board. She called to the teacher assistant who was grading papers at a table in the back of the classroom. She talked quietly to the teacher assistant explaining what she wanted the students to do and quietly walked out of the classroom. The teacher assistant explained the contraction flower activity to the class and helped them through the activity. The students were to write five contractions and the words that made up the contraction on a petal of a flower. The students worked

independently on the activity. The teacher came back in the room 15 minutes later and told me that she liked to let the teacher assistant do certain activities to give her some time working with the kids. She looked at her watch and told the children, "It's time to go to the library so get your books and line up at the door." The teacher assistant took the students to the library.

When the students came back in to the classroom she drew their attention to the board. "I need your attention on the board please," she said.

I need your attention on the board please. We have six papers with no name or number on them so in your free time I would like for you to come check and see if this is your work. You are responsible for your work. If you come up and see a neighbor's work that you recognize, it would be awfully nice of you to tell them so they can get their paper, put their name on it, and turn it in for a grade. (Marcy, LE Teacher, ABC Elementary School, Observation)

She told the students that since their desks are so nice and clean that she wanted them to go ahead and do their multiplication timed tests. She passed out the test like she had on the previous days and gave the students three minutes to take the tests. Marcy couldn't find the "9's" multiplication test so she went next door to see if that teacher had an extra one. Some students were already writing answers on their paper while she was out of the room. After three minutes Marcy asked the students to exchange papers and allowed them to begin checking. When the students finished grading their classmate's paper they put it on the teacher assistant's table in the back of the room. Marcy asked the students to get ready to go to lunch.

After lunch Marcy returned to the classroom and the teacher assistant took the class outside to walk laps. When they came back in, Marcy asked them to get out their

spelling packets. “Please turn to page 75. I’ll say the words and you repeat after me,” she said as the students found page 75. Marcy went through each word as the students echoed her. She gave the students approximately ten minutes to work on their spelling packet.

At 12:40 Marcy asked the class to get out their practice packet. “I’m looking at pages 35, 36, and 37 so please circle those page numbers,” she said to the students. She told the students to read the paragraph with her. The students read chorally with Marcy. She asked the students to answer the questions at the bottom of the passage. She walked around the room while the students were working independently. Marcy stopped the students because some of them were getting finished with the first page. “We do this all of the time so I’m not going to help you with this page,” she said to the class. At around 1:20 Marcy took the class to the restroom. When they returned Marcy told the class that she was setting the timer for three minutes. After three minutes they will be moving on to page 37. When the three minutes were up, Marcy asked the class to read the directions to page 37 with her. Once they have read the directions she prompted the students to go ahead and begin.

At 1:50 Marcy instructed the class to put away their practice packet and get out their math books. She asked them to turn to page 512 while she taped a yardstick to the board. She asked the students how many of them remember talking about fractions and water yesterday in math. Several students raised their hands. She told the class, “Yardsticks have fractions too.” She asked the students to get out their fraction bars and figure out how many fourths make one whole. She asked someone to tell her how many as she writes $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{4}{4}$ on the board. She asked a student how else

she could write $\frac{4}{4}$ to which the student replied “one.” Marcy took the yardstick off the board and asked the class to put their fraction bars away. “I want you to look at number three,” she said referring to page 512 of the math book. She read the problem to the class and asked if anyone knew the answer. Marcy read through five more problems asking students for answers. After each student gave an answer Marcy asked the class, “Do you agree or disagree?” After they finished page 512 in the math book, Marcy told the class that they may use the last 15 minutes to “tie up loose ends from the day.” As students were finishing practice packets and spelling packets, she called tables to begin packing up for the day. She reminded them of field trip money as they were lining up to file out the door. She also told them, once again, that she loved them.

One of the various ways that Marcy’s responsive dispositions toward management were evidenced on this day was by the way she handled the papers that had no identifying information. She simply taped them on the board and made the students responsible for claiming their own papers. Her dispositions toward instruction were modeled today during reading when she picked up right where they left off instead of reviewing what the students had read the previous day. This is indicative of technical dispositions towards instruction. Marcy used the multiplication timed test, worksheets from varying packets, and problems from the math book to assess learning.

The final day that I observed Marcy was on a Thursday. When I entered the classroom early that morning, the children were a little talkative. Around 8:30 Marcy told the students that she needed their help with something very important. She had received a ballot for the bus driver of the year award and was going to let the students vote since they are the ones who ride the bus.

Do I ride the bus? I don't know what makes a bus driver special but you do! I want you to help me decide who should win the bus driver of the year award. You may select one of the bus drivers whose name is written on the board. You will write it on a blank piece of paper and give it to me. I want you to defend your answers. (Marcy, Lateral Entry Teacher, ABC Elementary, Observation).

She read the name of each bus driver that had been nominated for the award and gave the students a few minutes to select and defend their answers. At around 8:45 I left the classroom to interview two of Marcy's students. I returned to the room at 9:15 where the students were working on their spelling packets with the teacher assistant. Marcy was not in the classroom at the time. The teacher assistant took the students to the restroom and administered the timed multiplication test. The teacher assistant asked two students to put their names on the board for wrestling in the back of the room and another student put his name on the board for chewing his fingernails. When Marcy came back in the room at 9:45 the teacher assistant showed her the three names on the board. Marcy asked the three students if they were meeting her expectation to which they all replied "no ma'am."

Marcy told the class to get ready for spelling word drama. She called group 12 to the front of the room. The students from group 12 huddled together discussing their strategy. Marcy asked them if they were ready and told them to go ahead. Two children in the group begin acting out the word "hostess". Marcy asked the class if anyone would like to guess the spelling word that is being acted out. A student guessed the word and Marcy asked that group to have a seat. She then called group 20 up to act out the next word. She allowed them to pick the word and they huddle up at the front of the room. After each spelling word had been acted out the teacher asked the students to return to their seats. She asked the students to take out a clean sheet of paper and

write as many of the spelling words they can remember on that piece of paper. After about ten minutes, Marcy called out each spelling word and the class chorally spelled each word with her. After they finished Marcy told the class, "It's time to go to Music so go ahead and line up please." She walked with the class to their next destination.

Marcy picked the students up from Music 35 minutes later and took them directly to lunch. After lunch the students walked laps outside with the teacher assistant. At 12:25 the teacher assistant brought the students back to the classroom where they put their lunch boxes away and went directly to the computer lab. Before they left, Marcy stood at the door handing each student a set of headphones in a plastic bag. "Alright," she said, "like third graders I want you to line up to go the computer lab." The computer teacher showed the class what do to while Marcy went back to the classroom to get ready for reading.

When the students returned around 1:10 they were excited to find the "whisper phones" out on their desks. Marcy asked the students to get out their reading books and turn to the story that they had been reading this week. She reminded the students, "When you're using the whisper phones I should see your mouths moving." The students began talking and listening to themselves as they read the story.

At 1:45 Marcy asked the students to put their whisper phones away and take time to work on their practice packets. She noticed a student who had pencil marking on his face. She walked up and knelt down beside the student. "Come here," she said, "I'm not going to do the finger licking thing like momma does but let me see if I can get that off your face." The child smiled as Marcy gently wiped the marks off the child's face.

Within the next few minutes, Marcy asked the students to put their work away and get out their math books.

“I want you to turn to page 513 in your math book,” she said to the class. The students opened their books and began looking for the page. Marcy reminded the students of what they studied the previous day on page 512 and then asked them to complete numbers one through twelve on page 513. “It’s the same thing you did yesterday,” she said as they get out pieces of paper. Marcy gave the students 20 minutes to work on the math page before she began calling tables to get book bags and begin packing up.

Marcy’s interaction with the child who had something on his face demonstrates her love and compassion for the students in her class. This also exemplifies a connection to a comment her principal made about her ability to make children feel safe and loved. Marcy’s desire to allow the children to vote on the winner of the bus driver of the year contest because they were the ones exposed to the bus drivers on a daily basis shows her ability to collaborate with students on an affective level. It also shows that she has a relationship with the students that is built on a mutual trust and understanding.

The spelling word drama addressed the visual and kinesthetic learners which was a different type of instruction for Marcy. During math instruction Marcy briefly reminded students of what they had done on the previous day and instructed them to do the next page. There was no questioning or connecting to prior knowledge. This is indicative of technical dispositions toward instruction. The students took another

multiplication timed test today to show their knowledge of the subject. Students were not allowed to express their knowledge any other way.

Student products. The work products that I collected were from the days that I observed in Marcy's classroom. When analyzing those products I discovered that most could be categorized as "unistructural" in the stages of the SOLO Taxonomy. In the unistructural stage, students are prompted to make simple obvious connections. This stage can be paralleled to Bloom's Taxonomy using indicative verbs like "identify" and "memorize" or by students completing simple procedures. An example of this was a worksheet of repeated addition that the students completed. A second example was another math worksheet where students were prompted to identify the figures that were divided into equal parts. The practice packet that Marcy gave to the students on Monday was primarily unistructural as well. Marcy used this packet to guide her teaching for the week. The packet contained worksheets where the students were asked to fill in the blanks and add suffixes to base words. However; one of the worksheets in the practice packet did require the students to determine fact or opinion. This would fall under the multistructural stage of the SOLO Taxonomy with Bloom's indicative verb of "classify".

Kim

Kim is the second teacher in Group A. She is White, single, has no children, and is a traditionally licensed teacher who attended a North Carolina public university. She has taught in ABC Elementary School for two years and at another school within the county for one year. There are 23 students in her classroom; 13 girls and 10 boys.

She grew up in the county adjacent to the one in which she teaches. She went to college locally and even commuted from her parents home her senior year. Her parents are still married and live in the house that she grew up in. She has one older brother that she speaks very highly of. Kim is in her mid 20's and is in her third year of teaching 3rd grade.

Interview data. Kim's management strategy is to keep the students engaged in the learning process. She expressed a belief in classroom rules and procedures as being important to management. If you do not have those then "you are going to be fussing and calling down children instead of instructing and helping them to be adults in the future." Kim thinks mutual respect is extremely important and lets the students help in the development of the classroom rules at the beginning of the year to help build a sense of community. In doing this, she doesn't have to "force them to comply." Kim believes her job in management is to make sure the students are safe by providing them with a safe place to learn. She calls herself a facilitator but acknowledges that her role shifts from year to year because "in years past every group of students has been completely different." Kim feels that expressing herself in a positive way gets a positive reaction from her students. She also feels that helping the students develop a sense of community is an important responsibility.

They know me well enough and I know them well enough that if I speak to them and tell them that I'm disappointed in them and their behavior and in their choices that they are making. I think that makes a lot of difference than if I'm up there screaming. They change their behavior...I have rules that I let them think that they made up on their own. Of course they've gone to school long enough to know what those are so I let them get in groups...and told them they got to make the rules and they got really excited...That way when they break the rule I can tell them they helped me make the rules so they are breaking the rule they made.

That builds a sense of community. (Kim, TL Teacher, ABC Elementary School, Interview)

The school administrator shared that classroom management was a weakness of Kim's until recently. Kim used to take things personally until the administrator began working with her. Since, she has improved her management techniques.

This year it has really come together...she is more careful about what she says and how she reacts to things. This did not naturally happen...We have really worked on that and the things that she was saying to cause problems [with the students]. (School Administrator, ABC Elementary School, Interview)

The administrator was proud of the fact that Kim has responded to her recommendations in regards to management. She continued to say that Kim keeps the students so engaged in her classroom that there really is little need for formal management now.

When asked about the important aspects of instruction Kim was quick to identify the North Carolina Standard Course of Study. She said she tries to plan by the week "using the NCSCS as [her] guide." She discussed using different reading strategies such as ability and mixed ability groups as well as reading aloud. She also has her students do a lot of whisper reading.

Teaching the curriculum is important to me...providing feedback of course so you can plan for instruction...following a plan of study. I have really tried to use different types of reading this school year because that's just the way children learn. We do a lot of murmur reading and whisper reading with ability groups and mixed ability groups...We do a lot of reading aloud together which is the core of reading... [for math] I use visuals and hands-on manipulatives...We highlight key information in word problems and we read every sentence by itself to look for key information that we know we will need to solve the problem. (Kim, TL Teacher, ABC Elementary School, Interview)

I asked her if she would teach differently in a grade level without EOG's.

Oh no, no! I know that students learn because I teach the way I do. But I do think about the EOG's. My mind focuses on three's and four's...our principal, of course, says that's not what's important...it's so hard for me to get out of that mind-set sometimes because according to the state, that's what matters. (Kim, TL Teacher, ABC Elementary School, Interview)

Kim feels comfortable with her teaching but, like every other teacher, feels the pressure of the EOG's. When asked about Kim's ability to facilitate instruction, her administrator was quick to praise her.

She does a good job of acting on the needs of the lower learners...her questioning is wonderful and she is strong at making connections between things that are read and enforcing concepts that were previously taught. She knows about differentiation and multiple intelligences. (School Administrator, ABC Elementary School, Interview)

Kim's administrator points out her ability to scaffold concepts and connect them to students' prior knowledge.

When asked about assessment Kim stated, "That is something that I struggle with." Kim is not aware of the various types of assessments that she uses on a daily basis. Observational data shows Kim conferencing with students one-on-one on routinely in her classroom.

I give weekly reading assessments where they have multiple choice questions similar to what they see on the EOG's. I know that's not enough and I have struggled with how to learn different types of assessments other than paper and pencil. (Kim, TL Teacher, ABC Elementary School, Interview)

Her administrator also talked about the various strategies that Kim uses to assess student growth as well as her knowledge of that growth. However, she did express her desire for Kim to be more diligent in using the assessment information obtained on students to plan appropriate instruction.

She questions and spends a lot of time one-on-one with the kids. Even when they are doing something independent it is never really independent because she is always working with two or three kids. She'll kneel down next to them and work with them. She is very effective in that way. She can tell me what a child knows and doesn't know based on every NCSCS objective. I want to see her utilize that information to effectively differentiate instruction. (School Administrator, ABC Elementary School, Interview)

Kim uses various evaluation strategies but does not identify them as being different forms of assessment.

Kim believes that grades are a form of communication that “lets children know what they need to work on.” She gives prompt feedback and spends time conferencing with students. She added, “The students need that immediate feedback because it's hard for them to remember from one week to the next what they did, so I feel that providing that immediate feedback is effective.”

The administrator agreed that Kim has an ability to communicate with both children and parents. The administrator shared, “She provides constant communication. She makes an extended effort for children who do not return things and follows up with phone conversations. She has excellent communication skills.”

Kim also discussed communication with parents during the interview. She sends home weekly progress reports to let parents know how their children are doing

with specific concepts. She also sends home a weekly newsletter where she shares what the students will be working on the following week.

When asked about her views of her role as a professional Kim replied, “I’m a doctor, a nurse, a mother, a lawyer, a judge, a jury. I wear so many different hats.” Kim said that since she isn’t married and doesn’t have children she stays later than many of the other teachers.

In the weekly plans I want to have everything ready for the week so that I can walk in the door and be ready. My role is to do the absolute best that I can so that children can learn...My philosophy in being a teacher is I want a child to come back to me and thank me for being their teacher. That’s my desire. (Kim, TL Teacher, ABC Elementary School, Interview)

Kim has considered getting her Graduate degree but doesn’t want to do that until she feels like she can give 100% to that endeavor.

Kim spent her first year of teaching in a different school. At that school her mentor taught in Kim’s grade level and according to Kim that was beneficial. However; when she moved to ABC Elementary School her mentor, like Marcy’s, was a kindergarten teacher. Kim stated, “It was hard for [the mentor] to help me so far as knowing about instruction or about the testing process.” Kim spoke highly of the school administrator at her current school saying she provided great feedback that helped tremendously.

Cart sort data. Kim completed her card sort on the first day of observations. When determining the importance of the varying levels of instruction, Kim was responsive in her choice of most to least important cards. She chose statements such as 1) responding to student questions, noting progress, and sharing ideas that are built into

instruction; 2) lessons featuring the scaffolding of skills and concepts to build upon students' understanding and; 3) relating classroom experiences to real world situations and connecting issues to students' lives beyond school as being most important. Kim also made an intermediate choice in her card sort on instruction; feedback can take multiple forms.

Kim was more intermediate in her choice of most to least important cards regarding management. She chose statements such as 1) partial involvement in instructional decisions by giving them options with assignments or projects; 2) students have some choice about what they study and how to study; 3) dialogue indicates a congenial atmosphere and; 4) some awareness of individual differences and variation in management as being most important. She also chose a few responsive cards in regards to management such as; 1) emphasis on input in designing tasks, developing procedures, and measuring student growth and; 2) address disruptions and promote engagement in ways that encourage shared responsibility.

Kim was varied in regards to her card sort choices about assessment. She chose responsive statements such as 1) communicate high expectations for learning and; 2) dialogue/interaction goes beyond "givens" of task towards higher levels of understanding as being important. Kim also made a technical choice by picking the card that stated the focus of assessment is to provide information and question students. Kim made an intermediate choice about assessment when choosing the card that stated that assessment takes place through some projects while most through single events as being most important.

Observational data. My first observation of Kim took place on a bright morning in early May. As the students began coming in to the classroom Kim stood at the door to greet each one. Each student walked to his/her desk and began unpacking. They took their book bags to the back of the classroom, sharpened pencils, went to the restroom, and then began working on the morning work that was written on the board. The classroom was quiet as the students got started on another week at school. After the last students came in to the classroom, Kim sat down at a table and began calling them up one by one. She was missing work from a few of the students and wanted to know what happened. "I didn't have your story from last week when I checked your folder this weekend," she said, "What happened to it?" The child told Kim that she accidentally taken it home but remembered to bring it back and has it in her desk. Kim asked the child to bring it to her so she can read her beautiful story.

At 8:15 Kim asked the students to stop what they were doing and look at the measurement sheet from last week. She had noticed over the weekend that several students struggled with that particular concept. She asked the students to take out their rulers and show her the centimeter side of the ruler. "How many little millimeters are there in one centimeter?" she asked while pointing to the ruler. She told the students that they could count them on the ruler if they do not know the answer. She told the students to look at their math sheets and asked them how many centimeters are in 900 mm. "How do you think I would figure that out? Will I add, subtract, multiply, or divide?" she asked. A student answered "divide" to which she replied, "Fantastic!" She then asked the student what he would divide by and why. She told the class that she wanted to show them a trick. "I see that 10 has one zero so I can cross off the zero

in 10 and the zero in 900. Then I see that one times 90 is 90. How can I check my answer?" she asked the class. The students told her she could multiply 90 times 10 and she worked it with the class on the board. Next, Kim asked the students to look at problem number four in which the students were to measure a line by centimeters. "Who can tell me how long that line is?" she asked. Kim allowed several different students to give their answer, all of which were 17 or 18. Kim told the class that sometimes it's hard to see centimeters so she would take either answer. She asked them to measure the next line while she worked quietly with a boy who didn't understand. "Please whisper the answer to someone at your table," she said as she finished up with the struggling boy. Kim did a few more examples from the math sheet with the class. She talked with the class about rounding up if the line fell in between two marks on the ruler. She told the students to get with a partner and measure one another's thumbnail, eyes, and length of ears. She asked a few students to share their answers. She gave the students a sheet that required them to measure the width and length of a desk, width of a door, their pencils, shoes, etc. "I'm going to stop talking so you can get busy," she said as the students began working on the paper. As they were walking around the room measuring different items, Kim knelt down beside a few children and gave them assistance. She asked the students to whisper as they were working. She helped one student measure the width of a small white board. "Not 11 honey, look at that ruler again. How many?" she asked, "21" the student replied, "Excellent!"

At 9:00, Kim told the students who were finishing up to put their papers in the basket on her desk, finish their cursive writing page, and then go to centers. "When

you're finished you can work on your newspaper and if you are done with that you can go to a center of your choice," she told the students. She reminded the students that each center has a capacity and they need to pay attention to how many are in the center before they go there.

At 9:20 she asked the students to clean up and put their work away. She began a discussion about the word wall words for the week. She wrote each word on the board drawing the configuration around the word. After that she gave the students one sentence with the word, drew name sticks out of a cup, and called on students to make another sentence using the word. "Hole. Who can give me a sentence using the word hole?" she asked. She pulled a stick and called on a child. "We had to dig a hole in the backyard to plant a tree," the child replied. "Excellent! What does w-h-o-l-e mean?" she asked the class. "Like the whole group is here in the room," a different student replied. "Yes! You guys are so smart!" she told them.

Kim informed the class that it was time to their spelling pre-test. She told them that their words this week were about space because they would be studying the solar system. She called out each of the words giving the students a sentence based on the solar system. "Are you making the noise?" she asked a student, the child nodded her head "yes." "Stop it. It's not necessary," Kim said. After calling out each spelling word, she took up the pre-tests and put them on her desk. "I'll have these back to you after computer lab as usual," she told the class.

The teacher then told the students that they were going to take a short bathroom break and asked the students who were odd numbers to line up. "How do you know if you are an odd number?" she asked as the students begin lining up at the

door. Kim took the class to the bathroom and then to the computer lab. While at the bathroom there was no talking between the students or the students and the teacher.

The students returned to the classroom around 10:30. As they came in the room some began getting out snacks while others began sweeping and picking up trash. “Some of you need to be finishing up your cursive,” she said. Kim helped a student who was still having problems with math. At 10:45 she rang a bell and the students put things away and went back to their seats. Kim asked them to get out their reading books and turn to the page that has a “one in the hundreds place, a nine in the tens place, and an eight in the ones place.” She repeated the directions and then asked a child to come write the page number up on the board. She asked a student the title of the story (Goodbye 382 Shen Dang Dong) and helped an ESL child sound out the words. “Just by listening to the title of this story, what do you think it’s about?” she asked as she walked around the room. She then quickly divided the class in to groups based on clothing color and told them to discuss in their groups what they think the story will be about. The students talked in small groups. “Decide who will speak for your group,” she said as they finished their task. She asked each group to share what they thought the story is going to be about. Kim questioned the class about the similarities and differences in each group’s answers. The groups agreed that the story must be about someone who is moving away. Kim asked the class how many of them have moved before and asked them how they felt when they had to leave their school and home town. Kim asked the students questions while looking at the illustrations of the story. The students made predictions based on the pictures. Kim reminded the students that sometimes the pictures tell a different story than the words. She asked a

student if she knew what ethnicity the child in the story could be. The child didn't seem to know so Kim asked, "Would you like to phone a friend?" The child nodded her head "yes" and pretended to be making a phone call. The child said the name of a student in the class, who then answers "hello". The two students talk for a few seconds and then the girl replied "Asian." Kim asked the class to turn to the first page of the story and called on students to read. She asked questions throughout the story. When they finished the story Kim asked, "What genre is this story?" to which a student replied "realistic fiction." "How do you know?" she asked. "Because it could happen in real life but isn't true," a child replied. Kim went on to discuss the plot, the problem and solution, and the characters of the story. At 11:25 she told the class that it is time to go to lunch and asked them to line up at the door. She called them up according to their job in the classroom. The students walked quietly to the cafeteria without talking. Kim sat at a table with the other grade level teachers.

Kim stayed outside with the students while they were walking laps. They returned to the classroom at 12:40. She told the class that they were going to finish reading. She asked the class what time it was while getting a globe off the counter. She explained that if it was 12:40 in the afternoon there then it was 12:40 at night in China. She showed them where China was located on the map. Kim asked the students to whisper read the story one time to themselves. The students were sitting at their tables whisper reading quietly. Kim talked to the students about a simile and asked if anyone could find some in the story. The students pointed out various similes and the class discussed each one. Kim then drew a Venn diagram on the board and asked the

class to give her differences between the main characters old home and her new home. She also asked them to give her similarities.

At 1:20 she told the students to stand up, close their eyes, stretch their arms, open their eyes, touch their toes, and then reach for the sky. Since the students didn't have a "special" today she wanted them to get a little exercise. She then told the class that she needed to talk to them about following directions. She talked about the importance of following step by step directions when making a cake. She asked the students to help her with the steps to making a cake. The students provided each step in the process of making a cake. Kim talked about what would happen if they left out an important step of that process. She told them that some of them left out important steps on a paper they turned in last week. She called a table to get their book bags while a student helped her pass out papers. As the bell rang she told them goodbye.

Kim's belief in procedures and routines was evidenced as the students began trickling in to the classroom. This is indicative of her intermediate dispositions toward classroom management. The students quietly put their book bags away, sharpened their pencils, went to the bathroom, and began working on their morning work. Her responsive disposition toward instruction was evidenced throughout the day. Kim's day was full of interactive instruction; from the whole group review of a math concept with which the students' struggled to creating a Venn diagram during reading. In addition to her questioning during instruction, Kim spent any free time that she had working with students one-on-one to assess their understanding and enhance their knowledge.

I observed Kim again the following day. When I arrived at 8:15 the students were sitting at their seats quietly working on their morning work. Kim was at her desk calling students up one at a time and going over problems or concepts that they had missed. She asked a student to move on to something else until she has finished working with the child at her desk. At 8:25 she told the students to line up to go to Drama. At 9:05 the students came back in to the classroom quietly and begin working on their morning work. Kim called students up to the table who were missing work. Kim worked with a child on a problem the girl had missed. "How much does a pair of shoes cost?" she asked the student. The child told Kim that a pair of shoes costs four dollars. "Great! So how would you know how much four pairs of shoes costs?" Kim asked. The student told Kim that she can add 4 four times to get the answer. As students were finishing up their morning work they were going to centers. The centers this week were based on the solar system. Kim continued to work with students individually. At 9:24, Kim rang the bell and the students begin cleaning up and going back to their seats. Kim asked a student what time it was then, what time it would be in 30 minutes and what time it was five minutes ago.

She told the students that they will be doing "sport spelling" on that day for the word wall activity. She let them vote on the type of sport they would like to do and then began the activity. She went through the word wall words and had the students act out a sport while saying each letter of the word. She discussed the silent letters in the word "whole" with the class before telling them it was time to go the bathroom. "It's very important that we are perfectly silent in the hallway today because other students

are testing today,” she said as they lined up at the door. As the students came back in to the classroom they got out snacks and whispered.

At 10:00 the bell rang and the students quietly cleaned up and returned to their seats. Kim asked the students to tell their neighbor what an adjective was and gave them an example. The students whispered to one another. She then asked the class to give her some examples of an adjective and connected those to adverbs. “If an adjective describes a noun, what do you think an adverb describes?” she asked. She then wrote a sentence on the board and allowed the students to manipulate the adverb in the sentence. She provided several different sentences and had the students identify and change the adverb. Kim explained to the class that they needed to know this because it affects how they write. She then told them that she was going to use an adjective to describe the noun or book she wanted them to get out next. “Get out your black book,” she said. The students scrambled to get out their science books.

Kim explained to the class that they were not going to use their reading books today because they were going to do reading out of their science books. She told them that she needed them to have their thinking caps on so the students went through the actions of putting on a hat, turning it on, and tuning it up. She told the students that they would be filling out a KWL chart as a class and asked students what they already knew about space. As the students gave Kim answers, she added it to the class KWL chart. Kim walked over to a student and whispered to her asking the child to help the EC child sitting next to her come up with something to put on the KWL chart. A few minutes later she called on the EC student. The student gave her an answer. The students read about the sun out of their science book. Kim asked questions during

reading. “Do you think it would make a difference if the sun were larger or smaller?” she asked. The students replied by saying if the sun were closer then it would be too hot and nothing could survive. They discussed the concept of orbiting as the teacher got the globe and acted out the earths orbit. After they finished reading, she asked the students to take out a piece of paper and write things they wanted to know about space. Kim told the students that this piece of paper is their “ticket out the door” to lunch on that day. She read the lunch menu to the class and lined them up at the door.

The class returned to the room at 12:00 at which time they had AIG until 12:30 and P.E. from 12:30 to 1:10. When the students arrived back in the classroom, Kim asked them to put their science books away and called them to paint the back of paper plates yellow like the sun. The teacher assistant, who is shared with another teacher, was working with the students who were painting. Kim asked them what they remember from reading about the sun earlier on that day. She reminded the students of their previous discussion of cups, pints, quarts, and gallons reviewing each by showing them containers. She asked them to open their math books to page 680. Kim discussed capacity and showed the students a poster with standard and nonstandard units. She asked students to think about the water bottles on their desks when talking about ounces. She then talked about what types of measurements are appropriate for making a cake, filling a medicine dropper, filling a bucket, etc. She told the students that they would be making a “gallon man” for math. She showed them an example, gave them the directions, and prompted them to begin working. “How many pints do you see there?” she asked while showing them an example. “You see eight because it takes eight pints to make one gallon,” she said as she passed out materials. The students

worked on the gallon men until it was time to pack up for the day. As students finished their gallon man they got their book bags and packed up. She told them to have a good evening as they walk out the door.

Kim gave the students the opportunity to vote on the word wall activity on this day. This encouraged participation and student choice in the classroom. In terms of instruction, one way that Kim's responsive disposition towards instruction was evidenced was by the connection that she established between the centers for the week and the topic being studied (solar system). She also asked varying levels of questions during her science/reading instruction. Kim continued to work with children on an individual basis. This practice can be connected to the administrator's comments on how well Kim knew her students academically.

When I walked in to Kim's classroom for the last day of observation there was classical music playing in the background. Some of the students were already working on morning work while others were still unpacking book bags. Kim was sitting at a table working with a child. There was a child who was already finished with her morning work so she was filing student work in to their portfolios located on a table in the back of the classroom. The students were working quietly. "When you're finished with your morning work make sure your science newspaper is finished then you may go to a center," she said to the class. She called another student up to her table.

Who helped you with this homework? (My dad) Ok, great! Can you explain the answer? What does 4.6 mean? (No answer) You don't have to be quite that specific. Let's take a look at it. Go ahead and put the ruler down to measure the line. Now, if you look at it you see your dad was right; it's just a little over halfway. When it's over halfway remember it's like a flower and it grows in to a bigger number. (Yes!) So, we would round it up to what? (Five!) Great! Now, if

we found it to the half what would it be? (Four and a half) Or 4.5, excellent! Thank you! (Kim, Traditionally Licensed Teacher, ABC Elementary, Observation)

After working with this child for a few minutes, Kim rang the bell. “Alright, you should be in your seat if you’re helping me and doing what you’re supposed to be doing,” she said to the class. The students were putting things away and cleaning up.

Kim asked the class to take out their spelling pretest. She told them that they were going to do their word wall exercises and asked them to stand up. Kim went through each word wall word asking the students what they notice about each word. “What do you notice about the word hole?” she asked. “It has two vowels” one student replied. “What are those vowels?” she asked? The students continued to identify the characteristics of each word wall word such as vowel patterns, multiple meanings, and syllables. As they were discussing the last word, Kim went to a closet and got out plastic cheerleading pompoms. She passed them out to the students while still talking about the word wall words. She then told the class that they would be doing cheerleading while practicing their words today. She let the students play with the props for about a minute and then got them back on task. “Alright, I want to see some great cheering,” she said as she picked up her own pair of pompoms. She instructed the class to stand like a statue with the pompoms by their sides. “I’m going to choose the first word in alphabetical order so what would the first word be?” she asked the class. The students yelled out the word and spelled it with pompoms swinging like cheerleaders. Kim repeated the process asking for the next word that was in alphabetical order and cheering as she spelled the word with the class. She asked two

students to stand in the middle of the circle and lead the cheer. The students took on the teacher's role leading the word wall cheering. Once they were finished, Kim asked a group of students to begin putting their pompoms away. She told the class that she needed each student to pick up at least one pompom string off the floor because that would be their ticket out the door to go to the bathroom in a few minutes. The students scrambled to pick up the strings. Kim took the students to the bathroom and then brought them back to the room for snack.

At 9:25 Kim rang the bell and told the students that snack time was over. She reminded them that if they didn't get finished with their snack that they could take it to lunch with them. "Yesterday we read about the sun. Let's see how much you remember," she said to the class. She asked the class various questions about the sun. "What is the sun made of? How many earths would it take to get to the sun? Is the sun a star? Is it the biggest star in the atmosphere?" she asked to review with the students. Kim reminded the students of the plates that they painted yesterday. She told them that they would make their own suns for the bulletin board out in the hallway. She instructed them to draw a face on the sun and to make it neat. While the students worked on their sun projects the teacher was walking around the room. As the students finished, Kim was placing their work on the board outside of the classroom. At 9:58 Kim got their attention. "Stomp your feet one time if you can hear me; two times. You have seven minutes to finish up," she told the class. Some of the students hurried to try to finish their project.

I returned to the room after interviewing two of Kim's students. She was teaching them the "My Very Excellent Mother Just Served Us Nine Pizzas" trick for

naming and ordering the planets. She then let the students come up with their own sentences to help them remember the order. After that she asked, "What does orbiting mean?" She picked up the globe and a lid to a plastic container. "We learned it in math, remember?" she said. She explained that it takes 365 days for the earth to go around the sun. She turned the globe as she walked around the room while a student held the lid that represented the sun.

She explained that the earth has an axis and is rotating while tilting. She then explained that the tilt has to do with something that happens four times every year. "It's cause and effect. The cause is that the earth is tilted on its axis. What is the effect?" she asked. She told the students to whisper to their neighbor what they thought the answer may be. After a minute or so, Kim asked the students to share what they came up with. One student shared, "Because the earth is tilted on its axis we have seasons." Kim thanked the child for such a great answer and asked them to open up their science books. She asked a student to begin reading. After asking a few questions about what the child had read, Kim asked the class to choral read with her. "If the inner planets are the planets closest to the sun, what would the outer planets be?" she asked. After reading another page she asked the class to stand up at their seats. She drew sticks out of her cup to get the names of students and called those students up to the front of the room to give them a picture of a planet. Each picture had the name of the planet listed on the bottom. She instructed the students to put themselves in order from closest to the sun to the furthest away. She reminded them of the sentence she taught them earlier. She then asked the students which one looked the largest. She told the students that she was going to allow them to vote. The students eliminated planets one

by one until they decide which one is the largest. Kim thanked the students for helping her and told them to get ready for lunch. “When we come back we’re going to start working on a project. We are going to make a planet book,” she said as the students begin lining up at the door. Kim walked with the students to lunch quietly.

The class went outside after lunch and then to Music from 12:30 to 1:10. Kim picked them up from Music and stopped by the bathroom on the way to the classroom. Upon return to the classroom she gave the students instructions and expectations for the planet book. She asked a student to repeat the directions. The students were responsible for finding facts about two planets today in science. Kim reminded them of their resources such as the science book, books in the reading center at which Kim has provided at least three books on each planet, encyclopedias, posters, etc. She gave each table the materials and told them how much time they have to work on the project today. Kim circulated around the room helping students who need assistance. “Alright, you have seven minutes left to work on this today so you may want to be thinking about a good stopping point,” she said. When the seven minutes were up, Kim asked the class to begin putting things away. As they were cleaning up Kim was putting up the KWL chart that the class worked on the previous day. She had taken the information the students gave her as their ticket out the door and written on the “W” column of the chart. She hung the poster up on the side of the board and notified the students that it was there. She reminded the students that they were going on a field trip the following day to the science center and were out of school the next day. She talked with them about how they could look for the answers to some of their “want to know” ideas from the KWL chart at the science center. She then called table one by

one to get their book bags to pack up. After packing up she led them in a game of multiplication jeopardy before the bells rang. She reminded the students to bring their lunch the following day as they walk out the door.

Kim's ability to keep the students engaged and "on-task" was observed every day of this week. She did not have a lot of discipline problems because the students were constantly involved in the task at hand. Kim's interaction with the child who had her father's help with homework models her responsive disposition towards instruction. When she worked with the child she responded to her developmental needs. She did not chastise that child for receiving help; instead, she walked the child through the problem helping the student realize that she knew how to do the problem herself. Kim's primary form of assessment on this day particular day was through her questioning. This was evidenced by her discussion with the class about cause and effect. Kim will also be using the planet book to assess their knowledge of each individual planet.

Student products. The work products submitted by Kim were both unistructural and multistructural according to the SOLO Taxonomy. In the unistructural products the students were prompted to identify adjectives in sentences, measure lines, and identify syllable patterns. Some of the work products were multistructural in regards to SOLO. For example, the students were asked to classify units of measurement by applying them to varying real world situations. They were also required to do an algorithm to determine a possible number of combinations that could be created in a math word problem that they were given. In class, Kim engaged the students in an activity that was relational in nature. Much like Bloom's "compare

and contrast” criteria, Kim had the students to work on a Venn diagram about the settings included in a story that the class read together.

Group A: Analysis

In order to address RQ 1 and RQ 2 I analyzed the teacher interview data, principal interview data, card sort data, field note data and student product data searching for patterns and themes. I looked specifically at each participant’s reported and observed dispositions as they relate to classroom management, instruction, and assessment. These areas are those outlined in the DIA instrument (See Appendix F). The reader can refer to each participant’s profile for an extensive report of the data for each of these sources. While reporting the results for this question I will refer to the three areas of teaching outlined in the DIA instrument (management, instruction, and assessment) giving an analysis of teachers’ dispositions in action as related to each domain. I will outline those dispositions in a chart so the reader can easily distinguish dispositions between the two teachers (See Table 2).

Table 2
Dispositions of Marcy and Kim

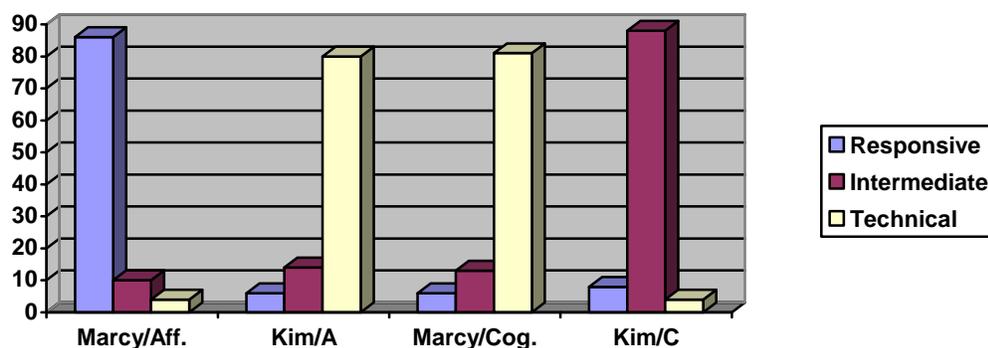
Domains DIA	Classroom Management	Instruction	Assessment
Marcy	<p>Responsive (Affective-focused Disposition)</p> <ul style="list-style-type: none"> • Empathetic with students' personal lives • Nurturing personality • Relates to students • Strong rapport with students • Safe environment • Expresses love and compassion for her students • Mutual trust 	<p>Technical</p> <ul style="list-style-type: none"> • Uses worksheets almost exclusively • Focus on curriculum standards • Lacks creative or innovative instructional strategies. • Gives directions but offers minimal instruction • No differentiation • Heavy reliance on textbooks • Asks mainly lower-level questions 	<p>Technical</p> <ul style="list-style-type: none"> • Timed multiplication test daily • Teacher assistant doing most of the grading • Single events (worksheets, timed tests, spelling tests) • Assessment is routine • Lack of knowledge about student progress • No use of conferencing with individual students
Kim	<p>Intermediate (Cognitive-focused Disposition)</p> <ul style="list-style-type: none"> • Keeps students actively engaged and on-task • Involves students in instructional decisions (group work) • Students have some choice in regards to how they study (project) • Students help make the class rules • Use of procedures and routines • Management system in place in the classroom 	<p>Responsive</p> <ul style="list-style-type: none"> • Variance in instructional strategies • Instructional content guided by assessment • Integration of math/science/reading • Large amount of discussion • Differentiation • Variance in levels of questions • Spends time working one-on-one with students • Centers, spelling and vocabulary words are theme based • Allows multiple ways to demonstrate understanding • Integration of subjects 	<p>Intermediate</p> <ul style="list-style-type: none"> • Strong use of one-on-one conferencing with individual students • Uses questioning during instruction as a form of assessment • Guides instruction • Science project and learning tasks provide supplemental assessment data • Aware of students grasp of concepts • Grades/assesses students herself

Management. In terms of the DIA instrument I have found that Marcy and Kim differ in two different domains of management. What I have labeled as the “affective” domain of the DIA instrument (indicators D, E, and F) addresses relationships with students, collaboration during dialogue, and the classroom environment. The “cognitive” domain of the DIA instrument (indicators A, B, & C) addresses involving students in instructional planning. According to observational data Marcy displayed responsive dispositions in the “affective” domain of the DIA instrument while Kim displayed intermediate dispositions in the “cognitive” domain.

While both Marcy (LE Teacher) and Kim (TL Teacher) have very different management techniques they both displayed dispositions in action that are not technical in nature. Marcy’s strength lies in her ability to connect with the students. She is able to establish a motherly rapport with the children and create an environment where they feel both safe and loved. Kim’s strength lies in her strong procedures and routines. She is able to state clear expectations of behavior without developing close relationships with the children. Considering their backgrounds, it isn’t surprising that Marcy would be strong in the affective domain of classroom management while Kim would be stronger in the cognitive. Marcy has children of her own; Kim does not. Kim has had a classroom management course; Marcy has not. Marcy spoke of feeling empathy towards her students because of their home lives. Kim spoke of keeping students actively engaged. Marcy’s dispositions towards management seem to be primarily responsive; Kim’s appear to be intermediate. Marcy’s management focuses on nurturing the whole child while Kim’s management is tied to instruction that engages students in the learning process.

When looking at the percentage of responsive/intermediate/technical statements each made in regards to management during my observations, one can also see how Marcy is responsive in the affective domain of management while Kim is intermediate in the cognitive (See Figure 2). Approximately 86% of the statements that Marcy made in regards to management in the affective domain were responsive; where approximately 88% of the statements that Kim made in the cognitive domain were responsive. Both teachers are effective classroom managers with starkly different styles.

Figure 2
Marcy and Kim
Dispositional Statements/Management

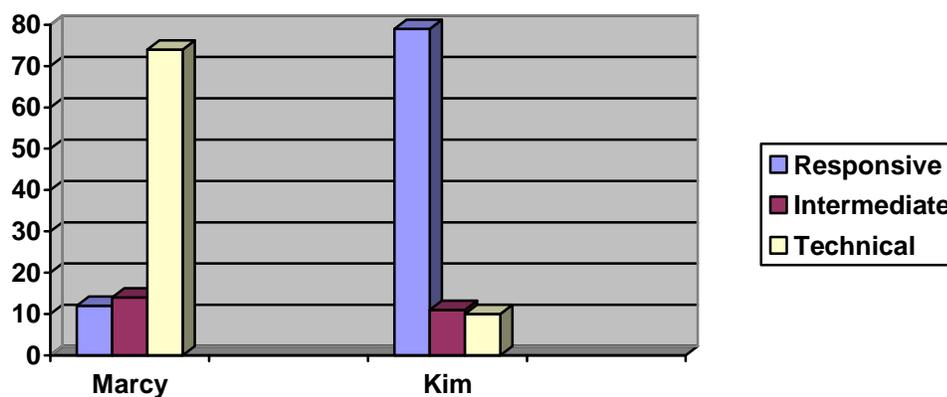


Instruction. The instructional dispositions in action that these two teachers' possibly possess and the way that they manifest in the classroom are extremely different. Marcy displayed technical dispositions in action and her instruction mirrors that by being prescribed, predictable, and skill oriented. Kim displayed responsive dispositions in action and her instruction is creative and requires students to scaffold understanding. Marcy's reading lesson began without any predictive questioning about the story while Kim spent nearly one third of her time asking her students predictive

questions before even beginning the story. Marcy's math instruction was primarily out of the math text book. Kim's was based on student need and she used the text book as well as outside sources. Marcy's spelling words were unrelated to a theme or concept. Instead, the worksheets for the week were based on the spelling words. Kim' spelling words were based on the unit that the students were studying that week (solar system) and were also found in their reading, science, and math instruction throughout the week.

In terms of the instructional dialogue observed within the classroom, the differences in the two teachers' dispositions can be seen there as well. Approximately 74% of the dialogue that I tallied in Marcy's class relating to instruction was technical in nature (See Figure 3). Approximately 79% of the dialogue tallied in Kim's class was responsive.

Figure 3
Marcy and Kim
Dispositional Statements/Instruction



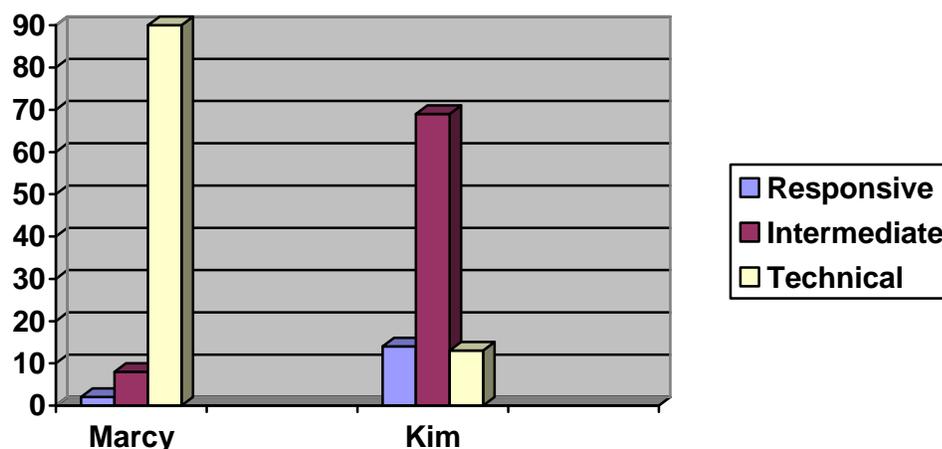
Assessment. In terms of assessment, the initial interview and card sort data for both of these teachers showed something different than the behavior and dialogue

observed in their respective classrooms. Marcy's card sort data showed she had responsive dispositions towards assessment but in her interview she commented on only using paper/pencil worksheet assessments. The observational data support the interview data in showing only minimal variance in assessments implemented in her classroom. On the other hand, Kim's card sort data indicated that she had varying dispositions in regards to assessment. She chose a few intermediate, one technical, and one responsive statement to represent her dispositional beliefs. However, during her interview she shared that she felt assessment was a weakness and that she knew she didn't do enough in her classroom. In this case the observational data correlated with the card sort data with reference to her varying dispositions. Both teachers mentioned the pressure placed upon them by teaching in a testing grade level. Marcy has internalized that pressure and it has affected her dispositional beliefs. She stated in her interview that the reason that she used so many worksheets was because of the EOG's. This seems to indicate that the stress she feels because of testing has affected her assessment and instruction. Kim also mentioned feeling the pressure of the EOG's but it did not appear to affect her instruction and assessment in the same way. Both teachers expressed in their interview that they felt assessment is a weakness.

When looking at the percentage of responsive/intermediate/technical statements each made in regard to assessment during my observations one can also see how Marcy is technical while Kim displayed varied dispositions (See Figure 4). Approximately 90% of the statements that Marcy made in regards to assessment were technical; where approximately 69% of the statements that Kim made were

intermediate or mid-level in nature. Assessment is an area where those dispositions and the actions related to them could be enhanced.

Figure 4
Marcy and Kim
Dispositional Statements/Assessment



In order to address RQ3 about the factors that seem to mediate the development of dispositions, I analyzed the teacher interview data, principal interview data, card sort data, and field note data searching for patterns and themes. I looked specifically at each participant's reported and observed dispositions in action as well as their background. I also analyzed both the teacher and principal interview data looking for mediating factors. The reader can refer to each participant's profile for examples from each of these sources. While reporting the results for this question I will make inference based on the data for Marcy and Kim only.

Although their management, assessment, and instructional strategies may differ, Marcy and Kim do have something in common; exposure of a strong school administrator who is supportive yet demanding and who has high expectations of every

person in her school. During her interview, the administrator outlined her views of testing, student achievement, and pressures placed upon her teachers very clearly.

We really don't have a test focus here. We do look at the data, we do not drill, we do not practice, and we do not do quarterly benchmarks assessments except on occasion. It's not anything that is stress related for the kids and we use that data to improve instruction...We don't need to do benchmarks because we're doing assessment every single day...and then you can differentiate...I firmly believe and my staff firmly believes that if we are giving them a connected, deeper and enriching environment that that's only going to enhance their scores...You can test and test and test, but what you're doing is you are narrowing the curriculum. When principals go in [classrooms] and say 'this is not your standard course of study' they're narrowing the curriculum. (School Administrator, ABC Elementary School, Interview)

In her interview, Kim mentioned the EOG's but said that she wouldn't change her teaching if she taught in grade level that didn't test or if those tests went away. Marcy, on the other hand, seems to have allowed the pressure of testing to affect both her instruction and her management. This could be because her dispositional beliefs about assessment and instructional are still foundational (and technical) and this point. These dispositions could possibly be cultivated and shaped so that Marcy would be comfortable enough with her ability to teach without allowing the pressures of testing to affect her behavior in the classroom.

I agree with the school administrator in regards to beliefs about Marcy's classroom management being shaped by the fact that she has her own children and has learned how to be empathetic to students and their affective needs. Both Marcy and her administrator mentioned this as being a contributing factor to her responsive dispositions in management. Kim, on the other hand, hasn't had any children of her own yet. She tends to be more structured with her management. She doesn't want a

child in her classroom taking advantage of her and inhibiting her from doing her job; therefore, she has established a place where students know the expectation and as long as they abide by them, they will be fine. Marcy said walking down the hall one day after school that she had expressed to Kim that her “management would change when she had her own children.” Only time will tell.

Group B: Participant Profiles

Jane

Jane is White, married to a police officer, the mother of two children, and a lateral entry teacher. She has taught in two different public schools since she began her teaching career three years ago. Jane teaches 5th grade in the same school as Marcy and Kim. There are 23 students in her classroom this year; 12 boys and 11 girls. Jane has an undergraduate degree in English and is obtaining her licensure through an RALC. She has taken courses such as Students with Special Needs, Developmental Psychology, Introduction to Education, Computers in Education, Adolescent Psychology, Science Methods, and Social Studies Methods from various universities. Because of her degree in English she was not required to take a Language Arts methods course or Content Area Reading course as part of her Plan of Study through the RALC. Jane has extensive experience teaching English in an interim position at the high school level for a year before beginning her career in elementary education. She grew up in a larger city approximately 100 miles away from her current home. She attended public school in that large school district. She recalls both positive and negative experiences about her public school years. She learned from her own experiences that children always need to feel loved, accepted, and safe at school. Jane tries to help her students

understand that, although the work may be difficult, the rewards of being successful are worth the effort. Jane feels that as long as she can see that her students are putting forth their best effort she is happy. Jane is in her early 30's and her children are two and five years old.

Interview data. Jane feels she is a fairly effective classroom manager. She is able to develop a mutual respect with the students in her classroom. When a child exhibits a negative behavior, Jane says she is quick to talk with child privately in an attempt to figure out the root of the problem. Like Marcy, Jane attributes her ability to effectively communicate management expectations to her students to the fact that she has her own children.

I just want [the students] to know that there is someone here that cares about them but at the same time I'm not going to tolerate them doing things that they know are unacceptable by our standards. This doesn't mean they are a failure...I might not have said that my first year of teaching when I was pregnant with my second child but I think about how I would want my children to be treated...I wouldn't want them belittled or embarrassed in front of everybody. (Jane, LE Teacher, ABC Elementary School, Interview)

This tells me that Jane's dispositional beliefs about classroom management have shifted since her own children were born because she is thinking about their potential experiences in school. Jane also believes in setting clear expectations for her students. According to Jane, when students do not meet those expectations she uses non-verbal cues first; if ineffective, she resorts to having a conversation with the student. Jane feels that she needs to have procedures and some structure in place so the classroom doesn't become chaotic. When asked about her class rules she explained how she

developed something different this year than what her students had ever experienced in the past.

My rule in the classroom is RESPECT...in regards to respecting each other, the teachers, the building; it all falls under that one word. I actually sat down with one of my colleagues and came up with something that would be a short phrase that would pull the kids back to us...that was respect. Then I talked to my students about some rules they think they should have. We talked about character traits. I wrote everything up on the board and explained that all of the things they named could be covered by one word. Respect. (Jane, LE Teacher, ABC Elementary School, Interview)

This year Jane was able to give the students a bit more autonomy in regards to setting up expectations for behavior. This is beneficial in an upper elementary grade classroom. A chart on the classroom wall right beside the white board displayed the student rules.

Respect
Each Other
Self
Property
Environment
Classroom
Teacher

These are the rules that Jane mentioned during her interview.

Jane's administrator compared her management to that of Marcy, the lateral entry teacher from Group A.

I think [Jane] has different classroom management than many of my other teachers in the same way that [Marcy] does...She has developed pretty good positive relationships with the kids, so she doesn't have a lot of discipline issues. (Principal, ABC Elementary School, Interview)

Jane's management is based upon clear behavioral expectations and respect.

When asked about instruction, Jane talked about the various strategies that she uses in her classroom. Unlike Marcy, Jane felt comfortable with her ability to plan and carry out instruction.

I do a lot of project based activities which allows them the opportunity to go find the information, so it's not just me giving the information or they are not just learning it from a book. They are actually having to go find it and it helps them to learn it better because they are having to search for the answers themselves...We do things whole group as well, just depends on the topic. (Jane, LE Teacher, ABC Elementary School)

Jane says that she tried to figure the kids out at the beginning of the year before determining which strategies are most effective for each group. She is guarded when talking to other teachers because she doesn't want to make any assumptions about behavior. She does, however, want to know about each child's strengths and weaknesses academically.

Jane's school administrator stated that she is impressed with her performance but has made recommendations for improvement in regards to instruction.

[Jane] has a definite knowledge of the curriculum and there's a lot of project based learning going on but I really want her focusing on student engagement...She does great with her mid to lower level students but I really want to see her engaging her upper level students more...I think in the first two years of her career she didn't have a strong instructional leader so she didn't learn those things. (School Administrator, ABC Elementary School, Interview)

Jane began her first years of teaching at a different elementary school within the county. This was her first year at ABC Elementary School.

Jane believes in using various assessment strategies in her classroom. She recognizes that “kid watching” and questioning are forms of assessment. She also uses grade level benchmark tests and rubrics for projects.

I do a lot of observation and take down a lot of notes on the things we need to follow up on. These tell me what I specifically need to work on in certain areas. When we do projects I go between groups and I listen to what they are talking about. I see how they are communicating with each other and if there are any areas that they need additional help on then I can move them in the right direction. I also use rubrics to grade their projects. (Jane, LE Teacher, ABC Elementary School, Interview)

While Jane mentioned the EOG’s during her interview, she did not say that her teaching strategies would change if she were in a non-testing grade level. Instead, she said what she taught would change.

In my grade level we are being tested in science, reading, and math so I feel like social studies is being pushed to the back burner because there is just not enough hours in the day...I would definitely expose them to more social studies. (Jane, LE Teacher, ABC Elementary School, Interview)

Jane apparently feels comfortable enough with her instruction to absorb the pressures of the EOG’s and continue teaching and planning using her own style.

Jane’s school administrator has also observed her using various assessment strategies in her classroom.

She uses benchmark assessments and accelerated math which I think is a highly effective program but it’s not really aligned with our math curriculum in this state, however she uses that purposefully to form small groups of instruction. She asks questions but I would like to see her strengthen using those higher order questions...She also uses rubrics to assess the projects that she students complete. I would like to see some differentiation in those rubrics. (School Administrator, ABC Elementary School, Interview)

There was a noticeable difference in the expectations for improvement between Marcy and Jane that were expressed by the school administrator. For example, the administrator mentioned wanting to see Marcy use less worksheets and be a more “active” teacher; while her recommendations for Jane were to use differentiation in rubrics.

When asked about the role that communication plays in her classroom, Jane talked about parents. She believes in keeping parents updated on their child’s progress via phone calls and conference and prefers those over e-mails.

I talk to my parents a lot actually, whether it be through notes or telephone conversations...I do a lot of conferences. The parents know they come to me if they have a question...I definitely prefer face to face conversations over e-mail or notes because sometimes written communication is misunderstood and you can’t get [the parents] tone or the emotion behind what is being said which needs to be interpreted correctly...I like to talk to parents about what they can use at home to help reinforce the students’ learning at school. (Jane, LE Teacher, ABC Elementary School, Interview)

Jane did not speak of communication with students when I asked during the interview. She did mention speaking with them one-on-one when behavior issues arose to try to figure out what may have triggered the incident.

Jane’s school administrator also spoke of her tendency to conference with her parents saying Jane does that more than most of the other teachers in the school. She also mentioned that Jane is good at following up with parents after conferencing and keeping those lines of communication open.

Unlike Marcy, Jane had no problems addressing her role as a professional. She spoke of her community, her colleagues, and her teaching.

To work collaboratively with my peers and bounce ideas off one another... To work really closely with my principal because she is your backup if you have a question or problem...It's going into your community and showing other people the positive role that you have to project...[and] to show them that the school is a positive influence on the kids and that you're a positive role model on the kids. (Jane, LE Teacher, ABC Elementary School, Interview)

Jane said the ILT program had not been particularly beneficial to her. She said she thought that was primarily because the new teachers were in so many different places in regards to their needs and skills that she didn't feel like she got the things she needed at the times when she most needed them.

Card sort data. Jane completed her card sort activity during the second day of observations. She was given three sets of cards. The first set was based on instruction, the second was based on management, and the third was based on assessment. Unlike Marcy, Jane was responsive when choosing the least to most important cards relating to the varying levels of instruction. She chose statements such as 1) responding to student questions, noting progress, and sharing ideas that are built into instruction; 2) lessons featuring the scaffolding of skills and concepts to build upon students' understanding; 3) relating classroom experiences to real world situations and connecting issues to students' lives beyond school and; 4) feedback can take multiple forms as being most important to her instruction.

Jane was primarily responsive in her choices of most to least important cards regarding management. She chose statements such as 1) emphasis is on input on designing tasks, developing procedures, and measuring student growth; 2) dialogue focuses on setting and obtaining goals; 3) awareness of individual students and flexibility in management and; 4) address disruptions and promote engagement in ways

that encourage shared responsibility. Jane also made two technical choices in regards to management. Those were 1) focus on covering information precedes modifications based on student feedback or input and 2) feedback from students related to relevancy and development of the curriculum is secondary to NCSCOS.

Jane was also primarily responsive in regards to her card sort choices about assessment. She chose statements such as 1) communicate high expectations for learning; 2) focus on questioning and probing to determine reasoning and; 3) assessment takes place through projects/learning tasks with occasional tests, quizzes, and worksheets. Jane did make one intermediate choice related to assessment emphasizing progress towards high quality performance. While Jane's card sort data indicate responsive dispositions toward instruction, management, and assessment; her dialogue and actions in the classroom showed intermediate dispositions in action and did not match with the card sort.

Observational data. My first observation of Jane took place on a sunny spring morning. The students walked in to Jane's classroom to see a greeting reading "Good morning!" written on the board along with the daily morning work. Jane said to the class, "If you have any yearbook money go ahead and give that to me now." She reminded the students to turn in their "ecosystem books" and that they would be having a dental screening at 8:30 that morning. The students worked quietly on their morning work until the dental screening began. After the screening, Jane asked if anyone in the class had their permission slip to go to the local middle school on Thursday. She said, "That sheet also tells the middle school if you are going to ride the bus next year. They need to know that information so they can plan." The students began to get a little loud

at which time Jane said, “Ugh, excuse me.” She walked over to a student and tells her to stop playing with her hair. Jane was moving around the room gathering supplies for the day.

At 9:05 she asked the students to put their morning work to the side of their desk and get out their reading books without opening them. “We have been talking about ecosystems and our story this week talks about adaptations,” she said to the class. She told the students that their story that week was about the mystery of St. Matthews Island but before they begin reading she wanted to know if anyone knew what adaptation meant. “How do humans adapt to their environment?” she asked. As a few students talked off task Jane said, “Stop talking. We said last week that we had to give 100% and I don’t want to give another lecture.” The students corrected their behavior and the lesson continued. “If I decided to go to the Arctic from [ABC Elementary School], how would I adapt?” she asked. “I wouldn’t wear a bathing suit would I?” she asked the class. Jane then went on to lead a discussion about the class pet – a turtle and how their turtle had to adapt to his environment at the beginning of the year. Jane asked the class what would happen if an animal didn’t adapt to its environment. The students discussed the possible outcomes and Jane listening patiently. Next, Jane explained the setting of the story about St. Matthews Island. She told the students that the government had stocked the island with 29 reindeer in case researchers who were working on the island ran out of food. She asked the class, “Why does the government allow deer hunting season today?” The students talked about eating the deer and eventually discussed issues of population control. Jane presented a graph on the overhead projector showing the rise and then fall of the deer population on St.

Matthews Island. She explained that in 1963 there were approximately 6,000 reindeer on the island but by 1982 there was only one left and now there are none. She asked the class, “Why did that happen?” The students made several predictions and Jane discussed each one with the class. Jane then explained that after the research team had left the island they no longer killed the deer for food so the deer kept reproducing. She then asked the students to open their books and told them that they were going to be reading a case study.

Jane told the students to turn to page 660 and that she would begin reading but that they needed to follow along because she could stop at any time and call on a student. She began reading the story. Jane stopped reading to tell the students, “Let’s think about our camping trip that we just went on recently. Why is it important that there are predators and prey?” The students talked about population control and how the deer on the island had no predators because the researchers left. She read on stopping to make another statement, “This doctor had been tracking this herd for several years so he knew something was wrong and tried to get back to the island.” She called on a male student to read next. After calling on two more students, Jane stopped the reading to discuss the story. She talked with the students about the doctor who had gone back to the island and began looking at the deer bodies scattered throughout the territory. She explained that the doctor intended to use the deer remains to try to determine what happened on the island. She explained that deer usually have babies in the spring and the doctor could tell by looking at the dead mothers who were still carrying babies that the deer died in the winter. She called on another student to read. After that student finished Jane asked the class what they think really happened on St.

Matthews Island. The class concluded that there were so many deer and not enough food so they starved to death. Jane asked another student to read. While reading, that student revealed that their predictions were correct.

So, what happened to the food supply there? Say I have a field the size of our school, good for a couple cows but if I put 100 cows then they will eat all of the grass and then die. When the men left, no one was there to control the population so the deer died because they ate all of the food. (Jane, LE Teacher, ABC Elementary School, Observation)

Jane told the class that nature has a way of balancing everything out and then told them to get ready for a quick bathroom break. As she called students by groups to go to the bathroom, she talked with a student about missing his ballgame because of vacation bible school and her son's scrimmage game. "Hurry up, we've got lots of stuff to do," she said to the class.

As the students came back in to the classroom, Jane put a picture of the island on the overhead projector. She also showed the class a picture of the last reindeer seen on the island and discussed how unhealthy the deer looked in the picture. Jane then put the students in to "think, pair, share" groups and gave them a direction. She asked them to think and talk about the story so that they could work together to come up with possible advice that they could give to scientists who may place animals on an island in the future. The students talked in small groups for a few minutes developing their advice. Jane circulated around the room listening to the various conversations. Once finished, Jane asked the groups to share their conclusions. After everyone had shared, Jane stated, "What I'm hearing from you is that you have to put some sort of check and balance in place to balance things out in an ecosystem." The students agreed. There

was a boy chewing on a straw at his desk. Jane notices and said to the young man, “Get the straw out of your mouth. If you wouldn’t put it in there you wouldn’t have to hear me say it.” The boy rolled his eyes and put the straw in his desk.

Jane told the students that it was time to clean up and go to lunch. As the students were passing around germ killer to rub on their hands, Jane went to her desk to get her lunch box. The class walked quietly to lunch in a single file line. Jane sat at a table with the other grade level teachers during lunch. After lunch she took her students outside to walk their laps. At 12:30 the students went to P.E. Jane dropped them off and then returned to her classroom.

As the students arrived back in the classroom around 1:15, Jane told them that she needed to let them know what forms that she was missing from students. She called students names and told them the form(s) that she needed. After that, she asked the students to take out their math books and turn to page 140. “Excuse me,” she said as she moved towards the overhead projector. “Last week we talked about greatest common factors. Who can tell me what that is?” she asked the class. She went on to explain to the students that they can expect to see simplest form on the EOG’s. She talked with the students about making “careless mistakes” when determining simplest form. She then asked the class how to get a fraction in to its simplest form. Jane wrote information on the overhead projector for the students to put in their notes. It read:

Fractions in Simplest Form

- You can use division to simplify fractions
- Simplest form – a fraction is in its simplest form if the numerator and denominator have NO common factors other than 1

“We’re not going to spend a whole lot of time on this. Stop chit chatting and write this down because we’re going to do examples in a minute,” she said to the class. Jane then went on to do examples with the class asking the students if various fractions were in the simplest form. “So, if we have $\frac{1}{4}$ and we know that nothing is greater than one in to one so that is in its simplest form,” she told the students. She reminded the students that if they know their multiplication tables well then simplifying fractions would be easier. She wrote three problems on the board and asked the students to solve the problems on a scrap piece of paper. She then called three students up to write their answers on the board. “[Josh], how many times does three go in to nine? (Three) That’s a careless mistake that will hurt you on your EOG’s,” she told the boy.

Around 1:50 Jane told the class to put up their math books so she could talk to them about an assignment. She told them that it had to do with their discussion in reading earlier that day. She told the class that they were going to be working on ecosystem projects. She randomly assigned students to groups and then began talking to the students about the project itself. She gave them a sheet of paper explaining the project, her expectations, minimal information that should be included in the project, and due dates. After discussing that information, Jane talked with the students about dividing up the work load. She reminded them of a past experience using peer evaluations and told them that they would also be graded using a rubric. She gave the students a copy of the rubric and talked about the expectations to make the varying grades. She then drew group numbers out of a cup and allowed groups to choose the ecosystem that they wanted to study. The choices were desert, rainforest, wet lands, choral reef, forest, and grasslands. After each group had their ecosystem, Jane gave the

students 25 minutes to break in to their groups and begin planning/researching their project. As the day drew to a close, Jane called the students by groups to get their book bags and begin writing information in their planners. Each group packed up while quietly talking and Jane dismissed them as the bell rang.

The parallel between Jane's reading instruction on this day and the topic that the students had been studying in science was an indicator of her ability to help students make connections in her classroom. The students had been studying various ecosystems in science so the story about a herd of deer that died on an island where the deer had no predators tied into their prior discussions about adaptation. Jane also helped the students connect the literature to their own lives by referencing their recent camping field trip and a discussion that she had with her students about predators/prey in that particular environment. She did show a variance in how she allowed students to demonstrate understanding when she assigned the ecosystem project giving minimal expectations and using a rubric. The students had been learning about different biotic and abiotic factors that make up an ecosystem in science. Jane talked with the class about the various resources that they had at their disposal like texts in the classroom and library, the internet, etc. She told the students that it was up to them to determine how they were going to visually represent their knowledge of the ecosystem they were studying. Jane used a variance of both higher and lower order thinking questions during her instruction on this day. The higher order questions were especially evident during her science/reading instruction; however, the questions she asked during her math instruction were mainly factual and recall in. Math instruction was different than science/reading in regards to those connections. Jane made limited attempts during her

math instruction to connect it to the students' lives beyond school or real world situations.

The students in Jane's class seem to know the procedural expectations in the classroom. They came in the room and knew the behavior that was expected of them. Jane did demonstrate an authoritative tone a few times throughout this day. She did not talk privately one-on-one with students in regards to behavior.

I observed Jane again on the following day. As I walked in to the classroom some students had already arrived and were sitting at their seats talking to one another. Jane's son was standing beside her as she was whispering something to him she looked up and said, "Today has not started well for me. I've got some review problems that I'm going to write up on the board today for math morning work so go ahead and take out a piece of paper." A few students walked up to her son and gave him hugs while he stood beside Jane. She just watched and smiled. Jane wrote the problems on the overhead projector as the students got out paper. She wrote four problems requiring the students to find the greatest common factor and one that required them to use the order of operations to solve. She told the students that they were going to have to wipe the cob webs out to find these answers. The students laughed as they began to solve the problems. Jane called her teacher assistant to come to the classroom while she took her son across the street to his day care. She explained to me when she came back that for some reason he had refused to get out of the car this morning and was going to make her late for school so she brought him in, got the class covered, and then took him back over to day care. The teacher assistant sat in the room while the students solved their math morning work and Jane took care of her son.

When she returned to the room at 8:40, Jane told the students about her son. One of the students said that it may have happened because he had just spent a day in a kindergarten classroom recently to meet his teacher for next year so he wanted to come back over again. They seemed to know her son well and were very receptive to having him in their classroom. She then told the students to take out their math morning work so they could go over it together.

Looking at the numbers 17 and 22, what is the greatest common factor? (1) Number two is 40 and 100, what is the greatest common factor? (20, I got 10) Ten is a factor but it's not the greatest. Do you understand why it would be 20? You see, 20 is the common between them that is the highest. Four and 10, what is the greatest common factor? (2) Last one, 36 and 42, what is the greatest common factor? (6) Any questions? Order of operations; tell me first what it is. (Please excuse my dear Aunt Sally) What does that mean? (Student explains) Okay, so when we're looking at this problem what do I do first? What is $12 - 4$? So what is my new problem ($48/8=6$) You must follow the order. Okay, put this in your binder please. (Jane, LE Teacher, ABC Elementary School, Observation)

Jane concluded the session of checking math morning work and asked the students to get out their reading books.

Jane told the students that she wanted to ask them a few questions about what they read yesterday. She said, "I have a couple of questions that I want you to think about in terms of the mystery at St. Matthews Island and ecosystems." Jane wrote on the overhead projector while saying the question, "Thinking about the case study that we read yesterday, what unexpected affects can humans have on nature?" The students gave answers such as how if animals are relocated for some reason than there should be a balance of predators and prey, the negative affects of polluting, and chopping down of rainforests.

Right! Imagine if every single person threw trash down every day. Think about that in regards to water. People dump chemicals and oils in water. Think about our environmental field day, the water in the ground is affected by anything on top of the soil. When people chop trees down they are destroying habitats and entire ecosystems. Just today on the news there was a bear, a cub, that was swimming around in someone's pool in their backyard. They are having to expand their habitats. (Jane, LE Teacher, ABC Elementary School, Observation)

They went on to discuss how fires destroy habitats as well and Jane reminded them how she talked with them about making sure their camp fire was put out properly because she didn't want to start a fire when they went on their camping trip. She also referred back to a student's answer pertaining to littering. She asked how many of the students had seen the movie *Happy Feet* and then asked what one of the characters had around his neck. This was a plastic drink holder that had been thrown out inappropriately. Jane then asked, "What role or responsibility did humans have in the death of the reindeer on St. Matthews Island?" One student explained that humans could have hunted the deer or put predators on the island so the population would have been controlled. Jane explained that the humans didn't think about the consequences of having no predators on the island and then asked the class, "How many of you have made choices when you didn't think about the consequences?" Students raised their hands and talked to one another. Jane waited patiently for them to give her their attention again. She told the students that they will be buddy reading the story on this day and that she will need someone to help a male student who was absent yesterday. Before they begin the class needed to go to the restroom since the AIG teacher was due shortly. The students have whole class AIG from 9:30 to 10:30. Jane stays in the room working quietly at her desk while the AIG teacher is in the classroom.

At approximately 10:35 Jane reminded the students that they would be buddy reading the story. She told them to find a quiet place in the classroom and read in a low voice so that they won't disturb other readers. As the students were reading a boy came in tardy. Jane asked him where he had been. He told her that his mom overslept and was late getting him to school. By 10:45 Jane was taking the same boy to the office because he put his hand in a girls face and told her he would throw her across the room. Jane told him that he needed time to cool off away from the other students. He talked to the guidance counselor. As the students finished reading their story Jane told them it was time to go to lunch. They went back to their seats and put their reading books away. Jane gave each student germ killer as they walked out the door towards the cafeteria. The students walked laps after lunch and returned to the classroom at approximately 12:10.

As the students walked back in to the classroom, Jane asked them to get out their math homework from the previous night.

Alright, get out your math homework so I can check and make sure you have it. Where is yours? You better find it. I do want to say before we get started that those of you who may not have understood it but still attempted it, thank you. That shows me that you're trying. You need to take responsibility for your education and do your homework. You know I don't grade that because its practice. Middle school will not accept you telling them that you forgot it in your book bag. (Jane, LE Teacher, ABC Elementary School, Observation)

Jane began going over each math problem that the students did for homework. She asked questions like "What can you do to get a fraction in its simplest form?" and "What is the simplest form of this fraction?" She went over five of the problems with the class and then called students up to the overhead projector to work some of the

homework problems. She then wrote more problems on the board and called students up to work them. As the students were working Jane said, “You’re supposed to turn your mouth off here.” The students stopped talking momentarily. Jane noticed a student who was struggling with a problem he was to be working on the board. She walked over and quietly worked with him until he got the answer. “Very good!” she said to the boy as he finished the problem. She asked the students if the answers on the board were correct and told the class that they would have a practice sheet tonight where they would be doing this more.

Jane then told the students about the plans for the rest of the day. They had drama next and when they returned they would have time to work on their ecosystem projects. The students were excited about having more time for their projects. She explained that they needed to begin doing research on their respective ecosystem and that books were only one source. They would be given time during computer lab that day to research their ecosystems on-line. “Be outstanding in drama today,” she told the students as they lined up at the door.

The students returned back to the classroom at 1:40. Jane told the students that they had about 20 minutes to look through materials in the classroom before they went to the computer lab to do more research on-line. She reminded them about talking at a volume level that wouldn’t disturb other groups and asked them to go to their area in the classroom. Jane walked around fielding questions and listening to each group’s conversation. At 2:00 she told them that it was time to go to the computer lab and asked them to quietly line up at the door. Jane stayed with the class during computer lab helping the students navigate the internet in search of answers on their ecosystems.

After computer lab the students went back to their classrooms and packed up to go home.

Jane's rapport with the students was demonstrated on this day when her son came to the classroom with her. It was obvious that her students knew her son and felt comfortable talking to and hugging him. More than likely, Jane has shared stories about her children and talked with the class about their lives. Jane did, however, miss an opportunity to talk one-on-one with the boy who came in late. She could have spoken to him privately and spent a little time trying to "debrief" him after his frustrating morning; instead she sent him out of the classroom. Jane asked varying levels of questions during her science/reading instruction today. She attempted to connect the conversation to students' lives by talking about an environmental field day, a popular animated movie, and a story that she had seen on the news that morning. Her math instruction continued to be teacher centered and skills based. Jane asked mostly recall and lower level thinking questions during math. There was the occasional authoritative tone used again during this observation.

The next day of observation began at 12:20 because the students had a reading field test that morning. Their lunch time had been adjusted so that all students had time to finish the test. The students returned back to the room after lunch at 12:25. When they returned to the room, Jane asked them to begin putting their desks back in place. They had originally been in a horseshoe shape facing the white board and projector but were scattered throughout the room due to morning testing. As students were pushing their desks back in to place Jane reminded them that the guidance counselor would be

in soon to go over multiple meanings. She then made a reference to the test and things the students needed to remember for the real EOG's.

We're not allowed to talk specifically about the test. Get that straw out of your mouth! I tell you that every day. First thing is going through the test too fast. If you are finished in 45 minutes, you've gone too fast! You need to take any extra time to go through and completely check every question again. Follow directions. If you do not follow directions you could have to leave the room and take the test again or the group could have to take the test again. If I say work on sample question one you do not go to two until I get to it. You don't follow directions, I've told you all year! Next time pay attention to the amount of time you have left and pace yourself so you're not spending too much time on one question. (Jane, LE Teacher, ABC Elementary School, Observation)

The guidance counselor came in to the room at 12:30 and talked with the class about multiple meanings until 1:00.

After the guidance counselor left, Jane asked the students to begin cleaning up and putting supplies away left over from an activity the students were working on with the counselor. She told the class that they had eight minutes before they went to PE and then after PE they went directly to chorus for the rest of the day. "This day is academically shot," she said as she put away scissors. She reminded the class that the following day they would be going to the middle school to eat lunch and tour the school so they needed to be ready to work hard tomorrow morning before they left. She told them that they would squeeze in reading/science and math in what little time they had before they left. She reminded them that if they had sent their money in to eat lunch in the cafeteria that they needed to pack lunch. She asked the students to line up. The students seemed excited about going to PE and were a little talkative. Jane said, "Do we need to sit down and try this again or can we get control now." The students

stopped talking as they walked to the gym. Upon return after chorus, Jane asked them to pack up quietly and reminded them to be ready for a morning full of work the following day. She thanked them for their hard work on their projects on the previous day and gave each a “high five” as they walked out the door.

Understandably, there was not much instruction on this day. There was, however, a lot of interaction between Jane and her students. She reminded them of the things that they needed to remember when taking the formal EOG’s in the a few weeks. The students were aware that this was a field test and that it would not count against them so I wonder if that affected their testing behavior. As the students were talking while lining up, Jane put the responsibility back on them reminding them that they needed to get control. The students seemed to respond positively to that management strategy. However, she did harshly chastise all students for not “paying attention” while testing when I’m sure that did not apply to every child in the class. Jane and the students seemed exhausted after the morning of testing and ready to begin fresh the next day.

The last day of observation was also abbreviated since the students were scheduled to visit the middle school for lunch and a tour. This was not the original week that I had planned to observe but the teacher that I had been scheduled to observe in a different grade level was absent for three days due to illness so Jane allowed me to come in to her classroom. The students came in to find their morning work written on the board. Jane had twelve fractions listed on the board with directions that read “Write each fraction in simplest form.” As the students were coming in and getting unpacked Jane said, “I sure hope it doesn’t rain for you guys this afternoon.” The students were

working on the morning work at their seats. “[Kevin] are you finished? Well don’t disrupt those who aren’t,” she said to the young man who was talking. “Finish your work. You need to loose an ‘L’ because you’re talking,” she told the students because they were talking instead of working. The students responded and finished their work quietly. At 8:30 Jane asked four students to go to the EC teacher. As they were leaving the room she called the EC teacher and told her what she would be doing with the other students during their absence. After she hung up the phone she asked the students to exchange their math morning work. She reminded them to write their name at the top of the paper that they had so she would know who graded each paper. One male student was off task and loudly hitting his desk with his pencil. Jane quietly asked the male student to accompany her in to the hallway where she talked with him about his behavior. The class waited patiently while Jane and the student spoke in the hallway. They both came back in to the room smiling and the young man walked back to his seat and exchanged his paper with someone. Jane walked back up to the overhead projector and reminded the class of the procedures while checking papers. She then asked a student to come up to the board and write the correct answer beside number one. “Is he correct with $\frac{1}{2}$?” she asked the class. The class agreed and they moved on to the next problem. After they finished the twelve math problems Jane told the class to put the number missed at the bottom of the page and pass the papers forward to her. One student yawned. Jane looked at her and smiled saying, “It’s been a long week hasn’t it?” Jane proceeded to tell a story to the class about her first year of teaching at a high school.

You know that the first year I taught was at a high school. That first year I had a young man in my 11th grade English class that would sleep during class. At first, I tried to wake him up because I didn't want him to miss anything. Then I decided to leave him one day. When he woke up he was in someone else's class with other students. (Jane, LE Teacher, ABC Elementary School, Observation)

The students and Jane laughed together at the story. Jane asked the students to get out their math books and put them on top of their desks.

She informed the class that they were going to start talking about comparing fractions. "This is when you can start doing cross multiplication," she said to the class. She asked the class what the word "comparing" means. A student answered, "How things are alike." Jane reminded the students about when they had talked about the concepts "greater than, less than, and equal to." While sitting at the overhead projector, Jane said to the students, "Understand that when I show you these different ways you can use whichever one you want as long as you get the same answer in the end. Stick with what you know." Jane stated as she wrote on the overhead "Same numerator: fraction with the smaller denominator is greater." She went on to explain what she had written.

For instance, if I had $4/12 > 4/16$, same numerator but 12 is in the denominator of the first one and 16 is in the denominator of the second. The denominator tells us how many pieces there are. If you had a pizza, would you want 12 pieces or 16? You would want 12 because the smaller the denominator the larger the piece of pizza. You have to think about the sizes of fractions differently than whole numbers. Does everybody understand? (Jane, LE Teacher, ABC Elementary School, Observation)

Jane wrote another statement on the overhead projector which read "Same denominator: largest numerator is greater." Jane wrote $3/10 < 5/10$ on the board and asked the students if that statement was correct. She did a few more examples and then

moved on to cross multiplication. “How many of you remember cross multiplication from last year?” she asked. She told the students that they only worry about cross multiplication when they have different numerators and denominators. She wrote on the overhead projector, “Cross multiply – $3/10 > 5/10$.” She then told the students to look at the top of page 419 in their math books. “We have to check our vocabulary together,” she said to the class.

Jane discussed the terms “numerator” and “denominator” with the class again. They looked at a few more examples that were in the text book. Once finished, Jane summarized the lesson by saying, “Remember with fractions, if the numerator is the same, look at the denominator; the smaller the denominator the larger the fraction and if they don’t have the same numerator or denominator then you cross multiply.” She told the students that she was going to give them time to work on their ecosystem projects next.

Jane told the students as they were getting in to their groups, “You didn’t have time to work on it yesterday so I’ll evaluate where you are tomorrow and I may move the due date back to Tuesday or Wednesday.” She also told the students that she had brought in some poster board if they needed to use it. She then said, “Who is in [Tim’s] group? You may have to take his work and divide it up between you. He won’t be back until Monday because his grandfather died and he’s out of town.” The students in “Tim’s” group began talking about ways that they could distribute his portion of the project. Jane told the students that they would have to figure out how to present their information. She was not going to give them specific directions. She reminded the students that part of the rubric addressed visual appearance so they

wanted to make sure they did a neat job. She told the class that the computers in the classroom had been repaired so those were available as well. The students worked in their groups for approximately 30 minutes.

At 10:21 Jane told the class that they had nine minutes left to work. Nine minutes later she asked the students to begin cleaning up around their areas. After the students had cleaned up they returned to their seats. Jane asked the students to get out their “ecosystem notebooks.” She told them that they were going to talk about life cycles in science on that day. “What is a cycle of life?” she asked the class. “What is a cycle?” she said. A student explained that a cycle was something that went around and around. Jane asked for an example and a student told her about the water cycle. Jane then discussed evaporation in the context of the water cycle. She wrote on the overhead projector as she said “Evaporation is the process where liquid changes in to gas.” Jane repeats the statement as she writes it. She talked about when the sun is out after it rains. “Evaporation happens when the puddles dry up,” she said. Jane wrote on the overhead projector “Condensation is the process in which gas changes into a liquid.” She asked the class, “What do we usually see when this happens?” A student replies, “Clouds.” Jane wrote on the overhead projector “The water cycle is the continuous movement of water between Earth’s surface and then changing from liquid to gas to liquid.” She then told them the next cycle they were going to discuss was the carbon cycle. Jane began writing on the projector again. The students began talking to one another while she was writing. “Are you going to write or are you going to sit there and talk?” she asked the class. The students continued talking so Jane proceeded to take letters off a word on the board which constituted a loss in free time. She went

on to discuss the carbon cycle with the class while they copied the information written on the projector. Jane had a discussion with the class about the importance of replacing trees in terms of carbon.

At 10:55 Jane told the students that it was time to get ready to go to the middle school. The students began getting up and moving around. “I have not said to get up, I have not said to move a muscle!” she said to the class. She reminded them of a few rules and told them to act like soon to be middle school students. She asked the students to line up and then they were off to tour their new school home to meet their new teachers.

Jane’s management varied during this day of observation. She took a child outside to address his disruptions and talked with him privately but she also spoke to the entire class in an authoritative tone as they were getting ready to go to the middle school. Her willingness to work closely with the EC teacher was evidenced when she called the teacher due to a change in her instructional plans for the day. She told the EC teacher what she had planned on doing instead and asked her to adjust her teaching. Jane also exhibited a willingness to allow students to demonstrate understanding while working on their projects. She told them that she was not giving them specific expectations in regards to how they would visually represent their knowledge of their respective ecosystems. In terms of assessment, Jane showed her flexibility on this day when she told the students that she would evaluate where they were and make adjustments accordingly.

Student products. I collected the work products that students produced during the week that I observed in Jane’s classroom. She also gave me an “ecosystem”

booklet that the students worked in during that same week as well as previous weeks. When analyzing these products I discovered that they ranged from unistructural to extended abstract in the stages of the SOLO Taxonomy. In the unistructural stage students are prompted to make obvious connections. Verbs indicative of this stage are “identify” and “memorize”. An example of this was found in the ecosystem booklet that Jane gave me. On a page in this booklet the students were asked to “identify the factors in an ecosystem as being biotic or abiotic.” The multistructural stage can be recognized by indicative verbs such as “list”, “classify”, and “describe.” An example of multistructural work could be found in the ecosystems booklet where students were prompted to “list an important food for each animal pictured below.” The ecosystem poster board projects that the students were working on that week were on the relational stage of the SOLO Taxonomy. The students were comparing/contrasting various ecosystems and visually representing their information on the poster.

Brenda

Brenda is the second teacher in Group B. She is White, married to a pastor, has two children, and is a traditionally licensed teacher who attended a mid-western university. She grew up in rural town the mid-western United States. Brenda obtained her degree from a traditional teacher education program in the mid 1970's. After she completed student teaching in a first grade classroom she and her husband began their family. She home schooled her two children while her husband pastured at a local church. Once both her children, now ages 21 and 27, were settled in college, Brenda decided to try to teach in a public education setting. Brenda's son is currently attending law school at Harvard. Brenda is in her mid 50's and is in her third year of teaching 5th

grade at ABC Elementary School. There are 22 students in her classroom; 10 boys and 12 girls.

Interview data. Brenda believes that nurturing children is the most effective classroom management strategy that she uses. She says that her students know that she cares about them and that most of them appreciate the love. Although she does think that some students take advantage of her at which time she has to “pull them back.” Brenda lives very close to ABC Elementary School so she goes to watch student ball games. When asked about the various management strategies that she uses in her classroom, Brenda shared that she felt classroom management is a weakness.

I feel that is my weakness. I have tried so many different things. Right now the biggest problem that I have with this class is talking. They talk to each other all the time...I didn't have those kinds of problems with my own children...I told them to do something and they did it, no questions asked...I have moved [the students] around and used different seating arrangements. Right now, those that like to talk, I have a little piece of paper on their desk and when I catch them talking I tell them to put a mark and when they have three marks a day, they have to write a paragraph and if they have two paragraphs at the end of the week then they have to go see the principal. (Brenda, TL Teacher, ABC Elementary School, Interview)

Brenda also explained a behavior book that she uses in her classroom. When students exhibit more “serious misbehaviors” they have to write their name in the behavior book. Once they have put their names in the book they have to go to the “time-out” desk and write a behavior paragraph which goes home to be signed by the parents. If their names go in the behavior book twice or more a day they go to see the administrator.

Brenda's administrator also mentioned classroom management being a weakness. She eluded that the weakness in management affected her instruction.

[Brenda] doesn't have a real structured environment and does not know where or how to transition to that. She has a hard time getting them back into the routine and because she has struggled with classroom management for so long, sometimes the effort can get conflicted and she jumps on kids. She just doesn't have classroom management down yet and you're not able to teach without it...She doesn't do a lot of hands-on stuff because of management issues. (School Administrator, ABC Elementary School, Interview)

The administrator went on say that Brenda will be teaching ESL next year because she took and passed the PRAXIS II without having any course work. She said that Brenda is an extremely intelligent woman and she thought that Brenda would do better in a small group environment.

When asked about the most important aspects of instruction, Brenda was quick to identify connecting with the students and helping them to understand how they would be using the information they learn. Brenda talked about helping her students make connections between the concept that they are learning and when they will use it in their everyday lives. She also said that sometimes she tells them when she or their parents use a certain concept or skill as adults. She also mentioned the importance of utilizing the "teachable moments" that happen in her classroom. She said that sometimes those are the best times to help the students make strong connections. Brenda mentioned that NCSCOS as being another important aspect of instruction. Since she attended a teacher education program so long ago, Brenda feels like she doesn't use the variance in teaching strategies that other teachers use.

Since I came through college in the 70's and the strategies that I learned at the time were whole class, that's what I use now. Our principal now is really pushing small group instruction. We did some small group instruction when I was coming through but it wasn't as prevalent at the time. In fact, when I student taught the big thing was open classrooms...Whole group instruction is what I'm most comfortable with now. (Brenda, TL Teacher, ABC Elementary School, Interview)

Based on her own statements, it appears that Brenda's disposition towards instruction is more than likely built around the course work that she took years ago as well as her student teaching experience in the 1970's.

Brenda's administrator talked about how instruction in her classroom was effective for certain types of learners but not for others. She also spoke of some strategies that Brenda had tried since beginning her teaching career again.

She will do a typical six point lesson and she will outline, review, and present new information, she'll model and ask questions, and follow up with assessment but spends most of her time at the front of the room at the overhead. She utilizes textbooks and worksheets...She had some literature circles and did that pretty consistently for a while...But I think that she is so into teaching the whole group that she doesn't know how to work with small groups and how to engage them in activities. (School Administrator, ABC Elementary School, Interview)

Brenda's administrator went on to commend Brenda's knowledge of the NCSCOS. She said that her instructional plans were thorough and detailed but lacked differentiation.

When asked about assessment Brenda was quick to connect it to the students' prior knowledge and efficiency in teaching. She also talked of thinking about assessment when planning her lessons.

It is important to assess first of all what their prior knowledge is of the subject before you begin teaching. There is no use in re-teaching what they already know. It is also important, after you have taught them, to find out what they have learned so that you know how effective you have been and you know whether or not to move on...Assessment is an important part of my lesson planning...I assess kids on how attentive they are and how much they respond during a lesson ... Assessment is not only cognitive skills, they also need to know how to put that information to use. (Brenda, TL Teacher, ABC Elementary School, Interview)

When asked about varying assessments that she had observed Brenda using in her classroom, Brenda's principal replied, "Paper and pencil tests, a few different questioning strategies, and Accelerated Math." She went on to say that Brenda was very good at listening to her students and figuring out what they know and what they are struggling with. She connected this to Brenda's questioning during instruction.

When asked about the importance of communication in her classroom, Brenda spoke of her relationship with the parents. She talked about the various ways that she communicates with parents but she did not mention effective communication with students.

I send notes home, written communications and I try to do weekly newsletters to the parents. I talked to them on the phone whenever they want to or I give them calls if I feel like I need to talk to them about something their child has done. I have a good rapport with the parents. They know I'm approachable and I think that's important. (Brenda, TL Teacher, ABC Elementary School, Interview)

Her administrator also talked about her willingness to talk to parents and her ability to communicate effectively with parents of children in her classroom as well as adults in general.

She communicates well with parents. She will take phone calls and she will return parent phone calls. Parents hang up with her feeling very, very reassured.

She teaches a GED class here one time a week and has an excellent rapport with parents who are in that class. They feel valued; they don't feel looked down upon. (School Administrator, ABC Elementary School, Interview)

Brenda's administrator also stated that Brenda had a nurturing personality but seemed to get a little frustrated due to her classroom management.

Brenda feels that she needs to be a professional in the community outside of the school. She feels that she should model proper attire and grammar while remaining approachable. When asked about support as a "beginning teacher" Brenda said, "There has been a few times that I have wished that I could have had a little bit more support." She mentioned that the staff developments offered by her school were more beneficial than the ILT meetings.

Card sort data. Brenda completed her card sort activity during the first day of my observations. When determining the importance of the varying levels of instruction, Brenda was technical in her choice of most to least important cards. She chose statements such as 1) meeting curriculum standards; 2) lessons that emphasize the explanation of concepts in a prescribed order; 3) emphasizing the coverage of information and; 4) feedback consists of grades on an assignment as being most important.

Brenda was primarily technical in her choice of most to least important cards regarding management. She chose statements such as 1) focus on covering information precedes modifications based on student feedback or input; 2) feedback from students related to relevancy and development of the curriculum is secondary to the NCSCS; 3) dialogue focuses on the task at hand and; 4) a system that holds all

children to identical expectations as being most important. Brenda did make an intermediate choice in regards to management which read: students have some choices regarding classroom procedures and routines.

Brenda was intermediate in her choice of most to least important cards regarding assessment. She chose statements such as 1) some students capable of meeting higher expectations while others are not; 2) dialogue emphasizes progress towards high quality performance; 3) focus on seeking the correct answers with follow-up questions and; 4) assessment takes place through some projects while mostly through single events such as tests, quizzes, and worksheets. Brenda's reported disposition toward assessment did not match that observed in her classroom.

Observational data. I began my observations of Brenda around 8:00 a.m. on a Monday morning. As I walked in to the classroom some students had already arrived and were working on Accelerated Math. The students were bubbling in answers on a scantron sheet. Students were walking up to Brenda telling her about varying experiences that they had over the weekend break. Brenda listened and asked an occasional question. On the board there was a "morning routine" list which read: 1) unpack book bags; 2) put math homework in basket; 3) put spelling homework in basket; 4) use the restroom; 5) sharpen three pencils and; 6) sit down and do morning work. Some students were following this routine while others were not. There were no consequences for those students who did not follow the routine. Around 8:15 Brenda told the students to take a look at the classroom helpers for the week. A student had put the helpers up earlier that morning so she went over them with the class. "Right now I have [Karen] as the girls monitor and [Jack] as the boys monitor, is that okay?" she

asked. The two students replied that they would be willing to do the job for the week. She asked a few students to do the germ killer and table washer. She also let some students volunteer for different jobs. She then called the students by row to put their Accelerated Math in the tray located on a table in the back of the classroom. She instructed the students to get out their math books and a piece of paper. "You do not have to talk about this," she said to the class as they were following her direction.

She reminded the students that they had talked about adding/subtracting decimals last week and told them that they were going to review. "Round 67.8 to the nearest whole number and stand up when you have the answer," she said to the class. Students began standing up right away. Brenda waited a few more seconds and then called on a student for the answer. She gave the students another number, asked them to round it to the nearest whole number and told them to stand up when they have the answer. "[Jerry], are you working? Sit down please!" she said to a male student. She continued reviewing the concept of rounding to the nearest whole number, tenths, and hundredths place. She asked the students to open their math books and she began going over problems on the page.

Let's do number four together. The numbers to the left (of the decimal point) are whole numbers, to the right are partials. Let's look at another one, 0.85 rounded to the nearest 10^{th} . How do we know what to round...What about 8.653 rounded to the nearest 100^{th} ? How do we know what to round? (Brenda, TL Teacher, ABC Elementary School, Observation)

Brenda went through more problems in the math book asking the same questions. She then told the students that she wanted them to put some numbers in order from least to greatest. She gave them three numbers (1.54, 1.45, and 1.69) and told them to put their

pencil down when they finished. She asked a student for the proper order and continued to do four more with the class. As the students were working Brenda said, “[Jerry] are you causing a disruption back there? I asked you several times to go back to your seat.”

After the students shared their answers, Brenda asked the class to get in to their groups. The groups were already established and were mixed ability and named via varying colors. She wrote each group’s name on the board (purple, green, blue, red, yellow) and wrote an addition or subtraction problem involving decimals under each group name. She allowed the students to work in their groups in order to solve the problem. She then told each group to pick someone to write their answer on the board. She did this several times writing different problems under each group’s name. Every time a group got the answer correct they scored a “point.” After each group wrote an answer on the board she would ask the class if they agreed. There was no further discussion.

When they finished, Brenda told the students that it was time for a bathroom break. The class leader called tables to go to the bathroom and stood at the door to watch each group as they walked down the hallway. Brenda sat at her desk while the students were going to the bathroom. As the last group of students came back in to the room Brenda wrote a math assignment on the board. It read “p. 644, 10 – 19 with pencil and paper and 20 – 23 with calculators.” As the students were working, Brenda told them that they had about ten minutes to finish the work. She instructed them to get their reading books out after they finished and reread the story from last week because they would be having a test on it later that day.

When most of the students had finished the math work Brenda asked them to turn their papers in and turn to the last story that they had read in their reading books. She told them that the reading test would be open book because EOG's are like an open book test. Before she started with the test, Brenda reviewed the vocabulary words with the class. As she was asking students the meaning of varying words, [Jerry] was talking. "If you want to talk give me an answer, otherwise stop talking. Do you have an answer? Then stop talking," she said to [Jerry]. Brenda wrote the vocabulary words on the board and gave the definitions asking students to identify the word that matches her definition. When they finished with the vocabulary Brenda asked the students about the setting of the story. She then asked the students questions about the story. "Who did Sam try to say took the salamander? Why?" she asked. Brenda passed out the reading test worksheet and reminded the students that they could use their books. Brenda told the students to look at the directions on the board when they finished. The directions instructed the students to turn to page 564 and begin reading the next story when finished.

As the students began finishing the test some began reading the story while others were off task. "[Jerry], this is the second time I've asked you. You should have your book out reading," she said to the same student. A few minutes later Brenda told the students to leave their books where they are and asked the line leader to call tables up to go to lunch. The class walked to lunch. Some students were talking while Brenda walked at the front of the line. Brenda sat with Jane and other grade level teachers at lunch. After lunch her assistant took the students out to walk laps.

As the students returned to the classroom Brenda instructed them to put their reading books away and take out their vocabulary words for the story of the week. She was standing at the board while the students took out their worksheets. She told the students that they were going to play “vocabulary hangman.” Brenda stood at the front of the room for a few seconds and then said, “You can stop talking any time now please. You two boys need to clean off your desk now!” The students slowly stopped talking. Brenda drew the “hangman” game on the board with seven dashes to represent each letter of the word. She then asked the students to begin guessing letters. The vocabulary word was “aviator” and the students only guessed the letter “a”. Brenda gave the students the word after they lost hangman. She asked, “What is an aviator?” No one replied. “Here is your definition, copy it please,” she told the class. After she gave the students the definition of the word “aviator” she asked the class, “What would be a synonym for the word aviator?” A student replied, “Pilot.” Brenda went through the rest of the vocabulary words playing hangman with each word. As they were finishing the game, an EC child who was out of the classroom for all instructional time came in to go with her classmates to drama. She walked up to Brenda and began to say something. Brenda replied, “You need to sit down. Sit down! I am not finished with my class yet!” The child stomped back to her desk and sat at her seat. The class went to drama.

Upon their return Brenda asked the students to get out their “English minilesson book.” This was a book that had worksheets and in which the students took grammar notes. She told the students to find their next clean page and write “adverbs” at the top of the page. She opened a textbook and read, “An adverb is a word that tells

how, when, or where something happens. Adverbs describe verbs. They can be before or after the verb. Many adverbs end in 'ly'." She told the students to look at page 32 of their orange workbook. On that page there were sentences where the students were to find the adverb. Brenda told the students to do the page. After the students had worked for approximately five minutes she told them that they were going to take a bathroom break. When they came back in to the classroom she asked them to put their books away because they were going to have a quiz. The students moaned as they put their books away and got out a sheet of paper. Brenda gave the students the quiz.

Question number one, what are the three questions that adverbs answer? What are the three questions that adverbs answer? What are the three questions that adverbs answer? That will teach you to not pay attention in my class. Okay, number two, what part of speech do adverbs usually describe? Now, look at these sentences on the overhead, these will be numbers three through seven. Find the word in sentences three through seven that you think is the adverb. Circle that word in each sentence. You have five minutes. (Brenda, TL Teacher, ABC Elementary School, Observation)

After the students finished the quiz, Brenda instructed them to exchange papers with their neighbors. She went over each question allowing the students to give the answers. She then gave the students an adverb worksheet and told them to work independently. The students worked on the sheet until it was time for them to pack up to go home. Brenda called the students by tables to get their book bags. She told them to leave the worksheet on their desk so that they could finish it the following day.

Brenda spent a lot of time calling one student down during this day of observation. She never really took the time to talk to the student one-on-one in an effort to figure out the cause of the misbehavior. She had established procedures and

routines but did not seem to hold the students accountable when they did not follow those. Brenda's instruction was entirely whole group. This correlates with her own statements during her interview and the statements made by her administrator about a tendency to do only whole group instruction. Brenda's questions during instruction on this day were mainly recall and skill based questions. There was no reading instruction due to the reading test that the students took based on a story from the previous week. Brenda's reaction to the EC student who approached her gives an indication of her disposition in regards to differentiation. The two main forms of assessment on this day were a reading test and a quiz on adverbs.

I arrived early the next day to begin my observation. The students were sitting at their desks working on their Accelerated Math. Some students were talking to one another and some were working quietly. Brenda is sitting at her desk writing. When most of the students had arrived Brenda said, "Could you take your shirts and jackets home today? This is your classroom, not your closet. I had to pick up after you yesterday and that is your responsibility." Some students giggled as the teacher made the joke about the classroom being a closet. "Okay, we have about three more minutes left to work on Accelerated Math," she said as the students were finishing their morning work. Brenda told the class that she was going to get a cup of coffee and left the room. There were no other adults in the classroom other than myself. Most of the students were finished with their math and were drawing or writing at their seats. When Brenda arrived back in the classroom a few minutes later she called the students by rows to turn in their Accelerated Math. She then asked them to take out their math books and turn to page 652.

She reminded the class that they had talked about standard measurement last week. “What were the three basic types of measurement?” she asked the class. After the students gave their answers she asked, “What is the basic measurement for weight? Length? Capacity?” Brenda made a “t” chart on the overhead with standard measurement represented in the left column and metric equivalencies represented in the right column. She then asked the students if they knew what the metric measurement for length would be. The students gave her centimeters and millimeters. Brenda wrote those in the right column and then explained that there are also kilometers. She went on to ask the students what the metric system measurements were for weight and capacity writing the students answers in the right column.

On page 662 we’re going to talk about length today. We’re going to make one more chart called ‘metric units of length.’ Write this down in your notebook. Look on the chart (on the overhead). You said that basic unit of length was meters. If you look at your metric units of length in the box above the blue whale (in the book) you see how big a meter will be. Stop talking! How many years are in a decade? A decade is like a decimeter. How many years are in a century? So there are 100 centimeters in a meter. (Brenda, TL Teacher, ABC Elementary School, Observation)

Brenda went on to discuss kilometers and told the students that there are 1,000 meters in one kilometer. “So, how many meters would you have in a kilometer?” she asked the class. She then told the class that they would finish math after computer lab. She asked the class to line up at the door and the leader took them to the lab. Brenda stayed in the classroom while the students were in the lab.

When the students arrived back in the classroom, Brenda asked them to look on page 652 on their math books. She asked a student to read “Think about It” at the

bottom of the page. “Which is greater, one meter or one centimeter?” Brenda asked. The next question required the students to have rulers. Brenda passed out the rulers while the students read the question quietly. She read the question aloud to the class a few seconds later. “If you’re going to measure this line would you use cm, mm, dm, or meters?” she asked the class. Several students raise their hands to answer the question. Brenda calls on a male student who gave her a satisfactory answer. Brenda told the students that it was time to go to drama, then to lunch, after which they would walk laps, and then the AIG teacher was coming in to the classroom so they would finish math after those interruptions. She asked the students to line up and get ready to go to drama. Brenda was not in the classroom while the students were in drama. She picked the students up from drama and took them directly to lunch. The students were talking to one another in the line walking to the cafeteria. Brenda brought the students back to the classroom around 12:20. The AIG teacher was coming at 12:30. Brenda made an attempt to get the students back on task for math.

Okay. We’re sitting down quietly. Sit. Sit. Sit. Good job [Rachel]. Here we go. Anybody else slaps their rulers loses it. [Jerry], I’m in control of this, you are not! I want you to go ahead and do the rest of the problems on the page. You don’t need to talk. If I see anyone slapping anything with a ruler it will no longer be their ruler. Do page 653, numbers 3 – 12. No talking! Let’s go! Look up at the board. I have told you several times. Where were you, ‘la la’ land? (Brenda, TL Teacher, ABC Elementary School, Observation)

A few minutes after Brenda got the students back on task, the AIG teacher came in to the classroom.

Brenda sat at her desk while the other teacher engaged the class. Brenda asked the students to finish their math work when the AIG teacher left.

Okay. Get out your math work. Quiet! Quiet! [Jerry]! Four, three, two, one. If you have math finished, your homework is 11.9. You should not be talking! Sit! [Karen] it's not funny anymore. I'm tired of it! [Jerry] turn around! You guys need to finish the page you started before AIG. I will be taking a grade. Turn around! How are we doing? Let's go, finish this page...I need to collect these papers soon. Sit down! Shh. (Brenda, TL Teacher, ABC Elementary School, Observation)

After a few more minutes Brenda asked the students to clean off their desks. She told them that it was time to take a bathroom break and called groups to go to the bathroom while others were sitting at their desks.

She gave the students a "spelling worksheet" and asked a student to read the directions. After the student read the directions she instructed the students to follow them and do the worksheet. After a few minutes Brenda asked the students, "Who is going to list the 'phon' words for me?" A student listed the words. "You should have those six words, write them down," she said to the class. She instructed the students to do the same thing with the "meter" words. "Let's go up to numbers 12, 13, and 14. Find the meter words," she told the class. As she was talking there were two girls whispering to one another. Brenda said, "[Kelly] and [Brittany] are you two to be talking while I'm teaching? Are you showing respect? Do you even care? One minute you're telling me 'happy teacher week' and the next you are disrespectful!" The two girls stopped talking. One girl got tears in her eyes and signed out to go to the bathroom. After the students had a few minutes to do that section, Brenda asked a student to list the words she found. She then told the students to find the "micro" words and discussed them with the class once they had finished. She asked the students to put the worksheet in their desks and began to go over homework with the class.

“Tonight I want you to put your spelling words in reverse alphabetical order,” she told the class. She called students by rows to get their book bags and get packed up.

Brenda displayed a technical disposition in action towards instruction which was evidenced today by her math and spelling instruction. Brenda did not adjust her teaching based on the lack of interest or misbehavior occurring in her classroom. She placed an emphasis on completing the task and making a grade on the math page. She did not attempt any nonverbal management strategies nor did she talk to any students who were off task or misbehaving privately. All reprimands were done verbally in front of the whole group. Assessment took place in the form of finished math pages and worksheets during this day of observation.

The students went to the computer lab first thing on the final day of observation. As they were unpacking their book bags Brenda explained the plans for the lab and then prompted them to line up. “We are going to go to the computer lab. We will begin with type to learn then about halfway through our time we will switch to games if you wish,” she told the class. As she was calling students to line up she said, “Shh. Boys and girls, can you hear your group being called? When you’re quiet we’ll move out. Shh, boys!” The students appeared to be excited about going to the computer lab again today. Brenda came back to the room while the students were in the lab. As the students came back in the classroom Brenda had written a math problem ($14 \times R = 126$) and asked the students, “What can we do to solve for ‘R’?” One student said that she could divide to solve for “R”. Brenda praised the student and wrote the division problem on the board. She asked for someone to help her find the answer. A female student worked through the problem with her. Brenda told the class

to finish their morning work. After a short time Brenda told the students that they have about five more minutes to work then she told them to get out their math books.

“Turn to page 654,” she instructed the class. As the students were following her directions she was walking to the overhead projector. Brenda reminded the students of their previous discussion about capacity and the chart that they had created. She told the students that capacity is measured in cups/gallons/quarts in standard units but in liters and milliliters in metric units. “You need to know that one liter equals 1,000 milliliters,” she told the class. She asked the students whether they would measure perfume in a bottle with liters or milliliters. She also asked them which unit would be used to measure the amount of water in a bathtub. “On your paper I would like for you to do numbers three through seven and 12 and 13 if you finish early,” she said to the class. The students began working at their seats. After the students had worked for approximately ten minutes, Brenda went over the problems with the students. She gave them the answers for each of the problems. She then told the students that it was time for a bathroom break and allowed the class to go to the bathroom a table at a time. When all the students had been to the restroom she told the class that they had a four minute break before they started on math again. The students walked around the room and talked to one another during this time. Brenda sat at her desk.

After approximately five minutes she asked the students to turn to page 656 in their math books. Much like the prior discussion about capacity, she reminded the students of their previous talk about the standard and metric units of measurement for weight.

When we talked about...shh...when we...stop boys! We talked about ounces. What are the most common standard measurements? Grams and kilograms. This is how I remember it. I think that something big is going to kill me so a kilogram is larger. (Brenda, TL Teacher, ABC Elementary School, Observation)

She went on to tell the students that one kilogram equals 1,000 grams. She instructed the students to number their papers and do six through fourteen out of their math books. If they finished early they were to do numbers fifteen through eighteen. As the students were finishing their work, Brenda asked a boy to take up the papers. She told the students to get out their reading books after their paper had been taken up.

Once the students had gotten their reading books out of their desks, Brenda told them to turn to page 560. She told the students that they would be reading about two very important ladies; Amelia Earhart and Eleanor Roosevelt. "Raise your hand if you knew Amelia Earhart flew a plane and died mysteriously," she said to the class. A few students answered. "What is sequencing?" she asked the class. A student answered, "Whatever happens first, second, and third." Brenda told that class that one of their vocabulary words describes Amelia. The students quickly raised their hands and one told her that the vocabulary word that describes Amelia was "daring." Brenda asked a female student to begin reading the story. Brenda stopped the student after a paragraph and asked a different student to read. This pattern continued until the entire story was read. "What does the saying 'birds of a feather flock together' mean?" she asked after the students had completed the story. A student explained that the statement meant the two women were alike. She told the students that it was time to go to lunch and asked them to put their reading books away. Brenda lined the students up by

calling their tables and the class walked with their teacher to lunch. The students were talking to one another in the line going through the hallways of the school.

“Get out a sheet of paper for your spelling test,” Brenda told the students as they returned from lunch. The students were talking excessively so Brenda asked them to go back out in the hallway and enter the classroom again the proper way. The students did fine coming in to the classroom a second time. As they sat down at their desks Brenda said, “You will come inside, sit down, get out a piece of paper and write your name on it.” She wrote a sentence on the board. “You will write the sentence, I will come in to the room and sit down quietly, ten times in cursive.” Some students moaned as they began the assignment. Brenda sat at her desk with her arms crossed watching the students. When the students were finished, Brenda took the papers and told the students that they were going to take a spelling pre-test. She called out the words and gave the students five challenge words as well. Brenda asked a male student to take up the papers when she finished calling out the words. She lined the students up to go to PE. The students were in PE from 1:00 to 1:30. Brenda allowed the students to stop by the bathroom on the way back from PE.

Upon return at 1:50, she asked the students to get their reading books back out. She told the students that they were going to read the story a second time. She asked the boys to read the first page and the girls to read the second. The students read through the story alternating via each page. “What’s something we have learned?” she asked after they finished reading the story a second time. Brenda asked a few factual recall questions before instructing the students to pack up and get ready to go home.

Much like on the previous days, Brenda's math instruction was from the textbook. Brenda read her questions directly off the pages that the students were working on in class. There was little discussion about the concepts before the students were instructed to complete the problems on the page. Brenda missed an opportunity for differentiation during her math instruction as well. She could have encouraged her higher students to work through the next concepts, especially since she was reading directly from the textbook page. Brenda made a mistake during her math instruction that I do not think is due to a lack of knowledge about the content. When asking about standard measurement for weight, Brenda named the metric unit of measurement instead. I believe this happened due to the frustration she experienced while trying to start the lesson. I also found it interesting that Brenda was giving the students a spelling pre-test on Wednesday. This is something that is typically completed during the first day of the week.

Brenda's management was a little more authoritative today. She seemed to be frustrated instructionally because of her management issues. The assessments evidenced during this day of observation were paper/pencil factual worksheets and math problems out of the textbook.

Student products. The work products submitted by Brenda were unistructural according to the SOLO Taxonomy. Most of the in-class math work required the students to do simple procedures like adding and subtracting decimals. The students completed an "adverb" sheet that prompted them to "write the adverb in each sentence" on the line to the right of the sentence. This is indicative of Bloom's "identify" criteria. The students also did a lot of work out of textbooks where the product was a piece of

paper with an answer in each line beside the number it represented in the book. I did notice some projects in the classroom (which were not created during my four days of observation) where the students' had worked with partners to create character maps for various trade books. This type of product would be multistructural in nature.

Group B: Analysis

In order to address RQ 1 and RQ 2 I analyzed the teacher interview data, principal interview data, card sort data, field note data and student product data searching for patterns and themes. I looked specifically at each participant's reported and observed dispositions in action as they related to classroom management, instruction, and assessment. These areas are those outlined in the DIA instrument (See Appendix F). The reader can refer to each participant's profile for an extensive report of the data for each of these sources. While reporting the results for this question I will refer to the three areas of teaching outlined in the DIA instrument (management, instruction, and assessment) giving an analysis of teachers' dispositions in action as related to each domain. I will outline those dispositions in a chart so the reader can easily distinguish dispositions between the two teachers (See Table 3).

Table 3
Dispositions of Jane and Brenda

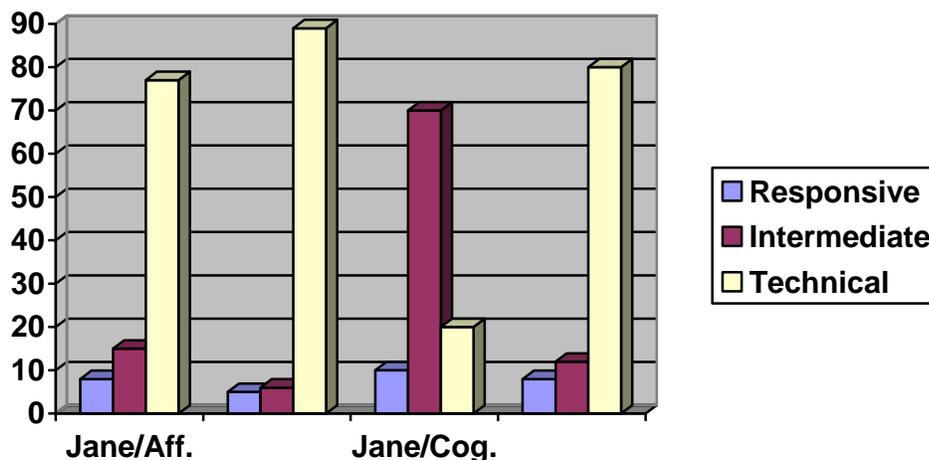
Domains DIA	Classroom Management	Instruction	Assessment
Jane	Intermediate (Cognitive-focused Disposition) Technical (Affective-focused Disposition) <ul style="list-style-type: none"> • Strong rapport with students • Students created rules (RESPECT) • Occasional authoritative dialogue • Talks one-on-one occasionally with students who have problems 	Intermediate <ul style="list-style-type: none"> • Uses project based activities for science • Integration of reading with science instruction • Connection to real-world experiences • Works closely with EC teacher • Low differentiation for higher level students • Lacks variance in math instruction • Little attempt to connect math instruction to students' own lives 	Intermediate <ul style="list-style-type: none"> • Observes students – “kid watching” • Uses rubrics for projects • Asks higher-level questions • Uses Benchmark Assessments • Adjusts assessments based on student progress • Uses primarily paper/pencil assessment during math instruction • No use of conferencing with individual students
Brenda	Technical (Affective & Cognitive-focused Disposition) <ul style="list-style-type: none"> • Uses writing as a punishment • Lack of structure or fluency • Established procedures/routines but does not enforce them • Uses authoritative dialogue frequently 	Technical <ul style="list-style-type: none"> • Uses mostly whole group instruction • No differentiation • Uses textbook/worksheets almost exclusively • Primarily direct instruction • Lack of flow during lessons due to management interruptions 	Technical <ul style="list-style-type: none"> • Single events (worksheets, spelling tests) • Assessment is routine • Minimal knowledge about student progress and understanding • No one-on-one conferencing with individual students • Mainly low level questioning

Management. Both Jane (LE Teacher) and Brenda (TL Teacher) displayed technical dispositions in action when it comes to the affective domain of the DIA instrument. Both teachers spoke to students in a way that was authoritative. Neither

spent a lot of time talking to students one-on-one in an attempt to get to the root of a problem or try to figure out what was causing the behavior. However, it was clear that their views of management were distinctively different. Jane was comfortable enough this past year to give the students a little more autonomy in regards to developing the class rules, procedures, and routines. She involved the students in this process at the beginning of the school year. Brenda developed her own class rules and, while she did have established procedures/routines in her classroom, she did not enforce them enough for them to be effective. While Jane never had an observed situation where students suffered a consequence for misbehavior, Brenda did. Brenda's consequence was to require the students to write a "behavior paragraph" each time they received a "mark" on their chart. This use of writing as a punishment goes against best practice. Like Marcy, Jane seemed to have more accepting dispositions towards management. Brenda did not. This could be because Brenda received her degree years ago, when "best practice" was different than that of today, and spent many years home schooling her own children. According to her interview data, Brenda manages her classroom much in the same way that she was with her own children.

When looking at the percentage of responsive/intermediate/technical statements each made in regards to management during my observations, one can see how Jane and Brenda were both technical in the affective domain but not in the cognitive domain (See Figure 5). Approximately 70% of the statements that Jane made in regards to management in the cognitive domain were intermediate in nature; where approximately 89% of the statements that Brenda made in the affective domain were technical in nature.

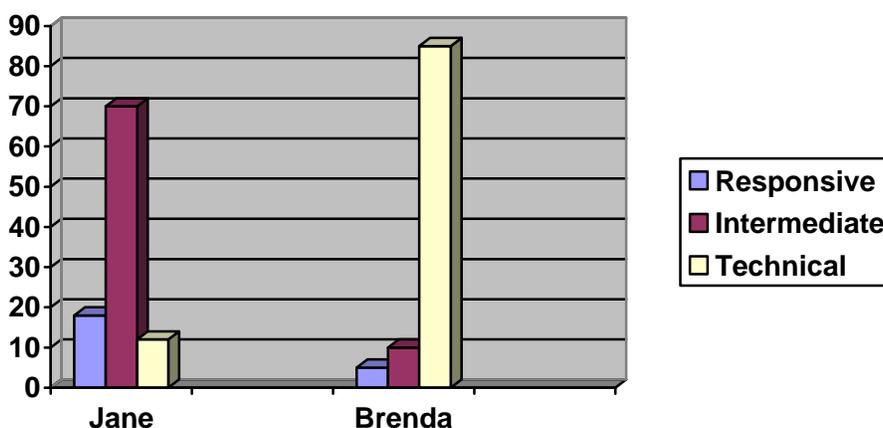
Figure 5
Jane and Brenda
Dispositional Statements/Management



Instruction. Both of these teachers displayed technical dispositions in action when teaching mathematics. They both sat at the front of the classroom using the overhead projector. Neither teacher used manipulatives or any other “hands-on” activities when teaching math. Both teachers displayed dispositions in action that mirror prescribed and predictable math instruction. However, Jane’s science and reading instruction was intermediate in nature and much different than that of Brenda. Jane asked many higher order thinking questions and helped the students make connections to their own lives’ and real world experiences during her science/reading instruction. She also had the students working on a project about ecosystems. Brenda’s reading instruction was much different. She primarily went over vocabulary words but never connected them to the actual reading. She had only whole group reading instruction where the students read chorally instead of independently. Brenda has no observed science instruction for the week therefore there was no integration observed.

In terms of the instructional dialogue observed within the classroom, the differences between the two teachers' dispositions can be seen. Approximately 70% of the dialogue that I tallied in Jane's class relating to instruction was intermediate in nature (See Figure 6). Approximately 85% of the dialogue tallied in Brenda's class was technical.

Figure 6
Jane and Brenda
Dispositional Statements/Instruction

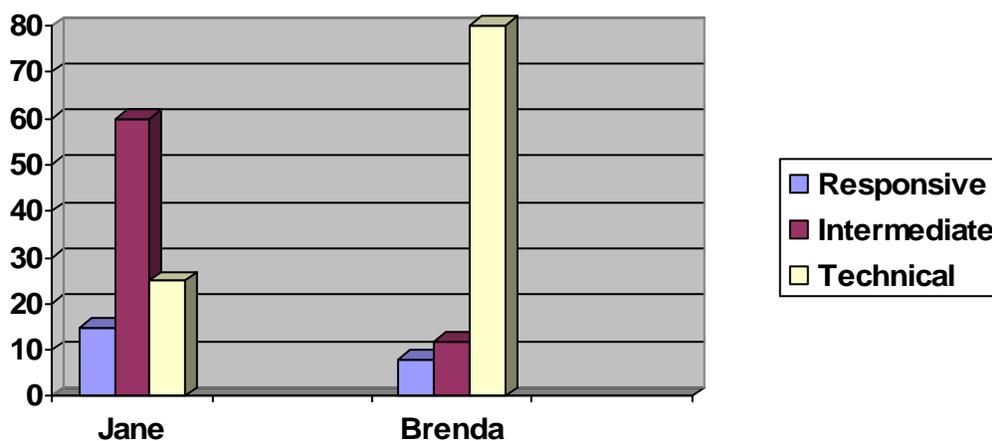


Assessment. Unlike in Group A, the LE teacher (Jane) seemed to display more intermediate dispositions while the TL teacher (Brenda) displayed more technical dispositions towards assessment. Jane's level of questioning varied from math to reading/science. Like Brenda, Jane asked low level questions during math; but unlike Brenda, she asked many higher order thinking questions during reading and science instruction. Jane also asked many questions that required the students to go beyond what they had read to make assumptions and predictions based on their own knowledge of the world around them. Jane had the students working on a project which was to be graded using a rubric. Brenda's science instruction was nonexistent therefore there was

no assessment. Brenda's reading assessment consisted of an open book test on the story that they students read the previous week (which they had the weekend to forget) and some lower level questioning. Brenda and Jane both used mostly math worksheets and assignments from the text to assess skill in the subject.

When looking at the percentage of responsive/technical/intermediate statements each made in regards to assessment during my observations one can also see how Jane has varied dispositions while Brenda displayed technical dispositions (See Figure 7). Jane's dialogue was varied mostly between intermediate and technical while Brenda's was mostly technical in nature.

Figure 7
Jane and Brenda
Dispositional Statements/Assessment



In order to address RQ3 about the various factors that possibly mediate dispositions, I analyzed the teacher interview data, principal interview data, card sort data, and field note data searching for patterns and themes. I looked specifically at each participant's reported and observed dispositions as well as their background. I also

analyzed both the teacher and principal interview data looking for more data about mediating factors. The reader can refer to each participant's profile for examples from each of these sources. While reporting the results for this question I will make inferences based on the data for Jane and Brenda only.

While there are some similarities between these two teachers, there are also stark differences. Brenda received her undergraduate degree in education many years ago and her displayed dispositions in action towards instruction, management, and assessment reflect that of best practice at that time while Jane had extensive experience substitute teaching at the high school level and some methods classes before she became an elementary school teacher so her instructional dispositions are more aligned with current best practice. Brenda's displayed disposition in action toward instruction could have also been affected by her experiences home schooling her own children for fourteen years. Whereas Jane has experience working with teenagers therefore she has no problem handling elementary school students. The administrator said that Brenda's instruction was affected by her weak management. Brenda's displayed disposition toward management was probably affected by her home schooling experience where she taught her own two children and there was an expectation of compliance and obedience. In her interview, Brenda established a connection between her home schooling experience and the management of her classroom today. Therefore, the aforementioned expectation is present in her classroom today but the students are not responsive. Brenda doesn't know how to earn their compliance so she attempts to gain it by being authoritarian. Jane's experiences have enabled her to give up that constant attempt for control and allow the students to make their own choices. She is now

comfortable with giving them a little instructional freedom by letting the students work on projects to demonstrate their learning. The differing histories of these two teachers show that their dispositions in action are very likely influenced by their life experiences.

Group C: Participant Profiles

Dawn

Dawn is White, married to a construction worker, the mother of two children, and a lateral entry teacher with two years of experience. She teaches 1st grade at XYZ Elementary school which is the same school that she attended as a child. Although this school is located within the same rural area as ABC Elementary School, it has approximately 200 more students. There are 19 students in her classroom; 10 boys and nine girls. She moved away from the community to attend college at a state university located in one of the state's larger cities. She obtained her degree in Business and attempted to work within that field for a few years. When she decided that she wanted to teach she went through an RALC to obtain a Plan of Study. She has taken Language Arts Methods, Child Psychology, Educational Psychology, Math Methods, and Introduction to Education. Dawn has many fond memories of attending school at XYZ Elementary and is glad that her own children will be going there as well. Dawn is in her mid-thirties. She has two daughters, the youngest is four years old and the oldest is six.

Interview data. Like the other lateral entry teachers in this study, Dawn also spoke of strong classroom management techniques. She believes in the importance of procedures and routines and says that her own children respond to those as well.

My two girls respond well to having a schedule. When I can get them in a routine I can tell that they feel more comfortable. In my classroom I like for everything to be on a schedule because I think my students can also benefit from that, especially those who don't necessarily have it at home. The kids should know when we are going to do things and how to transition in to those different things. (Dawn, LE Teacher, XYZ Elementary School, Interview)

Dawn had a strong mentor and patterned her classroom rules from those of her mentor. She feels that she is a strong classroom manager and this can be evidenced by the management system that she has in place in her classroom.

My system is based on money which covers the standard course of study for economics. On Friday's they have a chance to buy things or they have the option to save their money and wait for something better. If they get in trouble they have to pay me so they won't be able to buy anything at the end of the week. They have to be responsible and it puts their actions back on them. (Dawn, LE Teacher, XYZ Elementary School, Interview)

Dawn also mentioned that she wanted the students to love and trust her and to feel safe in her classroom. The school administrator also talked of Dawn's strong classroom management.

She has a great demeanor with the kids. They loved her immediately and have loved her since. She is not overly aggressive, she is not overly loud but she can be tough when she needs to be and soft when she needs to be...She has procedures and rules. She has a set of procedures so the kids know what to do and when and how to do it. She has a set of rules and when they break the rules there are consequences. I don't think she needs any improvement in management whatsoever. (School Administrator, XYZ Elementary School, Interview)

Obviously Dawn's administrator feels that management is a strength. Clearly Dawn cares about her students and has attempted to set up a management plan that puts responsibility back on the students.

When asked about the important aspects of instruction Dawn stated that clarity was the most important. She likes to connect the concept that she is teaching to any kind of rhythm or rhyme. However, Dawn realizes that instruction is not a strength at this point in her career.

I'm still taking some of the classes where I can learn different strategies to use when I teach. I think it has helped because I can come back to my classroom and try the strategies that I learn. I feel like a sponge in my [methods] class, trying to absorb all that I can. I know that I am getting stronger with each class and each year of teaching. (Dawn, LE Teacher, XYZ Elementary School, Interview)

Dawn's school administrator also mentioned instruction as being a weakness and something she would continue to encourage Dawn to work on.

She's been frustrated for two years now but she is still learning the various teaching strategies. She is still learning the curriculum and how to meet the needs of a diverse population. I think once she has had time to get settled in and practice some of the strategies that she is learning she will strengthen this area; but for now this would be an area that I will ask her to continue to work on when we meet for our summative conference this year. (School Administrator, XYZ Elementary School, Interview)

Dawn is aware that instruction is an area of weakness and is working hard to improve her teaching and use of various strategies in her classroom.

When thinking about assessment, Dawn's first question to herself is "Did the students get it?" She, like the other teachers, struggled with identifying the different ways that she evaluates student learning on a daily basis.

Usually it is done after they complete something...you need to measure learning. I give a spelling test every week but so does everybody else in my grade level...We try to have the kids fill in bubbles on things instead of circling them so get them ready to take the EOG's. We don't want them to be exposed to bubbling

for the first time when they get in to that testing grade level. (Dawn, LE Teacher, XYZ Elementary School, Interview)

Dawn utilizes grade level planning and feels that this helps her to determine what needs to be assessed throughout the week. The school administrator at XYZ Elementary has observed Dawn using both formal and informal assessments.

She assesses formally and informally while in whole group. As far as formally, she gives grades and she does tests but when she's working one-on-one them she uses notes and check marks and things like that. I would like to see her using more informal assessment and I would like to see those assessments guiding her instruction. I think that is a weakness. (School Administrator, XYZ Elementary School, Interview)

Dawn uses a few various strategies when assessing her students. Her inability to articulate the assessments that she uses is a part of a pattern that can be found in both lateral entry and traditionally licensed teachers in this study. Although Dawn doesn't teach in a testing grade level, she still feels the pressures of getting her students ready to take the test.

When asked about communication, Dawn spoke mainly about the parents of students in her classroom; although she did briefly mention the personal conversations with students.

I send out a newsletter every Friday. I want [the parents] to know what we worked on in spelling and what we did this week as well as what we are going to do next week. I also want them to know what [the students] need help on at home...Anything that is going on in the classroom and I have a place for dates to remember in case they don't look at the school calendar that they have...As far as communication with the students, sometimes we will talk in the line walking to different places and on the playground. I love it when they come up to me on Monday morning and tell me about their weekends! (Dawn, LE Teacher, XYZ Elementary School, Interview)

Dawn feels that communicating with parents is especially important because she appreciates any effort that her daughter's teacher makes to do that with her.

Dawn's ideas of what it means to be a professional in the field of education were based around the children and the role she portrays as their teacher.

I want the kids to see me as a teacher and someone of authority. They have to listen to what I have to say...but if I make a mistake I'm not going to say that I didn't. I am their teacher but I am a person who makes mistakes and that is okay, just like it is okay for them to make mistakes...I want them to love me and I want them to feel safe. (Dawn, LE Teacher, XYZ Elementary School, Interview)

Dawn did not touch upon her role as a professional outside of the classroom setting. She did not talk about the community or the field.

Dawn's experience with her mentor was nothing like the other lateral entry teachers in this study. Dawn's mentor taught in her same grade level and was housed in the classroom right next door. Dawn described her mentor as a wonderful teacher who was constantly offering her assistance. However, Dawn was not positive about the ILT meetings that she attended once a month.

I think a lot of the things we discussed in the ILT meetings would have been more helpful if we would have talked about them at different times. For example, if we would have discussed how to set up your classroom at the beginning of the year instead of in the middle of the year it would have been better...We didn't have a meeting about parent conferences during the first year of my ILT program and that made it hard for me...Most of the teaching strategies that I learned came from my mentor and college classes, not from the ILT meetings. (Dawn, LE Teacher, XYZ Elementary School, Interview)

Dawn felt the supportive environment of the school itself was extremely beneficial to her during her first two years of teaching.

Card sort data. Dawn completed her card sort activity during her planning time on the first day of my observation. She was given three sets of cards. The first set was based on instruction, the second was based on management, and the third was based on assessment (See Figure 1). When determining the importance of varying levels of instruction, Dawn was technical in her choice of most to least important cards. She chose statements such as 1) meeting curriculum standards; 2) lessons that emphasize the explanation of concepts in a prescribed order and; 3) emphasis on the coverage of information as being most important. Dawn also made one intermediate choice in her card sort on instruction: periodically provide feedback to students to guide the growth of their understanding.

Dawn was primarily responsive in her choice of most to least important cards regarding management; although she did make two technical choices as well. She chose responsive statements such as 1) regular input from students related to instructional strategies, assessment, and curriculum; 2) emphasis is input on designing tasks, developing procedures, and measuring student growth; 3) awareness of individual students and flexibility in management and; 4) address disruptions and promotes engagement in ways that encourage shared responsibility as being most important. The two technical choices that Dawn made were: 1) feedback from students related to relevancy and development of the curriculum is secondary to the NCSCS and; 2) dialogue focuses on the task at hand.

Dawn chose both intermediate and responsive statements in terms of assessment. The intermediate choices read: 1) dialogue/interaction emphasizes progress towards high quality performance; and 2) focus on seeking the correct answer

with follow-up questions. The two responsive choices that Dawn chose read: 1) communicate high expectations for learning and; 2) assessment takes place through projects/learning tasks with occasional tests, quizzes, and worksheets. In terms of assessment, Dawn's card sort choice does not match the dialogue and behavior observed in her classroom.

Observational data. My first day of observation in Dawn's classroom took place on a Monday morning. As I walked in to the classroom a few students had already arrived and were unpacking their book bags. Dawn was standing at the door talking to a little girl about a play in which the child had participated at church the previous day. "You did such a great job yesterday," she told the student. Dawn and the student went to the same church. Dawn had written the morning work on the board and the students who had already unpacked were beginning to do the work. As other students came in to the classroom, Dawn stood at the door telling each one "good morning" and giving hugs to all that would accept them. At approximately 8:15 Dawn said to the class, "Can I have your eyes up here on the board please?" She instructed the students to read the morning work with her. As Dawn pointed to each word the students read with her chorally. After they finished reading the morning work together Dawn told the students that she needed them to write four sentences in their journals about something that they did over the weekend. She then directed them to find the worksheet that had been placed on their desks. She told the students that it was a long "e" and short "e" sheet. "What does a long 'e' sound like?" she asked the class. After giving some examples she asked them to make the sound for the short "e". As the announcements came on over the intercom system the students stood up and listened

quietly. Dawn circulated around the room monitoring the students. After saying the Pledge of Allegiance the students sat back down at their seats and Dawn read the directions for the worksheet. She directed them to complete the worksheet as part of their morning work.

At 8:30 Dawn sat down at the kidney table and began checking work from last week. The students walked up to the table when they needed her assistance. “Okay freeze, put your pencils down, put everything away and stand up,” Dawn said a few minutes later. She asked the students to stand up behind their desks when they were ready. She instructed the students to go to the back of the classroom and find a seat on the floor. Dawn sat in a rocking chair facing the students. “Today we are going to talk about the long ‘o’ sound,” she said to the class as she held up a card with the letters “ow” printed in bold black ink. “Walter Walrus is trying to splash water on the old man and he is screaming ‘o’,” she said to the class. She then sang a recorded song with the students that the class seemed to know already. “This week in spelling we’re going to see the ‘ow’,” she told the class as she passed out cards with different letter combinations printed on them. While holding up the “ow” card, Dawn said the word “snow.” A student stood up holding the “sn” card. She praised the student and then said, “What if I wanted to change the word to ‘show’?” Another student stood up holding the “sh” card. She asked students to show her the words “glow” and “blow” before telling them to go back to their desks. Once they got back to their seats Dawn said, “If you are a boy please line up.” She called the girls the same way. As the students walked to PE, Dawn talked to the boy at the front of the line about what he wrote about in his journal.

At 9:50 Dawn walked to the gym to pick up her class. They stopped by the bathroom on the way back to the room. As the students arrived back to the classroom, Dawn asked them to get ready for snack. The students talked to one another while eating snack. At 10:15 Dawn said to the class, "If you didn't get your morning work finished turn a card." Two students walked over to turn their cards. Dawn told the students to get their reading books out and turn to page 84. "What are the five senses?" she asked the class. She went on to ask the students what they see, smell, hear, taste, and feel with. There was a child at her seat in the back of the room who was coloring and cutting out an egg. Dawn did not notice what the child was doing. Dawn told the class that they were going to echo read. She read the first few sentences and then asked the students to read them back to her. Dawn stopped the class after a few paragraphs. "What was the first thing that happened?" she asked. A student answered, "He smelled chocolate." She asked the green table to read with her while the other students followed along. She then read a few pages to the class by herself. Some of the students were beginning to shuffle in their seats. Dawn noticed and asked the students to close their books and stand up behind their chairs. Dawn did stretching exercises with the students to get them to move around a little. She then told them that they are going to begin math.

At 10:40 Dawn asked the students to get out their math journals and turn to the next clean page. "Do you remember target numbers?" she asked the class. Some students replied "yes" while others said "no." Dawn said, "That's when I gave you a number and you told me all the ways I could show the number." She wrote the number twelve on the board and asked the students to give her various ways that she could

show the number. The students told her to draw a picture, use tally marks, write a number sentence, write the number word, draw money, and create an addition/subtraction problem. Dawn wrote the suggestions on the board but did not do an example of each. "In your journal, figure this out for me," she said as she wrote the words "two dimes and one penny" on the board. As the students were working on the problem Dawn circulated around the room. "Now, I'm going to give you a target number and I want you to show it four different ways," she told the class. As the students worked in their math journal Dawn sat down at the kidney table. After approximately five minutes Dawn told the class to put their math journals away.

At 11:25 Dawn told the class that they would be doing centers next. She explained the math center, spelling center, listening, and reading center to the class. At the math center the students were playing a game where they scooped beans out of a container and sorted them into groups of tens and ones. The spelling center consisted of the student writing their spelling words three times each. In the listening center the students were watching a video on community helpers. In the reading center they were reading to Dawn in small groups. The students worked at each center for approximately 20 to 25 minutes. At 12:05 Dawn asked the students to clean up and get ready to go to lunch. She lined the students up by center group and walked them to lunch. Dawn sat with her students during lunch. The students ate their lunch first and then talked once they were finished. Dawn was surrounded by students who talked to her about various topics.

Upon return from lunch, Dawn instructed the class to switch centers. The students worked in centers from 12:45 to 1:15. At one point during center time Dawn

said, "I have five math papers with no name on them so guess what that means; you all got the same grade and it wasn't a 100." The students had rotated to three of the four centers during center time. At 1:15 the class went to media. Dawn came back to the classroom while the students were in the library. From 1:45 to 2:10 the teacher assistant took the students out to the playground while Dawn stayed in the room.

After going to the bathroom students arrived back in the classroom around 2:15. Dawn told them that they were going to see a play performed by a group of students from their class. The six students performed a play called "The Tricky Leprechaun." They received a round of applause when they completed their performance. "I want you to turn in your pencil and pack up when I call your table," Dawn said to the class. The students packed up while talking to one another. As the bell rang Dawn told the students to have a wonderful evening as they walked out the door.

Dawn demonstrated her intermediate disposition in action towards management during this observation when she noticed that the students were getting a little tired of being in their seats and decided to do some stretching with the class. At that time, the students had been in their seats for approximately an hour and a half. This, along with the worksheet and seat work, displays a more technical disposition in action towards instruction. While Dawn did apply the use of centers, most of the activities in which the students were engaged were still technical in nature (with the exception of the math activity). Dawn did use the math journal during this observation; however, she did not take the time to assess the students' understanding of target numbers. Dawn did seem to have a good rapport with the students talking to them

about their writing and about things that had happened over the weekend. She also spoke to one child personally about the play the child had participated in the previous day.

The second day of observation took place on a Tuesday. Dawn informed me when I came in to the classroom that morning that she had no planning time on that day so it would be a “long one.” The students who had arrived before me were sitting at their desks doing their morning work. The morning work was written on the board exactly the way it is written below.

1. Finish Spring book!
2. Write sentences
3. Write in your journal:
 - a. 4 sentences
 - b. Pretend you can taste with your eyes
4. Math sheet
5. Blend sheet

At 8:35 the students were working on their morning work while Dawn was checking papers and working with a girl who was absent last week when Dawn gave the county math assessment. Some of the students were having problems with the “blends” worksheet so Dawn asked the teacher assistant to explain it to the class. She continued to work with the girl. A few minutes later the teacher assistant walked up to Dawn and asked her about the math sheet to which Dawn replied, “I’ve already went over it! We’ve had this sheet plenty of times so she knows what to do!” The teacher assistant handed the paper back to the student and walked away. At 8:50 Dawn told the class to put everything away, stand up, and push their chairs in under their desks. “What are we going to do? Who can tell me?” she asked the class. “Count by two’s,” a student replied. The students jumped up and down at their desks while counting by two’s.

Dawn then asked the class to find a seat at the back of the classroom for calendar math and spelling.

“We’re going to do calendar math today because we forgot to do it yesterday,” she said to the class. “What was the day of the week yesterday? What will tomorrow’s day of the week be? What was yesterday’s date?” she asked the class. Dawn counted the number of tally marks (by fives) which indicated the number of days that they students had been in school. She wrote the number 137 on the board. “[Devin], what number is in our hundred place?” she asked. “One hundred and thirty seven,” the boy replied. “No. What number is in our hundred place [Maria]?” she said to the next child. Dawn went on to ask about the ten’s and one’s place as well.

Dawn reminded the class that they will be going on a field trip to visit a farm next week. “Does anybody remember what kinds of animals we will see on a farm?” she asked the students. The children listed animals such as chickens, pigs, donkeys, cows, hens, and horses. “Has anyone ever seen one of those?” she asked. The students erupted in conversation to which Dawn said, “Raise your hands, please.” At 9:00 Dawn told the class that she was going to read the book “Charlotte’s Web” to the class. This was a smaller version of the original book and is based more on the movie. She asked the class to settle down and listen as she began reading. After finishing the early reader of the original book, Dawn asked the students, “What was happening at the beginning of the book?” The students replied that the little girl’s dad didn’t want to let her keep Wilber. “Raise your hand if you’ve ever seen this movie before,” she asked the class. As the students were raising their hands a little boy began to say something about the book. “My mamaw,” he said. “We’re not talking about your mamaw right

now,” Dawn told the student. “My mamaw has a pet pig,” the child said anyway. “Shh, we’re not talking about mamaw,” she said again to the boy. Dawn ended the discussion about the story and moved on to spelling. She asked the students to go back to their seats for spelling.

“What sound does ‘ow’ make?” she asked the class. The students made the sound that the letters made. Dawn handed out a sheet of paper to every student. She reminded the students to put their name and date on the paper first. She told the students that they were going to have ‘oa’ words today to add to the words that they discussed on the previous day. She introduced seven ‘oa’ words (toad, coach, float, soap, boat, goat, and road). She had both groups of words listed randomly on a piece of chart paper. She asked the students to write the words based on whether they have an ‘ow’ or ‘oa’ in them. She gave the students time to sort the words via their vowel pattern and write them on their piece of paper.

At 10:15 Dawn asked the students to turn in their spelling work and get out their math journals. “We worked on target number yesterday and we’re going to do it again today,” she told the class. “I’m going to write the number and then tell you how to show me the number,” she said while standing at the white board. Dawn wrote the number 15 on the board and then wrote the following verbatim:

1. Tally marks
2. Number word
3. Circles
4. tens and ones
5. Money
6. money words

“So, I want you to show me the number fifteen those ways,” she told the class. As the students were working on their target number Dawn received a phone call telling her that her daughter wasn’t feeling well. Dawn asked the teacher assistant to watch the class while she went to take her daughter to the bathroom. When Dawn left the teacher assistant walked over to the phone and dialed a number. The students got up from their seats and began walking around the room while the TA was on the phone. After she hung up the phone she told the students to go back to their seats and begin working on a different target number. Dawn came back to the room approximately ten minutes later. She asked the students to come see her at the kidney table if the TA hadn’t yet checked their work. As she was checking the work of a few students she said, “If I have checked your paper it needs to be put away and you can take out your reading book.” After checking a few more papers Dawn asked the class to turn to page 94 in their reading book. “Who can raise their hand and tell me one of the five senses?” she asked the class. A little girl raised her hand and said, “Singing,” to which Dawn replied, “No, singing is not one.” She asked everybody to point to the first word on the page and then began choral reading with the class. The teacher and students read the next five pages chorally. There were no questions asked during reading.

At 11:05 Dawn told the class that it was time to go to centers. The math, spelling, and reading center were the same as the previous day. Dawn had changed the video in the listening center to one that talked about doctors, dentists, and nurses. The students in the reading center told Dawn that they were ready to take an Accelerated Reader test. Dawn monitored students while taking their tests. After approximately 20 minutes, a buzzer rang and the students went to another center. Dawn told the students

which center to move to each time the buzzer rang. At 12:05 Dawn asked the students to begin getting ready for lunch. She called the students to line up by tables and they quietly walked down the hall. When they exited the building and were walking outside they began talking to one another in line. When they entered the cafeteria they were quiet again. Dawn sat with her students during lunch. At approximately 12:55 Dawn returned the classroom with her students. They had been to the bathroom after lunch. The students walked straight back to their center areas and continued working. The students completed that particular center and rotated through one more. At 1:45 Dawn asked the TA to take the students outside. The students stayed on the playground until it was time for them to pack up to go home.

This was a particularly long day since there were no “specials” to break up the day. A technical disposition towards instruction was evidenced various ways on this day. For morning work the students worked a worksheet that they had seen “plenty of times” before. This alludes to instructional repetition. When she read the junior reader version of “Charlotte’s Web” she did not ask any predictive questions and denied a boy the opportunity to make a real world connection to the literature after reading the story. After sitting in the floor during whole group the students were instructed to return to their seats where they spent nearly two hours doing seat work. When they got the opportunity to get out of their seats for center time, they went to a listening center that had nothing to do with what they had been studying. A more intermediate disposition towards management was evidenced throughout this day. It was obvious during the observation that the students in Dawn’s class knew the center routine very well. There were neither major discipline issues nor any confusion when changing centers. The

students were aware of the behavior expectation. This was also evidenced when the students were walking to lunch on this particular day. They were a little more talkative than the previous day probably because the lack of a break during the morning. While walking in the hallway of the school the students were very quiet, respectful the school rules, but when they got outside they began talking to one another. This conversation ended as soon as they walked through the cafeteria doors and back into the school. This shows the students' knowledge and respect of school rules and procedures that have been put in to place by Dawn. Most of the assessments that took place during this observation were paper/pencil. There was little questioning during instruction.

Dawn was choral reading the morning work with the students as I walked in to the classroom the next morning at 8:15 a.m. The morning work read as written below.

1. Finish Spring book
2. Write sentences
3. Write 4 sentences in your journal
 - a. Grow
 - b. Throw
 - c. Boat
 - d. Coach
4. Do together

As the students were working quietly at their desks, Dawn was working with the same little girl who missed the county wide math assessment last week. At 8:25 Dawn asked the students to put their morning work in their desks and get out their "offices" which were dividers that each student could stand up on his/her desk. The TA passed out a page from the county math assessment as Dawn talked to the students.

Everybody should be able to do this one. Go ahead and take your offices out just for this one. Okay, everybody has their office up. You will need your pencil. Look at the very top box. There are two boxes here, only look at the top one. See

the number inside the box? Show me three different ways to write that number. Three different ways to write that number. When you raise your hand I'll know you're finished. Okay, everybody look at the second box on the very bottom. Look at the number inside that box. Show me three different ways to write that number. We did this on the board all week. Show me three different ways to write that number. Like any of the ways we did on the board this week. (Dawn, LE Teacher, XYZ Elementary School, Observation)

After the students finished answering the two questions for the county math assessment Dawn told them to take their "office" back down and finish their morning work.

At 8:45 Dawn gave them another worksheet to complete. She told them that this worksheet had a picture of a funny rabbit on it and then went over the directions with the class. "Read the sentences and write the missing word in the blank. Remember, you can use the picture for help," she read to the class. She did an example with the students. "The red hat was on the blank," she read to the class. The students yelled "rabbit!" She told them that they were correct and to write the word "rabbit" on that blank. She told the students that after they finished the worksheet that they could use their colored pencils to color the picture. About 15 minutes later Dawn told the class to turn in their papers and stand up behind their seats. "I'll bet somebody can raise their hand and tell me what we're going to do next," she said to the students. A boy raised his hand and said, "Put our hands on our desk and count by two's to 30." The teacher and students proceeded to do just that.

Once finished Dawn said, "I want you to take your reading book out of your desk, don't sit down, just take your reading book out and put it under your arm and walk to find a spot on the floor." The students quietly walked to the back of the classroom. "When you sit down open your book to the next part of our story on page

100,” she told the class. “This morning we’re going to read about smelling,” she said.

She told the students to point to the words and asked the girls to read with her.

What is that a picture of on this page? Okay, let’s look at the top of the next page and read together. Let’s look at the top of the next page. Let’s read it together. Wait one second; I have a few students who aren’t with us. Let’s wait on them. Okay, now we’re ready. Let’s read this page together. Now, how do you smell pizza? Let’s look at the next page a read together. Okay, turn the page. What is the next sense that we’re talking about? (Dawn, LE Teacher, XYZ Elementary School, Observation)

Dawn told the students to close their books and go back to their seats quietly to put their books away.

Dawn told the class that they were going to do a little bit of spelling before they had snack on this day. She gave the students a piece of paper that had their spelling words in boxes. “We have our card sorts that we are going to cut and sort at our desks,” she said to the class. She told the students that the words are based on the “ow” and “oa” spelling pattern so when they cut out their words they should organize them according to those patterns. She told the students to glue their words on to another piece of paper once they had them sorted. After the students had worked about ten minutes Dawn told them to check and make sure they had their own cards and not someone else’s. A few minutes later she instructed them to clean up around their desks so they could have snack and go to the restroom. Dawn passed out the snacks while the students talked to one another. As the students finished they went to the restroom where the TA was waiting for them.

At 10:10 Dawn told the class that it was time to begin centers. The students had been through all five previous centers so they had changed on this day. She explained the centers to the class.

When you come to center one we are doing to same thing that we do every week except this week we have Easter pictures. Everybody will get one sheet, one bunny, and one eraser. Do we throw erasers around the room? When you finish you will put everything back just like you found it so the next group can get it easily. Next, we will be doing target numbers. For example, who can tell me how we could show the number nine? The middle of the puzzle is the target number and it is in a circle. There are four other pieces that go with the number and they are shaped so they will go on the outside of it. The next center is still going to be spelling words but we're going to cut and paste the words like we did earlier. For the next center you are still going to be writing sentences about the nurse, doctor, and dentist. The last center is a five senses diagram and you can read the directions for that one. Questions? (Dawn, LE Teacher, XYZ Elementary School, Observation)

The students began the centers at approximately 10:15 a.m. As the students were working at their center Dawn sat at the kidney table checking the papers that the students had completed so far during the morning. At 10:40 and 11:00 Dawn told the students to change centers. The students had to stop at 11:15 to go to PE. Dawn asked them to leave everything where it was and line up. The TA took the students outside on the playground after PE. At 12:08 the students and TA met Dawn at the lunchroom door to go to lunch. After lunch Dawn stopped by the bathroom with her class and then brought them back to the classroom. "Go back to the center that you were working on before lunch," she told the class. The students went back to their centers and worked until 1:05. "Go ahead and clean up your centers and get ready to go outside," she said to the class. The students began cleaning up. As a young male student handed a paper to Dawn she said, "This is very nice coloring and nice writing. I think this is something

you can do every day. Great job!” The student smiled and walked back to his desk. “If you have work, pick it up and get in line,” she said. A few students grabbed their work and walk to the door. Dawn asked everyone else to line up. “Be careful,” she said as the boys and girls walked out the door. The TA took the students outside to the playground.

At 1:45 the TA brought the students back in to the classroom. Their cheeks were red from playing so hard outside. They sat down at their seat looking exhausted. Dawn told the class that they were going to be watching an episode of “Reading Rainbow.” She explained that this particular episode is about animals that lay eggs. They are watching this because they would be receiving baby chick eggs next week that they will try to hatch in the classroom. Dawn asked the class, “What other animals come from an egg?” The students gave several answers such as snakes, turtles, crocodiles, fish, and turkeys. Dawn tells the class to get comfortable at their desks and get ready to watch the video. The TA stayed in the classroom as the students watched the video. Dawn came back in to the classroom a few minutes before the students finished watching the movie. As it was ending, Dawn turned the volume down and asked, “Who can tell me which bird lays the largest egg? Which bird lays the smallest egg?” She then told the class that it was time to pack up. She called tables to get their book bags and begin putting things away for the day. Dawn thanked them for being such good listeners as they walked out the door.

Dawn’s disposition toward management was evidenced yet again today by the clear directions that she gave the students. I believe Dawn realizes that in order for her to get the behavior that she would like from her students she must state clear

expectations. She had done that on several occasions during my observations. Dawn spent time checking/grading papers while students were working in centers; however, I think that time could have been better spent working one-on-one with a child or doing small group instruction. The spelling activity in which the students were to cut out the words and categorize them according to the vowel pattern would have better suited to do the previous day switching it with the activity in which the students copied the words and organized them the same way on their own paper. The way in which Dawn organized this particular activity this week was moving the students from semi-abstract to semi-concrete instead of the opposite which is best practice. There was also a lack of review during her reading instruction during this observation. These different incidents give more insight into Dawn's disposition toward instruction, which is mainly technical.

The last day of my observation was a shortened day since it was the end of the grading period. As the students began arriving in the classroom they saw the morning work written on the board. The TA was not present on this day because her daughter was getting married out of state so she had taken the last two days of the week off to travel and prepare for the wedding. The students were unpacking their book bags and going to the bathroom when Dawn asked them to get ready to read the morning work with her. "Write sentences, just like you have done all week; math sheet; cut out words; long vowel 'o' sheet," she read with the class. She went on to read the directions for each sheet and asked the students to work quietly at their seats. At 8:50 she said to the class, "Go ahead and find a spot on the floor, we need to do calendar math since we forgot it again yesterday." The students quietly sat down in the back of

the classroom. “What comes after 27?” she asked. A student answered. “What kind of pattern is up there on the calendar?” she asked. She went on to discuss the day of the week, the weather, and how many days the students have been in school. She reminded the students of when they watched another class perform a play based on the book “The Three Little Pigs.” She told them she was going to read another book that was written from the wolf’s perspective after they got back from Music. She asked the students to line up quietly. As the students lined up she walked to the door and reminded them of the procedures for walking in the hallway. She walked out the door with her class following close behind.

When the students returned from Music they had a snack. They talked to one another while eating and seemed to enjoy the time. After snack she told the students that she wanted them to go ahead and go to centers. They would have limited time today but she wanted to try to get them in. She told each group where to go. At 10:45 she told the students to switch centers. “Go to the one center that you haven’t been to yet,” she told the class. As the students were working at the center, Dawn was grading papers and entering grades on the computer. She had planned to leave early that afternoon so she wanted to get her grades entered. At 11:25 she told the students to begin cleaning up. “Go ahead and start cleaning up at your center because we go to computer lab in five minutes,” she said. The students were only in the computer lab for twenty minutes this week because they were going to lunch early. Dawn went to computer lab with her class.

After computer lab they went directly to lunch where she sat with her students. During lunch Dawn had a conversation with two students about their baseball

team. “So, you two guys are on the same team?” she asked. One boy replied, “Yeah, he plays first base and I play third.” Dawn went on to ask them about their practices, games, coaches, and what their uniforms looked like. The two boys seemed to enjoy the conversation. As the students were putting up their trays and lining up to leave the lunchroom, one of the boys walked up to Dawn and hugged her. He didn’t say anything; he didn’t have to, his smile said enough. Dawn smiled and hugged him back. Upon arrival back to the classroom Dawn told the students that it was time to pack up to go home. She asked a few boys and girls if they knew where they were supposed to go since it was a short day. As they walked out the door she told them to be safe and have fun playing outside on the beautiful day.

Although this was an abbreviated day without her TA, Dawn’s strong rapport with the students was evidenced yet again. This could have been a very frustrating day without the extra set of hands that Dawn was used to but she seemed to do fine. The conversation with the young boys at lunch and subsequent hug showed her loving relationship with her students. Dawn did not get around to reading the story that she spoke to the students about before Music on this day. Since they had just watched a play based on the traditional story, I think this would have been a good time to use a Venn diagram discussing the similarities and differences between the two books. Since I was conducting interviews, I was not able to get back in her classroom during reading the next day. I did stop by the classroom and ask Dawn if she got a chance to read the book. She told me that she hadn’t gotten around to it yet but hoped to read it the following week.

Student products. The work products that I collected were from the days that I observed in Dawn's classroom. The work products submitted by Dawn were "unistructural" according to the SOLO Taxonomy. One worksheet required the students to "identify" the long vowel 'e' words listed on the page. Another sheet contained simple subtraction problems which required the students to do a "simple procedure" to find the answer. Problems ranged in difficulty from "3 – 1" to "9 – 7." A third piece of unistructural work also required a "simple procedure." The students were given a "spelling sentence" that was written four times (two on the front and two on the back) on a sheet of paper. The students were to simply copy the sentence correctly on lines provided below each sentence.

Tina

Tina is White, married to a carpenter, the mother of a baby girl, and a traditionally licensed teacher. She has taught 1st grade at the same elementary school since she began two years ago and grew up in the community in which the school is housed. There are 18 students in her classroom; 8 boys and 10 girls. Her parents are still married and live in the same county. Tina attended XYZ Elementary School as a child. She went straight to a private college when she graduated from high school. There she met her husband with whom she has an eight month old little girl. A memory that Tina carries about her own public school experiences is that she did not learn to read until she was in the third grade. She remembers that experience vividly and feels that it is one of the reasons she became a teacher. She fondly recalls her third grade teacher as being a "true blessing" in her life. She now uses that experience to

remind herself of the kind of teacher that she needs and wants to be. Tina is in her mid 20's and is in her second year of teaching.

Interview data. Tina believes that strong classroom management should be built upon procedures and routines that the students can remember and follow. She thinks that if you have those procedures and routines in place that transitions as well as other aspects of the day will run more smoothly. Tina isn't bothered when students are up moving around and talking in her classroom as long as their moving and talking for a purpose. She also feels that the chemistry of the classroom changes from year to year so she will need to adjust her management to fit each group of students. Tina will, however, tell you that she doesn't feel that management is a strength for her.

I've had a couple issues with [management] this year. I'm just not very good at it I guess. I have a lot of routines like for unpacking, seatwork, turning in papers, and lining up...The chemistry of the kids this year has affected my management. I have a lot of talkers and this year has given me some problems. I have spent the year trying to figure out how to channel their talking towards the things we are doing in class. It's been a challenge. (Tina, TL Teacher, XYZ Elementary School, Interview)

When asked about her classroom management techniques, Tina's administrator expressed an observable difference between the management of Tina and that of Dawn. She mentioned similarities between the two teachers as well.

[Tina's] management is more structured. She doesn't have quite as much empathy there as [Dawn] has and that does make a difference in classroom management. Her lack of empathy and patience level is a weakness...I have heard her be a little loud at times. I would not classify it as yelling, but at a loud pitch. She is learning that a lot of children do not respond to that...I think she has a pretty good rapport with her kids, not exactly in the same manner as [Dawn], but good...She's got a set of rules and if the kids break the rules they're

responsible. She's pretty consistent with making them follow through on those rules. (School Administrator, XYZ Elementary School, Interview)

The administrator alluded to the fact that Tina is becoming more and more empathetic as her young daughter gets older. The school administrator praised the management of both Dawn and Tina expressing that they simply had different styles but both were effective.

When asked about the important aspects of instruction Tina said she felt that the kids should be the center of focus when planning. She relies on the NCSCOS as a guide for planning as well. She believes in using various strategies to meet the needs of all learners in her classroom.

Focusing on teaching the children is important; reading the faces and body language while I'm teaching is important; seeing how they're catching on and how they're learning...I like for them to come up with their own conclusions about things and questions from just experimenting with math and hands-on activities in science. I use a lot of hands-on activities, visual, movement, and having the students move around; and of course, I always keep the standard course of study in mind when I plan for each day and week. (Tina, TL Teacher, XYZ Elementary School, Interview)

Tina also stated that she used "just as much whole group as small group" instruction in her classroom. She feels that small group learning experiences give the students an opportunity to individualize their learning. Tina's administrator supported her comments in regards to instruction.

I've observed her teaching whole groups and small groups as well as doing individualized instruction. She'll ask them questions that make them really think about what the answers could be as well as why. She does a lot of hands-on activities and uses a variety of different strategies. She knows the curriculum and

does some really neat things with the kids. Oh, they do centers as well. (School Administrator, XYZ Elementary School, Interview)

Tina's administrator seemed pleased with the various instructional strategies that Tina uses in her classroom on a daily basis.

When it comes to assessment in the classroom, Tina is much like the other teachers in this study. When asked about assessment Tina stated, "I don't really put too much emphasis on assessment, not enough anyway." Like Kim from Group A, Tina is not aware of the various types of assessments that she uses on a daily basis.

I always look for the ending goal when it comes to assessment and ask myself if they have accomplished it for the year...It's the end result that I focus on...Sometimes I do a short review or practice but I don't necessarily use a worksheet. I will look at something they have done in their journals. I guess I do a lot of walking around assessing, especially when we do hands-on types of things. I usually have a checklist and I put the goal at the top and check whether they got it or not. (Tina, TL Teacher, XYZ Elementary School, Interview)

Tina expressed a belief in immediate feedback when it came to students in her classroom.

I think it's important to assess it right away, to provide feedback quickly because it's much easier to correct a child's understanding right away than a day later when they've done it incorrectly at home. That's important because it calls attention to what they have missed so I can help them go back and change their thinking. (Tina, TL Teacher, XYZ Elementary School, Interview)

The administrator at XYZ Elementary School has been encouraging her teachers to work on providing feedback and suggests that Tina is strong in that particular area.

[Tina] uses group assessments, asks questions, and uses formal and informal assessments. When she has them in whole group she assesses each one of them

when they finish instead of having them turn it in and shelving it. She will look at it right away. Once she figures out what they need then she provides extra one-on-one help. (School Administrator, XYZ Elementary School, Interview)

Like Kim (Group A), Tina doesn't see the immediate feedback and one-on-one time with the students as a form of assessment.

Tina believes it is important to have positive communication with the students as well as with the parents in her classroom.

I enjoy talking with students one-on-one in the hallway or walking in line. In the morning when they come in there are things they want to discuss. Having open communication with the parents is also important. I write notes in folders, send information to parents, and send student papers home on Fridays so they'll know how their child is doing. I also think it's important to talk to [the parents] when I see them out in the community so they will be more comfortable calling me about things and I feel more comfortable discussing things with them. (Tina, TL Teacher, XYZ Elementary School, Interview)

Tina also mentioned that her ideas about communication with parents shifted when she had her own child. "I try to think of what I will want to know when [Kelly] goes to school," she said.

Tina's view on her role as a professional was based on creating a positive experience for the students in her classroom. She talked about some of the things that she considered "important" about being a teacher.

I think that researching and finding ways to build lessons is important... [Also] teaching and sharing ideas with a good group of grade level teachers is important. I think it's important to know the NCSCOS because that is our guide. It's important to be a strong planner and have materials and supplies ready at the beginning of each day. (Tina, TL Teacher, XYZ Elementary School, Interview)

Tina only has one career goal at this point; to obtain her permanent teaching license. She hopes to become a National Board Certified teacher within the next five to ten years.

Like Dawn, Tina also had a positive experience with her mentor teacher. Her mentor taught in the same grade level and was readily available to provide ideas and support for Tina whenever she needed it. “I know sometimes that mentors don’t teach within the new teacher’s grade level so I consider myself lucky,” she stated when asked about her own experience.

Card sort data. Tina completed her card sort on the first day of observations. When determining the importance of the varying levels of instruction, Tina was responsive in her choice of most to least important cards. She chose statements such as 1) responding to students questions, noting progress, and sharing ideas that are build into instruction; 2) lessons featuring the scaffolding of skills and concepts to build upon students’ understanding; 3) relating classroom experiences to real world situations and connecting issues to students’ lives beyond school and; 4) feedback taking multiple forms as being most important.

Tina was intermediate in her choice of most to least important cards regarding management. She chose statements such as 1) partial student involvement in instructional decisions by giving the options with assignments and projects; 2) students have some choice about what they study and how to study; 3) dialogue indicates a congenial atmosphere and; 4) some awareness of individual difference and variation in management as being most important. Tina also chose a few responsive cards in regards to management such as 1) emphasis on input in designing tasks, developing

procedures, and measuring student growth and; 2) address disruptions and promotes engagement in ways that encourage shared responsibility. Interestingly enough, Tina's card sort choices on management were identical to Kim's choices.

Tina was varied in regards to her card sort choices about assessment. She chose responsive statements such as 1) communicate high expectations for learning and; 2) assessment takes place through projects/learning tasks with occasional tests, quizzes, and worksheets. Tina made an intermediate choice when she picked the card that stated dialogue/interaction emphasizes progress towards high quality performance. Tina made a technical choice about assessment when choosing the card that stated that the focus should be on providing information and questioning students.

Observational data. The first day of observation in Tina's classroom began on a brisk spring morning. As I arrived to the classroom at 8:15 some of the students had already unpacked their book bags and began working at their tables. "What time is it?" Tina asked. The students answered "8:15" in unison. "So what are you working on?" she asked. The students answered "morning work." Tina continued talking to the students.

Okay, stop and let's take a look at your math morning work; the grocery shopping paper. How many of you have been grocery shopping with your mom or dad? Good, this sheet will help you get ready for the next time you go to the grocery store. It is asking you to fill in the missing number in the addition sentence. So, look at number one. Count the bags of beans. How many bags all together did they buy? So, what do you do? (Add) Great! When you finish you can read at your special spot. Remember that you need to be working and making good choices. (Tina, TL Teacher, XYZ Elementary School, Observation)

As the students finished their morning work they took books and went to a designated spot on the floor to read quietly. Tina was walking around the room helping students with their work. She walked up to a little boy who was having problems. “What’s up?” she asked. “I can’t figure this one out,” he said. “Okay, four plus two; remember you put the big number where?” she asked. “In my head,” the student replied. “Right, so four, five...” she said. “Six!” the student said. “Good job!” she told him as she moved on to the next student. Tina moved over to the computer to help students take Accelerated Reader tests. She monitored the students as she was standing at the computers. “[Tommy], go around the other way or say excuse me,” she said while working one-on-one with a student at the computer. “[Jacob], I want you to sit at your seat and work on morning work number one. When you’re finished bring it to me and I’ll give you number two,” she told the boy who seemed overwhelmed by the assignment. “You guys have four minutes to finish up what you’re working on,” she told the class.

At 8:40 Tina asked the class to begin cleaning up. She told them that they were going to be writing on the paper that she gave them on this day instead of writing in their journals. She passed out the paper and gave them a prompt. “You are going to write about your favorite field trip this year,” she told the class. “Can we write about two?” a student asked. “Good question. If it’s your favorite field trip then can you write about more than one?” she asked the class. She went on to list the field trips that they had taken this year on the board with the students’ help. They discussed each field trip and the things that the students did and learned on each trip. “When you’re writing

about your favorite field trip are you just going to say you liked it?" she asked the class.

She continued to discuss the assignment.

You have to put things in order. You don't want to talk about milking the cows at Boa Moo Farm before you even get there. Remember, a story is like a hamburger. The top bun is the beginning, the meat is in the middle, and the bottom bun is the end (draws on board). Do you just tell me that you had fun at the end of your story? You have to tell me what you learned or how you felt about the trip. Does anybody have any questions? Okay, go ahead and get started. I'll be walking around so if you need me just raise your hand and I'll be right there. (Tina, TL Teacher, XYZ Elementary School, Observation)

At 9:05 Tina asked the students to stop what they were doing and line up to take a quick trip to the restroom before Guidance. The students quietly lined up at the door. The TA stayed in the classroom while Tina took the students to the restroom. They waited in line outside the bathroom while three students went in and came out. They were quiet in the hallways. Tina spent time looking at student work from other classrooms that was hanging on the walls outside of the restroom. As her kids were coming out they noticed what she was doing and began looking at the work themselves. Once all of the children had been to the restroom Tina walked back to the classroom where the guidance counselor was waiting. Tina stayed in the room during guidance.

At 9:55 the guidance teacher left the room and Tina asked the classroom leader to distribute the snack. The students ate their snack while talking to one another. "Okay, you should be finishing up your snack," Tina told the students at 10:03. "Hey [Jack], is George out of the hospital?" she asked a child. "Yeah, he came home yesterday," the little boy told Tina. "Don't worry about your writing right now. Take

this time to talk to your neighbors,” she told the class. The students talked to one another as they finished their snacks.

After returning from the restroom at 10:20, Tina asked the class to get out their Scholastic Reader. She told them that they were going to read it together. The students read chorally with Tina.

Do you remember the name of the dinosaur? What was so special about Sue? (Her bones turned in to Rock) Right! Because that’s what a fossil is and they found the bones of a dinosaur. What kind of dinosaur? (T-Rex) So they thought hmm, I wonder what she looked like when she was alive. Okay, let’s read together. Would you like to have a dinosaur named after you? What does the word ‘discover’ mean? Hey, what spelling word do we have this week that means the same as ‘shy’? (Tina, TL Teacher, XYZ Elementary School)

Tina went on to question the students during reading. She made connections to previous reading and also to math.

Remember last week when we talked about an island? What is that? (Surrounded by water) Did they use big machines? What would have happened? (They would break the bones) This is one foot (holding up a ruler). How many feet long is Sue? (42) So, how many rulers would we have to put together to measure Sue? What do you think that year is for on the time line? (The year Sue was born) If this is the year she was born, what would go here? (When she died) Right! (Tina, TL Teacher, XYZ Elementary School, Observation)

Once finished, Tina asked the students to put their Scholastic Reader in their mailboxes to take home. “When you put that away, go ahead and go back to your spot to finish your writing,” she told the students. “Thank you [Caleb] for going back to your spot so quietly,” she told one little boy.

She told the students that they were going to play “sparkle” with their spelling words. She divided the class in to two teams. She called out the spelling words and

each team got a chance to spell the word. “Spell toy,” she said to a group. The first child gave the “t”, the second gave the “o”, the third gave the “y” and fourth said the word “sparkle.” They went through the list of spelling words together.

After finishing “sparkle” she told the students that it was time to start math. She wanted to review a few things with them during math today. “We need to work on some things that we haven’t done in a while,” she told the class. “I need you to get a white board, a pencil, and some paper and go to your spot,” she said. The students followed her directions as she handed out a piece of paper. “Take a look at the picture on the paper that I gave you,” she told the class. “This picture represents a number, I want you to figure out what number it represents and write it below the picture,” she said. The students stood up when they had finished the problem. She did the reverse activity with the students as well, giving them a number and asking them to represent the number via a picture. Tina was putting up a poster with different ways to show a target number while the students were working on their assignment.

Okay, target number, remember those? We did that a while back. Who can tell me what we do with a target number? (We show seven ways to make the number) Remember this poster? Here are the seven ways to show a target number. Someone tell me about each of these different ways. Instead of seven ways, today I just want you to show me three ways to make the number. Any three ways to make the number. Your first number is 18. Show me three ways to make the number 18. Your second number is 25. Show me three ways to make the number 25 please. (Tina, TL Teacher, XYZ Elementary School, Observation)

The students worked quietly at their spots. “Come show me when you finish,” she told the students. As students finished showing three ways to make each number they walked up to Tina. She checked their work helping any who had made a mistake. She

gave the students several more opportunities to work on target numbers. Each time, Tina checked student work individually. When finished she said, “I’m going to tell you what we have for lunch today. I need your attention so you’ll know what you want to eat.” She read the lunch menu and asked the students to line up to go to lunch. The students walked down the hallway quietly. Tina sat with her class while eating lunch.

At 12:55 they arrived back in the classroom after lunch. “Take out your reading books and join me on the carpet,” Tina told the class. The students got their books and quietly sat down in the corner of the classroom. Tina was sitting in a rocking chair facing the group.

Turn to the story titled ‘Young Amelia’ for me please. Take a look at the table of contents and tell me what page we need to find. (67) Okay, turn to page 67 please. What kinds of dreams do you have? Not the kind of dreams that you have when you’re asleep, dreams about your future. For example, when I was a little girl your age I wanted to be a Vet. Then, when I got in high school I decided to be a teacher. Another dream of mine that came true was that I always wished for a horse. I wanted my own horse and when I graduated from college guess what my parents got me? (A horse!) Yes, my horse. Now I have seven! Share with me some of your dreams because we are going to read about Amelia’s dreams. (Tina, TL Teacher, XYZ Elementary School, Observation)

The students went on to share their dreams. They named things like being a horse trainer, a SWAT team member like a daddy, a pilot, and preacher. Once each student had an opportunity to share his/her dream, Tina directed the students to the story in the book. “So, what do we think this story will be about?” she asked to begin. The students made predictions and Tina began reading. She called on individual students to read from the book. During reading Tina asked questions like “How could flying planes change her life? How did she keep from getting hurt by the horse? What are

some important things that happened in Amelia's life?" The last question that Tina asked compared the character in this story to a previous character that the students had read about. "Who was the bravest, Johnny Appleseed or Amelia?" she asked the class. The students expressed their opinions and Tina listened to each one. Once finished with reading, Tina asked the students to go back to their tables and begin packing up. "Don't forget to get your papers out of your mailbox to take home," she told the class as they were getting their books bags. "Have a great afternoon!" she told the students as they walked out the door.

Tina's responsive disposition in action towards instruction was displayed early on this day. During math instruction Tina helped the students make a real world connection between the activity that they were doing and going to the grocery store with their family. She made another real world connection during her reading instruction by talking with the students about their ambitions for the future. She shared her own experiences as well. This disposition was also evidenced when she broke an assignment down for a student who was feeling overwhelmed by the work. She told the student to do a piece at a time and bring it to her to be assessed so she could give him another part to do.

Her intermediate dispositions toward management were evidenced via the routine that the students followed while doing their morning work, walking down the hallway, and reporting to their special spots to work. She told the students to talk to their neighbors during snack time instead of working on something that wasn't finished. Tina realized that giving students' time to talk freely when the opportunity arises will make instructional time easier.

Tina spent time assessing student work individually during this day of observation. She talked to students one-on-one after they completed the picture representation of target numbers as well as when they were working on their morning work.

The second day of observation began much like the first. The students came in quietly, unpacked their book bags, and went to the bathroom before beginning their morning work. At 8:15 Tina said, "You need to go ahead and finish your sentences and begin your two-digit addition page." There were four sentences written grammatically incorrect on the board as part of the morning work. She told the students to re-read their books when they finished their morning work and called a few students at a time over to the computer to take an AR test. "You may also have work in your unfinished work box that will need to be done as well," she reminded the class. As she was helping students take AR tests she was also assessing each child's morning work. "[James], I want you to come back and see me after you do the problems that I circled," she told a student who had brought his paper to be checked. As the students were working on their morning work, Tina called a student to the kidney table who was absent the previous day. "Please take your work to Mrs. [Miller] to be checked while I'm working with [Megan]," she told the class. Tina worked with her on the material that she had missed. After she finished working with [Megan] she walked up to an EC student to help her with the math morning work involving two-digit addition.

Okay, look at this one. What is two plus one more? (Three) Yes! Now, remember when we start on this side we have to do these. What is four plus two? Get the big number in your head then add the little number. So start at four and count up two. (Six) Yes! So, what is the answer? (63) See, you can do these!

Do the next one and let me know when you finish it. (Tina, TL Teacher, XYZ Elementary School, Observation)

The little girl smiled and started working on the next problem. After a few minutes Tina asked the class to begin cleaning up.

Once they had cleaned up, she told the students to stand up and push in their chairs. She explained that she was going to say one of their spelling words and when she did she would ask someone to spell it and then give her a sentence using the word. She named several words. On the board she wrote the vowel patterns “oi” and “oy” with a line under each. After students spelled a word and gave a sentence they walked up to the board and wrote the word under the correct spelling pattern.

<u>oi</u>		<u>oy</u>	
boil	join	joy	boy
spoil	moist	ploy	toy
soil	coin	coy	
foil	point	soy	

After sorting the words according to the vowel pattern Tina asked the students if there were any mistakes that needed to be corrected. The students agreed that each word was in the proper place. She told the students to get out their library books because it was time to go to the library. After library the students went to the computer lab.

At 10:45 they arrived back in the classroom. She told the students that they would be reading a short story on this day and answering questions instead of reading out of the reading book. She gave them a copy of a story about a pig. The story contained vowel patterns and rhyming. “Let’s read the story together,” she told the class. The students read the story with Tina. “What is the main idea of the story?” she asked once they had finished reading. “What is the plot?” she also asked. They had a

discussion about the characters in the story and how some were farm animals while others were zoo animals. “Which animals are farm animals? Which are zoo animals?” she asked the class. They discussed the differences between each.

She told the students that they were going to talk about estimation in math on this particular day. She drew a large rectangle on the board. She drew a small square on the board beside the rectangle. “How can we figure out how many squares will fit in to this rectangle?” she asked the class. A student replied, “You can guess how many.” Tina told the class that to make a guess is to estimate. They went on to discuss how many squares that the students thought would fit in to the rectangle. She then gave the students a sheet of paper that had a drawing of three rectangles with adjoining sides and a smaller rectangle at the bottom of the page. She told the students to try to estimate how many smaller shapes they think will fit in to the larger rectangles. The students worked quietly at their seats while Tina circulated around the room. Once the students had worked independently for a few minutes Tina asked who would like to come up and share how they got the answer.

How did you figure this out? So, she drew a line there in the middle and took her fingers and put them between the edge of the shape and the middle line to see that two would fit in each larger rectangle. That was a smart thing to do! She even numbered each box and wrote a number sentence that is $2 + 2 + 2 = 6$. So, how many will fit in the larger shape? Very good! Very good! (Tina, TL Teacher, XYZ Elementary School, Observation)

Tina allowed other students to share how they determined the answer before asking the students to pass their papers forward. She then asked the students to join her down on the carpet.

The students sat down on the carpet waiting for Tina. She sat down in a rocking chair and was holding a big book. “Last week when we read out of this book what did we learn about?” she asked the class. “We read about life cycles,” a student answered. Tina told the students that today they were going to read about force which involved pushing and pulling. She introduced a few vocabulary words to the students asking them if they knew what each one meant. The words were force, push, pull, zigzag, surface, and friction. “Did you know that roots can push a rock?” she asked the class before she began reading. “When you kick a ball, are you pushing or pulling?” she asked the class while reading. She began reading again. “We’ve talked about two kinds of forces, what are those? What kind of force keeps a swing moving? A bowling ball? A tug of war rope?” she asked the class. They discussed each answer before going back to their seats.

She gave the students a sheet that had pictures of monkeys doing different motions. Below each picture the students were asked to write whether the monkeys were pushing or pulling to complete the motion. Tina went over an example with the class and then asked them to work independently to complete the sheet. She walked around the classroom assisting students who needed help. “Go open the door over there,” she told one student. “Is that a push or pull?” she asked. The students placed their papers in a basket when finished without being prompted and began reading at their tables. Tina told the students that it was almost time for lunch and asked them to begin cleaning up their work spaces. As the students were cleaning up she read the lunch menu to them. They lined up at the door and walked to the lunchroom. Tina sat with her students during lunch.

After lunch the class stopped by the restroom before the TA took them outside for a fifteen minute break. Tina went back to the classroom to check the papers that the students had just turned in before lunch. When the students returned to the room Tina asked them to get out their math journals. She told them that they were going to do word problems like they had in the past.

We will work one together just like we did before. Are you ready? Okay, here is the problem. Caleb has three fish bowls and he puts four fish in each bowl. How many fish does he have? Who can tell me what to do to solve this problem? Okay, so we draw the fish bowls first. (Draws three bowls on the board) Next, we put four fish in each bowl. (Draws four fish in each fish bowl) Let's write the number sentence; we have $4 + 4 + 4$. What does that equal? Yes, twelve. So, Caleb has twelve fish. Good job! Here is your next problem. I want you to try to do it by yourself. Sue has four plates and she puts four apples on each plate. How many apples does Sue have? (Tina, TL Teacher, XYZ Elementary School, Observation)

The students worked independently on this problem as well as four more. Tina circulated around the room looking at student work and talking to individual students. Once the students had finished working on their math problems Tina told them that it was time to pack up and get ready to go home. She called students by tables to get their book bags. The students were talking and laughing as they packed up to go home. Tina reminded the students to bring their newsletter back signed the next day as they walked out the door.

Tina displayed her disposition in action toward instruction when she spent time working with a little girl who had been absent the previous day. She patiently worked with the child reviewing the concepts that she had missed. Tina also had the foresight to direct the other students to her TA instead of allowing them to interrupt her time working one-on-one with the student. The students showed their awareness of the

routine when completing work again on this day of observation. Once they had completed their science activity they knew exactly what to do with the paper without being prompted in any way. Tina spent a lot of time circulating while students were working independently again on this day of observation. She also spent quite a bit of time working one-on-one with students who were having problems grasping the content. This behavior is indicative of her disposition towards assessment.

The final day of observation began when the students came filing in to the classroom early in the morning. They followed the same morning routine as they had on the previous days. Tina explained the morning work to the students. She told them that the first thing they were to do was a compound word sheet. “What is a compound word?” she asked the students. She went on to do an example from the sheet. Tina then talked to the students about double digit addition. “Where do you start when doing these, with the tens or the ones?” she asked. The students continued working at their desks quietly.

Tina handed out a Scholastic article and told the class that they were going to be reading it soon. “We have two of those this week because we missed doing one last week,” she explained to the class. Before they began reading the article the students had snack. “For snack today we have carrots and animal crackers. You can have one or you can have both,” she told the class. Tina and the TA walked around the classroom passing out snack. The students thanked the child that brought the snack for that particular day. They sat at their tables eating their snack and talking to one another. At 10:15 Tina told the class that it was time to clean up. “Once you’re finished you need to throw your cup away and clean off your table,” she said.

The front of the Scholastic article had a picture of ants. Tina said, “Is this a real picture?” The students answered “yes” together. She asked the class what the ants were doing in the picture. She explained that ants work in teams to get their jobs done and that it was good for people to work in teams also. She read the first page of the article chorally with the class. She asked the students to open the paper and called on a child to read. When the student finished reading Tina asked, “Anthill, what kind of a word is that?” They chimed in to answer, “A compound word.” Tina then asked, “Can you find another compound word in that paragraph?” The students located another word and raised their hands to share. Tina called on another student to read and continued to question the children about what had been read. She then went through an activity that was included in the article.

Let’s look at the diagram at the bottom of the page. What’s the title? (Inside an anthill) Draw an ‘X’ on the ant larva. Where is that? Put an ‘X’ on that for me. Circle the place where ants store food. Which ant is laying eggs? (The queen) How do we know which one she is? Which ants take away dirt? Good job! (Tina, TL Teacher, XYZ Elementary School, Observation)

Tina reminded the students that they had recently discussed animal needs when they talked about life cycles. “We’ve talked about plants and animals and what they eat and need to survive,” she said. “Today you’re going to make a book about animal needs,” she told the students. She showed the class a sample book and explained how they would be completing the task. She allowed the students to choose the animal that they wanted to use to illustrate the needs. Her example used a bear cub. She talked about the animal habitat affecting the various needs that it would have and how those needs would be different depending on the type of animal that they chose. “What kind of

animal only eats grass?" she asked. "What do we call an animal that eats meat?" she also asked. She told the students that they had until lunch to work on their books. Tina walked around the room answering student questions. She referred two students to the computers in the classroom to look for information. At 12:10 she asked the class to get ready to go to lunch. She asked a student to read the lunch menu to the other students. The class lined up at the door by their respective tables and walked to the cafeteria. Tina sat with her students and talked to a few of them about their books during lunch.

Classroom schedules for the week had been shifted around due to county testing so Tina's class did not go to music until after lunch on this particular day. Normally they would have gone in the morning. Tina dropped the students off at music and reminded them to be on their best behavior. At 1:25 she went to get her students. They stopped by the restroom on their way back to the room. The students were excited about a song that they had learned in music. Tina told them, "When we get back to the room you guys can sing it for me!" The students sang the song beautifully when they got back to the classroom. "You have just a little bit longer to work on your books," she told the class when they finished their serenade. The students went back to work on their books.

At around 2:00 Tina told the students to be finishing up on their books. "If all you have to do is color that's fine but if you are still working on the text you will need to put it in overdrive here," she told them. Some students had finished and were allowed to go to the library. Others were taking AR tests or reading in their spots. At 2:10 she told the students to go ahead and turn in what they have finished. She asked them to join her on the carpet so she could read to them one last time on this day. The

student excitedly sat down on the carpet in the back of the room while Tina got a book. She read to the students while they listened intently. When she finished the book she asked them to go back to their tables and wait for her to call their groups to pack. As the students packed up she passed out the papers they had turned in earlier that day and said, “Thank you so much for working so hard on this for me.” Some said “you’re welcome” as the bell rang and they walked out of the door.

Tina’s disposition towards instruction was demonstrated today when she asked the students to create the book about “animal needs.” It would have been much easier for her to have assigned an animal and for every child to have been working on the same project. Instead, she allowed the students to choose their animal in an attempt to maintain their interest and enhance their performance. The students seem to know what Tina’s behavioral expectations are at all times. They know where to turn in papers, how to walk down the hallways, and what to do when they arrive at school every day. It is obvious that Tina has spent time reinforcing those routines to the students.

By having students to share understanding via creating the animal books, Tina showed her ability to assess understanding by allowing students to demonstrate their knowledge using various methods. Tina could have easily assumed knowledge by student answers to questions. Instead, she engaged them in a project.

Student products. The work products submitted by Tina ranged from unistructural to extended abstract according to the SOLO Taxonomy. In the unistructural products the students were prompted to simply copy four “spelling sentences” on to a line below where they were originally written; similar to a piece of

work described in Dawn's work product section. The difference being that Tina's sentences had no punctuation or capitalization so the students were required to determine that information themselves. Dawn's worksheet had the sentences written correctly. Some of the work products were multistructural in regards to SOLO. For example, one math sheet required the students describe events that were "more likely" or "less likely" to happen. In the relational work product the students were asked to analyze a chart containing information on a class's favorite pet. The students were to take the information from the chart and put it in to a bar graph. An example of the extended abstract stage of the SOLO Taxonomy was demonstrated when the students were asked to "estimate" how many shapes that were a certain size would fit in to a larger picture.

Group C: Analysis

In order to address RQ 1 and RQ 2 I analyzed the teacher interview data, principal interview data, card sort data, field note data and student product data searching for patterns and themes. I looked specifically at each participant's reported and observed dispositions as they relate to classroom management, instruction, and assessment. These areas are those outlined in the DIA instrument (See Appendix F). The reader can refer to each participant's profile for an extensive report of the data for each of these sources. While reporting the results for this question I will refer to the three areas of dispositions in action outlined in the DIA instrument (management, instruction, and assessment) giving an analysis of teachers' dispositions as related to each domain. I will outline those dispositions in action in a chart so the reader can easily distinguish dispositions between the two teachers (See Table 4).

Table 4
Dispositions of Dawn and Tina

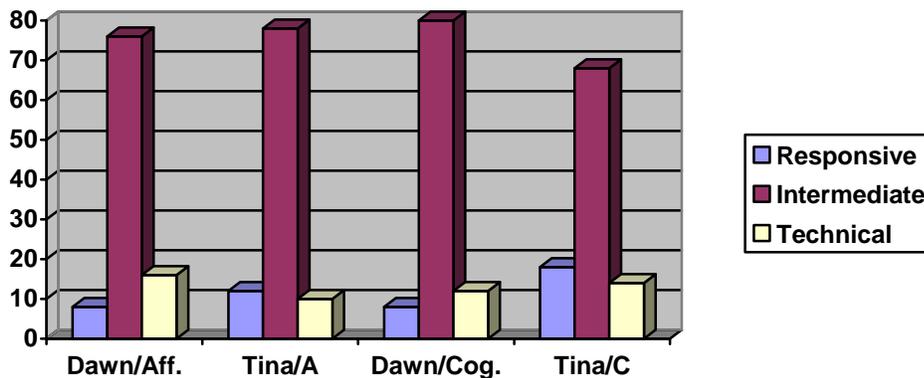
Domains DIA	Classroom Management	Instruction	Assessment
Dawn	Intermediate (Cognitive & Affective focused Disposition) <ul style="list-style-type: none"> • Management system in place that is tied to NCSCOS • Strong rapport with students • Safe environment • Procedures/routines in place • Clear statement of expectations • Occasional authoritative dialogue 	Technical <ul style="list-style-type: none"> • Uses worksheets almost exclusively • Uses centers but activities are technical in nature • Repetition of instructional strategies • Large amount of seatwork • Mostly whole group instruction • No differentiation • No integration • Asks mainly lower-level questions 	Technical <ul style="list-style-type: none"> • Single events (worksheets, timed tests, spelling tests) • Assessment is routine • Lack of knowledge about student progress • No use of conferencing with individual students
Tina	Intermediate (Cognitive & Affective focused Disposition) <ul style="list-style-type: none"> • Keeps students actively engaged and on-task • Good rapport with students • Students have some choices in regards to how they study (book) • Strong use of procedures and routines • Management plan in place 	Responsive <ul style="list-style-type: none"> • Uses various instructional strategies (hands-on, visual, & audial) • Progression of instruction guided by assessment of student learning • Differentiation • Variance in levels of questions • Individualized instruction when necessary • Makes real world connections with students • Integration of subjects 	Intermediate <ul style="list-style-type: none"> • Strong use of one-on-one conferencing with individual students • Uses questioning during instruction as a form of assessment • Uses journaling as a form of assessment • Aware of students grasp of concepts • Grades/assesses students herself

Management. Dawn and Tina's management is more similar to one another than in any other group. Both teachers have established procedures and routines in place in their respective classrooms. Tina's students seem to have a better grasp on the behavior expectation in regard to the routines that are in place while Dawn's students sometimes wander. Both teachers have a positive rapport with their students and it

seems that the children in both classes feel comfortable approaching the teachers in the classroom. A common factor between these two teachers is that they both have at least one child of their own. The administrator made note of the fact that she had noticed a change in Tina's rapport with the children since she had her own child. Interestingly, Dawn has an established management plan that is tied to the NCSCOC while Tina does not. However, this management plan is reward based which is often connected to behaviorist theory.

When looking at the percentage of responsive/intermediate/technical statements each made in regard to management during my observations, one can see how the two teachers are closely matched. Both teachers made more intermediate statements with both areas of the classroom management domain (See Figure 8). This is supported by the observational data.

Figure 8
Dawn and Tina
Dispositional Statement/Management

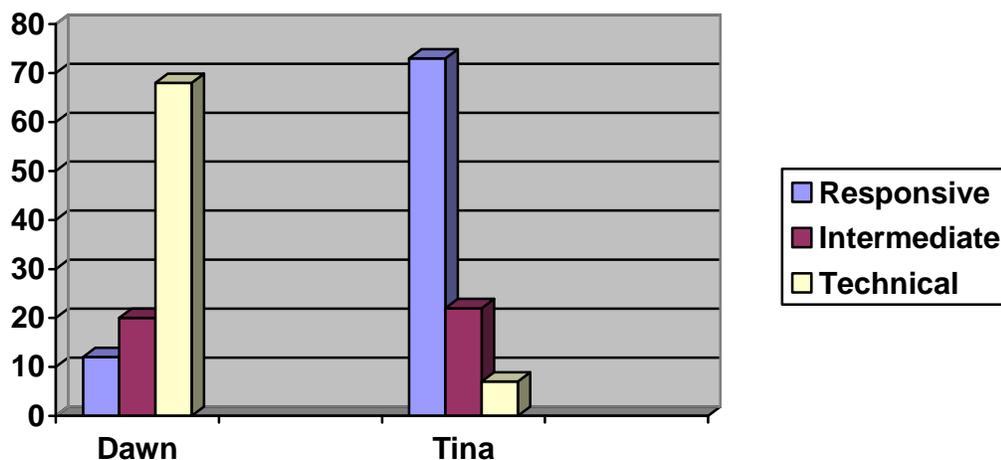


Instruction. The instructional dispositions of these two teachers contrast more than any of the other dispositional domains within Group C. Dawn displayed technical

dispositions in action since her instruction is based on her use of repetition, extended amounts of seatwork, and lower-level questioning. Tina displayed responsive dispositions in action because her instruction is hands-on, student centered, and related to real world experiences. There is a noticeable difference between the two teachers in terms of the caliber of assignments and student work products. There is also a difference in the way each teacher handled students who were falling behind on their work. Dawn required any students who did not finish work to pull a card while Tina worked individually with a student and segmented his work so it wouldn't be so overwhelming. This is a difference in observable behavior based on the dispositional beliefs of these two teachers. Both Tina and Dawn integrated science and reading via a big book about forces and a story about the five sense. Dawn included social studies by using a video at one of her centers. Dawn primarily used whole group instruction while Tina worked one-on-one with students on a regular basis.

In terms of the instructional dialogue observed within the classroom, the differences between the two teachers' dispositions can be delineated. Approximately 68% of the dialogue that I tallied in Dawn's classroom relating to instruction was technical in nature (See Figure 9); where approximately 73% of the dialogue tallied in Tina's class was responsive.

Figure 9
Dawn and Tina
Dispositional Statements/Instruction

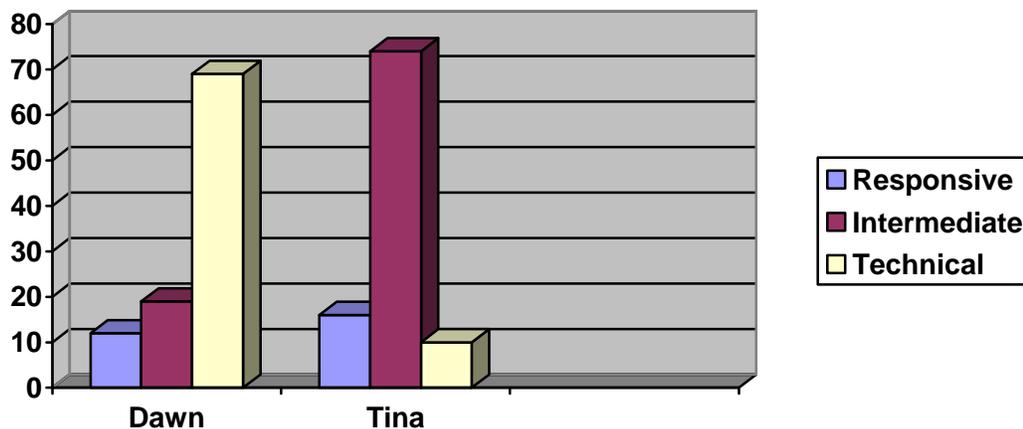


Assessment. Like the other teachers in this study, Dawn and Tina are not aware of the types of assessment that they use other than the “paper and pencil” activities that their students engage in daily. Since they do not teach in a tested grade level, neither teacher mentioned testing pressures of any sort affecting teaching. Dawn displayed more technical dispositions in action in terms of assessment. She used mainly worksheets to measure student understanding. She did not spend much time conferencing one-on-one with her students during or after instruction. Most of the feedback that Dawn provided took the form of grades provided on the worksheets. Tina, on the other hand, did demonstrate a few assessment strategies in her classroom. She primarily used journals and worksheets to gauge student understanding and a grasp of the concept at hand. However, she also spent time conferencing with students immediately after they had completed a task. Tina mentioned providing immediate feedback as being important to her because she feels that it is easier to correct

understanding right away instead of later. Neither teacher was able to clearly express how assessment is used or could be used in their classrooms during the interviews.

When looking at the percentage of responsive/intermediate/technical statements each made in regards to assessment during my observation one can also see how Dawn is mainly technical while Tina displayed primarily intermediate dispositions (See Figure 10). Approximately 69% of the statements that Dawn made were technical; where approximately 74% of the statements that Tina made were intermediate in nature.

Figure 10
Dawn and Tina
Dispositional Statements/Assessment



In order to address RQ 3 about factors that could mediate the development of dispositions, I analyzed the teacher interview data, administrator data, interview data, card sort data, and field note data searching for patterns and themes. Although their strategies for management, instruction, and assessment may differ, these two teachers

do have a few things in common, namely an administrator who believes in strong grade level planning and the appropriate use of the mentor program.

In their interviews, both teachers mentioned that they appreciated the amount of grade level planning that took place during their first two years of teaching. This allowed the two new teachers to find support in one another and in their veteran colleagues. The school administrator also mentioned this practice during her interview.

I encourage grade level planning across the board but I feel that it is especially beneficial in those grades where I have new teachers. I felt really comfortable hiring two new teachers for [that grade] because I knew that I had strong veterans that could support those ILT's. When I design the master schedule each year I always put a chunk of time each week where the teachers in each grade can plan or just debrief. I don't mandate how they use that time but I do trust that they will use it wisely. (School Administrator, XYZ Elementary School, Interview)

The administrator was also careful when assigning mentor teachers to Dawn and Tina. She used those veteran teachers that she mentioned in her interview as the mentors; therefore, each new teacher had a mentor who taught in her grade level. The administrator was also cognizant of personalities and age when making the choice of mentors for Dawn and Tina. This awareness on the part of the school administrator proved to have a positive impact on those new teachers.

Cross-Case Analysis

Lateral Entry Teachers

The three lateral entry teachers in this study (Marcy, Jane, and Dawn) have commonalities as well as differences in terms of the dispositions that they possibly possess and the ways that those dispositions are manifested in the classroom. With regard to instruction and assessment these three teachers showed some differences;

however, all three displayed intermediate or mid-level dispositions toward classroom management (See Table 5).

Table 5
Participant Dispositions

Lateral Entry Teachers	Management	Instruction	Assessment
Marcy	Responsive-Affective	Technical	Technical
Jane	Intermediate-Cognitive	Intermediate	Intermediate
Dawn	Intermediate-Cognitive/Affective	Technical	Technical
Traditionally Licensed Teacher	Management	Instruction	Assessment
Kim	Intermediate-Cognitive	Responsive	Intermediate
Brenda	Technical	Technical	Technical
Tina	Intermediate-Cognitive/Affective	Responsive	Intermediate

All three lateral entry teachers have at least two children of their own and seemed to be more empathetic towards their students than the traditionally licensed teachers in the study. This empathy towards the students is something that the administrators at both schools mentioned as being a strength of their lateral entry teachers. While all of these teachers seem to have a better understanding of how to connect motivation to classroom management, Marcy's empathy towards the students in her class was more noticeable than that of the other teachers. This was first recognized during the two interviews and it did not take long to see it play out in the classroom observations as well. Marcy's own personal experience being a victim of

abuse as a child could be a factor in her heightened sense of empathy and responsive disposition toward the affective domain of classroom management. Marcy takes the time to get to know her students on a personal level which, in turn, allows her more insight in to why her students exhibit certain behaviors. Marcy did not, however, have an established management system in place in her classroom.

On the other hand, Jane and Dawn did not display the same level of empathy towards their students. While these two teachers took the time to get to know their students, they did not necessarily use the information to inform management in their classrooms. These two teachers used a combination of affective and cognitive strategies in their classrooms, although cognitive strategies were observed more frequently. Both Jane and Dawn had an established classroom management system in place. Another grade level teacher assisted in the design of Jane's system. It was designed around the word "RESPECT". The students in Jane's class created behavior expectations or "rules" for the acronym. There were consequences in place for students who did not adhere to those expectations. Dawn's management system was aligned with the NCSCOS. It was based upon a monetary reward system where her students collected money for good behavior and were allowed to spend that money at the end of each week if they so chose. Another commonality between Jane and Dawn was the occasional use of an authoritative tone with their students. Both teachers displayed this during the days of observation.

Dawn had a set of procedures and routines in place that her students understood and implemented. This is something that Marcy and Jane lacked in their classrooms. Dawn attributed her use of routines to her daughters, stating in her

interview that her two children have a difficult time when they get out of their routine. In general, all three teachers had effective classroom management strategies as evidenced in my observations and by their administrator's statements. The cognitive domain of management could be cultivated in Marcy while the affective could be addressed with Jane and Dawn.

In terms of instruction, Jane seemed to separate herself from the other lateral entry teachers. She displayed intermediate dispositions in action where Marcy and Dawn displayed technical dispositions in action toward instruction. Jane attributes this to the extensive substitute teaching experience she had before becoming a lateral entry teacher at the elementary school level. Jane spent nearly a full academic year in an interim position teaching English at a high school in a nearby county. Before that she did substitute teaching for surrounding schools whenever needed. She claims that making learning interesting and fun for high school students is more challenging than doing the same for upper elementary aged children. Jane's displayed disposition toward instruction was interesting because it varied depending on the subject that she was teaching. For example, during her integration of science and reading Jane asked varying levels of questions and made several real world connections to students' lives. She also used project-based activities and allowed the students to make choices in regard to the project topic. On the other hand, Jane's math instruction was skill based with little variance or real world connection. In this, Jane displayed a more technical disposition in action toward instruction. Jane's reading and science instruction set her apart from the other two lateral entry teachers.

Marcy and Dawn's displayed instructional dispositions were consistently technical in nature. They had many aspects of instruction in common. For example, both teachers used worksheets almost exclusively during instruction. While Jane used some worksheets as well, it was primarily for math and morning work. Both Marcy and Dawn assigned a large amount of seatwork which relates directly to the heavy reliance on worksheets. Neither teacher displayed integration or differentiation during instruction. The lack of these two instructional strategies could have contributed to the fact that both Marcy and Dawn asked primarily lower-level questions during their teaching.

With regard to assessment, Jane displayed intermediate dispositions in action while Marcy and Dawn showed more technical dispositions in action. The manifestation of Jane's disposition toward assessment mirrors that of her instruction. She used rubrics to share expectations and assess student learning; however, this was only for science/reading. Jane primarily used paper and pencil assessments in the form of worksheets and problems from the textbook for assessment in math. Dawn and Marcy assessed mainly with single events like worksheets and timed multiplication tests. For these two teachers assessment seemed routine. None of the lateral entry teachers in this study spent an extended amount of time conferencing one-on-one with students. This is a particularly effective way to measure student progress and understanding of particular concepts. This eludes to those lateral entry teachers' disposition towards assessment and shows that this is an area that could be strengthened.

Traditionally Licensed Teachers

The three traditionally licensed teachers in the study (Kim, Tina, Brenda) have similar years of experience in terms of the amount of time that they have spent in a public school setting. All three teachers received an undergraduate degree in elementary education by completing course work and student teaching as part of a teacher education program; however, the ideas of “best practice” possibly were not the same for Brenda, who obtained her degree 20 years ago, as they were for Kim and Tina, who obtained their degrees less than two years ago. When Brenda received her degree the discussion about management dealt with behavior modification and assertive discipline whereas today that discussion is based on collaboration and building classroom communities. Brenda did not go directly in to the public school classroom after receiving her licensure. Instead, she had two children and spent the next 20 years home schooling her own kids. She shared the behavior expectations that she had of her own children during her interview.

My children knew that when we were doing our lessons they were to sit still, pay attention, listen, and follow directions. If they did not do that then there would be serious consequences. They were rewarded for doing those things that they were asked. Sometimes we would finish early so they could have additional activity or free time, they could earn more allowance money or trips to the skating rink. There were all sorts of fun activities that they could earn. (Brenda, TL Teacher, ABC Elementary School)

Brenda could have brought these behavior expectations to her current classroom and they are not aligned with current best practice. Her frequent use of an authoritative tone and the use of writing as punishment for breaking the rules show that Brenda displayed technical dispositions in action toward classroom management. Her

dispositions toward management, instruction, and assessment were more than likely developed during her undergraduate course work and probably applied while home schooling her own children. This sets Brenda apart from Kim and Tina.

Both Kim and Tina recently completed a teacher education program; one from a state university and one from a private college located in North Carolina, where they were exposed to the current ideas of best practice. Both of these teachers displayed intermediate dispositions in action towards management. Unlike Brenda, these teachers displayed this by keeping their students actively engaged and this was a key to effective classroom management. Both teachers gave the students “some” choices in regards to what they study and how they study it. Both Kim and Tina had a classroom management system in place but neither teacher had to utilize that system during my observations. With all of these commonalities, there was a noticeable difference in terms of management between Kim and Tina. That difference pertains to empathy. Like the lateral entry teachers, Tina was empathetic to students in a way that Kim wasn't. Tina had a small child at home; Kim had no children of her own. Tina's administrator mentioned that she had noticed a difference in her rapport with her students since the birth of her daughter. Tina displayed intermediate dispositions in action in both the cognitive and affective domain of DIA. She spent time talking to her students on a personal level and establishing a caring and compassionate environment; where Kim had a “business” like tone when talking to her students during both academic and non-academic time. This was evidenced during my days of observation in the two classrooms.

Like management, Kim and Tina share similarities in their instructional practices, while Brenda's strategies were similar to those of Marcy and Dawn (LE Teachers). Both Kim and Tina used various instructional strategies such as manipulatives in math or group work in science. Brenda, on the other hand, relied primarily on whole group direct instruction using mostly worksheets and textbooks. Tina and Kim used differentiation during their instruction and integrated various subjects. Both teachers integrated reading and science during my days of observation. Brenda taught subjects in a compartmentalized manner possibly using those methods she learned over 20 years ago. Kim and Tina took time before instruction to scaffold and connect to their students' prior knowledge. They also helped students make real-world connections to their own lives and asked higher-level questions during instruction; Brenda made minimal attempts to connect concepts to her students' lives and asked primarily low-level recall questions before, during, and after instruction.

Like the LE teachers, the three TL teachers were not aware of the various ways that they were assessing students on a daily basis. Once again, Tina and Kim displayed similar assessment dispositions in action and therefore, similar practice, while Brenda did not. Kim and Tina spent a large amount of time conferencing one-on-one with their students. They did this before, during, and after instruction. Kim was particularly strong at conferencing with her students during any "free time" she had throughout each day. She also used information gleaned from student work to guide her instruction. Tina also spent time conferencing individually with her students but used this time primarily to correct any misunderstanding of particular concepts. Since both of these teachers spent time assessing students individually, they had an awareness

of student understanding that Brenda did not possess. Brenda did not spend any time conferencing with her students during my observations. Most of her assessment took place in single events via grades on worksheets and pages out of the math textbook. All three TL teachers as well as the LE teachers could use more exposure to various concepts related to assessment such as authentic tasks and rubrics.

Summary of Findings

The dispositions in action that LE and TL licensed teachers' displayed in the classroom did vary. In terms of instruction, two of the three LE teachers displayed technical dispositions, while two of the three TL teachers displayed responsive dispositions in their classrooms. However, one LE teacher (Jane) and one TL teacher (Brenda) did display similar dispositions as that of the teachers in the other respective groups. Their dispositions in action mirrored that of the teachers in the opposite group (Jane mirrored the TL teachers while Brenda mirrored the LE teachers). Like Kim and Tina, Jane asked higher-order thinking questions while teaching, integrated instruction, and used project-based learning and assessment in her classroom. On the other hand, Brenda used similar teaching strategies to those displayed by Marcy and Dawn. Those three teachers relied on the use of worksheets and textbooks to guide instruction. This discrepancy in displayed dispositions could possibly be related to Jane and Brenda's experiences before they both began teaching in the public school system.

In regard to classroom management, five teachers in the study displayed intermediate to responsive dispositions in action. The LE teachers seemed to encompass the affective domain of management while the TL teachers mainly addressed the cognitive domain of DIA. One teacher TL displayed technical

dispositions towards classroom management. This was determined during the classroom observations. Some of the behaviors that assisted with the classification of “technical” were the use of writing as punishment and a consistent use of an authoritarian tone when addressing the class.

When looking at assessment, two of the three LE teachers were technical while two of the three TL teachers displayed intermediate dispositions. Similar to instruction, Jane (LE) and Brenda (TL) were the two teachers that did not reciprocate the dispositional manifestations of the other teachers in their respective groups. Jane was using a rubric as part of the assessment in her classroom while Brenda mainly used single events like quizzes or pages from the math textbook.

While two LE teachers (Marcy and Dawn) and two TL teachers (Kim and Tina) share many of the same dispositional behaviors when compared to each other, Jane (LE Teacher) and Brenda (TL Teacher) do not. There are distinctive differences between these two teachers that are worthy of further discussion. Jane had extensive experience substitute teaching before she began teaching at ABC Elementary School. She spent a year in an interim position at a local high school before entering the elementary setting. Brenda received her degree in education many years ago and had the experience of home-schooling her own children while her husband led a church. These two teachers had their own personal experiences that could have possibly mediated the development of their varying dispositions toward management, instruction, and assessment.

CHAPTER V

DISCUSSION AND IMPLICATIONS

One's personal predispositions are not only relevant but, in fact, stand at the core of becoming a teacher.

- Dan Lortie, *Schoolteacher*

The purpose of this study was to get a general idea about the dispositions in action that lateral entry and traditionally licensed teachers possess and how those dispositions are manifested in the classroom. I examined the dispositions of six teachers as reported in interviews and card sort data. I compared that information with administrator interviews as well as classroom observations and presented the findings in terms of each teacher's dispositions related to classroom management, instruction, and assessment in Chapter IV. In this chapter I will discuss the significance and implications of the findings presented in Chapter IV as well as implications for future research. I will also make recommendations based on these teachers' dispositions. To begin, I will structure the discussion around each of the three research questions combining RQ1 and RQ 2 since they are so closely related.

RQ1: What dispositions do alternatively and traditionally licensed elementary teachers possess?

RQ2: How are those dispositions manifested through the teachers' actions and dialogue in the classroom?

Data from this research suggest that these two groups of teachers do possess different dispositions in terms of classroom management, instruction, and assessment. Two of the three lateral entry teachers (Marcy and Dawn) who participated in this study shared similar dispositions in all three areas of the DIA instrument, while one LE teacher (Jane) shared dispositions more like those of the TL teachers. According to interview and card sort data as well as observational data, Marcy and Dawn displayed technical dispositions in action towards assessment and instruction according to the DIA instrument and shared similar behaviors in their respective classrooms (See Chapter IV). In terms of instruction, their technical dispositional beliefs were manifested through the heavy reliance on worksheets and textbooks, the lack of differentiation in instruction, repetition in teaching, a lack of integration, and the use of mainly lower-level questioning during an instructional event. Their technical dispositions toward assessment were evidenced in Marcy and Dawn's classroom by their use of assessment in single events such as worksheets and timed tests, a lack of one-on-one conferencing with students, and a sense of "routine" surrounding different assessment events. With undergraduate degrees in concentration areas other than education and little experience in the public school setting prior to taking a lateral entry position, it is understandable that these teachers' displayed technical dispositions in action in terms of instruction and assessment. They had no methods classes prior to entering the field and had only their own grade school experiences to draw from in terms of teaching and assessing.

On the other hand, Jane had a full year of experience teaching English at a high school level before taking a lateral entry position at the elementary school. One

can assume from the difference between Jane and the other two lateral entry teachers that dispositional beliefs can be cultivated via teaching experience in a public school setting paralleled with exposure to pedagogy. This difference can be observed in her displayed disposition toward instruction and assessment. She spoke of the early experience and how it affected her as a teacher.

Oh, I learned a lot during my year at the high school. First, I learned that I didn't want to be a high school teacher. I also began to figure out how to read students, how to plan, how to assess; it's all very challenging at that level. I think the experience helped me become a better elementary school teacher. It's almost like I got the chance to see the best and worst of one world, the world of teaching. I love it here at the elementary school. The kids still like you here and they don't have as bad of attitudes. But I definitely learned a lot during that first year. I also think that taking [methods] classes has helped because I can apply what I have seen right away in my own classroom. (Jane, LE Teacher, ABC Elementary School, Interview)

Obviously, Jane feels that her experience was beneficial along with the methods courses she has taken.

According to interview and card sort data as well as observational data, Jane displayed intermediate dispositions in action towards assessment and instruction based on the DIA instrument, whereas Marcy and Dawn displayed technical dispositions in action in those two domains. Jane's disposition towards both instruction and assessment manifested itself differently in her classroom. Jane used project based learning in her classroom and routinely integrated science with her reading instruction. She also made numerous attempts to connect science/reading topics to the students' real life experiences. However, in terms of math instruction, Jane was technical in nature. Her math instruction lacked variance and there was little attempt to connect to students'

lives. Jane's prior experience was in teaching English. She had no prior experience teaching math before she began at ABC Elementary School.

This same phenomenon was observed in Jane's assessment as well. When assessing science/reading she used a rubric and spent a lot of time "kid watching." She also asked many higher-order thinking questions requiring her students to think beyond the obvious and based her instruction on their grasp of particular concepts. However, when assessing math Jane used primarily paper and pencil assessment with little one-on-one conferencing or discussion with students.

All three lateral entry teachers displayed either responsive or intermediate dispositions in action towards classroom management. Marcy was responsive in the affective domain while Dawn and Jane were intermediate in the cognitive focused aspect of their displayed dispositions about classroom management. Marcy's management focused more on the classroom environment and the emotional well being of the students in her class. She was extremely empathetic to students' personal lives and spent as much time as possible talking with her students about non-academic topics. In her interview she talked of being a mothering figure for her students and trying to create a safe emotional environment where her students felt free to take risks and make mistakes. Dawn and Jane's classroom management focused more on rules, procedures, and routines (which is similar to the TL teachers). These two teachers had management systems in place in their classrooms. Like Marcy, they had a strong rapport with their students but occasionally used an authoritative tone with their students. Both Dawn and Jane had clear procedures and routines in place in their classrooms and the students knew what the behavioral expectations were at most times.

These three lateral entry teachers were not weak in management; however, instruction and assessment seems to be two points where beginning lateral entry teachers could use additional support.

Like the lateral entry teachers, the traditionally licensed teachers who participated in this study had one particular teacher who stood out from the others. Brenda is a traditionally licensed teacher who received her undergraduate degree 20 years ago. She home schooled her own children until they went off to college and then began looking for a position in the public school system. Since she had her first child directly after graduating from college she had no public school experience, other than student teaching, when she began at ABC Elementary School. Interview and observation data indicate that Brenda has technical dispositions towards all three aspects of the DIA instrument; where as Kim and Tina displayed responsive dispositions in action toward instruction and intermediate dispositions in action toward assessment and management. Brenda spoke in her interview about some of the course that she took as part of her undergraduate degree.

When I went to college the big thing was open classrooms. As a matter of fact, I did my student teaching in an open classroom where we were in this 'pod' and I could see and hear other teachers around me. Most of my courses focused on whole group instruction so that's mostly what I do now. [My principal] has been pushing for more small group instruction but I just don't know how to work it all in to a day. At least with whole group I know everyone is on the same page. (Brenda, TL Teacher, ABC Elementary School, Interview)

Observational data suggest that Brenda still possesses those dispositions related to the instructional training that she received many years ago. What she experienced in her teacher education program was considered "best practice" at the time. She could have

possibly retained that information and used it while teaching her own children with little exposure to updated methods/strategies therefore her dispositions have not shifted over the years. Unlike Jane, Brenda had no experiences that shifted her thinking or cultivated her dispositions.

In terms of instruction, Brenda used mostly whole group teaching and relied primarily on text books and worksheets for learning activities. There was no use of manipulatives, small group instruction/activities, or variance in her teaching style. Brenda taught mainly through direct instruction but this teaching was interrupted by constant management issues. Brenda's classroom management was technical as well. She often stopped in the middle of teaching to address improper behavior. In turn, this led to a choppy flow of instruction and made it difficult for some students to follow along. There was also a lack of fluency in her management as she would call one particular student down for a certain behavior but fail to react when another student exhibited the exact same behavior. Another indicator of technical display of her disposition in action was evidenced by her use of writing as a punishment. When students were "misbehaving" she would have them write a paragraph explaining their behavior. If they continued to misbehave she would have them write a letter to their parents and to the school administrator. This can create an unwanted negative connotation towards writing in general and is not recommended today. Brenda's frequent use of an authoritative tone could have been primarily due to the fact that she never really felt like she had control of the classroom. Students had been exposed to procedures and routines but those were frequently not enforced therefore the students did not use them.

Brenda's assessment mirrored that of Marcy and Dawn. She spent much time assessing single events, primarily student work on worksheets and pages from the math textbook. She spent little time meeting one-on-one with students to measure progress and asked mainly lower-level recall questions when assessing during instruction. Brenda's dispositions were developed over 20 years ago and were practiced while working with her own children in a home school setting. One would think that Brenda's ability to work with individual students would have been enhanced due to her experiences working individually with her own children but that behavior did not manifest itself in her classroom.

Kim and Tina were responsive in regards to the dispositional manifestation of instructional behavior. Both teachers used various teaching strategies throughout the days of my observations. They addressed the visual, kinesthetic, tactile, and auditory learners during their lessons. They both integrated science/reading/math during planning and instruction. Kim and Tina spent as much time as possible working with individual students and practicing differentiation whenever possible. Kim allowed her students to demonstrate understanding via multiple pathways when she gave the students the planet project. Tina practiced individualized instruction whenever possible. Both teachers asked varying levels of questioning during instruction and made connections between concepts and students' real world experiences. These two teachers recently completed a teacher education program from an accredited institution in North Carolina. Not surprising, they were strong in instruction and used current best practice in their classrooms.

The classroom management data of Kim and Tina were scored as intermediate in the cognitive focused domain of DIA. The use of procedures and routines was observed immediately upon entrance to each teacher's classroom. Throughout the observations I noticed that their students seem to know what was expected of them in terms of performance, movement, behavior, and talk in the classroom. The classrooms of these two teachers seem to run smoothly with a flow that was not present in Brenda's classroom. The students in Kim and Tina's classrooms were engaged in learning; therefore misbehavior was minimal. While both teachers had a pleasant rapport with their students, there was less non-academic conversation in these classrooms compared to those of Marcy and Dawn. However, Tina had begun to understand the affective domain of management and had started to stretch her dialogue with the students to address that domain. Her school administrator noted that this adjustment began after the birth of her young daughter. This parallels with the thoughts of Marcy and Jane's school administrator who believes that they are stronger classroom managers because they have their own children.

Both Tina and Kim demonstrated intermediate dispositions in action towards assessment. As mentioned before, these two teachers spent a lot of time conferencing with their students on a daily basis. Kim used a science project along with questioning during instruction to provide supplemental assessment data. Tina had her students' journaling in order to encourage reflective learning. Both teachers possessed a keen awareness of where the children in their classrooms stood in terms of the NCSCOS and their knowledge of concepts being taught. Their assessment could be enhanced by the use of more projects and rubrics to clarify expectations.

Student assessment seems to be a common “weakness” for both groups of teachers. While the TL teachers are using current best practice to understand student learning, they are not aware of the various ways that they assess students daily. The LE teachers used mainly worksheets and tests to assess learning. Both groups of teachers could benefit from more support and exposure to various assessment strategies.

While there is no other current research on the various instructional dispositions and the strategies used by LE and TL teachers that could be enhanced by those dispositions, there is national research about the “effectiveness” of those two groups of teachers. Various studies (Leczko-Kerr & Berliner, 2002; Raymond, Fletcher, & Luque, 2001) have reported that students of traditionally licensed teachers performed significantly better than students of alternatively licensed teachers. Wayman et al (2003) reported that alternatively licensed teachers in their research were most worried about pedagogical issues such as effective instruction and lesson planning. This could be related to a technical instructional disposition in action.

There is limited research on empathy as it relates to traditionally licensed teachers and no research related to lateral entry teachers. However, the research available supports the conclusion that beginning teachers who had been enrolled in a teacher education program do need to strengthen their sense of empathy. Espinoza (2007) surveyed 160 beginning teachers using the Emotional Skills Assessment Process to determine what skills are lacking in beginning teachers. According to Espinoza (2007), beginning teachers need assertion and empathy more than any other skill in order to face the challenges of a diverse classroom. Since the TL teachers in my study

also showed lower levels of empathy toward their students, this study correlates with Espinoza's findings.

Recommendations Based on DIA

This research set out to explore the dispositions in action of lateral entry and traditionally licensed elementary teachers in North Carolina. My analysis of the findings from this research highlighted areas in which the two groups of teachers could use additional support. Two of the lateral entry teachers were strong in the affective domain of classroom management but could use additional support in the cognitive domain (use of procedures/routines, rules, etc.). Two of the LE teachers possessed technical dispositions in instruction so they would benefit from support exposing them to various teaching strategies, differentiation, planning, etc. Two of the traditionally licensed teachers possessed intermediate dispositions in the cognitive domain of classroom management; therefore, they could use additional support in using the affective domain of DIA (creating a classroom community, communicating with students, etc.). Since they displayed more responsive dispositions towards instruction support in this domain is probably not needed as early as it might have been in the teaching experience. In terms of assessment, both groups of teachers need to be exposed to additional information and support. The inability to articulate the various assessments used in the classroom is part of a pattern that was discovered with both LE and TL teachers in this study. Neither group of teachers displayed responsive dispositions towards assessment.

RQ3: What are some factors that seem to mediate the development of dispositions?

In asking this research question I attempted to find out if there were factors that seemed to mediate the dispositions of beginning LE and TL teachers. The most surprising element about possible mediators of the dispositions in action that I discovered while doing this research related to the empathy that the teachers' who participated in my research possess. That is, all of the teachers, with the exception of Brenda, who have young children, possess a sense of empathy that simply was not found in those teachers who did not yet have children. The administrator at ABC Elementary School made reference to the fact that her two LE teachers were better managers because they had children of their own. The administrator at XZY Elementary School also made a reference to her TL teacher's lack of empathy when she began teaching two years ago. However, this administrator made note of the change that she has already noticed in her TL teacher's level of empathy now that she has her own small child. Obviously this is a factor that can not be controlled or manipulated by alternative licensure programs, initial licensure programs, or teacher education programs but it is certainly an interesting mediator of teacher dispositions.

The support and guidance of a strong instructional leader is another factor that could mediate the development of dispositions. Both school administrators in this study were supportive leaders who did not pressure teachers about the EOG's. Instead, they talked to their teachers about differentiation and using assessment to guide instruction. Both of these administrators work in a school system that has not been inundated by packaged scripted programs. They have not felt the pressure from their superiors to make sure that every grade level member is teaching the exact same lesson every day. They still encourage their teachers to plan creatively and teach children

using the knowledge and skills they have gained throughout their years of experience. They still expect learning to be fun, not mundane. This seemed to be the most positive mediator of dispositions found in this research.

Experience also appears to mediate dispositions. A recent report from the National Comprehensive Center for Teacher Quality and Public Agenda (2007) showed that 54% of alternatively certified teachers reported spending what they considered to be “too little time” working with a classroom teacher during their training; while 16% reported spending “no time” with a classroom teacher before entering their own classroom. Jane and Brenda are perfect examples of how experience can affect teaching in the public school setting. A lateral entry teacher with a years worth of experience in her repertoire, Jane was already making the transition in to intermediate and eventual responsive dispositions in action towards management, instruction, and assessment. She frequently reflected on her teaching experience at the high school level as well as her college course work and used the knowledge to better herself at the elementary level. This experience is something that Jane does not have in common with the other lateral entry teachers in this study. That experience likely affected her dispositions toward management, instruction, and assessment, and set her apart from the other lateral entry teachers. Brenda obtained her teaching credentials over 20 years ago when education and pedagogy was in a completely different place conceptually. She more than likely held on to her ideas of best practice and her dispositions towards management, instruction, and assessment while home schooling her own two children for 15 years. Her dispositions may not have been cultivated over the years because she had not been exposed to new and innovative ideas. These two teachers possibly show

us that experience and exposure can cultivate dispositions. This research shows us that these two groups of teachers need early additional support in completely different areas of teaching in order to develop responsive dispositions. This support and inevitable cultivation could take place in North Carolina's new teacher training program.

Kim and Tina had experience as well. They had the experience of sitting in university methods courses and field experiences where they learned about various teaching strategies, differentiation, and assessment. They also spent time observing in public school classroom during their pre-student teaching field experiences and spent a semester student teaching before obtaining licensure. Kim reflected on her student teaching experience during her interview.

I really didn't think that I was ready to student teach. I knew that I had the classes but I just didn't know if I could put it all to use when in front of 25 little bodies. Student teaching turned out to be one of the most beneficial aspects to my undergraduate program. Don't get me wrong, the courses were extremely important, but I was forced to use it during student teaching and I got to work with a good teacher who helped me along the way. It was a good experience. (Kim, TL Teacher, ABC Elementary School, Interview)

Tina also spoke highly of her student teaching experience. Jane's interim experience may be similar to student teaching, although without the guidance of a cooperating teacher.

Lastly, the effectiveness of a mentor and the ILT meetings seem to mediate dispositions. Two teachers in this study reported having a positive experience where their mentor taught on the same grade level, was close in proximity to their own classrooms, and knew about the curriculum within that same grade level. The other teachers reported having a negative experience where their mentor did not teach on the

same grade level, was not close in proximity, and was not as familiar with the curriculum in the grade level in which the new teacher taught. These teachers tended to use other colleagues who did work within their same grade level as a resource. All three of the LE teachers reported that the ILT meetings were not helpful, primarily due to the timeliness of the topics being addressed. These teachers needed something different than what was being offered in their ILT meetings.

Based on these three cases, I can infer that dispositions in action may be cultivated during the initial licensure process during the first three years of teaching. Now that we know more about the dispositions that these teachers possess, we need to adjust what we expose beginning teachers to during the Initial Licensure Program.

Implications/Recommendations

The growing number of students attending public schools coupled with what is being called a “severe” teacher shortage makes alternative routes to licensure imperative. Current research (Birkeland & Peske, 2004; National Center for Alternative Certification, 2004; Rolison & Medway, 1985) focuses on demographic characteristics of those who attend alternate routes and the program requirements of both alternative and traditional routes to licensure but not specifically on the effects of any certain type of alternative or professional training. Research does indicate that alternate paths to licensure attracts a more diverse population but does not tell us what kinds of teachers those people become (Howard, 1994; National Center for Education Information, 2005). Until now, there was little empirical information about the dispositions that either group of teachers possess.

With an understanding of the teacher shortage and a national call for “highly qualified” teachers in every classroom, the question is no longer “Should our state have alternate routes to licensure?” but rather, “How do we get the good teachers that we have recruited, trained, and hired to stay in North Carolina and the profession in general?” With an understanding of the answers to that question, the State Board of Education, school districts, administrators, and teacher educators can begin to get an idea of how to keep new teachers in the classroom by cultivating their dispositions in action.

Implications for State and National Policy Makers

Teacher retention is an issue both nationally and locally. Based on an analysis of recent data from the National Center for Education Statistics, it is estimated that nearly a third of America’s teachers leave the profession sometime during the first three years of teaching and a staggering half leave after five years. The national attrition rate for those who gain access to the field through alternate routes can be as high as sixty percent (National Center for Education Statistics, 2000). In North Carolina, the 115 school systems reported that 12,398 teachers out of the 95,709 teachers employed during the 2004-2005 school year left their systems for an average system level turnover rate ranged from a high of 28.50% in Harnett County to a low of 3.96% in Clay county as reported by the 2004-2005 System Level Teacher Turnover Report (2004) published by the North Carolina Department of Public Instruction. That analysis also reported nearly 49% of the teacher turnover in North Carolina during the 2004-2005 school year was due to factors such as resignation to teach in a non-public/private school (n=73), resignation to teach in another state (n=471), resignation

due to dissatisfaction with teaching (n=397), resignation due to a career change (n=532), did not obtain or maintain a license (n=322), and resignation for “other” or “unknown” reasons (n=1523). With a strengthened Initially Licensed Teacher (ILT) Program that addresses appropriate teacher dispositions and is designed to accommodate alternatively licensed/lateral entry teachers as well as traditionally licensed teachers that turnover rate could be reduced.

The high demand for teachers in the United States and North Carolina is not necessarily being driven solely by an undersupply of entering teachers, but by an excessive demand for teacher replacements that is driven by staggering teacher turnover (Ingersoll, 2002). Data from recent research portray teaching as “a revolving door occupation with relatively high flows in, through, and out of schools” (Ingersoll, 2002, p. 17). According to the National Commission on Teaching and America’s Future (2002), “unlike medicine, where the federal government helps to offset shortages by funding needed training slots in medical schools and scholarships for candidates in shortage fields, there is no current national policy to help manage the labor force in teaching” (p. 7). Federal policies that helped accommodate teacher shortages in the 1960’s and 1970’s were rescinded in the early 1980’s and have yet to be replaced (Ingersoll, 2002). Continued high turnover rates coupled with chronic attrition of beginning teachers create an on-going pressure to recruit, hire, and train teachers. States that have determined a way to balance efforts to recruit and prepare high quality teachers with strong teacher retention strategies are lowering teacher turnover rates tremendously.

North Carolina has also been affected by the growing teacher shortage in the face of new teacher attrition. Current research data from North Carolina reflects that by the end of the fifth year of teaching nearly one third of new teachers have left the profession (Konanc, 1996). Initiated in 1985 and continued through a provision of The Excellent Schools Act (1997), all Local Education Agencies (LEAs) are mandated to provide every new teacher with a mentor. Each Initially Licensed Teacher (ILT) is also required to participate in a three year induction program “designed to improve the beginning teacher’s performance” (NCDPI, 2005). However, this program does not address the cultivation of dispositions and was seen as unhelpful by all six teachers in this study.

Past research indicates that better prepared teachers remain in teaching at higher rates. For example, Darling-Hammond (2000) found that teachers who completed five-year and four-year teacher education programs stay in teaching at much higher rates than teachers hired via alternative routes that offer only a couple weeks of training before they are left in their own classroom. There are quite a few alternative certification programs designed for mid-career recruits tailored to assist candidates in meeting the same high standards as recruits from traditional teacher education programs. According to the NCTAF (2002) these programs “streamline preparation by interweaving coursework about learning and teaching with a well-supported clinical training experience...those programs typically have retention rates of 80% or higher” (p. 12). However, alternative options that bypass clinical experiences and mentoring that allows recruits to learn from veteran teachers, and those approaches that do not offer support in methods for teaching challenging students typically promote a sense of

failure in recruits. Inadequate preparation leads to discouraged and burnt out teachers. Now that we are beginning to understand the dispositions in action that both beginning LE and TL teachers possess, we can adequately adjust training before and after they enter the profession.

Implications for North Carolina's ILT Program

The National Commission on Teaching and America's Future (2002) identified four major factors that influence whether teachers leave the profession, two of which can be strengthened in North Carolina's ILT Program. The factors posted by NCTAF include: salaries, working conditions, teacher preparation, and mentoring. Now that we are more knowledgeable about the dispositions that both lateral entry and traditionally licensed elementary teachers in North Carolina possess, we can work with the beginning teachers in an attempt to cultivate their dispositions through appropriate preparation and mentoring.

There are elements of strong, statewide induction programs that can be incorporated in North Carolina's ILT Program to specifically assist LE teachers and TL teachers such as cohorts, university liaisons, and summer seminars. This would involve creating two separate tracts during the first year of the ILT Program; one to assist LE teachers in obtaining a teaching license and one for TL teachers. These two tracts would diverge initially, but then converge during the second and third years of the ILT experience.

In using a system wide cohort model all 115 systems in NC would represent individual cohorts. In this setting members of the cohort could experience a shared ordeal (Lortie, 1975). It is possible to create a cohort based upon entry into the

profession; therefore, there would be a LE cohort and TL cohort. Members of each cohort could meet on a bi-weekly basis thereby reducing a feeling of isolation. This would allow the teachers in each group to develop trusting, collegial, and personal relationships with each other, respecting individual differences and taking pride in their identity as a group. Within this cohort, the LE teachers could complete courses required to obtain a NC teaching license while the TL teachers would be cultivating their own dispositions. The courses for the LE teachers and the appropriate training for the TL teachers could be jointly designed and delivered by the school district and a university liaison. This would require the utilization and partnership of both state and private universities in the larger districts where there are more new teachers every year.

Since we now know more about the dispositions that beginning LE and TL teachers possess, we can create two tracts of the ILT Program based on dispositional beliefs discovered during my research. Lateral entry teachers displayed technical dispositions towards instruction; therefore, the logical topic to begin with in their ILT Program would be instruction and pedagogy. The first year of seminars would expose the LE teachers to various teaching strategies, differentiation, and integration; all of which could be considered areas of weakness in beginning LE teachers in my study. First year TL teachers could participate in a literacy/math seminar while second year TL teachers could participate in an assessment institute with the second year LE teachers. The third year of the ILT Program would be a second point of convergence and could be dedicated to the affective and cognitive domains of classroom management.

In terms of certification for LE teachers, each school system could partner with the closest college or university that offers an accredited teacher education program. The school district staff and faculty from that local college or university could collaboratively design and deliver all aspects of an alternative certification program, including possible internships, instruction, and supervision. The state should specify the requirements for entry into the program as well as course work each individual candidate may need (which is already being done by the RALCs). The individual courses should be taught by both university faculty and successful practitioners who model best practice. The lateral entry teachers would be given the opportunity to watch master teachers work with students and systematically observe strategies being used. One of the many differences between the preparation of traditionally licensed teachers and lateral entry teachers in NC is that the latter typically do not get the opportunity to observe strong teachers in a classroom setting. This would be an attempt to give lateral entry teachers a chance to do just that.

School district staff and a university liaison could also work jointly to provide a summer seminar for all first year lateral entry teachers in the system. While I realize that not all positions are filled during the summer months, adjustments could be made to offer an equivalent seminar at the beginning of the school year. This seminar would meet requirements designated by an RALC in content/pedagogy. First year lateral entry teachers would participate in an instructional seminar while second year lateral entry teachers would participate in an assessment institute. Because both LE and TL teachers were found to display weaker dispositions in assessment this institute would be an initial point of convergence where both groups of teachers would work together to

strengthen their disposition toward assessment. This would also allow the teachers to participate in intense training on topics important to effective teaching and as well as their own personal development of positive dispositions.

Implications for North Carolina's Mentoring Program

Another aspect of the beginning teacher experience that needs to be strengthened is the mentor program. Without a strong mentor neither a LE or TL teachers have the support that they need to be successful in the classroom. Interestingly enough, four out of the six teachers who participated in my research felt that their mentor experience was inadequate. This was primarily due to the fact that they had mentors who taught in different grade levels or who just did not provide the type of support those teachers felt that they needed at the time. While the mentor program in North Carolina is strong in many aspects, it addresses beginning teachers' knowledge and skills without incorporating ways to assess and cultivate the ILT's dispositions. There are adjustments that could be made to strengthen North Carolina's mentoring program including the timing and content of support provided.

It is presumed that candidates who complete a traditional teacher education program have been adequately prepared in both content and pedagogy to teach in the public school classroom. However, there is no mention of dispositions in the ILT Mentor Program. I believe that adding dispositions to the existing ILT Mentor Program in varying levels will benefit both traditionally certified and lateral entry teachers.

The basis for the IGP and the TPAS is the INTASC Standards, benchmarks developed for beginning teachers by the Interstate New Teacher Assessment and Support Consortium (INTASC). Since these standards define the requisite knowledge,

skills, and *dispositions* a beginning teacher needs to achieve proficiency in the classroom, it seems only natural to add dispositions to the Mentor Standards, the instructional strategies, and the FODA in an effort to retain both traditionally licensed and lateral entry teachers

According to North Carolina State Board Policy QP-A-004 (2004), mentor teachers must “possess competencies [dispositions] which facilitate the building of an environment conducive to professional growth [and] perform functions designed to promote growth among other adults in the school environment”. Below you will find an example of mentor standards that address dispositions (See Table 6).

It is imperative that mentor teachers’ possess these basic dispositions; if not, the mentor could appear detached and uninvolved to the ILT. Johnson (1996) notes that when the environment is developmentally supportive, teachers are more likely to believe in their capacity to teach even the most challenging students.

Table 6
Mentor Dispositions

Standard	Mentors demonstrate positive dispositions towards the world around them.
Indicator 1	The mentor views others as having the capacities to deal with their problems.
Indicator 2	The mentor perceives him/herself as deeply and meaningfully related to all persons.
Indicator 3	The mentor’s goals extend beyond the immediate to larger implications and contexts.
Indicator 4	The attitudes, feelings, beliefs, and welfare of persons are prime considerations in the mentor’s thinking.

Not only do dispositions in action need to be added to the mentor standards. They also need to be assessed and discussed with all beginning teachers so that those teachers can become aware of their own dispositions to teach. Since most traditional teacher education programs address the dispositions of their preservice teachers this would be especially beneficial to lateral entry teachers.

Career development literature tells us that development of competence and the restructuring of identity are critical tasks for individuals engaged in a career transitions whether that be a transition into a first career experience or a mid-career shift (Barley, 1989). This includes individuals like those obtaining entrance into the field via lateral entry. This competence involves developing a new set of knowledge and skills (Barley, 1989). According to Hall and Mirvis (1996), as one incorporates perceptions of more skills, knowledge, abilities, values, experiences, and motivations, career development becomes the creation of new aspects of self. Not only do career transitions require the acquisitions of new behaviors and attitudes (dispositions), it also entails a change in identity. According to Barley (1989), "As a role shift, a status of passage involves a change in how one presents oneself to others, a change in how one is treated by others, and in many instances, a change in one's interactional partners" (p. 50). Therefore, new relationships, like that developed with a mentor, become critical during career transition as far as identify development is concerned. This theory becomes relevant to teacher retention because individuals who make successful transitions are likely to stay in their new position. A new teacher who has a mentor with positive dispositions and who works with that expert teacher to develop his/her own positive disposition will likely stay in the profession, although this study did not focus on teacher retention.

The ILT Training Program and Mentor Program in place in North Carolina are strong programs that already exhibit many of the traits designated to be those of successful induction programs. The recommendations that I have outlined address beginning teacher dispositions and could help the state retain good teachers. Without strong support from mentors and a solid grasp of positive teacher dispositions, our state will continue to have trouble retaining classroom teachers. It is time for those in the field of education to stop focusing on how many teachers we need as well as how those teachers gained entry in to the profession and begin to focus on the teachers that we have, ways we can keep them in the classrooms, and ways of cultivating their dispositions into those that will have a positive impact on children.

Limitations

One limitation of the study was that the model used, Dispositions in Action (Thornton, 2006), had not been empirically validated at the time of the research. Therefore, this study served as an opportunity to validate this model. This model used a specific definition for dispositions which states that dispositions are “a teacher’s habits of mind that shape ways that they interact with students and the ways they make decisions in the classrooms.” This definition of dispositions did not address all types of dispositions but did address those which could be observed. Another limitation of the DIA protocol is the lack of a reference to culturally relevant pedagogy when observing the dispositions in action of teachers. Although there was not a representation of various cultures in the classrooms in which I observed, a teacher’s ability to work effectively with diverse students and his/her dispositions towards students whose backgrounds are different than their own is important.

The context of the classroom observations could have also been viewed as a limitation. I was only able to spend one semester observing in the classrooms. Many school systems across the state are using scripted math and phonics programs which can make it difficult at times to get accurate data on the teacher's dispositions versus those required by the mandated curriculum. This was not an issue in this study since the county in which the two schools were housed did not mandate scripted programs and there were no such programs used in the two schools included in the study. However, this limitation was addressed during the observations by my spending four full days at a time in each participant's classroom in order to see a full range of the teacher's actions.

In addition, the collection, analysis, and interpretation of data were carried out by a single researcher who viewed it from one perspective. However, this limitation was addressed through the use of the blind case study method, collecting multiple sources of data, member checking at varying points, and a peer audit. Nevertheless, this was a qualitative, interpretive case study and further study about the dispositions of alternative and traditionally licensed teachers is needed.

Future Research Needs

Because this is the first study of its kind using DIA to study and compare the dispositions of LE and TL teachers, there is certainly a need for duplication and extension. More research is needed in the area of teacher dispositions in action in general; however further study of the dispositions of alternatively licensed teachers is needed in order to obtain a better understanding of how to help these teachers develop responsive, less technical dispositions. This research could also be extended to include

middle grades and high school teachers in North Carolina as well because these two areas of certification have experienced an influx in lateral entry teachers over the past few years. A quantitative piece could also be added to the research by examining growth of the students taught by the two groups of teachers to determine if those dispositional manifestations affect student learning either positively or negatively. This research could be extended beyond the borders of North Carolina to other states that use varying types of alternative certification programs in an effort to staff classrooms.

Conclusion

This research endeavor offered insights into the world of beginning teacher dispositions in action. Results demonstrated that beginning lateral entry and traditionally licensed teachers did display different dispositions in action in terms of classroom management, instruction, and assessment. In regard to management, lateral entry teachers showed a greater amount of empathy towards their students while traditionally licensed teachers focused primarily on established procedures and routines. However, both were effective classroom managers. In terms of instruction, lateral entry teachers displayed a technical disposition in action focusing on worksheets and textbooks. On the other hand, the traditionally licensed teachers displayed more responsive dispositions in action where differentiation and integration were evident in the teaching. Student assessment was a common weakness for both groups of teachers.

There seemed to be a few common mediating factors that could contribute to the development of dispositions. The most positive mediator was the presence of a strong instructional leader. The administrators from both ABC Elementary School and XYZ Elementary School knew each of their beginning teachers' strengths and

weaknesses and had been working diligently to assist in their development. Experience also seemed to be a mediating factor in the development of dispositions in action whether that is substitute teaching for an extended amount of time, home schooling children, or observing and participating in various field experiences including student teaching. The ILT meetings seemed to mediate the dispositions in action of the lateral entry teachers in this study. All three lateral entry teachers that participated in this study reported that the ILT meetings were not helpful. The most surprising possible mediating factor in the development of dispositions in action was the overwhelming presence of empathy in those participants who had their own children. This was mentioned during the interview process by a few of the participants and both administrators as being a possible factor in effective classroom management.

In light of the teacher shortage and retention problem in North Carolina and across the nation, this research could also be used to gain more insight in to the dispositions that beginning teachers possess, possible factors that mediate those dispositions, and adjustments that could be made to beginning teacher induction programs in order to retain those teachers. Research on the dispositions of lateral entry and traditionally licensed teachers is sparse at best and this study has barely scratched the surface of knowledge waiting to be discovered.

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Appendix A: Pre-observation Conference Questions

Teacher _____ Date of pre-conference _____
 Class or grade level _____ Date of observation _____
 Time _____

Pre-Conference Questions

1. What are the objectives for the lesson that I will be observing?
2. Show me how the objectives are aligned to the curriculum (or standard course of study)?
3. Show me a pacing guide and indicate where this lesson fits into the pacing guide?
4. Show me how these objectives relate to previous learning?
5. Show me how you establish a baseline for learning for this class?
6. Show me how you assess student achievement of the objectives---both informally and formally?
7. Show me how you differentiate instruction for low-achieving students? High-achieving students?
8. How do you involve the student's parents in their child's learning?
9. Are you planning to use technology to deliver instruction? If not, do you have other lessons that use technology to deliver instruction?
10. Are there any special problems, which are out of your control (with students, classroom facilities) that you would like me to be aware of?
11. Is there anything I need to know about the lesson before I observe?

The evaluator should be taking notes during the conference. Immediately after the conference is completed, the evaluator is asked to use the scoring rubric to score the evidence that was provided by the teacher. The results should be shared with the teacher during the Post-Conference. The principal or designee will use these data and form in rating the teacher on indicators within the Major Functions of the TPAI-R that are not readily observed during the observation period.

Pre-Conference Form

Teacher: _____ Date: _____

	Above Standard	At Standard	Below Standard	Unsatisfact ory
1. Desired results for student learning are clearly defined and in agreement with the NC Standard Course of Study and appropriate End-of-Grade or End-of-Course tests				
Comments:				
2. A baseline for learning has been established.				
Comments:				
3. Evaluation of student learning involves pre and post assessment.				
Comments:				
4. Parents are involved in their child's learning.				
Comments:				
5. Technology and resources are used to deliver instruction.				
Comments:				

Notes:

Evaluator's Signature: _____

Teacher's Signature: _____

Appendix B: Individual Growth Plan

Individual Growth Plan -- Initial Review

Teacher: _____

Academic Year: _____

1. Teacher's Strategies

Teacher's Goals from School Improvement Plan:	Teacher's Strategies	Expected Outcomes	Target Date

2. Personal/Professional Goals

Strengths:	Areas to be Strengthened:	Personal Enrichment Goals:

3. Evaluation (To be completed by Peer and Administrator)

	Peer Review	Principal/Principal Designee Review	
		Acceptable	Modification Needed
1. The teacher's strategies support the school improvement plan.			
2. The expected outcomes are measurable and related to the teacher's strategies.			
3. The teacher has identified personal/professional strengths, areas to be strengthened, and personal/professional enrichment goals.			

4. Narrative

Teacher's Comments:	Peer's Comments:	Administrator's Comments:
Teacher's Signature: _____	Peer's Signature: _____	Administrator's Signature: _____
Date: _____	Date: _____	Date: _____

Individual Growth Plan – Mid-Year Review

Teacher: _____

Academic Year: _____

5. Evidence of Progress or Completion towards School Improvement Plan

--

6. Evidence of Progress or Completion of Personal/Professional Goals

--

7. Evaluation

	Peer Review	Administrator Review (Optional)			
		Above Standard	At Standard	Below Standard	Unsatisfactory
1. The teacher has provided evidence that supports progress towards expected strategy outcomes, and/or has modified goals with proper justification and approval.					
2 The teacher has made consistent progress towards personal/professional enrichment goals					

8. Narrative

Teacher's Comments: Teacher's Signature: _____ Date: _____	Peer's Comments: Peer's Signature: _____ Date: _____	Administrator's Comments (Optional): Administrator's Signature: _____ Date: _____
--	--	---

Individual Growth Plan -- End-of-Year Review

Teacher: _____

Academic Year: _____

9. Evidence of Progress toward or Completion of Teacher's Goals

--

10. Teacher's Analysis, Interpretations, and Reflection

--

11. Evidence of Progress or Completion of Personal/Professional Goals

--

12. Next Year's Focus

--

Number of license Renewal Credits completed: _____ (Please attach a list of license Renewal Credits or a Staff Development Activity Sheet)

Individual Growth Plan -- Revised Initial Review

This form is used if the Initial Review requires modification.

Teacher: _____

Academic Year: _____

1. Teacher's Revised Strategies

Teacher's Goals from School Improvement Plan:	Teacher's Strategies	Expected Outcomes	Target Date

2. Personal/Professional Goals

Strengths:	Areas to be Strengthened:	Personal Enrichment Goals:

3. Revised Evaluation (To be completed by Peer and Administrator)

	Peer Review	Principal/Principal Designee Review	
		Acceptable	Modification Needed
1. The teacher's strategies support the school improvement plan.			
2. The expected outcomes are measurable and related to the teacher's strategies.			
3. The teacher has identified personal/professional strengths, areas to be strengthened, and personal/professional enrichment goals.			

4. Narrative-Revised

Teacher's Comments:	Peer's Comments:	Administrator's Comments:
Teacher's Signature: _____	Peer's Signature: _____	Administrator's Signature: _____
Date: _____	Date: _____	Date: _____

Appendix C: SERVE Progression of Standards

SERVE'S Approach to Teacher Growth and Assessment

The Continuum of Career Development

SERVE Performance Dimensions	1 st Year	2 nd Year	3 rd Year
1. Long-range planning and sequencing	◇	◇	▲
2. Alignment with NC SCS or curriculum in place	▲	●	●
3. Materials/equipment	▲	●	●
4. Context of the lesson	▲	●	●
5. Content knowledge/presentation	◇	▲	●
6. Appropriateness of the lesson: pacing	◇	◇	▲
7. Use of technology	◇	▲	●
8. Effectiveness of instructional strategies	◇	▲	●
9. Strategies for under-achieving students	▲	●	●
10. Questioning techniques	◇	▲	●
11. Analysis of student assessment results	◇	◇	▲
12. Meaningful student work assignments	◇	▲	●
13. Quality of feedback to students	▲	●	●
14. Expectations/procedures	▲	●	●
15. Expectations for student success	▲	●	●
16. Student interest and participation	▲	●	●
17. Classroom climate	▲	●	●
18. Student progress toward goals	▲	●	●
19. Contribution to school climate	◇	▲	●
20. Alignment of professional development	◇	▲	●
21. Interaction with parents	▲	●	●
22. Teacher's records	▲	●	●

◇ Indicates teacher should make expected progress, but not scored.

▲ Indicates the year in which the performance dimension is introduced for *scoring*.

● Indicates continuing accountability for scoring.

Appendix D: Dispositions in Action Instrument

This tool is premised on the following assertions related to dispositions:

1. A basic dictionary definition of “disposition” is “one’s customary frame of mind.” For research purposes we define dispositions as “teacher’s habits of mind that shape ways that they interact with students and the ways they make decisions in the classroom.”
2. As researchers, we can make basic inferences about teachers’ dispositions based on the ways they interact with students and the kinds of dialogue we observe in their classrooms.

Based on everything that you know about the teacher you are observing, please rate him/her on each of the following dimensions:

1. Ways of interacting with students (empowering/connected)

Indicators of dispositions via Dialogue High Level (3)	Indicators of dispositions via Dialogue Medium Level (2)	Indicators of dispositions via Dialogue Low Level (1)
a. The teacher regularly seeks input from students related to instructional strategies, assessment and the focus of the curriculum in the classroom.	a. The teacher occasionally involves students in instructional decisions by giving them options with assignments or projects.	a. The teacher focuses on covering information and material with very few modifications or adjustments made related to student feedback or input.
b. The teacher elicits student questions and interpretation of curriculum to gain data to inform future plans related to all aspects of classroom curriculum.	b. The teacher lets students have some choices about what to study and how to study.	b. The teacher rarely seeks feedback from students related to relevancy and development of the curriculum.
c. Structure and organization in the classroom supports dialogue and interaction with individuals and groups of students that emphasize input on designing tasks, developing procedures, and measuring student growth.	c. Students have some choices regarding classroom procedures.	c. The teacher talks with students and interacts with them in ways that emphasize following directions, completing tasks, recalling information and getting good grades.
d. Student dialogue with each other and teacher is truly collaborative (focuses on quality and mutual	d. Classroom conversations indicate a congenial atmosphere (not a collaborative one).	d. The teacher talks with students and interacts with them in ways that center on asserting the authority of

support in setting and attaining goals).		the teacher.
e. The teacher talks with students and interacts with them in ways that show “withitness”, keen awareness of individual students, and flexibility in management.	e. The teacher talks with students and interacts with them in ways that show some awareness of individual differences and some variation in management.	e. The teacher talks with students and interacts with them in ways that center on asserting the authority of the teacher.
f. The teacher proactively addresses disruptions and promotes engagement in ways that encourage shared responsibility and a sense of community	f. The teacher addresses disruptions and promotes engagement in ways that primarily emphasize extrinsic motivation.	f. The teacher addresses disruptions and promotes engagement in a primarily autocratic fashion (“because I said so”).

2. Ways of interacting with assessing understanding (challenging/critical)

Indicators of dispositions via Dialogue High Level (3)	Indicators of dispositions via Dialogue Medium Level (2)	Indicators of dispositions via dialogue Low Level (1)
a. The teacher regularly talks with all students and interacts with them in ways that communicate high expectations for learning.	a. The teacher indicates that some students are capable of meeting high expectations while others are not.	a. The teacher talks with students and interacts with them in ways that emphasize ability and compliance.
b. Dialogue and interaction regularly encourage deeper levels of understanding and emphasize progress toward high quality performance of understanding.	b. Dialogue and interaction occasionally goes beyond the “givens” of the task toward higher levels of understanding.	Dialogue and interaction focus on completion of tasks and assignments with little probing or questioning to move beyond the “givens” of the task.
c. Dialogue and interaction focuses on questioning and probing to reveal the students’ depth of understanding to move beyond surface assumptions and statements of “facts”, often seeking students’ opinions, or justifications and reasoning behind responses.	c. Dialogue and interactions typically center on questions that focus on seeking the correct answer to a question or set of questions, with occasional follow up questions.	c. Dialogue and interaction centers on the teacher typically providing information, with little focus on questioning students.
d. Students demonstrate understanding primarily through the use of projects/learning tasks with	d. Some projects and learning tasks provide supplemental assessment data while most data come	d. Assessment takes place in single events such as tests and quizzes. Assessment occurs in

occasional tests and quizzes. Assessment of learning occurs regularly within the flow of student/student/teacher interactions throughout instruction and is used to set goals for students and to guide further learning.	from tests and quizzes. Assessment of learning occurs regularly within interactions but is not used to set goals for students and guide further learning.	insolated events and is not used to set goals for students at guide further learning.
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3. Ways of interacting with instruction (facilitative/creative)

Indicators of dispositions via Dialogue High Level (3)	Indicators of dispositions via Dialogue Medium Level (2)	Indicators of dispositions via Dialogue Low Level (1)
a. The teacher frequently responds to student questions, notes their progress, shares their ideas and builds these responses into instruction.	a. The teacher occasionally responds to student questions, progress and ideas and builds their responses into instruction.	a. The teacher rarely responds to student questions, progress and ideas by emphasizing one approach to learning for all students.
b. Lessons regularly feature the scaffolding of skills and concepts to build upon students' current understanding toward deeper levels of understanding.	b. Lessons occasionally vary the explanation of concepts and the performance of skills in response to students.	b. Lessons emphasize the explanation of concepts in a prescribed order and the performance of skills in the same way.
c. The teacher talks with the students and interacts with them in ways that are very responsive to individual differences and developmental needs.	c. The teacher talks with students and interacts with them in ways that show some awareness of individual differences and developmental needs.	c. The teacher talks with students and interacts with them in ways that are rarely responsive and are often the same from class to class and situation to situations.
d. The teacher regularly relates classroom learning experiences to real world situations and connects issues to students' live beyond school.	d. The teacher occasionally relates classroom learning experiences to real world situations and rarely connects issues to students' lives beyond school.	d. The teacher talks with students and interacts with them in ways that emphasize the coverage of information. Any connections beyond the classroom are incidental.
e. The teacher encourages multiple ways of demonstrating understanding.	e. The teacher offers limited opportunity for student demonstrations of understanding during the learning process.	The teacher emphasizes single pathways to learning and assesses whether or not students demonstrate prescribed skills and procedures.
f. The teacher regularly	f. The teacher occasionally	f. The teacher generally

provides multiple forms of feedback to students to guide the growth of their understanding.	provides feedback to students to guide the growth of their understanding.	limits feedback to grades on assignment.
---	---	--

Appendix E: Interview Protocol, Teacher

1. What do you consider most important about instruction? Why?
2. What teaching strategies do you feel are most effective for your students?
3. Identify any effective strategies that you use while interacting with students on a daily basis.
4. What do you consider most important about assessment in the classroom?
5. What role does assessment play in your classroom?
6. Identify the types of assessments that you use in your classroom.
7. Why do you use those particular types of assessments?
8. Tell me what you think is most important about classroom management.
9. What is your role in regards to classroom management?
10. What management techniques have you found to be the most effective?
11. What role does communication play in your classroom?
12. What do you consider the most effective/ineffective types of communication?
13. Identify your role as a professional.
14. Do you have anything else that you would like to add?

Appendix F: Interview Protocol, Student

1. Do you feel like you can ask your teacher questions if you do not understand something?
2. Can you think of a question that you have asked your teacher lately?
3. Do you like the way Mr./Mrs. X teaches?
4. What do you like the most about how he/she teaches?
5. Is there anything you do not like about how he/she teaches?
6. Does your teacher make you feel excited about learning? If so, how?
7. What are some ways that your teacher learns about what you know?
8. What is the hardest thing you have done in your classroom this year?
9. What makes you feel successful in the classroom? At school?

Appendix G: Interview Protocol, School Administrator

1. Tell me about Mr./Mrs. X's rapport with the students in his/her classroom. Outside of his/her classroom?
2. What types of communication have you observed the teacher using within his/her classroom?
3. What effective classroom management techniques have you observed in his/her classroom?
4. What ineffective classroom management techniques that have you observed in his/her classroom?
5. Identify effective teaching strategies you have observed him/her using.
6. Identify ineffective teaching strategies you have observed him/her using.
7. Describe the different types of assessment you have observed the teacher using in his/her classroom.
8. Do you feel he/she is knowledgeable of the North Carolina Standard Course of Study? Why or why not?
9. Has Ms./Mrs. X had a successful experience teaching this year? Please tell me why you think this.

Appendix H: Observation Tool

	Facial Expressions	Body Language	Eye Contact
Responsive	Smiling Nodding Approval Happy	Open Enthusiastic Facing students Moving around Physically on student level	Direct eye contact with students Looking at students while teaching/talking
Technical	Emotionless Wrinkled brow Disapproval Unhappy	Closed Arms crossed Facing wall or away from students Not circulating Not enthusiastic Towering over students	No direct eye contact Looking at book, board, overhead while talking/teaching

Appendix I: Card Sort

Directions: Organize the cards from what you consider to be most important to least important.

	Classroom Management	
3	2	1
a) Regular input from students related to instructional strategies, assessment, and curriculum	a) Partial student involvement in instructional decisions by giving them options with assignments or projects	a) Focus on information precedes modifications based on student feedback or input
b) Student questions and interpretation of curriculum informs future plans related to all aspects of classroom curriculum	b) Students have some choice about what they study and how to study	b) Feedback from students related to relevancy and development of the curriculum is secondary to the NCSCOS.
c) Emphasis is on input on designing tasks, developing procedures, and measuring student growth	c) Students have some choices regarding classroom procedures and routines	c) Emphasis is on following directions, completing tasks, recalling important information, and making good grades
d) Dialogue focuses on setting and attaining goals	d) Dialogue indicates a congenial atmosphere	d) Dialogue focuses on the task at hand
e) Awareness of individual students and flexibility in management	e) Some awareness of individual differences and variation in management	e) A system that holds all children to identical expectations
f) Address disruptions and promote engagement in ways that encourage shared responsibility	f) Address disruptions and promote engagement in ways that emphasize extrinsic motivation	f) Address disruptions and promote engagement in ways that emphasize autocratically

	Instruction	
3	2	1
a) Importance of responding to student questions, noting progress, sharing ideas that are built in to instruction	a) Importance of building student responses in to instruction	a) Importance of meeting curriculum standards
b) Importance of lessons featuring the scaffolding of skills and concepts to build upon students' understanding	b) Importance of lessons that vary the explanation of concepts and the performance of skills in response to students	b) Importance of lessons that emphasize the explanation of concepts in a prescribed order
d) Importance of relating classroom experiences to real world situations and connecting issues to students' lives beyond school	d) Importance of relating classroom experiences to real world situations on occasion and sometimes connecting issues to students' own lives	d) Importance of emphasizing the coverage of information
f) Feedback can take multiple forms	Periodically provide feedback to students to guide the growth of their understanding	Feedback consists of grades on an assignment

	Assessment	
3	2	1
a) Communicate high expectations for learning	a) Some students are capable of meeting high expectations while others are not	a) Ability is directly related to compliance
b) Dialogue/interaction goes beyond “givens” of a task towards higher levels of understanding	b) Dialogue/interaction emphasizes progress towards high quality performance	b) Dialogue/interaction is on the completion of tasks and assignments
c) Focus on questioning and probing to determine reasoning	c) Focus on seeking the correct answer with follow-up questions	c) Focus on providing information and questioning students
d) Assessment takes place through projects/learning tasks with occasional tests, quizzes, and worksheets	d) Assessment takes place through some projects while mostly through single events (tests, quizzes, and worksheets)	d) Assessment takes place through single events such as tests, quizzes, and worksheets