2014

Examining Preservice Teachers' Performances And Pedagogies Of Practice In An Urban Classroom Through The Use Of A Simulated Learning Environment

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EXAMINING PRESERVICE TEACHERS' PERFORMANCES AND PEDAGOGIES
OF PRACTICE IN AN URBAN CLASSROOM THROUGH THE USE OF A
SIMULATED LEARNING ENVIRONMENT

by

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A dissertation in practice submitted in partial fulfillment of the requirements
for the degree of Doctor of Education
in the School of Teaching, Learning, and Leadership
in the College of Education and Human Performance
at the University of Central Florida
Orlando, Florida

Spring Term
2014

Major Professor: Judit Szente

ABSTRACT

The failure to staff the nation's classrooms with highly qualified teachers, especially those in disadvantaged schools, is a problem in American education. Novice teachers who begin teaching in urban, low-income, diverse schools leave the field of education at alarmingly high rates. Schools are not being provided with the teachers they deserve; new teachers are especially ill-prepared to meet the needs of students in high-need urban settings. In return, these low-income schools are not retaining sufficient numbers of the teachers they do recruit.

A teacher's performance has a tremendous impact on a child's learning and academic journey. Teacher preparation programs need to increase effectiveness by preparing teachers who perform at a proficient level or higher from the first day they step foot in the classroom. Preservice teachers must have an understanding of how to teach effectively through the use of pedagogical knowledge and culture. Universities can assist prospective teachers to simultaneously learn content and pedagogy through training. The revolving door of teachers leaving impoverished communities must stop. Students are not in warrant of substitute teachers, unqualified or uncertified novice teachers year after year.

Teacher preparation programs have a vital role in shaping initial levels of teacher commitment. One way to build this bridge between preparation of teachers for urban or diverse settings is to consider new options for teacher preparation. While teacher preparation programs can offer theories and pedagogies of practice, the use of a virtual reality (VR) environment permits teacher preparation to provide preservice teachers with varied experiences in order to prepare them for a high-need urban setting. This fully immersive environment could allow preservice teachers to create an environment that best supports the needs of their learners,

strengthening knowledge gained in coursework to examination in the field. A traditional teacher preparation program cannot offer this understanding of pedagogy in a consistent and constant format. It is the obligation of schools and colleges of education to improve teacher education programs. Universities need to prepare culturally responsive educators who can effectively perform in the urban classroom.

The purpose of this study was to examine the impact a simulated learning environment had on preservice teachers' classroom performances as measured by onsite and virtual observations. Pedagogies of practice are described through categories of personal connections, life experiences, engagement and assessment of prior knowledge as demonstrated in reflective writing of preservice teachers who participated in a simulated learning environment versus those who did not. The researcher proposed the use of a VR to provide an expanded view to preservice teacher preparation within a simulated classroom. It was hypothesized this scaffolding of learning beyond typical textbook learning would deepen the knowledge of the preservice teacher, leading to effective performance within a high-need urban setting.

A mixed-methods approach of the embedded experimental design was used for collection of both qualitative and quantitative data. The Chi-square Test of Independence, supported by Fisher's Exact Test and Cramer's V used to analyze data measured on a nominal scale for the experimental group and control groups. Data analysis showed a significant difference in teacher indicators in three of the four observations. Specifically the preservice teachers (experimental group) who participated in the simulated learning environment related and integrated the subject matter with other disciplines and life experiences and reviewed previous class material before instruction more often than the control group. Key words in context (KWIC), word count and

content analysis were used to identify themes through language as demonstrated in the reflective writing. Underlying patterns were used to form relationships between performance in the urban classroom after participation in a simulated learning environment, followed by reflective writing in the categories of personal connections, life experiences, engagement and assessment of prior knowledge. The preservice teachers in both the experimental and control groups exhibited many of the teacher behaviors needed in a high-need urban setting through their reflective writing. However, the intervention of TeachLivE™ continued to be an outlier, which not only strengthened the preservice teachers' reflections but performance in the classroom. The simulated learning environment offered the preservice teachers in the experimental group a medium to learn through doing. Exposure to the tools and methods in TeachLivE™, followed by reflective writing, provided opportunities to improve pedagogies of practice, impacting preservice teacher's performances in the urban setting.

Future research recommendations based on continued observations to gather further data of the study, improvement of performance over time, and an expanded observational group are presented. Academic achievement of the students in the participant's classrooms who took part in TeachLivE™ in order to analyze whether the variable of TeachLivE™ impacted preservice teacher performance in the urban classroom could be measured. Finally, faculty mentors at the university could design professional development opportunities for novice teachers in TeachLivE™, assisting in coaching and self-reflection of lessons taught, working towards understanding of content and pedagogy. Reflection afterward would be collaborative between novice teachers and faculty mentors based on observations. Scaffolding novice teachers learning while in a simulated environment can be motivating and effective in learning gains.

I dedicate this dissertation to my family. I could not have succeeded without the gift each of you gave me. To my dad, I thank you for teaching me what determination is all about. You have modeled to never give up and keep going no matter what. To my mom, thank you for teaching me how to set a goal and to dream. You truly are a star teacher. To my partner and children, thank you for your love and the gift of time. Without your continued support and belief in me, I could not be where I am today. I look forward to reading bedtime stories again and the beach on weekends. Matt and Ehren, I can finally say, "I'm done." I love you.

ACKNOWLEDGMENTS

I would like to acknowledge the five amazing women who made up my dissertation committee, Dr. Judit Szente, Dr. Carolyn Walker Hopp, Dr. Lisa Dieker, Dr. Lynn Hartle, and Dr. Deirdre Englehart. I admire each of you for your passion, as a mentor, as a mother and as a colleague. I could not have asked for a more supportive and knowledgeable team. Thank you for your guidance in this process and words of encouragement. The phone calls, text messages, office hours, and Skype meetings during your own research times, conferences, finals, and vacations were noted.

To Dr. M.H. Clark and Dr. Lihua Xu, two dedicated professionals who spend countless hours in the CASTLE lab with students and to Dr. Debbie L. Hahs-Vaughn for always making time to guide me through statistics, making sure you answered each question thoroughly for understanding.

I would like to thank the dedicated staff at the University of Central Florida. Your hard work made the process much smoother. Finally, to my friends and colleagues your smiles, cheers, and inquiries kept me going, thank you!

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CHAPTER 1
INTRODUCTION

__Background__

Burdened with a history that includes the denial of education, separate and unequal education, and relegation to unsafe, substandard inner-city schools, the quest for quality education remains an elusive dream for the African American community (Ladson-Billings, 2009, p. XV). Increasingly, the direction of education is being determined by CEOs and politicians while parents and communities are treated as little more than consumers, and teachers as disposable workers (Noguera & Weingarten, 2011).

The field itself is regulated by state legislatures that allow politics to determine its direction (Ladson-Billings, 2001, p. 124). School reforms such as high-stakes testing, charter schools and school vouchers designed to improve academic achievement, however have had little effect on the achievement gap. As the country becomes more diverse, schools are becoming more separated (Howard, 2003; Sleeter, 2001; Waddell, 2011).

By 2020, it is projected that nearly 50 percent of all children in the U.S. will be black and brown, and that constructs of "minority" versus "majority and "mainstream" versus "diverse" will be increasingly problematic (Ray, Bowman & O'Nan Brownell, 2006). Even though nearly 50 percent of all children will be black or brown, on average, the students in poverty and the students of color will begin school behind compared to their white counterparts. Reformers have helped foster an environment where African American children continue to be viewed as intellectually inferior. "Obstacles confronting poor communities are real, and, if actions aren't

taken to address them, they will often undermine efforts to help students achieve and schools improve" (Noguera, 2011, p. 9).

"A persistent challenge in addressing and hopefully closing opportunity gaps in P-12 classrooms has to do with how teachers are educated, whether in traditional or nontraditional teacher education programs" (Milner, 2010, p. 147). "The failure to ensure that the nation's classrooms, especially those in disadvantaged schools, are all staffed with qualified teachers continues to be one of the most important problems in contemporary American education" (Ingersoll, 2004, p. 2). Novice teachers who begin teaching in urban, low-income, diverse schools leave the field of education at alarmingly high rates.

According to the National Center for Educational Statistics 2010 report on the Condition of Schools: In 2007–08, there were 16,122 schools, or 17% of all public schools, that were considered high-poverty schools. That is, in these schools, 75% or more of the student enrollment was eligible for free or reduced-price meals (National Center for Educational Statistics, 2010). "Students of color and economically disadvantaged students in large urban districts continue to underperform compared to their national peers" (Boyd, 2011, p. 11). "Too often, schools and teachers are inadequately prepared for the social, political, and economic conditions impacting the lives of their urban students, families, and communities" (Noel, 2010, p. 9).

"Universities continue to prepare teachers who often chose not to teach where they are most needed, and administrators from our nation's high-needs school districts lament the quality of the recruits they hire" (Barnett, Montgomery, Snyder, & Bank Street College, 2008, p. 2). Schools are not being provided with the teachers they deserve; new teachers are especially ill-

prepared to meet the needs of students in high-need urban settings. In return, these low-income schools are not retaining sufficient numbers of the teachers they do recruit. Realities of working with and in urban settings can prove to be overpowering for many preservice and first year teachers. This feeling of suppression often leads to high levels of teacher absenteeism, attrition rates, and teacher shortages.

"To reduce high teacher turnover rates that impose heavy costs on schools, we must insist on effective teacher preparation" (Darling-Hammond, 2003, p. 7). Obidah and Howard (2005) ask if teachers are prepared for today's schools, particularly those located in the most difficult of social, political, and economic realities of urban life. Teacher preparation programs should offer opportunities for pre-service teachers to cross cultural borders, opportunities for pre-service teachers to work and socialize within the urban community in order to prepare highly effective urban educators.

Teachers need an understanding of urban cultures. "They need to be more cognizant of the fact that a commitment to teach in urban settings goes beyond knowledge about the curriculum and how children learn and touches a much deeper issue—that of how to connect the curriculum to children's everyday lives" (Reed, 2004, p. 245).

"Teachers need to learn about cultural experiences of their students so that they can adjust to their needs, rather than requiring adherence to what we consider a more traditional structure of elementary schooling" (Hauser, 1995, p. 74). Researchers such as Gay (2002) illustrate that connecting curriculum to culture can lead to improved academic achievement among diverse populations.

Simulated Environment

One way to build this bridge between preparation of teachers for urban or diverse settings is to consider new options for teacher preparation. One option that is just emerging is the use of simulation. "Exposure to the tools and methods available for training and education using virtual environments has been shown to provide opportunities to construct knowledge through direct interactions and develop the psychological process involved with learning" (Dieker, Rodriguez, Lignugaris/Kraft, Hynes, & Hughes, 2012, p. 4).

Virtual reality (VR) is an ideal setting for teachers to apply their beginning skills as this environment incorporates high-speed three-dimensional graphics, audio feedback, psychology and special peripheral devices to produce "realistic" (p. 583) computer generated interactive environments that are indistinguishable from reality (Limniou, Roberts, & Papadopoulos, 2007).

While teacher preparation programs can offer theories and pedagogies of practice, the use of a VR environment could allow teacher preparation to provide preservice teachers with varied experiences in order to prepare them for a high-need urban setting. This fully immersive environment could allow preservice teachers to create an environment that best supports the needs of their learners, strengthening knowledge gained in coursework to examination in the field. A traditional teacher preparation program cannot offer this understanding of pedagogy in a consistent and constant format.

The researcher proposes to use VR to provide an expanded view to primary preservice teacher preparation within a simulated classroom. It is hypothesized this scaffolding of learning beyond typical textbook learning will deepen the knowledge of the preservice teacher, leading to effective performance within a high-need urban setting. The use of a VR environment offers a

medium to learn through doing, enhancing the learning of the preservice teacher. The use of a VR classroom allows preservice teachers time to self-reflect and acquire theories and pedagogies or practice.

Preservice teachers offer the students they teach tools to be successful in and out of classrooms. So, why are colleges of education not offering the same tools for teaching enhancement where preservice teachers can develop and hone their lesson presentation and knowledge of pedagogy? Dieker and colleagues (2012) focus on the emergence of personalized learning environments and teacher self-directed professional development where mentors and experts in content and pedagogy work collaboratively with preservice teachers in a safe environment that is driven by technology to produce teachers.

The TeachLivE™ lab provides preservice teachers the opportunity to practice their skills and self-reflect without placing a "real" student at risk during the learning process. The purpose of the TeachLivE™ lab is to positively impact teacher recruitment, preparation, and retention in education by allowing teachers to hone their skills with virtual children, providing a more ethical approach to learning the science of teaching (Dieker et al., 2012). Simulations are created to facsimile real objects or events, allowing preservice teachers to interact exactly as they would in the "real" classroom.

The TeachLivE™ lab was built on the hypothesis that performance assessment and improvement are most effective in contextually meaningful settings (Mapes, Tonner, & Hughes, 2011). Preservice teachers in the TeachLivE™ lab have been able to learn strategies for gaining student attention, introduce a lesson, review classroom rules, maintain an appropriate lesson

pace, strategically provide nonverbal group and verbal individual response opportunities, and using teacher proximity, praise, and extinction to manage the student avatar's problem behaviors.

"The psychological processes that become active in immersive virtual reality are very similar to the psychological processes that operate when people construct knowledge through interaction with objects and events in the real world" (Winn, 1993, p. 1). Learning is constructed by the preservice teacher's interaction in the virtual environment. The use of an avatar, a virtual character that can be seen by users, allows the participant to be immersed in a simulated environment. The knowledge gained is direct, personal and implicit as preservice primary teachers practice cross cultural-communication skills, stepping out of their comfort zone within a safe simulation of an urban classroom setting.

TeachLivE™ enables consistency in preparation, immediate feedback, and refinement of the environment to ensure the maximum impact on teacher performance and student learning (Dieker, et al., 2012).

Educators As Advocates

Advocating for social change moves people to see lives through the lens of someone else. Courses are based on the assumption that teaching is a social justice project and that teachers should be leaders and activists in making their schools and society more just and equitable places at the same time that they are educators.

Catapano (2006) uses a model that blends advocacy and mentoring with service-learning to support new teachers. "Combining advocacy strategies with mentoring techniques through the service-learning experience sets the stage for preservice teachers to enter

their classrooms as new teachers with the skills to problem solve, move conflict to action, and work to help the children in their classroom succeed" (p. 94).

Teachers must have opportunities throughout their teacher preparation program to interact with urban children in non-school settings. Each entity (university, school, community organization) cannot do it alone. It is important that an array of opportunities and services from both in school and out of school are available to children and their families to maximize academic and social-emotional success (Stewart, 2005). A collaboration of efforts as coexperts (teachers and parents) need to work together to maximize resources for the students in which they both instruct.

"Teaching, then, would be an aspect of social activism" (Onore & Gildin, 2010, p. 29). A link must be made between teaching and the community. Universities can help foster critical political, pedagogical and philosophical questions by culturally responsive urban practitioners.

Preservice teacher education programs can play an important role in the shaping of commitment to urban settings serving culturally and linguistically diverse students. Universities need to consider applicants' commitment to working in urban schools for recruitment into urban-focused teacher education programs.

Taylor and Frankenberg (2009) suggest that aspiring teachers' commitment to the profession is shaped by both their personal and demographic factors and by their experiences in preservice preparation programs. "When it comes to feeling dedicated to urban teaching in particular, teacher candidates' experience with urban environments and students of color and students from low-income families may impact their initial urban commitment" (Taylor &

Frankenberg, 2009, p. 329). Teacher educator programs strongly can and should influence the extent to which novice teachers are able to think and problem-solve (Yost, 2006).

It is the obligation of schools and colleges of education to improve teacher education programs. Universities need to prepare culturally responsive educators who can effectively perform in the urban classroom. As Zeichner (2010) points out, "even in the current wave of school-university partnerships in teacher education, colleges and universities continue to maintain hegemony over the construction and dissemination of knowledge" (p. 90).

With this position of authority, university programs need to address effective pedagogies of practice for teachers in urban settings. The beginning teachers experience few successes, and their own sense of failure drives them from the classroom (Ladson-Billings, 2001), representation of the revolving door. How do universities then design a learning environment that builds on the many talents and strengths executed by preservice teachers in order to stop the attrition rate of new teachers within the first three to five years?

The purpose of this study is to examine the impact a simulated learning environment has on preservice teachers' classroom performances. Pedagogies of practice are described through categories of personal connections, life experiences, engagement and assessment of prior knowledge as demonstrated through preservice teachers' reflective writing.   The study is guided by the following questions.

<u>Research Questions</u>

1. Does a simulated learning environment impact preservice teachers' performances in an urban setting as measured by onsite and virtual observations?

2. What are the similarities and differences of pedagogies of practice that describe categories of personal connections, life experiences, engagement, and assessment of prior knowledge as demonstrated in reflective writing of preservice teachers who participated in a simulated learning environment versus those who did not?

Significance of the Study

Teacher Performance

A teacher's performance has a tremendous impact on a child's learning and academic journey. As Browne-Dianis et.al (n.d.) state, "researchers have discovered that the single most important school influence on student learning is the quality of the teacher" (p.1). Students fortunate enough to have teachers who know their content and how to perform effectively will achieve more. Yet, "teachers differ dramatically in their performance, with large consequences for students" (Glazerman et al., 2010, p. 11). The effects of a good teacher or poor teacher can last well beyond a single year, often influencing a student's learning for years to come.

The facts are unnerving: children in poverty and those of color are far less likely to be taught by a qualified teacher – no matter how the term "qualified teacher" is defined (Berry, Rasberry, & Williams, n.d.).

Fueled in part by the U.S. Department of Education's Race to the Top program, a massive effort to overhaul teacher evaluation is underway in states and districts across the county. The aim is to ensure that evaluations provide better indication of "teaching

effectiveness," or the extent to which teachers can and do contribute to students' learning (Jerald, 2012, p. 1).

The importance of powerful teaching is increasingly important within contemporary society" (Darling-Hammond, 2013) as currently, too many teachers, especially in low-income schools, enter the teaching profession lacking in performance. Teacher preparation programs need to increase effectiveness by preparing teachers who perform at a proficient level or higher from the first day they step foot in the classroom.

Preservice teachers must have an understanding of how to teach effectively through the use of pedagogical knowledge and culture. Universities can assist prospective teachers to simultaneously learn content and pedagogy through training. Jamil, Downer, and Pianta (2012) propose that high quality teaching during the preservice teacher's internship will serve as a master experience, resulting in higher self-efficacy for those who experience success. TeachLivE™ is a vehicle that could assist in the establishment of preservice teacher's sense of self-efficacy, translating to effective teacher performance.

As a preservice teacher enters the field of education, instructional practices, methods, and strategies would be examined in order to perform effectively. "Schools of education must design programs that help prospective teachers understand deeply a wide array of things about learning, social and cultural contexts, and teaching and be able to use this knowledge in complex classrooms servicing increasingly diverse students" (Darling-Hammond, 2013, p. 302). Through their questions, thoughts, and feelings, preservice teachers can begin to think critically about their performance in the virtual learning environment.

Statistics of Teacher Attrition

The annual number of teachers leaving the profession outnumbers those entering the system. Teacher turnover continues to be a high cost in terms of time and resources. Regrettably, chronic turnover falls hardest on students, who are dependent on high quality educators yet commonly taught by inexperienced teachers overwhelmed by the stressors of urban schools and likely to leave within those first few years (Smith & Ingersoll, 2004).

School leaders must address the challenge of teacher attrition when teacher turnover is 50% higher in high-poverty schools than low-poverty schools. The need to attract and retain effective teachers is even more daunting in schools serving poor, non-white, and low-performing students, usually located in impoverished communities that embody poor children with the greatest educational challenges (Boyd, Lankford, Loeb, & Wyckoff, 2005; Hobbs, 2006; Prince, 2002; Robelen, 2001). Some research suggests that the attrition rate for teachers in these settings is three times greater of any other schools.

Further, Boyd, Lankford, Loeb, and Wyckoff (2005) noted that high-performing teachers are those who are most likely to leave poor, urban schools for schools that are considered less challenging. Factors such as poor school climate, weak school leadership, and inadequate preparation for the challenges of teaching in urban classrooms are often cited as reasons for this occurrence. "Such schools must continually pour money into recruitment efforts and professional support for these new teachers" (Darling-Hammond, 2003, p. 8). Further, schools have to reteach teachers who are ill-prepared or leave before they become skilled.

Unless we develop policies to stem such attrition through better preparation, assignment, working conditions, and mentor support, we cannot meet the goal of ensuring that all students

have qualified teachers (Darling-Hammond, 2003) who operate successfully in the urban classroom.

As researchers indicate (Darling-Hammond, 2003; Haberman, 2005; Smith & Ingersoll, 2004; Stewart, 2005), there is a higher attrition rate for teachers within lower socio-economic schools. Using his Urban Teacher Selection Interview, Haberman (2005) found only one in ten teachers under the age of 26 would stay three years or longer in urban schools. School staffing challenges are often the result of early exiting of the field.

The attrition rates of schools serving diverse children in poverty results in approximately 50% of new teachers leaving urban districts in less than five years. In Haberman's (2005) own city of Milwaukee, 50% of the more than 1,000 new teachers hired annually will be gone in three years or less. Stewart (2005) looked at highly qualified, nationally board certified teachers in urban settings and concluded that nearly 30% of beginning teachers in urban settings were leaving the field within the first three to five years of teaching.

The revolving door of teachers leaving impoverished communities must stop. Students are not in warrant of substitute teachers, unqualified or uncertified novice teachers year after year. Teacher preparation programs have a vital role in shaping initial levels of teacher commitment. "Growing evidence suggests that teachers who lack adequate preparation to become teachers are more likely to leave the profession" (Darling-Hammond, 2003, p. 10).

"When it comes to feeling dedicated to urban teaching in particular, teacher candidates' experience with urban environments and students of color and students from low-income families may impact their initial urban commitment" (Taylor & Frankenberg, 2009, p. 329).

While individual personal characteristics and experiences can shape a teacher candidate's perspective on the profession, it seems experiences in preservice teacher education programs often overrule this predisposition. The use of a simulated learning environment, which impacts preservice teacher performance in the classroom, could better prepare teachers for the field of urban education.

Cost of Teacher Attrition

Researchers suggest increasing attrition rates create financial hardships for urban districts, yet little research has been done on the costs and consequences of first-year teachers leaving high-need urban schools (Ingersoll & Smith, 2003, Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2008). Separation costs, hiring costs, vacancy costs, and training costs are a strain on a district's annual budget. The utilization of funds could be spent on resources for students' education to enhance academic achievement. Instead, the costs are consumed by recruiting and hiring of first-year teachers in high-need urban settings.

Early attrition of teachers can cost school districts a vast amount of money. Many first-year teachers who are inexperienced in low-achieving urban environments are assigned to schools of poverty. The issue of teacher attrition in urban high-poverty schools has implications for cost effectiveness as well as educational quality based on low teacher performance. The Department of Labor estimates that teacher attrition costs districts about 30% of the leaving employee's salary, which in turn, costs taxpayers over $2.2 billion a year (Alliance for Excellent Education, 2005).

Universities should be more responsive to the labor market needs of the school districts they serve and begin to prepare teachers so they are ready to teach effectively (Barnett,

Montgomery, Snyder, & Bank Street College, 2008). Teacher preparation programs also need to widen the scope of preparation in order to strengthen novice teachers' pedagogies of practice and long-term commitment to teaching, aiding in teacher performance and attrition.

A simulated learning environment with the characteristics of an urban classroom along with critical self-reflection on pedagogies of practices could help combat teacher attrition. TeachLivE™ could aide school districts strained by separation costs, hiring costs, vacancy costs, and training costs for the novice teacher.

Need for the Study

Teacher Preparation Programs

Traditional university-based teacher education programs over time have been shown that these programs cannot produce teachers who will remain in high-need urban schools for longer than brief periods (Abbate-Vaughn, 2006; Donaldson, 2009; Feiman-Nemser, 2001). Teacher preparation programs need to offer opportunities for perservice teachers to cross cultural borders. Preservice teachers need to learn how to cross borders in order to analyze schools, their own backgrounds, the educational environment, and how the intersection of these factors will manifest in their future classrooms (Waddell, 2011).

The cultural barriers that exist between the teacher candidate and the urban student define the need for universities to promote an understanding of urban communities and cultural diversity. Courses in diversity and service learning within the urban community presents a combination for preservice teachers to learn about the assets of the students they serve and

become a preservice teacher who understands social justice and the equitable success for all learners, no matter socio-economic status. Preparing teachers to work effectively in hard-to-staff schools in lower income communities requires a commitment on all our parts: it may call for redesigning most higher education teacher education programs (Stewart, 2005).

Having students engage in course activities and field experiences that allow them to explore the perspectives of cultural minorities and families in poverty and to show them a more collaborative model for constructing relationships is crucial. Preservice teachers need to understand how to include families in the classroom, how to instill prior knowledge, and how to support social behaviors that are different from those of their own culture.

To prepare educators to meet the needs of underserved urban children, course work must focus on issues and dilemmas within the urban community in which it serves. In university classrooms, issues with which young teachers will come face-to-face cannot be ignored (Obidah & Howard, 2005). Teacher preparation program faculty must address the impact of race, class, power, and privilege, especially White privilege, and how those concepts interact to create powerful relationships in low income, urban communities and schools (Noel, 2010).

Self-reflection of pedagogies of practice after participation in a simulated learning environment could enable teacher preparation programs to affect teacher performance in the urban classroom. A program of social constructivism should be developed, meeting the needs of both the university and local school systems urban settings. This program could also provide cultural and societal context of schooling as preservice teachers begin to form their identity as an advocate for change.

Definition of Terms

Assessment of prior knowledge: assessing the familiarity a student has about a concept, skill, or belief to provide new information and understanding of material.

Culture of poverty: behavior and attitudes describing urban minorities**.**

Developmentally appropriate practice: requires both meeting children where they are, which means that teachers must get to know them well, and enabling them to reach goals that are both challenging and achievable.

Diversity: race, ethnicity, social class, gender, religion, languages, or sexual orientation.

Highly effective: an educator who understands social cultural theory and social-emotional development, has the ability to be self-reflective, is able to make social-emotional attachments, as well as form positive teacher-child relationships. An educator who identifies developmentally appropriate practices, offers high-quality feedback, engages children in activities, offers a range of strategies and interaction styles, understands own bias and prejudices, as well as recognizes disparities and has strong interpersonal skills.

Key words in context (KWIC): keywords, words that were used either frequently or in an unusual manner to identify a theme.

Life experiences: a person's diversified background experiences (race, gender, family, community, culture, perspectives, religion, education, socio-economic, interests).

Pedagogies of practice: educational knowledge and understanding of development, content, skills, and instructional practices for the academic success of all children.

Performance: highly effective execution of pedagogies of practice.

Personal connections: learning about and building a relationship with students and families in the classroom in order to implement lessons effectively.

Self-reflection: having an awareness of one's own beliefs and attitudes, as well as being willing and able to think critically about them. The ability to recreate the story of their personal and professional experiences to reflect and examine that experience as it pertains to teaching practice.

Simulated learning environment: an interactive simulation that enables the preservice teacher to engage in realistic teaching scenarios safely.

Social-emotional: the developing capacity to experience and regulate emotions, from secure relationships and explore and learn, all in the context of the child's family, community and cultural background.

Sociocultural theory: originated by Lev Vygotsky (1978, this theory gives prominence to the social, cultural, and historic context of child development.

Student engagement: degree of attention, curiosity, and interest in learning.

Urban: having a population density of at least 2,500 people per square miles (The United States Census Bureau, 2012.

Word count: words used most often in reflective writing.

CHAPTER 2
LITERATURE REVIEW

<u>Theoretical Framework</u>

Theory provides students and practitioners with a model to frame and interpret society (Zamudio, Russell, Rios, & Bridgeman, 2011). Educators are finding in the 21st century how the impact of heredity and the environment, society and culture affect the growth and development of young children. Knowing and understanding the theoretical foundations of young children is critical to providing quality education.

Teacher-child relationships play an important role in children's educational success. The social and emotional processes involved in relationships between teachers and children should be considered along with issues such as curriculum and assessment to ensure that no child is left behind. "All societies have a universal responsibility to recognize the beginning years as ones in which children should be protected from harm, nurtured in growth, motivated to learn, and equipped to contribute to their society in a multitude of ways" (Jalongo et al., 2004, p. 144). As Epstein (2006) points out, without a theoretical framework, those concerned with schools toss around an endless set of piecemeal arguments (p.4).

Socio-cultural

Socio-cultural theory provides a framework for understanding how context affects the development of teacher attitudes, beliefs, and behaviors. According to Vygotsky's socio-historical psychology, mental development is guided by community influence, interpersonal

interaction, and intrapersonal reflection and transformed through social, cultural, and historical contexts (Sachs, 2004). Socio-cultural approaches differ from other perspectives in the emphasis placed on cultural variation and its concurrent relationship with development. "Socio-cultural theory helps educators provide instruction that recognizes and empowers culturally diverse students" (John-Steiner & Mahn, 1996, p. 198). Each school must establish a framework that will address the provision of a variety of culturally responsive and demonstrably effective programs that meet the needs of all students and families.

Lev Vygotsky based his theory on the belief that human activities take place in cultural contexts. Vygotsky (1978) stated, "From the very first days of the child's development his activities acquire a meaning of their own in a system of social behavior and, being directed towards a definite purpose, are refracted through the prism of the child's environment. The path from object to child and from child to object passes through another person" (p. 30). These activities are connected by language and other symbol systems.

"Contemporary research supports the sociocultural claim that the relationships between individuals form a basis for cognitive and linguistic mastery" (John-Steiner & Mahn, 1996, p. 192). Vygotsky described young children's development from socially shared activities. Learning a child encounters in school will have a previous environmental history. Sociocultural approaches are also distinguished from other perspectives by the importance they place on cultural variation and its interrelationship with development (John-Steiner & Panofsky, 1992). "Human learning presupposes a specific social nature and a process by which children grow into the intellectual life of those around them" (Vygotsky, 1978, p. 88).

John Dewey was a progressive educator as was Vygotsky. Dewey believed education should be both active and interactive and education must involve the social world of the child and the community (Mooney, 2000). Each child's interests and background should be taken into consideration when planning for learning experiences.

> "Hence, what concerns him, as teacher, is the ways in which that subject may become a part of experience; what there is in the child's present that is usable with reference to it; how such elements are to be used; how his own knowledge of the subject-matter may assist in interpreting the child's needs and doings, and determine the medium in which the child should be placed in order that his growth may be properly directed" (Dewey, 1900, p. 23).

Teachers must be sensitive to the values and needs of families, reflecting upon the how the cultures of families and communities affect what happens at school. Educators must prepare children to live more fully and understand the world in which they live.

Conceptual Framework

Performance

Ensuring student success requires a new kind of teaching, conducted by teachers who understand learning and pedagogy, who can respond to the needs of their students and the demands of their disciplines, and who can develop strong connections between students' experiences (Darling-Hammond, 2009, p. 7). The National Association for Education of Young

Children (NAEYC) emphasizes three core dimensions of classroom practices with young
children:

> (1) implementation of a curriculum that is sensitive to the developmental capabilities and
> background of the children;
>
> (2) ongoing assessment of children's development for individualization of instruction for
> individual children as well as overall; and
>
> (3) the centrality of positive teacher-child relationships to children's school success
> (https://www.naeyc.org/DAP)

Borich & Cooper (2004) present the National Board Certified model, where students learn best
when they become actively engaged in the learning process. Teachers promote student
engagement by providing exercises, problem sets, and activities that allow students to think
about, act on, and practice what they learn (p. 20). Browne-Dianis et.al (n.d.) state that teachers
need to create a productive curriculum that will build on students' prior knowledge and
experiences, as well as how to assess learning continuously so they can diagnose students' needs
and respond with effective teaching strategies. Irvine (1988) found that monitoring and
assessment were used as effective instruction for urban students.

In her Barbra Bieber lecture, Cochran-Smith (2006) recollects the idea that teaching is
relational and is fundamentally about forming connections that scaffold learning (p. 12). Quality
teaching is about establishing loving and caring relationships with students as human beings and,
at the same time, being deeply committed to ensuring that all students have opportunities to learn
challenging academic material that will increase their life chances. The goal is to improve
practice so that teachers can better help students' success. Classroom observation instruments,

including both subject-specific and cross-subject tools that define discrete teaching competencies and describe different levels of performance, are needed (Measures of Effective Teaching, 2013). As the National Board Certified model portrays, the ability to perceive what is happening in a classroom is critical to success as a teacher (Borich & Cooper, 2004).

Events in the classroom move rapidly. There are up to 1,000 teacher-student interchanges in most classrooms in a single day. "These interchanges include asking questions, soliciting information, clarifying answers, probing for details, reciting facts, and responding to student's requests" (Borich & Cooper, 2004, p. 11). The simulated learning environment offers the novice teacher the opportunity to practice these interchanges in order to perform effectively before entering the school classroom.

Pedagogies of Practice

The researcher explores the literature that defines highly effective teacher behaviors in high-need urban settings. Portrayals of best practices, which support the growth, and development of the child are given.

> "From the perspective of social justice, teaching practice involves an amalgam of knowledge; interpretive frameworks; teaching strategies, methods, and skills; and advocacy with and for students, parents, colleagues, and communities. This includes the pedagogical strategies and methods teachers use as well as how they think about their work and interpret what is going on in schools and classrooms" (Cochran-Smith, Shakman, Jong, Terrell, Barnatt, & McQuillan, 2009, p. 350).

Socio-cultural awareness

Socio-cultural awareness, or the identification, acceptance, and affirmation of one's own and others' cultural identity, creates a genuine trust in the inherent quality of human nature that manifests itself as a teacher's respect and faith in all students (Gay, 1995; Haberman, 1995; Ladson-Billings, 1995; Zeichner, 1996). Teachers that exhibit socio-cultural awareness view students' experiences as valuable and meaningful and integrate the realities of their students' lives, experiences, and cultures into the classroom and subject matter (Ladson-Billings, 1995; Zeichner, 1996). "To establish relationships with children, professionals must learn about each child's unique attributes, abilities, and preferences including an understanding of the child within his or her family and community" (Hemmeter, Ostrosky, & Fox, 2006, p. 590).

Educators must have an understanding of children's culture in order to adjust to their needs, rather than require adherence to what we consider a more traditional structure of schooling. Educators need to model cultural sensitivity in order for young children to experience and practice the attitudes, knowledge, and skills necessary for living in a diverse world.

Socio-cultural approaches are distinguished from other perspectives by the importance they place on cultural variation and its interrelationship with development (John-Steiner & Panofsky, 1992). Socio-cultural awareness helps educators provide instruction that recognizes and empowers culturally diverse students.

Critical-reflection

"Critical reflection is a personal and challenging look at one's identity as an individual person and as an active professional" (Howard, 2003, p. 201). To become culturally relevant, teachers need to engage in honest, critical reflection that challenges them to see how their

positionality influences their students in either positive or negative ways. Critical reflection should include an examination of how race, culture, and social class shape students' thinking, learning, and various understandings of the world (Howard, 2003), as well as how an educator's perception can shape a students' concept of self.

Conscientious teachers reflect seriously on their work. They think and feel carefully about what they do and why they do it (Hauser, 1995). It is essential for educators to be reflective of and knowledgeable about culture, beliefs, stereotypes and poverty in order to shape their teaching practices. Dewey (1933) defines it this way: "Reflective thinking: the kind of thinking that consists in turning a subject over in the mind and giving it serious and consecutive consideration" (p. 3).

"Educators need to be able to reflect on diversity in a myriad of ways: learning styles, special needs, cultural differences, racial differences, developmentally appropriate differences, teaching styles and personality differences of children, teachers, parents, community members and administrators" (Landerhom, Gehrie & Hao, 2003, p. 593). Self-reflection is critical for socio-cultural understanding, relating to social-emotional climate in a classroom. Teachers for the 21st century in the global world need to be proficient and skilled as reflective practitioners (Landerholm, Gehrie & Hao, 2003).

Social-emotional Attachments

Understanding social attachments is important for the educator in the learning environment, because the psychological needs for belonging and safety take precedent over learning (Englehart, 2009). "Sense of belonging and esteem are among the basic needs that must be met before higher growth needs, such as cognitive needs of knowledge and understanding,

can be met" (Englehart, 2009, p. 714). Humans have the need to belong to their own "kind,"-class, friends, neighbors, colleagues.

The way teachers interact with students is foremost in differentiation in terms of influence. Teachers function as attachment figures, and children who are "securely attached" to teachers are likely to use the teacher as a secure base and explore their physical and social environment (Ray, Bowman, & Brownell, 2006). Educators must understand the relations between social contextual variables and student's psychosocial outcomes. Brandt (2003) made the compelling, though somewhat obvious, point that learners have one brain and it is that same brain that has to do academic work and life survival and advancement.

No amount of focus on academics will change the fact that the foundation of classroom life is social and emotional (Ray, Bowman, & Brownell, 2006). "In a psychological framework, the unification of nature and culture is powerfully embodied in early development" (John-Steiner & Mahn, 1996, p. 196). Learning and development take place in socially and culturally shaped environments.

Theories of motivation suggest that students who experience sensitive, responsive, and positive interactions with teachers perceive them as more supportive and are more motivated within the academic contexts of schooling (Deci & Ryan, 1985). It is imperative for educators to begin to make connections with the children they teach in order to scaffold learning. Highly effective teaching is about relationships and a commitment to creating opportunities for all students to learn, academically challenging them to maximize their life chances.

A positive classroom climate created through teacher enthusiasm and warmth is crucial to effective teaching. "Teachers' emotional support directly provides students with experiences

that foster motivational and learning-related processes important to academic functioning" (Saft & Pianta, 2001; Weinstein, Gregory, & Strambler, 2004). "The focus on standardized test scores in reading and math has clouded an understanding of the interrelationship between academic and social-emotional learning" (Elias, Zins, Graczyk, & Weissberg, 2003, p. 304). Recognition by schools needs to be made that academic success rests on a foundation of social-emotional competencies.

Teacher-child Relationships

Teacher-child relationships play an important role in children's ability to acquire the social-emotional skills necessary for success in the school environment. Positive relationships with teachers may act as a bridge between home and school cultures, helping children understand and affiliate with the school setting (Wang, Haertel, & Walberg, 1998). Close and supportive teacher-child relationships have the potential to mitigate the risk of negative outcomes for students who might otherwise have difficulty succeeding in school (Burchinal et al., 2008). As O'Conner & McCartney show:

> Researchers and theorists hypothesize that teacher-child relationships influence achievement through child and teacher behaviors. In particular, children who have higher quality relationships with teachers may be better able to concentrate and communicate effectively in instructional exchanges and to use teachers as secure bases from which to explore their surroundings (p. 345).

Subsequently, there is a substantial amount of evidence revealing that teachers hold beliefs about students that lead to differential expectations and treatment based on race/ethnicity, social class, and gender differences (Brophy, 1983; Pohan & Aguilar, 2001). According to Saft and Pianta

(2001), "teachers rated their relationships with children more positively when there was a match in ethnicity between the pair, suggesting that positive interactions may be influenced by cultural context" (p. 135).

If teacher –child relationships are to be successful, the synchrony between adult and child must be positive. When disparities exist between children's background (family/cultural values, rearing conditions/expectations) and the culture of the school, children will not make the meaningful connections necessary for academic and social learning (Ray, Bowman, & Brownell, 2006).

Teachers need to teach to children's emotional intelligence in order to create world citizens. "Teachers who provide emotional support in the classroom, create an atmosphere, fostering connections between students, refer to children by name and know details about children's lives outside of the classroom, give children individualized attention, and provide regular opportunities for children to speak their minds and work independently" (Downer, Sabol, & Hamre, 2010, p. 704). "Environments that are engaging, predictable, and characterized by ongoing positive adult-child interactions are necessary for promoting children's social and emotional development" (Hemmeter, Ostrosky, & Fox, 2006, p. 592).

Culturally Responsive Teaching

The preservice teacher needs not only to understand theories, but also pedagogical practices in the classroom, especially the instructional methods based on culturally responsive teaching. "A culturally responsive teacher uses the children's cultures and background experiences as instructional vehicles to make learning more effective" (Reed, 2004, p. 245). Culturally relevant teachers identify and build on children's strengths and interests.

Effective teachers play an important mediating role in minimizing any disconnection between school and home by providing a curriculum responsive to individual differences, cognitive styles and language needs (Ray, Bowman, & Brownell, 2006). Teachers need to be child-centered, celebrating their multicultural heritage, rather than pursuing an assimilation perspective. Teachers who model a culture of sensitivity foster the development of both initiative and industry. "Teaching well, in this instance, means making sure that students achieve, develop a positive sense of themselves, and develop a commitment to larger social and community concerns" (Ladson-Billings, 2001, p. 16).

Culture

"Prospective and novice teachers regularly and loosely use the word 'culture' as an explanation for student patterns of behavior they cannot explain" (Ladson-Billings, 2006, p. 104). "Culture is randomly and regularly used to explain everything" (Ladson-Billings, 2006, p. 104). Educators use it with authority as one of the primary explanations for everything from school failure to problems with behavior management and discipline.

"Teachers need an understanding of urban cultures, and they need to be more cognizant that a commitment to teach in urban settings goes beyond knowledge about the curriculum and how children learn and touches a much deeper issue—that of how to connect the curriculum to children's everyday lives" (Reed, 2004, p. 245). Teachers cognizant of issues of diversity, race and discrimination, work towards an anti-oppressive climate in their classroom (Ullucci, 2009). Teachers need to learn about cultural experiences of their students so they can adjust to their needs, instead of requiring adherence to what we consider a more traditional structure of elementary schooling (Hauser, 1995). When students are more culturally comfortable in a

classroom, they are more able to link their cultural knowledge to their classroom work (Gandara, 2010).

Beliefs

There is a high correlation between teachers' beliefs and students' sense of efficacy. Educators must be aware that beliefs in racial achievement gaps can motivate to appropriate or develop negative beliefs about African American children and prevent teachers from seeing them as intellectually capable (Martin, 2009). Teachers' attitudes and expectations are influential in how students experience school. Institutions need to begin to offer schools that focus on both the social and economic factors influencing schools and children.

Standardization, in many ways, is antithetical to diversity because it suggests that all students live and operate in environments where opportunities and equality are offered (Milner, 2012). Lack of attention to African American students' identities is often due to a narrow focus on achievement as the primary goal of teaching and learning (Martin, 2009). High-quality academic achievement means more than repeating and reproducing knowledge. It means students are capable of doing something with that knowledge.

Stereotypes

Children of color are acutely aware of the positive stereotypes applied to whiteness and the negative stereotypes applied to blackness and brownness (Gandara, 2010). Educators also need to think about how their own biases and stereotypes affect the students in which they teach. If we are to truly understand the ways in which urban students are different, if we are to truly

understand who we are as their teachers, we must embrace this complexity, struggle with it, and use it in our teaching (Steinberg & Kincheloe, 2007).

White students can be covertly and tacitly constructed as intellectually and academically superior to others (Milner, 2012). Teachers often adopt a deficit perception when teaching African American children. When a teacher takes the ecological perspective, diverse students are already behind those of their White classmates, and we do not recognize and acknowledge the strengths and expertise those students have to offer. Black children understand what the majority culture favors.

Educators need to adopt practices that can lead to racial knowledge necessary to achieve pedagogical success with racially diverse students (Milner, 2012). If we as a nation fail to raise the cultural competence of our teachers to work effectively with diverse students, then the entire reform effort becomes merely a hollow exercise in futility, and issues of pedagogical transformation are still missing (Howard, 2006). Color of skin is not a choice, however the responses teachers have to it are.

Poverty

Growing up in poverty can have a significant impact on a child's readiness for school (Bierman, et.al, 2008; Webster-Stratton, Reid, & Stoolmiller, 2008). From a holistic perspective, a child's ability to pay attention in class, form relationships with peers and teachers, and arrive at school in good health are as important to early and later school success as math and verbal skills (Ryan, Fauth, & Brooks-Gunn, 2013).

Communities plagued with substance abuse, violence, early parenthood, and homelessness often present distractions that make it difficult for children to stay focused in

school. Growing up in poverty can be harmful to both children's emotional and intellectual development. When the basic needs of our students in poverty are unmet, the task of academics becomes more challenging. "To ignore the fact that the effects of poverty pose formidable obstacles to academic achievement and healthy development is worse than naïve; it shows blatant disregard for the enormous challenges that poor children and their families face" (Noguera & Weingarten, 2011, p. 21). When we forget that our students sometimes have to go to great lengths to be safe, we overlook the things that shape their learning experiences (Steinberg & Kincheloe, 2007). Teachers need to keep hope alive, not only for their students but for themselves as well (Steinberg & Kincheloe, 2007).

CHAPTER 3
METHODOLOGY

The purpose of this study is to examine the impact a simulated learning environment has on preservice teachers' classroom performances in an urban setting. Pedagogies of practice are described through categories of personal connections, life experiences, engagement and assessment of prior knowledge as demonstrated through preservice teachers' reflective writing. The study is guided by the following questions:

1. Does a simulated learning environment impact preservice teachers' performances in an urban setting as measured by onsite and virtual observations?

2. What are the similarities and differences of pedagogies of practice that describe categories of personal connections, life experiences, engagement, and assessment of prior knowledge as demonstrated in reflective writing of preservice teachers who participated in a simulated learning environment versus those who did not?

Participants

A Human Research Protocol was submitted to the Institutional Review Board (IRB) at the researcher's university in order to collect data from the participants in the study. An email explaining the study was sent to 107 preservice teachers from the clinical coordinator at the university to all senior Elementary Education interns K-6 prior to the start of the semester. Only one senior intern responded to the initial email. The lack of response could have been due to

incorrect email addresses or senior interns not checking emails prior to the semester starting. The clinical coordinator sent two more emails before the senior intern orientation. No interest was again communicated through the final two emails.

Next, the clinical coordinator and researcher deciphered between senior interns placed in urban K-3 classrooms and senior interns placed in grades 4-5 classrooms. Only senior interns placed in a K-3 urban classroom were chosen for the study in order to answer the researcher's questions. Eighteen participants were chosen for the study based on Title 1 (Orange County Public Schools, 2013), K-3 classroom demographics.

The researcher originally planned for nine participants in the experimental group and nine participants in the control group. Due to movement in the school system, three of the original participants in the control group were placed in a grades 4-5 classroom, removing them from the study, and one did not consent.

Fourteen students out of the initial 18 participants chosen consented to the study (see Table 1). Nine participants were placed in the experimental group, consisting of observations of teaching conducted by the researcher, TeachLivE™, and reflective writing. Five participants were placed in the control group, receiving observations of teaching from the researcher and completion of reflective writing. One of the participants in the experimental group dropped from the study after the initial reflective writing and first TeachLivE™ session. The final experimental group consisted of eight participants.

All 13 participants were female. Four of the 13 participants were of non-white descent. Three of the non-Caucasian preservice teachers were randomly placed in the experimental group and one non-Caucasian perervice teacher was randomly placed in the control group. The

experimental group consisted of four first-grade classrooms, one second-grade classroom, and three third-grade classrooms. The control group participants were observed in a kindergarten classroom, one first-grade classroom, one second-grade classroom, and two third-grade classrooms.

Table 1 Participant Demographics

Participant	Gender	Race	Grade Level	Group
PT1	F	White	Second	Experimental
PT2	F	White	Third	Experimental
PT3	F	White	First	Experimental
PT4	Dropped	Dropped	Dropped	Experimental
PT5	F	Non-White	First	Experimental
PT6	F	White	First	Experimental
PT7	F	Non-White	Third	Experimental
PT8	F	Non-White	Second	Experimental
PT9	F	White	Third	Experimental
PT10	F	White	Kindergarten	Control
PT 11	F	Non-White	Second	Control
PT 12	F	White	Third	Control
PT 13	F	White	Third	Control
PT 14	F	White	First	Control

Instrumentation

The researcher observed each participant, both experimental and control, four times in a 14-week period, totaling 52 observations. The College of Education & Human Performance, Internship Observation instrument was used for all observations (see Appendix B). The observations were conducted at the senior interns' school placement. The schools were all classified as Title 1 (Orange County Public Schools, 2013). All observations were conducted in K-3 grade classrooms.

The observations provided the opportunity to record information as it occurred in a setting and to study actual behavior (Creswell, 2005). Each observation was based on The Educators Accomplished Practices from the state for teacher certification (see Appendix C). All observations were scheduled with the senior intern in both the experimental and control group in advance. Virtual observations were scheduled with two of the participants and two committee members from the researcher's dissertation team for interrater reliability. Both committee members were trained in the use of The College of Education & Human Performance, Internship Observation instrument.

Reflective writing in the categories of personal connections, life experiences, engagement, and assessment of prior knowledge were collected for both the experimental and control group. The reflective writing was distributed through Qualtrics, an online data collection site (http://qualtrics.com/). Reflective writing was distributed five times for both the experimental group and control group. The experimental group completed the reflective writing before they entered their internship placement, after each of the four TeachLivE™ intervention sessions, and post internship. The control group completed the reflective writing before they

entered their internship placement, three times throughout their internship, and post internship.

The control group did not receive the intervention of TeachLivE™. The critical reflection

questions were designed around Project Zero's Thinking Routines: Tools for Making Thinking

Visible (Ritchhart & Perkins, 2008).

The researcher chose to use the Connect-Extend-Challenge routine. This routine helps

preservice teachers to make connections by asking three questions:

1) How are the ideas and information presented connected to what you know and have

    studied?

2) What new ideas extended or pushed your thinking in new directions?

3) What is still challenging or confusing for you? What questions, wonderings, or puzzles

    do you have?

When using the Connect-Extend-Challenge routine, the preservice teachers reflected upon the

four categories in the researcher's second question: personal connections, life experiences,

engagement and assessment of prior knowledge.

TeachLivE™ Simulated Learning

The use of a simulated learning environment allowed the researcher to provide the

experimental group of eight preservice teachers with a varied experience in order to impact their

teacher performance in a high-need urban setting. TeachLivE™ has the potential to be populated

with real-world behavior characteristics. The researcher worked with a team of educators, child

development specialists and professionals who worked in the field of education months prior to

data collection in order to create an environment that best supported the needs of preservice

teachers in a high-need urban setting. The TeachLivE™ avatars took on the behaviors and characteristics of third grade students in a high-need urban setting.

The researcher met with the interacter before each of the TeachLivE™ sessions in order to create a medium in which to learn through doing. Each of the eight participants in the experimental group was sent an objective a week ahead of their TeachLivE™ experience in order to prepare for their 5-7 minute TeachLivE™ session. Objectives were based on the four categories: personal connections, life experiences, engagement and assessment of prior knowledge.

The objectives are listed below:

1. The participant will demonstrate understanding of making personal connections through verbal interactions and construction of questioning with avatars.

2. The participant will continue to develop a relationship with the avatars through life experiences based on verbal interactions and construction of questioning.

3. The participant will actively engage the avatars through an introduction of a sink-and-float science lesson.

4. The participant will assess prior knowledge relating on the history of Thanksgiving and/or Native Americans through construction of questioning with avatars.

Each participant in the experimental group planned and presented a 5-7 minute interactive lesson based on the objective for the TeachLivE™ session. The experimental group spent approximately 28 minutes total time in the simulated learning environment. After each of the four TeachLivE™ sessions, the eight preservice teachers in the experimental group completed their reflective writing in pedagogies or practice in the areas of personal

connections, life experiences, engagement and assessment of prior knowledge. Figure 1 below is an example of the TeachLivE™ simulated classroom.

Figure 1 TeachLivE™

Research Design

In this study, the researcher implemented a simulated learning environment in order to determine the impact on the performance of a preservice teacher in an urban setting and pedagogies of practice as described in reflective writing in the categories of personal connections, life experiences, engagement and assessment of prior knowledge. A mixed-methods approach of the embedded experimental design was used for collection of both qualitative and quantitative data.

In the first, qualitative phase of the study participants in the experimental and control groups wrote reflectively based on the categories of personal connections, life experiences,

engagement, and assessment of prior knowledge before they entered their school placement. The initial qualitative data of reflective writing were selected in order to analyze themes of pedagogies of practice. The qualitative data collected strengthens the quantitative embedded experimental design in order to enhance the interpretation of significant findings in research (Leech & Onwuegbuzie, 2007).

The quantitative data in the form of observations were used to measure the impact on performance from the use of a simulated learning environment. The researcher observed each of the 14 participants in an initial observation as a quantitative premeasure. An intervention took place for the nine participants in the experimental group after the initial observation. The nine participants in the experimental group partook in a TeachLivE™ session, followed by reflective writing for qualitative data collection. The control group completed reflective writing based on the categories of personal connections, life experiences, engagement, and assessment of prior knowledge throughout the study, but did not take part in the TeachLivE™ (intervention) simulated learning environment.

After the initial TeachLivE™ session, a participant in the experimental group dropped out of the study, leaving eight participants in the experimental group. The experimental group participated in three more TeachLivE™ sessions, followed by reflective writing for qualitative data collection. Both the experimental and control groups were observed four times during the 14-week study, totaling 52 observations. Figure 2 below shows an example of the embedded experimental model.

QUAL before → QUAN premeasure → Intervention → QUAN post measure → QUAL after intervention

Qualitative during intervention

Interpretation based on QUAN (qual) results
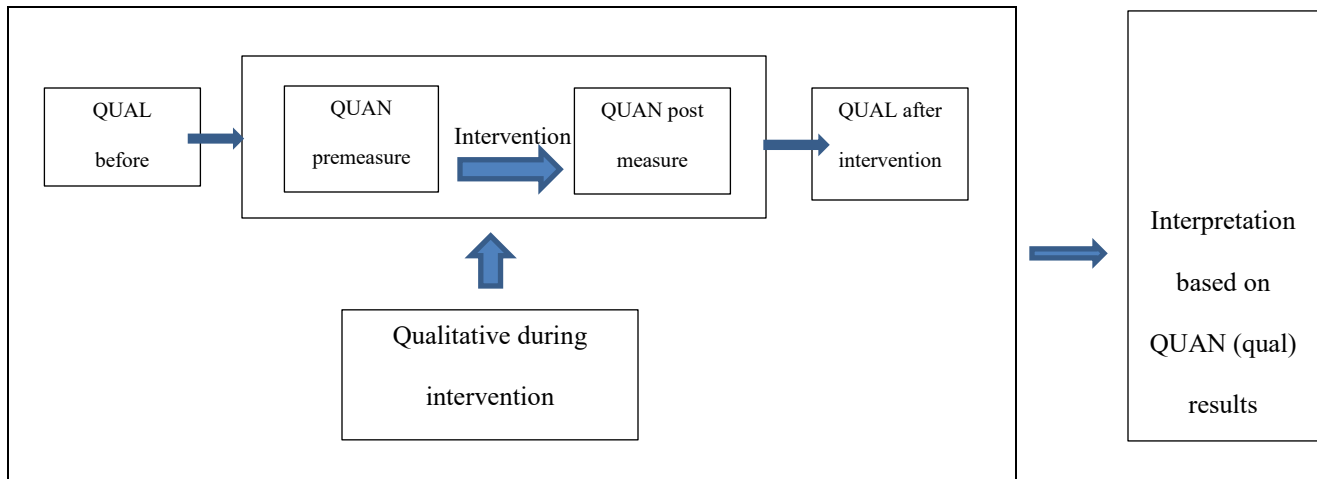
Figure 2 Embedded Experimental Model

Data Analysis

Quantitative

A null hypothesis (H_o) predicting a simulated learning environment would impact preservice teacher performance directed the researcher's first question: Does a simulated learning environment impact preservice teachers' performances in an urban setting as measured by onsite and virtual observations? A Chi-Square Test of Independence supported by Fischer's Exact Test, and Cramer's V using IBM SPSS Statistics (http://www01.ibm.com/software/analytics/spss/products/statistics/) was used to analyze the experimental group and control groups' observations or indicators of behavior. Specifically, IBM SPSS statistics was used to determine whether there is a significant difference between the observed and expected frequencies (Ravid, 2005). Numerical codes were assigned to the experimental and control groups.

The researcher is predicting that the experimental group will perform eight specific teacher behaviors based on The College of Education & Human Performance, Internship Observation instrument and The Educators Accomplished Practices in their classroom placement compared to that of the control group due to the impact of TeachLivE™.

Qualitative

A constant comparison analysis was used in order to identify underlying themes presented through the data. Constant comparison analysis allows the researcher to "code" data collected. "Constant comparative analysis occurs as the data are compared and categories and their properties emerge or are integrated together" (Anfara, Brown, & Mangione, 2002, p. 32). The researcher used keywords in context (KWIC) and word count to identify themes in order to answer the second question: What are the similarities and differences of pedagogies of practice that describe categories of personal connections, life experiences, engagement, and assessment of prior knowledge as demonstrated in reflective writing of preservice teachers who participated in a simulated learning environment verses those who did not? Specifically, the researcher read the data and identified keywords, namely, words that were used either frequently or in an unusual manner (Leech & Onwuegbuzie, 2007).

Next, the researcher used word count to assist in understanding what was important to the participant. The underlying assumption with word counts is that more important and significant words for the person will be used more often (Carley, 1993). The researcher used the categories that-emerged to lead to the pedagogies of practice and generalization of the findings of the study.

Excel spreadsheets were used to record categories before inputting into qualitative software. The qualitative software used for coding was Dedoose, a cross-platform app for

analyzing text and spreadsheet data (www.dedoose.com). The software allows users to

effectively analyze qualitative data. The researcher preserved participant anonymity through the

removal of all identification before being entered onto spreadsheets and into Dedoose for

emerging themes.

Researcher's Role and Potential Ethical Issues

The researcher made systematic efforts in order to safeguard against potential ethical

issues. More than one type of qualitative data was used in order to strengthen validity through

constant comparative analysis. Inter-rater reliability checks were conducted through

observations in order for bias and sufficient credibility. The researcher and trained clinical

coordinators followed guidelines by the University in regards to ethical behavior for a clinical

coordinator. The trained observers discussed the number of occurrences of the behavior

recorded by the two observers during a 20-40 minute observation in two of the participant's

classroom placements (Caro, Roper, Young & Dank, 1979).

Coding was completed by the researcher and checked by two of the researcher's

committee members in order to examine behavior for inter-rater reliability. "Intercoder

reliability refers to the degree to which coders agree with each other about how themes are to be

applied to qualitative data" (Ryan & Bernard, 2003, p. 104). A professional in the field of

education evaluated the researcher's coding, themes and data entered for 90% accuracy.

Member checking in the form of individual discussions was done after analysis of reflective

writing. A timeline is provided of the researcher's role in Table 2.

Table 2 Timeline

Schedule		Primary Investigator	Experimental Group (8)	Control Group (5)
August 2013	Weeks 1 & 2	Distribution of Consent Forms	Intern Consent Forms	Intern Consent Forms
	Week 3	Interrater Reliability Training		
	Week 4	Experimental and Control Groups Formed	Experimental and Control Groups Formed	Experimental and Control Groups Formed
		Distribution of Reflective Writing (Qualtrics)	Reflective Writing	Reflective Writing
	Week 5	Initial Data Entry and Analysis		
September 2013	Week 1	Intern Observations	In-School Observations (Initial)	In-School Observations (Initial)
		Data Analysis		

Schedule		Primary Investigator	Experimental Group (8)	Control Group (5)
	Week 2	TeachLivE™ Session	TeachLivE™ Session Reflective Writing	Reflective Writing
	Week 3	Data Analysis		
	Week 4	Intern Observations	In-School Observations	In-School Observations
		Interrater Reliability Check		
October 2013	Weeks 1 & 2	TeachLivE™ Session	TeachLivE™ Session Reflective Writing	Reflective Writing
		Data Analysis		
		Intern Observations	In-School Observations	In-School Observations
	Weeks 3 & 4	TeachLivE™ Session	TeachLivE™ Session (make-up) Reflective Writing	
	Week 5	Data Analysis		

Schedule		Primary Investigator	Experimental Group (8)	Control Group (5)
November 2013	Week 1	Data Analysis		
	Week 2	TeachLivE™ Session	TeachLivE™ Session Reflective Writing Thanksgiving	Reflective Writing
	Week 3	Thanksgiving		
	Week 4	Intern Observations Interrater Reliability Check Data Analysis	In-School Observations (Final)	In-School Observations (Final)
December 2013	Week 1	Distribution of Reflective Writing (Qualtrics)	Reflective Writing	Reflective Writing
	Weeks 2 & 3	Data Analysis Member Checking	Discussion In Person, Phone or Skype	Discussion In Person, Phone or Skype

Methods of Validation

"The purpose of analysis is to bring meaning, structure, and order to data" (Anfara, Brown, & Mangione, 2002, p. 31). The College of Education & Human Performance, Internship Observation instrument has been field tested and used extensively by clinical coordinators, professors, and educators. The researcher used the Chi-Square Test of Independence, Fisher's Exact Test, and Cramer's V in order to indicate the null hypothesis is correct and that the two variables are independent of each other. Fisher's Exact Test was used to support the Chi-square as the sample size used was small (McHugh, 2013). The study required a 2 x 2 Table (4).

The researcher used information from both Cornbleth's (2008) preencounter and encounter reflections of preservice teachers and Project Zero's (2013) Visible Thinking to develop categories for reflective questions. Cornbleth (2008) mentioned four categories pre-service teachers were most concerned with: personal connection, academic connection, student engagement, and classroom management (p. 27). Visible Thinking (2013) is a research-based approach to cultivate students' thinking skills and dispositions, and to deepen content learning.

The researcher specifically used the Connect-Extend-Challenge model for reflective writing (Barahal, 2008; Ritchhart & Perkins, 2008). KWIC, word count and content analysis were used to identify themes through language as demonstrated in the reflective writing. Underlying patterns were used to form relationships between performance in the urban classroom after participation in a simulated learning environment, followed by reflective writing in the categories of personal connections, life experiences, engagement and assessment of prior knowledge.

CHAPTER 4
RESULTS

<u>Introduction</u>

The purpose of the study was to examine how teacher preparation programs prepare highly effective teachers for high-need urban settings. This chapter is the analysis of both quantitative and qualitative data collected by the researcher in order to examine the research questions. The researcher used a mixed-methods approach to evaluate data collected.

Quantitative data was gathered using The College of Education & Human Performance, Internship Observation instrument four times for each of the 13 participants. This formative assessment was used in order to answer the researcher's first question based on the impact of a simulated environment on preservice teachers' performances. The College of Education & Human Performance, Internship Observation instrument is based on the state's Educators Accomplished Practices, correlating with the researcher's categories in question No. 2. Qualitative data were based on reflective writing five times throughout the 14-week timeline.

The first section of this chapter represents results of examining the first research question based on quantitative preservice observations. Section two of this chapter presents themes constructed from qualitative data on reflective writing of preservice teachers who participated in a simulated learning environment versus those who did not. The final section of the chapter focuses on member checking, fidelity of treatment, and reliability and content validity of The College of Education & Human Performance, Internship Observation instrument. The research questions for the study were:

1. Does a simulated learning environment impact preservice teachers' performances in an urban setting as measured by onsite and virtual observations?

2. What are the similarities and differences of pedagogies of practice that describe categories of personal connections, life experiences, engagement, and assessment of prior knowledge as demonstrated in reflective writing of preservice teachers who participated in a simulated learning environment verses those who did not?

Presentation of Data

Research Question One

This section presents the analysis of data represented by the Chi-square Test of Independence (χ^2), Fisher's Exact Test, and Cramer's V based on the first research question: (1) Does a simulated learning environment impact preservice teacher's performances in an urban setting as measured by onsite and virtual observations? A null hypothesis (H_o) predicting a simulated learning environment would impact preservice teacher's performances (experimental group) directed the researcher's first question.

The researcher observed each of the 13 participants four times in a 14-week period, using The College of Education & Human Performance, Internship Observation Instrument. There were a total of 52 observations for both the experimental and control groups. Each observation lasted 20-40 minutes depending on the nature of the lesson taught. Lessons observed ranged from language arts, guided reading, math, science and social studies. A 15-20 minute post-

observation discussion was conducted with each participant following the scheduled observation. Fidelity of treatment was used to make sure each participant received feedback based on the position of a clinical coordinator at the University. Comments offered were based on all indicators performed on The College of Education & Human Performance, Internship Observation Instrument and The Educators Accomplished Practices.

The researcher choose eight specific effective teacher indicators based on the review of literature for success in an urban setting (Gehrke, 2005; Nieto, 2003; Obidah & Howard, 2005; Poplin, et.al, 2011) when using The College of Education & Human Performance, Internship Observation Instrument to collect data based on preservice teacher performance through onsite and virtual observations in their placement classroom. The eight teacher indicators from The College of Education & Human Performance, Internship Observation Instrument are listed below.

Teacher Indicators:

Instructional Design and Lesson Planning:

Used a variety of learning modalities (a)2h

The Learning Environment:

Modified lesson based on students' behavior (a)2h

Implemented ESOL strategies (a)2dh

Instructional Delivery and Facilitation:

Reviewed previous class material before instruction (a)3

Adjusted instruction based on students' needs and responded to preconceptions or misconceptions (a)3cdhj

Related and integrated the subject matter with other disciplines and life experiences (a)3e

Continuous Improvement, Responsibility and Ethics:

Displayed respect for students (b)2

Each of the indicators displayed was matched with domains from the Educators Accomplished

Practices. Table 3 shows the correlation of the indicator and the Educators Accomplished

Practice for teacher certification in the state.

Table 3 Educators Accomplished Practices

EDUCATORS ACCOMPLISHED PRACTICES
2(A) Quality of Instruction
2. **The Learning Environment -** to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
d. Respects students' cultural, linguistic and family background,
f. Maintains a climate of openness, inquiry, fairness and support,
h. Adapts the learning environment to accommodate the differing needs and diversity of students, and
3. **Instructional Delivery and Facilitation.** The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:
c. Identify gaps in students' subject matter knowledge,
d. Modify instruction to respond to preconceptions or misconceptions,
e. Relate and integrate the subject matter with other disciplines and life experiences,
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students,
j. Utilize student feedback to monitor instructional needs and to adjust instruction.
2(B) Continuous Improvement, Responsibility and Ethics
1. Continuous Professional Improvement. The effective educator consistently:
a.Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs,
b. Examines and uses data-informed research to improve instruction and student achievement,
c.Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the

	lessons,
	d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement,
	e. Engages in targeted professional growth opportunities and reflective practices, and
	f. Implements knowledge and skills learned in professional development in the teaching and learning process.
	2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

A full chart of the Educators Accomplished Practices and The College of Education & Human Performance, Internship Observation Instrument can be found in the Appendices.

The TeachLivE™ simulated learning environment was used as an intervention. The experimental and control groups completed the work as follows:

1) The eight participants in the experimental group experienced a TeachLivE™ session, a reflective writing exercise, and an observation followed by the researcher.

2) The five participants in the control group completed a reflective writing exercise, followed by an observation by the researcher.

The purpose of the data analysis from The College of Education & Human Performance, Internship Observation Instrument was used to see if a simulated learning impacted preservice teacher's performances in an urban setting as measured by onsite and virtual observations.

Observation One

Data collected from the first observation was used as a quantitative premeasure. The *p* value (Fisher's Exact Test = .271, Cramer's V = .501, p = .071) in the first observation showed a nominal difference between the experimental and control groups indicator displayed for (a)2dh.

Specifically, the control group displayed more behaviors during the first observation in *The Learning Environment:* respecting students' cultural, linguistic and family background, and adapting the learning environment to accommodate the differing needs and diversity of students. Based on observations from the researcher, the experimental group only used manipulatives during science, while the control group discussed prior experiences before reading a book, as well as pictures to tell a story, and used visuals on the board.

The first observation was conducted after the thirteen participants, both experimental and control, completed their first reflective writing based on the categories of personal connections, life experiences, engagement and assessment of prior knowledge. One of the participants in the control group discussed the idea and information presented connected to what they had studied in courses at the university.

I think my personal connections will connect with what I know and have studied by trying to learn different ways to teach students materials like mathematics, reading, science, and social studies. Each student learns differently which I would have to be able to portray my lessons for his/her learning style. As a teacher, I want to understand each child and figure out the best way to teach him/her (personal communication, August 25, 2014, PT11).

A second participant in the control group reflected upon the differences in her students and being proud of whom they are.

I need to find ways to work with all my students, and figure how to handle them in the best way that I can. One thing might work for one student, and another thing may work for a different student. I need to remember to celebrate my student's differences and

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acknowledge their life experiences. I want my students to be proud of who they are, and

feel comfortable in my classroom doing so (personal communication, August 25, 2013,

PT10).

The control group performed successful urban teacher behaviors through culturally responsive

teaching, self-reflecting on who their students were in order to differentiate instruction more

often than the experimental group during observation one.

Table 4 Observation 1

	Chi-square	*p* value	Fisher's Exact Test	Cramer's V	*p* value
(a)2h	.043	.835	1.000	.058	.835
(a)2h	*	*	*	*	*
(a)2dh	3.259	.071	.271	.501	.071
(a)2f	.008	.928	1.00	.025	.928
(a)3	.677	.411	1.00	.228	.411
(a)3cdh	*	*	*	*	*
(a)3e	1.311	.252	.510	.318	.252
(b)2	*	*	*	*	*

*Footnote
   a. No statistics are computed because (a)2h, (a)3cdh, and are a constant
     (no participants showed the teacher behavior)
   b. No statistics are computed because (b)2 is a constant
     (all participants showed the teacher behavior)

Observation Two

After the first observation, the experimental group participated in a 5-7 minute TeachLivE™ session, followed by reflective writing.   The objective for the first TeachLivE™ session was to demonstrate understanding of making personal connections through verbal interactions and construction of questions with the avatars (students). The control group only partook in reflective writing following their first observation by the researcher. Data analysis shown in the second observation displayed one indicator which showed a significant difference (Fisher's Exact Test = .075, Cramer's V = .635, p = .024). The p value showed a significant difference as it was smaller than a .05. The experimental group significantly displayed the teacher indicator of ***Instructional Delivery and Facilitation:*** related and integrated the subject matter with other disciplines and life experiences more often than the control group. The experimental group discussed fire safety, related information to other subject areas within the classroom, used words for a scavenger hunt from the surrounding community, and discussed gifts children had purchased throughout their life. The control group did not display the indicator (a)3e.

A reflection from a participant in the experimental group, which followed the intervention of TeachLivE™ is below.

This connected to me personally, because I am currently interning in a third grade classroom, where there are students who are fully involved, students who are gifted and not challenged, and students who are not involved. For example, Maria in TeachLivE™ spoke about her not being challenged enough and looked disengaged while in the classroom. This reminded me of a student in my internship class, because he always

looks disengaged and he is gifted. I feel this (TeachLivE™) can be beneficial, because I

can do a trial and error with the TeachLivE™ students and can accommodate my students

at my placement (personal communication, September 10, 2013, PT7).

The participant in the experimental group was able to practice her skills in the TeachLivE™

classroom, enabling her to perform in the area of *Instructional Delivery and Facilitation.* A

second participant in the experimental group stated knowing what her students have experienced

and enjoy is important in order to teach.

I did not realize how much you can interact with the virtual students. I know that Sean

loves to talk and read, Ed loves basketball, Maria likes to read, Kevin likes music, and CJ

does not seem to like school. Getting to know your students is the most important part of

being a teacher (personal communication, September 10, 2013, PT3).

Finally, a third participant in the experimental group discusses how teachers need to understand

learning styles in order to adapt teaching strategies.

I believe that using TeachLivE™ is a great experience in how to react to different styles

of students. Each student brings a different thing to the table and helps us (teachers)

adapt to the environment (personal communication, September 10, 2013, PT1).

The practice of honing techniques to inquire into life experiences in TeachLivE™, therefore

integrating subject matter knowledge with other disciplines is invaluable to the preservice

teachers' performances in the urban setting.

Table 5 Observation 2

	Chi-square	*p* value	Fisher's Exact Test	Cramer's V	*p* value
(a)2h	.124	.725	1.00	.098	.725
(a)2h	.124	.725	1.00	.098	.725
(a)2dh	1.593	.207	.293	.350	.2.07
(a)2f	2.438	.118	.231	.443	.118
(a)3	.325	.569	1.00	.158	.569
(a)3cdh	.043	.835	1.00	.058	.835
(a)3e	5.078	.024	.075	.625	.024
(b)2	.442	.506	1.00	.184	.506

Observation Three

Each of the eight participants in the experimental group participated in a second 5-7 minute TeachLivE™ session between the second and third observation. The experimental group again reflected after their TeachLivE™ session. The control group did not participate in the TeachLivE™ intervention. They continued with the reflective writing after their second observation. During the second TeachLivE™ session, the objective for the eight participants in the experimental group were to continue developing their relationship with the avatars through life experiences based on verbal interactions and construction of questioning. The Chi-square Test of Independence, supported by Fisher's Exact Test and Cramer's V used to analyze data measured on a nominal scale (experimental group and control group) along with indicator

displayed and no indicator displayed showed no significant difference between the experimental and control group in the third observation.

While both the experimental and control groups did not significantly display any of the eight indicators observed for, prior reflective writing for both groups portrayed the importance of making personal connections and life experiences.

Table 6 Observation 3

	Chi-square	p value	Fisher's Exact Test	Cramer's V	p value
(a)2h	.133	.715	1.00	.101	.715
(a)2h	.124	.725	1.00	.098	.725
(a)2dh	.442	.506	1.00	.184	.506
(a)2f	.677	.411	1.00	.228	.411
(a)3	.124	.725	1.00	.098	.725
(a)3cdh	1.311	.252	.510	.318	.252
(a)3e	.008	.928	1.00	.025	.928
(b)2	*	*	*	*	*

*Footnote
  a. No statistics are computed because (b)2 is a constant
     (all participants showed the teacher behavior)

Observation Four

Two 5-7 minute TeachLivE™ sessions were held between the third and fourth observations. The eight participants in the experimental group spent approximately 14 minutes engaging and assessing prior knowledge of the student avatars in TeachLivE™. The control group did not participate in TeachLivE™ and continued to reflectively write between observations. The objectives for the final two sessions in TeachLivE™ were to actively engage the avatars through an introduction of a sink and float science lesson and to assess prior knowledge relating to the history of Thanksgiving and/or Native Americans through construction of questioning with avatars. Based on the close correlation of the *p* values to .05 it can be stated the experimental group displayed the teacher indicator of *Instructional Delivery and Facilitation:* reviewed previous class material before instruction more often than the control group during the fourth observation, the indicator (a)3 was shown to have (Fisher's Exact Test = .217, Cramer's V = .501, *p* = .071). Five participants in the experimental group specifically reviewed previous class material through parts of speech, a chapter review before an assessment, and the components of a story. One of the control group participants reviewed math materials, while another asked the students for questions on idoms.

Participants in the experimental group reflectively wrote about experiences in the area of engagement and assessment of prior knowledge.

Engagement is so important! If something is not interesting and students cannot make a connection then the lesson is worthless (personal communication, October 8, 2013, PT5).

Assessment of prior knowledge is extremely important in designing lesson plans. Helping the students connect a skill to a purpose in their life is important to help them explain what they already know about the topic (personal communication, October 8, 2013, PT9).

Knowing what students have been exposed to is important. I see this with the language that I use in the classroom with my students. It is interesting to me to see what vocabulary my students have and do not. That to me connects to what you are exposed to at home and so far in life (personal communication, October 8, 2013, PT5).

The preservice teachers in the experimental group began to make connections themselves to the importance of engagement in order to teach and assess prior knowledge. Preservice teachers need to build off students strengths of what the student already knows in order to plan and prepare lessons.

Two more participants in the experimental group learned through doing in the TeachLivE™ lab.

I think using this experiment in my classroom for internship would be a great experience for them (personal communication, October 8, 2013, PT7).

I assessed the students prior knowledge by asking them to name a few objects that they think would sink and some that they thought would float. I also asked a more higher order thinking question. One misconception that I observed is that many students believe that if something is heavy, it will float. This is a hard concept and something that I

struggled with being able to explain to them (personal communication, November 12, 2013, PT6).

The ability to practice assessing prior knowledge and asking higher order thinking questions, before stepping into a classroom, scaffolds preservice teachers knowledge and skills. The preservice teacher is then able to transfer this to performance in the urban classroom setting.

Table 7 Observation 4

	Chi-square	*p* value	Fisher's Exact Test	Cramer's V	*p* value
(a)2h	.008	.928	1.00	.025	.928
(a)2h	.008	.928	1.00	.025	.928
(a)2dh	1.311	.252	.510	.318	.252
(a)2f	.043	.835	1.00	.058	.935
(a)3	3.259	.071	.217	.501	.071
(a)3cdh	.124	.725	1.00	.098	.725
(a)3e	.124	.725	1.00	.098	.725
(b)2	1.733	.188	.385	.365	.188

Sample size must be taken into consideration for significant differences found as the Chi-square Test of Independence, supported by Fisher's Exact Test and Cramer's V used to analyze data measured on a nominal scale (experimental group and control group) certain indicators did not allow IBM SPSS to analyze the data (see footnotes). A Type II error may have occurred in indicators displayed, rejecting the alternative hypothesis based on inadequate power. If an

analysis has little statistical power, the researcher is likely to overlook or miss the outcome desired to discover because the analysis did not have enough statistical power to detect the significant difference that would have been evident if the statistical power had been greater (Whalberg, 1984). The decision whether to retain or reject the null hypothesis is affected greatly by the study's sample size (Ravid, 2005). During the first observation as a premeasure, the control group performed higher than that of the experimental group. The second observation and final observation (post measure) displayed significant differences of performance by the experimental group. Participants in the experimental group received four 5-7 minute TeachLivE™ sessions as an intervention, as well as reflectively wrote based on the four categories of personal connections, life experiences, engagement, and assessment of prior knowledge. The control group only reflectively wrote throughout the 14-week study. Based on quantitative data analysis of indicators observed in the area of ***Instructional Delivery and Facilitation*** the researcher accepts the null hypothesis TeachLivE™ can impact preservice teacher's performances in an urban setting.

Qualitative Analysis

Research Question Two

In order to analyze the second research question: (2) What are the similarities and differences of pedagogies of practice that describe categories of personal connections, life experiences, engagement, and assessment of prior knowledge as demonstrated in reflective writing of preservice teachers who participated in a simulated learning environment verses those

who did not, the researcher expanded on Cornbleth's (2008) pre-encounter. Hearing of internship placements can cause anxiety when a negative reputation precedes most high-need urban schools. Preservice teachers are often apprehensive about their internship placement. Cornbleth (2008) offers her students a writing experience where preservice teachers reflect upon what they anticipate will happen before they start their internship.

A prereflection took place before the internship started with three reflective writing pieces occurring during internship and a final postreflection as the internship was completed for both the experimental and control groups. The critical reflection questions were designed around Project Zero's Thinking Routines: Tools for Making Thinking Visible (Ritchhart & Perkins, 2008). Specifically, the Connect-Extend-Challenge routine was used. This routine helps can help preservice teachers make connections to pedagogies of practice by examining three questions:

1. How are the ideas and information presented connected to what you know and have studied?

2. What new ideas extended or pushed your thinking in new directions?

3. What is still challenging or confusing for you? What questions, wonderings, or puzzles do you have?

The preservice teachers reflected upon the four categories based on the researcher's second question: personal connections, life experiences, engagement and assessment of prior knowledge.

To analyze the qualitative data, the researcher began with open coding, reading the reflective writings of all 13 participants based on the categories of personal connections, life

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experiences, engagement and assessment of prior knowledge. Two members of the researcher's committee checked themes for validity. Next, the researcher reread the reflective writings (axial coding) looking for preservice teacher-to-self connections, preservice teacher-to-student connections and student-to-student connections. Finally, the researcher reread the reflective writings a third time looking for key words in context (selective coding), themes based on the four previous categories of personal connections, life experiences, engagement and assessment of prior knowledge. Two committee members for validity again checked the sub codes.   The researcher was then able to develop a proposition (or hypotheses) relating the four categories to assemble a story based on the narrative statements within the reflective writing (Creswell, 2005). A full analysis of coding and themes can be found in Appendix D.

Axial Coding

Axial coding under *personal connections* presented four codes for both the experimental and control groups: preservice teacher to self, preservice teacher to student, student to student, and a fourth code, preservice teacher to colleagues. Groups, experimental and control, added on to the axial coding when reflecting in the second and third categories of *life experiences* and *engagement*. The experimental and control groups presented a fifth code: preservice teacher to parent/family. There was no identification of axial coding presented in the fourth category of *assessment of prior knowledge*.

Selective Coding

Personal Connections

A pre-reflection based on thoughts and ideas before entering internship was completed for both the experimental and control group. The researcher then observed all participants in the study, both experimental and control. Next, the experimental group took part in a 5-7 minute TeachLivE™ session. The objective for this session was to demonstrate understanding of making personal connections through verbal interactions and construction of questions with the avatars (students). The participants in the experimental group reflected after the completion of their TeachLivE™ session, while the control group continued with their reflective writing in the same period, but without the intervention of TeachLivE™.

The selective coding themes in personal connections were similar for both the experimental and control group. Both groups identified with the importance of relationships, diversity, building a classroom community, approaches to teaching and confirmation of learning. TeachLivE™ was the main theme that stood out for the experimental group.

Reflections from participants in the experimental group on the importance of relationships, building a classroom community, and TeachLivE™ are as follows.

In my internship, I am learning how to connect with the students and I am learning about each student, I feel this helps me communicate better with them and they are more comfortable approaching me (personal communication, September 24, 2013, PT8).

In the TeachLivE™ lab, I made personal connections with my virtual students by

introducing ourselves and discussing some of our favorite things. In previous

coursework, I learned that icebreakers and journaling are two great ways to create a

classroom community (personal communication, September 10, 2013, PT5).

I have studied throughout college about students and how each and every one is different.

This experience (TeachLivE™) just shows that each student (avatar) is different and

learns different (personal communication, September 10, 2013, PT3).

The participants in the control group stressed similar views in their reflections; however,

TeachLivE™ was a missing component.

It is important as a teacher to help these students grasp some sort of connection with you

so that they do feel the importance of education (personal communication, September 15,

2013, PT14).

The ideas and information presented to me is connected to what I know and have studied

so far is that every child comes from a diverse background. As a teacher, I want to

understand each child and figure out the best way to teach him/her (personal

communication, September 14, 2013, PT11).

Teacher student interaction plays an important role in ensuring the comfort and sense of

belonging in the classroom. Preparation in coursework specific to social-emotional attachment

and teacher-child relationships creates interactions with young children and higher quality

learning experiences. The intervention of TeachLivE™ is scaffolding preservice teachers knowledge and skills in the area of personal connections.

Life Experiences

The researcher conducted a second observation for both the experimental and control groups. The experimental group then participated in a 5-7 TeachLivE™ session for a second time. The objective for this session was to continue developing a relationship with the avatars through life experiences based on verbal interactions and construction of questioning. Themes, which began to emerge, were student learning, the learning environment, background knowledge and a teacher behavior. The preservice teachers in both the experimental and control groups started to focus on the needs of the students. Again, TeachLivE™ was the main theme, which emerged from the writing of the experimental group.

The following reflections from the experimental group reflected upon the learning environment and teacher behavior.

I have been using real life examples, allowing the students to get out of their seats and move around, and using items in the classroom as examples of what they are learning about (personal communication, September 24, 2013, PT6).

I feel like getting to know the students before you dive into content is very important for the students themselves. Letting me know what they want to learn and what they enjoy can help me get a feel for what kind of things I can incorporate into lessons (personal communication, September 10, 2013, PT1).

This connected to me personally because I am currently interning in a third grade

classroom, where there are students who are not fully involved, students who are gifted

and not challenged, and students who are not involved. For example, Maria on

TeachLivE™ spoke about her not being challenged enough and looked disengaged while

in the classroom. This reminded me of a student in my interning class because he always

looks disengaged and his is gifted. I feel this (TeachLivE™) can be beneficial because I

can do a trial and error with the TeachLivE™ students and can accommodate my students

at my placement (personal communication, September 10, 2013, PT7).

A statement from the control group also supports the shift from preservice teacher to self to

student learning as the preservice teacher.

Because I have spent more time with the children, I have grown to learn about them and

what motivates them to learn (personal communication, October 8, 2013, PT14).

Both the experimental and control group are beginning to reflect upon teacher behaviors

important for the success of an urban educator. Teachers' understanding of and response to

children's behavior can be influenced by their own race and culture, gender, psychological

factors, and professional characteristics, such as training, experience, and attitudes and beliefs

about teaching. "Effective teachers may integrate personal characteristics with their pedagogy,

enabling them to work for social justice as a result of their self-understanding or take more risks

to meet the needs of their students" (Sachs, 2004, p. 184).

Engagement

Two 5-7 minute TeachLivE™ sessions were held between the third and fourth observations. The participants in the experimental group spent approximately 14 minutes engaging and assessing prior knowledge of the student avatars in TeachLivE™. The control group did not participate in TeachLivE™ and continued to reflectively write between observations. The objectives for the final two sessions in TeachLivE™ were to actively engage the avatars through an introduction of a sink and float science lesson and to assess prior knowledge relating to the history of Thanksgiving and/or Native Americans through construction of questioning with avatars.

As the participants in both the experimental and control groups completed their fourth critical reflection, a distinct divide in the themes emerged between the groups. The experimental group discussed planning, presentation, motivation, knowing students, and TeachLivE™, while the control group reflected upon accommodations and student behavior. Both groups began to stray from the themes in the first categories of personal connections and life experiences, focusing more on what was happening to lessons in the classroom. A participant in the experimental group reflected upon what she had learned through her coursework, reinforcing the strength the university in educating preservice teachers for urban settings.

> Through my courses at the university, I have learned about the importance of keeping students engaged throughout the learning process. I have been provided with various ideas and activities that can be implemented to ensure all students are motivated and driven to participate during school (personal communication, November 3, 2013, PT1).

One thing that has really changed my thinking about engaging students and helping them develop their own connections to new information is a professor at the university. When presenting in the TeachLivE™ lab, I tried to use this idea to teach the students sink and float. Allowing students to be hands on with the information is a way to keep them engaged and to help them connect the information to their though process and to why it is important (personal communication, October 8, 2013, PT9).

While the experimental group focused on student learning, the control group was concerned with accommodations and student behavior, in particular, classroom management. A participant in the control groups reflection follows.

I was having a hard time keeping student's attention during direct instruction (personal communication, October 8, 2013, PT11).

A teacher's performance has a tremendous impact on a child's learning and academic journey. Corbett & Wilson (2005) describe six characteristics of a good teacher through the eyes of an urban student: They (1) push students to excel; (2) maintain order; (3) are willing to help; (4) explain until everyone understands; (5) vary their classroom activities; and (6) try to understand students. The preservice teachers in both the experimental and control group are exhibiting many of these behaviors through their reflective writing. However, the intervention of TeachLivE™ continues to be an outlier, which not only strengthens the preservice teachers' reflections but performance in the classroom.

Assessment of Prior Knowledge

The final category of assessment of prior knowledge was completed as a post reflection

for the experimental and control group. The experimental group had participated in a 5-7 minute

TeachLivE™ session prior to their final reflective writing. Both the experimental and control

groups and again showed more similarities with few differences between them. The similarities

between the groups were knowing their students, instruction, delivery, assessment, and

motivation. The two themes that stood out from the experimental group were ability and

TeachLivE™.

Participants in the experimental group reflections present both knowing your students and

TeachLivE™.

I knew that I needed to present a lesson that was informational and exciting. I wanted the

children to actually picture themselves back in those times. I wanted the students to

vision what the people wore, what they ate, and what they did (personal communication,

November 12, 2013, PT3).

My supervising teacher has taught me different resources to use and she is very

innovations, I now know that teaching in a classroom is more than just having knowledge

about the content, it is about the delivery (personal communication, November 12, 2013,

PT8).

My personal connection to Maria in the TeachLivE lab is that we have students in the

class currently who are aware that they are higher than other students. I think it is crucial

to help make these students feel comfortable and welcome so they can strive in the classroom environment (personal communication, November 14, 2013).

Participants in the control group expressed sentiments of delivery and motivation in their reflective writing.

> I am constantly looking for new fun things to incorporate in the classroom. The kids being engaged in your lesson makes all the difference in the world (personal communication, December 8, 2013, PT12).

> I see how essential activating prior knowledge, getting students moving and talking to their peers, and chunking information is for students (personal communication, December 8, 2013, PT13).

"Powerful learning is connected to experience; it happens when learners are engaged in meaningful work that encourages them to ask questions, generate hypotheses, and pursue inquiries that address topics of interest or concern" (Leland & Murtadha, 2011, p. 902). The 13 preservice teachers involved in the researcher's study, reflected on pedagogies of practices in the categories of personal connections, life experiences, engagement, and assessment of prior knowledge five times in the course of 14-weeks. Both experimental and control groups discussed their own teaching in terms of interactions with the students and their learning in the urban classroom. TeachLivE™ was consistently the outlier in coding for the experimental group. The simulated learning environment offered the eight preservice teachers in the experimental group a medium to learn through doing. Exposure to the tools and methods in

TeachLivE™, followed by reflective writing, provided opportunities to improve pedagogies of practice, impacting preservice teacher's performances in the urban setting.

A full analysis of coding and themes can be found in Appendix D.

Member Checking

The researcher coded themes using Dedoose software (www.dedoose.com) in order to establish themes for both the experimental and control group. Two of the researcher's committee members assisted with themes throughout the analysis of data. Once themes were coded, the researcher contacted participants to discuss reflective writings and final thoughts.

Fidelity of Treatment

"In intervention research, treatment of fidelity is defined as the strategies that monitor and enhance the accuracy and consistency of an intervention to ensure it is implemented as planned and that each component is delivered in a comparable manner to all study participants over time" (Smith, Daunic, & Taylor, 2007, p. 121). All of the eight participants in the experimental group were sent the same objective a week ahead of their TeachLivE™ experience in order to prepare for their 5-7 minute sessions. Objectives were based on the four categories of personal connections, life experiences, engagement, and assessment of prior knowledge. The objectives are listed below:

1. The participant will demonstrate understanding of making personal connections through verbal interactions and construction of questioning with avatars.

2. The participant will continue to develop a relationship with the avatars through life experiences based on verbal interactions and construction of questioning.

3. The participant will actively engage the avatars through an introduction of a sink-and-float science lesson.

4. The participant will assess prior knowledge relating of the history of Thanksgiving and/or Native Americans through construction of questioning with avatars.

The eight participants in the experimental group spent approximately 28 minutes practicing the development of relationships with the student avatars and instruction of lessons planned during the four 5-7 minute sessions in TeachLivE™.

Reliability

The thirteen participants in both the experimental and control group were observed four times each throughout the 14-week study. Each individual observation was scheduled accordingly with the participant. The researcher and trained clinical coordinators followed guidelines by the University in regards to ethical behavior for a clinical coordinator. A copy of The College of Education & Human Performance, Internship Observation Instrument can be found in Appendix B. Inter-rater reliability was used in order to control observer biases during observations. Virtual observations were scheduled twice throughout the 14-week study.

The first scheduled virtual observation took place in a first grade classroom during math. The students used candy corn for measuring during math. Both the researcher and the trained clinical coordinator did not observe behaviors in the areas of (a)3 Instructional Delivery and Facilitation and (a)3e Instructional Delivery and Facilitation: relate and integrate the subject matter with other disciplines and life experiences.

The observer observed the behavior (a)2f The Learning Environment: maintains a climate of openness, inquiry, fairness and support, while the inter-rater did not. After discussion, both observers stated the preservice teacher displayed respect for students, exhibiting the behavior, (b)2.

The second scheduled virtual observation was conducted during interventions, science. This observation was of a second grade classroom. The students were researching animals. Both the researcher and trained clinical coordinator observed behavior in the areas of (a)2f The Learning Environment: maintains a climate of openness, inquiry, fairness and support (a)3 Instructional Delivery and Facilitation (a)3e Instructional Delivery and Facilitation: relate and integrate the subject matter with other disciplines and life experiences and (b)2 Professional Responsibility and Ethical Conduct.

These observations were recorded under the quantitative data analysis. The degree of consistency and agreement between the inter-raters and observer was above 90%. A high correlation shows consistency between the observers (Ravid, 2005). A copy of all teacher indicators observed can be found in the appendices under The College of Education & Human Performance, Internship Observation Instrument and Educators Accomplished Practices.

The researcher completed coding in order to identify themes based on pedagogies of practice in reflective writing. Two of the researcher's committee members examined the coded themes for inter-rater reliability. Intercoder reliability refers to the degree to which coders agree with each other about how themes are to be applied to qualitative data (Ryan & Bernard, 2003). A third professional in the field of education evaluated the researcher's coding, themes and data entered in Dedoose for 90% accuracy.

Validity

The College of Education & Human Performance, Internship Observation Instrument is used by all the clinical coordinators and supervising teachers at the university. Prior to its implementation, the instrument was field-tested and discussed with professional educators in regards to assessment of the Educators Accomplished Practices. Analysis of the reflective writing was reinforced through member checking.

The purpose of the study was to learn how a simulated learning environment would impact preservice teacher performance in an urban setting. Similarities and differences of pedagogies of practice categories of personal connections, life experiences, engagement, and assessment of prior knowledge as demonstrated in reflective writing were compared through participants who experienced a simulated learning environment versus those who did not.

CHAPTER 5
CONCLUSIONS AND RECOMMENDATIONS

Discussion

Purpose of the Study

The purpose of this study was to examine the impact a simulated learning environment had on a preservice teacher's classroom performance in an urban setting. Pedagogies of practice as described through categories of personal connections, life experiences, engagement and life experiences as demonstrated through preservice teachers' reflective writing were coded to examine similarities and differences of preservice teachers who participated in a simulated learning environment verses those who did not. The study asked the following questions:

1. Does a simulated learning environment impact preservice teachers' performances in an urban setting as measured by onsite and virtual observations?

2. What are the similarities and differences of pedagogies of practice that describe categories of personal connections, life experiences, engagement, and assessment of prior knowledge as demonstrated in reflective writing of preservice teachers who participated in a simulated learning environment versus those who did not?

Summary of the Study

Thirteen senior elementary education interns placed in an urban K-3 classroom were placed in an experimental and control group in order to answer the researcher's questions about the impact of performance and pedagogies of practice. Eight participants were placed in the

experimental group, consisting of observations of teaching conducted by the researcher, TeachLivE™, and reflective writing. Five participants were placed in the control group, receiving observations of teaching from the researcher and completion of reflective writing.

An intervention took place for the eight participants in the experimental group after the initial observation. This group partook in four TeachLivE™ sessions, followed by reflective writing for qualitative data collection. Each of the eight participants in the experimental group were sent an objective approximately a week ahead of their TeachLivE™ experience in order to prepare for their 5-7 minute TeachLivE™ session. Objectives were based on the four categories of personal connections, life experiences, engagement, and assessment of prior knowledge.

Reflective writing was distributed through Qualtrics (www.qualtrics.com) five times for both the eight participants in the experimental group and five participants in the control group. A prereflective writing was conducted before the first TeachLivE™ session. Each of the four following reflective writing pieces took place after a TeachLivE™ simulated learning environment experience. The five participants in the control group completed the reflective writing pre/post internship and three times during their internship experience. The researcher observed all 13 participants in the study four times in the 14-week time, totaling 52 observations.

Summary of the Findings

Quantitative

Data collected from the first observation was used as a quantitative premeasure. The *p* value (Fisher's Exact Test = .271, Cramer's V = .501, p = .071) in the first observation showed a nominal difference between the experimental and control groups indicator displayed for (a)2dh.

Specifically, the control group displayed more behaviors during the first observation in ***The Learning Environment:*** respecting students' cultural, linguistic and family background, and adapting the learning environment to accommodate the differing needs and diversity of students.

Data analysis in the second observation displayed one indicator that showed significance (Fisher's Exact Test = .075, Cramer's V = .635, p = .024). The experimental group significantly displayed the teacher indicator of ***Instructional Delivery and Facilitation:*** related and integrated the subject matter with other disciplines and life experiences more often than the control group.

The Chi-square Test of Independence, supported by Fisher's Exact Test and Cramer's V used to analyze data measured on a nominal scale for the experimental group and control group showed no significant difference in any of the indicators for the third observation. Certain indicators would not allow IBM SPSS to a analyze the data as no behavior was portrayed during the observations.

Based on the close correlation of the p value to .05 (Fisher's Exact Test = .217, Cramer's V = .501, p = .071) in the fourth observation, it can be stated the experimental group displayed the indicator ***Instructional Delivery and Facilitation:*** reviewed previous class material before instruction more often than the control group.

The sample size had to be taken into consideration when analyzing both the Fischer's Exact Test and Cramer's V. The alternative hypothesis could have easily been rejected based on the information displayed from IBM SPSS statistics. The small sample size has little statistical power. A Type II error could have occurred in which the researcher could neither accept nor reject the null hypothesis.

Qualitative

The researcher examined the similarities and differences of pedagogies of practice that describe categories of personal connections, life experiences, engagement, and assessment of prior knowledge as demonstrated in reflective writing of preservice teachers who participated in a simulated learning environment verses those who did not. *Axial* coding under personal connections and life experiences showed similarities for both the experimental and control groups. Four codes presented themselves: preservice teacher to self, preservice teacher to student, student to student, and a fourth code, preservice teacher to colleagues. A fifth *axial* code was presented in life experiences, preservice teacher to parent/family.

Selective coding showed similarities of themes between both the experimental and control groups in personal connections. Both groups reflected upon the importance of relationships, diversity, building a classroom community, approaches to teaching and confirmation of learning. TeachLivE™ was the only theme that stood out from *selective* coding under personal connections. The two groups, experimental and control, made a change in themes together in *selective* coding for life experiences. The preservice teachers began to focus on student learning, the learning environment, background knowledge and teacher behavior. Both groups were again similar even though the themes changed. TeachLivE™ again stood out for the experimental group.

Differences in themes were found for both the experimental and control group when *selective* coding for engagement took place. There was no longer significance in *axial* coding. The experimental group examined planning, presentation, motivation, knowing your students, and TeachLivE™, while the control group reflected upon accommodations and student behavior.

The final category of reflection, assessment of prior knowledge, was completed as a postreflection. Similarities for both groups in *selective* coding were found in knowing your students, instruction, delivery, assessment, and motivation. The two *selective* coding themes that stood out from the experimental group were ability and TeachLivE™. *Axial* coding was again not present.

Connections to Teacher Preparation and Attrition

Significance and Implication of the Study

Theory and pedagogy needs to be real to the developing preservice teacher. It needs to be tested in practice and adapted to the realities of individual children and the classroom. It is our responsibility as educators in higher education to design experiences for preservice teachers in urban settings that would engage them as change agents.

Virtual reality environments allow the simulation of experiences that students might have in the real world. Instruction could be planned, designed, evaluated, and revised before it is ever used with students (Winn, 2002). Technology may be able to bring instruction to students in formats that teachers cannot. "This ongoing process is what builds the bridge between theory and practice" (Mooney, 2000, p. xv).

As Dewey believed, teachers need to have confidence in their skills and abilities; a simulated environment where preservice teachers are able to hone their skills is invaluable to effective teaching performance. Preservice teachers need to understand their pedagogy in order to transfer knowledge to the classroom.

Differing life experiences between teachers and their students can create barriers between them. "Often, White teachers will interpret differences in life experiences, cultural frames of reference, race, class, and gender as a deficit on the part of students, which leads to inequitable educational opportunities for our nation's children" (Waddell, 2011, p. 93).

An indicator that-showed significant difference, ***Instructional Delivery and Facilitation:*** related and integrated the subject matter with other disciplines and life experiences including both the impact of TeachLivE™ and the experimental group's reflective writing. As a participant in the experimental group stated,

> Life experiences, home life, parent interaction and what students have observed in their
> lifetime shape how they perform in the classroom (personal communication, September
> 10, 2013, PT5).

"A culturally responsive teacher uses the children's cultures and background experiences as instructional vehicles to make learning more effective" (Reed, 2004, p. 245). The culturally responsive teacher assesses students' prior knowledge and experiences, connecting subject matter to the students' world and terms while respecting racial, ethnic, and cultural differences, so all children can learn. Life experiences connect us with humanity, and that is what the business of teaching and learning is all about (Hauser, 1995).

Importance to Discipline

Effective teachers are lifelong learners–the exceptional ones are always trying to improve, through workshops, in-service training, professional development opportunities, mentoring, and in some cases, returning back to school (Stewart, 2005). It is essential for educators to be reflective about their experiences in the classroom in order to shape their

teaching practice.

As research tools, reflections provide descriptions of real people in real situations, struggling with real problems. Writings remove the anonymity of statistical samples and carefully controlled treatments. Conscientious teachers reflect seriously on their work. They think and feel carefully about what they do and why they do it (Hauser, 1995).

According to Hauser, educators must be able to self-reflect on their practices in order to adapt for their children each day. A second indicator that showed significant difference within the quantitative data was *Instructional Delivery and Facilitation:* reviewed previous class material before instruction. A participant in the experimental group made this powerful statement:

> Assessment of prior knowledge is extremely important in designing lesson plans. I have noticed over the course of my internship that the students need the information to be connected to their life and why it is important to them. They also need to understand why it is important NOW. Many of the students, especially in poverty, are very in the moment and do not think long term. Helping the students connect a skill to a purpose in their life is important to help them explain what they already know about the topic (personal communication, October 8, 2013, PT9).

Problems Encountered

An email was sent to 107 preservice elementary education majors, K-6. There was minimal response of participants for the study. The clinical coordinator pulled all K-3 elementary education preservice teachers who were placed in a Title 1 high-need urban setting. There were 18 preservice teachers in the original group for the study, nine in the experimental

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group and nine in the control group. Due to placement changes, the control group dropped to six participants. One of the participants did not consent, leaving five final participants in the control group. One of the participants in the experimental group dropped after that first reflective writing and TeachLivE™ session. The data was not reported.

The researcher was able to control the 52 observations, making sure all were conducted. However, the researcher could not control responses to reflective writing. Both the experimental and control groups were sent an initial email seeking responses to the Connect-Extend-Challenge reflective writing categories of personal connections, life experiences, engagement and assessment of prior knowledge. Those in the experimental group completed their reflective writing after their TeachLivE™ experience. There were two times when computers were not working to conduct their reflective writing. The preservice teachers then responded from home. The researcher sent multiple reminders to the control group as well as reminders when out in the field for observations.

Observations were a challenge to schedule for the control group. As the control group volunteered for the observations, first choice of days and times was not always granted. There were a few times where the preservice teacher forgot the researcher was coming and the observation had to be rescheduled.

Limitations

The sample size and the number of indicators not shown were a concern for data analysis. Although there was not a statistical difference in the groups, the researcher ran the hypothesis and in order to avoid committing a Type II error, supported the Chi-square Test of Independence with Fisher's Exact Test and Cramer's V for the small effect size.

Future Research Recommendations

Observations

Three scenarios for future research could take place. First, the researcher could continue data collection based on this study in order to achieve a larger sample size, therefore avoiding a Type II error in analysis. Second, future research could examine how an experimental group and control group would show growth in the areas of Exemplary, Proficient, Developing or Unacceptable based on The College of Education & Human Performance Observation and Feedback Form. A comparison of growth over time based on an alternative hypothesis of TeachLivE™ having an impact on preservice teacher's performance in the urban classroom setting would then be analyzed.

Finally, the researcher could add a third group to the study. A first group that would partake in the intervention of TeachLivE™, would be observed by the researcher and participate in reflective writing in the descriptive categories of personal connections, life experiences, engagement, and assessment of prior knowledge.

A second group would take part in the intervention of TeachLivE™ and be observed by the researcher, participate in reflective writing in the same descriptive categories, and have a faculty mentor who coaches in each of the TeachLivE™ sessions.

The final group would complete reflective writing in the descriptive categories of personal connections, life experiences, engagement and assessment of prior knowledge and be observed by the researcher, who would form a hypothesis to see whether mentoring in TeachLivE™ would have an overarching impact on performance of preservice teachers in a high-needs urban setting.

Student Performance

The Measures of Effective Teaching Project (2013) found effective teaching can be measured. Data showed that teachers who are more effective in helping students learn can be identified (www.metproject.org/reports.php). Matching individual teachers with data from students' test scores as one source of evidence of student growth and development relates to teacher performance. The researcher could measure the academic achievement of the students in the participant's classrooms who took part in TeachLivE™ in order to analyze whether the variable of TeachLivE™ impacted preservice teacher performance in the urban classroom.

Mentoring of Novice Teachers

Universities need to focus on assisting first-year teachers in their own areas of improvement and professional development in order to relieve high costs of teacher attrition. Abbate-Vaughn (2006) "argues that the knowledge, skills, and disposition that preservice teachers possess to work effectively with diverse urban pupils need to be nurtured and monitored not only throughout the completion of basic preparation but also during the first years of teaching" (p. 27).

If a program's overall goals are to monitor and document the changing beliefs, enhanced skills, and practices of teachers' engagement with urban learners, then the process should take place during the teacher education program, with continuation through the first years of teaching (Abbate-Vaughn, 2006).

The infrastructure of brick and mortar schools often leads to teaching and grappling with challenges in isolation. When novice teachers are not supported, they can do more harm than

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good, often reinforcing societal biases. Jerald (2012) found that post-conference feedback and professional development help teachers to become highly effective.

The professional learning that takes place as the preservice teacher analyzes and reflects on his or her own practice and observed instruction in TeachLivE™ with a mentor is invaluable for future classroom performance. Faculty mentors can play a critical role in establishing relationships with new teachers. A number of studies have found that well-designed mentoring programs raise retention rates for novice teachers by improving their attitudes, feelings of efficacy, and instructional skills (Darling-Hammond, 2003).

Professional learning opportunities that provide opportunities for self-reflection, planning with mentors, and forming a partnership between the university and schools must be developed. New teachers are more likely to remain in teaching when they have continuous interactions with faculty members beyond graduation. Shernoff et al. (2011) propose that collegial connections are a conduit to building skills that lead to effectiveness and foster a sense of belongingness needed to promote long-term commitment to teaching.

Induction programs that provide support for new teachers and orientation of teaching practices within the district help, empower novice teachers.   Professional development experiences are important factors in teacher satisfaction and retention. Teachers are looking for professional development experiences with relevance. They want access to training materials that reflect urban schools and the students where they serve, as well as more discussion on how to adapt the strategies accordingly (Shernoff et al., 2011). Beginning teachers are often given little professional support or mentorship opportunities to help them develop the necessary

pedagogical knowledge, attributes, and dispositions needed to enhance diverse learners needs (McKinney, Berry, Dickerson, & Campbell-Whately, 2007).

Faculty mentors would be able to design learning for novice teachers in TeachLivE™, stopping to role-play in order to discuss challenges that arose. Novice teachers would then problem-solve before stepping back into the virtual reality environment, transferring knowledge based upon direct feedback. Faculty mentors would assist in coaching and self-reflection of lessons taught, working towards understanding of content and pedagogy.

Reflection afterward would be collaborative between novice teachers and faculty mentors based on observations. An experienced faculty mentor would be part of the learning community, connecting the learning in the virtual reality environment to the world of practice. Instruction can be planned, designed, and evaluated by faculty to help novice teachers to sharpen their theories and pedagogies. "The key theoretical assumption of learning from simulations is that students construct understanding for themselves by interacting with information and materials" (Winn, 2002, p. 334). Scaffolding novice teachers learning while in a simulated environment can be motivating and effective in learning gains. Teachers have commented that a virtual reality visual tool could be used to support teacher-led discussions (Cobb, 2007). Discussions centered on concepts and principles practiced in the virtual reality environments is the course in which learning takes place.

> "Feedback should take the form of a conversation between observers and teachers where observers ask questions that encourage teachers to strategically analyze the impact of their practices on students' learning, followed by a strategy session that helps teachers

plan how they will build on areas of strength and address an area targeted for

improvement" (Jerald, 2012, p.17).

Skills learned could then be taken back to the classroom in order to impact performance.

A persistent challenge in addressing and hopefully closing opportunity gaps in P-12

classrooms has to do with how teachers are educated, whether in traditional or nontraditional

teacher education programs (Milner, 2010). "Current induction programs and professional

development for new teachers often lack concentrated, sustained support targeting the most

robust empirical predictors of attrition" (Shernoff et al., 2011, p. 2).

University preparation programs are rarely involved in providing ongoing professional

development (Anderson & Olsen, 2006). Universities must begin working towards the extension

of professional development through the beginning stages of educators' careers in the high-need

urban setting in order to scaffold graduates' ongoing learning, therefore avoiding some of the

perils. The framework of continuation beyond the university is crucial for a lifetime of

professional learning.

APPENDIX A
IRB APPROVAL LETTER

University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

University of
**Central
Florida**

Approval of Human Research

From: **UCF Institutional Review Board #1**
FWA00000351, IRB00001138

To: **Kelly L. Jennings**

Date: **August 02, 2013**

Dear Researcher:

On 8/2/2013, the IRB approved the following human participant research until 8/1/2014 inclusive:

Type of Review:	UCF Initial Review Submission Form
Project Title:	Enhancing Preservice Teachers' Pedagogies of Practice through Use of a Simulated Learning Environment with Unique Characteristics and Features of an Urban Classroom
Investigator:	Kelly L Jennings
IRB Number:	SBE-13-09532
Funding Agency:	
Grant Title:	
Research ID:	N/A

The scientific merit of the research was considered during the IRB review. The Continuing Review Application must be submitted 30days prior to the expiration date for studies that were previously expedited, and 60 days prior to the expiration date for research that was previously reviewed at a convened meeting. Do not make changes to the study (i.e., protocol, methodology, consent form, personnel, site, etc.) before obtaining IRB approval. A Modification Form **cannot** be used to extend the approval period of a study. All forms may be completed and submitted online at https://iris.research.ucf.edu .

If continuing review approval is not granted before the expiration date of 8/1/2014, approval of this research expires on that date. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

Use of the approved, stamped consent document(s) is required. The new form supersedes all previous versions, which are now invalid for further use. Only approved investigators (or other approved key study personnel) may solicit consent for research participation. Participants or their representatives must receive a copy of the consent form(s).

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 08/02/2013 08:35:01 AM EDT

IRB Coordinator

**APPENDIX B
THE COLLGEGE OF EDUCATION & HUMAN PERFORMANCE
INTERNSHIP OBSERVATION INSTRUMENT**

University of Central Florida

College of Education & Human Performance
INTERNSHIP Observation Instrument

Intern: _____ Supervising Teacher: _____ Grade: _____

School: _____ Date Observed: _____ Observer: _____

Lesson Description: _____
_____

Pre-Teaching Preparation: *Please check all that apply.*

_____ Intern met with teacher prior to implementation to review lesson plan and assessment. (a)1e, (a)4

_____ Intern revised plan according to meeting with teacher. (a)1ae, (a)4d

_____ Materials for lesson were prepared prior to lesson. (a)2a, (a)4

Use the following scale to rate each observed indicator:

Exemplary (E): Highly effective demonstration   **Proficient (P): Effective demonstration**
Developing (D): Beginning level demonstration   **Needs Improvement (NI): Not effective**

Instructional Design and Lesson Planning

_____ Lesson plan was developmentally appropriate and accommodated differentiated learning instruction. (a)1abc

_____ Selected formative assessments to monitor learning. (a)1d

_____ Used a variety of learning modalities. (a)1f, (a)2h, (a)3g

The Learning Environment

_____ Clear articulation and good voice projection. (a)2e

_____ Used effective and consistent classroom management skills. (a)2b

_____ Modified lesson based on students' behavior. (a)2h

_____ Modeled student expectations when appropriate for the students' comprehension of the lesson. (a)2e

_____ Demonstrated effective time management. (a)2a

_____ Penmanship was legible and easy to read. (a)2e

_____ Implemented ESOL strategies. (a)2dh

_____ Utilized technology in planning and/or teaching. (a)2g, (a)3g

_____ Maintained a climate of openness, inquiry, fairness and support. (a)2f

Assessment

_____ Formative and summative assessments match learning objectives. (a)4b

_____ Shares importance/outcomes of student assessment data. (a)4e

_____ Applies technology to organize/integrate assessment information. (a)4f

Instructional Delivery and Facilitation

_____ Reviewed previous class material before instruction. (a)3

_____ Secured students' attention before beginning a lesson. (a)3

_____ Pacing provided time for the processing of information and directions. (a)3

_____ Demonstrated content knowledge of the lesson. (a)3b

_____ Used appropriate manipulatives which enhanced the lesson. (a)3a

_____ Adjusted instruction based on students' needs and responded to preconceptions or misconceptions. (a)3cdhj

_____ Provided opportunities for students to use critical thinking skills. (a)3f

_____ Provided specific feedback and praise. (a)3i

_____ Related and integrated the subject matter with other disciplines and life experiences. (a)3e

_____ Exhibited enthusiasm and expression. (a)3a

_____ Provided quality feedback loops. (a)3b

_____ Modeled advanced language. (a)3b

Continuous Improvement, Responsibility and Ethics

_____ Displayed respect for students. (b)2

_____ Demeanor and dress were professional. (b)2

_____ Maintains professional role of teacher at all times. (b)2

Comments:
_____
_____
_____
_____

Signatures:
Observer: _____   Intern: _____   Date: _____

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APPENDIX C
EDUCATORS ACCOMPLISHED PRACTICES

6A-5.065 THE EDUCATOR ACCOMPLISHED PRACTICES

(1) Purpose and Foundational Principles.

(a) Purpose. The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe three (3) essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.

2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.

3. The effective educator exemplifies the standards of the profession.

(2) EDUCATOR ACCOMPLISHED PRACTICES-. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

(a) Quality of Instruction

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

a. Aligns instruction with state-adopted standards at the appropriate level of rigor;

b. Sequences lessons and concepts to ensure coherence and required prior knowledge.

c. Designs instruction for students to achieve mastery;

d. Selects appropriate formative assessments to monitor learning;

e. Uses diagnostic student data to plan lessons; and

f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

a. Organizes, allocates, and manages the resources of time, space, and attention;

b. Manages individual and class behaviors through a well-planned management system;

c. Conveys high expectations to all students;

d. Respects students' cultural, linguistic and family background;

e. Models clear, acceptable oral and written communication skills;

f. Maintains a climate of openness, inquiry, fairness and support;

g. Integrates current information and communication technologies;

h. Adapts the learning environment to accommodate the differing needs and diversity of students; and

i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

a. Deliver engaging and challenging lessons;

b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;

c. Identify gaps in students' subject matter knowledge;

d. Modify instruction to respond to preconceptions or misconceptions;

e. Relate and integrate the subject matter with other disciplines and life experiences;

f. Employ higher-order questioning techniques;

g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;

h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;

i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and	
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	

4. Assessment. The effective educator consistently:

a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;

b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;

c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;

d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;

e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and

f. Applies technology to organize and integrate assessment information.

(b) Continuous Improvement, Responsibility and Ethics

1. Continuous Professional Improvement. The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;

b. Examines and uses data-informed research to improve instruction and student achievement;

c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons

d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;

e. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and

f. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

APPENDIX D
AXIAL & SELECTIVE CODING

Personal Connections – candidate to self, candidate to student, student to student – candidate to colleagues

Outlier – ESOL, brain research, theories, coursework, research

Experimental Group Personal Connections	**Control Group Personal Connections**
1) **Experience** – 2) **Relationships** – relate to students, relate, familiar with, positive relationships, understanding, getting to know, different, individuals, personal, understanding behaviors 3) **Diversity** – outside situations 4) **Classroom Community** - mentor, welcomed, respected, safe, encouraging, sense of family, class community 5) **Instruction** –planning 6) **Challenging** – maintaining 7) **Approaches** - hands on, activities, strategies, different ways, reach, adjust, interests, multiple intelligences, identify, learning styles, different 8) **Confirmation** - want to learn, enjoy, love learning effectiveness, support, success, recall, remember 9) **TeachLivE** – avatars, virtual students	1. **Experience** – 2. **Relationships** – bond, reach out, reach 3. **Diversity** – background, diverse backgrounds 4. **Approaches** - teaching styles, learn ways, individuals, accommodations 5. **Classroom Community** - trust, comfortable, classroom environment, classroom setting, 6. **Instruction** - higher level, curriculum, learning goal 7. **Challenging** – engaging, engaged, on task 8. **Confirmation** - Wants to learn, importance of education

Life Experiences – candidate to self, candidate to student, candidate to parents/family, candidate to colleagues

Outlier: Ruby Payne, poverty, poverty, economic, ideas, theories, biases

Experimental Group Life Experiences	**Control Group Life Experiences**
1. **Experiences** - course of my life, journey, personal life, home life, exposed to, issues, diversity, language, past experiences 2. **Student Learning** - concept, remember, predicted, learning is positive and beneficial, purpose of learning, reflect, cared about learning 3. **Instruction** - prepare, prepared, lesson plans, assessing, data, performance, standards, perform, apply, skills, teaching strategies, hands on, scaffolding instruction, small groups, appeal, excitement, creativity, expression, motivated 4. **Accommodations** - different styles, different, level, adapt, wait-time, engage, know students, knowing 5. **Learning Environment** - effective, learning process, learning environment, classroom management, schema, relating, relevant, useful, increase understanding, opportunity, execute, support 6. **Background Knowledge** - might not have, don't know how, weren't as sure about, already knew 7. **Teacher Behavior** - help, helping, sensitive, adult model, modeled, role models, interaction, shape, comfortable, honest, fair, cares about the student, passionate, reach for dreams, positive feedback, positive reinforcement, encourage, respect, succeed, successful, excel, achieve, confident, connects, special, embrace, influenced, influence, positive or negative impact	1. **Experiences** – troubled, situations, walks of life, demographics is different 2. **Student Learning** – important (learning) 3. **Instruction** – plan, informal and formal assessment, monitor, time, centers, ways to work, group work 4. **Accommodations** – differences, knowing about students, know about them, accommodate 5. **Learning Environment** - management, classroom management, distraction, on-task, focused, behaviors 6. **Background Knowledge** – don't know better 7. **Teacher Behavior** - acknowledge, feedback, positive reinforcement, working closely, motivates, proud, celebrate, advice, mentors, talk to me, confide in, understanding relationship, comfortable 8. **Challenge**

8. **Challenge** 9. **TeachLivE** – avatars	

Engagement – candidate to self, candidate to student, candidate to parents/family, candidate to colleagues

Outlier: research, Ruby Payne, article economically disadvantaged, Kagan strategies, brain research, real life classroom setting

Experimental Group Engagement	**Control Group Engagement**
1. **Experiences** – teacher to self, teacher to student, teacher to colleagues 2. **Challenge** – challenging 3. **Planning** - skill, concept, plan lessons, direction, lesson, lecture, assignment, prepared, flexible, pace, adjusting, resources, content, delivery, guide their understanding, enhancing student understanding 4. **Instruction** - methods, ideas, strategies, hands on activities, materials, activity, hands on experiments, student centered, examples & explanations, Manipulatives, media, auditory, games, body movement, visual, recordings, projector, projects 5. **Presentation** - incorporate, whole class, partners, collaborate, groups, interact, work together, cooperate, small groups, share thoughts & ideas, work in pairs, work together, higher-order thinking, think and explain, picture themselves, vision, discuss, write, draw, educated guess, connection, remember information, thought process, explore, process, learning process, prediction	1. **Engagement – students to student,** exciting, appealing, involved, working hard, having fun, success, essential 2. **Challenge** 3. **Instruction** - lesson, time, make changes, expect, flexible, monotone, quite, direct instruction, develop actively, engaged lessons, cross curricular projects, all subject areas, content, activity, PowerPoint, strategies, planning a unit, strategies, activating prior knowledge 4. **Classroom Management** - Keeping students attention, no "down time" or "off task" time 5. **Understanding** - learn material, missed content, not comprehend, struggle, information, learning gains, help with comprehension, increased their understanding 6. **Accommodations** - help, one-on-one, small group, extra help to understand 7. **Student Behavior** - engage with each other, shoulder, face partner, group work, partner work, group teams, whole class discussion, whole group, work together, competing against, keep who are done, team building,

6. **Classroom Management** – classroom management, classroom environment, monitor behavior, chaotic, wait, get ready, settle down, learning environment, properly manage, rule & procedures 7. **Motivation** - they like, learning type, observe them, learn about them, getting to know, understanding, interest, Involved, interested, want to learn, informational & exciting, enjoying, innovative, motivate, excited, involved, fun, active, move around, grasping the concepts, increase understanding, desire to learn, sense of responsibility, ownership in learning, comprehension, enthusiastic, movement 8. **Student Behavior** - distracting, disengaged, capture, paying attention, attention, maintain, constantly, keep them, not interested, alert & ready to learn, keeping engaged, keep engaged, keep on topic, off topic, keep their attention, stay on task, Participating, participate, student responses, responsive, personal investment, motivated, driven, asking questions 9. **Knowing Your Students** - real life examples, life experiences, unique experience, abilities, understand students backgrounds, real world situations/applications, 10. **Assessment** - successfully, success, successful, succeed, very important, grasp the lesson, effectively, encourage, feel comfortable, why it is important 11. **TeachLivE**	class building, moving, talking, chunking information

Assessment of Prior Knowledge

Outlier: poverty, purpose in their life, TSL, ELL, diversity, reaching out

Experimental Group Assessment of Prior Knowledge	Control Group Assessment of Prior Knowledge
1. **Knowing Your Students** - learn about students, exposed to, getting to know, life experiences, connect it to their personal lives, form connections, knowing where your students stand, get to know, previous lessons and experiences, where students stand, what they know about the material, understand where students are academically, gauge students prior knowledge, understand why the students think the way they do, know about the topic, connect with what they enjoy, personal connections to the material, scaffold knowledge, personal strengths, hobbies, etc., familiar with 2. **Instruction** - shape my lesson, effective lesson, daily lessons and activities, engaging activity, enrichment activities, Designing of lesson plans, reinforce, mastery of the new skill, standards, end of lesson or unit, concepts, prerequisite skills, 3. **Delivery** - talking to, "I do, we do, they do", probing, asking questions, computer, verbally, standard paper and pencil tests, probe students, hands on experience, websites, internet, open discussions, review, reviews previous learning, use prior knowledge, background knowledge, dig deeper, check what they have learned, gained information, level of understanding, higher order thinking skills, predictions 4. **Assessment** - interest survey, results, pre-test, tests, assessments, KWL graphic organizer, discussions,	1. **Knowing Your Students** - include information they could relate too, teach students in way they understand, explicitly teach how to make connections, test to text, text to self, text to world connections, what they know, what they already know, connect my lesson, making connection 2. **Instruction** - lesson plans, objectives, state standards, procedures, questions to ask students, assessments, curriculum, prepare for each lesson, teaching instruction, effective teacher, content, planning a lesson, plan around, strategy, activating prior knowledge, want to learn, new, challenging, engaged, build on new skills, confidence 3. **Delivery** - to inform my students, better understanding, learned, refer back, understand the concepts 4. **Assessment** - graphic organizers, circle map, share their thoughts and ideas, students thinking, thinking maps, talking, IWB's, technology, informal ways, orally or written 5. **Motivational** - don't get bored, classroom management, approach a classroom, bored, off-task

observational, observe, monitor, FAIR, benchmark tests, orally, written work, diagnostic tests, quizzes, pretesting, post testing, cold read, scores, pre assessments, Assess, assessment tools, teacher observation, monitoring, data, test results, formal and informally 5. **Motivational** - fun, interactive, bored, act out, engaged, Interesting & informational 6. **Ability** - different level, every different, different, learns differently, levels, placing students in groups 7. **TeachLivE**	

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