ABSTRACT

Title of Dissertation: PLANNING DURING THE INTERNSHIP: A STUDY OF
                          THE PLANNING PRACTICES OF PRESERVICE
                          ENGLISH TEACHERS

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This collective case study investigated the planning practices of six English
education interns during the full time internship, including planning for edTPA.
Research and professional standards emphasize the importance of planning, as it
undergirds every aspect of what happens in a classroom. By understanding how interns
learn to plan, teacher educators can better facilitate interns' development of planning
skills.

Using activity theory as a theoretical framework, this study describes how interns'
planning practices changed over the course of the internship and identifies factors that
influenced changes. Data sources included lesson plans, interviews with interns and
mentors, and edTPA lesson plans. Findings showed most interns did not write detailed
daily plans, but those who did experienced fewer planning and teaching struggles.
Communication and feedback from the mentor were major factors in creating successful
plans and planning routines. Three of the interns began writing more detailed plans to
improve their teaching, motivated by a desire to be more organized and effective. All
interns wrote detailed, formal plans for edTPA, and these plans included elements that
were not part of typical written plans, such as differentiation and formative assessment.
Other areas of change included increased planning for scaffolding and addressing

students' confusion. Graduate interns expressed increased confidence in planning student-centered lessons. Factors that influenced such changes included experience, mentor guidance, and support from a methods course. Interns also drew on their increasing knowledge of students and district curriculum to plan relevant lessons. Interns consistently planned at the whole-class level, with little evidence of planning for individual learning.

This study has implications for teacher educators aiming to strengthen candidates' planning practices. Programs must facilitate proactive mentoring and structured co-planning. Pre-service coursework should help candidates integrate student-centered pedagogy, formative assessment, and differentiation into lesson plans. The impact of internship length and undergraduate vs. graduate program structures must be investigated further. Finally, this study indicates that planning for edTPA was educative for interns. This, along with other findings, suggests that more formal planning can improve intern learning and program coherence.

PLANNING DURING THE INTERNSHIP: A STUDY OF THE PLANNING
PRACTICES OF PRESERVICE ENGLISH TEACHERS

By

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CHAPTER ONE: INTRODUCTION AND THEORETICAL FRAMEWORK

Teacher education programs aim to provide instruction and experiences that prepare candidates for the classroom, ready to meet the challenges of teaching in the 21st century. Such preparation must support and develop candidates' knowledge of content, pedagogy, students, and standards; it must provide opportunities for both practical and reflective engagement with the work of teaching and the theory and research that inform that work. One critical component of teaching that incorporates all of these elements is planning; planning is the meeting point for curriculum and instruction, and as such, it "influence[s] opportunity to learn, content coverage, grouping for instruction, and the general focus of classroom processes" (Clark & Peterson, 1986, p. 267). Teachers' plans, be they written or mental, self-created or borrowed from a teacher's guide, undergird every aspect of what happens in a classroom, including student learning.

Research has shown that preservice teachers plan differently from experienced teachers (Grossman & Thompson, 2008; Mutton, Hagar, & Burn, 2011). Preservice teachers face specific challenges in planning (Gafoor & Farooque, 2010; Jones, Jones, & Vermette, 2011), and they often have preconceptions that shape their planning practice (Ledermann & Niess, 2000; Schmidt, 2005). While studies of preservice teacher planning provide helpful insights into the learning-to-plan process, there remains much to learn about how candidates approach planning and develop planning skills.

Rationale

Learning to plan on all levels (lessons, units, classroom organization, etc.) is a primary goal for preservice teachers. The importance of learning to plan is confirmed by the emphasis on planning in the Interstate Teacher Assessment and Support Consortium

(InTASC) standards that shape teacher education programs. One of the ten InTASC

Standards is "Planning for Instruction," and planning is a key part of at least six other

standards, including "Instructional Strategies," "Assessment," "Application of Content,"

and "Learning Differences" (Council of Chief State School Officers, 2013). Planning is

also a major component of the Teacher Performance Assessment (edTPA) developed by

Stanford faculty and the Stanford Center for Assessment, Learning, and Equity (SCALE)

and now being implemented nationally by members of the Teacher Performance

Assessment Consortium (TPAC). One of the three key tasks assessed by edTPA is

planning (the others are instruction and assessment), and five of the fifteen edTPA rubrics

used in 2013 focused on planning[1]. The emphasis on planning in the standards and

assessments set forth by the profession demonstrates that learning to plan is a critical part

of effective teaching and of a teacher's preparation.

The National Council of Teachers of English (NCTE) and Council for the

Accreditation of Educator Preparation[2] (CAEP) also emphasize planning in the guidelines

they set forth for the initial preparation of secondary English teachers. NCTE/CAEP

Standards 3 and 4 address candidate planning, including how candidates use content

knowledge in their teaching decisions, their ability to examine and select instructional

materials, and their ability to align curriculum goals with classroom environment and

learning experiences (NCTE, 2014). Planning lessons and units involves each of these

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[1] As edTPA has been developed and revised, the number of rubrics has changed. In 2012, the year data was collected, there were four tasks, and three out of twelve rubrics assessed planning. The other tasks were instruction, assessment, and academic language.

[2] In 2013, the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) were consolidated; CAEP is now the only accreditor for educator preparation.

components; candidates must apply their content knowledge, and sometimes acquire new content knowledge, to make decisions about what to teach and how to teach it. Additionally, they must consider classroom environment, school guidelines, and state and national standards.

The four major professional organizations mentioned above, along with others in specialty areas such as math or science, articulate the importance of planning in the standards they use to assess teacher preparation programs and teacher candidates. Teacher educators must attend to the critical role of planning and be cognizant of the planning styles, challenges, and misconceptions of preservice teachers so that these can be addressed in coursework and fieldwork settings. Teacher educators will benefit from a deeper, more textured understanding of preservice teacher planning practices, and this study will contribute to that body of knowledge.

While there has been considerable research on teacher planning (Clark & Peterson, 1986; Munby, Russell, and Martin, 2001), less research has been done in the area of preservice teacher planning. Studies have illuminated topics such as the ways in which preservice teachers plan differently from their experienced colleagues (Mutton et al., 2011), the types of challenges preservice teachers encounter while planning (Jones, Jones, & Vermette, 2011), and how interns engage with and respond to lesson plan templates (John, 2006; Kagan and Tippin, 1992). My study adds to the relatively small body of work on preservice teacher planning and contributes to the more specialized area of preservice English teacher planning, which has not been widely studied (Clift & Brady, 2005; Grossman, 2001). Also, there is a lack of research on English teacher interns in general; other studies have focused on students in methods courses (Holt-

Reynolds, 1992; Kennedy, 1998) or beginning English teachers (Grossman, 1991; Grossman & Thompson, 2008). This study helps fill the gap in literature regarding English education interns. In addition, by including the edTPA as a data source, this study adds to the emerging body of research on the edTPA, providing evidence that can contribute to conversations about the assessment's implementation and validity. Finally, this research is relevant because it will provide data about how candidates are meeting professional standards. Although the standards are widely used, little research has been done to concretely illustrate the how interns fulfill these standards.

Research Questions

This research investigated the planning practices, including the content of lesson plans across the internship and for the edTPA, of six English education interns. The data collection and analysis processes were designed to answer the following research questions and, thus, to contribute to knowledge of preservice teacher planning practices.

1. How do the planning practices and lesson plans of English education interns change over the course of the internship, including for the Teacher Performance Assessment (edTPA)?

2. What factors influence preservice English teachers' planning practices over the course of the internship?

The first of the two major research question led to a comparative analysis; I compared the lesson plans—both the form and content—created at various points in the semester, including for the edTPA. The second question led to a descriptive study of the processes of planning interns used throughout their internship and for the edTPA. I investigated the requirements from the mentor, school, and/or supervisor that affect planning, and the experiences, policies, and sources that influence their planning decisions.

Theoretical Framework

Maxwell (2005) describes how theory can shape a study by providing a way of making sense of phenomena and also by illuminating aspects of situations that might otherwise go unnoted. This research on preservice teacher planning is grounded in sociocultural learning theory and activity theory. These frameworks shaped the study design, data collection, and data analysis.

Sociocultural Theory

Unlike cognitive theories of learning, which focus on the individual and on developmental stages, or a behaviorist approach, which examines behaviors and external stimuli to understand and identify learning, the sociocultural perspective considers how interpersonal engagement in social and cultural settings, including the "tools" in those settings, affect intrapersonal learning and development. Sociocultural learning theory is grounded in the work of Russian psychologist Lev Vgotsky, who studied the role of social interactions in the learning process; Vygotsky (1978) and other socio-cultural theorists posit that learning is more than the mind's acquisition of information. Rather, learning involves engaging with people, tools, and artifacts within the context of an activity. When applied to the process of learning to teach, or more specifically, to learning to plan, then, sociocultural learning theory highlights the importance of interns' interactions with others—students and mentors, for example—and with tools such as lesson plan templates, curriculum guides, and theories of learning. Each of these people and tools is socially and/or culturally situated, and each has the potential to shape interns' learning.

The sociocultural framework provides a useful perspective for thinking about the internship experience, where interns engage in daily interactions with students, mentors, supervisors, and others. These interactions are critical to the development of interns' understanding and practice of teaching. Lave and Wenger (1991) describe learning as subsumed in the social process of moving "toward full participation in the sociocultural practices of a community" (p. 29). Tools, relationships, and other "structuring resources" (Lave & Wenger, p. 91) within the community shape learning opportunities and guide learners toward fuller understanding of what to do and how and why to do it. Certain social interactions provide scaffolds or supports that help learners progress toward deeper understanding of or engagement with an activity (Lave & Wenger, 1991; Vygotsky, 1978); Honig (2008) notes that in some cases, this support comes in the form of a novice-expert relationship that "aim[s] to bring novices into fuller participation in a given activity" (p. 633) and might include activities such as modeling, valuing and legitimizing peripheral participation, creating and sustaining social engagement, and developing tools, among other things. Such social interactions between individuals lead to the construction of meaning (Vygotsky, 1978) and increase the knowledge an individual brings to bear on a problem, task, or activity. Wertsch (1998) articulates specific learning outcomes that might result from interactions, including the "mastering of a set of cultural tools provided by the setting" and "new improved forms of thought" (p. 38-39). In the context of this study, the new tools that interns master, or at least develop more competence with, include pedagogical methods, practical routines and procedures, and theoretical notions connected to teaching and learning. Relationships with mentors and supervisors can

potentially provide the type of guidance described by Honig that would lead the intern into fuller understanding of and participation in the practices of teaching.

Activity Theory

Sociocultural theory has proven foundational to research in many fields, and it has also served as a launching point for more focused theorizing about learning and development (John-Steiner & Mahn, 1996). For the purposes of this study, activity theory, which is grounded in sociocultural theory, provides an especially useful perspective on the process of learning to teach. Drawing on the broad principles of sociocultural theory, Vygotsky's colleague, Alexei Leont'ev developed the foundations of activity theory, which holds that "a person's frameworks for thinking are developed through problem-solving action carried out in specific settings whose social structures have been developed through historical, culturally grounded actions" (Grossman, Smagorisky, & Valencia, 1999, p. 4). In activity theory, "activity" is conceived of as basic unit of human life that is mediated by mental reflection and which leads to learning, or as Leont'ev puts it, "orients the subject in the world of objects" (Leont'ev, 1979, p. 46). Activity theory holds that an individual's activity is necessarily and inextricably couched in interactions with others and with the tools and materials of a given setting, and that through activity, individuals learn, transform, and develop (Wertsch, 1991; Leont'ev, 1979). Leont'ev (1979) explains that each individual's activity is influenced by sociocultural, historical, and contextual factors, as well as individual traits. He also points out that activity settings are dynamic and full of contradictions and tensions; additionally, tension exists between the various settings in which one participates. These

tensions may cause moments of stress and confusion, but they also motivate change and development.

While sociocultural theory, and more specifically activity theory, has been used as a framework for research in many academic disciplines, the tenants of activity theory provide an especially useful framework for studying teacher education (John-Steiner & Mahn, 1996). The work of learning to teach takes place in multiple settings and involves a myriad of social interactions and engagement with both technical and psychological tools. Grossman, Smagorinsky, and Valencia (1999) outline a framework for applying activity theory to educational research that has proven particularly valuable for this study because I seek to understand the "how" and "why" of intern planning within the internship and assessment settings. As Grossman et al. assert, "From this theoretical perspective, then, the question is not to discover a single cause that accounts for all change, but rather to ask, Under what circumstances do particular kinds of change take place?" (p. 4). Furthermore, these researchers argue that activity theory illuminates the "predominant value systems and social practices that characterize the settings in which learning occurs" (p. 4-5) and interrogates cultural and individual goals that motivate change. In order to further articulate the facets of activity theory and their applications in teacher education research, I will now turn to a description of three key components as presented by Grossman et al. (1999): setting, identity, and tools.

Setting. If the origins of learning and development are social (Vygotsky, 1978), it is necessary to examine the settings in which interaction occurs. Activity theorists call these *activity settings* and emphasize that every activity setting is embedded in a sociocultural, historical context. An individual operates in multiple activity settings at

any particular time of his or her life; for example, an intern might operate in the settings

of university classroom, school classroom, faculty room, supervision conference, and so

on; each setting provides social interaction and each is shaped by the goals, histories,

values, and purposes of the participants. Grossman et al. (1999) remind us that "the very

existence of structures such as student teaching or university course work in pedagogy is

rooted in history" (p. 9). Furthermore, each district, school, and classroom exists and

operates within various and dynamic sociocultural contexts, many of which may not be

fully known or understood by interns and teachers, but which nevertheless influence

interactions and expectations within that activity setting. In fact, individuals within an

activity setting will probably each have their own construction of the setting—

constructions shaped by personal beliefs and histories (Grossman et al., 1999;

Smagorinski and O'Donnel-Allen, 1998). For example, an intern's perception of a

classroom (the activity setting) might differ from his or her mentor's perception of the

same setting because of differing educational experiences, social backgrounds, beliefs,

and goals. While it is, of course, very difficult to identify all of the factors that influence

an activity setting and the participants' perceptions of that setting, activity theory allows

us to consider the dynamic influences that are continually at work, in both complimentary

and contradictory ways, within and across settings.

The consideration of group and individual goals allows for greater insight into the

interactions that occur in an activity setting. Each activity setting has implicit and

perhaps explicit goals or desired outcomes, as Grossman et al. (1999) explain:

> Activity settings encourage particular social practices that presumably participants
> will come to see as worthwhile means to a better future. Activity settings provide
> constraints and affordances that channel, limit, and support learners' efforts to
> adopt the prevailing social practices. (p. 6-7)

The desired goals provide participants with motivation and purpose; they encourage patterns of acceptable thinking and acting within the setting. The agreed-upon motives determine the type of tools and artifacts used in the setting (Lave & Wenger, 1991; Wertsch, 1991).

While an activity setting is largely defined by its overarching goals or motives, "multiple and competing desired outcomes often coexist within an activity setting" (Grossman et al., 1999, p. 7.). Within the activity setting of the internship classroom, for example, the intern may have the goal of demonstrating his or her competence in order to secure future employment, the mentor teacher may have the goal of implementing curriculum in order to improve student performance on a standardized assessment, and the supervisor may have the goal of encouraging the intern to apply theories and practices learned during coursework. Each of these goals might, at times, complement or contradict the others, but typically, one goal will be predominate (Grossman et al., 1999; Leont'ev, 1979). Part of learning within the activity setting of the internship involves coming to understand, or at least negotiate, the various goals and motives that shape the action of the setting's participants.

Identity. Part of learning to teach involves developing and refining one's identity as a teacher. Activity theory posits that learning, setting, and identity are inextricably connected, and that the social interactions that lead to learning help to define the individual:

> As an aspect of social practice, learning involves the whole person; it implies not only a relation to specific activities, but a relation to social communities—it implies becoming a full participant, a member, a kind of person. …Activities, tasks, functions, and understandings do not exist in isolation; they are part of broader systems of relations in which they have meaning. These systems of

relations arise out of and are reproduced and developed within social communities, which are in part systems of relations among persons. The person is defined by as well as defines these relations. Learning thus implies becoming a different person with respect to the possibilities enabled by these systems of relations. (Lave & Wenger, 1991, p. 53)

As one participates in an activity setting, then, he or she is changed by the people, problems, and tools of the setting; he or she also brings into the setting a history and set of experiences which have their own influence on the environment. For example, interns bring experience from their own years as a student in secondary classrooms, from family situations, from university coursework, and so on. They enter the internship with an identity, which will then influence the classroom dynamic and interactions with students and mentors. Activity theory posits that identities change as individuals interact, learn, and participate in the activity setting.

Communities of practice provide opportunities for newcomers to develop an "increasing sense of identity as a master practitioner" (Lave & Wenger, 1991, p. 111); just so, the student teaching internship provides opportunities for interns to develop teacher identities. Activity theory encourages exploration of the various factors that contribute to this development. In the case of this study, understanding how interns approach challenges, negotiate relationships, and utilize resources as they plan lessons lends insight into their development of teacher-identities. Through the lens of activity theory, I viewed both the learning and identity formation as an inter-connected, on-going process that was influenced by multiple factors.

Tools. Activity theory holds that activity and learning are directly tied to the tools and interactions offered in a particular setting (Grossman and Thompson, 2008; Wertsch, 1991). Within a given context, individuals encounter tools, both psychological

and technical (Wertsch, 1991; Vygotsky, 1978). In a teaching internship setting, psychological tools include frameworks, theories, strategies, and value systems; Grossman et al. (1999) explain that in teaching, psychological tools, which they refer to as "conceptual tools," can include "broadly applicable theories, such as constructivism or reader-response theory, and theoretical principles and concepts, such as instructional scaffolding, that can serve as guidelines for instructional practice across the different strands of the curriculum" (p. 14). Technical, or practical tools, are resources and strategies that have specific applications; they are used to accomplish a task or work toward a goal rather than to guide thinking and decision making. In the classroom, practical tools include any number of things—computers, textbooks, curriculum guides, specific instructional practices (such as exit slips), as so on. The availability and application of both conceptual and practical tools is also a function of the setting and its sociocultural, historical context; thus within each district, school, and classroom, the tools that are readily available and commonly used will vary.

Appropriation of tools. As newcomers—interns, in the case of this study--participate in the activity setting, they appropriate the tools of that setting (Lave & Wenger, 1991). Grossman et al. (1999) define appropriation as "the process through which a person adopts the pedagogical tools available for use in particular social environment (e.g. schools, pre-service programs) and through this process internalizes ways of thinking endemic to specific cultural practices" (p. 15). It is important to note that appropriation is a process and that it can happen to varying degrees, depending upon the individual's prior experience, motivations, and goals; in addition, the goals, values, and routines of the more experienced members of the community will influence the rate

and extent of appropriation (Grossman et al., 1999; Lave & Wenger 1991; Wertsch, 1991). Grossman et al. articulate several factors that affect appropriation, and also outline five levels of appropriation. These ideas are summarized in the following sections.

Factors affecting appropriation. In their framework, Grossman et al. (1999) elaborate two factors that influence how, why, and to what extent the tools of a particular activity setting are appropriated by learners: the social context and characteristics of the individual. First, the social context itself is a factor. The social context, or activity setting, is characterized by social practices, relationships, tools, values, and goals, all of which are grounded in social, cultural, and historical contexts (Wertsch, 1991; Leont'ev, 1979). When thinking about setting, we must consider the tools available, how those tools are presented to learners, and by whom they are presented; in the case of the teaching internship, Grossman et al. explain

> a tool may be presented through a text, instructor, school-based teacher, or classmates in varying degrees of faith to its authoritative conception and in varying degrees of complexity. … If a tool is presented without its conceptual underpinnings, students may appropriate only what is available, that is, the label and surface features. (p. 19)

Grossman and her colleagues note that interns might receive competing messages about the purposes and implementations of various tools from university and school-based faculty, thus complicating the appropriation process. Over the course of the internship, though, interns are exposed to many pedagogical tools, which they can appropriate to varying degrees, adding these tools to the "teaching toolbox" that they will carry into their careers.

The second factor that affects appropriation is the characteristics of the individual. Activity theory attends to the ways individuals act and interact within a setting; personal experiences, goals, and values are shaped by (and to some extent shape) the setting. Grossman et al. (1999) explain that interns' appropriation of tools will depend in part on their experiences as students—their "apprenticeship of observation" (Lortie, 1975). As students, interns formed assumptions about teaching that will facilitate or limit the way they appropriate the theoretical and practical tools available in their teacher education program and internship. Likewise, appropriation will be affected by an individual's teaching motivations and goals; the reasons that motivate a person to become a teacher will "mediate what prospective teachers expect to learn from their professional preparation" (Grossman et al., 1999, p. 22). Finally, each intern will bring to the setting a set of beliefs and knowledge about the content and what it means to teach that particular content. The pedagogical content knowledge (Shulman, 1986) that interns bring with them to the internship informs their decisions about how to present content; their presentation of content will be shaped by the breadth and depth of their knowledge; and their understanding of learning and students will be a factor in their planning and teaching. All of these factors play a critical role in how interns appropriate the tools of teaching available to them during their preparation experience.

Five levels of appropriation. Activity theory provides a framework for thinking about the multiple factors at work in the process of becoming a member of a community of practice, including social and individual factors. Because so many variables are involved, appropriation will be different for each individual. Grossman et al. (1999)

propose five levels of appropriation, explaining each within the context of learning to teach; these categories are as follows:

1. *Lack of appropriation.* An intern may not appropriate a tool because he or she is not at a point, developmentally, to understand it, or because the tool does not fit into the framework and perspective that the intern holds at the time the tool is encountered.

2. *Appropriating a label.* This most superficial form of appropriation involves the intern learning the name of the tool, but none of its applications or features. Grossman et al. provide the example of an intern learning the term "whole language" but not knowing any of the pedagogies and conceptual foundations of this approach.

3. *Appropriation of superficial features.* At this level, interns attempt to grasp a concept as presented by a teacher or text, but they succeed in comprehending only the superficial features. They do not understand the conceptual or theoretical underpinnings, and they do not realize how the features of the tool work together to create the conceptual whole.

4. *Appropriating conceptual underpinnings.* Interns who achieve this level of appropriation understand not only the features of a tool, but also the theoretical foundations that undergird it. They probably understand the motives for using the tool and may be able to identify its use in the practice of others, but they may not be able to effectively apply the tool in their own teaching. Their knowledge may be more theoretical than practical.

5. *Achieving mastery*. Mastery is a level beyond appropriation that might be

thought of as ownership. It is the ability to understand the tool and apply it

effectively. Grossman et al. argue that some pedagogical tools take years to

truly master.

Interns will encounter numerous theoretical and practical tools during their

professional preparation. The degree to which they appropriate each tool will depend

upon personal characteristics and the social and environmental feature of the settings in

which they are learning. It is important to note that grasping a tool and using it are

different phenomena; an intern may understand a tool but choose not to use it because it

is inappropriate for their setting or goals. They also may choose to reject a tool because

they do not share the theoretical perspectives behind the tool (Grossman et al., 1999).

Therefore, it is important that we do not equate appropriation with implementation when

we examine the ways interns use tools during their internship. Furthermore, sociocultural

theory and activity theory hold to the tenet that learning is a process and must be viewed

developmentally (Vygotsky, 1978; Wertsch, 1991), so attempts to understand how interns

appropriate teaching tools must look at development across time and experience.

Activity Theory and the Study of Preservice Teacher Planning Practices

Activity theory is a particularly useful framework for studying preservice teacher

development for several reasons. First, its emphasis on setting, including the interactions

and tools the make up that setting, allows for a multi-layered look at the way personal

experience, university coursework, and internship experiences contribute to an intern's

development. This study focused primarily on the internship setting, but also sought to

recognized aspects of influence from other settings, including university courses and interns' own schooling and experience.

Secondly, activity theory examines the dynamic forces at work within an activity setting, including relationships, expert-novice interactions, tool availability and use, value systems, and sociocultural influences. For the purposes of this study, activity theory provided a frame for thinking about the plethora of factors that impact planning, including school and district guidelines, mentor expectation, student needs, and intern identities, among others. In order to develop the fullest understanding of interns' planning practices, it was important to consider multiple factors; activity theory paves the way for such considerations.

Finally, the developmental understanding of learning that undergirds sociocultural theory and activity theory compliments any study of teacher development. Preservice teachers acquire and refine theoretical and practical knowledge across the course of their program and internship; this learning process then extends into the first years of teaching and beyond. This study examines planning practices across one internship semester in an effort to identify changes and understand why they occurred. Of course, in seeking to understand such development, one must continually examine the setting, tools, and relationships involved. Thus, activity theory promotes a deep, holistic look at the process of learning to teach.

Although the theoretical framework did not provide categories for data analysis for this study, it did shape the data collection and analysis process. The discussion in Chapter 6 is shaped by the tenets put forth by activity theory in general and by the framework proposed by Grossman, Smagorisky, and Valencia (1999).

Conceptual Framework

In any research endeavor, the researcher must decide which variables to study and how those variables will be defined. A conceptual framework serves the purpose of explaining the "main things to be studied—the key factors, constructs or variables" (Miles & Huberman, 1994, p. 18). The conceptual framework for this study of preservice teacher planning is drawn from Charlotte Danielson's Framework for Teaching (2007). This framework informed my thinking about lesson planning and served as a source of categories and codes for data analysis.

The Framework for Teaching (FFT) "identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning" (Danielson, p.1, 2007). Danielson developed the Framework after collaborating on the criteria for *Praxis III: Classroom Performance Assessments* for Educational Testing Service (ETS). The Framework is based on research and thinking from "three distinct sources: the 'wisdom of practice' (Shulman 1987) of experienced teachers, the theory and data developed by educational researchers, and the requirements developed by state teacher-licensing authorities" (Danielson, p. 183). It provides specific rubrics for assessing, discussing, and refining the work of teachers. The FFT is grounded in a constructivist approach to learning and is founded on the assumptions that "the primary goal of education is for students to understand important concepts and develop important cognitive skills" and that "it is each teacher's responsibility, using the resources at hand, to accomplish these goals" (p. 17). Furthermore, the FFT holds that teachers make decisions purposefully in order to achieve instructional goals.

There are four distinct, though interrelated domains in the Framework for Teaching: Planning and Preparation; The Classroom Environment; Instruction; and Professional Responsibilities. Within each domain, there are five or six Components--"each component describes an important aspect of teaching, and, taken together, the components in a domain fully capture everything important about that domain" (Danielson, 2007, p. 23). See Appendix A for an overview of the domains and components of the framework.

The Framework for Teaching has been adopted by districts across the country and has been positively evaluated for reliability and validity (Gates Foundation, 2012; Sartain et al., 2011). Thus, it served as a useful and appropriate source of initial codes for analyzing lesson plans and interview transcripts. For the purposes of this study, codes were drawn only from the Domain I, Planning and Preparation, which is based on research from scholars including Shulman (1987), Hunter (1982), Skowron (2001), and others. The FFT, couched in theoretical framework of activity theory, paved the way for exploring data and answering the research questions posed for this study.

Definition of Terms

Institutions use different terms to refer to preservice teachers and the components of teacher preparation. In this study, the terms are used in the following ways:

Candidate: A preservice teacher, either in the pre-internship or internship phase of a teacher preparation program, irrespective of whether the candidate is an undergraduate or graduate student.

Intern: A preservice teacher in the full-time internship.

Internship: A full-time field placement in local school setting. Traditionally, this

has been called *student teaching*.

Mentor: An tenured teacher, certified in the candidate's teaching field who agrees

to guide and coach the intern during the internship. In some settings, the

mentor is referred to as the cooperating teacher. The mentor is the

"teacher of record" in the intern's placement classroom.

Novice: A certified, beginning teacher.

Supervisor: A university faculty or staff person who visits the interns 4-6 times,

observes their teaching, and provides feedback and support.

At Hallowell University, the setting for this study, there are three pathways that

lead to recommendation for certification in secondary English/Language Arts for

successful candidates. These pathways are defined below:

Undergraduate Program: A traditional four-year, double major program, in

which candidates earn a Bachelor of Arts with majors in both English and

Education. During the senior year fall semester, interns participate in a

practicum involving regular observation in local classrooms. A seventeen-

week full-time internship occurs during the final spring semester and

involves a gradual increase in responsibilities, including a period of lead

teaching for 4-8 weeks.

Integrated Master's Certification Program (IMCP): A five-year, integrated

program in which undergraduates at Hallowell University earn a BA in

English and take 12 credits of undergraduate coursework related to teacher

certification. Upon graduation, they begin a one-year Master's program,

including further coursework and a year-long internship in a local school.
During the first and second quarter of the internship, interns observe,
assist with classroom activities, and participate in an alternate site
experience. During the third quarter, they assume lead planning and
teaching responsibilities, and then co-plan and co-teach during the final
quarter. This pathway leads to a Master's degree and recommendation for
certification.

Master's Certification Program (MCert): An intensive year-long program for
students who previously completed a bachelor's degree in English or a
related field. Candidates complete 12 credits of graduate-level summer
coursework before beginning a year-long internship. This internship is
structured like the IMCP internship described above. Candidates take an
additional 6-9 credits each semester, and conclude with a final three-credit
course in the summer. This pathway also leads to a Master's degree and
recommendation to certification.

CHAPTER TWO: REVIEW OF LITERATURE

Planning is just one of the many pieces of the teacher education curriculum and the work of teaching. However, it is certainly an important piece, and one that deserves the attention of researchers and practitioners, because planning plays a crucial role in linking curriculum and instruction and has been shown to influence the quality of teaching (Clark & Yinger, 1987). Dunn and Schriner (1999) identified planning (both written and mental) as one of the most relevant activities for improving teaching effectiveness; they equated it to forms of "deliberate practice" used in other disciplines and hobbies to increase expertise.

While researchers have investigated many aspects of teacher planning, the dynamic and complex nature of planning creates space for additional study. This study builds on research on teacher and preservice teacher planning to develop deeper insight into preservice English teachers' planning practices during the internship. In this chapter, I review literature that has contributed to the professional understanding of preservice teacher planning and created a context for this study.

The Context for Research on Teacher Planning

Research and scholarship around lesson planning has a long and rich history. Over the course of the past century, a variety of instructional models have been and continue to be developed and revised, influenced by epistemologies, psychology, research, and educational goals (Myers, 2003; Oser & Baeiswyl, 2001).

Foundational scholarship surrounding planning has sought to identify, articulate, and replicate an instructional model that translates into effective learning via effective lesson design. Scholars and theorist such as Ralph Tyler, Madeline Hunter, and Robert

Gagné offered planning models that have been widely implemented. Tyler's (1950) seminal model of curriculum design emphasized four key areas for planning and instruction: setting objectives, selecting learning experiences to attain the objectives, ordering the learning experiences, and evaluating the effectiveness of the learning experiences. Hlebowitz (2013) argues that one of the Tyler Rationale's greatest influences is in the linking of objectives and evaluation, a move that has had profound implications for planning and instruction. Hunter's planning model follows a similar linear, objectives-driven format, and adds specific lesson components such as anticipatory set and guided practice. The Hunter model has received widespread use and adaptation since its introduction in 1982, despite critics who claim it is too mechanistic and lacks grounding in educational research or theory. Gange's nine-step model was "based on the idea of supporting the students' psychological processes of learning" (Krull, Oras, Pikksaar, 2010, p. 199) by aligning instruction with learning conditions and desired outcomes.

These instructional models, along with others, have sparked the development of many planning templates and guides. Researchers, scholars, and teacher educators have created a great variety of planning guides, from the universal to the content-specific and program-specific (Myers, 2003; Oser & Baeiswyl, 2001). Some scholars criticize linear, objectives-first approach to planning as unnatural too mechanistic (Gibbony, 1987) and restrictive (Elliott 2001; John, 2006; Stenhouse, 1976), and so propose alternative models, including non-linear planning models that encourage recursive thinking and a consideration of a greater range of educational variables (Myers, 2003; John, 2006; Ko, 2012) and backwards design (Wiggins & McTighe, 2005). Thus far, no model has been

shown to be the single best approach for all learning situations, which raises questions about how teachers and interns select and engage planning models.

Much scholarly attention has been devoted to analyzing teachers' lesson planning practices, helping to illuminate both the processes of planning and the complex thinking and decision making that goes into a lesson plan (Clark & Peterson, 1986; Carter, 1990; Munby, Russell, and Martin, 2001). Most of this research, though, focuses on the planning practices of experienced teachers; there is less research on preservice teacher planning, though a survey of recent literature indicates that the topic is gaining attention. The differences between the planning practices of experienced and novice teachers are substantial and important, and research on those differences provides an essential foundation for this study by constructing a context for situating the planning of participants.

Teacher Planning and Preservice Teacher Planning: What is the difference?

Planning is not easy, though it might deceptively appear to be so. Ledermann & Neiss (2000) reported hearing their methods course students asking, "Why do I have to put down all of these details. I know what I am doing" and "My mentor teacher doesn't have to write plans like this" (p. 57). These students perceived what research has confirmed to be true: experienced teachers do plan differently than novice teachers (Grossman & Thompson, 2008; Schmidt, 2005).

A significant body of research has been done on teacher planning. Clark & Peterson (1986) provide a helpful overview of earlier research. Studies revealed that teachers engaged in various types of planning, including lesson, daily, weekly, unit, term, and yearly, and that more experienced teachers spent less time on individual lesson plans,

focusing instead on a long-range vision for the flow and interconnection of activities.

Teachers also reported having different purposes for planning; they planned to learn

content and organize materials, to organize time and activities, to reduce uncertainty or

anxiety, to aid memory, and to provide an instructional outline/framework. Calderhead

(1996) summarizes literature that examines the ways teachers' beliefs and knowledge

impact planning; research has shown that personal and professional experience, content

knowledge, knowledge of students, and beliefs about teaching contribute to planning

decisions. Beliefs about curriculum also shape planning decisions (Superfine, 2008).

Subsequent reviews of planning research by Carter (1990) and Munby, Russell, and

Martin (2001) further emphasize the role of accumulated teacher knowledge and practice

in connection to planning. In his review of research, Calderhead (1996) identified six

characteristics of experienced teachers' planning: "planning occurs at different levels; is

mostly informal; is creative; is knowledge-based; must allow flexibility, and occurs

within a practical and ideological context" (p. 713).

   While literature on teacher planning provides a relevant backdrop for thinking

about preservice teacher planning, research has shown that the two phenomena are

substantially different (Grossman & Thompson, 2008; Mutton, Hagar, & Burn, 2011).

Drawing on Calderhead's (1996) work, Mutton et al. articulate important differences in

the planning of preservice and novice teachers versus experienced teachers. First, they

assert that interns, particularly at the beginning of their fieldwork, do not plan on multiple

levels. Unlike experienced teachers who simultaneously plan on daily, weekly, quarterly,

and yearly scales, student teachers begin by working on a lesson-by-lesson basis. Given

their position as a guest in the classroom, they often lack the "big picture" context that guides their mentors.

Additionally, Mutton et al. (2011) point out that preservice teacher planning is typically more formal than the planning of experienced teachers. While some teachers have to submit plans for administrative purposes, there is little scrutiny or evaluation of these plans (Calderhead, 1996). In contrast, interns are often required to use prescribed templates and must submit their plans to supervisors and mentors for evaluation. There are also differences in the way experienced and novice teachers develop plans; Calderhead posited that teachers often started with "good ideas" and then translated these ideas into lesson formats appropriate for the classroom. Novices, who are required to consider the lesson plan format and who have less experience, will often think more linearly about their work (Mutton et al., 2011). The requirements under which student teachers work also limit their flexibility and creativity (John, 2006), though Mutton et al. acknowledge that prescribed curriculum standards might feel like limitations in the planning of experienced teachers.

Mutton et al. (2011) assert that underlying each of the articulated contrasts is a fundamental difference in knowledge and experience. Research has shown that experienced teachers have greater insight into the practical and ideological contexts in which they work, and they have more experience and knowledge from which to draw as they plan (Grossman & Thompson, 2008; Schmidt, 2005). In contrast, novice teachers have limited experience, which reduces their ability to visualize creative possibilities and leads them to plan in a more linear fashion (Mutton et al., 2011). Limited classroom experience can also make interns more reliant on content knowledge—an area where they

have relatively deep knowledge—when planning (Kagan and Tippen, 1992; Mutton et al., 2011). Because they are still learning about students and curriculum and are unfamiliar with the context in which they are working, interns might use planning as a "survival" strategy to get them through the day-to-day work of teaching (Dunn & Shriner, 1999).

Researchers have established that the planning practices of experienced and novice teachers differ in key ways, so there is clearly a process of transition from beginner to expert. A better understanding of how interns learn to plan will inform teacher educators who seek to help their students acquire experiences and skills that will move them toward the expert level. This study contributes to the current research by more closely examining that time of transition and providing insight into how and why interns' planning practices change across the internship.

While it has been established that presevice teachers must plan within their limited scope of experience and knowledge of students and context, research has only begun to articulate the learning-to-plan process. A variety of studies, employing a range of methodologies, have been done on preservice teacher planning, spanning content areas, grade levels, and learning environments. This research paints a broad picture of the planning practices, experiences, and challenges that characterize the coursework and, to a lesser degree, fieldwork components of teacher education.

Planning in the Teacher Education Setting

While it has been established that presevice teachers must plan within their limited scope of experience and knowledge of students and context, research has only begun to articulate the learning-to-plan process. A variety of studies, employing a range of methodologies, have been done on preservice teacher planning, spanning content

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the planning practices, experiences, and challenges that characterize the coursework and,

to a lesser degree, fieldwork components of teacher education.

When considering preservice teacher planning practices, we must consider how

teacher preparation programs contribute to candidates' understanding of planning.

Programs vary widely in the way they approach lesson design and instructional goals,

influenced by learning theories, pedagogical research, and political agendas (Myers,

2003). While these philosophical motivations are informative for understanding trends in

lesson design, my study focuses on the more practical components of lesson planning

within teacher education—the opportunities, settings, and tools that contribute to

candidates' development of planning skills. The following studies examine preservice

teacher planning practices in methods course and internship settings.

Methods Courses and Field Experiences

Program structures and settings must be considered when one seeks to understand

the development of planning practices. Methods classes and fieldwork setting afford

both theoretical and practical experiences for future teachers to learn their craft, including

helping them learn to plan (Aydin, 2009; Basmadjian, 2005). Grossman's (1990, 1991)

seminal case study of six novice English teachers revealed the significant influence

teacher preparation can have. The participants in this study were all English majors, but

three had gone through a preparation program and three had not. Grossman determined

that teacher preparation programs, including the methods courses, influenced

participants' content selection, purposes for teaching literature, and beliefs about

students' abilities. Specifically, in terms of planning, Grossman found that novice

English teachers who had gone through a preparation program saw the purpose of planning as "making subject matter more accessible to students" (p. 85). Their planning included selecting activities to engage and motivate students and to scaffold student learning; these factors did not play a major role in the planning of the non-education English majors, who emphasized covering the canon and cultivating aesthetic appreciation. This study speaks to the potential of preparation programs to shape both theoretical and practical aspects of preservice teachers' lesson planning.

Methods courses can help preservice teachers learn about the components of a lesson plan and planning specific to a content area (Beyerbech, 1988). Certain activities, such as lesson analysis, have been shown to be helpful in this process (Panasuk & Sullivan, 1998). The use of lesson study and curriculum analysis can provide a meaningful, authentic context for preservice teachers to reflect simultaneously on content, student needs, and pedagogy (Darling-Hammond, Hammerness, Grossman, & Shulman, 2005). Krull, Oras, & Pikksaar (2010) provide insight into how a methods course can develop lesson planning skills through guided practice in lesson analysis. Participants who received instruction in lesson analysis were better able to recognize and evaluate key components of the lessons they observed. The researchers argue that such skills will translate into better lesson planning practices. Gurl (2011) confirms the value of lesson study in helping preservice teachers think about lesson structures, but found that interns needed collaboration and guidance from their instructors to attend to finer details in the observed lessons and gaps in their own teaching. This study highlights the importance of expert collaboration in helping interns become more critical, thoughtful planners.

Field experiences provide additional opportunities for preservice teachers to refine understanding of planning through observation and practice. Interns in a study conducted by Taymans et al. (2012) reported planning to be frustrating, time consuming, and demanding. However, they also named it as the area where they felt the most growth and confidence by the end of the internship. The researchers described this as a "pain and gain" process, and attributed interns' growth to rigorous program structures. Interns were held accountable by program faculty and mentors for daily and weekly plans, so they received extensive practice in designing and articulating lessons.

While research on the field experiences of English education interns is sparse, studies focusing on other content areas provide relevant data on planning during the internship. A study by Zengaro (2006) explored the role of the field experience in the learning-to-plan process of three physical education candidates. Findings revealed that participants felt unprepared to plan lessons when they began the internship, but all gained confidence as they accumulated experience in the classroom. Early lesson plans revealed candidates' frequent confusion of objectives vs. activities; these "plans" were often simply lists of activities. As time went on, though, their plans become more thorough and complex. Zengaro noted that candidates' planning focus shifted from activities to student behavior, then to student engagement, and finally to creating an effective learning environment. This study substantiates the value of field placements for helping interns refine knowledge of planning, students, and pedagogy.

Coherent programs can develop candidates' planning abilities through both coursework and fieldwork. However, research has demonstrated that there is sometimes a gap between planning strategies used in methods courses and field experience. Strangis

et al. (2006) found discrepancies between the planning forms and strategies used in college coursework and those the interns were expected to use in the field. This caused some confusion and frustration for interns who had to adapt to new forms and procedures. Ideologies, too, can vary across setting. For example, Wolfe (2010) taught a methods course emphasizing critical literacy pedagogies, preparing her candidates to enter the classroom with a critical perspective. However, she found that only one of the fourteen participants continued to use the critical framework in the internship, where it was not prioritized by mentors or school curriculum. These studies reveal a lack of coherence between settings and draw attention to the competing policies and procedures that interns must navigate (Kagan, 1992).

Overall, this body of research points toward the need to interrogate program settings and structures in order to understand how interns learn to plan. Analysis of the factors that promote and hinder development of planning skills would be helpful for teacher educators who want to optimize learning opportunities.

Obstacles and Affordances in Learning to Plan

The research summarized above raises questions about what and how interns learn about lesson planning during preservice experiences. Scholars have begun to answer these questions, identifying struggles and successes that characterize candidates' planning practices.

Planning Challenges. In a three-year study of lesson plans created for a teaching methods laboratory course, Jones, Jones, & Vermette (2011) were able to identify specific challenges preservice teachers face in planning. The six "pitfalls," listed below (Figure 1) indicate that preservice teacher planning is hindered by their lack of

knowledge or lack of effective use of basic planning strategies, such as articulating

objectives and using formative and summative assessments.

Figure 1. Planning Challenges. Jones et al. (2011)

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Six Planning "Pitfalls" for Preservice Teachers

1. *The learning objective is unclear*. The candidates tried to cover too much in the lesson and/or the lesson lacked a clear goal for student learning.
2. *The candidates do not create an assessment of student understanding, or the assessment is completed outside of class*. Many candidates failed to conduct summative assessments of student learning, often because they felt pressed for time. Jones et al. (2011) found that beginning teachers often go "through the motions of teaching without ever stopping to see what (if anything) their students have learned" (p. 848).
3. *Lessons do not include formative assessment.* Students are not give opportunities to show evidence of their developing ideas and understandings.
4. *The assessment does not match the learning objective.* Many lessons included "fun" activities that didn't enhance students' understanding or support the overall goal.
5. *The candidates do not know how to start the lesson.* The researchers found that candidates struggled to create meaningful, relevant warm-up activities to engage students with the content of the lesson.
6. *Lessons were designed in such a way that students became passive recipients of knowledge.* Many of the studied lessons involved teacher lectures and failed to engage students in authentic activity and meaning-making.

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Such a specific list of challenges, compiled after analysis of nearly 500 teaching episodes

(mostly mini-lessons), contributes significantly to teacher educators' ability to understand

candidates' early planning practices.

The findings on "planning pitfalls" are augmented by the work of Gafoor &

Farooque (2010), who suggests that challenges can also vary by discipline. These

researchers surveyed 74 preservice teachers to learn what challenges they faced when

planning lessons. Choosing from a list of ten items, respondents indicated that the top

three challenges they faced were choosing a learning experience appropriate for the

learners (51%); deciding how to allot time within the lesson (46%); and identifying or creating suitable learning aides (44%). Interestingly, 81% of English education respondents ranked "identifying instructional objectives" as one of their biggest challenges; no other discipline ranked this nearly as high. Math education respondents had a much harder time choosing appropriate learning experiences and learning aides (100% said this was a challenge), whereas only 38% of English majors felt it was difficult to choose or design learning aides. Timing was a major concern for interns in most disciplines, but was ranked as the biggest concern for biology (70%) and social studies candidates (50%). This study indicates that subject specific content and pedagogies also shape planning practices. Some types of planning challenges are of special concern in particular disciplines.

     Planning Facilitators. In contrast to studies that identify planning challenges, research has contributed to a fuller understanding of factors that facilitate successful planning. Personal characteristics and abilities, along with planning tools and supports, can help interns build effective planning skills. Kuster, O'Neal, and Gooch (2010) found that interns who prioritized student engagement and also demonstrated personal interest and enthusiasm for the content were most successful at preparing effective unit plans; while these are skills that might be inherent in some candidates, teacher educators might seek to model and cultivate such habits of mind. Ko (2012) identified lesson plan templates and concept maps as useful tools for helping pre-internship candidates learn about lesson planning. By using such tools, candidates felt more organized and prepared for teaching.

Lia & Lam (2011) confirm research that identifies subject matter knowledge, curriculum requirements, and available teaching resources as significant factors that shape teacher and preservice teacher decision-making while planning. Participants (n=18), who where in a liberal studies teacher certification program, expressed the most confidence in planning and teaching topics that overlapped with their content studies. The researchers also found that participants regularly engaged in conversations with peers, mentors, or university faculty to generate ideas about teaching a particular topic or to fill gaps in their knowledge of the content, curriculum, or school context. The researcher asserted that collaboration and social interaction were important facilitators in the planning process.

The research on learning to plan identifies common challenges and helpful supports, but questions remain about the specific factors that contribute to interns' growth as planners. My study will build on the literature about planning challenges and supports, examining how and why interns change (or do not change) their planning practice over time in order to address challenges that arise.

Formulating Lesson Plans

A variety of lesson plan formats have been mainstays in teaching and teacher education over the past fifty years (Myers, 2003). Mutton et al. (2011) assert that interns often rely on templates to order their thinking, and so research on interns' use of planning formats has informed my understanding of planning practices during the internship.

Scholars debate the value of traditional planning templates versus more flexible, creative formats. As mentioned above, John (2006) eschews traditional templates as being linear and unable to capture the complex realities of teaching. He argues for a

"dialogic" view of planning, in which the candidate starts with questions such as "What do I want my students to learn?" and "What resources will facilitate that learning?" rather than starting with the "rigid template" (p.495). John proposes that this holistic planning approach facilitates consideration of all elements of the classroom environment, not just the teaching of content. Other researchers have also expressed concern about the limitation of lesson plan templates. Gafoor & Farooque (2010) argued that over-reliance on a particular format can be stifling to students, who will feel more ownership of a lesson if they have flexibility in how to create and structure it, and Jones et al. (2010) blame traditional templates, in part, for causing some of the planning challenges faced by preservice candidates. On the other hand, researchers Panasuk and Todd (2005) found that using the Four Stages of Lesson Planning template, a flexible but linear, objectives-driven format, along with a detailed Lesson Plan Evaluation Rubric, resulted in teachers creating more coherent lesson plans. Research has been inconclusive in how to best structure physical lesson plans for maximum student and intern learning.

Studies have shown that interns also have mixed feelings toward lesson plan templates. In a study of elementary education candidates, Ko (2012) found that all participants (n=45) felt that the traditional, objectives-first planning template was the most effective tool for training beginning teachers, but, ironically, 77% of respondents preferred to use concept maps or lists, rather than templates, in their own planning. None thought they would use formal templates when they were actual full-time teachers. Theoharis & Causton-Theoharis (2011) discovered that lesson plan templates requiring a lot of detail could overwhelm and discourage students; 87% of students in their program

reported feeling so. On the other hand, though, many of these same students (80%) acknowledged that the form helped them prepare thoroughly for their teaching.

In a study of the ways preservice teachers customize lesson plans, Kagan and Tippin (1992) examined how 12 interns modified a standard, linear lesson plan format to meet their needs. Interns created new formats including outlines, flowcharts, and detailed notes. Five of the seven secondary interns turned plans into "mini-lecture notes" that included facts, examples, and information they wanted to share with their students. The secondary interns developed more detailed plans as the semester progressed and their teaching responsibilities increased. In contrast, the five elementary interns in the study all wrote briefer plans, often some version of a list of activities. The secondary interns were more content-focused in their planning, relied more heavily on the written plan during their teaching, and viewed the lesson plan as a tool for maintaining order and authority (i.e. they wanted students to view them as knowledgeable); elementary interns, however, used plans for general organization, focused on activities rather than content, and did not frequently refer to the plan during teaching. This study provides insight into ways preservice teachers in different content areas use lesson plans, but also demonstrates that there is great variety in approaches to planning.

Overall, research reveals a mixed assessment of the value of lesson planning templates, but most researches seemed to agree that some sort of guide is useful in helping beginners structure lesson plans. Ideally, a template should be both thorough and convenient, and several researchers have offered up alternatives based on their findings. For example, Jones et al. (2011) recommend a format called The Planned Learning Experience (PLE), which is based on constructivist learning theory and focuses on the

experiences of learners rather than the teacher's actions (Vermette et al., 2010), and Ko (2012) recommends the non-linear *instructional cycle model.*

From these studies, we can conclude that lesson plan templates can be helpful if they are thoughtfully designed and applied, but they can also cause confusion and overwhelm preservice teachers. Such research raises questions about how much flexibility interns have or need in terms of designing lesson plans, and the specific advantages and disadvantages of using a planning template. These are topics that are addressed in this study.

<div align="center">**The Process of Learning to Plan**</div>

It will be helpful to conclude this review of literature with a discussion of two longitudinal studies that illustrate the trajectory of novice teachers' planning. By understanding this trajectory, teacher educators can better recognize where students are and where they are going. Then, they can purposefully design experiences that will move them along the spectrum. From a research perspective, these studies provide a spectrum against which to examine planning practices.

In a longitudinal study of three novice English teachers, Grossman & Thompson (2008) examined how participants found and used curriculum materials for their lessons. The researchers discovered that the teachers spent a great deal of time seeking and deciding on curriculum materials, especially in their first year; they relied on the Internet, colleagues, and teacher guides for plans and ideas. At first, they used curriculum materials "as is," making few modifications to the material they found, but as their understanding of their students and the curriculum increased, they made more modifications. Based on the amount of time and energy the participants spent on

selecting and adapting teaching tools, Grossman & Thompson conclude that new teachers are "hungry" for curriculum resources. An important implication here is that instruction about planning must go beyond teaching candidates to use a template; it must involve helping them find resources, evaluate materials, and modify pre-existing plans and activities to meet the needs of their unique classroom situation.

In another longitudinal study, Mutton et al. (2011) studied the planning practices of 17 teachers during their yearlong internship and then the first two years of teaching. Interviews inquired into what participants were learning about teaching; of the twelve categories identified in later data analysis, planning was the most frequently mentioned area of learning in both the first and second year of the study. Further analysis revealed that what participants were learning about planning changed over the course of time. During the internship, participants learned about the process of planning, the role of planning in successful teaching, and how to plan for specific contexts and student needs. They also learned practical planning skills such as how to select and organize content.

The knowledge about planning that these participants gained during their internship could then be applied during their first years in the classroom. During those years, then, their learning about planning shifted to "developing the capacity to visualize, to anticipate the response of students, and to be flexible enough to accommodate such responses" (p.408). In other words, their planning became more responsive and flexible as they anticipated the dynamics of classroom interactions. As interns, the teachers had lacked the knowledge of students and context that would make such consideration possible. Mutton et al. (2011) summarize the shift in planning as going from "a determination of what would happen" to "an anticipation of what might happen" (p. 408).

Together, these two studies help articulate the progression of planning practices across the internship and induction years. My study will compliment this work by examining more closely the factors that cause changes to occur, as well as by affirming and adding to the understanding of how specific planning practices change during the internship. When considering the trajectory of development, it is very useful to have a thorough understanding of each stage. My study will help build that understanding of planning during the internship phase.

Conclusion

This review of literature, though not exhaustive, is representative of recent and relevant research on preservice teacher planning. Collectively, these studies reveal that interns' planning is shaped by knowledge or lack of knowledge of content, students, pedagogies, and contexts. Teacher preparation programs influence candidates' planning practice; both methods courses and field experiences help aspiring teachers learn to plan. A body of work regarding lesson plan templates indicates that the forms and processes mandated by a teacher education program can contribute to the candidates' knowledge of planning, but may also cause confusion and frustration.

Overall, research shows that learning to plan is a process, but not a universal or fully understood process. For that reason, a collective case study such as the one presented in this dissertation can provide valuable representations and analysis of planning practices, which can create a fuller, richer understanding of the learning-to-plan process. The studies reviewed here lend insight into preservice teacher planning practices, but open questions about how interns plan during the internship, a time where intensive growth might be expected and should be cultivated. This study will contribute

to the knowledge we have about planning during the internship, and to the very small

body of literature about English education intern planning.

CHAPTER 3: METHODOLOGY, PARTICIPANTS, AND PLANNING CONTEXT

The purpose of this study was to investigate the planning practices of preservice English teachers across the course of their internship, including when they were being assessed (i.e. for the edTPA). As my research questions suggest, I sought to understand how interns' lesson plans changed in form, content, and substance and also what types of influences shaped interns' planning across their internship. In this chapter, I discuss the research design that led to answers to these questions, and I provide sketches of the six participants and their classroom settings.

An Interpretivist Approach

Learning to plan and understanding the purposes and processes of planning are complex, multifaceted processes. There are many dimensions in learning to plan for instruction. Both practical and reflective planning skills develop with time and experience, but there is not necessarily a linear or standard way that this happens. Because learning to plan is complex, developmental, and non-standard, I took an interpretivist approach in this study. Interpretivism holds that knowledge and behavior are socially derived, socially situated, and socially constructed (Crotty, 1998). It supports the study of phenomena in natural settings and seeks to understand, rather than empirically explain, the phenomenon (Geertz, 1973). The interpretivist approach is appropriate for this study because the focus is on interns' planning within the context of their program, their school, and their classroom; I sought to understand *their* understanding and implementation of lesson planning. By using an interpretivist approach and studying lesson plans within the activity theory framework (Grossman et

al., 1999), I was able to develop a rich description of the planning practices of preservice English teachers as they considered curriculum, content, pedagogy, and students' needs.

Case Study Methodology

Because I wanted to gain a deep, textured understanding of preservice teacher planning within authentic contexts, I employed case study methodology. Case studies have been widely and successfully used in educational research (Yin, 2006), and are valued for their ability to present an in-depth examination of a "case." Yin (2006) asserts that case study methodology is well suited for research guided by descriptive ("what?") and explanatory ("how or why?") questions; my research questions are both descriptive and explanatory, so this methodology was an appropriate choice.

Stake (2005) explains that an intrinsic case study, which focuses on a unique or individual case, is useful when there is a particular case of interest; however, the goal of this study was not to understand the planning practices of a particular intern but to create a broader understanding of the phenomenon of preservice English teacher planning. Each case is instrumental in contributing to this understanding, making this an "instrumental" case study (Stake, 2005). This study extends the instrumental approach to several cases, because the focus is on what the cases collectively reveal about the planning practices of English Education interns; therefore it is a collective case study (Stake, 2005).

This collective case study examines the planning practices of six English education interns. Stake (1995) explains that, in a collective case study, each case is instrumental to learning about the studied phenomenon, and coordination and comparison among the cases provides further opportunity to learn. It is not my goal, nor the goal of

multi-case study designs in general, to present cases as "samples" of a population and thereby lead to generalizability of the sort associated with quantitative methods; indeed with the small sample sizes of case study research, such an argument would be difficult to make (Yin, 2003). Case study research, instead, can be generalized to theoretical propositions (Yin, 2003) and can modify, support, confirm, or challenge beliefs (Stake, 1995). My goal in using collective case study design was to compile broader evidence of preservice English teacher planning practices by conducting an in-depth examination of the work of multiple interns.

Because good case studies "benefit from having multiple sources of evidence" (Yin, 2006, p. 115), I collected data from observations, interviews, lesson plans, and edTPAs. These various pieces of data provided different yet overlapping perspectives on each intern's planning practices, thus creating a fuller understanding of the cases and allowing me to triangulate data and formulate more robust findings (Bogdan & Biklen, 2007). I discuss details of data collection below.

Researcher Stance

Although I was known to most participants before this study began, I approached the study of their planning as an outsider. I was a teaching assistant in the introductory undergraduate methods course that two of them had taken, and I had served as a guest speaker for the graduate methods course attended by the other four. Additionally, I had conducted pilot studies with both of these groups, so I was familiar with the participants and they were familiar with me. My role as an instructor and researcher established credibility, as did my knowledge of the programs and schools in which they worked. However, I took an "outsider" stance as I visited classrooms and collected lesson plans. I

did not presume to know the type of planning practices interns engaged in, nor did I assume that I understood the perspectives and influences that were brought to bear in their planning.

My experience as a high school English teacher and my educational background in both English and education prepared me to understand and think critically about the content and pedagogy presented in lesson plans and teaching. That, along with my work as a university supervisor of English education interns, made me familiar with the contexts in which participants worked. My participants viewed me as a credible, understanding observer with whom they could openly share their work.

<div align="center">**Setting**</div>

Activity theory illuminates the importance of setting in the learning process, and also helps researchers understand that individuals are part of multiple settings that can overlap, complement, and compete with one another (Lave & Wenger, 1991; Leont'ev, 1979). For this study, the university setting and the internship setting provide important context for intern learning.

The University Setting

Hallowell University[3] is a large, Mid-Atlantic land-grant, research institution located in a large metropolitan area. The College of Education teacher preparation programs graduate approximately 375 undergraduate and graduate students each year. The secondary English education program fluctuates in size from year to year, but the average number of graduates over the past five years is 25 per year. English Education candidates can earn a degree through three different tracks, all of which require a 100-day

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[3] The names of all schools, the university, and all participants have been changed.

minimum internship. The undergraduate option is a traditional four-year, double major program, in which candidates earn a Bachelor of Arts with majors in both English and Education. The full time internship takes place in the Spring semester of the senior year. A second pathway is the 5-year Integrated Master's Certification Program (IMCP). Here, undergraduates earn a BA in English and take 12 credits of undergraduate coursework related to teacher certification. Upon graduation, they begin a one-year Master's program, including further coursework and a year-long internship in a local Professional Development School (PDS). Finally, the University offers an intensive year-long Master's Certification program for students who had previously completed a bachelor's degree in English or a related field. Candidates in this program complete 12 credits of graduate-level work before beginning a year-long internship; during the internship, they take an additional 6-9 credits each semester, and conclude with a final three-credit course in the summer. For much of the coursework, IMCP and MCert candidates meet together. All three paths may lead to recommendation for certification in the state of Maryland for successful candidates.

For this study, I selected participants from each of these three tracks. I recognized that each individual's experience is unique and shaped by many factors (Grossman, et al., 1999; Leont'ev, 1979; Vygotsky, 1978), including their program and coursework. While it is not the primary goal of this study to ascertain program influence, part of the rationale for selecting participants from different programs was to consider and better understand any potential programmatic influences on planning practices.

The Internship Setting

Hallowell University has a network of Professional Development Schools (PDS) where candidates complete their internships. PDS are part of county-wide school systems; thus each is influenced by the administration, policies, and curricula decisions at the county level and at the individual school level. The English Education program places interns in PDS in three counties, and this study encompassed placements in all three. See Appendix B for demographic information on each school. Brief descriptions of the specific classrooms will be included with the participant descriptions later in this chapter.

The English Education internship consists of either a full academic year or a full semester, depending on the program, as described above. While the exact details of organizing the internship experience are left to the determination of the mentor, intern, and university supervisor, each intern is expected to assume lead teaching and planning responsibilities for a period of time. During this time, interns are responsible for the planning, teaching, and grading for all the ELA classes in their mentor's schedule. While each intern was engaged with this full level of responsibility for at least a portion of this study, it was more important for the purposes of this study that they were fully responsible for the planning and teaching of the particular class I focused on. While mentors still served as guides and consultants, interns were independently planning the lessons collected for this research.

<div align="center">

Participant Selection

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Participants for a collective case study should be selected based on the "opportunity to learn," meaning the cases should be those likely to lead to understanding,

assertions, and modifications of theory (Stake, 1995). Participants for this study were purposefully selected based on their placement, their program, and their willingness to participate fully.

During the semester of this study, there were six members of the undergraduate English education cohort, five in the IMCP program, and six in the MCert program. All candidates were invited to participate, and the six cases were selected from the 15 who consented. I began the selection process by visiting seminar classes and administering a survey to all consenting members of the English Education intern cohort; the survey consisted of questions regarding the placements, experience, and planning practices of the interns. Survey data revealed that interns were working in a variety of placement settings—different districts, schools, grades, and student populations. I embraced the great variety of settings, experiences, beliefs, and talents that characterized the participants, believing that such diversity would lend potential richness to the case study. On the other hand, I sought points of commonality amongst participants as well, with the thought that such points of commonality might provide opportunities for comparison and contrast across cases (Yin, 2006). Using the survey data, I narrowed the participant list based on three criteria: school level, class taught, and program track. I selected interns who were placed in a high school (rather than a middle school) and who were teaching either an on-level or honors class. These criteria provided some points of commonality, though of course the meaning of "on-level" and "honors" varies by school[4]. After applying these criteria, I was left with a list of seven possible participants, three in the

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[4] Through interviews and observations, I later explored the contexts in which interns taught, the definition of "on-level" and "honors" according to their schools, and how contexts and curricular expectations influence their planning. These topics will be discussed throughout the remaining chapters, as relevant.

undergraduate program and two from both the IMCP and the MCert program. In order to have equal representation of each program, I selected two of the three undergrads, based on considerations of scheduling. Taken together, this set of six participants held the potential to contribute to a richer understanding of preservice English teacher planning, and the points of commonality and difference in their contexts could provide valuable insight into their planning practices. Table 3.1 below presents general information on each participant. The names of participants and schools have been changed to provide anonymity.

Table 1: Participants' Placement and Program Information

Participant	Program	Grade	Course	School	County
Alison	Undergraduate	11	On-level	Greenville HS	A
Lindsay	Undergraduate	10	Honors	Central HS	B
Kristina	IMCP	10	Honors	Newton HS	C
Derek	IMCP	9	Honors	Maple Grove HS	D
Elaine	MCert	9	On-level	Newton HS	C
Janelle	MCert	10	Honors	Maple Grove HS	D

Like most English Education interns, each of the participants expressed enthusiasm for both the English Language Arts content and for teaching. Each came to the program with strong academic records that included courses in contemporary and classic literature, writing, and general education. Fuller descriptions of each person's background, placement, and planning are presented below.

Data Collection

Qualitative research involves "the studied use and collection of a variety of empirical materials...that describe routine and problematic moments and meaning in individuals' lives" (Denzin & Lincoln, 1994, p.2). I was seeking to investigate the "how and why" of presevice teacher planning, including the influences of personal experience, coursework, curriculum materials, school and mentor expectations, personal teaching goals, understandings, and dispositions, evaluations, and other factors shaping the planning practices of each intern. In order to understand the "routines and problems" of preservice English teacher planning, I collected data and artifacts connected with their planning practices. My own knowledge of the English Education program was supplemented by data from a pilot study and surveys to create a baseline understanding of intern planning. For the purposes of answering the research questions, I collected data from lesson plans, observations, interviews, and the edTPA. The sources of data are listed in Figure 2 and discussed below. By using several sources of data, I was able to triangulate and make the findings of the case study as robust as possible (Yin, 2006).

Figure 2: Sources of Data

Survey	Lesson plans	Classroom observations	Interviews	edTPA
Beginning of semester; baseline and selection data	Three points during semester	Three points during semester (for validity check)	With interns (3) / With mentors (1)	Lesson plans / Planning reflection

Baseline Data

At the beginning of the semester during which this study occurred, I visited both the undergraduate and graduate seminar course to recruit participants, obtain consent, and administer a survey to gather baseline data. Surveys can be a valuable addition to qualitative research, providing important information on patterns and describing relevant characteristics of groups and individuals (Berends, 2006). The survey consisted of both open-ended and close-ended items that inquired into experiences that helped interns learn to plan, sources they consulted for lesson ideas, and concerns they had about lesson planning. Though the sample size was small (n=15), the survey responses provided a broader understanding of the characteristics of this cohort's planning practices and the contexts in which they were working. The data collected through this survey informed the selection of participants for the case studies and the design of interview questions; it also provided an overview of planning practices, challenges, and concerns among this cohort of interns. This data allowed me to approach the case study with a fuller understanding of participants' planning experiences and styles.

Lesson Plans and Observations

One especially important source of data was the lesson plans that I collected from participants. For each intern, I selected either an on-level or honors section from their schedule to become the class of focus throughout the study. Via email, I arranged times to visit each intern three times throughout the semester, observe the designated class, and collect plans. Visits were scheduled approximately 4-6 weeks apart. Although each intern's teaching responsibilities differed, I started my visits after they were teaching and planning individually, as opposed to co-planning or co-teaching with their mentor. Visits

were scheduled to fall near the beginning, middle, and end of the lead teaching time.[5]

With each visit, interns gave me a series of 2-4 lesson plans, one of which was for the class I came to observe. Some interns emailed copies of their plans to me; others photocopied their plan book or lesson plans to share when I arrived. Often, they also provided copies of supplemental materials, such as handouts, reading material, or assessments used during the observed class.

Hodder (1994) emphasizes that documents require "contextualized interpretation," so performing observations provided necessary context for understanding the lesson plans I collected, particularly when those plans were brief or vague. I wanted to be sure that the lesson plans I received from participants were reflective of what they were actually doing in the classroom, thus insuring the validity of the lesson plan data. Additionally, observations provided opportunities for me to gather data about school and classroom settings. This contextual information contributed to the case studies by creating a more complete picture of the interns' work environments and students, which led to a more thorough understanding of each case (Bogdan & Biklen, 2007).

During observations, I assumed the stance of an outside observer; I sat in the back of the classroom and did not participate in classroom activities. I took field notes on the classroom arrangement, students, and lesson. I noted the sequence of activities, interns' execution of the lesson plan, and interns' engagement with students and content. Observations were non-evaluative, meaning I did not assess interns' teaching or provide

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[5] All schools were operating on a quarter-based calendar. The end of the third quarter fell toward the end of January and provided a natural transitions time for interns to take over teaching responsibilities. All participants were planning on their on own by late January or early February (some even earlier). Visits (observations, interviews, and lesson collection) occurred in mid-February, mid/late March, and late April/early May.

critique or feedback on what I observed. Events that I observed and questions that arose during the visit contributed to interview questions.

Interviews

Interviews provided another stream of data. Interviewing is a valuable method of data collection because it provides access to peoples' thinking and helps build context by which we can understand people's behaviors (Seidman, 1998). Through interviews, I was able to learn about the thinking and decision-making that went into an intern's lesson plans; the interview conversations revealed information about each person's planning that a written lesson plan may or may not have captured. Therefore, interview data were a critical component for forming a more complete understanding of participants' work and thinking about planning.

I conducted a semi-structured interview with the participants following each observation; I audio-recorded and later transcribed every interview. Interview questions inquired into the specific process of planning interns used in the preparation of the lesson, the challenges they encountered during planning, and the goals and objectives that motivated the selection of content, activities, and assessments included in the plan. The semi-structured format allowed me to use a predetermined set of questions designed to align with the research questions and the conceptual framework; to supplement the predetermined interview questions, I drew from observation data and the interview conversation to customize questions to specific aspects of interns' lesson planning experience. Interviews were conducted immediately after the observed class, insuring that the lesson was fresh in the mind of the intern, except in the case of one participant who had a planning period before the class and no break after it. With this participant, I

conducted the interview before the class and held a brief follow-up conversation afterward to address any questions that arose during the lesson.

I observed and interviewed each participant three times over the course of the semester; I returned for a fourth interview with three of the interns because we needed additional time to discuss the Teacher Performance Assessment (edTPA). I did not observe a class on the occasions of these fourth visits. Each interview involved a discussion of the intern's planning for the lesson I observed. Additionally, I focused on other relevant topics during each interview. During the first interview, I gathered information about school and mentor expectations for lesson planning, how/if the intern and mentors collaborate and communicate about planning, lesson plan templates used by the interns, and the interns' teaching schedules. The second interview explored interns' understanding of "on-level" and "honors" classes at their schools and also their knowledge of their students. Finally, the third interview focused on the lessons planned for the edTPA and overall changes in planning practices. In each of these interviews, I sought to understand the pedagogical and content-related choices made in the planning of lessons. Interview protocols can be found in Appendix C.

In addition to interviewing the six participants, I also conducted interviews with mentor teachers at the end of the internship. Five out of the six mentors agreed to be interviewed. Mentor teachers have a unique and valuable perspective on interns' planning because they work closely with the interns and see their progress over the course of the internship. They also have a deep understanding of school and district policies regarding planning. Their insights and explanations helped in building a more thorough description of interns' planning practices; simultaneously, their accounts of the

interns' planning allowed for comparison and triangulation with findings from the interns' own accounts. Mentor interviews were also audiotaped and transcribed, except in two instances. One person asked not to be recorded; in this case, I took notes during the interview. Another mentor requested to have the interview questions emailed to her, and she responded to them electronically.

The Teacher Performance Assessment (edTPA)

Finally, I used participants' Teacher Performance Assessments (edTPA) as a source of information about their planning. The edTPA is "a subject area-specific, performance-based assessment for pre-service teacher candidates, centered on student learning" and is designed to be a "uniform and impartial process to evaluate aspiring teachers" on their readiness to enter the classroom (AACTE). The assessment is modeled on the National Board for Professional Teaching assessment for inservice teachers. During this study, the University was in its second year of piloting the assessment.

For the edTPA, candidates must plan, teach, and reflect on a learning segment, typically defined as 3-5 lessons. Candidates submit and analyze a variety of artifacts, including lesson plans, video clips of classroom instruction, samples of student work, and reflection pieces. At Hallowell University, interns submitted their edTPA portfolio via LiveText, an online data management program, in late April; I accessed the data through that system after obtaining permission. I downloaded the relevant portions of each intern's portfolio, namely the lesson plans and planning reflection, for analysis.

 Summary of Data Sources

In total, I drew from five sources of data—surveys, lesson plans, observations/field notes, interviews, and edTPAs; surveys, however, were used as baseline data only, not for

primary analysis. By using multiple sources of data, I was able to triangulate by

corroborating findings with evidence from multiple sources (Bogdan & Biklen, 2007;

Erzberger & Kelle, 2003). Also, having multiple data streams allowed me to develop

more robust answers to the research questions (Yin, 2003). To answer the first question

(*How do the planning practices and lesson plans of English education interns change

over the course of the internship, including for the edTPA?*) I relied primarily on

evidence from lesson plans, interviews, and edTPAs. In order to answer the second

question (*What factors influence preservice English teachers' planning practices over the

course of the internship?*), I drew primarily on data from intern and mentor interviews.

Specific procedures for data analysis will be discussed below.

Data Analysis

Data analysis involved several stages of organizing, coding, and comparing data

from lesson plans, edTPA lessons and commentaries, interviews, and field notes.

Coding

In case study research, the case—the intern, in my study—in the first unit of

analysis; study of the case leads to the identification of patterns and themes that can be

used in cross-case analysis (Grossman, 1990; Stake, 1995.) Collective case study

methodology allowed me to investigate the planning practices of each participant

individually-- to "make sense of an individual teacher's data with reference to the

particular context in which he or she worked" (Grossman, 1990, p. 152); this then led to

opportunities for comparison and analysis across the six cases (Stake, 2005). Such

comparisons provided opportunities to identify patterns across several representations of

a phenomenon, which is important because it can lead to more compelling interpretations

than the results of a singe case study (Borman et al., 2006) and it can contribute to a broader understanding of the topic (Grossman, 1990).

Qualitative researchers often face an overwhelming amount of data; a thoughtful approach to coding is necessary to make sense of all of that information (Miles & Huberman, 1994). To analyze lesson plan formats, I used open coding, identifying lesson plan components including objectives, warm up, direct instruction, guided and independent practice, assessment, and closure (Hunter, 1982; John 2006). Using these categories, I was able to identify which elements were typically included in written plans. Lesson plans submitted for the edTPA were included in this analysis.

To analyze the content of the lesson plans and the interview transcripts, I used a-priori codes drawn from the Framework for Teaching (Danielson, 2007.) As discussed in Chapter 1, the Framework for Teaching (FFT) identifies components of teaching in four domains: Planning and Preparation; The Classroom Environment; Instruction; and Professional Responsibilities. For this study, only the components of Domain 1 were used in coding and data analysis. I coded for the six components in Domain 1: *demonstrating knowledge of content and pedagogy, demonstrating knowledge of students; setting instructional outcomes; demonstrating knowledge of resources; designing coherent instruction;* and *designing student assessments.* Because it is important to have clearly defined codes (Miles & Huberman, 1994), I referred to the explanations, rubrics, and examples offered by Danielson (2011). During this analysis, I also created marginal remarks (Miles & Huberman, 1994) to record emerging questions, connections, and interpretations. Lesson plans and planning commentaries submitted for the edTPA were also analyzed using the FFT codes. As analysis continued, I refined and

developed codes to reflect the emerging patterns in the data (Miles & Huberman, 1994).

I used NVivo software to facilitate coding and organization of data.

Cross Case Analysis

I began data analysis by coding the lesson plans and interviews for each individual case, creating informal profiles of each participant and his or her planning practices. Then, because collective case study uses several individual cases to provide general understanding about a phenomenon (Stake, 1995), I engaged in cross-case analysis. Using NVivo, I was able to sort transcribed interview data by code, both across and within cases. I then engaged in pattern clarification, using both variable-oriented and case-oriented framing to organize data and identify patterns of change (Miles & Huberman, 1994). After identifying patterns, I returned to the transcripts to glean contextual insight into these patterns and for further analysis using emerging codes. Using this iterative process of coding organizing, and clarifying, I began "aggregating impressions," as Stake says (p. 77), in order to come to conclusions and make meaning. These findings are presented and discussed in Chapters 4, 5, and 6.

Trustworthiness

Lincoln and Guba (1985) posit that qualitative research must be trustworthy if it is to be of value. To increase the trustworthiness of a study, researchers must attend to issues of credibility and dependability, which can be done through techniques such as prolonged engagement, member checking, peer debriefing, and triangulation (Lincoln & Guba, 1985). This study employed several of these techniques; data collection for this study occurred across a five-month period, thus creating a prolonged engagement with participants throughout their internship. Member checking, which allows participants to

review and react to data, was accomplished by sending interview transcriptions to each participant via email for review and comment. No one requested changes. Peer debriefing was done throughout the research, analysis, and writing process by members of the dissertation committee and primarily by my advisor.

This study's validity is bolstered by both triangulation of methods and triangulation of sources (Denzin, 1978; Patton, 1999). Using several different methods of data collection, including document analysis, interviews, and observations, allowed me to check for consistency of findings. I triangulated sources by comparing observation data with lesson plans, to see that participants were actually teaching what they said they were teaching, and by interviewing mentors and comparing their perspectives with those of their interns. In this way, I was able to confirm or question findings regarding planning practices, resources use, and other germane issues.

Golafshani (2003) examines the role of reliability and validity in qualitative research and concludes, "Reliability and validity are conceptualized as trustworthiness, rigor and quality in the qualitative paradigm" (p. 604). Furthermore, he articulates the congruence of reliability and validity in qualitative research, quoting Lincoln and Guba's (1985) argument that "Since there can be no validity without reliability, a demonstration of the former [validity] is sufficient to establish the latter [reliability;]" (qtd in Golafshani, 2003, pp. 601-602). The use of triangulation, member checking, peer debriefing, and prolonged engagement lend credibility and trustworthiness, and therefore validity and reliability to this study.

Limitations and Delimitations

This study was delimited by time in the field for data collection. I collected data

across one semester of the full-time internship, which aligned with the third quarter of the school year. Graduate candidates began their internship in September, and so were in the field for four months prior to the beginning of data collection. The first two quarters of the internship consisted primarily of observation and assisting with classroom activities; this is similar to the practicum field experience completed by undergraduates during the fall semester before their full-time internship. Although the sequence of experiences is similar, graduate interns spent more time in the classroom and might have had more opportunities to observe, co-plan, and teach mini-lessons than their undergraduate peers. This difference in experience might have influenced the type of and rate of changes in interns' planning practices. However, I did not collect data during the fall semester, and so my understanding and interpretation of practice is limited to what occurring during the third quarter.

The choice to not interview supervisors is another delimitation. Because of my own experience as a supervisor, and through program data collected on supervision, I was aware that supervisors in this program are not actively engaged in the daily or long-term planning done by interns. Supervisors typically ask to see a lesson plan when they are observing, and they might provide feedback on that plan or offer additional support if needed, but they rely on the mentor teacher to provide support and guidance for interns' planning. Because supervisors in this program were not regularly or deeply involved in interns' planning, they were not included in this study.

Furthermore, this study is limited by the available lesson plan data provided by participants. Few interns wrote detailed lesson plans, making it difficult to develop an understanding of changes in lesson plan content beyond superficial formatting changes.

Research and evidence from this study shows that much planning is done mentally, so physical lesson plans do not provide a complete picture of planning efforts. In this study, this limitation was addressed, in part, by supplementing with interview data.

Finally, I acknowledge that there may be other factors that influenced planning practices that are not included in this study. Interview questions attempted to ascertain various influences, but there could be issues that were not addressed by either mentors or interns.

The Interns and their Placements

Setting, identity, and tools must be considered critical components in an intern's learning and development (Grossman, et al., 1999). To contribute to a fuller picture and understanding of the cases, I will conclude this chapter with descriptions of each participant, his/her placement, and the class of focus for this study. I will also discuss the planning responsibilities assigned to interns. Demographic information on each high school can be found in Appendix B.

Alison- Greenville High School

Alison went through the undergraduate English education program at Hallowell University. She grew up in the same county where she completed her internship, graduating from another high school in the district. She was a full-time student and intern, but also worked at a retail job during her educational experience, including working part-time during her internship. Alison had no teaching experience outside of that provided by coursework. She reported feeling that several of her English methods courses contributed to her ability to plan lessons, but felt that she began her internship with little experience in differentiating or doing long-term planning. Like most English

majors, she was very engaged with content, especially young adult fiction and minority authors. She also enjoyed bringing her passion for music into the lessons she planned. She attributed her interest in becoming an English teacher to her love of the content and to the strong role models she observed in her own high school English teachers.

Alison's internship took place at Greenville High School, a large, diverse high school that is known for strong honors and AP courses, but also has a significant population of students who struggle with attendance and academics. Alison expressed enthusiasm for teaching high school students in general, and began her internship excited about being placed in a school with such cultural and learner diversity. Her mentor teacher was Nationally Board Certified and had eight years of teaching experience, all at Greenville High.

Alison's teaching schedule included two sections of 11th grade on-level (also called "Comprehensive" or "Comp") English and two sections of 11th grade Honors English. In general, according to the mentor teacher, students in Comprehensive classes typically need a slower pace and more guided practice; they do not do as well when asked to complete tasks independently. Honors classes, on the other hand, are more rigorous and fast-paced. Even though many of the same texts are taught in both Honors and On-level classes, students in the Honors courses are given more challenging assignments and assessments connected to the texts.

This study focused on the planning Alison did for her first period on-level class, the first class for which she assumed teaching responsibilities. Almost all of the students in the focus class were students of color. On the days I visited, there were an average of

26 students in attendance, approximately half male and half female. During each visit, five or more students arrived late to class.

Alison observed that she had to learn to differentiate between the two levels of classes she taught, but she also had to learn that each class required different forms and levels of classroom management. Her personality in the classroom was friendly and somewhat informal; in part, this led to easy relationships with students, but it also, especially in the first half of the internship, contributed to management problems. The students, while friendly and energetic, were also described as "challenging" by the mentor teacher. There were high rates of tardiness and absenteeism amongst this group, exacerbated by the fact that it was first period. Some students regularly came to class without their books or materials, and Alison reported that they "hardly ever did their homework."

Alison had access to a book room stocked with classroom sets of various novels and textbooks. She learned from her mentor which novels she would teach, and she had some degree of choice in selecting the major text for one unit. Alison reported that she did not see a copy of the district curriculum during her time at Greenville, and that she did not have access to school copies of resource books or teaching guides. She consulted websites and purchased her own teaching guides to find lesson ideas.

Lindsay- Central High School

Lindsay was also part of the undergraduate cohort. A voracious reader, she expressed enthusiasm about all types of literature, including both classic and contemporary works. She identified knowledge of content as one of the assets she brought to the classroom. Before the internship, she had no previous experience doing

formal teaching and planning, except what had been required by her education program coursework. She did have experience working with children and youth through various summer jobs.

Lindsay's friendly personality revealed itself in the easy exchanges she had with students before and during classes. She entered the classroom well prepared with materials and an agenda; outside of class, she carefully organized her materials and managed her time and tasks efficiently. Her organization and preparation contributed to a purposeful pace and focus in her teaching, though her relaxed manner sometimes made it seem like she was on the verge of losing that focus when students became talkative or veered off task. She admitted that while the Honors students typically cooperated and followed instructions, the On-level classes were a challenge for her management skills.

Central High School, where Lindsay interned, operates on a block schedule, with even-period classes and odd-period classes meet on alternating days. For this study, I examined her planning for a 10th grade Honors class, which met 3rd period; she taught a second section of this course during 7th period. The third period class consisted of 22 students, 8 males and 14 females of various races and ethnic backgrounds. Lindsay began co-planning and lead teaching the Honors classes at the beginning of the internship in early January. Over the course of semester, she gradually took over full teaching responsibilities for two on-level classes as well.

Central High School has over 2,800 students and is the largest high school in its district. It is organized around five career-themed academies, which encourage students to pursue interests related to future studies and careers. The administrators and teachers promote a college-going attitude, and great emphasis is placed on academic excellence.

The student body is diverse in terms of race, culture, and socio-economic status. The English Department at Central High is very large, with approximately 30 English teachers. There is a well-stocked resource library in the Department's workroom, so teachers have access to many supplemental texts, teacher's guides, and other resource material. The English workroom also serves as a gathering place for teachers, where formal and informal collaboration and support take place regularly. Lindsay had ready access to all of the workroom's resources, and also received support and materials from other teachers and interns in the English Department. She also regularly used and adapted materials from her mentor's files.

Kristina- Newton High School

Kristina completed her undergraduate degree in English at Hallowell University, applying during her junior year for admission to the Integrated Master's Certification Program (IMCP). Upon graduating, however, she took a two-year leave, due to family and health issues, before beginning the graduate program. She described her decision to become a teacher as gradual; she knew she loved the English content and she enjoyed working with young people, but teaching was not a serious career choice for her until she was in college. She proved to be a motivated and reflective student and teacher, always seeking new ideas to apply in her classroom. Even as an intern, she was thinking about her future, considering options for professional development and further education. During conversations, she was analytical concerning her own practice and her students' learning. In the classroom, she had a high-energy, focused approach to the lesson, at the same time maintaining an upbeat and friendly rapport with students. She described her style as "relaxed," but it was also quite purposeful.

Kristina interned at Newton High School, a large urban school with a primarily minority student body. Her teaching schedule included 10th grade Honors Literature Survey and 10th grade Honors Prep, a class to prepare students for the annual state assessment. This class involved teaching many of the same topics as a regular English class, but with an emphasis on test-taking skills and studying texts covered on the exam. Kristina also assisted with an Academic Validation class where students worked on individual academic and college-related projects.

During the time of this study, Kristina had assumed full planning and teaching responsibility for both Honors classes, which met on alternating days. Her Literature Survey class, which was observed for this research, was composed of 33 students, 14 male and 19 female; however, absenteeism was a common problem, and so the class size was typically smaller on any given day. Kristina worked with a veteran, National Board Certified mentor who was also the 10th grade team leader. The mentor, who had worked with several other interns in the past, noted that Kristina was especially good at seeking and receiving feedback on her work, that she had a good work ethic, and that she demonstrated significant professional growth throughout the internship due to her reflectiveness and willingness to try new things. Kristina regularly drew from her mentor's file for lesson ideas and resources, but she also sought ideas and materials from peers, websites, and course materials. She was especially committed to integrating reading, writing, listening, speaking, and non-print analysis into every lesson.

Derek- Maple Grove High School

Like Kristina, Derek was earning certification through the IMCP program. He graduated with a BA in English and had taken several pre-professional and professional

education courses during his undergraduate experience at Hallowell University. He began his Master's coursework the summer after graduation. Derek is a self-professed "English nerd" who loves poetry and literary analysis. His mentor noted that he had a tendency to be "cerebral" and that he had to learn how to present content at a "realistic" level for students. However, she also noted that two particular strengths, besides his content knowledge, helped him develop into an effective teacher; first, he was very reflective, and second, he really got to know his students' needs, interests, and learning styles. Derek especially enjoyed teaching writing and consistently planned ways to engage his students in writing activities.

Derek interned at Maple Grove High School, a National Blue Ribbon High School, where his schedule included three sections of ninth grade Honors English and two sections of tenth grade On-level English. He co-planned and co-taught the Honors course for several weeks before assuming lead teaching responsibilities for them at the start of the third quarter, in the middle of January. This study focused on Derek's planning for 5th period Honors 9. There were an average of 27 students—17 females and 11 males-- in class on the observed days. The classroom was crowded, always vibrating with the energy and chatter of students just returning from lunch. His students were bright and eager to earn good grades, but they also were quite talkative and easily distracted from academic work. Early in his teaching, Derek realized that his classroom management needed to be stronger, so he deliberately planned ways to reduce distraction and off-task behavior. His persona in the classroom was professional, slightly tense, and somewhat formal (he typically wore a tie); however, he had friendly, genuine interactions with students both before and during class.

Of all the participants, Derek was the most detailed in his lesson planning, writing formal plans most days. He was reflective and articulate in conversations about teaching and learning. He felt that the experience of co-planning with his mentor, along with planning lesson for his undergraduate courses, had prepared him to create lesson plans, and he enjoyed the creative aspect of planning—choosing and developing activities that would be engaging and effective. However, he noted that predicting how activities would work with the three different sections of Honors, each with a different "personality," was a challenge. He brought no formal classroom teaching experience to the internship, but he had worked with children as a coach.

Elaine- Newton High School

Like Kristina, Elaine interned at Newton High School. Her placement was in a ninth grade classroom, where she taught on-level, honors, and inclusion classes. A confident, motivated, and talkative person, Elaine moved through her day with energy, both focused and unfocused. Her past experiences speak to her creativity and drive. In high school, she was a self-described "nightmare student." Bright and bored, she resisted instruction and guidance from teachers and administrators. At some point, she "agreed to play the game" and became a successful student, although she says she was "always critical of the system." She graduated from a liberal arts college in another state with a double major in English and Music, but wasn't sure what she wanted to do with either degree. She spent three years working at various jobs, including as a choir director and at several secretarial and retail positions. Eventually, she decided to return to graduate school to earn teaching credentials. She realized she loved working with people, and her own poor experience in high school motivated her to reach students in engaging and

effective ways. She enrolled in the Master's Certification Program at Hallowell University.

Elaine's confidence and strong personality led her to try new things during her internship, including working with the department chair to purchase graphic novels for use in her classroom. This study focused on her planning for 1st period on-level English 9. Although there were 34 students on the roster, there were an average of 22 in attendance on the days observed. The group consisted entirely of minority students, approximately half male and half female. Although they generally followed behavior rules, they were slow to complete academic work and were frequently off task. Elaine lamented their below-grade-level reading and writing skills and their poor work ethic, but celebrated their progress with pride and enthusiasm.

Elaine's mentor teacher was going through the National Board Certification process during the semester of this study. The mentor's busyness, along with her passive personality that contrasted with Elaine's proactive, take-charge personality, led to tension in their relationship. Elaine desired more guidance, but she didn't always understand her mentor's understated advice. Still, Elaine was confident and self-possessed enough to learn to ask for advice and carry on, learning as she went.

Janelle- Maple Grove High School

Of all the participants, Janelle had the most teaching experience prior to the internship. After earning a bachelor's degree with a double major in German and English, she knew she wanted to pursue teaching, but wasn't sure which subject she wanted to teach. As an undergraduate, she completed a semester of student teaching in a high school German classroom. There she gained experience planning and teaching

lessons. Upon graduation, she made the inter-state move to attend Hallowell University and earn certification in English Language Arts through the Master's program. Although she had teaching experience, she felt that the challenges of planning for and teaching an English class were different than those of teaching German, and so she felt like a "beginner" all over again.

Like other interns, Janelle was knowledgeable about her content, engaged with her graduate studies, and interested in her students. Her "perfectionist" personality contributed to both her success and her stress level throughout the internship as she tried to balance planning, grading, teaching, coursework, and a personal life (she was newly married). She said she enjoyed "big picture" planning, attending to curriculum guidelines, and injecting creative activities into the daily routines. She was poised in her teaching, but seemed a bit frayed or unsure at times. She maintained a professional demeanor, friendly but detached, with her students. Her mentor had years of experience teaching at Maple Grove and had hosted interns in the past. They got along well, though Janelle wished for more communication and guidance from him, especially in the early stages of her teaching. He was a supportive but not a proactive mentor, according to Janelle.

This study examined the planning Janelle did for a 1st period, tenth grade English Honors class. There were 27 students in the class, 9 males and 18 females. The students were academically engaged, motivated to earn good grades, and cooperative and pleasant with their teacher. In addition to this class, Janelle also taught two sections of ninth grade Gifted and Talented (GT) English. Overall, the Maple Grove High School promotes

success through Career Academies, rigorous test preparation, and a general "college going" perspective.

Planning Responsibilities

The English Education unit at Hallowell University allows great flexibility in intern planning; there is not a required lesson plan template or a standardized system of accountability that applies to all English Education interns. During coursework, candidates are given multiple opportunities to plan and enact micro lessons, and they develop unit plans for several different courses. They receive feedback from instructors and peers, which they can apply to future planning work. In addition, they discuss and apply national standards and experiment with several different lesson plan formats. Interns enter their field placements with substantial course-based planning experience, even though most of them will be enacting their plans with secondary students for the first time.

Mentors receive a handbook that recommends interns first co-plan and co-teach with them, and then move to more independence, eventually assuming lead planning and teaching responsibilities for courses. The University promotes a co-teaching model in which the mentor remains present and involved in the classroom, even as the intern leads class. This allows for on-going modeling, feedback, and communication. The degree to which the co-teaching model is implemented varies greatly, though. Some mentors do remain closely involved in the classroom throughout the internship; others hand over full control of selected classes and co-teach others. In some situation, interns are given almost total autonomy and independence as they "take over" the classes.

Mentors are free to determine the specifics of how lesson plans will be written, how often they will be submitted, and how feedback will be given. Thus, there is great variety in the planning experiences of the interns, and each mentor-intern pair involved in this study developed their own system for developing, sharing, and reviewing lesson plans. Supervisors, too, have flexibility to specify their expectations for interns' lesson plans, though the University recommends that interns provide copies of lesson plans on the day of an observation. Each of the interns in this study prepared a written lesson plan (in some form) for supervisor visits, which occurred 4-6 times per semester.

All of the interns reported a time of co-planning with their mentor teacher before starting to plan on their own. The first step in co-planning typically took the form of the mentor planning the lesson, discussing it and/or sharing a written version with the intern, and then co-teaching it with the intern. Some mentors used this time to deliberately model and scaffold planning. Kristina's mentor said,

> We did sit down together to plan, but not a lot. Thinking out loud as I'm planning can be confusing, so I'd plan the lesson and then explain it-- 'this is why we are doing this, and then I thought of this, later on we're going to do this.' I talked through it after I had it done. And I *always* talked about it—I never just gave her a plan and left it at that.

Alison's mentor also hoped to model planning practices, but was not as deliberate in explaining the thinking behind her planning decisions:

> In the beginning, I feel like it was more of a co-teaching model, where I was doing a lot of the planning. But I was hoping that by modeling what I was doing, that that would trigger ideas and help her with her tool kit. Like, 'Oh, I remember when my mentor did this. Maybe I'll try this.' I was hoping that by modeling good teaching, that would transfer to good planning and good preparing.

Interns noted that the early discussions of mentor-planned lessons typically involved a review of the agenda, but less often included details about the thinking behind plans, how objectives and assessments were aligned, or how instruction was differentiated.

After an initial period of observing their mentors' modeling, interns began to take a more active role in planning. Some mentors gradually released planning responsibility to their interns. For example, Kristina was asked to plan warm ups while her mentor planned the rest of the lessons, and Derek worked with his mentor to help select and lead some of the activities for their classes. Kristina, Derek, and Lindsay then went through a transition where they used their mentors' plans to teach the lesson on their own, but with freedom to adapt and change the lesson plan as they wished, before starting to plan their lessons independently. Lindsay describes the transition to lead planner as follows:

> My mentor helped me a lot in the beginning, and then we flipped. So I would tell her what I would be doing instead of her telling me what she wanted me to do. When we started, she said, this is what I think you should do. We need to cover this, this, and this. We sat down and then I drew out a unit plan…I filled out what I thought we should go over and then she tweaked it.

After two weeks of this intern-led, collaborative planning, Lindsay said she was "on her own" to plan for the Honors classes.

Before doing full take-over of a class, Derek was able to watch his mentor teach a first period section of 9th grade English, and then, using her model, teach the same lesson to a class later in the day. This provided an opportunity for him to implement a lesson plan designed by his mentor. Then, like Lindsay, Derek worked under his mentor's guidance to develop his own lesson plans; while both mentor teachers ensured curriculum objectives were being addressed, they allowed their interns to develop activities to meet

those objectives. In his first interview, soon after he had assumed independent planning

responsibility, Derek recalled his first days as the lead planner:

> It was mostly that she had ideas, or she knew what they needed to learn,
> so she would say, do you want to take over this activity. She would have
> the objective in mind, and I would focus on coming up with an activity.
> She would tell me, this is stuff they should learn throughout this unit and
> then give me the freedom to plan a lesson or activity based on that. …
> Now, she just makes sure I'm on track with hitting certain goals and at
> least knowing what I should be aiming towards.

Janelle transitioned into independent planning in the middle of the second quarter

(early December). She recalls seeking feedback from her mentor, but felt that she had a

great deal of freedom and independence. A few weeks later, she began teaching a second

class using mentor's lessons when he was out on medical leave; she then took over full

planning responsibility for that class also.

Alison and Elaine felt they moved more quickly from the co-planning stage, in

which the mentor did most of the planning, to independent planning of lessons. Neither

described having the modeling or collaboration experienced by the other participants.

Both were asked to create and submit unit plans for the third quarter by mid-January, and

both felt they were given a great deal of freedom and very few specific requirements as

they planned their first unit—a degree of independence they found exiting but

overwhelming. Their mentors asked to see the completed unit plan before the respective

units began, though as I will discuss later, this did not really happen in either case.

Four of the interns, then, experience a gradual transition into full planning

responsibility, while two felt the transition was more abrupt. Mentor teachers, with

varying degrees of deliberateness, gave interns increased responsibility after co-planning

and co-teaching beside them for several weeks. A gradual transition of responsibility aligns with the schedule recommended by the University.

All interns assumed full responsibility for planning and teaching at least one course at the beginning of the third quarter (mid-January), a natural transition point. Kristina and Janelle, however, had been planning and teaching a class since early December and began teaching a second class at the beginning of the third quarter. Most interns taught two or three sections of the same class. For instance, Lindsey taught two sections of Honors 10 English—one during 3rd and another during 7th period and Derek taught Honors 9 during 1st, 5th, and 6th periods.

Each intern retained full teaching responsibility for at least one course (often teaching multiple sections) for the full third quarter. As mentioned above, Janelle and Kristina planned and taught for two courses during the third quarter. Lindsay and Elaine worked as co-teachers for other courses during their days of lead teaching, but did not have additional planning responsibilities beyond their primary class. At various points in the fourth quarter, which began in early April, interns gradually released planning and teaching back to the mentor. Alison and Lindsay, the two undergraduates, continued planning and teaching until the final week of their internship, which concluded in mid-May. The graduate interns, who remained in their placements until the end of the school year in June, stayed involved as teachers or co-teachers until the end of the internship, but planning responsibilities were greatly reduced during the final 6-8 weeks. Derek continued to co-plan with his mentor until the end of the year, while Kristina and Elaine were regularly asked to teach lessons that their mentor had planned, but had no planning

responsibility after mid-April. Janelle continued planning until the end of April, and then helped co-teach lessons created by her mentor.

To summarize, there was a consistent pattern of increased responsibility and independence as interns progressed through the internship, even though each person had a unique schedule and experience. The undergraduate interns had a much shorter time to observe and assist in the planning process; both were in the classroom for only three or four weeks before assuming lead teaching responsibilities for a class. Graduate interns, who were in their placements at the beginning of the school year, typically spent the first two marking periods—the first half of their internship—observing, co-planning, and/or co-teaching before assuming full planning responsibility for multiple sections of a course. In the cases of Janelle and Kristina, independent planning began during the second quarter, though.

One point of consistency across all of the internship locations was the absence of school-level or district-level requirements set forth regarding lesson plans. Interns were not required by administrators or county officials to use a particular lesson plan format or submit lesson plans. All interviewed mentors shared that they must submit lesson plans only when they are being formally observed, but other than those times, they said, they did not write formal lesson plans. They relied on their experience, the curriculum and standards, and jotted notes to prepare for classes.

CHAPTER 4: PLANNING ROUTINES AND FORMATS

This study is a collective case study, which analyzes multiple cases with the goal of better understanding the phenomenon rather than of thoroughly understanding the particulars of each case (Stake, 2005). Thus, findings will not be presented for each individual case. Rather, data will be drawn from all cases and presented collectively, with experiences, quotes, examples, and counter-examples from the various participants being highlighted at relevant times. Patterns of similarity and disparity will be noted.

Miles and Huberman (1994) explain that "coding is analysis;" the process of assigning codes to data allows the researcher to organize and begin to interpret data (p. 56). For this study, the Framework for Teaching (Danielson, 2007) provided a set of codes that served as a starting point for identifying patterns and themes across the multiple cases. During analysis of lesson plans and interview data, I recognized patterns of practice across the cases, which warranted closer attention. These patterns involved the broader changes in planning practice across the internship. In contrast, the Framework for Teaching (FFT) codes proved useful in exploring interns' thinking about the content, purpose, and design of lesson planning. In this chapter, I first discuss findings on planning practice changes related to routines, expectations, and format, and then turn to findings connected to the FFT categories in Chapter 5. In addition, because this study sought to understand both how (RQ1) and why (RQ2) interns' planning practices changed across the internship, I will present findings on the influences that shaped practice as I discuss the various changes that occurred. Thus, findings related to both research questions will be presented concurrently.

Changes in Planning Practice: Frequency, Detail, and Accountability

As discussed in the previous chapter, interns are not required by the University to follow a specific planning protocol. Each mentor involved in this study established different routines and expectations for interns regarding lesson plan submission; for some, those routines and expectations remained the same throughout the internship, and for others, requirements changed. All interns were expected to communicate their plans to their mentors regularly throughout the internship, but the formality of this requirement varied from person to person.   Also, interns experienced greater freedom and less oversight from their mentors as the semester progressed. In general, regarding the work of creating and submitting daily and/or weekly plans, three different patterns of experience emerged from the data: *consistent practice across the internship, mentor-initiated changes in practice, and intern-initiated changes in practice* (See Table 2). Furthermore, analysis revealed the changes (or lack thereof) were related to the level of communication and support between the intern and mentor.

Table 2. Patterns of Practice in Routines and Accountability

Pattern	Interns	Influencing Factors
Consistent Practice	Derek, Kristina	Regular Communication; Structured Plans; Mentor Support and Feedback
Mentor-Initiated Changes	Alison, Lindsay	Demonstration of Competence; Level of Support (mentor, peers, curriculum)
Intern-Initiated Changes	Janelle, Elaine	Lack of Communication; Feeling Underprepared/Unorganized

Consistent Practice

Kristina and Derek developed systems of regular communication with their mentors at the beginning of the internship that persisted across the entire field experience. In both cases, the mentor allowed the intern to help develop an agreed-upon system that would be amenable to both parties. Each evening, Kristina emailed to her mentor an agenda and copies of supplemental materials for the next day's lessons, and she received emailed feedback before school the next day. She reported that she was not required to write formal lesson plans using a template at any point in the internship by either her mentor or her supervisor. Kristina and her mentor frequently had brief conversations throughout the day to discuss planning questions, ideas, or glitches, and Kristina could alter her plans as needed as the day progressed.

Derek also shared lesson plans via email, sending several days' worth of plans to his mentor once or twice a week. Often they would discuss long-term planning during informal conversations, and Derek would then translate these ideas into daily written plans. His mentor would email feedback or talk with him before first period. She was also able to observe the lesson for the 1st period section and offer feedback that Derek could apply to the 5th and 6th period sections. Derek wrote formal plans each day using a template he received from another teacher in the school[6]. Although he was not required to submit the formal plans to anyone, he felt they helped him be more organized and less nervous. He reflected:

> I do it for me, mostly because it's good for me in anticipating the time length of it, how much I can get done. I'm still trying to work the kinks out of that. It's good for me to put it all down, because otherwise I'll go up there and have a loose idea.

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[6] Further research revealed that this template was adapted from Leinwand, S. (2009). *Accessible mathematics: 10 instructional shifts that raise student achievement*. Portsmouth, NH: Heinemann.

But if I can put it all down, it's just easier for me to be comfortable up there teaching.

Kristina and Derek, along with their mentors, were satisfied with their systems of sharing and communicating about lesson plans. The requirements and systems were established collaboratively by the interns and mentors, and because they worked well, no changes were made as the internship progressed.

Reasons for consistency in practice. A key to the success of these arrangements was regular communication, in which the interns were free to ask questions and seek advice, and the mentors regularly reviewed plans and provided feedback. Both Kristina and her mentor noted the importance of their regular communication. Kristina said she found it helpful to "bounce ideas off of her [mentor]" because "I'm vocal; I need to talk it over." She also appreciated the type of feedback her mentor provided, which was a mixture of general and specific suggestions and questions. Kristina described it as "not directive, like 'You should do this,' but very thought-provoking questions, like 'Why are you doing this?'" The mentor helped Kristina think critically about her planning, and was readily available to help brainstorm and debrief about lesson plans.

Similarly, in Derek's situation, both the intern and mentor were proactive in communicating about lesson plans. The mentor established a structured time of modeling, in which she shared and explained her own lesson plans, and Derek continued this practice of daily sharing when he was the one creating the plans. They developed a habit of brainstorming, questioning, and debriefing through email and also in informal ways throughout each day, a system that proved effective in facilitating Derek's development as a planner.

Mentor-Initiated Changes in Practice

The mentors of the two undergraduate interns shifted their expectations for lesson planning over the course of the internship. Alison's mentor required more detailed and formal plans, while Lindsay's mentor relaxed her requirements fairly early in the semester. Each decision to alter requirements came as a result of the interns' demonstration of planning and preparation, or lack thereof.

Alison experienced significant mentor-initiated changes in lesson planning requirements during the internship. Her mentor asked for a complete unit plan for *The Narrative of the Life of Frederick Douglass* at the start of the third quarter. She also asked Alison to develop a mini-unit on persuasion. Alison did not meet the deadlines for submitting either unit plan, and although Alison was more positive about her work than her mentor was, both agreed that those first attempts at planning did not go well. Alison felt that the week-long persuasion unit went fairly well, but her mentor said it lacked coherence. At first, Alison felt optimistic about the *Frederick Douglass* unit, but after two weeks of teaching it, she acknowledged that she was struggling with daily planning:

> I'm definitely having issues figuring out where to go, and what do we do here, and keeping the whole end goal in mind and making sure everything is working towards that. …I feel like figuring out what to do for this chapter and this chapter is getting really small and ridiculous.

Alison said her approach to planning at this point was trying to find something engaging and interesting for each chapter, but when she could not decide what to do, she resorted to "read and answer questions." Alison's mentor was concerned that the lesson plans were disjointed, unfocused, and repetitive. As the problem became more apparent, the mentor sought to provide more guidance and models, but was still not satisfied with the quality of the lesson plans:

When we came back from [winter] break, and she didn't quite have—really anything, then I realized I needed to take a step back and talk about, maybe, unit plans and what that entails. It took a lot of revisions and a lot more reteaching about unit plans and what goes into teaching day to day than I had anticipated. We showed her—another teacher showed her a unit plan, which was in a big binder, and started with a calendar that showed the overview, and then day-to-day stuff with notes written in, and then warm-up ideas, and worksheets and all of that. Even after talking about that and I had showed her a few more specifics, I was never really satisfied with what Alison gave me. It seemed, just, really superficial. A whole lot of "read, talk, read, talk." There wasn't a whole lot of analysis. There wasn't a lot of thought for honors vs. on-level. Just really inadequate.

Recognizing that her intern needed more support and structure, the mentor introduced a new requirement in late February, after Alison had been teaching about five weeks. The mentor required Alison to submit daily written plans using a specific, school-based template.[7] She explained her decision to implement this requirement:

I realized she really needs that structure. So we took a step back, and I told her, you've got a lot of good ideas, but I feel like they're all over the place. I feel like using the DTA format will force you to think about the time, and what you're doing and why. So, we spent one day talking about that a ton, and I made it a requirement for every lesson, for every day.

This daily, formal planning continued until spring break in early April, after which Alison was permitted to use whatever planning format she chose, but was still expected to check in informally with her mentor; she chose to write sketchy, bullet-list lesson plans from then on. The requirement for daily formal plans was eventually removed because the mentor felt that Alison had developed a better understanding of planning and was more capable of planning effective lessons.

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[7] The District used the Directed Teaching Activity (DTA) template, which included the following categories: Objective, Warm-Up, Introductory/Developmental Activities (teacher led), Guided Practice, Independent Activities/Meaningful Use Task, and Assessment.

While Alison was required to work under increased requirements for formal and regular written lesson plans, Lindsay worked under less accountability as the semester progressed. For her first unit, Lindsay was required to created a unit plan, including a unit calendar, handouts, and daily agenda sketches. She reviewed this unit plan with her mentor, received feedback, and made changes as necessary. She used a weekly plan book to note daily activities and assignments (See Appendix D for sample lesson plans). For the first two weeks of her teaching, her mentor reviewed her weekly calendar and started each morning with an informal discussion of what Lindsay had planned for that day. However, Lindsay was not required to show the daily lesson sketches to her mentor or to write detailed plans, even in the early weeks of her teaching. Conversations about plans, assignment, and activities continued to occur throughout the internship, initiated by both Lindsay and her mentor, but these were informal; when the mentor gave feedback, it was done orally. Lindsay described one of these exchanges in the following way:

> She gave me input this morning when she asked what I was doing. On Monday, I planned out and made copies for everything for Tues and Thurs, and so she made sure I had copies, and she insinuated that on the first day I should do vocab, make sure you introduce the book, and I told her I had an anticipation guide, and she approved.

Although she was given a great deal of independence from the very beginning, Lindsay said she felt supported by her mentor and her department when she needed help. Lindsay continued to seek tools and resources on her own, and her ability to effectively use them to prepare and implement lessons satisfied her mentor. Her written lesson plans, never very elaborate to begin with, became even less detailed over time.

Reasons for changes in practice. For both Lindsay and Alison, the availability of support was a key factor shaping their planning challenges and successes. In the early

days of her internship, Alison either did not receive or did not fully use supports that would help her plan. She reported that she did not have a curriculum or readily available resources available through the school, and she felt she needed to demonstrate her competence by being self-sufficient in her planning work. In her desire to prove herself capable, she hesitated to seek help from her mentor. Therefore, she planned in relative isolation during those first weeks. During this time, she described her mentor as more a gatekeeper than a coach or resource: "She's the last deciding factor. Sometimes she helps me get unstuck, but usually it's like 'I've done this and now I'm giving it to you for approval." Her mentor did not fully recognize Alison's struggle because she projected an air of independence, and also because lesson plans were not completed in a timely manner, so she did not have a chance to review them fully before Alison taught them.

After Alison's struggle became apparent, supports were put in place, including the use of a template and more regular mentor-intern meetings. As a result, Alison developed a clearer understanding of planning:

> Before, [my mentor] would often be like 'This doesn't make sense. How are you going to do this?'... [The template] helped me get my mind together while planning. Because you have to do this, you have to put this here; if you don't have something here you have to find something. Like, if I don't have closure, I need to find closure.

She noted that after several weeks of using the template and working under increased accountability, she felt much more confident about her planning. She also found support in a *Crucible* teaching guide that she purchased. The lack of such supports at the beginning of the internship contributed to Alison's struggle and the subsequent mentor-imposed planning requirements, but with supports in place, Alison was able to succeed.

Lindsay's experience, though different, was also heavily influenced by the availability of support. In her situation, much of the support came from the mentor's modeling and sharing of lesson materials, and also the wealth of resources and teaching guides available through her department. Her mentor noticed that Lindsay had relied heavily on her (the mentor's) materials during the co-planning stage of the internship, so she deliberately stepped back to let Lindsay "figure things out on her own," but she remained available to answer questions and provide feedback. Lindsay proved adept at seeking out resources on her own. The communal English workroom provided an environment where Lindsay could easily ask for advice or gather ideas in a friendly, low-risk environment; she reflected, "I can ask for help from anyone in the English department, including the other interns." She also drew heavily from curriculum guides and resource files available in the workroom; these premade handouts, supplements, and activities comprised a large part of her unit material and served as integral tools for organizing lessons and selecting content. Overall, the presence of multiple supports helped Lindsay develop an understanding of planning in the early weeks of the internship, and the mentor granted her increased independence as the semester progressed.

Intern-Initiated Changes in Practice

Two of the graduate interns, Janelle and Elaine, experienced a change in planning routines during their internship, but unlike the situations with Alison and Lindsay, these changes were requested and implemented by the intern rather than the mentor. In both cases, the intern requested more accountability and adopted a system that required more regular, detailed written plans.

When first interviewed, Janelle expressed confidence in her ability to plan lessons. When she started co-teaching, she worked with her mentor to decide on activities. She found his guidance and feedback essential as she moved toward more independent planning:

> It was definitely collaborative at first, because I was like, I don't know what I'm doing! But after that, I sort of started to take over. I would have ideas and I would mention them to my mentor and get feedback, because he's been doing this longer than me. I knew some ideas that I had, but I didn't know how they would play out in the classroom, if they were too ambitious, or if I planned enough, or needed more structure. So that's where I got some feedback. And I'd use some of his materials and then just run with that.

After a time of collaborative planning, Janelle assumed more responsibility, but still sought her mentor's advice. They did not have a formal system of communication, and the mentor did not ask to see her lesson plans. They had informal conversations, usually at the end of the day, about "what's going on tomorrow."

Janelle's typical lesson plan at the time of the first interview (mid-February) consisted of a bullet list on her weekly planning calendar. Each day's block usually included a warm-up and 3-4 activities for that day. Janelle explained that she liked to start with big-picture planning, looking at the calendar and goals across the unit, as she thought about each lesson, but she resisted spending too much time developing formal or detailed daily lesson plans.

> When I plan, I need to see everything so that I can then home in on the specifics. I can write a formal plan, it's no big deal. I'm familiar with the standards; I go straight to them and start pulling from them. I know what it is. But as far as the day to day, I need a map, the big picture, as opposed to, "This is what we are doing today" because then I become so focused on that particular lesson that I forget the other stuff. So I have this monthly calendar as a starting place so I know where we are going.

By the second interview, Janelle's opinion about the need for detailed daily planning had changed. She was lead-teaching another class (a different preparation) and was feeling very busy with the demands of teaching four sections and balancing graduate course work. The additional stress and work caused her to initiate changes in both the way she prepared lesson plans and communicated with her mentor. She described the change in her planning as follows:

> I've actually revamped my way of planning a little bit, because I realized when you start adding a second plan [class to plan for]—what I was doing was okay, but things were slipping a little bit… I'd just forget some things. I'd have one class ready, but I'd forget something for the other class. Or I'd get things out of order. So, I talked to [my mentor] to get ideas on more effective ways of handling two preps. So, I still have my hodge-podge of monthly stuff [on the calendar], and I have the day-to-day still, the general ideas. That stayed the same. But then I've gone to a much more detailed daily plan so that I know exactly what I'm doing each day.

Janelle's lesson plans now included a step-by-step breakdown of activities for the day. In addition to formalizing the sequence of events in her lesson plan, she started using the written plan more during her teaching. She wrote down reminders and examples she wanted to share with students so that she would not forget them. On some lessons, she scripted out transitions so that she would be clearer in making connections for students. Although she did not read the transitions in the lesson plans verbatim as she taught, she had clearly thought though these critical moments ahead of time and used her lesson plan as a reference. By the mid-point of the lead-teaching experience, Janelle had developed a much more detailed daily lesson plan format, complete with notes about both content and teaching decisions. Samples of Janelle's early lesson plans and revised format can be found in Figures 3 and 4.

Figure 3. A sample of Janelle's original planning format

Janelle sought her mentor's advice on how to structure and organize more coherent and thorough plans; in addition, she initiated a new system of accountability and communication with her mentor. She reported that, when she started planning lessons independently, she was allowed great freedom. Her mentor did not ask to see her lesson plans, and he did not proactively offer advice or suggestions. Janelle would ask questions about the appropriateness of activities she planned, but felt she did not get specific feedback; instead, he gave suggestions for improving lessons *after* she taught them, which left her feeling frustrated. She felt she really needed to get feedback during the planning stage. So, in late February, after a few stressful weeks of "things falling through the cracks," and her increasing frustration with lesson mishaps, she established a new system of accountability. She and her mentor met twice a week, on Wednesdays and

Figure 4. **A sample lesson plan Janelle created using the revised format**.

Thursday—March 15, 2012: Editorials—format and styles

Warm-up: What are the elements of a "good" essay? (7 minutes)
     --As students work, check brainstorming part 1 for completion!
1. Go over answers
  a. Explain that a "good" editorial will include the same things as a good essay
    i. Main point
    ii. Background Info
    iii. Pros and Cons
    iv. Facts/Examples
    v. Opposition Argument
    vi. Conclusion
  b. One of the big differences? You only have 250 words to get it all across!
2. Give students about 5 minutes to read "7:30 Is Too Early" (7 minutes)
  a. Outline the main point, pros, facts, cons, opposition, conclusion
    i. If students seem to be able to follow this, skip the 2nd article, and move to the Barbie one.
3. Students read the Barbie article and try to parse out the elements (10 minutes)
  a. Review together
  b. Write answers on article that they give. Guide as needed
4. Explain that not all editorials have to be in the same format, give conversation example (10 minutes)
  a. Have students read article
  b. Parse elements
  c. Go over
5. Students complete Part 2 of Brainstorming packet.
HW:
- Finish Brainstorming Part 2 by Friday 3/16
- Vocab 10 Visual by Friday 3/16 (Quiz, too!)
- SFS Projects due Monday 3/19

Fridays, to review daily and weekly plans. During these times, they exchanged ideas, and Janelle received "tips and pointers" from her mentor. They continued these meetings for about five weeks, and then returned to informal communication. Janelle reflected, " We haven't really done that [met together formally] since spring break, which I would have liked to do, but I do feel like I've got the hang of it. And I can still ask questions." Overall, she felt the regular meetings provided the accountability and guidance she needed to really understand how to plan effectively and manage the demands of teaching multiple classes. And while her mentor willingly participated in the regular meetings and

offered helpful advice when asked, the impetus for changing the planning routine came from Janelle.

Elaine, who was also in the Master's certification program, initiated a system of increased accountability for herself when she realized her lesson planning was not as effective as it should be. However, unlike Janelle, Elaine and her mentor continued to struggle with communication and expectations throughout the internship.

Elaine's initial attempts at lesson planning were quite informal, composed largely of bullet lists and notes on a weekly planning calendar, supplemented by sticky notes and ideas jotted in a teaching notebook. She felt her strength was "big picture" planning, including sketching out a unit and keeping overall goals and objectives in mind. However, she realized that she struggled with the day-to-day planning, such as deciding on appropriate, student-centered activities, and she often felt underprepared or uneasy about her plans, even though she projected an air of confidence in the classroom. She attributed some of her early lack of preparation to miscommunication between her and her mentor:

> Yes, in the beginning it was very difficult. I didn't really know what she wanted, and she's not a really direct communicator. So, I'd say, "What if we do this for a lesson?" and she'd say, "Oh, that sounds great." What she was actually saying was "plan it," but that's not what I heard. I know I can be a strong personality, so I intentionally tried to follow her lead instead of taking charge, which is my instinct. I was waiting for her to direct me, but that wasn't happening. So I was doing all this grading and being frustrated, and she was thinking, "My intern isn't doing anything."

Elaine said she realized they needed to communicate more effectively, so she and her mentor established a goal of meeting once a week to formally discuss planning. However, she still felt overwhelmed: "I knew she was a resource, but I didn't feel like I was getting the guidance I needed. So, eventually, I told her what I needed—don't just

tell me it's great, tell me how I should accomplish it, or give me suggestions." These direct requests from Elaine seemed to stimulate more communication and feedback, but Elaine continued to feel like there was a disconnect between her needs and expectations and her mentor's expectations.

As she assumed more teaching responsibility and juggled the demands of graduate school, Elaine felt her sporadic planning was taking a toll on her teaching. She was not required to submit lesson plans except when her supervisor was visiting. She acknowledged that the lack of accountability allowed her to "be in her own world," so her lessons were not as developed and coherent as they needed to be. During the third quarter, she began sending the week's lesson plans to her mentor each Sunday, usually in the form of short daily agendas with some narrative "think aloud" explanations about her ideas. She felt that this weekly accountability helped her focus on day-to-day planning, since her natural tendency was to focus on big-picture goals and to spend time developing creative ideas. The increased organization helped her feel better-prepared, though she still resisted putting too much detail into her lesson plans because she had to do so much day-to-day adjusting, depending on students' needs and progress.

Although Elaine and her mentor made several attempts to establish clearer requirements for planning, none of the efforts left them feeling mutually satisfied. Even in their summarizing of the situation, their differing perspectives were apparent. Elaine reported that she consistently expressed a desire for more feedback and proactive guidance from her mentor. Her mentor would sometimes reply to her emailed lesson plans, but often Elaine felt she had to ask for feedback. The mentor said that they did communicate through email and informal conversations, but she felt Elaine struggled

with co-planning and preferred to work independently. Different personalities and different communication styles contributed to ongoing tension for this pair. However, both agreed that Elaine became a better planner over the course of the semester.

Reasons for changes in practice. Both Janelle and Elaine struggled with planning and organization as their teaching load increased; rising level of busyness contributed to their need to refine their planning practices. With more to plan and remember as their teaching responsibilities increased, they recognized the need for an improved system of planning. In order to feel better prepared and organized, and to help themselves plan for and remember all lesson components, they began writing more detailed plans. While they were not writing formal, template-based plans, and in Elaine's case the plans were still sketchy, they did engage in more regular, deliberate daily planning. Additionally, both interns reported feeling disappointed or frustrated with the lack of communication, feedback, and support they experienced from their mentor, so they took proactive steps to improve the situation. They arranged for more regular communication and accountability. Janelle and Elaine were highly motivated interns who pursued excellence in their work. In order to improve their teaching and reduce their stress, they initiated changes in their planning practices.

Summary of Reasons for Changing Practice

The University requires that interns gradually assume more planning and teaching responsibility over the course of the internship. The increased responsibility was a contributing factor to the changes in planning practice for three interns. Elaine described how her busyness affected her planning: "I was so bogged down, and TPAC was ramping up. I found myself doing less and less consistent planning in my planner. My plans for

the week would end up being in a notebook somewhere. Scattered." To help with organization and preparation, Alison, Janelle, and Elaine completed more detailed planning as their responsibilities increased. Interns who had established an early habit of creating detailed plans did not struggle as much when their responsibilities increased, and they did not significantly change their planning practices, which proved sufficient to address their growing teaching load.

Overall, three patterns of changing practice emerged during data analysis, with two interns experiencing each of these patterns. In each case, the changes in practice, or lack thereof, were motivated in part by the interns' ability to prepare, submit, and enact well-planned lessons; this ability, in turn, was connected to the level of communication and support between the interns and their mentors.   Interns and mentors who established regular patterns of communication expressed more confidence and satisfaction in the interns' planning ability. For Kristina and Derek, this happened early in the internship; for Janelle and Elaine, it took a period of struggling to stimulate the communication and structure that eventually led to successful planning. Lindsay experienced early success in planning in part due to open communication, and in part due to the availability of useful resources and department assistance, but it took longer for Alison to receive the support she needed.

The mentor's coaching style influenced communication and expectations about lesson planning. For example, Kristina's mentor explained that she felt feedback was critical to an intern's development, so she maintained the system of regular submission and feedback. Derek's mentor established a collaborative planning and teaching relationship from the beginning of the internship, so the continual sharing and discussion

of lesson plans was very natural and useful for both of them. The more passive mentoring styles experienced by Elaine and Janelle contributed to their feelings of being overwhelmed. Both women proactively sought more structure and guidance by establishing regular communication, sharing plans, and asking for feedback.

When interns demonstrated competence and reliability in their planning, mentors allowed them greater freedom and less accountability. This occurred to some degree with all of the interns by the end of the internship, but some achieved this earlier than others. Kristina, Derek, and Lindsay, who received regular feedback and support starting at the beginning of their teaching, expressed more consistent confidence and fewer anxieties about planning. Alison, Janelle, and Elaine faced serious challenges in planning, but were able to address these when they requested or implemented supports from their mentor. Overall, then, the experiences of these interns reveal the importance of early and regular communication between interns and mentors in developing planning abilities. Support and feedback played a significant role in the growth and success of these novice planners.

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Changes in Format and Components

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As interns faced new demands, they often made changes to the format of their lesson plans. As discussed earlier, interns experienced few specific requirements about lesson plan format; but interns who struggled with organization, coherence, or other aspects of planning shifted to more detailed daily plans. Not only did the form of the plans change, so to did the elements included in those plans, depending on the situation.

Daily Planning Formats and Components

In most cases, interns' written lesson plans consisted primarily of agendas or an outline of activities, with some interns including elements such as warm ups or homework. Of the six participants, only Derek created detailed, written lesson plans for each lesson, regularly including the components of objective, warm up, closure, tasks and activities, assessment, resources, and homework. The template he used included a space for "Notes and Nuances," prompting considerations of vocabulary, connections, common student mistakes, and misconceptions. See Appendix D for a sample lesson planned by Derek using this template. He used this format for the entire internship and for edTPA.

The most drastic changes in planning format occurred for Alison. For her first weeks of teaching, Alison had tried to write fairly detailed lesson plans that included the objective, materials, activities, and homework; however, these lessons lacked coherence, as if Alison could not make all those pieces add up to a unified whole. As she became overwhelmed, her lessons became incomplete and sketchy. Then, during the remediation period, she returned to writing plans that contained all of the expected components (the template had boxes for objectives, warm-up, teacher-directed activities, practice, and assessment), but did so with more guidance, both from the template and from her mentor. After she had demonstrated competence with the required template and her level of preparation had improved, her written plans became very informal and unstructured for the final unit, consisting of agendas jotted on sticky notes and lists recorded in her notebook.

The other four participants used similar formats for their lesson plans, although they varied in the degree of detail they included in daily plans. They each used monthly

calendars to outline units and weekly planning books to jot down notes, assignments, and/or activities for each day. Kristina (and Elaine, though not as consistently) typed daily agendas to email to their mentors, while Janelle moved from notes in the weekly planner to typed lesson plans for each day. Lindsay used her weekly planner consistently to list a warm up, activity, and homework assignment for each day, though she wrote less in it as the internship progressed. All of these interns emphasized the agenda/activities in their written plans. Often, warm ups, formal assessments, and homework assignments were included, but objectives, standards, assessments, and accommodation were rarely written down. All of them, except Kristina, wrote formal plans using a template or outline when they were being observed by their supervisor; Kristina emailed her supervisor the same agenda-plan that she gave her mentor. Interns' formal plans included objectives, standards, activities, and sometimes assessments.

By the end of the lead-teaching period, Alison, Lindsay, and Elaine were writing shorter plans and relying mostly on lists and notes; Janelle still used the daily typed agenda most days. Derek and Kristina maintained the same level of detail and the same format throughout the entire experience. Each of the interns expressed more confidence in their ability to plan and deliver a lesson, and noted that that, along with their busy schedules and limited time, contributed to the briefer formats they used in lesson planning as the internship wound to a close. In this sense, they planned more like experienced teachers, relying on brief plans, bullet lists, and notes (Calderhead, 1996).

Unit Planning Formats and Components

While daily lesson plan formats changed for many interns as the semester progressed, unit planning formats remained consistent. All of the interns practiced unit

planning, using calendars, curricula, resource materials, and/or plan books, consistently

across the experience. They consistently articulated an understanding of how curriculum

documents shaped planning, and demonstrated ability to build units around curriculum

standards. Janelle and Lindsey started unit planning with hard copies of the curriculum,

on which they brainstormed ideas, notes, and questions. Janelle described her unit

planning process as follows:

> When I start a unit, I sit down with the curriculum and brainstorm on the
> curriculum so I know it's connected to the standards, and I know where they need
> to go, so I work backward to see how we'll get there.

Derek and Elaine reported relying heavily on the curriculum standards and objectives,

using these to inform their pedagogical choices. Derek reflected, "I look at the objectives

first as an idea of what I should be doing, …so I ground myself in what the school wants,

not just what I think is interesting." Lindsey's unit plans were based heavily on

department-provided resource guides for the novel she was teaching; she drew activities

and worksheets from these guides, piecing them together on a unit calendar to form a

fairly complete activity sketch before starting the unit.

Each person used a calendar and/or notebook to outline key activities, reading

schedules, and important deadlines; this calendar then informed weekly and daily

planning. The only person who significantly changed her unit plan format was Alison.

For her first unit, Alison tried to create several weeks' worth of detailed daily plans

before she even began teaching the unit. This effort left her feeling overwhelmed and

frustrated because she was unable to produce so many plans and ideas up front, so the

plans were repetitive, incomplete, and mechanical. She reported feeling stressed and

unprepared as she tried to implement weak lessons that were not engaging students, but

she felt at a loss for how to improve them. However, by the time she planned a second

unit, she had gained a new perspective. She, like the other interns, saw unit planning as

more of a sketching and scheduling process; she learned to identify key goals and

concepts and to select activities to support the desired outcomes. She then created and

adjusted daily plans as the unit progressed. She attributed this change to experience,

advice from her mentor, and the organizational help she found in a teaching guide.

Changes in Format and Components for the edTPA

This study sought to understand how interns planned across the internship

experience and also for the edTPA, the performance based assessment they completed

during the full-time internship. The edTPA was the most formal assessment of lesson

plans experienced by any of the interns, so it is not surprising that the most significant

change in lesson plan formatting occurred when planning for edTPA. Except for Derek,

who wrote formal plans every day, all of the interns revised their written lesson plans to

make them more thorough for edTPA. Each person submitted 3-5 formal, template-based

lesson plans for the assessment, and each acknowledged that they composed (or revised,

in Derek's case) the formal plans *after* they taught the lessons, as they prepared their

edTPA portfolios. They converted their typical list-style or agenda-style plans into

something that they perceived as suitable for submission and representative of their

abilities. For example, the two plans below (Figures 5 and 6) reveal the very different

formats Kristina used for regular planning versus edTPA planning. For other examples

of interns' regular and edTPA lesson plans, see Appendix D.

Figure 5. An example of Kristina's typical lesson plan format

Plan: 2.24.12

Before Lunch:
1. Quiz
2. Review Quiz
3. Go Over Movie Rubric, allow kids to plan with other students if they are making a movie

After Lunch:
1. Warm Up
2. Classwork
3. Independent Classwork on closing arguments (work sheet attached)
4. Group students according to closing whose closing argument they will analyze.
5. Groups will make a poster to report out about key points made in closing arguments.
6. Groups will present on groups findings.
7. As groups present students will take notes on how the various closing argument may weaken their character's closing argument
8. Exit Ticket: Do you think Steve is Innocent or Guilty
9. Over Flow Planning: Get back in movie groups

The exit ticket will feed into next class on Friday where we can simulate a jury deliberation where the class decides if Steve is guilty or not.

Homework Blurb: Finish reading Monster, pages 263-281. Come in ready for Jury Deliberation. Work on Final Project.

Figure 6. An example of Kristina's edTPA lesson plan format.

Lesson Objective(s):
Prince George's County 10th Grade Curriculum Objective: 2.2.2 Students will select/organize ideas for specific audience and purposes My Objective: Students will construct definitions and examples of figurative language and select poetic devices in order to create their own poem demonstrating their knowledge and application of figurative language and select poetic devices

Lesson Launch Notes: *Exactly how will you use the first five minutes of this lesson?*	Lesson Closure Notes: *What summary activity, questions, or discussion will close the lesson and provide a foreshadowing of tomorrow's lesson? List the questions.*
• Students Pick up Warm-Up, Class Work, and Homework Assignment at the door on the way in. • Students are engaged with accountability by answering Warm Up questions: 1. What is due today; 2. What is due next time we meet? • Students review the Homework Assignment quietly until everyone is finished with Warm Up or five-minute Warm Up time allotment is complete.	Students will complete "Outcome Questions" in the form of an exit ticket for the following questions where applicable: I wonder... I still don't understand.... I discovered... I have a question about... I still want to know... I will ask a friend about… I learned...

Lesson Tasks, Problems, and Activities (attach resource sheets, student handouts, rubrics, etc.): *What specific activities, investigations, problems, questions, or tasks will students be working on during the lesson?*
1. Review W arm Up Questions (3 minutes) **2.** Ask students to complete Class Work Part I by referring to "Write Your Own Poem" Assignment and Rubric. (5 minutes). **3.** Review Classwork Part I and check for understanding regarding the assignment. Reiterate that today's lesson is

imperative to completing the homework assignment (5 minutes)

4. Move to Classwork Part II by explaining "When I say go you will move into groups based on the number written on the top of your classwork sheet. You will be in groups of three. Your group is responsible informing the rest of the class about the poetic devices that correspond to your group number. You must tell us the following: 1. The definition of the poetic device; 2. An example of the poetic device found in your text or on the computer ; 3. Create your own example of the poetic device or create a non-print representation of the poetic device. These three criteria will then be put on a poster board to present to the class. Model the first poetic device, "figurative language" for them, and explain that most of the poetic devices on the sheet are examples of figurative language. Students may use dictionaries, Language of Literature textbook, computers and other classroom resources to complete Classwork Part II Assignment. Check for understanding on the group classwork. Instruct students to move into groups. (20 minutes).

5. When time is up, instruct students to move back to their seats for note taking (2 minute).

6. During Classwork Part III: students will take notes on all of the poetic devices from each of the groups by listening to group presentations and following along with a PowerPoint presentation that corresponds to the poetic devices in order to affirm, clarify, and/or provide potentially missed information regarding the poetic devices. After three poetic devices are reviewed, students will recap with their neighbor what they just learned. Teacher will choose from equity sticks to randomly select a student to report back about the three poetic devices just learned. (40 minutes)

7. Allow five minutes for students to complete "Learning Outcome" Questions Exit Ticket.

8. After five minutes, ask for any students who want to share some of their " Learning Outcome Questions" to address before leaving.

9. Collect "Learning Outcome" Questions upon exit to assess and evaluate student performance.

Evidence of Success/ Assessment: *What will students be able to do by the end of the lesson, and how will you measure student mastery? What performances will measure students' conceptual understandings of the math practice or argument writing standard?*
- Students will be able to define and create examples of select poetic devices from classwork. This will be measured by: **1.** Successful creation of examples on group work posters **2.** Successful explanation of poetic device definition and examples when "recapping" during notes
- Outcome Questions Exit Ticket indicate student's learned something from the lesson
- Student's "Write Your Own Poem" homework assignment demonstrates students knowledge of and ability to correctly apply poetic device concepts learned to the creation of their own poem

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Notes and Nuances: *Vocabulary, connections, common mistakes, typical misconceptions, etc.*
Circle the room during group work to ensure comprehensive students are kept up to speed. Check for understanding with all groups during group work in order to ensure their definitions and examples are accurate.

Resources: *What materials or resources are essential for students to successfully complete the lesson tasks or activities?* Computers, Textbooks, Warm-Up and Classwork Parts I-III, Poetic Device PowerPoint, Exit Ticket, "Write Your Own Poem" Homework Assignment, Posters, Projector	**Homework:** W*hat follow-up homework tasks, problems, and/or exercises will be assigned upon the completion of the lesson?* "Write Your Own Poem" Assignment where students follow directions to create their own poem using five poetic devices of their choosing. Students must highlight correct usage in poem and explain how the poetic device was correctly used.

Lesson Reflections: *What questions (connected to the lesson objectives and evidence of success) will you use to reflect on the effectiveness of this lesson? What questions will you give to students to assess their work?*
- Did student's homework assignment where they wrote their own poems indicate that students understood and correctly applied select poetic devices learned?
- How do the "Outcome Questions" influence your next lesson?
- Students will assess their work by not only using the poetic devices in a poem, but also by explaining how they correctly used the poetic device.

Candidates recognized the need to make their thinking transparent on the lesson

plans they submitted for edTPA. They each expanded their typical lesson plan to include

details that illuminated their pedagogical decisions; these revised plans displayed

components that rarely appeared on typical written plans, including standards and objectives, plans for differentiation, and formative and summative assessments. The following exchange captures how Alison described the process of revising lesson plans for submission for the edTPA:

> Interviewer (clarifying): So you didn't plan something special for the TPAC[8]-- you would have done these things normally. But you did spend time writing the plan differently? And you did that after you taught the lessons?
> A: Oh, yea. It's crazy how much more you have to write when you're trying to make it perfect. I already had lesson plans written out, but it wasn't good enough for me. It took me hours to make it into my TPAC lesson plan. I kept adding in stuff. Even though it was all there in the [original] lesson plan, you just felt you wanted to hit everything TPAC wants. "Teachers do… Students do… ."

Alison's comment reveals that she believed there was a "right" way to present lesson plans for the assessment, and because she wanted to do well, she created plans that she thought would satisfy evaluators' high expectations. Janelle also expressed belief that edTPA plans required more effort. When asked how her edTPA plans differed from her typical written plans, she explained:

> They are definitely more specific. I include a lot more detail when I do a formal plan. I used the [county] template, so it has objectives, standards, transitions, procedures, setting, context, unit, check boxes for assessments… That's what I turned in because it needed to be more formal. Normally, I just outline it.

Interns spent time recreating their lesson plans for edTPA, but they generally reported that the task was not too challenging because they had used formal planning templates for course assignments or supervisor visits. Revising to a template-based, formal plan was the most challenging for Kristina. She reported that she never had to write template-based lesson plans during her internship, even for her supervisor, who accepted her outline/agenda lesson sketch, and it had been several years since she had

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[8] The assessment had not yet adopted the name edTPA. Interns commonly referred to it as "TPAC."

written a formal plan for a course. Kristina said she was surprised when her methods

instructor told her that her typical outlines were not sufficient for edTPA.

While interns acknowledged that the edTPA written plans were not typical or

representative of their normal planning format, they felt that these plans were

representative of the type of lessons they planned (mentally or informally) and delivered

every day. This assertion was confirmed by my observations and examination of plans;

the activities and routines in the edTPA plans were very similar to the everyday work of

the interns. Kristina explained,

> [The lesson activity] is very typical. I didn't do anything special. The videos will
> show it's like what we do every day. It's representative of my teaching, but I
> probably did pull out the stops in writing the lesson plan, because that's not what I
> do. I really had to think about that every step of the way.

Lindsay's response was similar when asked if her edTPA lesson plans were

representative of her typical work: "I don't ever do written plans, so I want to say no.

But the activities are—the content. But not the format."

Interns reported feeling they had to be much more detailed in their written lesson

plans for edTPA because they were being assessed. They wanted to demonstrate their

thinking as thoroughly as possible, so they created lesson plans that were much longer,

more formal, and more detailed than the plans they normally wrote. They also wanted to

do well on the assessment, which meant they had to show their competence in planning

practices. Thus, they drew from their knowledge and experience of writing formal plans

for education classes, along with their knowledge of the edTPA itself, to create plans that

would most fully capture what they knew about students, pedagogy, and content.

Summary of Influences for Change

Interns were motivated to alter the format of their written plans for two main reasons—either to improve their teaching or to demonstrate competence when they were being assessed. First, written lesson plan formats changed when interns were not sufficiently effective in their teaching. Some needed more organization and coherence, and others needed help with timing or remembering all of the components of a lesson. The general lists and jotted notes were not sufficient, and they reported feeling unprepared and anxious. For Elaine and Janelle, writing more detailed daily agendas helped them overcome such glitches and made them feel more confident. Alison's mentor required that she use a formal template so that she would gain a better understanding of the components of a lesson and how to organize content and materials effectively, and the result was better preparation and more coherent lessons.

Interns altered their written plan style when they were being assessed because they wanted to do well and show their competence. This was true for supervisor visits, but especially apparent in their work for edTPA. Each intern used a formal, detailed lesson plan to showcase their planning ability, pedagogical thinking, and thoroughness for edTPA. They were motivated by a desire to do well on the assessment, as well as by their understanding of what was appropriate and expected work for such a task. They were also guided by advice from instructors, who introduced the edTPA tasks to them.

By the end of the internship, three of the interns were using brief sketches and bullet lists to plan their lessons. Both Alison and Elaine reverted to less detailed formats, and Lindsay's plans became increasingly brief as the semester progressed. Interns attributed this change to both a lack of time and an increase in confidence. All of the

interns felt very pressed for time as they taught, graded, and completed coursework, so writing detailed daily lessons plans was something they did not feel they had time for. In addition, these interns felt they had gained an understanding of how to organize and deliver a lesson, so detailed written plans were no longer necessary. Experience had helped develop their abilities to mentally plan and envision a lesson, so they were working more like experienced teachers by the end of the internship.

Conclusion

While the changing format of the plans provided insight into planning processes of the interns, an examination of the content of these plans further revealed how interns' planning changed across the internship. The Framework for Teaching (Danielson, 2007) provided categories for analyzing lesson plan content and the thinking behind it, and it is to these findings I turn in Chapter 5.

CHAPTER FIVE: SHIFTS IN CONSIDERATIONS FOR PLANNING

In the previous chapter, I presented and discussed findings related to general patterns of interns' planning practice; in this chapter I will present findings related to the content and thinking behind interns' plans. These findings emerged through analysis using codes derived from the Framework for Teaching (FFT). Heeding the advice of Miles and Huberman (1994) to have clearly defined codes, I first identified evidence of the components of planning and preparation defined by the FFT Domain 1: Planning and Preparation in interns' lesson plans and planning practices. Those components include *demonstrating knowledge of content and pedagogy, demonstrating knowledge of students; demonstrating knowledge of resources; setting instructional outcomes; designing coherent instruction;* and *designing student assessments.* I then engaged in cross case analysis (Stake 1995) to identify patterns across the cases. After the initial FFT coding, additional rounds of analysis produced refined codes and evidence of change within and across the various components of planning.

In the process of analyzing data, it became very apparent that the FFT categories are inextricably linked, and that evidence of growth in one area often reflected growth in another. Also, analysis revealed patterns of change in some planning practices, but other practices remained the same across time. Just as it is useful to understand how and why planning practices change, there is also value in recognizing components of practice that do not change and seeking to understand how that impacts overall growth. In this chapter, I describe interns' lesson planning and thinking, if or how interns' planning changed as the internship progressed, and factors that influenced changes.

Findings presented in the previous chapter revealed that, in most cases, interns did not regularly write formal lesson plans. This reality posed a challenge since I was trying to ascertain what lesson plans reveal about interns' thinking, but the details in the plans were often very limited or non-existent. However, interview transcripts proved a rich source of additional data about planning practices and changes.

Planning Perspectives: Content and Pedagogy

In the Framework for Teaching, Danielson (2007) defines the elements of *Demonstrating Knowledge of Content and Pedagogy* as knowledge of content and structure of the discipline, knowledge of prerequisite relationships, and knowledge of content-related pedagogy. The participants in this study had completed a major in English, and so had built their content knowledge through at least 12 upper-level English courses in addition to two required composition courses. The sequence of English-specific methods courses and observation experiences, along with courses in reading and educational psychology, contributed to their body of pedagogical knowledge.

Participants covered a wide variety of ELA content across the internships; each one taught writing lessons, grammar, and novel units. They also taught a variety of other texts, including poems, short stories, essays, and/or plays. Consistently, participants demonstrated understanding of the content; they identified key ideas for teaching, designed relevant lessons around the content, and selected content-appropriate activities. Three of the interviewed mentors specifically mentioned that their intern was knowledgeable about the ELA content, and none of the interviewed mentors expressed concern or disappointment about their interns' content knowledge.

Interns consistently demonstrated their ability to apply their knowledge of content to create relevant lessons. Although they worked within the parameters of their district's curriculum, most interns had some freedom to select at least one major text they wanted to teach during the internship. Typically, they were given more choice in the content they taught as the internship progressed; for example, in all cases, mentors assigned the first major text for interns to teach, but at least half of the interns selected the final primary text they taught. All interns were free to select supplementary texts across the internship, and each selected content that related to both the content and their personal interests. Janelle, for example, used clips from her favorite television show for a lesson on characterization, Alison designed several lessons around music, and Derek regularly incorporated poetry, which he loved, into lessons on writing and literacy. Thus, findings show that interns drew not only on academic training, but also on their personal interests. Many of their most original and creative efforts using outside content came in the second half of the semester; they expressed more willingness to take planning risks after they were comfortable with their setting and students. This aligns with Mutten, Hagger, and Burn's (2011) assertion that creativity in planning is connected to experience.

Interns in this study consistently demonstrated solid knowledge of content and appropriate pedagogy across the internship; this was an area of strength. However, several important changes did occur in the ways they applied their knowledge. These shifts included changes in the way interns approached content as they became more student-centered and planned to address anticipated areas of confusion.

A Shift in Perspective Toward Content

While having a solid foundation of content knowledge is important, teachers also need to use their knowledge of pedagogy and students to present content in an effective manner (Danielson, 2007; Shulman, 1987). The internship provided opportunities for interns to apply their considerable content knowledge within different contexts. An important shift that occurred for the interns was a move toward thinking about content through the lens of students' needs, abilities, and interests. This might be characterized as a move from a scholar's (college student) approach to content toward a teacher's approach, or from the novice to the emergent professional perspective. Derek's mentor described the transformation in her intern as follows:

> He became a lot better about thinking about the content, not necessarily from his English, lofty perspective, though. He figured out how he needed to come at it from a teenage perspective. He had to learn what he needed to focus on with the students-- what was more important for them versus what he really likes about the literature.

Several mentors attributed the refinement in interns' approach to content and pedagogy to the accumulation of experience and improved knowledge of their students that came with time in the classroom. Interns came to articulate how their approach to content was influenced by their thinking about students' perspectives. For example, Kristina explained how she designed a poetry lesson after considering how best to engage students in the content:

> I started from the basic level of needing to know the poetic devices, but in conjunction with that I thought students needed to know what it felt like to have a poet's perspective as they approached the poetry. So I had them write their own poem and use the devices so they experience writing a poem. They could go deeper into the text because they could identify and *use* the devices.

Kristina approached the content by thinking about how students would best understand the poetic devices, and then designing a lesson accordingly. Elaine also gained an understanding of the connection between content and students' perspectives. She said:

> Planning is about content, but it's more about how you present that content to the group you are presenting it to. That to me has been—well, it's obvious, but it's something I didn't really know how to say, or even necessarily know before.

These examples represent the shift in interns' approach to content as they developed an understanding of their students. This change is closely related to an increased attention to student-centered pedagogy.

A Shift in Pedagogy: Student-Centeredness

Whether content was pre-determined by a curriculum or selected by the participants, interns were given a great deal of freedom in designing lessons, including selecting and ordering activities, to help students engage in the content. Interns consistently planned a variety of ELA-appropriate activities, such as journal writing, anticipation guides, writing workshops, and class discussions. Data did not show a noticeable shift in the selection and implementation of ELA pedagogies, but there was a shift in application of pedagogical theory.

During interviews and in edTPA commentaries, participants occasionally mentioned a theory or pedagogical approach that influenced their planning, such as multiple learning styles, culturally relevant pedagogy, and Vygotsky's zone of proximal development. However, the most commonly referenced consideration was "student-centered learning."

While all six interns planned lessons designed to engage students, the four Master's candidates all specifically referenced their effort to employ "student-centered

learning" in their classroom. For each of them, student-centered lesson design was something they worked to develop, not something that they did automatically from the beginning of their teaching days. Elaine admitted the process was actually a struggle for her. During her first interview, she said, "I'm still learning to plan on a day-to-day basis. So, I have this information I want to communicate. What is the best, most student-centered way of doing that?" During the final interview, she looked back on the process of learning to plan, and she noted that her mentor's insistence on student-centered teaching pushed her to really shift her pedagogy.

> [My mentor] kept telling me my lessons needed to be more student led. I was like, how? Please tell me. How can notes be student led? So that forced me to come up with more creative ways to give information. Now I love student led instruction because, one, it's less work for me, but two, they are so much more engaged. … It took a while, because I just didn't know at first how to do it. I had to tell her that I needed her to show me—to take one of my lessons and transform it. Show me what it looks like.

Kristina and Derek also reflected on their journey of implementing student-centered pedagogy. Both interns felt they knew the importance of student-centered teaching because it was emphasized by their mentors and in their weekly methods class. However, at the mid-point of their full-time teaching, they both acknowledged the challenges of learning how to design student-centered instruction and balance it with an appropriate amount of teacher-led instruction   Kristina said, "I'm just a student-centered learning fan. I'm kind of struggling with everything being student-centered, because some things just can't be, and that's hard," and Derek reflected, "For a while, I was too student-centered, and then I got too teacher centered. So I think it's balancing the activities so they feel like they're not getting overwhelmed one way or another." Data indicated that each of these interns had a growing awareness and understanding of

student-centered pedagogy across the internship, a finding confirmed by the mentor teachers. For example, Derek's mentor noted that one of the biggest changes in Derek's planning was his attention to student-centered activities. She said, "He started to include more things that they could take part in. He was more student centered and aware of their needs."

Elaine, Kristina, Derek, and Janelle made deliberate efforts to plan activities that promoted student engagement, activity, and collaboration—all key elements to their understanding of student-centered learning. While Lindsay and Alison also employed student-centered activities, they did not specifically reference their motive or framework. In all six cases, lesson plans did not often include inquiry-based learning, student-generated questions, or other more sophisticated elements of student-centered pedagogy. The interns seemed to associate student-centered learning primarily with minimizing teacher-led instruction (such as lecturing or giving notes) and maximizing student activity and engagement in tasks.

The reason for the increased emphasis on student-centered pedagogy was connected to several factors. First, the masters' candidates regularly discussed this approach during their weekly methods class, sharing ideas, mini-lessons, and classroom anecdotes. Because many of them were encouraged by their mentors to employ student-centered learning, they often used this lens to frame their discussions during class, and the methods teacher further supported the approach. As such, it was a framework that was foregrounded and regularly reinforced for them. A second contributing factor to the increased emphasis on student-centered pedagogy was the role of the mentor teachers. At least one of them had recently earned National Board Certification, and the mentors of

Kristina and Elaine were completing the certification process during the time of this study. The National Board for Professional Teaching Standards (NBPTS) tasks and rubrics emphasize student engagement, active learning, and awareness of students' needs (NBPTS, 2013). As seen in Elaine's quote above, interns received encouragement from their mentors to make lessons more student centered, and they developed confidence and experience in doing so as the semester progressed. However, interns noted that learning how to be student-centered was challenging, indicated that this was not an area they felt prepared for as they began teaching. Most of this learning took place in the internship, rather than in coursework.

Designing Coherent Instruction

Designing coherent instruction requires that teachers consider content, pedagogy, students, and outcomes in order to create learning experiences for students. All elements of a plan, including objectives, activities, and assessments, should work together in a logical and progressive way (Danielson, 2007). In this study, data revealed that interns experienced the typical growth in coherent lesson design that comes with experience (Mutton et al., 2011). In particular, though, data revealed an increase in the anticipation of students' confusion and in deliberate use of instructional scaffolding.

Actualizing an Idea

Findings in this study substantiate research that shows novice teachers struggle with envisioning what might happen in a classroom and how activities might play out (Mutton et al., 2011). While interns demonstrated evidence of coherent planning even at the beginning of the internship, their ability to organize learning activities and structure short and long term plans strengthened over time. Interns and mentors identified

experience and an increased knowledge of students as the primary factors that improved

their ability to design coherent instruction.

As interns accumulated experience, they refined their ability to plan practical

components and pedagogical structuring that contributed to coherent lessons. Kristina

and her mentor separately described the growth in Kristina's ability to address practical

concerns in lesson design. The mentor, drawing on her experience with other interns,

noted that learning to plan for coherence is a common struggle:

> I think a lot of new teachers think you're just going to go up there and explain
> everything and then have an activity and be done with the lesson. But then, you
> quickly realize that doesn't work.

She went on to describe this learning curve as experienced by Kristina, both in terms of

practical and pedagogical planning:

> She realized that early on, that she couldn't talk for long periods of time. She
> learned to give them breaks and break it up with activities. … I really saw growth
> with her with transitioning between activities and organizing things—thinking
> ahead. Like if you want students to answer these four questions, how are you
> going to divide the students. Four groups is too big, so you need eight groups.
> And then you need stations. And have the question up. She learned all of those
> things. In the beginning, when she didn't explain things well enough, there would
> be a lot of confusion.

Kristina also described the struggle of organizing instruction and noted that learning to

plan for the practical flow of a lesson was an area of rapid and important growth for her:

> In the beginning—the first day I started teaching—it hit me like a ton of bricks
> that I had to explicitly explain every single step of what we are doing or else
> someone is going to be lost. So, it saves me from having to go over it, over it,
> over it if I think through every little thing they need to know. So I've been
> practicing that from the beginning.

Kristina was motivated to improve her lesson coherence because she saw the confusion

that resulted when things were not carefully planned. She sought advice and feedback

from her mentor, and spent more time doing "mental run-throughs" of lessons.

Alison also experienced some early challenges to the practical coherence of her lessons, which led her to plan more carefully. Like Kristina, Alison planned how to reduce confusion, but she also planned ways to accommodate a certain level of disruption, which she saw as inevitable. For example, she learned to anticipate many interruptions and off-task behaviors during class, so she allotted extra time for each planned activity, and when she realized students regularly lost or forgot handouts, she kept extra copies on hand to distribute as needed. She adopted these habits so that she could more successfully deliver the planned lesson.

More importantly, perhaps, were the shifts in Alison's ability to plan coherent sequences of lessons that connected to each other in logical ways. At first, this was a real struggle, according to her mentor. Alison tried to incorporate a variety of activities and resources, but her lessons lacked cohesion. A period of remediation, though, in which she wrote daily plans and focused more on the primary text, helped her, her mentor reported:

> She had those creative moments where she wanted to bring in stuff but didn't know how, and then when she did, it didn't work out. … When she just focused on [*The Narrative of the Life of Frederick*] *Douglass*, her lesson became much more focused, much more cohesive, as opposed to before when she was all over, grabbing at different stuff trying to pull it in. She kind of took a step back and focused more on doing well with less. And when as she mastered that, she did go back to bringing in outside sources. So, at the end of *Douglass*, she brought in a letter she found—a letter a freed slave wrote to his master. And she did such a better job of connecting that to what the kids had done. She was still able to use the creative things she wanted, but in a much more clear and directed manner.

Over time, Alison learned how to turn her ideas into cohesive lessons. Elaine described this as one of the biggest changes in her planning, also, saying,

> The biggest difference I see [in my planning] is that … now I can have this idea and know how to get there. I can break the process down in my head. Before I really had to sit or ask my mentor how she would teach it.

With experience, and especially when supported by a mentor's guidance and feedback, interns were increasingly successful at turning their ideas into coherent, purposeful lesson plans. Interns also found it helpful to consult the curriculum and resource materials when they were designing lessons and units. These guides provided a sort of map that contributed to a logical progression of activities and concepts, and so were also a supporting factor in the learning-to-plan process. Most interns referred to the curriculum to understand outcomes, identify key content, and collect lesson ideas as they designed unit plans, and all interns referred to teaching guides and online resources to help select and organize activities. Lindsay, for example, gained confidence by drawing on such resources: "I feel like as long as I stick to the curriculum and I'm using the guide, which is where I got the worksheet we used today, if I stick to that, it will be fine." Curriculum materials, then, were also a source of influence on interns' planning processes.

Learning to Anticipate Confusion

Thoughtful planning involves anticipating students' misconceptions and confusions and planning how these will be addressed (Danielson, 2007; Shulman, 1987). Research has shown that experience plays an important role in a teacher's ability to predict confusion (Mutton et al., 2011; Superfine, 2008); for these beginning teachers, the internship provided opportunities to learn how to anticipate and address misconceptions. All of the interns reflected on moments when students' confusion came as a surprise to them, causing them to rethink, sometimes in the moment, their lesson plan. Janelle's example is especially illustrative of this:

> There were days that went really well because they knew everything they needed, but there were days when there would be a hiccup because I didn't anticipate that they would need a little more scaffolding to get to a certain point. For example,

this comparing arguments lesson. They had two speeches—Martin Luther King's *I have a Dream* speech and Old Major's speech from *Animal Farm*. They were going to compare them and look for examples of repetition, exaggeration, parallelism, an analogy, and how those things can affect an argument. I thought they'd do one, and then flip-flop, and work in groups. But they needed more help with those terms. … I noticed no one was doing anything, so I asked, "Does anyone know any of these?" It became clear that they didn't remember them. So, we ended up spending more time on that.

This experience prompted Janelle to be more deliberate in anticipating and planning for students' confusion:

Another time we were working with terms, I had to anticipate what to do if they didn't know it. So I talked to my mentor and made this little pop quiz. If they didn't know it, I could use it as a supplemental thing. … That was the backup plan, and it's good that I had it. It was a lesson for me to not just anticipate their confusion, but to have something ready to address it. That was where I struggled the first time with those four terms—I didn't have something immediately tangible. I know they had covered those terms last year, and I anticipated we'd need a little review, but I didn't have anything ready to show them. This was much better.

Interns created a variety of strategies to minimize and address the confusions they anticipated, including using warm up activities to review a concept, providing examples and models, and planning multiple ways of explaining a concept. Their increased awareness of the need to anticipate and plan for misconceptions resulted from a growing knowledge of their students' abilities and background knowledge. Also, the moments of struggle and confusion—the lesson plans that did not quite work—motivated the interns to be more proactive in planning to address points of confusion, showing that negative experiences also influenced the growth of practice.

Scaffolding

Interns' daily written lesson plans contained no direct references to scaffolding, but unit plan outlines and interviews showed that interns did practice this essential pedagogical technique at all points in the semester. Some demonstrations of scaffolding

were fairly basic-- providing examples or practice within one lesson or activity. However, as the semester progressed, interns described an increase in their understanding of scaffolding across lessons and even units. For example, Janelle practiced long-term scaffolding to build skills toward a final assessment:

> With my 9GT class, I knew we were doing *Fahrenheit 451*, and I knew … I wanted to have a debate, because we're doing argument writing for Common Core. So I had to work on constructing an argument, and we did fishbowls that built off of other assignments. It was all scaffolded so that when we had the final debate, they could get there.

Elaine integrated a lot of scaffolding into her persuasive writing unit. As her students began the unit, she quickly realized that they were struggling with even the most basic elements of constructing an essay. She redesigned the entire unit plan, breaking the writing process into concrete, manageable pieces and building in support and practice opportunities for her students. She presented exemplars of writing elements such as an introductory paragraph or a thesis statement; the class analyzed these and then, using graphic organizers Elaine designed specifically to guide them through the various steps, began writing their persuasive essays one piece at a time. During her final interview, Elaine reflected on how her understanding of coherent lesson design and scaffolding had developed:

> In the beginning of the year, I could come up with a cool idea, but I was kind of flummoxed about how to come up to that point, how to scaffold what else needs to happen instructionally to get them there.

After months of teaching, though, she had gained valuable perspective:

> I really feel like, as a teacher, I will have a lot of planning up front, but it will be more effective in the end. If I know that I have to teach the 5 paragraph essay 3rd quarter, I'd start working on that—scaffolding the pieces-- right at the beginning of the year.

Elaine acquired an understanding of both short and long-term scaffolding and of the work of building coherent instruction across lessons. Kristina, likewise, articulated her growth in this area:

> I'm beginning to see how teaching something is really based on strategy as opposed to "here's the information." You really need to consider, this is what they know, this is what we need to do. What activity is going to best convey what I want them to understand? And it's really just strategic planning.

She went on to explain how that change in perspective played out in a specific lesson on "The Minister's Black Veil." She wanted students to grasp the role of setting in contributing to the conflict, and so she designed a Venn-diagram activity that would facilitate this understanding:

> I really wanted to sell that [the characters] are different in both places [the town and the forest]. If we can nail those differences down, we can see that a conflict exists. …Why does he take these same people and make them different in each place? That helps them—it's baby steps. The Venn diagram helps them get those facts in order to get to the next point and then answer the overarching question about theme.

Both Elaine and Kristina's reflections illustrate how they strengthened their understanding of how to use scaffolding to help students reach learning outcomes.

Further patterns in scaffolding practice. While there was a general shift toward increased understanding of scaffolding, there were two further patterns of change and difference related to this important planning tool. First, data analysis revealed that the four interns in year-long internships, as compared to the two undergraduate interns, made more frequent references to scaffolding in their interviews, often connecting their lesson design to their knowledge of students, as illustrated in the comments below:

> Derek: I try to think about where they've been and where they are in understanding themes—what comes easier and what comes hard. … I try to balance the skills they have with new skills- scaffolding and improving on them.

Janelle: There were days that went really well because they knew everything they needed, but there were days when there would be a hiccup because I didn't anticipate that they would need a little more scaffolding to get to a certain point.

While the two undergraduates displayed evidence of scaffolding and coherent lesson design, neither used the term "scaffolding" during interviews or made overt references to the connection between increased knowledge of students, increased teaching experience, and improved lesson coherence. It would appear that longer internships provide more time and opportunity to learn how students learn, where they struggle, and what sorts of supports they need. Although this study was not intended to investigate undergraduate-based versus graduate-based programmatic differences, the data suggest that the year-long experience in the graduate program design promoted a deeper understanding of scaffolding among interns.

A second notable change occurred in connection to edTPA lesson plans; there was a significant increase in references to scaffolding in edTPA planning commentaries compared to discussions during interviews. Five of the six interns specifically discussed scaffolding in their commentary, one used the term in an edTPA lesson plan, and several others alluded to scaffolding by connecting activities or explaining sequences in their plans. Desiring to make their thinking explicit for the sake of assessment, interns showed that scaffolding was an integral part of their lessons. edTPA data showed that interns were capable of planning and discussing scaffolding, and since all of the interns said that the edTPA lessons were representative of typical lesson content and organization, it is possible that the commentaries illuminated the type of scaffolding that interns regularly did. Further research would be needed to confirm that, but what this study does reveal is the way planning practices change when interns were being assessed. Interns articulate,

and perhaps incorporate, instructional strategies more deliberately when their lesson plans will be formally reviewed.

Overall, then, interns expressed increased confidence in their ability to design coherent instruction, and mentor teachers affirmed this change. This growth was attributed to experience, guidance from the mentor, and an increased knowledge of students. In addition, the use of curriculum resources helped interns structure coherent lessons and units. With time, interns learned to anticipate areas of struggle, and also demonstrated an increased understanding of scaffolding. These changes were, in part, motivated by struggles and lesson glitches. Evidence suggests that interns were more likely to be explicit about scaffolding and coherence when their plans were being evaluated.

Knowledge of Students

Knowledge of students can include many dimensions, including understanding personal, social, cultural, developmental, and academic characteristics of the children in the classroom (Danielson, 2007). Knowledge of students should play an influential role in planning for instruction, allowing teachers to design lessons that represent content in meaningful, engaging ways that are both developmentally and academically appropriate for all of the students in the classroom.

It would be reasonable to assume that any teacher will acquire more knowledge about his or her students as the school year progresses; time together in the classroom provides opportunities to assess students' background knowledge, engage them in both personal and academic conversations, and develop understandings of the needs, preferences, and abilities of students and classes. It is no surprise, then, that interns in

this study expressed growth in their knowledge of students; they also described how they used that knowledge to plan lessons for their specific classes. For example, during her first interview, Elaine acknowledged that elements of planning were challenging because she was still learning about her students' ability and how to present content at an appropriate level and pace. Several other interns acknowledged the same struggle in the early days of their internship—being unsure about how to pace or present information--because they did not yet know their students. They relied on their mentors and on the curriculum for guidance. By the end of the semester, though, interns felt they knew their students better and were much more confident about designing instruction for them. Kristina, for example, said that interacting with her students and learning how to teach a particular group was the aspect of her internship that most helped her become a stronger planner. During the final interview, both Janelle and Elaine specifically reflected on how much more they knew about their students than when they first started planning and teaching, and all of the interns expressed increased confidence in their ability to plan for the particular students in their classes.

During each interview, interns were specifically asked how they used their knowledge of students to plan the lesson for that day. Typically, they responded by discussing how they selected content and activities based on what they knew of students' interests and abilities. These responses, along with unprompted reflections regarding knowledge of students, revealed several patterns that are discussed below. Again, because of the sparse or non-existent details in the written lesson plans of most interns, much of the evidence about how interns used "knowledge of students" was drawn from interview data.

Whole-Class Focus

One pattern that emerged during data analysis was the tendency of the candidates to discuss their students in general, class-wide ways. When asked about their students or planning based on their knowledge of students, their initial response was always based on whole-class characteristics. For example, when asked how she used knowledge of students to design lessons, Elaine replied, "Third period is willing to work to find meaning, but first is not. They have a lot of personality, but they don't have patience." She also described organizing her lesson plan to accommodate the class personality:

> It would be hard for them to be silent and serious after working in groups. I'm trying to do more planning with this group—If I give them 20 minutes for an activity, they'll squirrel away 15 and then get really serious for the last five.

Elaine, like other interns, learned about her classes' dynamics and work habits and designed lessons accordingly, but her thinking was based on whole-class characteristics more so than on individual students.

Other interns also focused on whole-class characteristics when discussing their knowledge of students. Lindsay reflected, "We have a very opinionated group and a group that likes to talk… They're a good class for discussion. Rather than ping-ponging with me, they say things to each other and leave me out of it." Janelle discussed how busy her honors students were with extracurricular activities and rigorous class schedules; she kept this in mind when she assigned homework and projects. Interns planned lessons based on their knowledge of whole-class characteristics, incorporating more or less group work, homework, discussion, and so forth, based on what they learned about their classes' preferences and abilities. This whole-class perspective remained consistent throughout the entire internship.

While most comments and responses to questions about knowledge of students referenced whole-class characteristics or made broad generalizations about the group, there were some instances where the interns discussed individual students. During interviews, all of the candidates discussed individual students on occasions, noting something about their behavior, learning style, or personal background. This "knowledge of students" was not clearly connected to planning though, except in practical ways. Kristina discussed her decision to make a particular student the "class scribe" during an activity because he had trouble staying focused during small-group activities. Several of the participants described how they took students' personalities into consideration when they created groups or seating arrangement. For example, Lindsey, when prompted to share how she took individual needs into consideration, mentioned assigning seats to two students who, for academic or personal reasons, needed regular teacher support, and all of the interns discussed creating small groups by considering which students would (or would not) work well together. These examples indicate that interns considered the needs and personalities of individual students; however, such considerations were connected to planning for organization or management. None of the interns shared examples of how they altered activities or assignment to accommodate individual students.

Overall, then, interview data indicated that candidates did develop knowledge of individual students, and that they used this knowledge to guide their interactions and decisions about logistics, but the written lesson plans never included specific adjustments or accommodations for individuals or subgroups of students. Also, these references to individuals did not increase as the internship progressed; the primary evidence of

"knowledge of students" came in the form of whole-class descriptions and consideration, with the occasional mention of individuals. This pattern remained consistent throughout the internship, so while interns undoubtedly learned more about their students over the course of the year or semester, the articulation of how they used that knowledge did not change in noticeable ways.

The only exception to this whole-class focus was found in planning commentaries, and to a lesser degree, in plans for edTPA. The planning commentary prompts asked interns to describe individuals and subgroups in their classroom that might need special consideration, and also to discuss their plans for differentiation. In these commentaries, participants described students and reflected on how that knowledge influenced their planning in a more thorough way than demonstrated in routine interviews. The following excerpt from Alison's commentary illustrates this:

> In terms of individual students, I have a few struggling students that I consider whenever I develop a lesson plan for this class. I know that I have a group of students who appear to be misplaced in the English Honors setting as a result of their involvement in the Science and Technology program. These students struggle to keep up with the other students and I do my best to make sure that my assignments are challenging enough for my students needing to be challenged and accessible (yet still challenging) for my students who may struggle.

Several interns included considerations for general subgroups—typically "struggling students"-- in their edTPA plans, but none mentioned specific subgroups or individuals. For example, Alison's edTPA lesson plan included the following:

> For students who are stuck or struggling on a particular character, value, or theme, remind them that the value does not necessarily need to be something they themselves value (as demonstrated in the example), or provide open-ended guiding questions as needed to support students (e.g. what is something else the character does, what would you think of someone who did that, how would this be perceived by others, etc.).

These examples provide some evidence of interns thinking beyond the whole-class level; however, analysis showed that even in edTPA commentaries, most descriptions of "knowledge of students" were at the whole-class level.

Focus on Students' Academic Experiences

When asked how they used knowledge of students in their planning, interns answered by describing how their understanding of students' preferences and interests influenced the selection of activities. In addition, they attended to students' prior academic experiences, frequently mentioning topics, units, or texts students had covered earlier in the year or in another class and noting future assignments the students would face. Such responses indicate that, for participants, "knowledge of students," includes "knowledge of what students have done and will have to do in school." Sometimes, this meant learning what students had studied in other classes, such as Lindsey discovering students had previously read holocaust literature (specifically Anne Frank's *Diary of a Young Girl*) and then basing her introductory lessons on reviewing rather than introducing the historical context of *Night*. More often, candidates referred to content or activities that students had done in their own course and how they built on that prior experience. This understanding of students' academic histories and experiences also indicates that interns viewed lesson plans within a larger context-- not as isolated entities and events—and worked toward a sense of continuity across lesson, units, and even courses.

All interns, at some point, discussed their lesson plans in terms of what students "needed" to know—whether it was a writing skill, an academic disposition, or content that would appear on an assessment. They demonstrated a desire to help their students

progress academically so that they could meet future challenges. Kristina's response to the question "How did you take your knowledge of students into account when you planned this lesson?" illustrates this attention to students' academic needs:

> I think a big issue our students have—I have a lot of experience reading their writing, and many of them have issues getting their point across. They need more practice with these skills—creating arguments that are evidence based. I feel like I still need to bridge that gap between evidence and argument, but today we were really looking at evidence. I think that's what they need.

Derek's response to the same question also focused on academic needs:

> I try to think about where they've been and where they are in understanding themes—what comes easier and what comes hard. So I use questions to guide them. I'll say, "This is the quote-- respond to it." It's sort of an informal thing, but then when they have a paper and have to find a quote, I'm like, "You guys can do this. Remember our activity?" I try to balance the skills they have with new skills- scaffolding and improving on them. I try to do that with my guiding questions.

These examples from Derek and Kristina represent a pattern that existed across cases. Interns translated knowledge of students into plans for equipping students for present and future academic tasks. As with the other themes in this "knowledge of students" component of planning, there was no evidence of change across the semester. Interns responded in similar ways in all of their interviews. Again, interns discussed students at the whole-class, rather than individual or sub-group level.

Overall, then, interns learned to know their students better as the internship progressed, refining their understanding of preferences, challenges, and needs. This growth in knowledge is an expected result of spending time in the classroom. Findings show that interns applied this knowledge to improve scaffolding and to anticipate struggles, as discussed previously, and to select activities and content. They tended to

think of students as a group, seldom indicating that they planned for individual needs, and only articulating plans for differentiation on formally assessed edTPA plans.

<div align="center">**Objectives and Assessments**</div>

Learning objectives and assessments of learning are important and interrelated components that should serve as anchors when planning a unit, lesson, or activity. Danielson (2007) explains that "teaching is a purposeful activity—it is goal directed and designed to achieve certain well-defined purposes. … It is through the articulation of instructional outcomes that the teacher describes these purposes" (p. 51). After instruction, assessment determines whether students have achieved the objective. Furthermore, assessment should inform future planning. Danielson (2007) emphasizes that planning should include assessment *of* learning and assessment *for* learning (p. 59).

While participants in this study regularly posted objectives and planned assessments, these were two areas where there was only minor evidence of change across the internship. Despite this, evidence did provide insight into interns' practice in the areas of developing objectives and assessments.

Creating and Communicating Objectives

Many formal lesson plan templates include a space for objectives or learning outcomes (Leinwand, 2009; Hunter, 1982). However, as discussed earlier, the interns in this study rarely wrote formal lesson plans, with Derek, and for a time, Alison, being the exceptions. Their various forms of lesson plans—emailed agendas, bullet lists in a planner, and so on—did not include written objectives, but rather focused on activities and assignments. Even when Janelle and Elaine started writing more detailed daily lesson plans to help improve organization and coherence, they articulated only the

practical components of teaching, not the objectives. One might analyze the agenda and supplemental materials to infer the lesson's objective, but the interns themselves rarely articulated the objective on their lesson plans. When formal plans were required for a supervisor or edTPA, however, objectives were included.

Even though most of the interns did not include written objectives in their lesson plans, five of the interns were required to have an objective written on the board each day, so they did regularly create objectives. Typically, these objectives were written in a corner of the whiteboard, but they were rarely referenced or discussed during observed lessons. During one observation, Elaine asked a student to read the objective at the beginning of the class, but other than that instance, interns and students made no observed effort to discuss the objective. Several interns mentioned that they were required by school administrators to post the objective, so they complied. In fact, it seemed compliance was the major motivation for sharing the objective with students.

This pattern of posting objectives on the board, but not including them in written plans or discussing them with students, persisted across the internship with no change. Mentors did not require interns to include objectives in their written plans, so interns did not take the time to articulate the desired learning outcomes, except in their hasty effort to comply with the posting requirement.

Despite the fact that they did not regularly include objectives on their lesson plans, interns did have goals and outcomes in mind as they did short-term and long-term planning. Interns regularly referred to the concepts they wanted their students to learn, or to the skills they were building for future tasks and assessments. The following selection of comments, shared during interviews, provides examples of this goal-oriented thinking:

Alison: I want them to reflect on the idea of education and why it's important to Douglas, and then connect that to their own lives.

Derek: The first guiding idea- from the county curriculum—is focusing on theme, so I really focused on exploring themes—education with Scout and her teacher, and then adversity and justice with the Scottsboro trials…

Janelle: This is the final essay, cause and effect. … The main goal is to help them see causal relationships.

Kristina: I wanted them to understand the difference between the two [writing styles] and why Steve writes each way.

Elaine: Today's lesson was to exercise their knowledge and solidify their knowledge of the five strategies, and also the three categories of ethos, logos, and pathos.

Lindsay: This whole unit is historical and political literature. …By the end of this unit, they have to understand how history plays into the Nigerian culture of today—how it affected it.

Interns spoke with purpose about the intent of their lessons and the goals that informed their planning decisions. They drew from curricula, resources guides, mentor advice, and their own knowledge to set short and long terms goals for their students' learning. So, even though the formal written objective was rarely mentioned, and goals were not typically worded in "objectives" language, interns clearly worked toward specific outcomes. This evidence is a reminder that a lot of planning is done "off-paper," and that written plans alone do not fully capture interns' planning practices.

Understanding Objectives

All interns demonstrated the ability to write objectives, but there were several struggles connected to this part of their planning. First, some interns conflated activities and objectives. Danielson (2007) explains that "instructional outcomes must be clear and stated in terms of student learning rather than student activity," but this was not a

distinction made by some of the participants. Janelle describe her objectives, which she posted on the board, as follows:

> We do have the objectives, not necessarily the format *Students will be able to _____ in order to _____*. Our objectives are generally what we're doing today—writing and self-review, peer conferences. That way they know what we are working on. It's sort of an agenda, sort of objectives.

On the other hand, several interns used the "Students will be able to___ in order to ____" format, and this sometimes resulted in more measurable instructional goals. This format might help interns to think beyond the activity by stating the outcome attached to the activity. Overall, though, interns struggled to articulate objectives in language that emphasized measurable learning outcomes rather than activities and processes.

Second, some interns were vague and hesitant when asked about the objectives for a lesson; these interns could not really explain how objectives influenced lesson design. In these cases, stating an objective was a necessary but not a meaningful part of planning. Alison, when she was writing formal plans, admitted that the objectives were the hardest part of the lesson plan for her:

> I make my objective last. Like, I'll know what I want them to do and why I want them to do it, so after I make the entire lesson, I'll go back and add the materials and objective in that space up front.

Lindsay expressed confusion about the academic language objectives she was required to put in the formal plans for her supervisor. When asked why she included language objectives, and how she used them, she responded:

> I honestly don't know. My supervisor is really big on academic language, she really likes that, so I mainly put that in there for her, but I mostly look at the content standard. [My mentor] pushes using academic language in the classroom. So, when I was typing that up, she did say to add academic language. And they do have language standards in the curriculum guide.

While Lindsay's confusion might have stemmed more from lacking understanding of the concept of academic language, her response shows that she included some objectives to fulfill a requirement, not to inform her lesson. Furthermore, these objectives were taken from curriculum guides with little thought or application. In a later interview, when asked about the objective on the board, Lindsay said dismissively, "That's just something I put up." Overall, then, articulating learning-based objectives was a challenge for many participants, even when they clearly had goals for the lesson; interns did not verbalize an understanding of the value of building a lesson around a clearly stated learning objective or using those objectives to engage students in the learning process.

Atypical Cases

Most of the participants fit the patterns described above, consistently mentioning goals across all interviews but writing objectives only to fulfill requirements, but two cases merit particular mentioning in regard to the articulation of goals and objectives. Each example speaks to the role guidance plays in interns' learning.

First, Alison, who struggled with lesson planning and who did not consult a curriculum, was slower than the others in coming to regularly and readily explain teaching and learning goals. Early in the internship, she focused on finding activities that would engage students, rather than on activities that were simultaneously engaging and purposeful. She explained her process as follows:

> I know you're not supposed to do this, but I go backwards. I kind of know what I want them to get a little bit, but I'm like, okay, let's do this activity, now what can I teach them with this activity. … So I think about how I can engage them. Then, what can I add to it so they can learn while they're engaged?

This activities-focused approach, which lacked grounding in a deep understanding of purposes and goals, was connected to Alison's struggle with designing coherent

instruction and contributed to her mentor's assessment that the lessons were disjointed.

With no curriculum to follow (as reported), no daily practice in writing or posting

objectives, and insufficient support from her mentor, Alison struggled to structure her

teaching around learning outcomes.

On the other hand, Derek spoke more readily about objectives than did other

interns in the earliest round of interviews. He wrote daily lesson plans, including

objectives, which likely contributed to his frequent, unprompted discussion of objectives

and goals. He also had early guidance from his mentor as they co-planned:

> She would have the objective in mind, and I would focus on coming up with an
> activity. She would tell me, this is stuff they should learn throughout this unit and
> then give me the freedom to plan a lesson or activity based on that. …She just
> makes sure I'm on track with hitting certain goals and at least knowing what I
> should be aiming towards.

When he began planning on his own, he continued with this habit of focusing on

outcomes, often consulting the curriculum and standards to guide his planning:

> Sometimes I look at the objectives first as an idea of what I should be doing, but
> sometime I have an idea and I'll look to see if there is an objective that goes with
> it. So sometimes it's making sure that I'm not going too far outside the box with
> an activity, so I can ground myself in what the school wants, not just what I think
> is interesting.

The supports and modeling available to Derek, along with his daily practice, contributed

to a focused, goal-oriented approach to planning. His experience contrast sharply with

Alison's, and speaks to the value of regular practice, mentor guidance, and curricular

supports in helping interns become effective planners.

Connecting Objectives and Assessments

It is also worth noting that Derek, of all participants, demonstrated the most

deliberate attention to assessment. Other interns spoke about assessment when asked, but

Derek proactively mentioned it during his first interview, noting it was an area he had

come to focus on in his planning:

> *Derek*: At first, I would be like, I want them to look at theme, and now I'm like, I
> look a little more at the end result and the evidence of mastery and success.
> That's what I wasn't really focusing on at first, and I realized that was one of the
> most important parts that you should be focusing on.
> *Interviewer*: The assessment?
> *Derek*: Yes, assessment. I wasn't really focusing on that at first. But now, it's
> something I think more and more about—how am I assessing that my students are
> getting what I want them to do. Rather than just being informal all the time, and
> thinking by the end of the lesson they should know it, I need to check.

Derek created daily plans that included objectives and assessments (see sample plans in

Appendix D), which likely contributed to his thinking about these components. In fact,

the template he used asked, "What will students be able to do by the end of the lesson,

and how will you measure student mastery?" In Derek's case, we see that the intern with

the strongest practice in writing objectives was also the one with the most reflective,

deliberate approach to assessment. While one case cannot not provide conclusive

evidence, this data indicates that guided, regular planning contributed to a fuller

understanding of connecting objectives and assessments.

Assessment in Written Plans

In contrast to Derek, other interns did not regularly include specific plans for

assessment in their written lesson plans beyond indicating formal assessments such as

quizzes, tests, or projects. These summative assessments were included in unit plans, and

shaped planning, according to interns' self-reporting. For example, Kristina knew her

students would write an end-of-unit essay, so she planned activities to build skill toward

this, such as selecting and explaining quotes to support a thesis, and Lindsay selected

curriculum materials that reinforced concepts covered on the final unit exam.

Culminating assessments were often determined by the curriculum or by the mentor (a required exam, for example), so once again, the curriculum materials played an influencing role in planning practice. Overall, across the entire internship, interns built assessment *of* learning into their plans and demonstrated evidence of building toward that assessment through their planned instruction. Their written plans did not often include assessment *for* learning, though.

Impromptu Assessment

Interns did not regularly include informal or formative assessments in their written lesson plans, but they did use such tools during instruction. This was done both in-the-moment and in a more deliberate ways. First, all interns, when asked about assessing learning, described how they monitored students' reactions and responses during class. For example, Janelle said, "I was just using their feedback as informal assessment. They were using the language—round, dynamic, flat. So they got that, we didn't need to go over again," and Alison explained, "If they gave me blank stare, I knew it was time to go back. … There are so many different characters, and I could tell they were confused." While all of the interns expressed confidence in their ability to informally assess learning, they did not report planning specific questions or anticipating certain responses to help monitor students' progress. Thus, informal assessment was usually impromptu and based on intuition.

Using Assessment to Inform Planning

Interns indicated that they did use assessment to inform their planning. Feedback from exit slips, incorrect quiz responses, or general class confusion shaped future planning. Elaine provided one example of this:

When I was grading the quizzes on Tuesday, I realized a lot of them were missing the issue question. The next day's warm up was the sentence exercise of identifying the issue. A lot of them got it—it clicked.

Derek also shared how he used formative assessment to plan for future lessons:

I realized that when they were reading, they were focusing on summarizing the plot, not theme. That led me to do a guided reading assignment for a couple days and give them some structure for how to do it.

Interns shared these and other examples of how they used assessment, but again, little evidence of formative assessment was available in written lesson plans.

Assessment on edTPA Plans

The only time there was a significant change in practice regarding the inclusion of assessments in written plans was for the edTPA. All interns included references to formal and informal assessment in these plans. For example, Kristina connected outcomes and assessment on a formal template (Figure 7), and Janelle used an assessment checklist (Figure 7) to indicate the types of assessment she was going to use each day.

Only on edTPA plans were both formal and informal assessments included in daily lesson plans, and since most interns reported writing these formal versions after the actually teaching event, these plans are not reliable evidence of planned informal assessment. Instead, they may be descriptions of what occurred or should have occurred, whether planned or not.

Figure 7. The "Evaluation of Learning" portion of Kristina's edTPA plan

- Students will be able to define and create examples of select poetic devices from classwork. This will be measured by: **1.** Successful creation of examples on group work posters **2.** Successful explanation of poetic device definition and examples when "recapping" during notes
- Outcome Questions Exit Ticket indicate student's learned something from the lesson
- Student's "Write Your Own Poem" homework assignment demonstrates students knowledge of and ability to correctly apply poetic device concepts learned to the creation

Figure 8. **Assessment indicators on Janelle's edTPA plans**

Teaching Strategies	Differentiation/ Strategies	Reading Strategies	Assessment
___ Scaffolded Questioning ___ Independent Reading ___ Interpretation of Primary Sources ___ Interpretation of Graphics (maps, graphs, cartoons, tables,…) ___ Concept Attainment ___ Grouping Strategies ___ Think-Pair-Share ___ Roundtable ___ Jigsaw ___ Pairs Check/Review X Indep/Group Project ___ Integration of Technology ___ Audio ___ Formal Writing X Informal Writing ___ Modeling/Demonstration X Small/Large Group ___ Reading (Pre, During, Post) ___ Simulation/Act-it-Out ___ Video Clips ___ Cross-Curricular Connections ___ Other_____	___ Tiered assignments X Flexible grouping ___ Learning centers ___ Varying questions ___ Independent Projects **Learning Modalities** ___ Visual ___ Auditory ___ Tactile/Kinesthetic **Modifications** ___ Adapting the skill level ___ Adapt the number of items ___ Adapt materials ___ Provide learning strategy ___ Provide audio/video/ digital access ___ Increase personal assistance	**Text** ___ Literary _X Informational Before ___ Purpose ___ Prior knowledge ___ Preview ___ Voc./Concepts ___ Predict **During** ___ Chunking ___ Self-monitoring through clarifying questions & notations on text ___ Reread ___ Metacognitive conversation **After** _X_ Summarize or paraphrase ___ Write BCRs in answer to reading questions ___ Use rubrics General Reading	___ Collect & Grade ___ Check for Completion ___ In-Class Check _X_ Rubric ___ Checklist _X Peer/Self Assessment ___ Journal/Learning Log ___ Portfolio ___ Constructed Response ___ Quiz ___ Test ___ Presentation X Performance Assessment ___ Informal Assessment ___ Exit Slip ___ Other

Summary and Conclusion

Interns consistently demonstrated knowledge of content and pedagogy. They planned activities that used recognized techniques of ELA teaching, and they also implemented lessons that featured innovative and exploratory activities. Interns relied on guidance from both curriculum documents and their mentor teachers in the selection of content and assignments. As the internship progressed, interns were granted more independence and choice in selecting both content and pedagogical activities, and they demonstrated growing confidence and enthusiasm for introducing their own lesson ideas and drawing on personal interests to plan activities and choose supplemental materials.

Over time, many participants made a noticeable shift toward student-centered pedagogy. This change was primarily observed in Master's interns, and was, in part, a result of the influence of a methods course and mentors' emphasis on student-centeredness.

Participants acknowledged learning more about their students by reading students' writing, engaging them in personal conversations before and after class, and discerning their academic experiences and preferences through questioning, observation, and consulting with other teachers. This knowledge informed interns' planning practices by helping them select content and activities that would appeal to their students. They also drew on their knowledge of students, predominately at the whole-class level, to plan, pace, and organize instruction. Written lesson plans did not overtly convey knowledge of students, but it was implicit (and supported by interview data) in the activities planned. Interns expressed increased ability to anticipate and plan for students' confusion about content and to scaffold instruction for their particular group of learners.

Overall, no significant changes in practice were observed in the areas of setting instructional objectives or planning assessments of learning, except on formal plans created for assessment, such as for edTPA. Interns spoke broadly about goals they had for specific lessons or units, indicating that they had objectives in mind; the expression of these objectives, however, rarely took on the form described by Danielson (2007). Typically, objectives were not articulated on lesson plans, but were posted on the board to fulfill school mandates. Most interns struggled to frame objectives in terms of learning outcomes rather than activities. However, interns regularly articulated short and long-term goals that captured their objectives during interviews, and were able to connect these to curriculum standards.

Interns regularly planned formal assessments, including rubrics, and indicated these assessments on unit and daily plans. Intentions for informal assessments were rarely incorporated into daily written lesson plans, but all interns reported using informal assessment to gauge students' progress. Much of this was done in the moment. On edTPA lesson plans, however, both formal and informal assessments were prescribed.

Overall, data indicated a variety of factors that influenced the changes described above. In particular, the role of the mentors—in modeling, advising, and giving feedback, was repeatedly noted. Practice was also shaped by a growth in experience; time in the classroom led to more knowledge of students and stronger understandings of pedagogy. Finally, curriculum materials were shown to influence planning practices, including setting objectives, selecting content, and designing instruction.

This chapter, along with the previous one, has described the planning practices of English Education interns across the full time internship. In some areas, practices changed, influenced by a variety of factors. In other areas, planning practices did not significantly change; however, data provided insight into interns' work and thinking. The following chapter will provide discussion of these findings and explore the implications and areas for further investigation.

CHAPTER SIX: DISCUSSION

Planning is widely regarded as a critical component of teaching. Professional organizations, programmatic requirements, and individual practices attest to the foundational importance of planning in producing coherent, effective lessons. Danielson (2007) says,

> It is difficult to overstate the importance of planning. In fact, one could go further and argue that a teacher's role is not so much to teach as it is to arrange for learning. That is, a teacher's essential responsibility is to ensure that students learn, to design (or select or adapt) learning activities such that students learn important content. Thus, planning is a matter of design. (p. 27)

Danielson emphasizes that planning is design—it is deliberate and strategic. The critical role planning plays in student learning attests to the importance of interns developing strong and purposeful skills in this area so they enter their own classrooms fully prepared to design effective lessons.

This study has investigated the planning practices of English education interns in order to provide insight into the ways interns approach and engage in planning across the internship. The findings shared in the previous two chapters showed that interns' planning practices changed in some areas but remained static in others. Factors such as mentor guidance, school and university requirements, increasing experience and responsibility, and curriculum resources shaped planning practices. These findings contribute to research on preservice teacher planning by illuminating both how and why practices change (or do not change, in some areas) and have implications for program improvement.

In this final chapter, I will discuss findings, implications, and recommendations. The discussion will be grounded in the premise that it is the responsibility of teacher

educators to provide maximum support for intern learning. Just as teachers and interns

must "design" learning opportunities for students, so too must teacher educators create

structured, strategic learning opportunities for interns. Lave and Wenger (1991) assert

that one of the goals of an apprenticeship period is to move novices toward full

participation and understanding of an activity. Learning to teach is a process; it might be

viewed as a continuum along which novices progress at varying rates toward the ultimate

goal of "full participation and understanding" or "mastery." While it may take years in

the classroom to attain mastery, teacher preparation programs are responsible for helping

interns advance as far as possible along the continuum. Interns' progress should not be

assumed or left to the mercy of circumstances, but should be carefully nurtured and

monitored.   In this study, for example, interns demonstrated adequate and even strong

ability to organize activities to engage students while attending to learning outcomes and

student needs. They expressed a growing understanding of lesson coherence in terms of

designing lessons that covered an appropriate amount of material within the allotted time,

with attention to the particular group of students they were teaching. However, a closer

look at their practices revealed areas where targeted support would have produced deeper

understanding and greater growth. Such supports would include, for example, preparing

mentors to be more explicit and proactive, requiring interns to regularly create detailed

plans, and emphasizing differentiation and assessment techniques in methods courses.

By attending to these areas, the English education program at this university could

produce graduates who are better prepared to impact student learning. In addition, other

programs, both at this institution and others, could benefit by examining program

structures and intern practices through the lens of the findings about intern planning revealed in this study.

Planning as a Teaching Activity

For this study, sociocultural theory, and more specifically activity theory, provided a framework for thinking about how interns approach the important work of planning within the internship setting. In activity theory, "activity" is conceived of as a basic unit of human life that is mediated by mental reflection and which leads to learning, (Leont'ev, 1979). Planning is a central "activity" in teaching and may be considered a "basic unit" of that work; however, planning itself is a complicated endeavor comprised of a variety of other activities and processes, as the Framework for Teaching (Danielson, 2007) illustrates. For example, planning involves finding and modifying resources, collecting and using assessment data, accommodating students' needs, and arranging lessons around district calendars and curricula, among other things.

Activity theory points toward the significance of setting and tools in the learning process. This framework, particularly as it is presented by Grossman, Smagorinsky, & Valencia (1999), provided a valuable way of examining the factors that impact planning practices, highlighting the importance of interns' interactions with others—students and mentors, for example—and with tools such as lesson plan templates, curriculum guides, and theories of learning. Findings, when considered within the theoretical framework of activity theory, point to several significant themes regarding the planning practices of interns. Furthermore, these findings can inform teacher educators as they evaluate and improve programs.

The Influence of the Mentor

Theorists and researches alike identify social interaction as key to the learning process, and within the internship setting, much of that important interaction is between mentor and intern. Mentors, with guidance from teacher educators, should seek to facilitate maximum learning for interns. This study sought to identify factors that shape interns' planning practices, and findings indicate that the degree of support, feedback, and modeling provided by the mentor has a direct influence on interns' development as planners.

Regular Feedback

Interns who received regular, frequent feedback early in the internship developed more effective planning skills and routines earlier than interns who did not have such explicit mentor guidance. Both Janelle and Elaine attributed their mid-semester planning struggles, in part, to a lack of guidance from their mentors. Informal conversations and questions such as, "Are you ready for tomorrow?" did not provide sufficient guidance. Desiring more feedback and support, they each arranged a system of regular consultation and communication with their mentors. In both cases, the increased feedback and regular communication improved interns' confidence and led to stronger planning practices.

Interns felt feedback was effective when it pushed them to consider their instructional choices or gave direction for helping them execute an idea. While interns appreciated the opportunities to generate and implement their own lesson ideas, they also expressed a desire, especially early in the internship, for help in knowing how to actualize an idea or even for alternative ideas. Alison, for example, appreciated when her mentor cautioned her that an activity might not succeed, but she also wanted more direct

feedback about how to change it so that it would work. Elaine agreed when her mentor told her that her lessons needed to be more student-centered, but reported feeling frustrated that the mentor did not take the initiative to tell her *how* to make that change.

The experiences of these interns show that regular, detailed feedback that questions and affirms interns' planning must be accompanied by explanations or modeling of how to implement suggestions. Mentors must be cognizant of an intern's ability to implement feedback; each intern's needs and abilities will differ, of course, so part of the mentor's work will be ascertaining how the intern responds to feedback, when additional support is needed, and how to best deliver constructive feedback.

Modeling and Co-Planning

The mentor's expert influence can improve interns' planning skills through modeling and co-planning. All interns learned and practiced lesson planning in various methods courses, yet most of them struggled with some aspects of planning during the internship. It is here that the mentor has potential to bridge the gap, reinforcing concepts learned during coursework and connecting them to actual classroom practice. To do so, though, requires that mentors alter their typical planning practice. Research (Calderhead, 1996; Grossman & Thompson, 2008; Mutton, Hagar, & Burn, 2011) and data from this study show that experienced teachers rarely write formal lesson plans. Instead, they do much of their planning mentally, drawing on years of experience and a refined understanding of students, learning, and instruction. Interns, though, will not grasp the complexity of planning when it is virtually invisible to them. Thus, mentors must demonstrate their planning process during a period of co-planning in which they

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articulate their thinking, making explicit the decisions they typically make mentally, and perhaps even intuitively.

Findings show that all interns and mentors in this study did co-planning for a time, but the ways in which this was done varied from minimal to thorough collaboration. For Alison, co-planning meant dividing content evenly with her mentor, with Alison planning one day and her mentor the next in relative isolation. For Lindsay, it meant borrowing from her mentor's plans and files with informal guidance. Derek's and Kristina's mentors, though, shared lesson plans, explained their thinking process, and then collaborated to create lessons with their interns, thereby creating a meaningful co-planning experience. Through this modeling, Derek and Kristina gained a strong sense of lesson coherence that took much longer for others to develop. These cases illustrate the value of explicit modeling in which mentors illuminate planning strategies for their interns. Such scaffolds, along with collaborative co-planning, can help foster deeper understanding of planning strategies.

Proactive Mentoring

Findings from this study also indicate that it is useful for mentors to initiate and maintain communication and support, rather than waiting for interns to seek help. As the expert in the apprenticeship model, the mentor should direct learning opportunities. Derek and Kristina had proactive mentors who provided structured support from the beginning of the internship, in contrast to Janelle and Elaine, who had to seek support when their planning proved inadequate. Alison experienced significant struggles before her mentor intervened with a structured remediation and communication system. The mentor said she assumed Alison would be more capable of preparing unit and daily plans,

and so it took a while to recognize the need for support. These experiences demonstrate the need for mentors to be proactive in establishing regular communication about planning. Furthermore, mentors must not assume interns enter the internship as capable planners, but must view them as beginners who have much to learn. Part of their work must involve assessing interns' practices to identify strengths and weaknesses. Then, support needs to be regularly scheduled, structured, and designed to identify and address interns' needs.

Mentoring for Maximum Learning

This study revealed that the mentor plays a critical role in developing interns planning ability by providing support, feedback, modeling, and co-planning opportunities. Mentors can design the scaffolding interns need to "shorten the distance between their current practice and their deeper engagement in a particular activity" (Honig, 2008, p.632). Findings show that interns who did not receive this support struggled much more with lesson planning. Findings also indicate that it is useful for the mentors to initiate and maintain such communication and support, rather than waiting for the intern to seek help. Not all mentors naturally assumed a proactive role or consistently gave constructive, targeted feedback; there was considerable variance in mentoring styles even within these six cases.

While mentors might be regarded as expert teachers, we cannot assume that they are equally expert in mentoring strategies. With this in mind, teacher educators must prepare mentors to be proactive and communicative; explicit guidelines about co-planning and other apprenticing strategies would provide more consistent and effective mentoring experiences for interns. Programs could recommend or require structures and

routines that facilitate better communication and support, such as having mentors collect and respond to lesson plans regularly. Additionally, teacher candidates must be encouraged to take full advantage of their mentors' expertise. Teacher educators might help interns develop probing questions and a list of "look fors" that can open productive conversations with their mentors. Deliberate efforts from all stakeholders will contribute to more effective communication and collaboration, which will result in interns become more accomplished planners under the tutelage of their mentors.

Using and Appropriating Planning Tools

Activity theory points to not only the role of interpersonal interactions in the learning process, but also to the importance of conceptual and practical tools (Leont'ev, 1979; Wertsch, 1991). The internship setting involves several important tools that interns might appropriate to become more skilled planners. Grossman et al. (1999) define five levels of appropriation that can occur: lack of appropriation, appropriation of a label, appropriating surface features, appropriating conceptual underpinnings, and achieving mastery. Of course complete mastery of any given skill might take several years in the classroom to attain, but ideally, interns should progress as far as possible during the internship experience. This study provides insight into how interns engaged with various planning tools, and findings reveal areas where increased support could facilitate appropriation.

Practical Tools

The practical tools of planning in the internship setting include curriculum materials, lesson plan templates, texts and teaching guides, standards, plan books, and calendars, among other things. Interns used all of these practical tools at various times

and to varying degrees. For example, interns regularly used weekly and unit calendars

for sketching lesson plans and organizing timelines, demonstrating understanding of the

need for long-term planning and pacing. This study provides insight into how interns

used practical planning tools, and how those tools shaped planning practices; by

understanding how interns use (or do not use) these tools, teacher educators and mentors

can facilitate appropriation.

Templates and Written Plans

In this study, I found that regularly writing detailed daily plans facilitated intern's

success during the internship, but that it was not a consistent practice for English

education interns at this university. As discussed in Chapter 4, all interns wrote some

sort of plans most days, but often, the plans took the form of bullet lists or notes jotted in

a weekly planner. Derek regularly used a formal template, and Alison used a template

during a time of remediation. All interns created formal plans for edTPA, demonstrating

that they were capable of using this planning tool to arrange the components of a lesson.

Theoharis & Causton-Theoharis (2011) found that interns felt overwhelmed by the time

required to create detailed, template-based plans, and interns in this study echoed that

sentiment, noting time limitations as one reason they did not regularly write detailed

plans. They also gave other reasons for not using a template or formal plan. During the

first round of interviews, Janelle said she found templates to be too rigid and prevented

her from "focusing on the big picture," and Alison said the county-recommended

template did not align the way she organized lessons in her mind; "It's not the way my

brain works," she said.

Despite their early eschewing of formal plans, the experiences of Alison, Janelle, and Elaine illustrate the importance of writing regular and detailed daily plans as part of learning to teach. Each of these women began writing more detailed plans after struggling with disjointed, repetitive, or incomplete lessons. Although only Alison used a template, they all spent more time detailing the daily sequence of activities, including objectives (Alison) and transitions (Janelle). They each reported feeling more confident in their planning and more successful in the classroom after they began writing detailed plans.

The experiences of Derek and Kristina affirm the value of regularly writing plans; these two interns wrote more structured plans each day, and they did not experience the same planning and instructional struggles as their peers. Derek's plans were template based, and the format guided him to consider all aspects of the lesson. Kristina wrote an agenda that included warm up, activities, and usually closure/review, and her success in using this format was bolstered by daily, critical feedback from her mentor. Interestingly, there is evidence that Kristina's planning could have been further strengthened through the use of a template. She rewrote the lesson plans she used for edTPA after teaching them, transforming them from her typical agenda format to detailed, template-based plans to submit for the assessment. She described the process as follows:

> It was easier to spend more time reflecting and recreating the lesson plans afterwards. Like, I didn't know what to say about differentiation before [teaching the lesson], because I didn't know what kind of differentiation students would need. I know I have some of the Comprehensive students who might struggle, so I need to check in with them, but if someone is struggling with poetic devices, what am I going to say? I didn't anticipate that sort of thing.

Kristina indicated that she had not planned for differentiation or how to address struggles, but instead dealt with such concerns in an impromptu manner during the class. The

formal template guided her to articulate these elements, but she did this by *reflecting* after

the actual teaching, rather than *planning* beforehand. The benefits of carefully planned

differentiation and instruction were lost, or at least minimized, because she did not plan

thoroughly. A formal template would have guided her thinking during the planning

stage, and would likely have resulted in improved teaching.

Benefits of planning templates. Writing detailed lesson plans, particularly

template-based plans, has several benefits. First, it can illuminate interns' thinking for

supervisors and mentors, who can then assess areas of strength and weakness and provide

targeted support. Secondly, the process of writing plans is educative; it can help interns

think more carefully about coherent and complete lesson design. Alison reported that

using a template helped her make sure she planned for all elements of a lesson (i.e. warm

up, practice, closure, etc.), and Elaine reported that writing formal plans for edTPA made

her articulate aspects of planning that she did not always consider. She said,

> You look at your process. It makes you accountable for where you differentiate.
> What are you providing? What are the concerns? Anticipating student learning, or
> who in your classroom is going to be more or less successful. Thinking about
> minute factors, … We as teacher candidates don't always have that stuff running
> through our minds, so it makes you slow down and itemize those thoughts.

Evidence indicated that interns did not plan strategically for formative assessment or

differentiation. A lesson plan template can direct their thinking to components they

might otherwise overlook and promote habits of careful planning that could potentially

impact student learning. Without such guidance, lesson plans often consisted of ordering

activities on an agenda rather than strategically designing learning opportunities.

Finally, there is evidence that writing detailed daily plans facilitates a deeper

understanding of the way lesson components work together. Rather than focusing on

individual elements, interns can learn to see the plan as a unified whole, with all parts interconnecting. Derek, who wrote daily template-based plans including objectives, activities, and assessments, was the participant who first and most frequently discussed (unprompted) his process of aligning objectives and assessments. This may have been a result of the template he used which included the following prompt: "*Evidence of Success/Assessment*: *What will students be able to do by the end of the lesson, and how will you measure student mastery?*" The other interns rarely made the objective-assessment connections without specific prompting. Although further research is needed to confirm this, it is likely that the daily exercise of articulating objectives and assessments helped foreground these components in Derek's thinking, thereby leading to stronger planning skills and more thoughtful use of assessment.

Overall, then, there is great value in articulating, in detail, daily lesson plans, especially when the plans follow a template or structure that guides interns to consider aspects of planning that might be overlooked on an agenda-based plan. Detailed plans would also make interns' thinking visible and help mentors to provide more targeted feedback. Most participants in this study did not fully benefit from the experience of writing detailed daily plans, a fact that contributed to planning struggles for several individuals and limited opportunities for maximum growth for others. With the practice and insight gained from writing formal plans, interns could have progressed farther toward "mastering" the tool of designing coherent lessons.

Curriculum Materials

Grossman & Thompson (2008) found that novice teachers spent a great deal of time seeking and deciding on curriculum materials for their lessons and recommended

increasing pre-service exposure to such materials in order to help build experience. Findings from my study support that recommendation.

Curriculum materials are among the primary "practical" tools used by teachers during lesson planning; such tools include the district curriculum, teaching guides, and other resource materials. Data revealed that curriculum materials provided helpful support to interns, especially when they were organized in published teaching guides or professional websites. These resources helped interns select and order learning activities around defined goals. Curriculum resources were especially helpful when they provided a blueprint of the unit, and so interns did not have to build a unit from scratch.

Participants in this study used curriculum materials in various ways and to varying degrees. Most interns consulted the district curriculum as they began planning a unit, using the document to set learning goals, select content and activities, and pace instruction. Interns who used the curriculum spoke regularly about the unit as a whole and seemed to have a clear sense of direction, indicating that the use of the curriculum document facilitated an understanding of long-term planning. Alison, who did not consult a district curriculum, experienced the most trouble planning her first unit; she spent a great deal of time searching websites for lesson ideas and materials, and was then unable to integrate these various pieces into a coherent whole. In a later unit on *The Crucible*, after purchasing a teaching guide for the text, she said planning was much easier. The teaching guide provided a suggested structure for the unit, which proved a good foundation for Alison's planning.

In contrast, Lindsay, who receive some--but not extensive-- mentor guidance, managed to plan coherent lessons and units by pulling heavily from teaching guides and

curriculum materials; in fact, her mentor felt she was over-reliant on these resources. Her unit plans consisted largely of pre-made worksheets and handouts, supplemented with some materials gleaned from web searches. When her heavy use of resource materials is considered alongside her weak explanations of daily and unit objectives, it seems she may have operated with a superficial understanding of unit design. Although her units were successful, they were not particularly original or reflective of thoughtful design. The examples of Lindsay and Alison indicate the value of providing curriculum materials for interns, but also the need to help them understand, choose, and adapt materials to meet the needs of the students.

The four master's program interns expressed few concerns about finding and adapting materials and following the district curriculum. Although none of them reported having specific discussions with their mentors about how to use the curriculum, no doubt they benefitted from observing and co-teaching during two full quarters before assuming lead planning and teaching responsibilities for the third quarter curriculum. In contrast, the undergraduate interns, who had less time in the classroom, struggled with under- or over-reliance on curriculum materials. This finding highlights the value of the longer internship, which provided more of the time and experiences needed for interns to learn how to use some of the "practical tools" of lesson planning. In all cases, mentor guidance would facilitate the successful appropriation of these practical tools. Such guidance might include explicit discussions about selecting, adapting, and ordering resources and "think-alouds" about the decision-making process. Earlier exposure to and practice with these curriculum materials, during methods classes and early field experiences, would further promote interns' comfort and expertise with curriculum materials.

Conceptual Tools

In addition to the physical, practical tools used to develop lesson plans, interns must also learn to use a variety of conceptual tools, which include "broadly applicable theories, such as constructivism or reader-response theory, and theoretical principles and concepts, such as instructional scaffolding, that can serve as guidelines for instructional practice across the different strands of the curriculum" (Grossman et al., 1999, p. 14). It would be expected that interns develop increasing competence with the conceptual tools of planning as the internship progresses, and indeed, this did occur. For example, evidence showed improved understanding of scaffolding, more anticipation of students' confusion, and increased knowledge of students. Interns demonstrated progress toward the "mastery" of these and other important planning tools. However, it is in the best interest of all stakeholders for interns to progress as far as possible during the internship, so teacher educators must consider ways to encourage more thorough appropriation. This study revealed that interns appropriated certain conceptual tools in fairly basic ways and that further support and scaffolding is needed to help them approach mastery.

Student-Centered Pedagogy

Several interns worked deliberately to appropriate the conceptual tool of student-centered pedagogy. The four Master's candidates articulated efforts to make their lessons student-centered, and their shifting pedagogy was supported by their mentors and the methods course in which they were enrolled. Lindsay and Alison also employed student-centered activities, but they did not specifically reference this as a framework or motivation that guided their planning.

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While interns did progress in their appropriation of this tool, findings show that they focused more on the superficial features than the conceptual underpinnings of student-centered learning (level 3 vs. level 4 in Grossman et al.'s (1999) framework). Interns' discussion of their "student-centered" plans provided insight into their understanding of this conceptual tool. They described activities that promoted student engagement and collaboration, and minimized teacher-led activities, such as giving notes or lecturing. However, they did not discuss more sophisticated student-centered pedagogies, such as inquiry-based or self-directed learning. The interns seemed to associate student-centered learning primarily with minimizing teacher-led instruction and maximizing student activity and engagement in tasks. They appropriated some of the features of this conceptual tool, but did not demonstrate consistent understanding of the theoretical underpinnings and ways features work together to achieve learning goals.

The interns' work to become more student-centered is to be celebrated, as is the encouragement they received from mentors and the methods instructor. Novice teachers typically progress from a teacher-centered to a student-centered perspective (Munby, Russell, & Martin, 2001), and so the evidence of partial appropriation is not surprising. However, given the goal of helping interns progress toward mastery, together with the interns' own expressions of how challenging it was to develop a student-centered approach, it is apparent that additional support is needed to move interns further along the appropriation spectrum. Interns could examine and practice student-centered pedagogy in methods courses, and their understanding of this conceptual tool could be enhanced with explicit modeling from the mentor. Such supports would cultivate more sophisticated understanding and use of student-centered pedagogies.

Knowledge of Students and Differentiation

Interns demonstrated increased knowledge of students as the semester progressed, which is to be expected, and they were able to describe how this knowledge influenced their planning. They used the conceptual tool of "knowledge of students" to select, arrange, and modify learning activities. They often connected knowledge of students to the selecting of content that students would find interesting; they brought in songs, art, and pieces of popular culture to supplement more traditional content. Interns demonstrated a genuine, consistent desire to engage their students in both creative and traditional ways. Additionally, interns evidenced an awareness of students' academic experiences. They discussed content students had studied in previous classes or units, and also demonstrated awareness of the material students would cover in both the near and distant future, including in college. This knowledge of students' academic experiences and needs influenced interns' planning decisions as they sought to meet students where they were, academically speaking, and to prepare them for future experiences. These positive examples are evidence that interns not only learned about their students, but that they also learned how to apply that knowledge to their planning and teaching. Interns also demonstrated an awareness of long-term thinking as they sought to order lessons and units within the broader academic experiences of students.

Findings showed, though, that interns' typically maintained a whole-class focus when discussing their students, and when they did consider individuals, it was for management rather than learning purposes. Data showed little evidence of planned differentiation for individuals or subgroups. When asked about differentiating, interns

typically described how they adjusted a lesson for different sections—making changes for 1st or 6th period, for example.

Differentiation is a more sophisticated planning tool, and might seem especially difficult to interns who are just learning about their students and about effective pedagogies. Planning for the whole class is, in itself, a challenge, so planning for subgroups within that class is understandably daunting. However, differentiation is a skill highlighted by InTASC standards and assessed by edTPA and teacher evaluation systems such as the Framework for Teaching (Danielson, 2007), so teacher educators must attend to the gap in knowledge and practice revealed in this study. Coursework, mentors, supervisors, and lesson plan templates (as described above) could all serve to guide interns' to think deliberately about differentiation and provide pedagogical strategies—conceptual tools—for interns to use. As a result, interns could become more effective novice teachers with a deeper understanding of how to apply "knowledge of students" to their planning for whole-group, sub-group, and individual learning.

Formative Assessment

Expert teachers use formative assessment to monitor student progress toward learning goals, to inform future planning and instruction, and to help students assess their own learning. Again, InTASC standards emphasize assessment as a core component of teaching. Standard 6 says, "The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress" (Council of Chief State School Officers, 2013). Interns spoke of formative assessment, but they did not articulate consistent, effective use of this important conceptual tool when planning.

Findings showed that only Derek included formative assessment in written lesson plans. For other interns, formative assessment was usually impromptu and based on intuition, as interns "read" their students' faces and responses for evidence of understanding. This finding confirms research by Kohler et al. (2008) that showed interns tended to use formative assessments, such as listening to students, that did not require advanced preparation. The problem with that method, though, is that it is very subjective and inconsistent. Interns might focus on only a few students, missing or misunderstanding signals from other students. Additionally, even if they accurately identify confusion, the interns may not have a plan for how to address it, and student learning could suffer. Planning for formative assessment can minimize these gaps in effective instruction.

When asked, interns indicated that they did use feedback from exit slips, quiz responses, and classwork to inform future planning, but overall, there was little evidence of planned formative assessment and few instances of unprompted discussion of how formative assessment informed instruction. Furthermore, there was sparse evidence, except in Derek's case, that interns deliberately connected formative assessment to the learning objectives.   A coherent lesson depends upon components working together—an alignment of objectives, activities, and assessments. While interns regularly taught coherent lessons and focused on relevant objectives, there is great potential to improve the effectiveness of their lessons by helping them learn to purposefully connect objectives and assessments.

Overall, this study revealed that interns tended to give limited attention to planning for assessment, highlighting the need to help interns understand the central role

of assessment in planning and instruction. Participants certainly had appropriated the "label" (Grossman et al, 1999) of formative assessment, and they were able to describe how they used superficial features of this tool. However, they needed support to achieve a higher level of appropriation, one that involved understanding of the purposes and conceptual underpinnings of formative assessment. Such knowledge would strengthen their understanding of student learning and allow them to plan in more focused ways. Support can come in the form of a lesson plan template, as discussed above, that guides interns to make conscious decisions about formative assessment before they begin teaching. By articulating the criteria they will look for and the methods they will use for assessment, interns could more effectively collect and use data to impact student learning. Rather than relying on instinct and in-the-moment evaluation, they would have a deliberate approach. Additionally, support could come from mentor guidance and course assignments that provide experience designing, implementing, and analyzing formative assessments.

Summary: Helping Interns Appropriate Tools

Calderhead (1996) posited that teachers often start with "good ideas" and then translate these ideas into lesson formats appropriate for the classroom, and Mutton et al., 2011) argued that novices often think more linearly about their work. The interns in this study, though, often sought "good ideas" from curriculum materials, methods classes, or other experiences, and then incorporated these into lesson and unit plans. They were, then, following the pattern of more expert teachers, but without the wealth of experience and knowledge accumulated from years in the classroom. With guidance, such as modeling, co-planning, and feedback from their experienced mentors, these interns could

become more adept at translating good ideas into effective lessons by applying important planning tools.

Through this study, I found that the internship provided a setting for interns to both experiment with and take ownership of practical and conceptual tools associated with planning. However, their limited appropriation of some tools suggests possibilities for program improvements to support interns' progress. Proactive mentor guidance, along with clearer and more rigorous expectations about lesson planning (i.e. the use of a planning template), would be particularly useful in supporting interns' during the internship. Also, coursework and assignments that give candidates practice with practical and conceptual planning tools—in particular, formative assessment, student-centered pedagogies, and differentiation-- would contribute to interns' growth and the fulfillment of professional standards (i.e. InTASC, NCTE/CAEP). Such program features would help interns understand that planning requires the deliberate designing of learning experiences for all students, not just the superficial organization of activities into lesson plan.

The Influence of Setting

All activity is embedded within one or more contexts that activity theorists call settings (Leont'ev, 1979; Werscht, 1991). While this study attended primarily to tools and interactions *within* the setting, I acknowledge that the setting itself also contributed to interns' planning practices. While I did not seek to compare and contrast settings, it is worth noting, at least briefly, the potential influences of the various settings in which interns operated.

School-based settings include districts, schools, departments, and classrooms. Participants in this study taught in four different high schools and in three different counties. District and school policies did not affect interns' planning format or submission of plans. The primary impact from the school/district level was in the selection of content and some assessments, as mandated by the district curriculum. Departments influenced planning though the provision (or lack of provision) of readily available resources such as teaching guides. Several interns also benefitted from collegial sharing and collaboration with teachers other than their mentors. However, the most influential setting was the classroom in which the intern worked, which included, of course, the mentor teacher, the students, the physical layout, and the resources available, such as computers, SmartBoards, and reference books—i.e. the tools and people (interactions) that have been discussed previously.

Interns were also part of either an undergraduate or graduate program setting. Each program had its own weekly seminar class, which emerged as a source of lesson planning influence for Master's candidates. While this study did not undertake to compare the influence of the various certification pathways, data did indicate several differences that are worth considering and exploring further. Evidence showed that the four Master's program interns demonstrated more focus on student centered learning and more attention to scaffolding; they also articulated increased anticipation of and planning for students' confusion than did their undergraduate peers. Interns and mentors identified experience and time in the classroom as the most significant factors in learning to develop coherent lessons appropriate for a particular group of students. While further research would be needed to fully understand programmatic influences, this evidence

indicates the potential value of the longer internship, which provides more time to understand curricula, learn about students, and appropriate important planning and pedagogical tools.

The Master's interns also seemed to benefit from the intensive program schedule, which had them in the classroom during the day and taking seminar and methods courses in the evening. In contrast, undergraduate candidates complete methods coursework before the full-time internship. The Master's program cohort formed a learning community and the methods class became a setting for sharing lesson ideas, teaching mini-lessons, and debriefing about classroom experiences. Janelle, Elaine, Derek, and Kristina reported borrowing activities that they saw demonstrated by their cohort peers. The concurrent classroom and fieldwork experiences facilitated planning by providing an immediate venue for implementing the theoretical and practical ideas presented in the methods class. Again, further research would be needed to ascertain the full influence of program design, but the extended and intensive Master's program structure could help bridge the coursework-fieldwork divide.

edTPA Insights

Because most participants did not regularly write formal or detailed lesson plans, the edTPA lesson plans—three to five formal plans-- provided unique data for this study. The edTPA lesson plans themselves were not representative of typical plans in terms of format, detail, or depth, and since most interns transformed their original plans into the formal versions submitted for edTPA *after* teaching the lessons, they cannot be considered accurate representations of the degree of thinking—or perhaps even the type of thinking-- that went into typical plans either. Interns reported spending much more

time articulating their lessons and the rationale behind them because they knew they were being assessed. This discrepancy between typical practice and work done for the evaluation indicates that edTPA plans reflected what these interns are capable of, given time and motivation, rather than what they actually do on a regular basis.

On one hand, the increased level of detail and effort seen in edTPA lesson plans can be viewed as a benefit of the assessment, even if it is not representative of typical practice. These plans reveal skills and thinking that present a fuller, richer understanding of interns' planning, thereby proving valuable to teacher educators seeking data on their interns' planning abilities. On the other hand, critics might argue that edTPA did not fulfill its intention of including "a review of a teacher candidate's authentic teaching materials" (AACTE), since the lesson plans were not truly authentic; such critics might posit that this has implications for the validity of the assessment. While this criticism is valid, it should be noted that the lesson plans were authentic in that they were original pieces created by the interns, representing their best efforts and demonstrating what they are capable of doing. Additionally, all interns reported (and data confirmed) that the content in their lessons (the activities, routines, class structures, and so on) were very representative of the type of planning and teaching they typically did; in that sense, then, the edTPA lessons were accurate and authentic snapshots of practice.

Furthermore, the comparison of edTPA plans and typical plans highlighted important patterns of practice; for example, analysis revealed a lack of formative assessment in typical plans as compared to edTPA plans, which usually included formative assessments. This indicates that interns had a basic understanding of planning for assessment, but that it was an emerging practice, not something they evidenced

regularly. Additionally, there was little indication of specialized planning for individuals and small-groups in either regular or edTPA plans, indicating that interns did not thoroughly consider differentiation, even when strategically showcasing their "best practices" on an assessment such as the edTPA. This comparison and analysis of lesson plans can be used to identify areas of strong, emerging, and weak practice, which can then inform program improvement efforts. Thus, the assessment meets one of the designers' stated goals: to "improve the information base guiding improvement of teacher preparation programs" (AACTE). Overall, valuable insights can be gained from the edTPA lesson plans and commentaries, as well as from interns' reflections about completing this assessment.

Finally, data from the edTPA planning task affirm the value of writing formal lesson plans for producing more coherent, effective lessons. Interns' edTPA lesson plans included components that rarely appeared on typical plans, such as standards, formative assessment, and strategies for differentiation. Interview data confirmed that these were areas often overlooked by interns in typical planning. The various templates used for the edTPA prompted interns to consider and articulate not only these individual pieces of the lesson, but also how the pieces work together to achieve learning goals. They had to demonstrate how they structured a learning experience, not just how they organized activities.

Several interns noted that they were more reflective and thorough as they wrote formal plans for the edTPA, although few felt that there were long-term benefits of completing the assessment. Interns proved that they could write thorough lesson plans after-the-fact, but it would be much more useful for them to engage in this practice early

and regularly during the internship. Then, the thoughtfulness encouraged by writing lesson plans could become a regular habit, not an isolated instance prompted by an assessment. The process would be educative, helping interns produce more coherent plans; furthermore, it would lend a sense of cohesiveness to the program, since interns would be routinely doing the very planning tasks expected on the edTPA. Overall, then, the edTPA data used in this study illuminates candidates' abilities but also highlights areas of need by contrasting their work for this assessment with their typical planning practices.

Recommendations

Although findings from a case study cannot be generalized to a population, they can be generalized to theoretical propositions (Yin, 2003) and can modify, support, confirm, or challenge beliefs (Stake, 1995). This study can inform teacher educators, and in particular, English teacher educators, about how and why interns' planning practices change during the internship. Findings lend insight into the types of planning skills that are more easily acquired and those that might be more challenging for interns to grasp. Such information can inform program design, mentor training, and internship structures. Based on the findings presented in Chapters 4 and 5 and discussed above, I offer the following recommendations to teacher educators:

1. Illuminate both the theoretical and practical aspects of planning for preservice teachers *before* they enter the internship. Help them understand the connections between planning, teaching, and learning rather than viewing planning as a separate, isolated event. Activities such as lesson analysis, as recommended by Panasuk, & Sullivan (1998) and Krull et al. (2010) used during methods courses

can help interns deconstruct a lesson plan and see how the parts work together to create the whole. Then, a lesson plan can be understood as a created work, built of many interconnected pieces.

2. Demystify planning by making the process as transparent as possible. Encourage mentors to describe their own planning processes and engage in "think-alouds" with their interns, making visible the processes they use to create daily, weekly, and unit plans. For mentors, much of the decision-making that goes into a lesson plan has become instinctive, so they must make a deliberate effort to articulate the many factors that interact during planning.

3. Require more formal systems of co-planning and lesson submission between interns and mentors. Provide training and guidance to mentors to promote collaboration and modeling, and prepare interns to ask their mentors probing questions about planning. Overall, this study revealed that not all internship experiences are equal. While variety is to be expected and even embraced, certain structures are needed to ensure a high-quality experience for all interns.

4. Select and implement lesson plan templates thoughtfully. Even though there is not one best way to approach planning, there is value in using a template to guide thinking and develop good planning habits in interns. The selected template should attend to areas frequently overlooked by interns. Require interns to complete formal plans regularly, and encourage mentors to provide frequent, proactive feedback. This will prepare interns for daily teaching and formal assessments (observations and edTPA), as well as foster consistency and authenticity around the edTPA.

5. Provide mentor training and support, emphasizing the need for proactive communication, constructive feedback, and expert modeling. Use training sessions to remind mentors of the complexity of planning so they can more fully examine their own practice, identifying elements that may have become so ingrained that they are overlooked. This heightened awareness will help them analyze what is and is not present in their interns' work. Create a system of checks to ensure the mentor-intern relationship is successful across the internship.

6. Use methods classes and seminars to introduce and practice complex conceptual planning tools such as differentiation, student-centered learning, and formative assessment. Equip interns with knowledge and techniques that will help them plan for these important lesson components just as readily as they think about activities.

7. Provide candidates with access to authentic curriculum materials, preferably those used in schools where they will have their field experience. Make the exploration, analysis, and modification of curriculum material a central part of methods courses. Consider, for example, Grossman and Thompson's (2008) recommendation of replacing the traditional unit plan assignment with a more realistic "unit adaptation" assignment involving the study and modification of actual curricular materials. Also, encourage mentors to discuss how they select and modify resources.

These recommendations could help teacher educators and mentors be more deliberate and effective in their work of preparing future teachers. Additionally, such changes

would help maximize interns' progress during the internship, helping them to appropriate practical and conceptual planning tools.

Areas for Further Research

This study suggests several areas for future research. Interesting differences between undergraduate and graduate interns' planning indicate that further investigation is needed to understand the impact of program design and internship length on intern learning. Such research might examine the qualifications of candidates who enroll in the various programs, as well as program structures that facilitate success. Further research on planning practices might investigate how the Framework for Teaching might be used to prepare interns or guide mentors, interrogating the benefits and limitations of using the FFT in coursework to help interns understand and evaluate lesson planning practices, or in mentor training to help facilitate critical analysis of the work of teaching. Additionally, in this era of reform curricula, motivated by the wide adoption of Common Core State Standards, further research is needed to understand how teachers adapt their practice to the demands of new curricula, and how such curricula are understood and used by interns and teacher education programs. Finally, the evidence connected to edTPA suggests more research is need to understand how interns approach the assessment, how the assessment fits into teacher education programs, and how programs use the data.

Conclusion

The findings of this study have implications for programs, mentors, interns, and students. In an era of increased accountability for teacher preparation programs, this study offers suggestions for strengthening program alignment to professional standards.

Programs can also become more effective by responding, through course design, mentor training, and internship structures, to the planning challenges revealed herein. This study highlights the very important role of mentor teachers and offers suggestions for strengthening their work. Additionally, this study indicates areas of strength and challenge in interns' planning practices. This group of English education interns had solid planning skills, but they would have benefitted from supports that promoted careful thinking about the processes and components of lesson planning, particularly differentiation, objectives, and assessment. Stronger lesson planning practices would contribute to more coherent instruction and improved student learning.

Learning to plan is a process, and there is no one "right" way to do it. Interns will develop and refine their planning abilities after they graduate and enter their own classroom. However, teacher educators have the opportunity—and responsibility—to build a solid foundation during the preparation period. Lesson planning can too easily be reduced to selecting and ordering activities; interns must come to understand that it is, rather, a strategic designing of learning opportunities. Teacher educators must help candidates grasp the intricacies of planning and attain the highest degree of competency possible during the internship. And although there are many aspects of teaching to be addressed in coursework and fieldwork, the study and practice of planning must be a primary focus due to the central role it plays in all teaching activity.

APPENDIX A: The Framework for Teaching

Domains and Components of the *Framework for Teaching*
(Danielson, 2007)

Domain I: Planning and Preparation
      1a. Demonstrating Knowledge of Content and Pedagogy
      1b: Demonstrating Knowledge of Students
      1c: Setting Instructional Outcomes
      1d: Demonstrating Knowledge of Resources
      1e: Designing Coherent Instruction
      1f: Designing Student Assessments

Domain II: The Classroom Environment
      2a: Creating an Environment of Respect and Rapport
      2b: Establishing a Culture for Learning
      2c: Managing Classroom Procedures
      2d: Managing Student Behavior
      2e: Organizing Physical Space

Domain III: Instruction
      3a: Communicating with Students
      3b: Using Questioning and Discussion Techniques
      3c: Engaging Students in Learning
      3d: Using Assessment in Instruction
      3e: Demonstrating Flexibility and Responsiveness

Domain IV: Professional Responsibilities
      4a: Reflecting on Teaching
      4b: Maintaining Accurate Records
      4c: Communicating with Families
      4d: Participating in a Professional Community
      4e: Growing and Developing Professionally
      4f: Showing Professionalism

Table 3. School Demographics (2011-12 school year)

	Total Enroll-ment	% African American/ Black	% Asian	% Hispanic/ Latino	% White	% FARMS	% LEP	% Special Ed
Greenville HS	2551	61.7	10.3	10.8	15.6	35.6	≤5	6.4
Central HS	2793	26	16.8	29	24	37.5	10.6	6.7
Newton HS	2274	41.8	2.4	50.8	3.3	69.7	14.3	11.9
Maple Grove HS	1390	6.6	24	5	59.4	6.1	≤5	5.3

Data obtained from Maryland Report Card, http://www.mdreportcard.org

APPENDIX C: Interview Protocols

Intern Interview 1 (Focus: Establishing context and examining a lesson)
I. Background Information
1. Review classes taught and schedule.
2. When did you begin planning lessons for your internship? When did you begin planning for this _____ (honors/on level) class?
3. How did you arrive at the current format you use for lessons? Describe how/why you use this format.
4. Did/do you and your mentor co-plan? If so, describe that process.
5. Do you receive feedback on your lesson plans from your mentor? Supervisor? How?
6. How has your planning practice changed since you first started planning?

II. Lesson analysis interview protocol (to be used with during each interview):
1. How did you make decisions about the content of your lesson? Why did you decide to teach this content?
2. What resources did you use to learn more about the content or to clarify content questions?
3. How did you make decisions about the structure, methods, and activities of your lessons? Why did you choose to teach the content this way?
4. What resources did you consult for ideas about teaching this topic?
5. Tell me about the process of planning that you went through in developing this lesson.
   Possible follow-up probes:
          What were your initial goals or areas of focus?
          How did you develop objectives for the lessons?
          In what ways did students' interests, abilities, and needs play a role in your planning?
          Did you practice your lesson?
          How much time did you spend planning these lessons?
6. What role did your mentor or school curriculum play in the planning of these lessons?
7. Which part of the planning process was most challenging for you? Which did you most enjoy?

III. TPA Planning Questions- Apply to today's lesson
8. How does this plan help students understand, interpret, and respond to complex features of a text?
9. How does the plan reflect your knowledge of students?
10. How do you use informal/formal assessment to understand students' progress toward the objective? How does it shape your planning?

Intern Interview 2 (Focus: Unit planning)

I. Lesson analysis interview protocol (See Interview 1)

II. Unit Planning
1. Describe your planning process for this unit. Where did you start? How did you go about organizing the material, finding sources, etc.?
2. What role did your mentor or school curriculum play in the planning of these lessons?
3. What were your goals for this unit—for yourself and your students?
4. Why did you select the content included in this unit? (Inquire about the specific texts, supplementary materials, etc.) Was the content required by the curriculum?
5. How did you select the activities for this unit? (Ask about specific activities.)
6. How do the unit's content materials and pedagogical activities contribute to the goals/objectives for the unit?
7. Which part of the planning process was most challenging for you as you planned this unit?

III. TPA Planning Questions- Apply to unit
8. How does this plan help students understand, interpret, and respond to complex features of a text?
9. How does the plan reflect your knowledge of students?
10. How do you use informal/formal assessment to understand students' progress toward the objective? How does it shape your planning?

*Use questions from **Lesson analysis interview protocol** (see Interview 1) to discuss specific aspects of the lesson taught today.

Intern Interview 3 (Focus: Planning for the TPA)

I. Lesson analysis interview protocol (See Interview 1)

II. Setting
1. How does your school differentiate between on-level and honors classes?
2. How do you define the difference between on-level and honors? Can you give a concrete example of how you prepare differently for these groups (if you teach both)?
3. What specific student needs and strengths do you consider as you plan for this class?

III. Planning for the TPA
4. Describe the unit context for the lesson(s) you submitted for your TPA.
5. How does this learning segment align with the school's curriculum?
6. Why did you select these lessons for use in the TPA?
7. In your opinion, how do these lessons compare to the other lessons you regularly plan (in the learning goals, in design, in written format, etc.)
8. Compared to other lessons that you have planned, how much time did you spend preparing the TPA lessons?
9. Compared to other planning experiences, did you feel more stress or pressure in preparing these lessons? Why/why not?
10. Do you think these TPA lesson plans are representative of your typical planning work?
    - meeting unit and curricular objectives
    - engaging students
    - promoting and assessing student learning
    - Is this plan representative of the types of activities you regularly planned, or did you try something new?
11. What challenges did you encounter while planning for the TPA? How did you address those problems?

III. TPA Planning Questions- apply to TPA lessons
12. How does this lesson plan help students understand, interpret, and respond to complex features of a text?
13. How does the plan reflect your knowledge of students?
14. How do you use informal/formal assessment to understand students' progress toward the objective? How does it shape your planning?

*Use questions from **Lesson analysis interview** (see Interview 1) to discuss specific aspects of the lesson.

Mentor Interview Protocol

School Policies
1. Does your school have a recommended or required lesson plan format? (If so, can I see a copy?)
2. Does your school require teachers to submit lesson plans to administrators?

Planning expectations
3. What were your understandings (from supervisors, mentor orientation, etc.) regarding the University's expectations for intern planning?
4. What expectations did you set for your intern's lesson plans (Frequency, content, communication with you, etc.)? How did you communicate these expectations to the intern?
5. Did you require your intern to submit plans to you? If so, how often? (Daily, weekly, etc.)
    a. Did this pattern last the entire internship? Why?

Planning Practices
6. How did you decide when your intern would start planning lessons?
7. Did you co-plan with your intern? If so, for how long? Can you describe that process?
8. Did you provide feedback on your intern's lesson plans? If so, how often? How did you communicate?
9. What type of lesson plan form/format did your intern use? Did you recommend/ support this format? What were the advantages and disadvantages of this format?
10. How did your intern's planning change over the course of the internship? (Follow up with prompts about quality, detail, content, form, focus.)
11. What strengths did you perceive in your intern's planning?
12. What struggles or challenges did you perceive your intern experiencing as he/she planned lessons and units?

Teacher Performance Assessment
13. Describe your involvement in your intern's work for the TPA.
14. Do you think that the lessons your intern planned for the TPA are representative of his/her typical planning?
15. Did you see any impact from completing the TPA on your intern's planning or teaching?

Figure 9. A page from Elaine's monthly planning calendar. This was part of the unit plan for the Persuasion and Rhetoric unit.
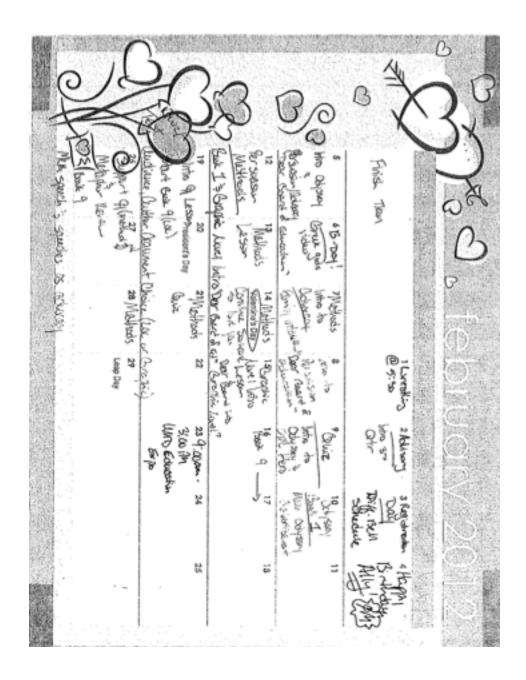
Figure 10. A page from Elaine's weekly planning book. This constituted most of her written planning when she began lead teaching.
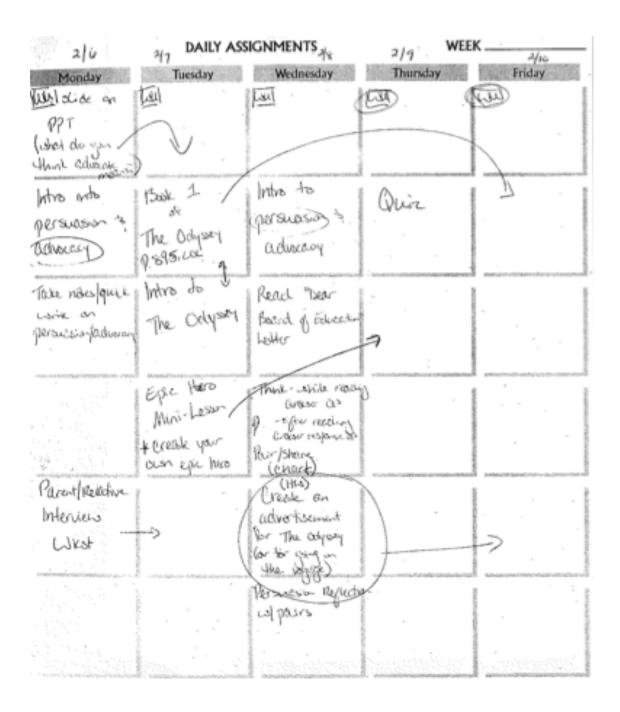
Figure 11. An example of Elaine's weekly emailed lesson. She adopted this system after her initial, informal planning proved insufficient. While the daily plans were still sparse, there was more deliberate thought about the agenda for each day. The narrative in the emails also helped Elaine articulate some of her decision-making processes.

Hi [Mentor Teacher],
Ok, so while I don't have all of my resources made, I do have what I think are my lesson plans for this whole week (and maybe into next week). But first, for tomorrow, I've attached the quiz, quiz survey, and parent permission slip to this email, so if you don't see those, let me know. I want to do a quick pulse check with you tomorrow during planning to make sure I'm on the right track as far as scaffolding this 5 paragraph persuasive essay is concerned. I'm hoping that by breaking it down step-by step the students will end up with a more refined finished product. Also, I'm officially in "real" research gathering mode which means we have to have a quiz every Monday and a reflection every Friday. I'm planning on reintroducing my research project to the kids before the quiz tomorrow.

I'm also planning on using a survey site that uses cell phone text messaging as a means to help brainstorm for writing the essay. I'm hoping that it helps as a way to encourage engagement as well as silently alert students to other perspectives and ideas. Plus it should be fun!

Monday:
-Warm-Up: Any last remaining questions about The Odyssey, Hero Types, or Book 9 Vocabulary before you take the quiz? If you don't have any questions, use this time to silently study.
-Quiz (attached)
-Post Quiz Survey (attached)
-1 + 3: Finish Odyssey Graphic Short Story
-2: In groups, identify a lesson Odysseus should have learned from Book 9. Create a "teacher sign" and present to class (time allowing)
HW: Get Cell Phone Parent Permission Letter signed by Wednesday in class or you can't use your cell phone

Tuesday:
-Warm-Up: Review of Advocacy and Persuasion vocab
-Intro Paragraph + Thesis Statement Lesson
-Intro Paragraph "formula" and RAFT assignment to practice writing an intro. paragraph/thesis statement

Wednesday:
-Warm-Up: Identify where the following sentences fit in an intro. paragraph or combine the following sentences into a these statement (possibly on a1/2 sheet)
-Cell Phone Surveys about Odyssey/Graphic Novels (Brainstorming for their own these statements)
-Use Intro. Paragraph formula to write own intro. paragraph in response to Odyssey/Graphic Novel prompt
-Whole class chart of thesis statements

Thursday:
-Warm-Up: Review 3 Persuasive Methods
-Practice using 1 reason to appeal to 3 different methods
-Think/Pair/Share with own thesis statements/reasons

-Choose 1 reason from thesis statement and write a draft of 1st support paragraph that appeals to Pathos

Friday:
-Warm-Up: What persuasive strategies helped you to appeal to Pathos? Why?
-Quiz Return/Reflection Survey/Corrections
-Identifying information needed to appeal to Logos

Monday:
-Warm-Up: Any last regrets or questions before we take the quiz? If not, then study silently during warm-up time.
-Quiz
-Post Quiz Survey
-Cell Phone Survey to brainstorm for Logos information

Tuesday:
-Warm-Up: something good
-Library Day to research Logos information (let's talk about this as I really don't know much about what goes into a library day. It doesn't have to be Tuesday, I just want to build it into the week somehow.)

Figure 12. Derek's typical lesson plan format, which he used consistently across the internship and for the edTPA. He was the only intern to consistently use a planning template.

Lesson Title: Education in *To Kill a Mockingbird*   Course: English 9 Honors
Date: 1/31/12   Teacher(s):   Start/end times: 50 minute lesson

Lesson Objective(s): *What mathematical practice or ELA standard will be developed in this lesson? (Check one))* -- Objective 2.1.2: The student will be able to draw conclusions about author's use of tone, voice, plot, setting, character, conflict, point of view, and/or figurative or persuasive language as they support theme.	
Lesson Launch Notes: *Exactly how will you use the first five minutes of this lesson?* Albert Einstein says, "Education is what remains after one has forgotten everything he learned in school." Do you agree with what Einstein is saying? Why or why not? What are some personal experiences you have had that support your assertion?	**Lesson Closure Notes:** *What summary activity, questions, or discussion will close the lesson and provide a foreshadowing of tomorrow's lesson? List the questions.* Turn in quote from *TKAM* that relates to education before they go.

Lesson Tasks, Problems, and Activities (attach resource sheets, student handouts, rubrics, etc.): *What specific activities, investigations, problems, questions, or tasks will students be working on during the lesson?*
1. Students will respond to the writing journal prompt. (5-10 minutes)
2. Once students are finished, teacher will tell them to brainstorm two questions. First, what makes a good student? Second, what makes a good teacher (in general, not just in terms of school)? (5 minutes)
3. After students have finished brainstorming, the teacher will lead a whole class discussion about the two questions. Teacher will facilitate discussion, and encourage students to question/respond to each other's comments. As students are discussing, the teacher will take notes on the computer and display them on the projector AFTER the discussion has started to peter out. (15-20 minutes)
4. Teacher will play the clip of Taylor Mali's "What Teachers Make" and begin a discussion that compares the students' own responses with what Mali is saying a good teacher does in the poem. (10-15 minutes)
5. As an exit ticket, students will identify a quote from *TKAM* that relates to education, and turn it in as an exit ticket. (5 minutes)

Evidence of Success/ Assessment: *What will students be able to do by the end of the lesson, and how will you measure student mastery? What performances will measure students' conceptual understandings of the math practice or argument writing standard?*
-- Students will be able to analyze the qualities of a good student and teacher. I will measure student mastery informally through the quality of their discussion and participation in the activity.
-- Students will also identify a quote that relates to a theme topic.

Notes and Nuances: *Vocabulary, connections, common mistakes, typical misconceptions, etc.*
-- Make sure to clarify that the idea of a teacher extends beyond the classroom (as in coaches teach, parents teach, friends teach, etc...)

Resources: *What materials or resources are essential for students to successfully complete the lesson tasks or activities?* - Taylor Mali "What Teachers Make" - TKAM - Writing Journal - Index cards/cut out pieces of paper for the exit ticket	**Homework:** *What follow-up homework tasks, problems, and/or exercises will be assigned upon the completion of the lesson?* 1. Students will finish reading Chapter 5 of *TKAM*.

Lesson Reflections: *What questions (connected to the lesson objectives and evidence of success) will you use to reflect on the effectiveness of this lesson? What questions will you give to students to assess their work?*
- Were students able to use their own experiences to make a logical argument about the qualities of good students... also were they able to make informed opinions about what it means to be a good teacher?

Figure 13. An example of Alison's planning using the DTA, which was required by her mentor during a period of remediation.

DIRECTED TEACHING ACTIVITY PLANNER	
Focusing Student Attention	✱Statement of Objective: What should students know and do as a result of the lesson?
Time	Students will analyze songs about and inspired by the novel in order to connect these to the themes in the novel.
	✱Warm-Up: How will you engage students in learning? How will you connect the lesson to their prior knowledge?
3 minutes	What are some novel themes you came up with yesterday? (Verbal)
Introductory and/or Developmental Activities	Teacher Directed Activities: How will you aid students in constructing meaning of new concepts? How will you introduce/model new skills or procedures?
8 minutes	Give students a copy of the song lyrics sheet. Tell students to mark on the lyrics any thoughts that come to mind while they are listening to the song and reading along – teacher should do the same. Show the video "Daisy's Lullaby." After watching the video, do a think-aloud discussion about reactions to the song and how it connects to The Great Gatsby (other than being about it and having the title). Be sure to include themes and interpretations the artist sees in the text and how they compare to your own interpretation. Start by modeling your own thinking after watching the video and the types of marks/annotations you made and then get student feedback to open the discussion.
Guided Practice	Teacher-Monitored Activities: What will students do together to use new concepts or skills? How will you assist students in this process?
Independent Activities and/or Meaningful-Use Tasks	Extension, Refinement, and Practice Activities: What opportunities will students have to use the new skills and concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it to a real-world situation? How will students demonstrate their mastery of the essential learning outcomes?
10 minutes	Tell students to take out a sheet of paper. Give students a copy of the second song lyrics. Tell students to follow the same process of marking up the text while listening to the second song and reading along. After the song ends, give students a minute to finish any marks/annotations.
	Then, tell students they will do a free-write (explain). They will write for 5 minutes without stopping using their lyrics sheet and marks/annotations as a guide and the following question to begin their writing – How does this song connect to the novel characters, themes, or as a whole? After time has ended, tell students to finish any sentences they have started but not to start any new ones. Collect free-writes before moving to projects.
Assessment	✱Formative Assessment: How will you monitor student progress throughout the lesson?
	Responses to discussions and observing students writing on lyrics during songs
	✱Summative Assessment: How will you ensure that all students have mastered the identified learning indicators? How will you assess their learning daily? How will you assess their learning at the end of a unit?
	Free-write responses
Time 5	✱Closure Activities: How will you assist students in reflecting upon what they learned today and are preparing for tomorrow's lesson? What homework will be assigned to help students practice, prepare, or elaborate on a concept or skill taught?
	Allow students to share any insights they had while doing the free-write. If students are reluctant to respond, poll the class (who made a connection to Gatsby? Nick? Daisy? Any themes? No connection?) and ask for clarification.

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Figure 14. A snapshot of Lindsay's monthly planning calendar and a transcribed version of a daily lesson plan from her plan book.

March 27, Pd. 7 lesson plan

2nd half of vocab
Discuss Ch. 17-21
    -lesson on colonization
    -Yeat's poem "The Second Coming"
    -Built to Spill- "Things Fall Apart"
    -review?

HW: study for test

Due today: late or missing work
Ch. 17-21 questions

Figure 15. Lindsay's edTPA lesson plan. This plan is much more thorough and detailed than her typical plans.

Lesson Title: Themes in <u>Things Fall Apart</u>	**Lesson Plan:** Two (March 23rd, 2012)
Grade Level: 10th Honors	**Instructor(s):**
Time: 90 minutes	**Instruction Style:** Solo

Academic Content Standards:
10.1.1 Analyze one or more stylistic techniques an author uses in a text.
10.2.1 Analyze the author's use of language in a text
10.3.1 Evaluate the strengths of a speaker's argument
10.3.4 Analyze the author's use of historical context to shape and define a universal theme.
10.4.1 Analyze the effects of the author's structural choices in a narrative
10.4.4 Compare the techniques or purposes of two texts.

Objectives
Content: Students will be able to grasp how <u>Things Fall Apart</u> incorporates different themes and questions in the novel in order to enhance the reader's understanding of plot, characterizations, setting, and
Academic Language: Students will be able to identify common themes through the use of the Question-Answer-Response method.

Enduring Understandings
- Historical and political literature interprets real events and experiences to identify central issues and challenge readers to react.
- Realistic literature highlights commonalities of human experiences across different times and cultures.
- Responsible persuasion acknowledges the complexity of controversial issues.
- Audiences who are aware of various methods of persuasion can respond more thoughtfully to a message.

Essential Questions
- How do authors use literature to comment upon their society or try to effect change?
- What is the importance of the differences between historical fiction and non-fiction texts?
- How do various texts demonstrate bias?
- How do effective speakers artfully incorporate persuasive strategies?

Assessment Tools:
- Chapter 1-8 Midpoint Assessment (formative assessment)
- Class discussion (informal)
- discussion questions (informal)
- Q.A.R group worksheet (formative assessment)
- final draft of proverb (formative assessment)

Resources and Materials:
- <u>Things Fall Apart</u>
- Discussion topics for ch. 12-16
- Discussion questions ch. 12-16
- <u>Things Fall Apart</u> vocabulary

- Literary Concepts—"Theme"
- "Q.A.R's—what are they?" Powerpoint
- Q.A.R Worksheet
- SmartBoard

Time	Teacher	Students
5-10 minutes	- Collect homework - Ask students to share final proverbs - Take attendance - Get out all materials - Keep time for students reading (SSR)	- Come in classroom and take out all necessary materials - Share final proverb - Begin SSR - Hand in any homework or late / missing work
10-15 minutes	- Hand out midpoint assessment - Provide materials for students if needed - Walk around room to answer questions - Collect when completed	- Complete midpoint assessment - Remain true to the school code of conduct while completing assessment - Turn in when completed
10 minutes	- Discuss chapters 12-16 - Give students critical thinking questions to discuss - Collect chapter questions	- Participate in ch.1216 discussion - Pose possible discussion topics that are relevant to novel - Explore new insights into the themes of the novel - Hand in completed chapter questions
15-20 minutes	- Hand out Theme worksheets - Discuss the importance of each theme in the novel - As students if they know of any other themes - Complete theme questions as a class - Continue to ask questions to check for understanding - Pull out examples from the novel - Urge students to watch for these themes as they will be important on their final assessment	- Read aloud together theme worksheets - Discuss the importance of themes - Relate back to novel - Participate in class discussion - Ask questions when needed to ensure understanding - Find specific examples from novel
10 minutes	- Have students put away their theme worksheets - Hand out Q.A.R worksheets - Go over powerpoint to explain what Q.A.R's are - Ask students if they can try to articulate what	- Volunteer to answer questions - Take notes on powerpoint if needed - Ask questions when needed - Use novel in order to determine context of poem - Discuss with teacher and classmates the importance of Q.A.R's

	kinds of questions they encounter in school	
15-20 minutes	- Have students work with their partners on the Q.A.R worksheet - Remind them this will be collected as a formative grade - Remind them they must have a sufficient amount of answer before they can get full credit - Walk around room and make sure students are on task - Answers questions when needed - Collect worksheet when finished	- Work with partner on the Q.A.R worksheet - Utilize what was learned in the powerpoint in order to complete questions - Ask questions when needed - Hand in completed worksheet when finished
5 minutes	- Wrap up - Go over any questions - Direct students to the board for homework - Explain homework - Remind them to check Edline (online student / teacher website) - Model: One teach, one drift	- Write down homework in plan books - Ask questions regarding lesson or homework

HW: Read chapters 17-21 in <u>Things Fall Apart</u>; complete discussion questions with corresponding chapters; study vocabulary; late / missing work

Figure 16. Janelle's edTPA lesson plan. Again, this plan is much more detailed that her
typical daily plans.

Class: <u>English 9 G/T</u>   Pd: <u>5</u>   Dates of duration: <u>March 26 & 29, 2012</u>

Secondary Language Arts Lesson Plan Format	**Special Notes:**

Unit: The Research Process
 	
Essential Objective(s):
  - Students will be able to synthesize information from various sources in order to verbally support a claim and provide evidence in a debate.
  - Students will vote on the most convincing claim, and provide which piece of evidence swayed their decision most in order to articulate what evidences are most convincing and support their own claim/vote.
	Common Core Standards:
	<u>SL.9-10.4.:</u>
	-Present information, findings, & supporting evidence clearly, concisely, & logically such that listeners can follow the line of reasoning & the organization, development, substance, & style are appropriate to purpose, audience, & task.

Materials:
  • "Debate Format & Argument Format" Rubric
  • "Voting Sheets"
  • Group notes for the debate
	<u>SL 9-10.3:</u>
	-Evaluate a speaker's point of view, reasoning, & use of evidence & rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence

Anticipatory Set/Context Setting:
My English 9 G/T class is much more motivated by engaging in discussions, and debating ideas than if I simply present material. In the fall, we had mini-debates on topics from *Fahrenheit 451,* and students asked if we could have a debate again because they enjoyed getting to discuss something, and try to support their answers.Because of this, I thought we could use the research papers, which are about controversial topics, as debating material
 	
Students have been working all quarter on their research papers about chosen/assigned controversial topics. The four topics (Online Piracy Regulation, Abortion, Year-Round Schooling, and Race to the Top) have been divided into pro and con groups. They have already gone through the process of determining a source's validity, gathering sources, note-taking, outlining, and synthesizing the information to create and support a claim.
 	
Students have worked in their debate groups to share resources and notes as they construct group notes in preparation for the debates. Students may use these notes to refer to sources for information and guidance in the debates.
 	
We have already, as a class, covered the expectations for the debates and the voting.
  1. Students should remain respectful at all times during the debates. (This includes: no shouting or desk-hitting, name-calling, remaining seated, no foul language or gestures)
  2. All group members should contribute/participate equally.
Students should base their votes on the debates and the quality of argument, NOT their personal beliefs/preference outside of the debate.
	<u>SL 9-10.1:</u>
	-Propel conversations by posing & responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; & clarify, verify, or challenge ideas & conclusions.
	<u>RI 9-10.1:</u>
	- Cite strong & thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	<u>RI.9-10.7:</u>

| | -Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.

State Curriculum:
- VSC 5.2.1:The student will apply techniques of public speaking in speeches.
---Explore techniques of persuasive speaking.

County Curriculum:
-Goal 4: The student will demonstrate the ability to communicate effectively in a variety of situations with different audiences, purposes, & formats. |
|---|---|
| **Development/Procedures:**
1. Have students rearrange desks into debate setup (4 desks at the front and back of the room—should be facing each other; the remaining desks should line the sides as spectators—should face the middle.
2. Remind students of the debating guidelines:
    a. Students should remain respectful at all times during the debates. This includes:
        i. no shouting
        ii. no desk-hitting
        iii. no name-calling
        iv. remaining seated
        v. no foul language or gestures
    b. All group members should contribute/participate equally.
    c. Students should base their votes on the debates and the quality of argument, NOT their personal beliefs/preference outside of the debate.
3. Review the rubric with students, so they remember what they will be graded on.
4. Let the debates begin!
    a. Regulation of Online Piracy
    b. Legalization of Abortion
    c. Race to the Top
    d. Year Round Schooling
After all the debates are finished, students need to turn all notes in to | **Special Notes:**
5 minutes

2 minutes

2 minutes

13 minutes (each)
---2 minutes in between each debate for switching/handing me rubrics/voting |

the "Inbox," and turn their voting sheets in to me.	
Transition: -While debate groups are conferring to work on their concluding students, remind students once more about voting for the best-supported argument rather than their personal beliefs. -After each debate, students that just debated should turn their notes into the inbox, and the next group should be setting up.	
Summary/Closure: After all debates are finished, congratulate students on their hard work, spirited debates. Remind them to have a happy and safe spring break—no homework! (If time allows, as students pack up, try to tally up the votes to announce winners.)	
Homework/Enrichment: No homework (The school policy requires that spring break be a "homework-free break.")	
Preparation for Tomorrow: Begin planning for post-spring break lessons on characterization, the historical context for *To Kill A Mockingbird*, and reading schedule.	

Teaching Strategies	Differentiation/ Strategies	Reading Strategies	Assessment
___ Scaffolded Questioning ___ Independent Reading ___ Interpretation of Primary Sources ___ Interpretation of Graphics (maps, graphs, cartoons, tables,…) ___ Concept Attainment ___ Grouping Strategies ___ Think-Pair-Share ___ Roundtable ___ Jigsaw ___ Pairs Check/Review X Indep/Group Project ___ Integration of Technology ___ Audio ___ Formal Writing X Informal Writing ___Modeling/Demo X Small/Large Group ___ Reading (Pre, During, Post) ___ Simulation/Act-it-Out ___ Video Clips ___ Cross-Curricular Connections ___ Other_____	___ Tiered assignments X Flexible grouping ___ Learning centers ___ Varying questions ___ Independent Projects **Learning Modalities** ___ Visual ___ Auditory ___ Tactile/Kinesthetic **Modifications** ___ Adapting the skill level ___ Adapt the number of items ___ Adapt materials ___ Provide learning strategy ___ Provide audio/video/ digital access ___ Increase personal assistance	**Text** ___Literary _X_ Informational **Before** ___ Purpose ___Prior knowledge ___ Preview ___Voc./Concepts ___ Predict **During** ___ Chunking ___ Self-monitoring through clarifying questions and notations on text ___ Reread ___ Metacognitive conversation **After** X Summarize or paraphrase ___ Write BCRs in answer to reading questions ___ Use rubrics General Reading	___ Collect and Grade ___ Check for Completion ___ In-Class Check _X_ Rubric ___ Checklist X Peer/Self Assessment ___ Journal/Learning Log ___ Portfolio ___ Constructed Response ___ Quiz ___ Test ___ Presentation X Performance Assessment ___ Informal Assessment ___ Exit Slip ___ Other

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