10-2022

Goal Setting: Impacting Teacher Candidate Growth in Residency Practicum prior to Student Teaching

Shantel Farnan
Northwest Missouri State University, sfarnan@nwmissouri.edu

Victoria Seeger
Northwest Missouri State University, vseeger@nwmissouri.edu

Sue Wood
Northwest Missouri State University, suewood@nwmissouri.edu

Greg Rich
Northwest Missouri State University, grich@nwmissouri.edu

Follow this and additional works at: https://scholarworks.sfasu.edu/jhstrp

Part of the Curriculum and Instruction Commons, Elementary Education Commons, Higher Education Commons, Special Education and Teaching Commons, and the Teacher Education and Professional Development Commons

Tell us how this article helped you.

Recommended Citation

GOAL SETTING: IMPACTING TEACHER CANDIDATE GROWTH

Abstract

Educator preparation programs and school districts continue to strive to meet their commitment to better prepare future teachers for entry into the field of education. For more than 100 years, beginning as a normal school, a midwest university has had a strong reputation for the preparation of teachers. After a significant revision to the curriculum to one driven by competencies, this university increased field experiences for teacher candidates, including a culminating year out called Residency Practicum and Student Teaching. Over the course of the undergraduate program, candidates work toward achievement of competencies assigned throughout the coursework and aligned to state standards. The focus of this article is on teacher candidates identifying and reflecting upon competency-based goals for the Residency Practicum. The purpose of the study is to gain the teacher candidates' perspectives on the competencies they identified most often as goals for improvement throughout the Residency Practicum and the percentage of teacher candidates who grew in proficiency through self-assessed ratings of the competencies.

Keywords: goal setting, competencies, teacher candidates, student teaching, residency practicum, standards

Goal Setting: Impacting Teacher Candidate Growth in Residency Practicum prior to

Student Teaching

For more than 100 years, beginning as a normal school, a midwest university has had a strong reputation for the preparation of teachers. The School of Education (SOE) serves approximately 800 undergraduate students with elementary education or special education as their major. During 2014-2015, the undergraduate curriculum was transformed in a redesign that impacted all the coursework completed by elementary education and special education majors. The first six semesters of coursework in the program are now competency-based and referred to as Phase I (first three semesters) and Phase II (semesters four through six). One of the critical hallmarks of the new curriculum is a year out culminating experiences for the final two semesters. The first semester is titled Residency Practicum (RP) and the final semester is referred to as student teaching. A chief difference between the former and new curriculum is the yearlong experience giving teacher candidates (TCs) beginning-of-year, as well as end-of-year experiences in the same classroom setting.

In the fall of 2020, there were 512 teacher candidates in the elementary and special education programs. Of those 512, in the fall of 2020, there were approximately 85 teacher candidates deployed out into Residency Practicum placements in more than 30 school districts. These teacher candidates were student teachers in the spring of 2021. Throughout the undergraduate program, teacher candidates work toward the achievement of the aforementioned competencies assigned to each of the courses in Phase I, Phase II, and Phase III (Semesters 7 and 8) which are located in the Appendix. While developing each of the courses, competencies were derived from the analysis of the [State] Teacher Standards as well as from national standards for

GOAL SETTING: IMPACTING TEACHER CANDIDATE GROWTH

specific content areas. At the end of each course, teacher candidates were assessed on identified competencies and must have receive a proficient rating to move to the next phase of the program.

Using this process, university faculty were confident candidates have the knowledge and skills necessary to implement the theories and instructional strategies represented in the competencies. However, in past observations of teacher candidates participating in student teaching experiences, a gap often exists between the competencies achieved and the implementation of those practices in the clinical experience in school settings. This may be due to a phenomena identified by Lortie (1975) known as the "apprenticeship of observation" (p. 62) explained as the learning teacher candidates have experienced in their 12 or more years as students in K-12 traditional classrooms. In many instances, these educational experiences are at odds with the instructional strategies needed to teach in the complex 21st century classroom. Considering teacher candidates have only three to four years of university coursework compared to the 12 years in the "apprenticeship of observation" Lortie referred to (1975, p. 62), the work of rooting evidence-based practices into their repertoire can be daunting. Darling Hammond (2006) writes, "One of the perennial dilemmas of teacher education is how to integrate theoretically based knowledge that has traditionally been taught in university classrooms with the experience-based knowledge that has traditionally been located in the practice of teachers and the realities of classrooms" (p. 307).

In the Residency Practicum experience described in this article, researchers created a protocol, which required teacher candidates to revisit the competencies achieved in Phases I and II of the undergraduate program, analyze their level of proficiency in implementing the competencies in their practice, and set goals around the competencies for which they felt least proficient. Candidates rated their level of proficiency on each of the competencies at the

beginning, mid-point, and end of Residency Practicum on a document titled Rating Scale to Assess Teacher Candidate Application of Phase I and II Course Competencies in Residency Practicum referred to as the Rating Scale (Appendix). As Residency Practicum began, candidates were asked to review course competencies, which had been aligned with the [State] Educator Evaluation System [S] EES Standards, and to set two to three goals for their semester based on their perceived level of proficiency in each of the competencies. Throughout Residency Practicum, weekly reflections were completed in which teacher candidates were to revisit their newly learned competencies and reflect upon their ability to actually use them when placed in a daily classroom situation. In turn, this focus on goal setting would narrow the gap between the deeply rooted "apprenticeship of observation approaches" (Lortie, 1975, p. 62) and the strategic use of evidence-based practices learned in Phase I and Phase II courses.

Year Out Student Teaching Models

As educator preparation programs (EPPs) and school districts strive to meet their commitment to better prepare future teachers for entry into the field of education, there were often two themes that emerged from the literature when considering EPPs: 1) the creation of more effective EPPs, and, 2) extended field experiences like student teaching and its impact on teacher preparation. Linda Darling-Hammond, expert on teacher preparation, research addresses the importance of creating more effective EPPs. Darling-Hammond (2006) contends the most effective EPPs address three main components: 1) a strong connection between coursework and fieldwork, 2) intensely supervised clinical work integrated with coursework, and 3) hands-on relationships with partner schools serving diverse learners. As a result, Darling-Hammond (2006) is a supporter of longer student teaching experiences. The longer student teaching experiences should allow future teachers to put into practice what they have actually learned in

GOAL SETTING: IMPACTING TEACHER CANDIDATE GROWTH

preparatory coursework and successfully complete this required element of the EPP. Specifically, Darling-Hammond (2006) argued by better preparing the teacher candidate, they feel more confident and better trained to handle all the complexities faced by teachers.

In a study of over 1,200 schools and departments of education in the US, Levine (2006) documented the benefits of longer student teaching experiences and more hands-on learning in an authentic school environment as well as support for more thorough EPPs. Foremost, Levine's (2006) study found a lack of preparation many teacher candidates receive prior to entering the teaching profession and argued the benefits to lengthier student teaching. According to Spooner et al (2008), one way to help improve teacher preparation is to increase the amount of time teacher candidates spend in the classroom working with children and experienced teachers, rather than in content courses interacting with their peers and professors. Common sense indicates candidates who receive increased numbers of field experiences, field experiences over time from the beginning of their program to the end, and increased mentoring opportunities to help them understand the realities of teaching are better prepared to deal with complex issues related to children and facing teachers in classrooms and schools. Carefully crafted longer models can be a best practice to prepare beginning teachers for the complexities of the profession.

Finally, we looked to Dewey (1938) who tells us the impact of our educational experiences is dependent upon the quality of those experiences. The current experiences provide "influence upon later experiences" (Dewey, 1938, p. 27). He noted the traditional experiences we have had become a part of our routines and planning. These traditional ideas are not given up just because we are exposed to more progressive ideas. This notion is further evidence that what teacher candidates have experienced in their educational history greatly influences their

perceptions of what education is and how that is carried out in classrooms. Dewey (1938) advocates we think about a continuum when considering the value of experiences in education. Some of those experiences will have little value to us; still others will have great value and contribute to our desire to learn further.

Goal Setting

Setting goals has long been discussed as a way to improve academic achievement and increase student motivation. A review of the literature surrounding the efficacy of goal setting provided impetus for including a goal setting process in the Residency Practicum experience. Latham and Locke (2002) conducted seminal research in their synthesis of empirical studies on goal setting leading to the renowned theory of goal setting. Of major interest for the purpose of this study, was the finding that goals do affect performance and do so through four mechanisms. First, goals direct attention toward activities relevant to the task at hand. Second, goals serve to motivate. Those goals which are less difficult to attain energize participants to achieve more difficult goals. Third, goals affect persistence. When trying to attain a difficult goal, it is possible to work faster and more intensely for a short period or to work more slowly and less intensely for a long period (Latham & Locke, 2002). Fourth, goals affect action indirectly by leading to discovery of additional information in the pursuit of the goal (Wood & Locke, 1990). The key to goal attainment, according to Locke and Latham (2002), is the development of goals, which are challenging and specific.

Significant in the literature on goal setting is the notion of self-regulation and self-regulated learning. Self-regulated learning involves the ability to initiate and direct learning beyond formal education, requiring control over one's own learning processes. Zimmerman (1990) described self-regulated learners as individuals with skills to instigate, monitor and

GOAL SETTING: IMPACTING TEACHER CANDIDATE GROWTH

sustain learning toward goal achievement. With the ever-changing landscape of 21st century

schools, it is critical teacher candidates have the skills to analyze a classroom situation, set a goal

for intervening in the situation, draw from a toolbox of evidence-based instructional strategies,

and implement strategies to achieve the goal. However, simply setting the goal does not

necessarily lead to the self-regulation necessary to achieve the goal. The idea of self-regulation

was discussed in a study conducted in the medical field, but germane to the current study and

other educational studies, which concluded self-regulated learning is not used to its full potential

yet (van Houten et al, 2018).

Through research with medical students, van Houten et al (2018) believe self-regulation

has not reached its full potential and more opportunity must be given to teach candidates HOW

to set goals and how to reflect on their progress. The authors go on to say it is critical to provide

the environment in which candidates are allowed the opportunity to actually practice skills

related to the goals (van Houten et al, 2018). Similarly, Seo, et al. (2013) promote the idea of

implementation intention as a strategy for enhancing self-regulation and, subsequently, goal

achievement. Developing specific action plans for implementation enhances self-regulation to

the fulfillment of the goal by providing external cues, which make pursuit of the goal automatic

and relatively unconscious (Gollwitzer, 1999).

Recent literature has touted the importance of coaching to enhance the goal setting

process. Within this body of research, discussion has focused on the important role a coach plays

in the acquisition of self-regulatory behaviors and goal attainment. Studies point to the necessity

of the coaching process to the actual goal attainment. Grant (2012) suggests coaching is closely

tied to self-regulation, which is critical to goal attainment. More specifically, Grant (2012)

describes the coach as the facilitator of the coachee's goal attainment. Coaches assist coachees in

the setting of a goal, developing the action plan, monitoring performance, and adapting actions to better achieve their goals.

Methods

The research for this study focused on candidates' experiences identifying and reflecting upon their goals for the Residency Practicum during the fall of 2020. The purpose of the study was to gain the candidates' perspectives on which competencies they identified the most when setting goals for improvement throughout the semester of the Residency Practicum. The overarching research question guiding this study is, "How does competency-based goal setting at the beginning of Residency Practicum (based on competencies addressed in the undergraduate teacher preparation program) impact a candidate's confidence and perception of proficiency at the completion of the practicum as they begin student teaching?"

The primary research questions follow:

1. How do the competencies learned in Phase I and Phase II impact Residency Practicum teacher candidates?

2. What competencies from Phase I and Phase II were most identified as goals for improvement throughout the course of the Residency Practicum?

Data Sources and Analysis

Data were collected through the following sources: Residency Practicum Goal Setting template (Appendix) from fall 2020, Rating Scale to Assess Teacher Candidate Application of Phase I and II Course Competencies in Residency Practicum (Appendix) from fall 2020, Residency Practicum survey data, and Student Teaching survey data. Both the Rating Scale and Goal Setting template were completed by teacher candidates at the beginning, mid-point, and end of Residency Practicum. Candidates rated themselves on 53 competencies using Emerging,

GOAL SETTING: IMPACTING TEACHER CANDIDATE GROWTH

Developing, Proficient, or Distinguished levels. The Goal Setting template included the core

competencies on which the teacher candidates had become proficient based on coursework

during the first two program phases prior to Residency Practicum. Candidates developed two to

three goals around those competencies in order to address the gap between coursework and the

application of the competencies during Residency Practicum. In addition, candidates were asked

to develop rationale for the goals they selected, steps to achieve the goals, identify progress

toward the goals at the mid- and end points, and write a final reflection about progress toward

achieving the goals. The initial goal-setting process was completed in collaboration with the

cooperating teacher and university supervisor based on the Rating Scale. The Residency

Practicum survey was completed by teacher candidates at the end of fall 2020 answering

questions focused on the format and structure of Residency Practicum. The Student Teaching

survey was completed at the end of spring 2021 with an overall emphasis on the correlation

between Phase I and II Coursework and Residency Practicum and student teaching.

Data analysis on the rating scales began with two of the researchers tallying the

competency ratings identified above by each of the candidates at the beginning, mid-, and end

points to indicate how many had self-reported growth over time. The goals from the template

were then analyzed and coded separately by the same researchers. Initially, the two researchers

implemented open coding (Krueger & Casey, 2009) to provide a basic structure for collected

data. Themes developed from the tallied competencies identified as goals and from the open-

ended responses. The process of coding included labeling and sorting collected qualitative data

from the open-ended responses (Merriam, 2009). Coding also served to identify themes,

summarize, and interpret themes that emerged from the data (Emerson et al., 2011). The

researchers identified the top six goals set by teacher candidates and noted various important

GOAL SETTING: IMPACTING TEACHER CANDIDATE GROWTH

phrases, discovering correlations to emerging themes extant in the data. The researchers

compiled the most identified goals and notable themes and quotes in order to compare and check

for consistency. Researchers further reviewed and ranked the goals and themes in order of

prominence and relevance to the posed research questions, based on the number of repetitions of

certain words and phrases (Creswell, 2012; Merriam, 2009). Researchers were careful to extract

poignant quotes from various lenses including teacher candidates from different genders, school

placement settings (including rural and urban), campuses, ethnicity, race, and major.

Results

The themes discovered during the analysis of the data were discussed by the

competencies the students addressed during their goal-setting assignments. Candidates rated their

level of proficiency on each of the competencies at the beginning, mid-point, and end of the

practicum experience. Each of these competencies will be discussed referencing Table 1 below,

which demonstrates the number of teacher candidates that set the competency as a goal and the

percentage of those who grew in proficiency on the goal from the beginning to the end of

Residency Practicum. This information is based on the students' self-reported competency at the

beginning, middle, and end of the practicum. For each competency, the candidates would rate

themselves as Emerging, Developing, Proficient, or Distinguished. Since each competency was

initially aligned to the SEES Standards, each theme below describes this alignment to the

standards as well. Finally, the themes are discussed including relevant supporting comments

from teacher candidates.

Each of the subheadings addressing competencies discussed below are abbreviated

versions of those competencies. The full competency appears verbatim within the Competencies

Receiving Most Goals Set located in Table 1.

GOAL SETTING: IMPACTING TEACHER CANDIDATE GROWTH

Themes

Problem Solving for Mathematics

As previously mentioned, the competencies were aligned with the [State] Educator Evaluation System, which is also known as the certification performance assessment when it is used during the student teaching semester. Specifically, this Problem Solving for Mathematics theme aligns well with standard one: Content knowledge aligned with appropriate instruction. The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students (MEES, 2021).

The comprehensive data demonstrate 39 candidates perceived themselves as developing and six as proficient at the beginning of Residency Practicum. By the end of practicum, 36 students perceived themselves as proficient. Remarkable to note is the competency most candidates set as a goal was 4a, "Supporting elementary classroom learners through the implementation of problem-solving strategies and eight standards of mathematical practice."

The researchers believe it is important to note this particular competency (4a) encompasses an extensive amount of math content and could explain candidates' selection of it as a goal over others. The competency first states the candidates are to support their young students by implementing strategies for problem solving but also requires implementation of the eight standards of mathematical practice. These eight standards are based on the Common Core State Standards Initiative (2021) and require that students can:

Make sense of problems and persevere in solving them.

Reason abstractly and quantitatively.

Construct viable arguments and critique the reasoning of others.

GOAL SETTING: IMPACTING TEACHER CANDIDATE GROWTH

Model with mathematics.

Use appropriate tools strategically.

Attend to precision.

Look for and make use of structure.

Look for and express regularity in repeated reasoning.

There is no argument all of these standards are important to the competency, but the amount of content within the competency is vast. The candidates receive extensive instruction in mathematics through two three-hour courses and two two-hour courses in addition to a two-hour practicum devoted to mathematics required of all elementary and special education teacher candidates for a total of 12 credits. One course is unique to the EPP and is not required in other state EPPs.

As illustrated in Table 1, 13 teacher candidates set this competency as a goal. By the end of Residency Practicum, six rated themselves as developing, six as proficient, and one as distinguished. Sixty-seven percent of the candidates setting this competency as a goal viewed themselves as proficient at the end. Moreover, analysis of the data confirmed the confidence aspect for the researchers. This was illustrated when three of the candidates rated themselves lower at the midpoint than at the beginning of the Residency Practicum suggesting observation of the cooperating teacher and experiences in the classroom with students helped them to understand the complexity of mathematical concepts and how to teach those concepts to children.

Mathematics is an area where candidates express lack of confidence and/or dislike of the content. It continued to be content the candidates wrote about often. The researchers noted critical themes including visible thinking of how students are solving math problems, using

GOAL SETTING: IMPACTING TEACHER CANDIDATE GROWTH

manipulatives during math instruction, and integrating math content with other content areas. Each of these themes contributed to students feeling more confident with math content.

There were numerous comments about the use of Number Talks, which is first credited to Ruth Parker (youcubed, 2021). They are defined as a time in the classroom when children discuss mathematics as a community of learners by talking about their thinking as they use algorithms and strategies to solve mathematical problems. Comments regarding Number Talks in the elementary classroom were focused on the value of being able to "see" students' thinking as they solved mathematical problems. This was an activity candidates felt comfortable facilitating early in the Residency Practicum. A candidate commented, "I now take over Number Talks every morning and I question the students [sic] thinking each step of the way. I use words such as 'why did you add that number,' 'where did this 5 come from,' 'how did you know to start there'" (TC4). Even if the school or classroom is not using the language of Number Talks, the candidates are seeing the philosophy behind Number Talks, especially the authenticity of the process. This is evident in this candidate's comment, "Something that I learned that is very important is to have the students show their way of thinking with the methods that they did. This is more authentic and is at the level that all the students are at." (TC7)

The candidates valued the use of math manipulatives with their students and other kinds of effective practices had clearly been modeled in their preparation but also by their cooperating teacher. One candidate noted,

> I have learned how to model mathematics with physical manipulatives. I have also
> learned when to pull those manipulatives out and what manipulatives to pull. For
> example, while working with division, I have pulled small chips for us to physically

divide into groups. This helped Student T visualize the bags in the division word problem. (TC17)

Candidates who were delivering virtual instruction during Residency Practicum understood the use of manipulatives was still critical. However, one candidate struggled with how to do this during virtual teaching. The candidate wrote about a goal they had for future online teaching, "I would like to introduce virtual manipulates [sic] the students can use to enhance their understanding of math." (TC23) Another candidate's skill at this was valued by the cooperating teacher, "My cooperating teacher let me take the lead on finding the virtual manipulatives because she is also working on becoming proficient with using them. It is rewarding to see the students learning from each other and on their own using virtual manipulatives because it shows their effectiveness." (TC6)

Math has logical connections to other content area teaching, in science, for example. The candidates began to see how all of their undergraduate coursework in designing and delivering curriculum and the importance of integrating content areas surfaced in their reflection log responses. One candidate noted, "There are several instances where I am applying mathematical terminology to ever [sic] science lessons. I have found that this is something that can be done painlessly and doesn't even require much planning. I have learned how it can be very easy to integrate math into other subjects." (TC3)

Finally, seeing the value of using standards to align instruction was a critical theme discovered in analysis of the reflection logs. A candidate wrote in a detailed way about how this was occurring in the classroom where they were assigned:

My math lessons were all inquiry based, which is the basis of the Standards of

Mathematical Practices. Going into Residency Practicum, I was nervous about teaching

GOAL SETTING: IMPACTING TEACHER CANDIDATE GROWTH

math. However, I have gotten comfortable with using the standards and creating inquiry-based lessons. I now know the importance of these standards and why I should be using them in every lesson. (TC1)

Differentiating for Diverse Needs

This Differentiation for Diverse Needs Theme aligns with standard two: Student Learning, Growth, and Development. The teacher candidate understands how students learn, develop, and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students (MEES, 2021)

Based on comprehensive data, 17 candidates perceived themselves as growing to proficient and four candidates growing to distinguished by the end of Residency Practicum when self-assessing this competency. Of the 85 teacher candidates, 12 set a goal for this competency and 83% of those grew in proficiency on their goal from the beginning to the end point of their self-assessment. Of the 12 who set this as a goal, eight reported growth to proficient or distinguished. One candidate did not change from developing across all three ratings and a different teacher candidate rated themselves as proficient at the beginning, developing at the midpoint, and then back to proficient at the end point.

In semester three of the program, these teacher candidates participated in a course titled, Inclusive Classrooms and Positive Learning Environments with an accompanying Professional Learning Community course, which included profession-based assignments and field experiences revolving around inclusive classrooms and meeting the needs of all learners. Teach candidates completed four structured observations in a school to observe inclusive practices, identify focus students and their needs, and recommended possible accommodations and

modifications. During semester six, these candidates participated in a suite of courses that included topics and profession-based embedded field experiences to address designing interventions and assessments and theories and techniques for math and literacy intervention. This semester also includes a practicum in the university laboratory school to apply the knowledge and skills learned. The competencies learned in these courses were reflected in two of the themes identified as being most often set as goals including this one on differentiating for diverse needs and the fourth most identified theme on inclusion, which will be discussed later in the article.

The reflections on the goal setting form regarding the critical nature of differentiation, modifications, and accommodations showed teacher candidates true understanding that this implies meeting the needs of ALL learners. They often referenced their students' needs and the accommodations, interventions, and collaboration with colleagues to meet those needs. Reflections referenced a variety of learners, specifically students with disabilities, English Language Learners, and gifted learners or those students needing a challenge. There were reflections that stood out related to whole group instruction, small group instruction, and one-to-one instruction in order to meet students' needs.

Reflective statements that provided an overall theme of learning, identifying, and meeting the needs of all learners included some of the following quotes from the teacher candidates during Residency Practicum. "I have a lot of students with very specific needs. I have been able to work hard with my cooperating teacher in order to meet the needs of my students. I truly feel like this has become automatic to me. When something happens I know what to do and I'm able to think on my feet." (TC22) Another candidate provided the following, "I have been able to identify ways to make better and more inclusive accommodations and modifications for any

GOAL SETTING: IMPACTING TEACHER CANDIDATE GROWTH

students in the class whether it is for low level learners or higher-level learners that need a challenge." (TC20). Lastly, a teacher candidate recognized the importance in preparing lessons and strategies based on students' needs, "I have learned so much about how to prepare lessons with a variety of strategies depending on my student's [sic]. I have learned how not all students have the same needs. And it is important to be aware of those needs and prepare for them." (TC3)

Several reflections from teacher candidates identified collaborating with others in order to meet students' needs. Reflections included collaborating with cooperating teachers on several occasions, but also working closely with the ELL teacher and being a part of IEP meetings. Another sentiment that appeared to run through these poignant reflections on differentiating instruction and meeting the needs of all learners was the level of comfort the candidates were identifying they were experiencing. The comments included words such as, "more comfortable", "without making it a big deal", "automatic", and "practicing some on my own naturally without asking for help".

The use of small group instruction to differentiate for students was found to be successful as one teacher candidate said, "I think that together [with the cooperating teacher] we have successfully found small groups that work well and benefit all the students." (TC18) One candidate shared a very specific strategy that was utilized one-on-one with a student and the student and teacher candidate's responses as well, "

> I created an enrichment packet for one of our students. She needs some challenging [sic]
> in Reading, as she is reading at almost a 5th grade level. She asked if at least once a week
> we can meet to discuss what she has completed in the packet. Her excitement for it has

been extremely fulfilling for me and has shown me that even the smallest challenge can

make a student so excited to continue learning. (TC11)

Classroom and Behavior Management, Student Engagement, and Motivation

The Classroom and Behavior Management, Student Engagement, and Motivation Theme

aligns with standard five: Positive Classroom Environment. The teacher candidate uses an

understanding of individual/group motivation and behavior to create a learning environment that

encourages active engagement in learning, positive social interaction, and self-motivation

(MEES, 2021)

Comprehensive data show 12 teacher candidates grew to proficiency on the competency

related to classroom and behavior management, student engagement and motivation by the end

of the Residency Practicum, with seven growing to distinguished. Ten candidates elected this

competency as the focus of their goal setting and of those ten candidates, eight perceived

themselves to be proficient or distinguished at the completion of the practicum. Of the candidates

who selected the goal, nine candidates grew in their achievement of the competency with one

candidate showing no additional growth but beginning and ending at the proficient level. The

emergence of this competency as a theme for the goals set by Residency Practicum candidates

was not surprising. Research over the past 30 years has pointed to a lack of confidence expressed

by beginning teachers in their ability to manage a classroom and effectively work with students

who misbehave (Melnick & Meister, 2008). Teacher Candidates participate in coursework

during Phase I of the program, which introduces them to concepts of classroom management

including the importance of establishing quality relationships with students, management

theories and models, as well as the importance of establishing rules and procedures. Through

field experiences and beginning practicum placements in Phase II, teacher candidates begin to

GOAL SETTING: IMPACTING TEACHER CANDIDATE GROWTH

practice what they have learned in Phase I introductory management classes, but it is during

Residency Practicum when candidates were in the classroom on a daily basis to implement what

they have learned providing the scaffold to student teaching and subsequently to their first year

of teaching.

Teacher candidate reflections on the connection between classroom and behavior

management, student engagement, and motivation reveal the growth experienced throughout

Residency Practicum. One student related, "I learned how to better handle classroom

management. Since I know the students well, I was able to find ways to keep their engagement. I

think slowly easing into teaching has helped me get a good feel for what it is like to handle my

own classroom." (TC10) Several students reflected on the importance of building relationships

and the impact positive student relationships have on student engagement and learning. One

candidate mentioned, "The thing that stuck out the most to me still this semester to [sic] connect

with each student each day...you have to know your students before you can respond to them in a

culturally responsive way." (TC8). By the end of the semester, one teacher candidate wrote about

her growth in the arena of classroom/behavior management,

> I have also had the opportunity to go to different classrooms and identify how other
>
> teachers use management skills. It was interesting to see the difference in each, but also
>
> how they correspond to a very similar outcome. I do notice that I have grown a lot in this
>
> area from where I started, but forming my philosophy in management is something I
>
> want to continue with into student teaching. (TC12)

Coinciding with these reflections is an open-ended response from the anonymous student

teaching survey given at the end of the yearlong experience, which indicated deep knowledge of

the connection between classroom and behavior management, student engagement, and motivation, "I really focused on building good relationships with my students and forming those connections. I also really worked hard on creating those rules, procedures, and expectations. This made a huge difference in Residency Practicum, so I continued to do so during student teaching."

Inclusive Classrooms

The Inclusive Classroom Theme aligns with standard two as described above. Data demonstrate nine teacher candidates recognized themselves as needing to set a goal for the competency, "Identifying, modifying, and planning to support inclusive classrooms which include accommodation/ modification, classroom arrangement, and inclusive language and behavior to increase student engagement and meet student needs." Comprehensive data revealed 10 candidates as emerging, 24 as developing, 26 as proficient, and two as distinguished at the beginning of Residency Practicum based on self-assessment. By the end of practicum, 51 students perceived themselves as proficient or distinguished.

Regarding meeting the needs of all learners in a whole group teaching situation and planning to support inclusive classrooms, one teacher candidate referenced a read aloud and how the literature should be reflective of some of the students in the class. This candidate noted,

> During my Residency Practicum, I have watched my cooperating teacher include all of
> our students and treat them as equals. We have several read alouds that would reflect on
> some of the students in our classroom. Inclusion is a huge deal in our classroom, as we
> have developed a bit of a diverse group of students. I have noticed how our students react
> when they notice they are represented in a read aloud book. (TC21).

GOAL SETTING: IMPACTING TEACHER CANDIDATE GROWTH

Collaborating with others was referenced and it is perceived by researchers that this leads to inclusive teacher candidate behavior to increase student engagement and meet student needs. (TC15) reflected on this collaborative effort, "I also worked very closely with the ELL teacher in my room and collaborated with her to make sure those students were getting the richest quality education from all three of us. I am now starting to pick up on those same methods and practicing some on my own naturally without asking for help." Collaborating to discuss student needs was reflected upon by (TC13) with the following, "I have collaborated with my cooperating teacher in discussing student's [sic] differences/needs in the classroom, including being a part of IEP meetings and Parent Teacher Conferences." One can infer from this quote that the teacher candidate was able to modify and plan to support inclusive classrooms using accommodations and modifications for students on IEPs. This is supported by another candidate's comment as well, "I have also been working more one-on-one with the Special Education students in my classroom and trying to find a good level of difficulty for their assignments." (TC9)

This competency was supported in reflective statements such as, "I have found out that 'School' (pseudonym) currently represents approximately 20-25 languages spoken in our students' homes…I will continue to find strategies and make accommodations for my ELL students so they can be successful in 3rd grade." (TC4). This proactive approach to the students' future learning and success was reiterated in another candidate's reflection as she identifies how they will use inclusionary practices in the next semester of student teaching. She notes, "We have tracked the different types of activities and lessons we present to students and have tried to reach multiple intelligences and learning styles...We have decided that next semester… we will conduct a class survey about ways the students feel they learn best." (TC19)

Instructional Strategies for Science Content

This Instructional Strategies for Science Content theme also aligns with standard one, which was described earlier. Comprehensive data shows 15 candidates perceived themselves as growing to proficient and one candidate growing to distinguished by the end of Residency Practicum. Seven teacher candidates set a goal for this competency, and of those seven, only two perceived growth to proficient. Interestingly, five of the candidates who selected this competency as a goal did not perceive themselves as growing from the beginning to the end of Residency Practicum.

The researchers believe the low percentage of candidates' perceptions of growth on this competency is related to lack of confidence in the content area (science) and observation that science instruction has decreased in elementary school settings. Wexler (2019) notes, "the amount of time spent on social studies and science has plummeted--especially in schools where test scores are low" (para. 6). Additionally, teacher candidates experience field experiences targeting the science content area involving observation but not experience teaching science lessons prior to Residency Practicum. Integrated lesson planning is a hallmark of the revised curriculum but being able to teach those lessons in a school setting does not routinely occur. It is quite possible with strong emphasis on integrating content areas, teacher candidates may incorporate science into lessons taught in other content areas, but it is not required.

Candidates did not always observe and experience science lessons in their Residency Practicum. As Wexler (2019) noted, science content, along with social studies content, is often marginalized in elementary school settings. A candidate, speaking about teaching science content, noted, "I have not gotten the amount of time observing or teaching science as I had originally wanted, but I now have a better idea of how to implement tools of inquiry into science

GOAL SETTING: IMPACTING TEACHER CANDIDATE GROWTH

lessons and curriculum" (TC5). The candidate elaborated further saying that even though her goal of teaching more science content had not been met, she understands how she can use a variety of instructional strategies to meet the needs of a variety of learners. Candidates also reflected they had observed the cooperating teacher implementing lessons; they were invited to assist in planning, but not in the actual teaching of those lessons. Another candidate cited as evidence the lack of science content in the classroom, "Students were so low and far behind in math and reading that the third-grade team decided to focus more time in the daily schedule to math and reading/writing." (TC14) To still expose the third-grade students to science, the teachers designated Fridays as a day for learning science concepts. The candidate noted, "By working together, we are able to do better by our students," suggesting the teacher candidate understands the importance of the content but is also bound to focus on literacy and math skills (TC14).

Project-based Learning

The Project Based Learning Theme aligns with standard one as well. Comprehensive data shows 13 candidates perceived themselves as growing to proficient by the end of Residency Practicum. Of those 13 who grew to proficient, five candidates selected this competency as one of their goals. And, of those ten students who set this competency as a goal, all grew at least one level (for example, emerging to developing; developing to proficient; proficient to distinguished).

As the faculty in the School of Education were redesigning the program, a considerable amount of research was conducted to determine instructional frameworks that would increase student engagement and enhance student achievement. Project-Based Learning (PBL) surfaced as worthy of consideration not only because of research indicating its benefits, but also because it

GOAL SETTING: IMPACTING TEACHER CANDIDATE GROWTH

aligned with the University's emphasis on profession-based learning. Thirty years ago, Blumenfeld et al (1991) defined project-based learning as "a comprehensive approach to classroom teaching and learning that is designed to engage students in investigation of authentic problems" (p. 369). The conceptual thinking about project-based learning has not changed significantly over time. The Buck Institute for Education (2021) notes the projects students develop and work on extend over a period of time, sometimes a week, but may be as lengthy as a semester. They expand the definition to include addressing and "solving a real-world problem or answering a complex question. They [the students] demonstrate their knowledge and skills by creating a public product or presentation for a real audience" (Buck Institute for Education, para). Studies have revealed the benefits of the framework, including long term retention of content, improved performance on high stakes tests, improvement of problem solving and collaboration skills as well as improving students' attitudes toward learning. (Strobel & van Barneveld, 2009; Walker & Leary, 2009). With that in mind, coursework was designed to allow students the opportunity to research the efficacy of the PBL framework, as well as to design and implement a project-based unit. During their fourth semester of coursework, undergraduate teacher candidates enroll in a suite of integrated courses with the emphasis of integrating and delivering curriculum in an authentic, engaging method. In the sixth semester of their undergraduate program, candidates implement a project-based unit in the laboratory school on campus.

The emphasis on PBL continues during Residency Practicum with the expectation teacher candidates collaborate with their cooperating to develop and implement a project-based unit. Unfortunately, several school districts hosting Residency Practicum candidates did not implement project-based instruction, complicating the expectation. However, many districts did

GOAL SETTING: IMPACTING TEACHER CANDIDATE GROWTH

include projects as a part of a planned unit. With this in mind, the expectation was amended to allow for implementation of "dessert projects," as defined by pblworks.org (2021). "Dessert projects," are considered additions to an already planned unit, while "main course projects" which were the original intent, are considered the framework for student learning of the standards (pblworks.org, 2021). By making this adjustment, more teacher candidates had some level of experience with projects, causing them to grow in their perception of competency. As one candidate commented, "Residency Practicum allowed me to observe the importance of PBL—big or small—and learn when to properly introduce them in a lesson. For example, I got the opportunity to observe my cooperating teacher formally assess students with science and social studies projects." (TC2).

Another teacher candidate wrote of the way, in which she planned the PBL project,

> The majority of the project will be determined in the Spring once the standards have been set for Spring Semester. I am planning on incorporating literacy by analyzing documents from the American Revolution by decoding unfamiliar words and determining meaning. I have learned how utilizing non-fiction texts, documents and stories engages students and allows them the chance to connect the subject in a natural way. (TC16)

Discussion

The researchers' primary purpose of this study was to gain the candidates' perspectives on which competencies they identified the most when setting goals for improvement throughout the Residency Practicum Fall 2020 semester. A teacher candidate survey was administered at the end of student teaching (April 2021), revealed 100% of the candidates who completed the survey as they were nearing their pending graduation, described their current comfort level with teaching as comfortable (25%) or very comfortable (75%). This Student Teaching Survey allows

teacher candidates to respond to open-ended items. One candidate, at the end of student teaching explained their perception that the competencies created limitations for goal setting. They note, "I felt at times the competencies were limiting to the goals that i [sic] wanted to set for myself as a teacher. I used the goals from the competencies to accomplish some things, but their (sic) were other goals that I had that the competency did not cover." The researchers believe there were implications from this study that can help improve practice and help to better prepare teacher candidates for the complexities of the classroom.

Implications and Recommendations

Goal Setting

As training and communication about goal setting related to competencies improves, the researchers see a need to further address how teacher candidates are coached in goal selection. It is understood if candidates choose a goal they are already confident in, they will not grow during the Residency Practicum as much as if they select a goal addressing a competency that is truly difficult and challenges them. Our first recommendation addresses goal selection so we are creating coaching moments to increase competence and confidence.

At the end of the Residency Practicum semester and at the beginning of student teaching for this group of teacher candidates, those creating the practicum course content and responsible for training university supervisors felt it was critical to address two issues: 1) how teacher candidates were being supported in their goal-setting process, and 2) how they were working toward achieving competency for the goals. When coaches partner with teachers, or candidates, in this case, all involved can focus on analyzing the current reality in the classroom, set goals, identify what strategies will assist in achieving goals, and provide the needed support so the goals can be met over time (Knight, 2018). According to Knight (2018), "When teachers partner

GOAL SETTING: IMPACTING TEACHER CANDIDATE GROWTH

with coaches to set and meet measurable student goals, coaching improves instruction. When there is no goal, there is a real danger that coaching will have no impact" (p. 65). Another facet that needed to be addressed was the feedback candidates were getting from their university supervisor. These supervisors were meeting the needs of the candidates, but it was agreed a specific model focused on conferring would add dimension and depth to the process.

To address goal-setting processes, conferencing opportunities, and competency discussions, an instructional coach from a large suburban district was hired to train lead university supervisors and university supervisors in a coaching model. This model entails extensive conferencing with the teacher candidates, including the cooperating teacher in additional conferencing opportunities, and heavily emphasizing supporting candidates' naming and noticing (Johnston, 2004) best practices in the classroom. All of the resources and training were heavily influenced by Knight's (2018) work emphasizing coaching as a conversational pathway to develop the same skills in our candidates as they were seeing in skilled classroom teachers. This reiterated the focus of the Residency Practicum as a semester when candidates can hone their developing skills to name and notice (Johnston, 2004) the characteristics of effective teaching seen in their cooperating teachers, as opposed to student teaching when application of those skills is expected *by* the teacher candidates.

To further provide structure to the coaching model, a guide for each of five meetings between the candidates and their university supervisors was developed. The guide details the pre-observation conversation between the two prior to the first meeting and then the focus for all meetings based on a specific [state] standard. Stems for coaching discussions are included and would be similar to "What was an aspect you observed that you wondered about?", "What were some of the decisions you could assume went into the [interaction, lesson, etc.]?", "If you were

unable to observe the focus for this meeting, how do you think this would look in the classroom?" Table 2 focus of each of the coaching conversations based on the [SEES].

We believe it is important for candidates to clearly and intentionally reflect and then challenge themselves to select goals with an eye toward growth. The value of productive struggle during the Residency Practicum can lead to a more confident and skilled teacher candidate during the student teaching semester. In working with candidates on progress toward goals, it will be critical for university supervisors and cooperating teachers to assist candidates in seeking out those in the school setting that can best help them achieve their goals. This may mean going beyond the walls of the classroom to instructional coaches, special education teachers, speech pathologists, and other personnel in the building with expertise in achieving competency toward the goal. We respect the expertise of the cooperating teacher, but candidates must learn the school setting is a complex environment with rich resources in terms of personnel to gain knowledge during their time in practicum and student teaching.

Reflection

The role of reflection and its importance in changing our practice as educators is at the heart of the curriculum for preparing candidates. We understand that "We do not learn from experience. We learn from reflecting on experience" (Dewey, 2003, p. 78). The Professional Learning Communities (PLC) courses taken throughout each semester of the program were designed to assist students in their reflective behaviors. However, as with all course content, intentional and unintentional revisions have been made by course instructors. Revisiting the intent of the PLCs with all faculty teaching the courses and reviewing the role and the intricacy of reflection is needed.

GOAL SETTING: IMPACTING TEACHER CANDIDATE GROWTH

University supervisors and cooperating teachers may not understand the level of reflection that has been expected of candidates during their coursework and the importance of holding them to high standards and expectations during their final two semesters of preparing to be teachers. Further work can be done to assist candidates from moving reflection to action during Residency Practicum. For the current semester, there are two additional follow-up training sessions being planned and the team is considering the topic of moving from reflection to action as a training topic. Birmingham (2004) tells us, "Although reflection is driven by reflective thought on what is good and how to achieve it, reflection includes attitudes and actions as well" (p. 316). Shifting from simply reflecting to identifying action steps will be a critical point of Residency Practicum and student teaching.

Classroom Management, Inclusion, and Differentiation

An implication that surfaced from the review of goals around classroom management, inclusion, and differentiation included a lack of rich and extensive reflection by the teacher candidates. In addition, a few rated themselves as proficient and distinguished from the beginning, which could also be due to the lack of deep reflection. Teacher candidates did show growth over time in these areas, which shows the benefit of the extended time for building relationships and creating classroom community, as well as observing beginning of the year procedures established and being implemented over an extended time.

Residency Practicum provided collaboration and experiences with a larger number of students from special populations (ELL, Special Education, Gifted). Prior to Residency Practicum, many field experiences were conducted at the lab school on campus where the number of diverse learners is significantly less. Many of the Residency Practicum placements are demographically quite different from previous field experiences, including the lab school. This

daily, extended exposure to diverse students provided a more authentic field experience and allowed the candidates to grow in their confidence in classroom management. In addition, this teaching experience with whole group instruction expanded their knowledge and need for inclusionary practices.

Our ultimate goal in implementing a yearlong experience in the same school setting and classroom through Residency Practicum and student teaching is to impact classroom teaching and learning for all students. The hope is teacher candidates will solidify effective classroom practices they have learned and not regress back to methods they have experienced during their own K-12 educational careers that may not have been best practice. This increases the possibilities for stellar practices for all of the students they encounter as future teachers.

Math, Science, and Project-Based Learning

It is clear from the supporting data, especially the teacher candidates' reflections, they are unsure about or lack knowledge and skills to feel successful and confident when teaching math. Additionally, science and PBL are not routinely occurring in many school settings. This speculation is confirmed repeatedly in the teacher candidates' comments. Science, specifically, is often either eliminated for as long as a nine-week period or is taught as integrated content during literacy instruction where the focus is *not* on science content but on the intricacies of learning to read and write. Vocabulary may be at the forefront of a lesson, but using the scientific method, learning about hypotheses, and conducting experiments are not.

PBL has also taken a backseat in some classrooms or is not a part of the identified methods used to teach inquiry. If this is the case, the teacher candidates are then put into the position of trying to advocate for including PBL in their experiences. This can make candidates

GOAL SETTING: IMPACTING TEACHER CANDIDATE GROWTH

feel uncomfortable and can, in some cases, not be an option. It is clearly at the discretion of the cooperating teacher to make those decisions.

Discussions need to occur about candidate preparation for teaching math and science within the EPP. Questions to be discussed include: How can a shift occur from a focus on *competencies* related to math and science to a focus on the *confidence* needed to effectively teach math and science? Lastly, how can we place increased value on giving teacher candidates opportunities to teach lessons in these content areas more often prior to Residency Practicum and student teaching? We believe these discussions could result in beneficial changes for teacher candidates that will only increase their confidence in teaching the two content areas.

Related to PBL, more emphasis needs to be placed on how to weave inquiry into lesson planning prior to Residency Practicum and student teaching. This would enable teacher candidates who find themselves in a classroom setting where PBL is not occurring, to continue to have experiences at becoming skillful with inquiry-based learning. This may also empower candidates with the knowledge and language to ask respectful questions about PBL and the possibility of including additional inquiry experiences within the provided curriculum in the school setting.

Conclusion

The research that was conducted has been a springboard for action using evidence from the first Residency Practicum to inform our pathway forward. The quantitative data was helpful in determining the goals candidates set for themselves. However, the extensive qualitative data from the reflection logs has richly informed our work and assisted us in further defining what is critical for our EPP. This allows us to continue the momentum for strengthening the program beyond the initial changes to the curriculum and increased authentic field experiences being

GOAL SETTING: IMPACTING TEACHER CANDIDATE GROWTH

added. We understand the research is just one step in improving the educator preparation

program, especially the final two semesters for our teacher candidates, as we continue a yearlong

experience in the future. We want those final two semesters to be rich, reflective, and

challenging so, the university graduates first-year teachers who are clearly reflective, action-

oriented, and competent classroom educators.

GOAL SETTING: IMPACTING TEACHER CANDIDATE GROWTH

References

Birmingham, C. (2004). Phronesis: A model for pedagogical reflection. *Journal of Teacher*

Education, 55(4), 313-324. DOI: 10.1177/0022487104266725

Blumenfeld, P. C., Soloway, E., Marx, R. W., Krajcik, J. S., Guzdial, M., & Palinscar, A. (1991).

Motivating project-based learning: Sustaining the doing, supporting the learning.

Educational Psychologist, 26 (3 & 4), 369-398.

Buck Institute for Education (2021). What is PBL? https://www.pblworks.org/what-is-pbl

Common Core State Standard Initiative (2021). http://www.corestandards.org/Math/Practice/

Creswell, J. W. (2012). *Qualitative inquiry and research design: Choosing among five*

approaches (3rd ed.). Sage.

Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher*

Education, *57*(3), 300-312.

Dewey, J. (1938). *Experience and education.* Simon and Schuster.

Dewey, J. (2003). *How we think.* Dover.

Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes* (2nd ed.).

University of Chicago Press.

Gollwitzer, P. M. (1999). Implementation intentions: Strong effects of simple plans. *American*

Psychologist, 54(7), 493–503. https://doi.org/10.1037/0003-066X.54.7.493

Grant, A. (2012). An integrated model of goal-focused coaching: An evidence-based framework

for teaching and practice, *International Coaching Psychology Review*, *7*(2), 146 - 165.

Johnston, P. (2004*). Choice words: How our language affects children's learning.* Stenhouse.

Knight, J. (2018). *The impact cycle: What instructional coaches should do to foster powerful*

improvements in teaching. Corwin, A Sage Company.

Krueger, R. A., & Casey, M. A. (2009). *Focus groups: A practical guide for applied research.*
Sage.

Levine, D. (2006). Educating school teachers, executive summary.

ttps://eric.ed.gov/?id=ED504135

Locke, E. & Latham. G. (2002). Building a practically useful theory of goal setting and task
motivation: A 35 year odyssey. *American Psychologist, 57*(9):705-7.

Lortie, D. C. (1975). Schoolteacher: A sociological study. University of Chicago Press.

Melnick, S. A., & Meister, D. G. (2008). A Comparison of Beginning and Experienced
Teachers' Concerns. *Educational Research Quarterly*, *31*(3), 39–56.

Merriam, S. (2009). *Qualitative Research: A Guide to Design and Implementation* (2nd Ed.).
Jossey-Bass.

Seo, E, Patall, E, Henderson M. & Steingut, R. (2018). The effects of goal origin and
implementation intentions on goal commitment, effort and performance. *The Journal of
Experimental Education, 86* (3), 386-401.

Spooner, M., Flowers, C., Lambert, R., & Algozzine, B. (2008). *Is More Really Better?
Examining Perceived Benefits of an Extended Student Teaching Experience.* Heldref
Publications.

State Department of Elementary and Secondary Education (2021). *State educator evaluation
system training (MEES).* https://dese.mo.gov/educator-quality/educator-
preparation/mees-training

Strobel, J. & van Barneveld, A. (2009). When is PBL More Effective? A Meta-synthesis of
Meta-analyses Comparing PBL to Conventional Classrooms. *Interdisciplinary Journal of
Problem-Based Learning, 3*(1).

GOAL SETTING: IMPACTING TEACHER CANDIDATE GROWTH

van Houten, S. M. A., Berkhout, J. J., van Dijk, N., Endedijk, M. D., Jaarsma, A. D. C., &

Diemers, A. D. (2018). Self-regulated learning in the clinical context: a systematic

review. *Medical Education*, *52*(10), 1008–1015. https://doi.org/10.1111/medu.13615

Walker, A. & Leary, H. (2009). A problem based learning meta analysis: Differences across

problem types, implementation types, disciplines, and assessment levels.

Interdisciplinary Journal of Problem-Based Learning, 3(1).

Wexler, N. (2019). Elementary education has gone terribly wrong. *The Atlantic.*

https://www.theatlantic.com/magazine/archive/2019/08/the-radical-case-for-teaching-

kids-stuff/592765/

Wood, R., & Locke, E. (1990). Goal setting and strategy effects on complex tasks. In B. Staw &

L. Cummings (Eds.), *Research in Organizational Behavior*, *12*, 73–109. JAI Press

Youcubed (2021). *Number Talks.* https://www.youcubed.org/resources/number-talks-all-ages-

video/

Zimmerman, B. (1990). Self-regulated learning and academic achievement: An overview.

Educational Psychologist, 52 (1), 3-17.

Table 1:

Table of Competencies Receiving Most Goals Set

Competency	Themes	Number of Teacher Candidates Setting Competency as a Goal	Percentage of Teacher Candidates Growing in Proficiency on Goal from Beginning to End Point
Supporting elementary classroom learners through the implementation of problem-solving strategies and 8 standards of mathematical process	Problem Solving for Mathematics	13	67%
Identifying the diverse needs of students and appropriate differentiation	Differentiating for Diverse Needs	12	83%
Reflecting on how classroom and behavior management, student engagement, and motivation are connected	Classroom and Behavior Management, Student Engagement, and Motivation	10	90%
Identifying, modifying, and planning to support inclusive classrooms Which Include Accommodation/ Modification, Classroom Arrangement, And Inclusive Language And Behavior to Increase Student Engagement And Meet Student Needs	Inclusive Classrooms	9	78%

GOAL SETTING: IMPACTING TEACHER CANDIDATE GROWTH

Participate in And Exhibit The Ability to Plan And Implement A Variety of Instructional Strategies And Assessment Techniques for Teaching Science at The Elementary School	Instructional Strategies for Science Content	7	29%
Construct An Understanding by Design/Project-based Plan Showcasing Meaningful Integration between Identified Content Areas	Project-based Learning	10	100%

Table 2:

Coaching Conversations

Meeting	Focus	SEES Standard	Details
First	Classroom environment, community of learners, demographics and culture of school	5. Positive Classroom Environment	A guided observation is prepared ahead of time. The US and the TC observe at the same time using "I saw/I heard" language. Discussion immediately afterward using observation notes.
Second	Student learning, diverse needs of learners, child development	2. Student Learning, Growth, and Development	Shared goals are revisited. Established goals are set and/or revised.
Third	Using assessment and data to drive instruction	7. Assessment and Data Analysis	Shared goals are revisited. Established goals are set and/or revised.
Fourth	The importance of content knowledge competency and using inquiry to instruct and engage students	1. Content Knowledge and Instruction	Shared goals are revisited. Established goals are set and/or revised.
Fifth	How strategies and resources can assist students in critically thinking and engaging in problem-solving	4. Critical Thinking	Shared goals are revisited. The TC's short- and long-term goals are established for the student teaching semester.

GOAL SETTING: IMPACTING TEACHER CANDIDATE GROWTH

Appendix

Phase I and II Course Competencies in Residency Practicum

Rating Scale to Assess Teacher Candidate Application of Phase I and II Course

Competencies in Residency Practicum

Course	Competency *Teacher Candidates:*	Rating				Alignment with [S]EES Standard
		1 **Emerging**	**2** **Developing**	**3** **Proficient**	**4** **Distinguished**	
Ecology of Teaching	Apply their knowledge about the Ecology of teaching and learning to identify and examine biases / assumptions that will impact their relationship with students, families, and the community.					2.1 2.6
Developmental Foundations	Utilize a variety of observation tools to observe, collect desired data and reflect on the use of data for student learning					2.1 2.2
	Analyze observation logs to identify developmental factors in student learning.					2.1
	Apply culturally responsive teaching practices					2.6
Principles of Assessment	Define formal and informal as well as formative and summative assessments and will describe the use of each in effective instructional planning.					7.1 7.2 7.3

GOAL SETTING: IMPACTING TEACHER CANDIDATE GROWTH

	"Unpack" Learning Standards to determine learning targets that will provide the basis for assessment strategies.					**7.1**
	Describe the ethical and legal implications surrounding the confidentiality and communication of student records. PLC					**7.5**
	Recognize the importance of collaborative data analysis at department/grade level/school level to improve curriculum and instruction.					**7.4** **7.6**
Intro to Curriculum and Instruction	Identify the state learning standards that drive curriculum planning.					**3.1**
	Identify a variety of instructional strategies including those that promote engagement, critical thinking and will be able to effectively utilize them in lesson planning and instructional delivery.					**1.2** **1.3** **1.4**
	Identify the diverse needs of students and appropriate differentiated instructional strategies.					**1.5** **3.2** **3.3**
Positive and Inclusive Classrooms	Describe elements of positive/inclusive classrooms that lead to engagement and meet student needs					**2.4** **5.1**

GOAL SETTING: IMPACTING TEACHER CANDIDATE GROWTH

	Identify, modify, and plan to support inclusive classrooms which include accommodations/modificati ons, classroom arrangement, and inclusive language and behavior to increase student engagement and meet student needs.]					**5.2**
	Reflect on how classroom/behavior management, student engagement, and motivation are connected.					**5.2**
	Provide an analysis of the importance of a teacher management of time, space, transition, and activities that create positive classroom environments that meet the needs of all students.					**5.1**
Teaching is Communication	Demonstrate understanding that effective verbal and nonverbal communication directly impacts the quality of teaching and learning.					**6.1**
	Demonstrate an understanding that in order to engage in high quality communication with students, it is necessary to know and understand the existing individual and socio-cultural differences within the group.					**6.2**
	Demonstrate an understanding that teaching and learning is enhanced with the appropriate selection and use of media communication tools.					**6.4**
	Demonstrate an understanding students, educators, families, culture,					**5.3** **6.2**

GOAL SETTING: IMPACTING TEACHER CANDIDATE GROWTH

	and community at large comprise and influence learning.					
Literacy in the Elementary	Implement a balanced Language Arts program that promotes integration of Language Arts across the curriculum.					**1.1**
	Select and implement literature that supports literacy and content specific tasks.					**1.1**
	Prepare and implement lesson plans focusing on the components of balanced literacy while integrating content across the curriculum.					**3.1**
Social Studies in the Elementary	Develop a unit plan for social studies content that is standards and project-based					**1.1**
	Integrate social studies across the curriculum.					**1.1**
	Integrate children's literature into social studies units of study					**1.4**
	Apply elements of social justice and multiculturalism across the curriculum.					**1.5**
Mathematics in the Elementary	Support elementary classroom learners through the implementation of problem solving strategies and the 8 Standards of Mathematical Practice					**1.1** **1.3**
	Communicate mathematical ideas in written and oral form relating to everyday					**1.1** **4.1**

	language and mathematical language					
	Use a variety of concrete and virtual manipulatives					**1.1**
	Implement strategies for teaching via inquiry					**1.3**
	Apply mathematical concepts including the study of and experiences with number and number relationships, estimation and computation, measurement					**1.1**
Science in the Elementary	Demonstrate an understanding of the central concepts, tools of inquiry, and structure of science					**1.1**
	Actively participate in and exhibit the ability to critically evaluate and utilize contemporary standards					**4.1**
	Participate in and exhibit the ability to plan and implement a variety of instructional strategies and assessment techniques for teaching science at the elementary level.					**4.1**
Theories and Techniques of Literacy Intervention and Assessment	Identify a variety of techniques and materials for determining students' reading/literacy strengths and weaknesses;					**7.1** **7.4**
	Use data collection methods for formal and informal assessments that include observational records, norm referenced,					**7.1** **7.6**

	criterion referenced tools.					
	Use ongoing assessment to inform instructional decision-making.					**7.2**
	Use assessment data to plan successful interventions					**7.2**
Theories and Techniques of Math Intervention and Assessment	Identify a variety of techniques and materials for determining students' reading/literacy strengths and weaknesses;					**7.1** **7.4**
	Use data collection methods for formal and informal assessments that include observational records, norm referenced, criterion referenced tools.					**7.1** **7.6**
	Use ongoing assessment to inform instructional decision-making.					**7.2**
	Use assessment data to plan successful interventions					**7.2**
Designing/Delivering Integrated Curriculum I	Identify instructional strategies for integration within art, music, and physical education within a lesson plan.					**1.4** **4.1**
	Identify implementation of integration within art, music, and physical education within a classroom observation.					**1.4** **4.1**

	Construct an Understanding by Design/Project-Based unit plan showcasing meaningful integration between the identified content areas.					**1.4** **4.1** **4.3**
Professional Learning Communities	Effectively use collaborative processes in multiple settings.					**8.1** **9.1** **9.2**
	Practice the norms and procedures utilized for collaboration within the professional learning community.					**8.2** **8.3**
	Effectively develop relationships with students, families and communities.					**9.3**
	Actively participate in and exhibit the dispositions necessary for collaboration in the professional learning community					**8.2**

Appendix C

Residency Practicum Goal Setting Template

Residency Practicum Goal Setting

This assignment is designed to get you to think about your level of confidence in each of the competencies that were the focus of the courses in Phase I and Phase II of your program at Northwest Missouri State. As you and your cooperating teacher and university supervisor visit about the competencies in the initial triad conversation, reflect on those in which you feel most confident as you begin your residency practicum and on those in which you feel least confident. Think about this time in Residency Practicum as a time for you to learn and grow in each of the competencies and focus on those that you feel least confident about. Use the chart below to list two or three specific goals that you have as you begin this experience. We have provided an example.

GOAL SETTING: IMPACTING TEACHER CANDIDATE GROWTH

Competency	Your goal and rationale	How I will reach the goal
Utilize a variety of observation tools to observe, collect desired data and reflect on the use of data for student learning	In Developmental Foundations class we used a variety of observation tools such as checklists, rating scales and anecdotal records. My goal is to become proficient in using the observation tools, analyzing the data and applying the information to student learning.	· I will collaborate with my cooperating teacher to discover the observation tools being used in my classroom. · I will observe the teacher using the tools and collaborate with her to determine how the data gathered is applied to student learning. · I will independently use one of the tools and apply it to student learning.