2015

A case study of an effective teacher in relation to responsibility-based practices

Janel Grzetich

ABSTRACT

A CASE STUDY OF AN EFFECTIVE TEACHER IN RELATION TO RESPONSIBILITY-BASED PRACTICES

Janel Grzetich, Ph.D.
Department of Leadership, Educational Psychology and Foundations
Northern Illinois University, 2015
Lee Shumow, Director

This dissertation examines the practices of a middle school teacher who was known to be effective in relation to a responsibility-based teacher evaluation system. Specifically, it presents an analysis of teaching behaviors present during 12 lessons videotaped throughout the course of a school year. The Tool for Assessing Responsibility-Based Education (TARE) was used to analyze frequencies of responsibility-based behaviors associated with specific categories. These categories were Modeling Respect, Setting Expectations, Opportunities for Success, Fostering Social Interaction, Assigning Tasks, Leadership, Giving Choices and Voices, Role in Assessment, and Transfer. Additionally, teacher participants were shown segments of the exemplar's teaching and provided feedback. Their feedback was used to discern whether they believed the exemplar to be effective because transmission of teachers' beliefs into actions is an area that needs to be explored in order to align evaluation standards with measures of reference.

Findings from this study included the effectiveness of teaching personal responsibility through respect, trust, and making personal connections with students. This study promotes the importance of teachers who build relationships with students and incur a sense of trust. Once

educators have formed trusting relationships with students via confidence-building strategies, they are more likely to promote student growth. Findings from the study also suggest a need for analysis of current teacher evaluation systems, as well as discussion among educators about unclear terminology related to effective teaching practices.

NORTHERN ILLINOIS UNIVERSITY
DEKALB, ILLINOIS

MAY 2015

A CASE STUDY OF AN EFFECTIVE TEACHER IN RELATION TO RESPONSIBILITY-BASED PRACTICES

BY

JANEL GRZETICH

A DISSERTATION SUBMITTED TO THE GRADUATE SCHOOL

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE

DOCTOR OF PHILOSOPHY

DEPARTMENT OF LEADERSHIP, EDUCATIONAL PSYCHOLOGY AND FOUNDATIONS

Doctoral Director:
Lee Shumow

ACKNOWLEDGMENTS

I would like to express the deepest appreciation to my committee chair, Dr. Lee Shumow, who continually intensified my appreciation for research and scholarship and rejuvenated my excitement about teaching practices. Her passion for education motivated me throughout the research and writing processes. Without her supervision and constant help, this dissertation would not have been possible.

I would also like to thank my committee members, Dr. Jennifer Schmidt and Dr. Paul Wright, whose work demonstrated to me that concern for educational evaluation and theories of learning are essential components of effective teaching. Their enthusiasm for teaching and learning encouraged me throughout this endeavor. Without their training and advice, I would not have been able to complete vital aspects of my analysis and writing.

I would also like to thank the exemplar, the cornerstone of this case study. Without his participation in hours of teaching and interviews, I would not have had a model of teaching excellence. I am grateful to have observed how the "magic" happened, and I hope that I have preserved the honest advice of being a sensei.

DEDICATION

To my loving parents and first teachers, Caren and Chuck Burchett, from whom my passion for learning stems

To my husband, James Grzetich, for his encouragement and support

TABLE OF CONTENTS

Chapter Page

Chapter Page

LIST OF TABLES

LIST OF FIGURES

Figure Page

LIST OF APPENDICES

.

CHAPTER 1

INTRODUCTION

Teacher evaluation is a current issue fraught with controversy. Some policymakers have argued that teachers should be evaluated by their students' standardized achievement test scores (Corcoran, 2010), a method that simplistically assumes that effective teachers produce high-scoring students irrespective of other factors. Despite widespread criticism of that approach and following an overhaul of the No Child Left Behind Act (2002), students in many states continue to be tested in reading, math, and science, with the results of those tests, or other proposed measures of student achievement, linked to teacher evaluation. Yet, the teaching practices that hypothetically produce those scores remain a "black box."

Recently, another approach to teacher evaluation has been instituted at the behest of a range of interest groups. This alternate approach entails observing teachers in relation to standards-based measures (ISBE, 2013). However, there are different models of effective instruction upon which these observation instruments are based. It is often difficult for teachers to understand specifically what these practices look like, and it is unclear whether it is important for teachers' beliefs to be aligned with the model. These issues are investigated in the present study, which is limited to a particular model of student-centered pedagogy for subsequently elaborated reasons. Little is known about teachers' understanding of, and reactions to, student-centered practices being measured by observational instruments,

especially in light of the pressures teachers currently feel to have their students produce high, standardized test scores.

Purpose and Overview of the Study

The purpose of this case study was to identify, in a secondary analysis of existing video data, examples of student-centered practices used by one highly effective teacher and to determine how teachers responded to those examples. An observational measure was used to examine the extent to which the exemplary teacher used student-centered practices over the course of a school year. Interviews with the teacher during a school year were coded and analyzed to determine the consistency between his beliefs and practices. Finally, both novice and experienced teachers in similar subject areas were asked to reflect upon this teacher's videotaped class sessions, and their reactions and interpretations were examined.

The exemplar teacher was identified by nominations and by the extraordinary long-term success of his students. The model of teaching effectiveness utilized here was a specific form of student-centered instruction: D. R. Hellison's (2011) Teaching Personal and Social Responsibility (TPSR Model). The goals of this study were to (a) analyze the exemplar teacher's beliefs about responsibility-based practices, as defined by the TPSR model; (b) describe the exemplar teacher's responsibility-based practices using a tested evaluation instrument that was aligned with TPSR practices; (c) examine the relationship between his beliefs and practices; and, finally, (d) ascertain how practicing teachers think about and evaluate the effective teacher's practices.

The evaluation instrument has been well supported empirically in other contexts. The instrument was selected because it provides language to talk about what makes teachers effective. Once I established this language and characterized the practices of the observed middle school teacher, I compared the analysis based on the model to that of a sample of teachers with varied teaching experience. I examined whether novice and more experienced teachers were able to recognize components of effective teaching identified by the established evaluation instrument by showing them examples from the video and asking them to comment on the practices they were observing. Doing so provided a starting point to ascertain how helpful it might be to provide models of effective teaching for practicing teachers because it is important to understand to what extent teachers can recognize effective teaching practices, as this has implications for potential modes of professional development.

Teacher Evaluation

Teacher evaluation has been, as Clandinin and Connelly (1996) suggested, an issue quite often described by expressions such as, "what's coming down the pipe," "what's coming down now," and "what they will throw down on us next." Many teachers separate these prescribed instructional strategies from their own notions of "what works" and "best practices." Complicating this situation is that what some teachers believe to be important might not align with their classroom practices or the prescribed practices from evaluation models.

Currently, the State of Illinois requires schools to utilize observational evaluation models that incorporate 4-point assessment measures. This change from older, accepted evaluation models was made as a reaction to unclear assessment criteria and subjective evaluation decisions. As Moore Johnson (2012) noted, current teacher evaluation systems must

be examined because they jeopardize future teachers and public education as a whole. Newer, standards-based models are thought to be more thorough, less subjective, and to provide both administrators and teachers with detailed instructional practices because they include both teachers and evaluators in conversations about behaviors and practices (Moore Johnson, 2012). Some experts have argued that standards-based evaluation instruments are aligned with student achievement outcomes. As Heneman, Milanowski, Kimball, and Odden (2006) noted, a standards-based evaluation system will result in increased levels of student progress. This assumption has several shortcomings, most notably, varying measures of student achievement and varying beliefs about how to teach.

Effective teaching practices directly relate to pedagogy, or beliefs about how to teach the standards-based curriculum. Standards-based evaluation points are currently linked to Common Core Standards (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010) for math and English language arts, which are "explicit in their focus on what students are to learn, what we call here 'the content of the intended curriculum,' and not on how that content is to be taught, what often is referred to as 'pedagogy and curriculum'" (Porter, McMaken, Hwang, & Yang, 2011, p. 103). In Illinois, Social Emotional Learning Standards have also been identified. Presently, the Illinois State Board of Education requests examples of effective teaching for evaluative purposes and standards-based verification (ISBE, 2013). The need for examples of effective teaching is clear. Teachers are being given standards of student learning with few specific examples of effective pedagogy. While standards-based assessments allow for consistency, teachers might worry that specific examples of effectiveness in student-centered teaching are not being identified because, as White, Cowhy, Stevens, and Sporte (2012) reported in their results from case studies in five

Illinois school districts, there was not a thorough understanding of the standards and rubrics. Therefore, teachers did not receive clear communication or visual examples of effectiveness in order to know how they should be striving to improve their instruction (White et al., 2012). This worry creates anxiety because teachers are evaluated on particular student-centered practices; yet they might need visual depictions of those practices. Examples of effective teaching practices, such as these that were isolated via a tested evaluation instrument, provide teachers with clear points of focus. Garnering teachers' perspectives about examples in this study revealed whether teachers might be amenable to such an approach.

Effective Teaching

An effective teacher guides students to find out about themselves as learners through active practice. To influence teaching, it is important to portray more-specific examples of effective instruction for the purpose of understanding how to develop such teaching. There have been few studies of highly effective teachers. Studies by Ladson-Billings (1995) and Rose and Medway (1981) are notable exceptions; rich verbal descriptions were included in those studies, but videotape of the teachers they studied was not made available.

Teachers are being asked to utilize student-centered teaching methods because current research suggests that student-centered teaching is more successful than teacher-centered instruction. Since teachers are being asked to enhance learning through student-centered instruction, they must learn about the practices that constitute this type of effective teaching. These effective practices are important points of emphasis for teachers to incorporate in their repertoire. Unfortunately, specific examples of effective teaching are rarely available. Added

to this dilemma is the fact that student-centered teaching does not have one universally agreed-upon definition, despite it being a term often used by a number of education policymakers. The lack of such a definition poses a challenge to higher education institutions, faculty, and students charged with developing teachers' effectiveness (European Students Union, 2010).

Practicing teachers carry with them certain beliefs about instructional practices and classroom management techniques, including beliefs about effective practices. These beliefs about effective teaching are, for some, translated into their practices or instructional styles. For others, these beliefs are not put into practice. In essence, what some educators deem important is not always observable from their practices. One way to pinpoint student-centered teaching that is a direct result of educational beliefs is to conduct a secondary analysis of existing observations of a teacher with a reputation for student-centered teaching that is enacted through his/her focus on teaching personal and social responsibility and to analyze how his/her instruction is linked to his/her belief set as revealed in interviews. Further, it is important to learn how teachers respond to this exemplar to ascertain how they might respond to video-based examples of effective teaching.

Student-Centered Instruction

There are different approaches to student-centered instruction that have varying levels of empirical support. One established model of effective student-centered teaching is the Teaching Personal and Social Responsibility model (D. R. Hellison, 2011). The TPSR model is a framework for effective teaching because it incorporates both student-centered and responsibility-based practices. TPSR utilizes strong teacher-student relationships based on gradual empowerment and group and self-reflection as tools to help students (a) take more

personal responsibility (i.e., self-motivation and goal-setting), (b) take more social/moral responsibility (i.e., respect for others and helping others), and (c) transfer these traits to other aspects of their lives (D. Hellison, Martinek, & Walsh, 2008). This case study's exemplar was unique in that he was known to promote social emotional learning and to implement the TPSR model as part of his student-centered pedagogy. Figure 1 illustrates the framework by which student-centered teaching and responsibility-based practices operated within this case study.

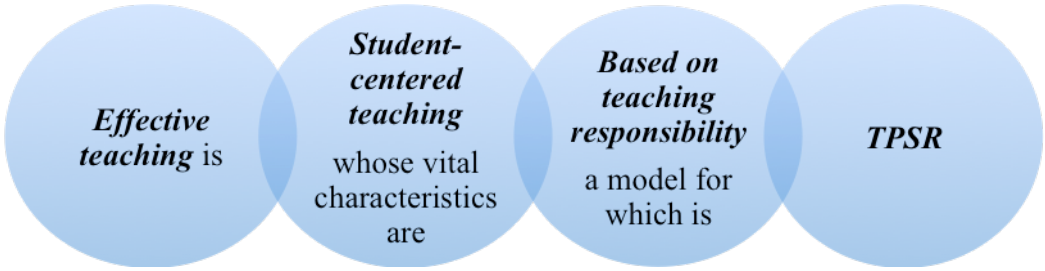

Figure 1. Representation of Student-Centered- and Responsibility-Based Practices.

Student-centered pedagogy is recommended by numerous agents (American Psychological Association, 1997; Lumpkin, 2007) and described by several models. The American Psychological Association (1997) lists 14 principles of effective teaching that are "consistent with more than a century of research on teaching and learning, are widely shared and implicitly recognized in many excellent programs found in today's schools" (p. 2). These principles relate to both cognitive and metacognitive factors, such as the nature of the learning process and the context of learning, as well as motivational and affective factors, such as

influences on learning. Finally, the principles relate to developmental and social influences on learning (American Psychological Association, 1997).

Teachers who value these principles place their focus on the student as an integral part of each lesson, as opposed to focusing solely on the content of the lesson. Effective practice is characterized as such

> Classical person-centered education also includes facilitator flexibility in teaching methods; transparent compromise with learners, school administrations, the public, and the teacher's own self; collaborative and student self-evaluation; and the provision of human and learning resources. Seeking and embracing a willingness to be changed are hallmarks of students and facilitators within the person-centered framework. (Cornelius-White, 2007, p. 114)

While this notion of student-centered teaching and learning seems logical, many teachers worry that they will be evaluated not only on their degree of effective instruction but also on their students' test scores. This balance between relationship-building and academic success is often frustrating for teachers to accomplish. As Van de Pol, Volman, and Beishuizen (2010) noted, certain effective practices, such as relationship-building and scaffolding, have become teacher-initiated, directive instructional strategies that are actually in conflict with the more responsive, original contexts. Such concerns are important because they reaffirm the need for specific exemplars of effective instruction. Likewise, practices that showcase personal responsibility, such as working co-operatively, demonstrating respect for others, and evidencing self-regulation, must be brought to light. Using a tested evaluation instrument that bases its ratings on D. R. Hellison's (2011) TPSR model highlights responsibility-based teaching practices. The Tool for Assessing Responsibility-Based Education (TARE) is such an instrument.

A tested evaluation instrument, such as the TARE, determines which practices are being used in relation to a teacher's beliefs about learning. This study used the TARE instrument to assess a teacher's instructional practices. The TARE instrument allowed for identification and evaluation of responsibility-based practices that are vital components of effective instruction. Such a conceptualization of effectiveness in teaching and evaluation practices is directly related to responsibility-based teaching, or, more specifically, TPSR-model practices. TARE is a validated evaluation instrument that allows the observer to note specific examples in timed intervals of how teaching strategies are implemented. The instrument was chosen because of its emphasis on pinpointing responsibility-based practices. Since it has been established that effective teaching is both student-centered and responsibility-based, it is critical to utilize an evaluation instrument that allows a researcher to identify and isolate such practices. Additionally, the TARE is an instrument that has a 5-point rating system, which is required of newer evaluation systems in some states, such as Illinois.

What teachers believe to be effective instructional strategies and how those beliefs are transmitted into actions are areas of research that need to be explored in order to align evaluation standards with measures of reference. Such notions of important strategies, or teachers' beliefs, are complex, multifaceted, and changing, based on previous experience, personal beliefs, and length of professional experience (Fives & Buehl, 2012). For that reason, novice and experienced teachers were asked to respond to questions about the exemplar in this study.

There is a necessary precursor that could separate the average teacher from the effective teacher: teacher-student relationships (Hamre & Pianta, 2001). As Riley (2009) noted, elementary school teachers have a much easier time fostering close relationships with their

students (as opposed to secondary teachers and their students) simply because of the nature of the school structure. This is not to suggest that caring relationships are impossible to achieve post elementary school. In fact, there are many resources that provide teachers with suggestions about hot to achieve meaningful relationships with their students that will ultimately foster learning. Therefore, a teacher who values responsibility-based teaching also values relationship-building; yet, clear examples of how such practices occur in classroom settings are needed. A teacher such as the exemplar in this case study provided visual representations of how he interacts with his students. In order to pinpoint such instruction, classroom sessions from this case study's teacher were coded via the TARE instrument, and the video segments of three select sessions were shown to volunteer teacher participatns. Teachers' reactions to the videotaped classroom sessions were recorded and coded.

In the current study, three lessons were selected that provided examples of discussion, classroom activity, and lecture. Segments from these lessons were shown to a group of volunteer teacher participants, and their reactions were recorded and compared to initial TARE findings. Teacher participants' reactions and TARE evaluation ratings showed practicing teachers' views about teaching compared to the evaluation instrument. Understanding how these teachers perceived the exemplar is essential for designing effective professional development about student-centered practices.

Research Questions

The research questions were

1. What are the practices of a teacher with a reputation for effectiveness?
    a. What strategies does he use to promote responsibility?

b. How frequently does the teacher implement such practices?

c. How does he promote student interaction/student-centered learning?

d. How does he build relationships with students?

2. What are the components of his belief system? Are they aligned with the TPSR model? 3. Do teacher participants identify similar or different aspects of the teaching exemplar than the TPSR model and in what ways?

Operational Definitions

Effective Teaching. In this study, effective teaching entails putting beliefs about student-centered practices and responsibility-based teaching into practice; hence, an effective teacher models respect for others, provides opportunities for leadership, encourages students to interact with others, and encourages taking of responsibility in all aspects of life. For the purpose of this study, effective teaching encompassed beliefs about instruction that is both student-centered and responsibility-based.

Responsibility-Based. Responsibility-based teaching refers to instructional practices that are aligned with D. Hellison et al. (2008) TPSR model practices. TARE is a tested evaluation instrument that enables observers to characterize the implementation of responsibility-based teaching in physical education and other classroom settings (P. Wright & Craig, 2011). The instrument consists of two sections: a teacher observation section and student observation section. Only Section 1–teacher observation–was used in this case study, since the exemplar's practices and beliefs were focal points. The teacher observation section entails having an observer circle a code to indicate that a strategy is being employed. All

strategies that occured in a given 3-minute interval were coded according to the 5-point rating scale (Escartí, Wright, Pascual, & Gutierrez, 2015).

Student-Centered. Student-centered refers to classroom environments that reflect the knowledge, skills, attitudes, and beliefs that learners bring to the educational setting (Bransford, Brown, & Cocking, 2004).

Teaching Personal and Social Responsibility (TPSR). TPSR is a model of student-centered instruction and responsibility-based practice. "TPSR is generally described in terms of five responsibility levels or goals: (a) respect for the rights and feelings of others, (b) self-motivation, (c) self-direction, (d) caring, and (e) transfer" (Escartí, Wright et al., 2015, p. 56).

Beliefs. A teacher holds certain beliefs that affect his/her practices and motivate his curricular choices. Belief refers to the subjective probability that a practice will produce a given outcome (Ajzen, 2006). In this study, beliefs were measured in two ways. The effective teacher's beliefs were identified through analysis of his videotaped interviews. Teacher participants' beliefs about the effective teacher's methods were assessed through think-aloud protocols, which involved teachers verbalizing thoughts while completing an instructional task (Fang, 1996). In this study, the teacher participants verbalized their thoughts about the middle school teacher's instruction after they viewed selected lessons. Thus, this semi structured interview format was a clear way to avoid interpretation and isolate specific beliefs as objective data (Van Someren, Barnard, & Sandberg, 1994).

Overview of Methodology

Analysis focused on nine classroom sessions of the exemplar teacher's. The sample of classroom sessions included three traditional classroom lectures, three class discussions, and

three activities. I watched each session and utilized the TARE scoring sheet for teacher observation. I also analyzed interviews conducted at several points during the original collection of classroom data with this case study's effective teacher. After evaluating and analyzing observations and interviews, I showed purposively selected portions of the video of each classroom activity type to a group of teacher participants and analyzed the teacher participants' interviews.

The qualitative process by which I coded the data was to first establish organizational categories, which are categories that I created prior to watching the observations and interviews. These categories were established from the TARE instrument sections listed on the teacher observation sheet (see Appendix A). The data served as a narrative component to be compared to the TARE results.

CHAPTER 2

LITERATURE REVIEW

The overarching purpose of this study was to investigate an observational approach to evaluating teaching. There is widespread agreement that better teacher-evaluation methods are needed. Illinois was one of six states to require preservice teachers to undergo teacher performance assessments (TPA) that use of observed behaviors in order to improve teaching, so it is critical that researchers provide performance results that are identified as efficient and excellent (ISBE, 2012). TPA is aligned with current Illinois evaluation standards for teachers, most of which focus on each teacher's ability to work with diverse students, to communicate content material, to demonstrate involvement in the school/community, and to constantly assess students' performance. Such evaluation procedures are useful because, as Bransford, et al. (2004) stated, "Characterizing assessments in terms of components of competence and the content-process demands of the subject matter brings specificity to generic assessment objectives such as 'higher level thinking and deep understanding'" (p. 143).

Standards-based observational measures are designed based on practices that are expected to be effective; teacher evaluators use those measures to note and rate instances of those practices during observational periods (Danielson, 2001; Sartain, et al., 2011; White et al., 2012). An advantage to this method is that it could provide information that contributes to teacher improvement by focusing on how the teacher is teaching rather than simply on what

content is retained by students. Teachers who create student-centered classrooms are considered effective; thus, they should be evaluated by means of standards-based models, as opposed to traditional evaluation models.

Using the State of Illinois as an example, teacher evaluation systems must provide clear descriptions of excellent teaching for rating purposes, as opposed to traditional evaluation ratings that were not accompanied by descriptive language. In contrast to traditional teacher evaluation systems, standards-based evaluation systems "may also help identify teaching behaviors and strategies that improve achievement of traditionally underserved students, including those with a history of low achievement or from low-SES or minority backgrounds" (Borman & Kimball, 2005, p. 6). The link between standards-based evaluation and student achievement is clear: effective teachers who are evaluated via standards-based models are most adept at promoting equality and student achievement in the classroom (Archibald, 2006; Borman & Kimball, 2005).

While the State of Illinois, in particular, makes clear the need for specificity in assessment, there is little or no research that uses a tested evaluation instrument to depict specific methods of excellent teaching. According to the Illinois State Board of Education, current teacher evaluation will include trained evaluators who will perform observations and provide detailed feedback to teachers (ISBE, 2013). Sartain, et al. (2011) pointed to Chicago Public Schools' former evaluation system as their case-in-point: "Moreover, the system identified 93 percent of teachers as either Superior or Excellent—at the same time that 66 percent of CPS schools were failing to meet state standards, suggesting a major disconnect between classroom results and classroom evaluations" (p. 1). According to the Pennsylvania State Education Association (PSEA) Education Services Division (2010), traditional evaluation

models are flawed and result in disconnects such as ones identified in Chicago Public Schools because they examine a small number of observable behaviors, rather than a professional judgment, are not based upon shared ideas about effective teaching, lack precision, are hierarchical and one-way, do not differentiate between novice teachers and expert teachers, and allow for inexperienced evaluators to make judgments about a teacher's practices.

As opposed to the traditional teacher-evaluation tool, a revised, and more effective instrument must include clear, agreed-upon definitions of proficient teaching, as well as standards designed to assess such behaviors (PSEA Education Services Division, 2010). In order to decrease subjectivity, Danielson (2001) suggested administrators and teachers use frameworks for instruction in order to utilize common teaching terms and improve current practices. While the Danielson/McGreal Model of teacher performance evaluation has become a widely accepted model in many states, such as Illinois and New Jersey, King (2003) recommended the need for further research into the characteristics of that particular evaluation model.

Although new evaluations attempt to remove subjectivity, they also have incurred a sense of anxiety among teachers because future assessments might be tied to salary schedules:

> aversion to performance pay, fears of pay fluctuations and uncertainty, skepticism about the stability and survival of funding for the pay program, and lack of self-confidence and assistance for meeting high-performance standards all combine to make a new [standards-based] program a less than welcome addition to their educational lives. (Heneman et al., 2006, p. 11)

Other teachers might worry that students' performance on high-stakes assessments, such as the ISAT, ACT or SAT, will determine their evaluation ratings. Per the ISBE (2013), student achievement will be linked to every evaluation by the 2016-2017 school year. In other words,

teachers' evaluations as Excellent, Proficient, Needs Improvement or Unsatisfactory will include results of student growth. As Danielson (2001) asserted,

> Like high-stakes student assessment, high-stakes teacher evaluation threatens to be an occasional event that is disconnected from day-to-day teaching and learning, producing results that do not help teachers improve their performance and placing teachers in a passive role as recipients of external judgment. (p. 2)

Likewise, Briggs and Domingue (2011) cautioned against teacher ratings based on little evidence and noted the possible discouraged reactions from teachers. In order to resolve disconnects between effective teaching and effective evaluations, the Chicago Public School District's pilot goals for an updated evaluation system were to "improve teaching and learning in the school district, develop a stronger professional learning climate among teachers and principals, and foster a constructive—rather than punitive— climate around teacher evaluation" (Sartain, et al., 2011, p. 5). In effect, the success of Goals 2 and 3 will depend on the results of Goal 1: improving teaching and learning.

Improving teaching by pinpointing effective teaching practices should coincide with developing an effective evaluation tool. As Kearney, et al. (2013) noted, best practices in teaching and evaluating put effective teaching at the forefront: "The steps involved in this process begin with identifying the critical components of effective teaching to narrow the focus. Once identification is accomplished, defining the criteria provides a common language for describing classroom implementation" (p. 10). As the State of Illinois noted in its "Growth Through Learning" guidebook (ISBE, 2013), one of the first steps toward creating successful teacher evaluation models is a common understanding of teacher practice; what constitutes effective teaching must be talked about and clearly identified (ISBE, 2013). Because of such generalizations as to what constitutes effective teaching, it is imperative to provide specific

examples of excellent teaching, which might be accomplished through using the TARE instrument.

It stands to reason that examples of excellent teaching must be analyzed, criticized, and agreed upon by the teachers; otherwise, evaluation systems created without input from current educators will likely result in a disconnect. As Moore Johnson (2012) stated,

> For if teachers themselves do not participate in the development of first rate evaluations, they will become the targets, rather than the agents, of reform. Rather than taking their rightful positions as professionals, they will be treated like hired hands. (p. 1)

In this respect, teachers' pedagogical views must be considered when designing criteria for effective teaching practices. Thus, teachers' beliefs about their students will set the tone for best practices in education. This study gauged teachers' responses to an exemplar.

Pinpointing effective behaviors of excellent teachers and noting their beliefs about students and instruction gives educators a clearer picture of what they must look for when evaluating current teachers and preparing preservice teachers. As Beard, Hoy, and Woolfolk Hoy (2010) proposed, "One of the most important contributions educational researchers can make to the field is to identify properties of schools and qualities of individual teachers that make a real difference in academic achievement of students" (p. 20). In this study, a middle school teacher was selected as a model of excellence, and his responsibility-based teaching practices and beliefs were identified.

Responsibility-Based Practices

Effective, responsibility-based teaching is described as the ability to perform various reflective tasks while employing a strong awareness of students' ability levels and needs. As

McClellan, Atkinson, and Danielson (2012) noted, "...effective teaching can improve educational outcomes critical to our most pressing education policy objectives: building the STEM pipeline, ensuring that students are reading on grade level by grade three, increasing graduation rates, and ensuring college readiness" (p. 1). While these principles seem logical to some educators, they might be unclear to others who need visual and practical applications. Similarly, Gourneau (2005) cited several principles of teaching that were common to effective instructors: (a) demonstrating caring and kindness, (b) sharing responsibility, (c) sensitively accepting diversity, (d) fostering individualized instruction, and (e) encouraging creativity. One might agree with McClellan et al.'s (2012) positive outcomes and Gourneau's (2005) principles related to student-centered teaching but ask, what specifically are effective teachers doing to build the STEM pipeline, read on grade level, increase graduation rates, and ensure college readiness? Additionally, one might ask, what do effective teachers believe to be important strategies, in order to accomplish such goals? In essence, these principles are researched beliefs about teaching that do not include direct links to practice. They are relevant; yet, they are merely idealistic notions that are not linked to specific demonstrations.

Similarly, the notion that teaching occurs when students are given instructions and must exercise personal responsibility to learn the material is lacking practical connections/activities and examples of how an educator provides such opportunities within the context of specific classes (Shulman, 1987). Once such specifics are noted, they can be used as springboards for focus groups and discussions held during professional development training and other educational platforms. Defining effective teaching behaviors and showing specific examples of responsibility-based teaching are important because the resulting feedback promotes discussion about best practices in education and evaluation.

Teacher-Student Relationships and Gradual Empowerment

In order for a teacher to encourage students to think efficaciously and empower themselves, he/she must first develop a relationship with those students. Forming healthy, nurturing relationships with students is nothing new; however, many teachers might view this facet of teaching as less important than teaching content or might not be aware of their level of interaction with their students. Even more importantly, interacting with students in ways that promote responsibility is a clear example of effective teaching. In their study of responsibility-based programs, Hammond-Diedrich and Walsh (2006) found that participants within such programs were better equipped to problem solve, care for others, improve self-confidence, have enthusiasm for learning, and enhance autonomy and self- reflection. This is important, since encouraging students to be responsible, care for others, and promote self-efficacy are valuable components of relationship-building. Therefore, teachers who build strong relationships with their students are more likely to encourage them to empower themselves.

In their case study of several adolescents, who received responsibility-based instruction at a local YMCA, P. M. Wright, Dyson, and Moten (2012) concluded that recognizing students as individuals, providing students with voices, and discussing transfer, were factors that likely contributed to each adolescent's ability to find relevance. While it might seem logical to assume that teachers already understand the importance of students' abilities to find relevance, it is even more important for teachers to make clear to students the situation at hand. For example, in a case study of a teacher (Cheryl) at a home for emotionally and behaviorally troubled youth, Coulson, Irwin, and Wright (2012) noted Cheryl's reflection about transfer; Cheryl led discussions with students during which students could explain how they would be

able to use life skills when they rejoined the community. They were given opportunities to take on leadership roles during lessons, and Cheryl learned the importance of pointing out what they had learned, so that transfer was successful.

Similarly, in another study of 253 middle school students, Li, Wright, Rukavina, and Pickering (2008) found that teachers needed to create a respectful climate while giving students choices in order to boost feelings of self-efficacy. Thus, teaching personal and social responsibility to students should directly impact their cognitive growth. In a study of 186 adolescent students, those who were taught to develop personal and social responsibility through goal-setting showed behavioral improvement. Students who did not receive responsibility-based instruction showed no change (Cecchini, Montero, Alonso, Izquierdo, & Contreras, 2007). Thus, there is some evidence that teachers who include responsibility-based strategies in their practice are effective.

Goal-Setting and Transfer

When teachers see responsibility-based instruction and goal-setting as a vital part of social cognition, they understand that "monitoring one's pattern of behavior and the cognitive and environmental conditions under which it occurs is the first step toward doing something to affect it. Actions give rise to self-reactive influence through performance comparison with personal goals and standards" (Bandura, 2001, p. 8). Teachers who effectively promote personal and social responsibility, goal-setting, and self-reflection are, in effect, teaching students how to develop efficacious beliefs. Consequently, students will likely set goals for themselves that they know they can achieve. Thus, their confidence and efficacious thoughts

are heightened. In the face of failure, students who have developed heightened feelings of self-efficacy will increase their level of effort and perseverance (Bandura, 1989).

Teachers can promote further efficacious thinking by having students set new, more challenging goals so that students will see themselves as capable learners. For example, Martinek, Schilling, and Johnson's (2001) study of an in-school mentoring program for 16 underserved elementary students in North Carolina relates to D. R. Hellison's (2011) Personal and Social Responsibility Model that focuses on (a) self-control and respect for the rights of others, (b) effort and participation, (c) self-direction, and (d) helping others. At the conclusion of the mentoring program, students and teachers were interviewed to see if there was a positive transfer to other settings. One student, a girl named Shaundra, was noted for her use of transfer when she utilized what she learned in the mentoring program in the classroom (Martinek et al., 2001).

What caused the transfer? According to Martinek et al. (2001),

> We also know that ownership may be more than simply transferring goals from the gym to the classroom. It may mean feeling connected to something bigger and much more meaningful than a particular social setting or group. It may mean a sense of inner direction and control that all individuals strive to acquire. (p. 43)

Thus, teachers who advocate goal setting in order to increase students' self-efficac, are successfully contributing to the learning process. As Bandura (2001) noted, "Goals motivate by enlisting self-evaluative engagement in activities rather than directly. By making self-evaluation conditional on matching personal standards, people give direction to their pursuits and create self-incentives to sustain their efforts for goal attainment" (p. 8).

Strategies to Promote Responsibility

In order to promote responsibility, an effective teacher needs to be aware of students' cognitive processes. Effective teachers understand that the learning process is a cognitive one of triadic reciprocal causation; students' actions, environmental components, as well as their cognitive, affective, and personal factors, interact to determine their motivation to learn (Bandura, 1989). For example, a student who does not want to read might act out in class and disrupt the teacher, causing the teacher to exercise some form of discipline. As a result, the student might go through reading remediation, and the child might conclude that he/she is a poor reader. On the other hand, an effective teacher who is aware of the student's actions, the environment, and other factors' roles in the cognitive process of learning and transfer can make a tremendous impact on the student.

This process can be explained by social cognitive theory and beliefs about self-efficacy. As Bandura (1989) noted, "People's perceptions of their efficacy influence the types of anticipatory scenarios they construct and reiterate" (p. 1176). Therefore, students with high senses of efficacy can visualize themselves as capable, successful learners, while students who assume they will fail will most likely do so. In his speech to Kenyon College's graduating class, author David Foster Wallace relayed,

> I have come gradually to understand that the liberal arts cliché about teaching you how to think is actually shorthand for a much deeper, more serious idea: learning how to think really means learning how to exercise some control over how and what you think. It means being conscious and aware enough to choose what you pay attention to and to choose how you construct meaning from experience. (Wallace, 2009, p. 1)

Per Wallace's notion, understanding how to construct meaning from experience is part of social cognitive theory. Learners must possess the mindset that they are capable of learning and

understanding their cognitive abilities. Thus, when affected by environmental factors, learners understand their ability to think and construct meaning from previous experience. As Bandura (1989) noted, the most important mechanism of behavior is a person's belief about his/her ability to exercise control over events that affect his/her life.

Educators have some control over events that occur within a classroom. For example, a teacher who constructs an environment that allows for students to have choices about their learning will more likely result in students exercising their choices. Any environmental factors that encourage choice will affect personal development because feelings of competency, value, and interest will remain long after the actual choice has been made (Bandura, 1989). In turn, students will feel more confident in their abilities to meet their goals. Teachers can then boost self-efficacy by encouraging students to set new, higher goals and work toward them.

Educators must subscribe to this belief and promote responsibility, goal-setting, and self-reflection. In this way, they can teach students to develop efficacious thinking. This is important because, "a high sense of efficacy fosters cognitive constructions of effective actions, and cognitive reiteration of efficacious courses of action strengthens self-perceptions of efficacy" (Bandura, 1989, p. 1176). Educators who believe in this type of thinking understand that students with highly efficacious thoughts will behave accordingly, analyze their behavior, and develop confidence as a result of the behavior. In the face of pressure to tie performance to standardized assessments or "teach to the test," teachers might be better served by focusing on confidence-building and other responsibility-based strategies, in order to promote academic success. They can effectively push students to strengthen feelings of adequacy by including personal goal setting and responsibility in their instruction.

Implementation of Responsibility-Based Strategies

How the effective teacher implements responsibility-based practices was an important aspect of this study because, as Coffman (2003) suggested, teaching responsibility enhances learning, raises the level of classrooms, and produces responsible, productive members of society. Effective teachers must frequently implement responsibility-based practices and explain why the practices are transferable outside the classroom. It is important to note the single most important facet of the late 1990s character education reform is responsibility-based teaching. Unfortunately, the term character education was often associated with a behavior-reward system. Kohn (1997) pointed to the difference between teaching a behavior and simply explaining a behavior and rewarding it:

> The lesson a child learns from Skinnerian tactics is that the point of being good is to get rewards. No wonder researchers have found that children who are frequently rewarded -- or, in another study, children who receive positive reinforcement for caring, sharing, and helping -- are less likely than other children to keep doing those. (pp. 3-4)

In order to promote lasting effects tied to responsibility, teachers must practice what they preach, rather than simply reward the final product. A case study of a teacher–Juan–illustrates the negative effects of failure to promote responsibility in the classroom:

> On the one hand, Juan was attempting in this example to give students the right to evaluate themselves, which was consistent with TPSR. However, in application, he had the final say, and it was clear he was not comfortable sharing power with the students. Occasionally, Juan seemed to experience stress and tension due to the frequent disruptive student behavior. At these times, he presented the final reflection in such a way that the students interpreted it as a punishment. (Pascual, et al., 2011, p. 506)

In this case, Juan did not teach the students autonomy, even though he was part of a study in which he volunteered to model responsibility and respect.

Responsibility-based teaching, in relation to character education, involves modeling respect, sharing responsibility roles with students, teaching students to make connections between the material and their lives, and encouraging effort (rather than rote memorization of rules). Responsibility-based teaching models build on the strengths that the student already possesses, emphasize competence, and focus on the emotional, social, cognitive, and physical dimensions of the self (Escartí, Gutiérrez, Pascual, & Llopis, 2010). Teaching practices that include these components "empower youth, provide a physically and psychologically safe environment, maintain a local connection, and provide significant contact with a caring adult" (Escartí, Gutiérrez, et al., 2010, p. 389).

In a case study of a teacher, Ladson-Billings (1995) described the teacher's strategy of drawing upon concepts that a group of male students found interesting. As the boys began to show academic leadership, other students saw their behavior as worthy of imitation. In this case, the teacher's focus on leadership and responsibility led to academic success. As noted by the TARE instrument, "modeling respect" utilizes respectful communication by using students' names, making eye contact, recognizing individuality, and conducting behaviors that show interest in the students. Thus, responsibility-based teaching advocates for the teacher to show students how certain behaviors are employed. This is quite different from simply pointing out an example of respect or caring and presenting the student with a tangible reward.

Kohn (1997) proposed the following with regard to character education's slogans, "Character Counts!" posters, and "Student of the Month" behavior awards:

> These techniques may appear merely innocuous or gimmicky; they may strike us as evidence of a scattershot, let's-try-anything approach. But the truth is that these are elements of a systematic pedagogical philosophy. They are manifestations of a model that sees children as objects to be manipulated rather than as learners to be engaged. (p. 11)

Responsibility-based teaching is grounded in a different model that is student-centered and emphasizes student engagement. For example, teachers at a Midwestern middle school implemented responsibility-based teaching strategies after receiving training from researchers. They noted the school's current character slogan, "The Warrior Way," as something that needed to be linked to specific behavior; otherwise, it would remain just words for the students to memorize. One teacher remarked,

> I end my class every day, every single class period with ''be respectful, be responsible, be positive,'' you know that's the Warrior Way. So kids are hearing that, but so what? Is that safe, is it respectful, is it positive? I have tried, when I am talking about discipline with a kid when they are in trouble, I ask them, ''Is that safe?''[Student]:''No.''''Is that responsible?''[Student]:''No.''''Is that respectful?''[Student]:''No.''''How can we turn this into a positive?''. . . I say, ''Now what is this all about?''[Student]:''The Warrior Way!''But they are hearing those words, they are seeing those words, they need to figure out how and why we are putting this into practice and to me it's a life skill. (Hemphill, Templin, & Wright, 2013, p. 15)

This makes sense; in order for students to understand behavioral ramifications tied to respect, caring, group work and goal-setting, they must be put in situations that involve communication activities, such as team-building activities, group discussions, project planning, and partner evaluation and revision.

Evidence of the advantage of employing such teaching strategies came from a teacher who implemented a responsibility-based curriculum in his class: "It has helped them to look for solutions when there are conflicts, it helps them to reflect about what they are doing, and I think that is the most positive thing" (Escartí, Gutiérrez, et al., 2010, p. 396). Similarly,

another teacher–Sally–was interviewed about her experience with a responsibility-based curriculum:

> Seeing all the different teaching strategies reminds me that "oh yea I do do that, but maybe I don't do that." Just seeing it on paper and evaluating or being evaluated makes you start to think about "am I really modeling respect, am I setting the expectations, am I letting kids be leaders?" (Hemphill et al., 2013, p. 12)

A responsibility-based model, such as the TPSR model, encourages teachers to promote leadership and other behaviors that should lead to academic achievement.

Pascual, et al. (2011) reported that classroom teachers consistently indicated that a TPSR-extended-day program was contributing to participants' academic performance in terms of fewer discipline referrals, better grades, and higher rates of homework completion. Those findings indicate that the TARE instrument is relevant outside of the physical education context in which it was developed. This study extended the model to social studies and language arts classrooms.

Importance of TPSR for Teachers

Why is this approach important for teachers? Teaching responsibility is an instructional behavior that greatly increases students' capacities for learning. Coffman (2003) suggested several behaviors for teachers to include in their instruction: ask students to articulate why they are in school, get students to come prepared to class, help students attain concentration, make participation and interaction important, encourage students to be responsible for each other, encourage responsibility in groups, model questioning, have students analyze their learning experiences, make students responsible for reviewing what they have learned at the end of class, hold students accountable. These behaviors are important because they place

responsibility in the hands of both the teacher and the student. Additionally, while Coffman's (2003) suggestions were written for instructors of college freshmen, they can be applied to teachers of young adolescents. Thus, students who learn to take responsibility for themselves and others will successfully make the transition to higher education. Such teaching behaviors work to enhance learning because "As the class progresses, [teachers] can slowly relinquish control and prepare their students to take over, so that by the end of the semester, the students are shouldering most of the responsibility" (Coffman, 2003, p. 3). Thus, a highly effective teacher, such as the one observed for this case study, was able to serve as an example of responsibility-based teaching practices including how teachers can guide their students to be active members of a classroom and form strong relationships with students. Analysis of his teaching indicated the extent to which he used responsibility-based, student-centered teaching practices.

One of the research questions addressed was, "How does the exemplar teacher promote student interaction/student-centered learning?" Preservice teachers and current teachers are being exposed to student-centered methods because current evaluation models specify that student-centered instructional methods are effective. Rather than taking the time to discern characteristics of excellent teaching, many schools focus on preparing teachers to use student-centered methods, rather than lecture-based methods. Why? According to Whitaker (2004), every teacher in a school uses lecture methods at some point, and some teachers are effective with it while others are not. The real problem, then, is the effectiveness of the teacher, not the teaching method. In order to discern a teacher's effectiveness, one must look at Cornelius-White's (2007) characteristics of student-centered learning that coincide with responsibility-

based practices: teacher flexibility, transparent compromise, and collaborative- and self-evaluation.

Teacher Flexibility

According to such a framework, teachers must be willing to adapt to their individual students' needs. They must provide students with real-world examples, include visuals, provide opportunities for active participation, and make connections to related material (Felder & Brent, 1996). Teachers who exhibit student-centered characteristics demonstrate flexibility in their teaching methods, depending on the learning needs of their students. According to the Institute for Learning (2011), effective, student-centered teachers do not follow a prescribed set of standards regardless of context but choose what they do on the basis of the needs and wants of the learners as individuals, the requirements of examining bodies, the educational value gained, and their personal goals and values as teachers. Additionally, they must work collaboratively with administrators and peers.

Transparent Compromise

Student-centered teachers work collaboratively with their students in terms of their learning needs. These teachers' beliefs are observed via cognitive apprenticeship. As Collins, Seely Brown, and Holum (1991) suggested, learning occurs when practices are modeled and developed with guidance. Their apprenticeship model is similar to scaffolding, or guided learning. The process must be made visible and authentic as well as reviewing and reflecting on aspects that are common to other classroom situations in order to better transfer learned knowledge (Collins et al., 1991).

Weimer (2013) illustrated an effective teacher's thought process:

> I stopped assuming students were learning how to generate examples, ask questions, think critically, and perform a host of other skills by seeing me do them. If they were going to develop those skills, they needed to be the ones practicing them, not me. (p. 9)

Weimar's statement painted a picture of effective teaching that was centered on the students' learning process. In another example, Pedersen and Liu (2003) conducted a study of 15 middle school teachers who implemented student-centered technology-based practices. Researchers sought to learn what issues the teachers faced and, most importantly, how they felt about those issues. Teachers' beliefs about student-centered learning and the needs of their students were based on classroom experiences and outcomes. As one teacher noted,

> I hate it when I go to workshops and they have things on the table that make no sense and they say, "Okay, now, make a so-and-so." You know. And I watch other people and their eyes, too. You know, I never quite understood that one....I have no information to draw on, and all of a sudden, I'm supposed to figure this out. So, no, I usually give them some [direction] just be-cause it's frustrating for me. (Pedersen & Liu, 2003, p. 66)

For this teacher, student-centered learning was seen as positive instructional tool if accompanied by guided learning. The teacher's belief about student-centered instruction was a result of her classroom experience and level of self-efficacy. Similarly, Felder and Brent (1996) addressed teachers' concerns about the value of student-centered instruction:

> If you ask any professor, "When did you really learn thermodynamics (or structural analysis or medieval history)?" the answer will almost always be "When I had to teach it." Suppose you're trying to explain something and your partner doesn't get it. You may try to put it in another way, and then think of an example, then another one. After a few minutes of this your partner may still not get it, but you sure will. (p. 5)

Thus, teachers who see student-centered learning as an integral component to instruction and classroom environment, based on previous experience and high levels of self-efficacy, will be

more likely to witness positive student behavior. Guided learning, then, is an important instructional practice that could be employed in professional development. This study ascertained how teachers reacted to seeing modeled practices.

Collaborative- and Self-Evaluation

Although student-centered teaching involves guided learning and places students at the center of their learning, currently, teachers are being given evaluation standards to which they must tailor their instruction. Teachers might not agree with the standards that are handed down; they might simply attempt to comply in order to protect their livelihood. As it now stands, as Durso (2012) noted,

> If teachers can achieve better results by tailoring the form and content of their instruction to better test scores rather than more educated students, this may not only incentivize undesired behavior, but it might also limit the degree to which the estimates reflect "true teacher quality" rather than test preparation. (p. ii)

It is important to tap into teachers' reactions to depicted practice because as Clandinin and Connelly (1996) ascertained, the current situation has "led teachers to devalue their professional knowledge. But this has led in turn to necessary deceptions as teachers obscure their knowledge by saying one thing and doing another."

Even in these settings that are part of a culture of data-driven assessment and instruction in which teachers are advised to focus on students and utilize data to improve their teaching practice, scholars (L. Hamilton, Halverson, et al., 2009) concluded there is little detail available about how to achieve this. Thus, teachers are currently being asked to be effective in their teaching practices and evaluate results of said practices with little explicit instruction about the implementation process because few models of effective practice are available. Similarly,

other recommendations for effective teaching, such as encouraging students to use their data as motivating tools, are not coupled with practical examples of teachers' practices. For example, if a teacher provides a student with assessment data but does not first teach the student how to take responsibility for learning, the recommendation falls by the wayside.

Relationship-Building

A purpose of the study was to identify characteristics of the effective teacher's relationship with his/her students. During the course of this study, teachers' feedback, along with evaluation results, identified characteristics of the teacher-student relationships. Positive teacher-student relationships are important because, as Hamre and Pianta (2001) explained, "Just as teachers are likely to put more effort into children with whom they have a positive relationship, children who trust and like teachers may be more motivated to succeed" (p. 626). The quality of the teacher-student relationship is extremely important because it may reflect the student engagement in the classroom, as well as behavioral outcomes (Hamre & Pianta, 2001). Cornelius-White (2007) noted, in his synthesis of 119 studies involving approximately 355,325 students, 14,851 teachers, and 2,439 schools, that student-centered teacher variables have an above-average association with positive student outcomes. Since it has been established that positive relationships impact student outcomes, teachers need practical examples of behaviors occurring within a classroom that has already been deemed a positive classroom environment. Relationships are directly tied to student-centered learning; therefore, teachers must first focus on relationship assessment in order to provide a positive classroom climate. Since this study featured a middle school teacher who established positive relationships with his students and, in turn, created a positive learning environment, teachers can model some of his practices. They

can also discuss their ways of incorporating relationship-building into student-centered learning, especially since teachers will be evaluated on their mastery of student-centered techniques.

In addition to engaging in discussion about instructional techniques, teachers should also analyze the relationships they have with their students. According to a study of African-American at-risk students conducted by Decker, Dona, and Christenson (2007), teachers' perceptions of the quality of their relationships with students directly impacted student outcomes. In their study of 179 elementary students, Hamre and Pianta (2001) indicated that students' abilities to form trusting relationships with teachers might predict academic success. Furthermore, they suggested that grades and test scores, although somewhat objective measures, are open to the influence of the teacher-student relationship (Hamre & Pianta, 2001). Therefore, the quality of the teacher-student relationship is highly influential and must be taken into consideration when evaluating effective teaching.

Just as important as the students' ability to form close relationships with teachers is the teachers' perceptions of his/her relationships with students. For example, the more positively a teacher views his/her relationship with a student, the more likely that student is to report increased feelings of social and emotional competence:

> The construct of the student– teacher relationship is believed to tap an affective component of how the teacher feels about a particular student, which may influence how a teacher responds to the student. Further, the student may sense how a teacher feels about him/her, which then might influence how the student feels about himself/herself. (Decker et al., 2007, p. 103)

Likewise, students' perceptions of their relationships with teachers influenced opportunities for success. As Cornelius-White (2007) found, students' positive views of their relationships with

teachers were indicative of success in the classroom. Students who believe that their teacher cares about them are more likely to be successful. When teachers create an environment that lends itself to caring relationships between students and the teacher, those students are more likely to take chances and learn from their mistakes; likewise, teachers must trust that their students are open to learning and will benefit from a caring relationship (Beard et al., 2010). Ultimately, the relationships between teachers and students are inversely related: the more positive the relationship, the fewer the behavioral issues (Cornelius-White, 2007).

Reflection and assessment of teacher-student relationships could be a valuable part of professional development and evaluation. As Helker and Ray (2009) found, teachers who were given relationship-skills training were able to use those learned skills and maintain positive relationships with students over a longer period of time. This is important because the teachers and teachers' aids in Helker and Ray's (2009) study who were given relationship-skills training also reported a decrease in students' behavioral problems, such as aggression and hyperactivity.

Both sets of evaluation descriptors directly relate to classroom climate and teacher-student relationships. For example, a teacher who has demonstrated caring and a willingness to help his/her students succeed is more likely to successfully communicate the course material and produce classes of motivated learners. As noted in a study of elementary students' perceived abilities and their teachers' perceived abilities about the students, even when children have beliefs that should promote engagement, if they have low autonomy or feel alienated from their teachers, they will not fully engage in school (Skinner, Wellborn, & Connell, 1990). The research is clear: relationship-building is a necessary component of academic success. Likewise, teachers who believe this notion are more likely to focus on developing strong relationships with their students. In order to show how a teacher who stressed the importance

of developing trusting relationships accomplishes this, the TARE instrument was used to isolate behaviors, sayings, and instructional methods. In this way, the findings lent specificity to what researchers and educators believe to be true about teaching and learning.

The Effective Teacher's Belief System and Alignment With the TPSR Model

Answering the research question "What are the components of his belief system?" was a critical aspect of this study because not only must teachers reflect upon the relationships they maintain in the classrooms, they must also be able to verbalize, or acknowledge, beliefs they hold about their students and their instructional styles. According to Hunzicker (2004), teachers' beliefs about instruction can be modified through professional development efforts that focus on understanding the beliefs. In her research, Hunzicker (2004) cited several reasons why teachers resist change: lack of motivation; low levels of knowledge, experience, and comfort; and poor moral and ego development. This is important, and relevant to this study, because it suggests that beliefs and behaviors are malleable. In contrast to theories that suggest beliefs are stable, Fives and Buehl (2012) proposed that teachers' beliefs can be situated on a continuum, with deeply held beliefs at one end and more isolated beliefs (that might be subject to change) at the other end. Therefore, beliefs about teaching and learning are both stable and dynamic, based on experience. Fives and Buehl (2012) found that teachers' beliefs are both contextual and general, which suggests that teachers will hold beliefs about how and what students should learn, and those beliefs will remain stable–or change–depending on the situational experience. Teachers' beliefs are, therefore, solidified by classroom experiences and student outcomes.

The study directly relates to theories about belief development and the belief-behavior connection. It is important to consider how teachers develop certain beliefs and how those beliefs are or are not evident in resulting behaviors. Previous research assumed the correlation between teachers' actions and their observable effects is linear (Fang, 1996). However, teachers' actions include the thought process that they engage in prior to a lesson, as well as the reflections that they engage in after the lesson (Fang, 1996). Therefore, it is important to understand the beliefs teachers carry with them about education in order to understand practices that are direct manifests of those beliefs. For example, a teacher who believes that relationship-building is an integral component of each day has likely had positive reactions after setting aside time to get to know students. Likewise, that same teacher's confidence in his/her abilities to build positive relationships with students has increased, which solidifies his/her belief in relationship-building. A teacher's beliefs about education include subject-matter knowledge, pedagogical content knowledge, and curricular knowledge, and these beliefs are embodied in expectations for student performance or in theories about teaching and learning (Fang, 1996). Thus, one can speculate that teachers' beliefs about teaching and learning are present both in their behavior and their attitudes toward the behavior.

Ajzen's (1991) Theory of Planned Behavior suggested that attitudes lead to intentions to behave a certain way:

> Attitudes toward the behavior, subjective norms with respect to the behavior, and perceived control over the behavior are usually found to predict behavioral intentions with a high degree of accuracy. In turn, these intentions, in combination with perceived behavioral control, can account for a considerable proportion of variance in behavior. (p. 206)

Essentially, teachers' attitudes toward a behavior are more likely to result in the behavior's occurrence if the teachers have control over the outcome and if they have preexisting notions of positive outcomes. The resulting behaviors, then, are a result of behavioral beliefs, normative beliefs, and control beliefs. These belief types directly influence the attitude toward the behavior, the subjective norm, and the perceived amount of control. If, as a result of these components, the teacher is ready to perform a given behavior, he will do so; otherwise, the intention to act upon beliefs will remain an intention (Ajzen, 2006).

A teachers' beliefs–and the resulting actions–are measures of the teacher's attitude and self-efficacy. Beliefs are distinguished from knowledge in the sense that they are characterized by presumptions and feelings about knowledge. Beliefs are associated with degrees of rightness or wrongness, while knowledge is emotionally neutral (Pajaras, 1992). Pajaras (1992) noted that

> All human perception is influenced by the totality of this generic knowledge structure-schemata, constructs, information, beliefs-but the structure itself is an unreliable guide to the nature of reality because beliefs influence how individuals characterize phenomena, make sense of the world, and estimate covariation. (p. 310)

Teachers often teach content knowledge according to their feelings about the content. For example, a mathematics teacher has knowledge of algebra, but his/her beliefs about teaching Algebra might be influenced by the students in his Algebra class. The teacher's beliefs are drawn from experiences pertaining to his content knowledge. Fives and Buehl (2012) further explained the connection between experience-belief-behavior as an ongoing cycle; teachers' experiences in life, education, and professional development are filtered through their personal interpretations of events and content. The interpretation is then conceptualized as a teaching

practice or approach. The resulting behavior is the outcome depending on the teacher's level of self-efficacy, as well as the perceived value of the behavior.

Like students whose learning outcomes can be predicted by measures of their self-efficacy, teachers with high levels of self-efficacy are more likely to be effective educators. Bandura (1989) theorized that those with a strong senses of self-efficacy will remain task-oriented in the face of judgmental failure; likewise, those who believe strongly in their abilities to problem-solve will be highly effective as efficient, analytic thinkers. Those who doubt their problem-solving abilities will be more erratic and weaker in their analytic skills. In turn, their self-efficacious thoughts affect their performance outcomes. Bandura (1989) illustrated this concept through a literary example: "Over a dozen publishers rejected a manuscript by e.e. cummings. When his mother finally published it, the dedication, printed in upper case, read: 'With no thanks to…' followed by the long list of publishers who had rejected his offering" (p. 1176). Bandura's example relates to a teacher's perceptions of internal and external factors, as well as his/her self-efficacious thoughts. For example, Tschannan-Moran and Hoy (2001) described a measure of teacher efficacy, in which teacher participants were asked the extent to which they agreed with two statements. The first statement, "When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment" (p. 784), relates to the degree to which a teacher perceives external factors as controlling (i.e., low self-efficacy). The second statement, "If I really try hard, I can get through to even the most difficult or unmotivated students" (p. 784), relates to the degree to which a teacher perceives internal factors as controlling (i.e., high self-efficacy). In theory, effective teachers have high levels of self-efficacy.

Conner and Armitage (1998) extended this theory to include the importance of belief salience; they suggested that a person will hold many beliefs about a behavior, but the most prominent of those beliefs will determine his/her outlook. Interestingly, Tatto's (1998) study of teachers' beliefs revealed that the teacher education students shared educational norms about their goals and the value of critical thinking and questioning. For example, in the same study, teacher-education students agreed with the statement, "The main job of the teacher is to encourage students to think and to learn from the world around them" (Tatto, 1998, p. 71). This salient belief relates to both theories of belief development and the importance of encouraging students' self-efficacies. Effective teachers who are self-efficacious thinkers can see education as a platform for modeling their beliefs that are transmitted into behaviors. This is important because, as Tatto (1998) wrote, "The more consensus on existing or constructed norms, the more teacher education may influence teachers' beliefs" (p. 67). Likewise, teachers justify their beliefs and corresponding behaviors not by research but by the wisdom of the practice (Fives & Buehl, 2012). While the beliefs and behaviors that encompass the wisdom of practice are very real and relevant, it is important to isolate those beliefs and use them as springboards for discussion and teacher-education research. Therefore, giving educators relevant examples of how such beliefs can be translated into practical instruction and providing them with opportunities to discuss such instructional strategies was a highly relevant scenario.

The research question, "How are these components (i.e. the teacher's beliefs) aligned with the TPSR model?" was answered via the TARE instrument results. Since the TARE categories are directly aligned with the TPSR model, I focused on beliefs about the TSPR model. For example, a component of the TARE instrument is "transfer of responsible behaviors outside of the gymnasium" (P. Wright & Craig, 2011, p. 206) which is included in

the TPSR, model. Furthermore, while the TPSR model was originally designed for instruction in the physical education setting, it can be applied to any classroom because its focus is responsibility-based teaching.

Narrative Feedback and the TPSR Model

One of the research questions addressed was, "Do the teacher participants identify similar or different aspects of the teaching exemplar than the TPSR model and in what ways?" In order to get a better sense of how those examples of effective teaching were related to beliefs about education, the study included feedback from those in the profession. Rather than utilizing one evaluation instrument to reach conclusions about excellent teaching practices, it is important to include teachers' views about methods used. Specifically, English/language arts and social studies middle school, junior high, and high school teachers provided feedback related to video segments of the case study's exemplar. English/language arts and social studies teachers were selected because the exemplar taught social studies courses at a middle school during the time he was videotaped; therefore, teachers of similar backgrounds provided valuable insight.

Both novice and experienced teachers were selected in order to gain feedback from those who had been in the profession for many years and those who had recently entered the profession. Including both groups was important because they might provide differing opinions as the result of their levels of experience. After all, what is effective or excellent to one teacher might be less effective to another teacher in a very different context (Clandinin & Connelly, 1996). It is important to ascertain teachers' views about effective practices and student learning; otherwise, universal standards will be put into place, and teaching practices

will not match standards by which teachers are hired and fired. In order to promote lines of discussion, educators must learn what other teachers say about an exemplar's beliefs and behaviors.

Even more so, it is important to identify how teachers perceive themselves in relation to the exemplar. As a teacher participant wrote in a self-assessment,

> You see movies like *Freedom Writers,* and you get this idea that there are magical teachers who come in and do this amazing job, and all the kids are enraptured with learning. Then you think, "Oh, I don't have the gift." You know what? I just need to keep working at it. (Danielson, 2001, p. 3)

This teacher's narrative response provided a deep understanding of her pedagogy, as well as an understanding of the importance of ongoing improvement. Thus, narrative reactions from those in the profession might provide valuable supporting evidence for effective teaching strategies in context.

While some teachers are not aware of their pedagogical beliefs, their opinions about educational practices serve as their beliefs, which are both stable and dynamic, depending on what they value. For example, in their observations at an elementary school, Clandinin and Connelly (1996) noted administrators' and teachers' comments about Stephanie, a fellow teacher. Her messy classroom and inability to throw projects in the garbage were noted in a negative light; however, with the addition of a new principal came educational reform that focused on teacher-student relationships. Stephanie was then perceived as a kind, nurturing, expert teacher because other teachers believed in the reform to focus on personal relationships. The teachers' evolving reactions to Stephanie's behaviors and the value of teacher-student relationships were made clear through teacher feedback.

In another study, novice teachers with at least 3 years of experience reported more coherent beliefs about content understanding (as compared to first- and second-year teachers), but they reported more fluctuating beliefs about their philosophy of teaching (Fives & Buehl, 2012). This suggests that teachers' belief systems are comprised of not only their personal beliefs but also their classroom contexts and teaching behaviors. Thus, feedback about beliefs and behaviors is important in order to understand all aspects of teachers' belief systems. Danielson (2001) related the views of one teacher participant about the importance of feedback and teacher evaluation:

> We've frequently heard teachers express frustration when their supervisor implies there are *no* areas they need to improve. One teacher said that she felt cheated after being told for years by her supervisor that everything was fine. After engaging in a year of self-assessment that included analyzing videos of her own teaching, she realized she had many opportunities to improve. (p. 4)

Gathering such feedback via individual interviews will provide insights into the sources of complex behaviors and motivations. Additionally, teachers' feedback about what they feel are valuable practices can, in turn, lead to better evaluation systems. Teachers who play an active role by providing such feedback are more likely to be effective participants in the evaluation process (White et al., 2012).

Encouraging educators and others involved in making educational decisions to understand how excellent teachers manifest their beliefs in practice to foster positive behavioral outcomes and how practicing teachers respond to those examples is important. Such a scenario can be accomplished through professional development and/or evaluations that provide examples of excellent teaching and opportunities for discussion. Clandinin and Connelly's (1996) study of teachers' beliefs about reform and professional knowledge led them to

conclude, “it depends,” to the posed question, “What is known about effective teaching?” (p. 24). Their answer was based on the premise that teachers’ beliefs change, and those malleable beliefs that lead to successful results with students are effective teaching for some teachers. In order to ascertain components of their belief systems, feedback from current teachers is necessary. It is necessary because belief systems are composed of many aspects, and the most promising ones, in terms of research relevant to teacher education, are beliefs about self, pedagogy, knowledge, and students (Fives & Buehl, 2012). Likewise, teachers’ belief systems can change with experience. In their study of secondary school teachers, Beijaard, Verloop, and Vermunt (2000) suggested that teachers develop rich, well-organized knowledge bases that enable them to draw readily on their past experiences.

Teachers’ beliefs about “what works” and “effective teaching” should be at the heart of the design of professional development and evaluation. For example, a study of teachers and their perceptions of the Danielson/McGreal Model indicated that teacher evaluation connected to professional development allows teachers to judge instructional delivery and places the teacher in the midst of his/her own evaluation (King, 2003). That said, teacher participants’ feedback in this study lent qualitative data that supplemented the evaluation results.

CHAPTER 3

METHODOLOGY

The research design for this case study was multimethod triangulation which entails gathering information through more than one method in order to validate findings (Meijer, Verloop, & Beijaard, 2002). This design was chosen because studies about complex phenomena, such as teachers' beliefs and practices, involve a combination of various types of important data (Meijer et al., 2002). Multimethod triangulation in this case study involved descriptive statistics from TARE scoring sheets and qualitative data from interviews.

Setting and Participants

Exemplary Teacher

The middle school teacher who was videotaped and interviewed taught in a large suburban school of approximately 640 students. At the time of the interviews, he was 57 years old and had been teaching for more than 20 years. That year he taught sixth- and seventh-grade social studies classes. For many prior years he had taught both social studies and language arts to sixth-grade students.

The middle school teacher was chosen because he was the subject of a university project conducted during the 2009-2010 school year, during which he was interviewed and

observed at various times throughout the year. This teacher was selected to be the subject of observation because of his reputation for student-centered teaching and his nomination as an example of effective teacher by administrators, teachers, and former students within the school district.

According to the school's current report card, the cultural makeup of the middle school where he taught is 52.2% Hispanic, 32.2% Caucasian, 11.8% African American, 0.8% Asian, 0.5% Native American, 0.3% Pacific Islander, and 2.2% multi-racial (School District 129, 2012). The school is part of a consolidated district that includes approximately 12,500 students in 10 elementary (K-5) schools, four middle (6-8) schools, one high school, one child development center, and one special-education facility (School District 129, 2012).

The teacher interview data and the classroom video data that were analyzed and edited for use in teacher interviews had been filmed for a documentary project conducted by a professor of educational psychology. The teacher and the parents of the teacher's students signed consent forms that allowed any educational use of the film consistent with the professor's affiliated university's educational mission. Students signed assent forms. Parents and the students were aware that teachers and teacher education candidates who were university students would be watching and analyzing the film for the purpose of advancing their education. The middle school teacher granted permission to use his videotaped classroom sessions and interviews for the purpose of this study. Additionally, the professor who conducted the interviews and videotaped the instruction for documentary educational purposes granted permission to use all videotaped materials for this study.

Teacher Participants

Sixth- through ninth-grade English/language arts and social studies teachers at a junior high school and a high school were sent a teacher recruitment letter (Appendix B) via email that asked them to participate in the study. The email specified the purpose of the study, the methodology, and all time requirements. Altogether, 12 teachers were selected: 3 novice and 3 experienced english teachers as well as 3 novice and 3 experienced social studies teachers. The study was limited to teachers of sixth- through ninth-grade students because the observed teacher was also a teacher of young adolescents. English/language arts and social studies teachers were chosen because of the similarity of the instructional content. Permission was granted by the school principals and the district superintendent, and consent forms (Appendix C) were signed by each teacher. I currently work in the high school within district.

The high school district and the junior high school district were located several miles apart. All schools were classified as suburban. The junior high school district included: an elementary school, a middle school, and a junior high school. The high school district included a freshmen/sophomore campus and a junior/senior campus. The junior high school district included approximately 1,400 students and the district's demographics were as follows: 88.4% White, 8.4% Hispanic, 1.5% Black, 0.8% Asian, 0.1% Pacific Islander, 0.1% American Indian, and 0.6% two or more races. The high school district included approximately 2,500 students for which the following demographic information applied: 80.8% White, 13% Hispanic, 4.4% Black, 0.7% Asian, 0.1% American Indian, and 0.9% two or more races.

Measures and Video Coding

The TARE evaluation instrument was chosen because of its ability to allow the researcher to identify responsibility-based behaviors present during instruction. It is a tested instrument that allowed not only for a detailed account of teaching and behavior during the course of a lesson but for assessments of responsibility-based instruction. As P. Wright and Craig (2011) noted, there is currently a "lack of instrumentation to assess the application of responsibility-based teaching strategies" (p. 204). The TARE is an instrument that allows for such assessment in classrooms. The tool includes both standards-based evaluation, which is required by state mandates, and response-based evaluation, which is unique to this evaluation model. Current recommendations for teacher-evaluation training suggest, "An essential component of any training program is exemplar videos of classroom lessons that have been pre-scored by certified instrument experts, if not by the instrument's author" (McClellen et al., 2012, p. 2).

The design of the TARE instrument includes a 5-point rating scale, which is required of newer evaluation systems in the State of Illinois. Since the case study was conducted in Illinois, and the state requirement is such, it is important to note that the TARE instrument fit the criterium. The TARE instrument also places focus on responsibility-based behaviors, rather than student growth, which is a current issue related to evaluation systems in Illinois. While many teachers worry that student performance will be tied to their pay, the TARE instrument does not reflect such cause for concern. This is important because, as Sporte, Stevens, Healey, Jiang, and Hart (2013) reported, in their findings from the Chicago Public School District's evaluation overhaul,

> The survey also included an open-ended question about what teachers found most promising about [the evaluation instrument]. Just 3 percent of the 532 teachers who responded to this question indicated that they found the student growth component to be the most promising aspect of [the evaluation instrument]. (p. 37)

Thus, it was important to use an evaluation instrument that did not place emphasis on student growth as a component of evaluation.

TARE procedures were justified because they had been validated through several means. As P. Wright and Craig (2011) noted, "Field testing supported the TARE's content validity, as the more empowerment-based teaching strategies were rarely observed, if ever. This indicated that the TARE could discriminate between a robust implementation of responsibility-based pedagogy" (p. 208). Therefore, the TARE instrument was able to distinguish between absent responsibility-based teaching behaviors and teaching behaviors that were strong representations of responsibility-based instruction.

The TARE was recently revised. Revised TARE procedures were presented to highly qualified members of a panel, who were asked to comment on the rigor and feasibility of testing procedures. All members of the panel provided positive responses to data-collection procedures (Escartí, Wright et al., 2015). P. Wright and Craig (2011) pilot-tested the TARE instrument and reached 80% inter-rater agreement.

This instrument has been studied, was originally developed for, and found valuable in context of physical education, and has also been more recently generalized to other subjects. Therefore, it can be used in all classroom settings and disciplines. The most recent version of the TARE instrument-TARE2.0-was used to evaluate this case study's teacher's behavior. It was expected to (a) prove even more effective for researchers who aim to evaluate the fidelity of the implementation of the TPSR model with respect to one of its key components, the

Observable Teaching Strategies, and (b) to assess the relationship between teacher training, implementation, and student outcomes (Escartí, Wright et al., 2015).

Procedures

Videotaped Lessons

Lessons taught by this case study's middle school teacher were videotaped over the course of a school year. I viewed 12 videotaped lessons. The lessons were chosen because they were representative of different points throughout the school year and several methods of instruction (i.e., discussion, traditional classroom instruction, and activity). The lessons included two questioning seminars during which the students came to class prepared with original questions, a lesson about wisdom on the first day of school, a lesson about immigration and its relation to a class story, a lesson about the significance of Pearl Harbor Day, a debate about differences between "AD" and "BC" timelines, a discussion about Rosh Hashanah and a lesson about the lunar calendar, a social studies fair, a Tai Chi demonstration, a lesson about calligraphy; and a cave painting activity. The TARE evaluation instrument was used to evaluate discussion, traditional classroom instruction, and activity.

The TARE instrument's developer trained me to correctly use the instrument. We reviewed all categorical definitions and watched example lessons in order to identify behaviors related to each category. We used the scoring sheet to code a lesson together and discuss ratings. Additionally, we viewed multiple lessons in order to determine inter rater agreement. An inter rater agreement of 80.6% was met, with 100% agreement within 1 data point of each other. The Pearson correlation for the 36 data points was $R = .97$ and $R^2 = .94$.

I utilized the TARE Teacher Observation rating scale to record occurrences during every 3-minute segment of each lesson. The scale for this section is from 0 to 4 (*absent* to *very strong*). The scoring sheet for this section and the operational definitions for categories listed on the scoring sheet can be seen in Appendix A and Table 1.

Exemplary Teacher Interviews

In addition to the lessons videotaped throughout the course of the school year, five interviews were conducted and videotaped. These interviews were important because they depict the middle school teacher's beliefs about teaching, students, discipline, and relationship formation. These interviews also served as examples of the connection between beliefs and resulting behaviors. The interviews were coded in the following manner: I watched each interview and coded it using the constant comparison method to ascertain relevant words and sayings and to place them within categories that correspond to the TARE teacher observation sheet. Thus, the teacher's words (in vivo codes) were noted under the TARE category headings: Modeling Respect, Setting Expectations, Opportunities for Success, Fostering Social Interaction, Assigning Tasks, Leadership, Giving Choices and Voices, Role in Assessment, and Transfer. These categories can be described by Bogdan and Biklen (2003) as "Definition of the situation codes," "Perspectives held by subjects," and "Subjects' ways of thinking about people and objects" (pp. 162-163). Codes for these categories related to the case study's teacher's views of himself in relation to the topic; perspectives held toward instructional rules and norms; and his understanding of other teachers, students, and the nature of the students he taught (Bogdan & Biklen, 2003).

Table 1

Operational Definitions of Teacher Observation Scoring Sheet Categories

Category	Operational definition	Examples
Modeling respect	Teacher models respectful communication. This would involve communication with the whole group and individual students	Using students' names, active listening, making eye contact, recognizing individuality, maintaining composure, developmentally appropriate instruction, talking with rather than at students, showing an interest in students, unconditional positive regard. Counter examples include indifference, disengagement, losing temper, deliberately embarrassing a student.
Setting expectations	Teacher explains or refers to explicit behavioral expectations during the program.	Making sure all students know where they should be and what they should be doing at any given time; giving explicit expectations for activity or performance, explaining and reinforcing safe practices, rules and procedures, or etiquette.
Opportunities for success	Teacher structures lesson so that all students have the opportunity to successfully participate and be included regardless of individual differences.	PE examples include making appropriated adaptations for inclusion, providing opportunities for practice, skill refinement, and game play. Classroom examples include allowing students to answer questions, participate in discussions, or succeed in a learning task.
Fostering social interaction	Teacher structures activities that foster positive social interaction.	Fostering student-student interaction through cooperation, teamwork, problem solving, peer-coaching, partner drills where communication is encouraged, conflict resolution or debriefing. Counter examples include random student interactions not fostered or supported by the teacher pseudo group discussions that only involve student-teacher exchanges.

(Continued on following page)

Table 1 (Continued)

Category	Operational definition	Examples
Assigning tasks	Teacher assigns specific responsibilities that facilitate the organization of the program or a specific activity.	Asking students to take attendance, serve as timekeeper, set up equipment, keep score/records, erase the chalkboard, give out materials, or maintain facilities.
Leadership	Teacher allows students to lead or be in charge of a group.	Allowing students to demonstrate for the class, lead a station, teach/lead exercises for the whole class, or coaching a team.
Giving choices and voices	Teacher gives students a voice in the program.	Letting students engage in group discussions, vote as a group, make individual choices, invite student questions or suggestions, eliciting student opinions, letting students evaluate the teacher or program.
Role in assessment	Teacher allows students to have a formal role in evaluation.	Self- or peer-evaluations as well as individual contracts related to skill development, learning, behavior, or attitude.
Transfer	Teacher directly addresses the transfer of life skills or responsibilities from the lesson beyond the program.	Topics include the need to work hard and persevere in school, the importance of being a leader in your community, keeping self-control to avoid a fight after school, setting goals to achieve what students want in sports or life in general, the need to be a good team player when in other contexts such as the workplace, the value of thinking for yourself to avoid peer-pressure and make good life choices.

Teacher-Participant Interviews

After using the TARE instrument to isolate effective teaching strategies that occur within the lessons, I selected two 3-minute segments from three lessons to show to teacher respondents. Segments from these six lessons included discussion, traditional classroom instruction, and activity. The lessons were selected because of their TARE scores from Section 1 (teacher observation). Lessons that had the most occurrences of "strong" to "very strong" observed behaviors were used as teacher-participant selections.

Teacher participants viewed the observation segments in a reserved room at the school by which I am employed. Permission was granted by the school principal to use the room and audiovisual resources. I asked each teacher participant to view the segments and provide their reactions to them upon completion. The teachers were provided with paper and pens, in case they wished to jot down comments as they viewed the segments. Once the segments ended, I recorded the teachers' comments as they discussed what they saw. I used these responses to facilitate the discussion of primary themes. I used pre established questions to guide the interviews, and the hypothesis questions served as these questions, since the focal point of the case study was the exemplar's behavior and responsibility-based teaching.

The questions are listed below:

1. What effective teaching practices did you observe in these segments? Did you see any ineffective practices?

2. Some standards identify teachers promoting student responsibility. Did you see the teacher doing that and how? How important is it for a teacher to promote responsibility as compared to other goals and why?

3. Some standards identify the need for teachers to promote student interaction. How did you see the teacher doing that, and how important is it?

4. Some standards identify the need for teachers to build relationships with students. How did you see the teacher doing that, and how important is it?

5. What are some things you found particularly interesting and why?

6. Based on these items you previously mentioned, should teachers be held accountable for these items? How meaningful is it for teachers to do these things?

7. Would you like to mention any final comments about teaching practices or the segments you viewed?

Thus, I welcomed the teacher participant, explained the procedures, reminded him/her that his/her responses would be recorded, and began with the first question (upon completion of the three video segments). Subsequent questions were asked as needed, depending on the amount of discussion and feedback from each respondent.

Data and Its Relation to Research Questions

What are the Responsibility-Based Practices of a Teacher With a Reputation for Effectiveness?

In order to identify specific practices of a teacher with a reputation for effectiveness, I looked at the observed behaviors that occurred during each 3-minute interval. Since TARE categories were developed in relation to TPSR behaviors, the behaviors that aligned with TARE categories, as well as the frequencies of occurrence, were considered responsibility-based practices.

What Strategies is he Using to Promote Responsibility**?**

The TARE instrument was created to evaluate the degree to which a teacher encourages forms of responsibility in students. The creators looked to D. R. Hellison's (2011) TPSR model as a well-developed framework for articulating what constitutes personal and social responsibility: "TPSR is generally described in terms of five responsibility levels or goals: (a) respect for the rights and feelings of others, (b) self-motivation, (c) self-direction, (d) caring, and (e) transfer" (P. Wright & Craig, 2011, p. 205).

How Frequently Does the Teacher Implement Such Practices**?**

In order to assess the frequency of implementation, I used the standards set forth in the TARE instrument. The model suggested "some strategies, such as modeling respectful behavior, may be employed throughout the interval, while other strategies, such as assigning a specific task to a student, may be displayed in a single discrete action" (P. Wright & Craig, 2011, p. 209).

How Does he Promote Student Interaction/Student-Centered Learning?

In order to promote positive student interaction within a student-centered environment, the observed teacher formed genuine relationships with his students. TARE categories, such as Fostering Social Interaction, Leadership, Giving Choices and Voices, Role in Assessment, directly related to student interaction and student-centered learning; thus, I noted the frequencies of behaviors that related to those categories.

How Does he Build Relationships With Students?

Relationship-building is important to student achievement, and, in order for TPSR behaviors to occur, teachers must develop strong relationships with their students. TPSR behaviors directly relate to TARE categories. Therefore, I noted frequencies of observed behaviors that related to TARE categories, such as, Modeling Respect, Setting Expectations, Opportunities for Success, and Transfer.

What are the Components of his Belief System? Are They Aligned with the TPSR Model?

Based on videotaped interviews, the middle school teacher expressed a strong belief in the value of student-centered learning and building a positive rapport with the students. Since it has been previously noted that beliefs do not always translate into actions, especially in the case of some classroom teachers, I noted frequencies of observed behaviors, as well as beliefs expressed (in vivo codes) during interviews, that related to TARE categories

Do Teacher Participants Identify Similar or Different Aspects of the Teaching Exemplar Than the TPSR Model and in What Ways?

Teacher-participants' reactions to the video segments provided valuable insight about what Clandinin and Connelly (1996) deemed the "professional knowledge landscape" (p. 24). They suggested that teachers' knowledge about effective teaching stems from time spent in classrooms and in other professional places; therefore, reactions to what the teacher participants observed on the tape painted an important picture of the exemplar's "professional landscape."

Analytic Strategy

The strategy used to code descriptive statistics and interview data involved multimethod triangulation. Thus, I found means and standard deviations for all TARE categories within each lesson. Additionally, I calculated means for each TARE category for all lessons. I then found the percentage of instances in which each TARE category-behavior was present for all lessons. These results were represented as means, standard deviations, and interval percentage on Table 2.

CHAPTER 4

RESULTS

Observation Results From TARE

In order to answer the first research question, What are the responsibility-based practices of a teacher with a reputation for effectiveness? The TARE was used to score 12 of the teachers' lessons. Frequencies of all observable behaviors within each TARE category present within each lesson were calculated: Modeling Respect, Setting Expectations, Opportunities for Success, Fostering Social Interaction, Assigning Tasks, Leadership, Giving Choices and Voices, Role in Assessment, and Transfer. Since the observable strategies are noted characteristics of responsibility-based teaching, it was very important to note the frequency that the teacher implemented certain behaviors. It could be indicative of certain behaviors' levels of importance that would be a predictor of most prevalent, or effective, instructional practices. Table 2 displays the average for each TARE category within a particular lesson, as well as the overall average per category for all lessons. It is important to note that occurrences of behaviors within each category for all lessons were coded according to a 0-4 rating scale. There were 12 lessons (4 traditional, 4 discussion, and 4 activities).

Table 2

Mean, Standard Deviation, and Interval Percentage by TARE Category

Lesson	Modeling Respect Mean (SD)	Setting Expecta -tions Mean (SD)	Oppor- tunities for Success Mean (SD)	Foster- ing Soc. Interact. Mean (SD)	Assigning Tasks Mean (SD)	Leader- ship Mean (SD)	Giving Choic. And Voices Mean (SD)	Role in Assess- ment Mean (SD)	Transfer Mean (SD)
TRAD 1	4.00 (0.00)	3.86 (0.36)	2.36 (1.55)	0.79 (1.12)	1.00 (0.88)	0.00 (0.00)	1.79 (1.25)	0.21 (0.43)	2.07 (1.21)
TRAD 2	4.00 (0.00)	2.80 (1.03)	1.67 (1.25)	0.47 (0.62)	1.40 (1.18)	1.07 (1.22)	1.40 (1.07)	0.60 (1.11)	1.40 (0.93)
TRAD 3	4.00 (0.00)	1.36 (1.12)	1.55 (0.69)	0.36 (0.67)	0.73 (0.90)	1.36 (0.67)	1.73 (0.47)	1.45 (0.69)	1.45 (1.13)
TRAD 4	4.00 (0.00)	2.23 (1.17)	1.54 (0.78)	0.69 (0.63)	0.46 (0.78)	0.85 (0.69)	1.69 (0.85)	0.92 (0.64)	2.23 (1.01)
DISC 1	3.93 (0.25)	1.14 (1.00)	2.07 (1.21)	0.14 (0.45)	0.50 (0.51)	0.07 (0.25)	2.50 (0.72)	0.21 (0.48)	1.36 (1.00)
DISC 2	4.00 (0.00)	0.57 (0.73)	2.29 (1.13)	0.57 (0.81)	0.29 (0.45)	0.36 (0.73)	2.21 (0.93)	0.71 (0.81)	0.71 (0.60)
DISC 3	4.00 (0.00)	1.36 (1.34)	2.43 (1.21)	0.50 (0.52)	0.57 (0.62)	0.64 (0.75)	2.43 (1.21)	0.21 (0.60)	1.71 (1.41)
DISC 4	4.00 (0.00)	1.27 (1.27)	2.00 (1.26)	0.55 (1.21)	0.82 (1.47)	0.09 (0.30)	2.18 (1.47)	0.00 (0.00)	1.73 (1.35)
ACT 1	3.88 (0.50)	1.13 (1.59)	3.50 (1.21)	3.44 (1.10)	2.00 (0.87)	1.31 (0.87)	3.50 (1.03)	1.00 (1.15)	0.44 (0.51)
ACT 2	4.00 (0.00)	3.08 (1.16)	1.92 (1.73)	0.67 (0.89)	1.58 (1.62)	0.58 (0.79)	2.17 (1.40)	0.58 (1.16)	1.17 (1.11)
ACT 3	4.00 (0.00)	3.88 (0.50)	2.38 (1.78)	0.31 (0.70)	2.44 (1.46)	0.25 (0.58)	0.94 (1.57)	0.63 (0.81)	1.69 (1.14)
ACT 4	3.77 (0.83)	3.00 (1.22)	3.00 (1.41)	2.77 (1.54)	2.38 (1.04)	2.00 (1.15)	2.92 (1.26)	0.69 (1.18)	0.46 (0.66)
INTERVAL %	100%	74.28%	82.86%	35.71%	52.86%	33.57%	82.14%	28.57%	66.43%
MEAN All Lessons	3.97	2.14	2.23	0.94	1.18	0.72	2.12	0.60	1.37

When looking at the frequencies of the TARE categories coded for all lessons, the order of categories (from most noted to least frequent) is as follows: Modeling Respect, Opportunities for Success, Setting Expectations, Giving Choices and Voices, Transfer, Assigning Tasks, Fostering Social Interaction, Leadership, and Role in Assessment. When reviewing the percentage of TARE-category behaviors present in all lessons, the order of occurrence is as follows: Modeling Respect, Opportunities for Success, Giving Choices and Voices, Setting Expectations, Transfer, Assigning Tasks, Fostering Social Interaction, Leadership, and Role in Assessment.

Modeling Respect

This category referred to respectful communication with the whole group and/or individual students. It is important to note the exemplar almost always (i.e., a rating of 3 or 4) practiced respectful communication during every 3-minute interval in all lessons. Since the exemplar was chosen for this case study as a highly effective teacher, it was expected that he would consistently score high in this category.

Opportunities for Success

Providing opportunities for success in the classroom was the second most frequent responsibility-based behavior that was noted across all observations. In order to create feelings of success for all students in the classroom, the exemplar attempted to focus on learning outside the content area and group behavior. For example, he frequently asked questions of the entire class and required a group response, rather than individual responses. The exemplar attempted to create confidence through whole class question-and-answer. For example, one of the

segments featured the exemplar posing a question to the class and then waiting until one of every student's hands in the class was raised. He then cued the entire class to give a collective answer.

Setting Expectations

Setting expectations, according to TARE examples, refers to the exemplar giving specific instructions, explaining procedures, referring to behavioral expectations, etc. In nearly all observed lessons, the exemplar addressed student behavior and gave direction to students.

Giving Choices and Voices

This category conveyed the exemplar's ability to elicit students' questions and opinions. In all observed lessons, the exemplar proposed statements, or asked questions to the entire class, and then waited until students raised their hands to provide answers. He repeated the behavior of waiting until all students felt comfortable enough to contribute an answer. In essence, giving choices and voices relates to patience and guidance. The exemplar allowed students time to process information, and he provided guiding statements to help them verbalize their opinions.

Transfer

This category pertains to the direct reference of personal and/or social responsibility. For example, when the exemplar told students, during the Tai Chi lesson, about the importance of focus and how it would help them in situations outside of the classroom, he was promoting

transfer. Interestingly, this category was not the least noted, which suggests the effectiveness of telling students why they should be aware of their responsibility to themselves and others.

Assigning Tasks

This category relates to specific directions given by the exemplar to particular students, such as leading discussion, completing a specific task, etc. Although there were instances during which the exemplar asked a student to get writing utensils, pass out papers, or begin the discussion, the exemplar frequently gave directions to an entire group, regardless of lesson type.

Fostering Social Interaction

Behaviors associated with this category were not frequently noted across all lesson types. Although averages were higher for lessons that involved activity, traditional lessons and discussion-based lessons pertained to whole-class instruction or interaction between student and exemplar. During such lessons, the exemplar asked guiding questions of the whole class, and students were expected to respond as a group, rather than responding to each other.

Leadership

Similar to Fostering Social Interaction, students in the lessons engaged mostly in whole-class discussion or activity, or they interacted solely with the exemplar. Occasionally, a student demonstrated leadership by raising his/her hand to volunteer to lead an activity or suggest an idea, but this behavior was not a common practice in the lessons.

Role in Assessment

This category was the least-noted behavior; the average rating for all lessons except one was less than 1. Role in Assessment pertains to students' control of their learning assessment. In all lessons, the exemplar asked questions or directed the students' learning. Occasionally, the students were in control of their assessments; for example, in one lesson, the students took a vote to decide which symbols they would use for a calligraphy activity. The majority of time, however, the exemplar determined the learning assessment.

Exemplar Interview Results

The second research question was, "What are the components of his belief system? Are they aligned with the TPSR model?" Upon transcribing the exemplar teacher's interviews, I grouped phrases and ideas by the TARE responsibility-based categories: Modeling Respect, Setting Expectations, Opportunities for Success, Fostering Social Interaction, Assigning Tasks, Leadership, Giving Choices and Voices, Role in Assessment, and Transfer. I first reviewed categorical definitions in order to align particular phrases and ideas with their respective categories. In order to illustrate some of the exemplar's beliefs, phrases by category are displayed in Table 3.

Table 3

Select Exemplar Interview Phrases by TARE Category

Category	Phrase
Modeling respect	• "With great respect and love, I welcome you" (starts every period by saying that to the students) • "Students don't have a lot of conversations with adults in their lives, so they know that I value their opinions, and they can share their opinions" • "They know after the first few weeks not to use the word, 'weird,' and they have to find a different way to say that's different and learn about what they don't know…for example, I put on the yamaka, and it's out of respect, even though I'm not Jewish...I want them to have respect for me, for each other, and all the culture they study" • "I tried to become their first true teacher and add that Mr. Miagi element…I teach about karate, but also I'm also teaching about wisdom…I always wanted to be a little bit more than what my job description says because then we can have more of a heart connection than an intellectual connection"
Setting expectations	• "Good teachers hold kids accountable and inspire them at the same time…It's not enough to say, 'here's a set of rules and here's your homework assignment, and now you have to be accountable for them'" • "Students acknowledge that I have high standards, and they don't want to disappoint me…what they define as strict is not getting a chance to talk, not being able to express themselves…students want to be treated fairly and sometimes, when you treat everyone the same, that's not always fair" • "I said, 'but guys, I get mad,' and they say, 'yeah, but we don't want to make you mad'…so it comes back to relationships, and that's true of everybody" • (Refers to the "Enter to Grow in Wisdom" sign above door) "Periodically, I remind the kids about what we talked about on the first day and ask them how they've grown and what they care about"

(Continued on following page)

Table 3 (Continued)

Category	Phrase
Opportunities for success	• "Every year, at some point, I always say, 'Do you ever think school could be this much fun?,' and I don't think they get listened to a lot, and teachers have to be good listeners. When you're talking to a kid or listening to a kid, do it 100%...don't be fiddling around, but really listen" • "I talk about places in the pictures on the wall and say that they need to remember that it can be them travelling to those places…in 16 hours on a plane, that could be you walking around Jerusalem" • "Don't be afraid to be spontaneous because every class doesn't have to come off the same way…you've gotta trust yourself and allow yourself to be flexible…I call it teaching without a net" • "When a kid comes back to visit, whatever you're doing, just drop it, and give the kid your undivided attention, even if you don't want to…it's a hard thing to do when there's 15 things going on at once, but it's important!"
Fostering social interaction	• "I share what I learn from reading books and encourage students to share what they've learned with me so we're learning together" • "The social studies fair was worth it because of the process; The students had to work together, make decisions together, and argue and work it out. If I had looked at the activity as something that was getting in the way of me getting behind, it wouldn't have been successful, and the students would've missed out on the interaction" • "This year, I'm not communicating enough with the people who have my students…I need to sit down and get on the same page…before, the kids had a certain sense of connectedness that they don't have now" • "What I've been noticing with me and my 6th graders is the bonding place that's happened between all of us…we're starting to bond now…quite frankly, I do some things differently…you share who you are as a person, even the martial arts aspect"

(Continued on following page)

Table 3 (Continued)

Category	Phrase
Assigning tasks	• "In yoga, there's a saying: 'skillful means'….As teachers, we need to think about how we approach kids and what we say to them so they can take the correct lesson from it" • "I don't shy away from mentioning to kids what they should and shouldn't do. I'm not afraid to point out their behavior to them and their responsibility to themselves and others" • "In 7th grade, I am going to ask them to watch the news…I have a book and a box of 7th-grade materials, but I'm going to have them go a little deeper…not sure how I'm going to do it yet, but we'll get there" • "A lot of the artifacts (in the room) come from the kids"
Leadership	• "Christina was in my 6th grade class and then volunteered to help teach the summer camp and said she wanted to be a teacher…she was my assistant all summer" • "We lost, I'm certain, someone who would've been a natural teacher" • "The little kids in the summer camp respected her, and she cared for them" • "It's almost like a fire within you that you light in them, too" (about inspiring students)
Giving choices and voices	• "I want them to feel like it's okay to explore ideas that are different than what they've heard before" • "I've had so many kids whose religious beliefs are diametrically opposed to mine, but they're empowered, and they start feeling good about their beliefs" • "They were allowed to vote on which area of the world they would learn about next….I'm letting them call some of the shots" • "The 7th graders are becoming more profound on a routine basis and bringing up questions each class"
Role in assessment	• "I tell them everything is social studies, so they need to pay attention to newspaper articles or conversations" • "You have some kids that just don't test well, and some kids just don't care. So much is put on schools for these tests, and some of these kids, if you know them and if you saw them day-by-day, you'd have a pretty good idea of how they've grown....so, one day of a test?" • "I had a girl who couldn't pass a single test and had intense focus when she was doing calligraphy" • "I've had administers say, if it's not being tested, then you're wasting everyone's time and taxpayers dollars.…I don't want to teach in a world that does that"

(Continued on following page)

Table 3 (Continued)

Category	Phrase
Transfer	• "You can learn from a book, but ultimately I want you guys to go to those places. I talk about how to make that happen, and having babies at 16 isn't going to be conducive to making that happen" • "Our culture is such a surface culture sometimes, so I try to give them some tools so that they can go a little deeper....I want to give them something more than these surface skills...there's another life skill: being able to learn how to be quiet and turn within, really feel those religious things that they talk about" • "You've got to share your life with your classes…whatever you're interested in, tell the students about that"

The exemplar, according to TARE results, practiced most behaviors linked to Modeling Respect, Opportunities for Success, and Setting Expectations. One might ask, what do his beliefs about these behaviors say about effective instruction? In order to understand how the exemplar modeled respect, one must look at his statements that align with the category. In coding the videotape of his teaching, words such as "wisdom," "respect," and "welcome" were frequently noted, which suggest the exemplar believes in the value of imparting these qualities on his students.

During the interviews, the teacher was asked about his beliefs. The exemplar stressed the importance of teaching respect, not just at the beginning of the school year, but during every class period: "I start off each class with 'with great respect and love, I welcome you,' and they know that I value their opinions and they can share their opinions." The exemplar again stressed the importance of teaching respect to his students as a means of learning about others and different cultures. In another interview, he stated,

> They know after the first few weeks not to use the word, 'weird,' and they have to find a different way to say that's different and learn about what they don't know and have respect for me, for each other, and all the cultures they study.

The link between Modeling Respect, Providing Opportunities for Success, and Setting Expectations was quite clear. For example, in an interview, the exemplar explained how he showed students a picture of Harvard University on the first day of school:

> In the picture, there's a sign that says, "enter to grow in wisdom," and I have them follow me out the door and I've written that over the back door and I tell them that they can accomplish the same thing when they cross that threshold. All of a sudden, they're like, "hmmm, this is going to be different."

The exemplar frequently mentioned the words "respect" and "wisdom" when speaking about students' opportunities to participate and feel successful in the classroom. In an interview, he stated,

> It's been a challenge to translate what I've been able to do in terms of bonding with students in a junior high setting because that will translate to their feelings of success and their own comfort to express themselves and talk to me.

In his interviews, he noted a belief about ways to create feelings of success in the classroom: "Learning should have joy in it...a teacher's gotta find ways to bring joy and make them a part of your life." Making students a part of his life, according to the exemplar, would ultimately create a rapport and enable students to feel more confident in their abilities to speak up and be successful learners.

In order to relay the exemplar's beliefs in relation to the TPSR model, one must review the model's foundation. "TPSR is generally described in terms of five responsibility levels or goals: (a) respect for the rights and feelings of others, (b) self-motivation, (c) self-direction, (d) caring, and (e) transfer" (Escartí, Wright et al., 2015, p. 56). It is clear, from his interview

statements, the exemplar believes in the value of respect, motivation, caring, and personal responsibility. In an interview, he stated,

> You've gotta go against the grain sometimes if you're going to be a life-changer.…anybody can teach, but if you're going to be the kind of teacher that inspires or makes them look at life different, you have to be real, and you have to be personal, and they have to be as important to you as you are to them.

The exemplar believed in being personal with students and sharing information about his life in order to garner respect and encourage self-motivation. In fact, he stated in an interview, "You've got to share your life with your classes…whatever you're interested in, tell the students about that."

Sharing details about life experiences was closely tied to concepts of wisdom and respect. For example, the exemplar spoke about the importance of wisdom in his classroom:

> For a number of years, I had more kids going to jail than going to college, so I view [respect/wisdom] as a matter of life and death for many kids, so I'm sincere when I talk about wisdom.…it's knowing how to live your life and, for them, it might not be about college....there's something about [wisdom]!

While words like wisdom or respect might not appear in the curriculum or textbook, the exemplar stressed his belief in making them integral parts of his instruction. In an interview, he said he

> tried to become "their first true teacher" and add that "Mr. Miagi element" because I'm not just teaching about karate but also teaching about wisdom.…I've always wanted to be a little bit more than what my job description says because then we can have more of a heart connection than an intellectual connection.

Likewise, during an interview, the exemplar discussed expectations for students and classroom management in terms of freedom of expression and communication: "What they define as strict is not getting a chance to talk, not being able to express themselves."

The exemplar also believed in the value of wait time and explained that he liked to provide students time to think and verbally express their thoughts: “I had a feeling that's why there were so many kids who knew they were allowed to think aloud and have ‘think time’ and not expected to give a rote answer.…They're willing to work through their thoughts verbally.” This statement, like the teacher participants’, aligns classroom expectations with respect and the concept of fairness. Teachers who allow students to express opinions because they have already demonstrated respect for them are, in effect, setting clear expectations of classroom procedures.

Teacher-Participant Interview Results

The third research question was, “Do teacher participants identify similar or different aspects of the teaching exemplar?” Thus, once the TARE practices were noted, I chose segments of lessons that were the best (i.e., most frequently occurring responsibility-based behaviors within each lesson) representations of effective discussion, instruction, and activity. These video segments were shown to the teacher participants, and they were asked to comment. As I listened to the recorded teacher-participants’ reactions, I transcribed all comments and coded the data into categories. I aligned teachers’ comments (concept codes) and their direct words (in vivo codes) from the transcription with their respective categories by grouping phrases from interview questions into the TARE responsibility-based categories: Modeling Respect, Setting Expectations, Opportunities for Success, Fostering Social Interaction, Assigning Tasks, Leadership, Giving Choices and Voices, Role in Assessment, and Transfer. I first reviewed categorical definitions in order to align particular phrases and ideas with their

respective categories. Table 4 displays select phrases from some of the teacher participants, in order to paint a picture of their responses.

While Table 4 paints a picture of select teacher-participants' comments for all categories, it is also important to note the number of comments made in relation to teacher respondent type (English teacher or social studies teacher, novice teacher or experienced teacher). Table 5 displays the number of comments from teacher-participant interviews that relate to specific categories.

I then reviewed observation frequencies per category, in relation to categorical statements from the exemplar's interviews and the teacher-participants' interviews. Similarities and differences of opinion from the interviews and teacher comments were telling predictors of best practices, according to educators.

Modeling Respect

Teacher participants noted the words "caring," "conversational," and "interest" when speaking about the exemplar's ability to model respect. With the exception of novice English teacher participants, other teacher participants spoke about the exemplar's clear respect for the students and the respect for the exemplar by the students. In interviews, teacher participants followed the use of the word "respect" with statements such as, "He seems like a warm person," or "He seems very personable." The link between modeling respect and demonstrating genuine interest in teaching was clear to the participants.

Table 4

Select Teacher Participant Phrases by TARE Category

TARE category	Phrase	Teacher #/Novice or Experienced
Modeling respect	▪ "I don't think he has to be a disciplinarian. He's so laid back and the students don't feel the need to push boundaries.…I don't know if age is a factor with that. I think the kids just know that he genuinely cares.…that's apparent.…I think they seem to know that, wow, this teacher is really interested in me"	1/Experienced English
	▪ "Yeah, he uses a more conversational tone. He's just having a conversation with them"	2/Experienced English
	▪ "I like that he's 'up,' and he seems to hold their attention and make sure they respect each other"	6/Experienced Social Studies
Setting expectations	▪ "I think this is part of his building the rapport with the students. I think his expectations are clear, but he also lets them know they have freedom in the classroom"	3/Novice English
	▪ "Content-wise, it seems like he didn't really give them anything to work on, but they did seem very focused.…like the introduction, he said 'keep listening while I talk,' and it was a little odd that he would say that"	9/Novice English
	▪ "I think he said it nicely for them, explaining 'I want you to be safe,' telling them 'I'm there for you' and taking them outside and trying to encourage them to do well from the start"	7/Experienced Social Studies
Opportunities for success	▪ "I still felt it was a little bit too lecture-y, and the poor kid with his hand up for like an hour…that's that one you gotta call on first and get it over with"	4/Novice Social Studies
	▪ "I do like how he had everyone say it aloud, and nobody was put on the spot because he didn't say anyone was wrong,.…well, he did point out that some people were wrong but he didn't say who and said, 'oh, I know the mistake you made'"	6/Experienced Social Studies
	▪ "I thought it was a good question segment, where he kinda gave them leading questions, but then they get the right answer because he's helping them that way, and they feel like they're having success in the classroom"	12/Novice Social Studies

(Continued on following page)

Table 4 (Continued)

TARE category	Phrase	Teacher #/Novice or Experienced
Fostering social interaction	▪ "It was more interactive than the other ones, and they were sitting on the ground, which is good because they seem to like that in junior high, and I did like that they were in one close-knit group"	8/Novice English
	▪ "I love his questioning strategy.…I like that he asks them questions and then waits. After he waits, he then gives a hint and then waits and has all the students interact, and that's a great idea"	1/Experienced English
	▪ "A better idea would've been to put them in groups and maybe discuss those terms or research them….I'm picking up cues that he does this [lecture] a lot"	6/Experienced Social Studies
Assigning tasks	▪ "I wonder if there's some kind of group work or group discussion because it's starting to sound a little too lecture-y, and I'd like to see more differentiating. There was a kid writing, and I didn't know if he was taking notes or drawing a picture, and it's not as engaging as it should be for such an interesting moment of our history"	9/Novice English
	▪ "He doesn't really have the students in control of their learning; he's dictating the learning to them, in every video, because the students aren't really manipulating anything, but they're taking a lot of notes."	5/Novice Social Studies
	▪ "But he also did some really good things with responsibility, like can I get a pencil? Can I do this? Do you think you could do this if you had to do it?"	7/Experienced Social Studies

(Continued on following page)

Table 4 (Continued)

TARE category	Phrase	Teacher #/Novice or Experienced
Leadership	▪ "There's one kid over here raising his hand, and he's not shouting anything out.…he probably knows that the teacher will finish talking and he'll get to him"	12/Novice Social Studies
	▪ "I know in high school you could do that [students responsible for notes], but in 8th grade, you can't really do that…in 7th grade, I don't know how well they could really multitask, and I wasn't even sure what they were writing down because I didn't see anything on the board, like morning work, that they were supposed to be writing down while he was doing that…that might just be his teaching style, too"	8/Novice English
	▪ "I could definitely see his relationships with the students because it seems like she trusts him, and there's mutual trust there to let her be the example"	1/Experienced English
Giving choices and voices	▪ "He gave every child an opportunity, so I thought it was good the way he interacted and made everyone feel confident in their answer and gave everyone a chance"	5/Novice Social Studies
	▪ "Now, one kid had a question, and he obviously wanted to know something about the map or whatever, but he didn't look his way or answer him, and I was curious to know what the student's question was"	10/Experienced Social Studies
	▪ "I'm still fixated on the kid in the front who keeps putting his hand up, and I'm sure the teacher will get to him eventually because it's obvious that he scans the whole room"	2/Experienced English
Role in assessment	▪ "I really liked how he asked a question and students who knew the answer raised their hands right away, but he waited and said 'one, two, three' and when the camera moved you could see the kids raising their hands"	3/Novice English
	▪ "Especially with Common Core, that's all we hear about….being student-driven and working in groups and the teacher being more of a guide and less of an authority"	8/Novice English
	▪ "From what I've seen, he's not just giving them a worksheet and saying, 'go through this'….he's making sure that everybody understands it, and he's checking for understanding"	12/Novice Social Studies

(Continued on following page)

Table 4 (Continued)

TARE category	Phrase	Teacher #/Novice or Experienced
Transfer	▪ "Even his phrase, 'you get to go here'….that was very motivating and was something I would've said myself, and actually, I think I have said that myself"	7/Experienced Social Studies
	▪ "The door was a metaphor, and he started with kids shoving and how students should be acting and taking advantage of their situation when kids in other countries might not be able to"	4/Novice Social Studies
	▪ "Just the whole lesson itself is really effective and different, and I really like how he connected an activity like this to what he was teaching and to life in general"	1/Experienced English

Table 5

Comments Made in Relation to Teacher-Participant Type

Category	# of comments novice English	# of comments experienced English	# of comments novice social studies	# of comments experienced social studies
Modeling respect	5	18	24	13
Setting expectations	30	17	12	27
Opportunities for success	16	12	12	17
Fostering social interaction	16	10	16	6
Assigning tasks	5	2	4	3
Leadership	4	2	3	2
Giving choices and voices	9	12	10	11
Role in assessment	6	4	9	6
Transfer	17	26	30	23

Setting Expectations

Establishing feelings of respect in the classroom and providing opportunities for success also coincided with establishing and maintaining classroom expectations. The third most frequent behavior was, according to the teacher participants, tied to responsibility and respect. For example, a teacher participant said,

> I think he really cares about responsibility and that goes back to the first one, with walking in the door and telling them, "this is the procedure so you don't get hurt because I don't want you to get hurt"….the respect thing in the classroom, where he starts each lesson by saying that he cares or loves them, and they say "please" or "thank you" in his classroom, they raise their hands and wait to be called on….no one's jumping out of turn and you don't see interruptions in his class. His classroom management seems to be very effective because it's all based upon respect.

Teacher participants, in their interviews, also noted the exemplar's frequency of setting classroom expectations. In fact, they likened setting expectations to classroom management because, as one teacher participant commented, "I was really impressed by how he had the students' attention, and no one was talking, and everyone was listening." Another teacher participant stated in an interview, "I think his classroom management is very good and he doesn't have to really address it, or it doesn't seem to be a big enough problem to where he has to address it because the expectations are clear." All teacher participants commented on responsibility-based behaviors related to this category.

Opportunities for Success

All teacher participants noted their approval of the exemplar's whole-class questioning technique and claimed he was, in effect, making students feel confident and successful. Thus, providing opportunities for large groups to respond, discuss, or participate in an activity was

perceived as a positive behavior. While the exemplar frequently addressed the entire class, he did, according to some teacher participants, fail to address individual students' questions. Thus, providing opportunities for success does not necessarily constitute one-on-one communication; rather, it relates to whole-class communication and questioning. Teachers did, however, note the students' level of comfort when participating and asking questions. They suggested a rapport between the exemplar and the students. In fact, the teacher participants used the word "respect" when describing the rapport. The participants perceived that the exemplar modeled respect in order to provide opportunities for students to willingly participate and experience feelings of academic success.

Fostering Social Interaction

A component of effective instruction, per all teacher participants, was social interaction via wait time. Upon viewing a traditional lesson segment, a teacher participant described the exemplar's questioning technique: "I think it also promoted student interaction because it's like a safety net–they're not going to be singled out–and gives the kids a chance to participate." The exemplar gave hints to students and waited until one hand of each student's was raised. Similarly, a teacher participant commented, "I love his questioning strategy. I like that he asks them questions and then waits. After he waits, he then gives a hint and then waits and has all the students interact, and that's a great idea." In order to promote student interaction, the exemplar did not call upon a particular student; instead, he provided hints and waited until he saw that all students were comfortable enough to raise their hands. He then asked the entire class to answer together. A teacher participant pointed out that the exemplar must have previously talked to his students about this behavior in order to get them to talk through their

answers and interact: "It promotes good student interaction, and I assume they've talked about this and as the camera panned around the room, there were only two boys who weren't paying attention." Therefore, providing time for students to verbalize their thoughts together was seen as an effective strategy. Novice English teachers commented on the lack of responsibility-based behaviors related to this category; they explained their desire to see less whole-class instruction and more interaction between students in small groups.

Assigning Tasks

This category relates to the exemplar's assignment of tasks to students. It was noted by teacher participants that the exemplar did not frequently assign students' tasks and, when he did assign tasks, the behavior could more frequently be implemented. For example, a teacher participant stated,

> I thought it was ineffective, though, because they're all standing around, and they're all about the same height so they all can't see, and for a while, he had his back to some of the kids, and only one girl was assigned a task.…maybe if they were seated in a circle, it would be better.

In this instance, the exemplar assigned a task, but he primarily gave explanations to the other students while one student completed the task. In another interview, a teacher participant explained,

> He looked away from everyone else for a long time. He just looked away completely because he was talking to the group…but he also did some really good things with responsibility like, "Can I get a pencil? Can I do this? Do you think you could do this if you had to do it?"

The teacher participant noted the assigned tasks directed only at a portion of the class and did not feel as though the exemplar frequently implemented this behavior.

Assigning tasks was, for some teacher participants, tied to notions of student-centered instruction. As one teacher participant stated, "He could've passed out the symbols to the kids and assigned each one to tie it into the story of his life, and that would be more student-led." As with the other teacher participants, the exemplar's behavior did not include many assigned tasks, which they felt could be important components of effective instruction. Similarly, all teacher participants made fewer comments about this behavior compared to comments made about behaviors in other categories.

Leadership

Leadership refers to students taking leadership roles in the classroom and voluntarily demonstrating activities. While the teacher participants did not make many comments that related to student demonstrations, they made note of the link between trust and voluntary participation. One teacher participant said, "I think the biggest thing, for me, is that he's creating a safe and supportive classroom because all of his students seem to feel comfortable speaking up and raising their hands and participating." Similarly, another teacher participant noted, "I could definitely see his relationships with the students because it seems like she trusts him when she's demonstrating, and there's mutual trust there." Teacher participants equated trust with students' comfort levels. They suggested, during interviews, that the relationship between the exemplar and students was based on trust and understanding. In fact, one teacher participant stated, "There's one kid over here raising his hand to volunteer, and he's not shouting anything out.…he probably knows that the teacher will finish talking, and he'll get to him." Thus, the teacher participant suggested the relationship between teacher and students involved the concept of understanding, which was cultivated previous to the viewed segment.

Giving Choices and Voices

Eliciting students' opinions, engaging them in group discussions, and encouraging individual choices were several hallmark behaviors of this category. One teacher participant commented on the exemplar's method of eliciting student responses:

> He gives every student enough time because he knows they're all not going to know the math as quickly as the first person, and he waits so he can see that it's not just one person who knows it.…they all feel like they can participate in class all the time.

Providing wait time in order to elicit responses was a method deemed effective by other teacher participants, as well. Another teacher participant commented, "Yeah, some of them knew the answers, but he waited until everyone had a hand up....he knew that they knew how to do it but he was prompting them and giving help." As one teacher participant stated,

> It seems like it's very safe to answer things in his classroom. And if you notice, this kid did not know the answer at all for the first part of the segment, and the second time, his hand went right up because he got some help. It's cozy in his classroom.

Role in Assessment

Like other behaviors, Role in Assessment was tied to respect and rapport between the exemplar and students. Although this category was least noted during TARE coding, teacher participants viewed students' assessments of learning in relation to conversation. For example, they did not view traditional measures of assessment, such as tests or quizzes, but they explained that students conversed with the exemplar as a means of assessing their personal understanding. As one teacher participant explained,

> He doesn't give the kids directives, or dictate to them, but the kids just are comfortable speaking and asking questions and they move appropriately within the room. He strikes me as someone who says, "Okay, I'm going to sit here and the kids follow."

Likewise, another teacher participant stated,

> The kids learned how to connect [the content], and he brought up his own personal life to make those connections. I'd be interested to see if he does any journals with the students so he can see if the students actually know what he thinks because they do talk about it with him.

Transfer

The exemplar not only created a sense of comfort to express opinions within his classroom, he also connected ideas about course content to life constructs. This category related to the ways in which the exemplar directly addressed the transfer of life skills or responsibilities from the lesson to beyond the program. A teacher participant explained,

> Well, it seems to work for him, and I don't think it would work for everybody, but that's his personality.…I mean, especially for history.…history is a lot of stories and he seems to be able to connect with the kids by telling stories, and relating them to his life and their lives and explain why it's important, like famine and drought.

As noted by other participants, the exemplar frequently related content to personal experiences, as a means of imparting life lessons. In an interview, the exemplar stated, "You've got to share your life with your classes.…whatever you're interested in, tell the students about that." Similarly, a teacher participant commented on a segment during which the exemplar demonstrated Tai Chi:

> I'm assuming that they're learning about Asian culture ,and I think it's really cool that he's taking his own personal interest and tying it into what they're learning because– things like visualization–they can use that for a lot of things, and it's an important life skill.

The exemplar also promoted transfer by referring to individual choice and responsibility. Several teacher participants noted the exemplar's reference to freedom and personal responsibility. For example, one teacher participant stated,

> I really liked the things he was saying, how they should respect their school and how they should feel proud to go there, and that's definitely promoting student responsibility. I think it was really cool how he pointed out the custodial staff and the library staff.…just the things that make the school a great place to be.…things that aren't connected to the classroom but are really important.

Similarly, another teacher participant remarked,

> The kids were positive, and when they came back out, the message was the tunnel, and this is a learning environment for everyone and to not take it lightly, and there are people in other countries who don't get that.

The exemplar directly addressed students' personal responsibilities to themselves and to others.

CHAPTER 5

DISCUSSION OF RESULTS

The purpose of this case study was to identify, in a secondary analysis of existing data, examples of student-centered practices used by one highly effective teacher and to determine how teachers responded to those examples. The TARE instrument was used to examine the extent to which the exemplar used those practices. Additionally, existing interviews with the exemplar were coded, and teacher participants were interviewed, in order to ascertain their beliefs in relation to responsibility-based practices.

Responsibility-Based Practices

The first question investigated in this study was, "What are the practices of a teacher with a reputation for effectiveness?" The exemplar was chosen because of his reputation as an effective teacher. Frequencies of TARE-aligned behaviors were identified as being indicative of his responsibility-based practices. As noted from the literature, responsibility-based teaching builds on the strengths that the student already possesses; emphasizes competence; and focuses on the emotional, social, cognitive, and physical dimensions of the self (Escartí, Gutiérrez, et al., 2010). Likewise, the exemplar practiced behaviors that "empower youth, provide a physically and psychologically safe environment, maintain a local connection, and provide significant contact with a caring adult" (Escartí, Gutiérrez et al., 2010, p. 389).

Effective teaching, as defined within the scope of this study, is student-centered teaching. A prominent characteristic of student-centered teaching is reinforcing personal and social responsibility. D. R. Hellison's (2011) TPSR model focuses on responsibility-based instruction, and the TARE is an instrument that measures frequencies of such behaviors. After reviewing the TARE results and coding both the exemplar's interview comments and teacher participants' comments in alignment with the TARE categories, several conclusions were drawn. The exemplar practiced behaviors that related to all TARE categories, regardless of lesson type. His behaviors aligned most with Modeling Respect, which was a term frequently mentioned by the teacher participants. Interestingly, the exemplar, in his interviews, spoke about respect and wisdom as building blocks of effective instruction. His process, as shown from his behaviors and beliefs as well as teacher participants' perspective, involved teaching about respect, setting clear expectations, and relaying personal life stories, in order to develop trusting relationships.

Strategies Used to Promote Responsibility and Frequency of Implementation

Two subsequent questions related to the first research question investigated in this study were, "What strategies does he use to promote responsibility?" and "How frequently does the teacher implement such practices?" Effective teachers implement responsibility-based practices and explain why the practices are transferable outside the classroom. Interestingly, the exemplar practiced transfer-category behaviors more frequently than behaviors related to several other categories, which suggests the importance of teaching students how certain ways of thinking or acting should transfer to all aspects of their lives. While not directly related to teaching content, transfer directly relates to personal and social responsibility both in and out of

a classroom setting. As the literature suggests, students who experience transfer may also feel connected to something more meaningful and have increased levels of self-efficacy (Martinek et al., 2001).

The literature also suggests that effective instruction proceeds through a series of activities during which students are provided specific instruction and are able to understand the connections (Shulman, 1987). Helping students make connections was a responsibility-based strategy used by the exemplar that teacher participants positively noted. Similarly, a teacher participant noted the exemplar's connection between current culture, responsibility, and content.

The implication for teachers is apparent: Clearly explain to students how their thoughts and actions can transfer to other areas of their lives. Likewise, evaluation systems should allow for measures of transfer-related behaviors.

Promotion of Student Interaction/Student-Centered Learning

A third subsequent question related to the first research question investigated in this study was, "How does he promote student interaction/student-centered learning?" As previously noted, Cornelius-White's (2007) characteristics of student-centered learning that coincide with responsibility-based practices are teacher flexibility, transparent compromise, and collaborative- and self-evaluation. In order to ascertain how the exemplar exhibited such characteristics, frequencies of TARE categories, such as Fostering Social Interaction, Leadership, Giving Choices and Voices, and Role in Assessment, (categories that directly related to student interaction and student-centered learning) were noted. The average overall score for Fostering Social Interaction appeared to be low, but it is important to note the

difference between activity-based lessons and traditional lessons and discussions. The exemplar, during activities, promoted student interaction, but he did not promote nearly as much student interaction during traditional lessons and discussions. Interesting, several teacher participants noted his lack of fostering social interaction and commented on his frequent use of lecture. The teacher participants equated lecture and old school with teacher-centered practices, rather than student-centered practices.

One of the most disagreed-upon aspects of the exemplar's instruction was student-centeredness. While some teacher participants associated student-centered instruction with student-led behaviors, other teacher participants positively acknowledged the mix between teacher-led behaviors and student-led behaviors. For example, the exemplar did not score high in the Role in Assessment category; nor did he score high in the Leadership category. Both categories relate to student-led behaviors; yet, the exemplar was viewed as a highly effective teacher. Some teacher participants viewed his instructional methods as old school and lecture-y while others viewed him as personable and relatable. In their interviews, they did not feel the exemplar promoted enough student interaction during each segment. Coding of behaviors related to the Social Interaction category was low during discussions. This might be based on the operational definition for the category, which is heavily dependent on small group structure. In many discussions that take place in social studies and English classes, the type of social interactions that might be important to study involve teacher-student questions and uptake. Nystrand, Wu, Gamoran, Zeiser, and Long assert, "Much dialogic interaction in classrooms is deliberately structured, especially by authentic teacher questions and instances of uptake"

(2003, p. 7). Thus, the exemplar might have promoted student interaction in a manner that was not characteristic of the operational definition.

Contrary to the Fostering Social Interaction category, the exemplar scored consistently high among all lesson types in the Giving Choices and Voices category. Teacher participants also pointed out his ability to allow for students to have their voices heard via questioning techniques: "He gave every child an opportunity, so I thought it was good the way he interacted and made everyone feel confident in their answer and gave everyone a chance." Another teacher participants agreed, by stating, "I'll probably use that [questioning technique]. Sometimes, when you call on a student, and the students don't raise their hands because they're like, 'oh, she always calls on so-and-so.'"

Relationship-Building

The fourth subsequent question related to the first research question investigated in this study was, "How does he build relationships with students?" In order to paint a picture of how the exemplar builds relationships with students, I noted frequencies of observed behaviors that related to TARE categories, such as Modeling Respect, Setting Expectations, Opportunities for Success, and Transfer, and looked at teacher participants' statements that corresponded with those categories. All categories scored an average of >1 for all lesson types, and the top three categories scored an average of >2, which suggest the exemplar frequently practiced behaviors related to these categories.

When examining the relationship between exemplar and students, it is interesting to note the use of the word "rapport" among teacher participants. Several teacher participants

suggested that building a rapport with students was a crucial part of establishing positive relationships. A teacher participant noted his use of humor as a means of creating a positive relationship with his students.

Tied closely with to idea of building a strong rapport with students are clear expectations. As one teacher participant mentioned, "I think this is part of his building the rapport with the students. I think his expectations are clear, but he also lets them know they have freedom in the classroom." In all lessons observed, the exemplar told the students what he expected of them; yet, he also encouraged them to express themselves and think about statements/questions. Thus, teacher participants did not view him as strict or rigid; rather, he gave directives and shared personal experiences in order to build relationships. A teacher participant explained, "I thought he was very personal with the students. I like that he came across as being unorganized, but he's not.…he doesn't seem to be very rigid or strict, which I think is a good thing with teaching." In an interview, the exemplar spoke about his expectations for students: "I said, 'but guys, I get mad,' and they say, 'yeah, but we don't want to make you mad'…so it comes back to relationships, and that's true of everybody."

Establishing relationships with students involve transfer, or making direct references to personal responsibility and life connections. The exemplar spoke about the importance of first talking about respect with students in order to set expectations so they could understand concepts outside the content area. Throughout each observed segment, he did this via personal stories. For example, in an interview, he spoke about sharing the story of his mother's death with students because he wanted to share his life with students. In another example, the exemplar took his students into the gymnasium to explain the importance of focus, energy, and

wisdom during a Tai Chi lesson. A teacher participant commented on the positive nature of making personal connections and keeping students engaged.

The effective teacher, in an interview, suggested the value of developing genuine relationships with students, as a means of evaluating student growth. This component (student growth) is tied to measures of teacher evaluation in some states, such as Illinois; however, student growth is a term still being defined, and many school districts are attempting to reconcile differences in opinion. A teacher participant suggested the importance of first developing strong relationships with students in order to engage students and promote learning. Measuring student growth without ascertaining whether the teacher has developed meaningful relationships with students is lacking. As the literature suggests, identifying qualities of individual teachers will make a difference in the academic achievement of students (Beard, et al., 2010). Thus, relationship-building–frequently mentioned by teacher respondents–should be an important aspect of future teacher-evaluation analysis. As Hamre and Pianta (2001) suggested, students' abilities to form relationships with their teachers could be predictors of academic success. Therefore, relationship-building should be taken into account when evaluating effective teaching.

Alignment of Teacher Beliefs With the TPSR Model

The second research question and its subsequent question investigated in this study were, "What are the components of his belief system? Are they aligned with the TPSR model?" As the research indicates, there is a connection between experience, belief, and resulting behavior: Fives and Buehl (2012) posited that experiences in life, education, and professional development are filtered through personal interpretations of events and content. The

interpretation is then conceptualized as a teaching practice or approach. It is important to determine whether the exemplar's observed behaviors aligned with his beliefs about responsibility-based practices. In the exemplar's case, he nearly always practiced behaviors related to the Modeling Respect category; likewise, he frequently mentioned respect and wisdom in his interviews. He stressed the importance of teaching respect and encouraging students to learn about wisdom in order to develop meaningful relationships with students and encourage transfer to other areas of their life. Since the exemplar's beliefs about respect and behaviors associated with Modeling Respect coincided, effective teachers should practice behaviors associated with this TARE category. The exemplar spoke, in interviews, about his belief in the value of teaching respect, motivation, caring, and personal responsibility, all of which coincide with the TPSR model. While it was assumed that the effective teacher would express beliefs in accordance with responsibility-based practices, the fact that his beliefs about respect and practices related to the Modeling Respect category were frequently mentioned has implications for preservice training. Additionally, teacher-evaluation models should include ratings for teaching practices associated with the Modeling Respect category.

The exemplar employed several strategies, such as making connections and directly encouraging ownership, to promote responsibility. Even the exemplar noted the importance of talking about responsibility by making connections between content and realistic issues such as teenage pregnancy, foolish behavior, higher education, and decision-making. The exemplar also noted the importance of telling students to be responsible for themselves and modeling his behavior accordingly.

Teacher-Participants' Assessment of the Exemplar in Relation to the TPSR Model

The third research question investigated in this study was, "Do teacher participants identify similar or different aspects of the teaching exemplar than the TPSR model and in what ways?" This research question is important because the purpose of this case study was to identify examples of student-centered practices and determine how teachers responded to those examples. Additionally, teachers' responses revealed both similar and differing reactions to the examples, which suggest the TPSR model should be considered–or at least discussed–when analyzing effective teaching.

The teacher participants noted the exemplar's ability to make connections between content and personal responsibility as a means of challenging students. Two teacher participants said they liked the exemplar's statement about maturity and promoting responsibility to students by telling them he trusted their ability to understand challenging concepts and monitor others' behaviors. Therefore, directly expressing ownership of personal responsibility and challenging students to be responsible was viewed as a positive strategy.

Interestingly, junior high school teacher participants' notions of student-centered teaching were slightly different than the high school teacher participants'. For the purpose of this study, the term "student-centered" was used to refer to classroom environments that pay careful attention to the knowledge, skills, attitudes, and beliefs that learners bring to the educational setting (Bransford et al., 2004). Since all teacher participants did not agree about specific attributes of student-centered teaching, it is possible the term is in need of further discussion.

It appears that agreement was split between the junior high school and high school teachers. For example, nearly all junior high school teachers commented about the lack of group activity in the classroom, while nearly all high school teachers commented about the rapport between the exemplar and the students, as well as the mention of life lessons or real-world connections. For example, a novice junior high school social studies teacher commented, "I still felt it was a little bit too lecture-y, and the poor kid with his hand up for, like, an hour.…that's that one you gotta call on first and get it over with." Another novice junior high school English teacher referenced an activity, during which the exemplar demonstrated Tai Chi to a class and one student volunteered to lead the movements. Both teachers, like other junior high school teacher participants, expressed their belief in student-centered instruction. Student-centered instruction, to them, should involve more student-led activity, rather than the large amount of lecture they felt the exemplar used. For example, a junior high school teacher participant said she felt a segment about Pearl Harbor involved too much lecture and not as much student engagement as she would have liked to see. The word "lecture" had a negative connotation and was associated with teacher-centered instruction.

While junior high school teacher participants expressed their distaste for lecture-type instruction, high school teacher participants viewed the exemplar's practices as being more conversational. For example, a high school teacher participant noted the exemplar's student-centered instruction because students responded to the exemplar's leading questions. The same teacher participant felt the exemplar wanted the students to succeed and students were engaged in the lessons. Therefore, what junior high school teacher participants viewed as negative (i.e., teacher-centered), high school teacher participants viewed as positive (i.e., student-centered). Further research is needed to see if there are, indeed, differences in opinion by grade level

taught. This could also have implications for future evaluation systems, since current literature suggests the need for comprehensive teaching frameworks that create a common language for practice (Danielson, 2001).

Implications

Findings from this study have implications for both research and practice. The exemplar practiced all responsibility-based behaviors and stated, in his interviews, beliefs aligned with responsibility-based teaching. Thus, future research should be conducted that evaluates other teachers who are widely known to be effective, in order to validate the importance of responsibility-based teaching in all content areas. Furthermore, current teacher-evaluation systems, as well as those in the process of being developed, should be scrutinized to ascertain whether they include responsibility-based practices. Evaluation systems that include measures of student growth are especially important, since the exemplar's beliefs, the teacher participants' beliefs, and the exemplar's observed behaviors indicate that responsibility-based teaching results in student progress.

Further Research

The results of this study raise a number of questions that could be investigated by additional studies. One contribution of the current study was to identify whether responsibility-based behaviors were characteristic of a widely recognized effective teacher and which specific responsibility-based practices he used. Since the exemplar exhibited all responsibility-based behaviors, that suggests that such behaviors are effective. However, current teacher-evaluation systems might not account for responsibility-based practices. At the most basic level, it is

important to know whether current teacher-evaluation systems measure responsibility-based practices.

Further analysis of teacher-evaluation systems is needed in order to determine whether they measure responsibility-based practices. This is especially important because current teacher-evaluation systems in many states, including Illinois, are beginning to use student growth as a measure of teacher effectiveness (ISBE, 2013). The implementation of student growth measurements, without consideration for the process by which effective teachers encourage growth, can cause concern as L. S. Hamilton, et al. (2014) noted, a concern expressed by teachers was that their student growth percentages were based on school-wide performance and not individual teacher performance. Gill, Bruch, and Booker (2013) also posited that there is uncertainty about whether measurements of student growth correlate with other measures of teacher performance. They stated the need for future research about the correlation between student learning objectives, teacher evaluation systems, and instruction (Gill et al., 2013). If future research includes the ways responsibility-based practices are utilized in or being developed for any teacher-evaluation systems, those data could be analyzed to ascertain whether they are associated with student growth on a large scale. Currently, educational organizations like the ISBE list Social/Emotional Learning Goals that are related to responsibility-based behaviors. These goals are: develop self-awareness and self-management skills to achieve school and life success, use social-awareness and interpersonal skills to establish and maintain positive relationships, and demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts (ISBE, 2014). Since the goals of the TPSR model focus on similar constructs and the exemplar practiced responsibility-based behaviors, future research should include elements of student growth that might be

results of responsibility-based teaching, such as graduation rates, number of suspensions, and student portfolios.

A second question raised in relation to student-centered teaching/teaching responsibility-based behaviors is, How do teachers define student-centered instruction? Teacher participants in this study had varying connotations of student-centered instruction. While both junior high school teacher participants and high school teacher participants suggested, in their interviews, that student-centered teaching was a necessary component of effective teaching, they had varying opinions about behaviors related to student-centered teaching. This suggests that more study must be done about teachers' perceptions of student-centered teaching. Additionally, future research should be conducted to see if those perceptions vary between grade levels, subject areas, or years of teaching experience. The results of the current study suggest that there might be some systematic differences between middle and high school teachers.

A third question that would be important to pursue was raised in relation to perception and beliefs. One of this study's research questions relates to the components of the exemplar's belief system. The results of this study suggested that the exemplar practiced responsibility-based teaching; likewise, in his interviews, he expressed strong teaching beliefs related to responsibility-based teaching. The belief-behavior connection was clear, which raises the question, Do effective teachers express beliefs that are closely tied to their behaviors? Future research could be done that evaluates other widely recognized effective teachers in order to determine whether the belief-behavior connection holds true. In results from their roundtable discussion, Bryk, Harding, and Greenberg (2012) cited respondents' beliefs that context matters, in relation to what constitutes effective teaching. Further research could explore that

in more detail. Studies could also be done to determine whether teachers who received poor evaluations do not express beliefs related to effective teaching.

Implications for Practice

The exemplar most frequently addressed students respectfully and directly stated to his students the importance of being respectful and learning about wisdom. He did this, according to the results from his interviews, because he believed it would enhance relationships and rapport with students. According to the results of his coded observations and comments from teacher participants, effective teaching also included questioning techniques, such as whole-group questioning, appropriate wait time, and whole-class responses that promoted feelings of success and trust. These effective practices should be discussed by practicing teachers and those responsible for designing teacher-evaluation systems. Further discussion about effective teaching is extremely important to the evaluation process because, as the Illinois State Board of Education suggested in Module 1.2 of its Participant Guidebook, teachers and evaluators should "identify key definitions and requirements of the teacher-evaluation process aligned to the professional practice" (ISBE, 2013, p. 3). Discussion between teachers and evaluators about practices that constitute effective teaching is vital. Bryk et al. (2012) asserted a logical, yet powerful, message: access to effective teachers can provide educators with strategies to close the achievement gap.

Similarly, the ISBE (2013) suggested that evaluators use Danielson's (2007) *Enhancing Professional Practice: A Framework for Teaching* as a model for effective instruction. Effective instruction, according to this framework, touches upon communication with students, student engagement, and use of assessments to guide instruction, all of which are found within

responsibility-based teaching. However, discussion among teachers about student-centered components of those behaviors is needed. Bryk et al. (2012) believe that those who are of the opinion that educators provide valuable insight should include teachers in open and honest discussion about effective teaching in order to enhance future practices and develop teacher evaluation. Communication among teachers will serve as an enhancement to future evaluation processes. Although Danielson's (2007) model is suggested by educational organizations such as the ISBE and promotes effective communication between teachers, it was developed as an instructional framework for preservice teachers. Educators and evaluators should make themselves aware of other evaluation models that emphasize components of effective teaching, such as the TARE model.

Limitations

This study has several limitations. First, only the Teacher Observation section of the updated version of the TARE instrument is used. Using only one part of the instrument was a possible limitation, since I did not focus on the students' behaviors in relation to the middle school teacher's practices. Several teacher participants commented, during their interviews, that student behaviors and reactions could be revealing of responsibility-based practices in action. Future research could focus on students' reactions to prominent behaviors, such as those aligned with the Modeling Respect category.

Another limitation to the qualitative portion of the study is the limited number of teachers interviewed. Teacher participants' responses were only interpreted as representing their particular context and were thus not generalizable. For example, novice English teachers appeared to comment less about particular responsibility-based behaviors than other teacher

participants; however, a larger number of novice and experienced English teachers could validate differences in perceptions. While valuable for the purpose of this study, a greater number of participants could further validate responsibility-based teaching. Results of this study indicate that it would be worthwhile to pursue such a project.

Conclusion

Despite those limitations, this study provides preservice and current educators with definitive behaviors and beliefs related to responsibility-based teaching, such as the value of teaching respect and making personal connections to the content taught. Also, effective teachers should promote personal responsibility in order to form relationships with students and incur a sense of trust. Once educators have formed trusting relationships with students, via confidence-building strategies, they are more likely to promote student growth. As noted in the literature, Li et al.'s (2008) study suggested the need for teachers to provide students with various options while emphasizing autonomy in order to boost feelings of self-efficacy. Educators can build relationships by including in their repertoire behaviors related to the Transfer category. Such behaviors include making connections between content and personal responsibility as a way of challenging students.

This study also suggests the need for further discussion about the definition and value of student-centered teaching. While some teacher participants categorized behaviors as ineffective and teacher-centered, other teacher participants thought those same behaviors were worthwhile and student-centered. Since government organizations, such as the ISBE, stress the need for agreed-upon definitions of key terms, it is vital that teachers and those evaluating teachers discuss strategies related to student-centered instruction. Also important is the need to address

current and future evaluation systems. The exemplar was known to be effective, and he practiced all of the behaviors related to responsibility-based teaching. Thus, responsibility-based teaching is effective teaching, and evaluation systems should take into account behaviors related to the TPSR model. Furthermore, teacher participants noted behaviors they deemed effective that aligned with TARE-category behaviors. The literature suggested teachers justify their beliefs and corresponding behaviors not by research but by their personal experiences (Fives & Buehl, 2012). Since educational organizations affirm the need for collaborative discussion about teaching and learning, teachers' viewpoints should be included in future evaluation systems' development. Additionally, current evaluation systems should be reviewed in order to determine whether they focus on responsibility-based teaching.

REFERENCES

Ajzen, Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, *50*(2), 179-211.

Ajzen, I. (2006). *Theory of planned behavior model*. Retrieved from http://people.umass.edu/aizen/tpb.diag.html#null-link

American Psychological Association. (1997). *Learner-centered psychological principles: A framework for school reform and redesign*. Washington, D.C.: Learner Centered Principles Work Group.

Archibald, S. (2006). Narrowing in on student resources that *do* affect student achievement. *Peabody Journal of Education, 82*(4), 23-42.

Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist*, *44*(9), 1175-1184.

Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, *52*(1), 1-26.

Beard, K. S., Hoy, W. K., & Woolfolk Hoy, A. (2010). Academic optimism of individual teachers: Confirming a new construct. *Teaching and Teacher Education*, *26*(5), 1136-1144.

Beijaard, D., Verloop, N., & Vermunt, J. D. (2000). Teachers' perceptions of professional identity: An exploratory study from a personal knowledge perspective. *Teaching and Teacher Education*, *16*(7), 749-764.

Bogdan, R., & Biklen, S. K. (2003). *Qualitative research in education: An introduction to theory and methods*. Boston, MA: Pearson Education.

Borman, G., & Kimball, S. (2005). Teacher quality and educational equality: Do teachers with higher standards-based evaluation ratings close student achievement gaps? *The Elementary School Journal, 106*(1), 3-20.

Bransford, J., Brown, A., & Cocking, R. (Ed.). (2004). *How people learn: Brain, mind, experience and school*. Washington, D.C.: National Academy Press.

Briggs, D., & Domingue, B. (2011). *Due diligence and the evaluation of teachers: A review of the value-added analysis underlying the effectiveness rankings of Los Angeles Unified School District teachers by the* Los Angeles Times. Boulder, CO: National Education Policy Center. Retrieved from http://nepc.colorado.edu/publication/due-diligence

Bryk, A. S., Harding, H., & Greenberg, S. (2012). Contextual influences on inquiries into effective teaching and their implications for improving student learning. *Harvard Educational Review*, *82*(1), 83-106.

Cecchini, J. A., Montero, J., Alonso, A., Izquierdo, M., & Contreras, O. (2007). Effects of personal and social responsibility on fair play in sports and self-control in school-aged youths. *European Journal of Sport Science*, *7*(4), 203-211.

Clandinin, D. J., & Connelly, F. M. (1996). Teachers' professional knowledge landscapes: Teacher stories. Stories of teachers. School stories. Stories of schools. *Educational Researcher 25*(3), 24-30.

Coffman, S. J. (2003). Ten strategies for getting students to take responsibility for their learning. *College Teaching*, *51*(1), 2-4.

Collins, A., Seely Brown, J., & Holum, A. (1991). Cognitive apprenticeship: Making thinking visible. *American Educator, 15*(3), 6-11.

Corcoran, S. P. (2010). Can Teachers Be Evaluated by Their Students' Test Scores? Should They Be? The Use of Value-Added Measures of Teacher Effectiveness in Policy and Practice. Education Policy for Action Series. *Annenberg Institute for School Reform at Brown University (NJ1)*.

Conner, M., & Armitage, C. J. (1998). Extending the theory of planned behavior: A review and avenues for further research. *Journal of Applied Social Psychology*, *28*(15), 1429-1464.

Cornelius-White, J. (2007). Learner-centered student teacher relationships are effective: A meta analysis. *Review of Educational Research, 77*(1), 113-143.

Coulson, C. L., Irwin, C. C., & Wright, P. M. (2012). Applying Hellison's responsibility model in a youth residential treatment facility: A practical inquiry project. *Agora para la educación física y el deporte*, *14*(1), 38-54.

Danielson, C. (2001). New trends in teacher evaluation. *Educational Leadership*, *58*(5), 12-15.

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: ASCD.

Decker, D. M., Dona, D. P., & Christenson, S. L. (2007). Behaviorally at-risk African American students: The importance of student–teacher relationships for student outcomes. *Journal of School Psychology*, *45*(1), 83-109.

Durso, C. S. (2012). *An analysis of the use and validity of test-based teacher evaluations reported by the los angeles times: 2011*. Boulder, CO: National Education Policy Center.

Escartí, A., Gutiérrez, M., Pascual, C., & Llopis, R. (2010). Implementation of the Personal and Social Responsibility Model to improve self-efficacy during physical education classes for primary school children. *International Journal of Psychology and Psychological Therapy*, *10*(3), 387-402.

Escartí, A., Wright, P., Pascual, C., & Gutiérrez, M. (2015). Tool for assessing responsibility-based education (TARE) 2.0: Instrument revisions, inter-rater reliability, and correlations between observed teaching strategies and student behaviors. *Universal Journal of Psychology, 3*(2), 55-63.

European Students Union. (2010). *Student-centered learning: An insight into theory and practice*. Retrieved from http://files.eric.ed.gov/fulltext/ED539501.pdf

Fang, Z. (1996). A review of research on teacher beliefs and practices. *Educational Research, 38*(1), 47-60.

Felder, R. M., & Brent, R. (1996). *Navigating the bumpy road to student-centered instruction*. Retrieved from http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/Resist.html

Fives, H., & Buehl, M. M. (2012). Spring cleaning for the "messy" construct of teachers' beliefs: What are they? Which have been examined? What can they tell us. *APA educational psychology handbook*, *2*, 471-499. Washington, D.C.: American Psychological Association.

Gill, B., Bruch, J., & Booker, K. (2013). *Using alternative student growth measures for evaluating teacher performance: What the literature says* (No. 7896). Mathematica Policy Research. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Mid-Atlantic. Retrieved from http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2013002.pdf

Gourneau, B. (2005). Five attitudes of effective teachers: Implications for teacher training. *Essays in Education*, *13*, 1-8.

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using student achievement data to support instructional decision making* (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://www.greatschools.org/improvement/quality-teaching/79-what-makes-a-great-teacher.gs

Hamilton, L. S., Steiner, E. D., Holtzman, D., Fulbeck, E. S., Robyn, A., Poirier, J., & O'Neil, C. (2014). *Using teacher evaluation data to inform professional development in the intensive partnership sites*. Pittsburg, PA: Rand.

Hammond-Diedrich, K. C., & Walsh, D. (2006). Empowering youth through a responsibility-based cross-age teacher program: An investigation into impact and possibilities. *Physical Educator*, *63*(3), 134.

Hamre, B. K., & Pianta, R. C. (2001). Early teacher–child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development*, *72*(2), 625-638.

Helker, W. P., & Ray, D. C. (2009). Impact of child-teacher relationship training on teachers' and aides' use of relationship-building skills and the effects on student classroom behavior. *International Journal of Play Therapy*, *18*(2), 70.

Hellison, D., Martinek, T., & Walsh, D. (2008). Sport and responsible leadership among youth. *Positive Youth Development Through Sport*, 49-60. New York, NY: Routledge.

Hellison, D. R. (2011). *Teaching personal and social responsibility through physical activity*. Champaign, IL: Human Kinetics.

Hemphill, M. A., Templin, T. J., & Wright, P. M. (2013). Implementation and outcomes of a responsibility-based continuing professional development protocol in physical education. *Sport, Education and Society*, DOI:10.1080/13573322.2012.761966, 1-22.

Heneman H. G., III, Milanowski, A., Kimball, S. M., & Odden, A. (2006). Standards-Based Teacher Evaluation as a Foundation for Knowledge-and Skill-Based Pay. CPRE Policy Briefs. RB-45. Philadelphia, PA: Consortium for Policy Research in Education.

Hunzicker, J. (2004). The beliefs-behavior connection: Leading teachers toward change. *Principal-Arlington*, *84*, 44-46.

Institute for Learning. (2011). *Factsheet: Some common characteristics of excellent teachers*. Retrieved from http://www.greatschools.org/improvement/quality-teaching/79-what-makes-a-great-teacher.gs

ISBE. (2012). *Illinois professional teaching standards and EDTPA alignment crosswalk*. Retrieved from http://www.isbe.net/licensure/pdf/higher-ed/edTPA/edTPA-IPTS-crosswalk.pdf

ISBE. (2013). *Growth through learning: Participant guidebook*. Retrieved from http://www.isbe.net/peac/pdf/study-guides/module1-guidebook.pdf

ISBE. (2014). *Social/emotional learning (SEL)*. Retrieved from http://www.isbe.net/ils/social_emotional/standards.htm

Kearney, J., Wachter, S., Buckley-Boyle, M., Douglas, E., Frost, M., Gaudino, A. C., ... & Weingarten, R. (2013). *Best practices*. Overland Park, KS: American Association of School Personnel Administrators.

King, L. (2003). *Teacher perceptions of the Danielson/Mcgreal model of differentiated evaluation and its impact on professional growth* (Doctoral dissertation, Seton Hall University, South Orange, NJ).

Kohn, A. (1997). How not to teach values: A critical look at character education. *Phi Delta Kappan*, *78*(6), 429-439.

Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory Into Practice*, *34*(3), 159-165.

Li, W., Wright, P. M., Rukavina, P. B., & Pickering, M. (2008). Measuring students' perceptions of personal and social responsibility and the relationship to intrinsic motivation in urban physical education. *Journal of Teaching in Physical Education*, *27*(2), 167.

Lumpkin, A. (2007). Caring teachers: The key to student learning. *Kappa Delta Pi Record, 43*(4), 158-160.

Martinek, T., Schilling, T., & Johnson, D. (2001). Transferring personal and social responsibility of underserved youth to the classroom. *The Urban Review*, *33*(1), 29-45.

Meijer, P. C., Verloop, N., & Beijaard, D. (2002). Multi-method triangulation in a qualitative study on teachers' practical knowledge: An attempt to increase internal validity. *Quality and Quantity*, *36*(2), 145-167.

McClellan, C., Atkinson, M., & Danielson, C. (2012). Teacher evaluator training and certification: Lessons learned from the Measures of Effective Teaching project. San Francisco, CA: Teachscape.

Moore Johnson, S. (2012). *Why educators must have an effective evaluation system*. Retrieved from http://aftma.net/wp-content/uploads/2010/11/Why-Teachers-Must-Have-an-Effective-Evaluation-System.pdf

National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards*. Washington, DC: Author.

No Child Left Behind (NCLB) Act of 2001, Pub. L. No. 107-110, § 115, Stat. 1425 (2002).

Nystrand, M., Wu, L. L., Gamoran, A., Zeiser, S., & Long, D. A. (2003). Questions in time: Investigating the structure and dynamics of unfolding classroom discourse. *Discourse processes*, *35*(2), 135-198.

Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*, *62*(3), 307-332.

Pascual, C., Escartí, A., Llopis, R., Gutíerrez, M., Marín, D., & Wright, P. M. (2011). Implementation fidelity of a program designed to promote personal and social responsibility through physical education: A comparative case study. *Research Quarterly for Exercise and Sport*, *82*(3), 499-511.

Pedersen, S., & Liu, M. (2003). Teachers' beliefs about issues in the implementation of a student-centered learning environment. *Educational Technology Research and Development*, *51*(2), 57-76.

Porter, A., McMaken, J., Hwang, J., & Yang, R. (2011). Common core standards the new US intended curriculum. *Educational Researcher*, *40*(3), 103-116.

PSEA Education Services Division. (2010). *The Charlotte Danielson framework for teaching*. Retrieved from https://www.psea.org/uploadedFiles/Publications/Professional_Publications/Advisories/DanielsonFrameworkForTeaching_Advisory.pdf

Riley, P. (2009). An adult attachment perspective on the student-teacher relationship & classroom management difficulties. *Teaching and Teacher Education*, *25*(5), 626-635.

Rose, J. S., & Medway, F. J. (1981). Measurement of teachers' beliefs in their control over student outcome. *The Journal of Educational Research, 74*(3), 185-190.

Sartain, L., Stoelinga, S. R., Brown, E. R., Matsko, K. K., Miller, F. K., Durwood, C. E., ... & Glazer, D. (2011). *Rethinking teacher evaluation in Chicago*. Chicago: Consortium on Chicago School Research.

School District 129. (2012). *Report card for School District 129.* Retrieved from http://www.sd129.org/site_res_view_folder.aspx?id=b779c986-a716-47c3-ae59-189ff222dd55

Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, *57*(1), 1-23.

Skinner, E. A., Wellborn, J. G., & Connell, J. P. (1990). What it takes to do well in school and whether I've got it: A process model of perceived control and children's engagement and achievement in school. *Journal of Educational Psychology*, *82*(1), 22-32.

Sporte, S. E., Stevens, W. D., Healey, K., Jiang, J., & Hart, H. (2013). *Teacher evaluation in practice: Implementing Chicago's REACH students.* Retrieved from https://ccsr.uchicago.edu/publications/teacher-evaluation-practice-implementing-chicagos-reach-students

Tatto, M. (1998). The influence of teacher education on teachers' beliefs about purposes of education, roles, and practice. *Journal of Teacher Education, 49*(1), 66-77.

Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, *17*(7), 783-805.

Van de Pol, J., Volman, M., & Beishuizen, J. (2010). Scaffolding in teacher-student interaction: A decade of research. *Educational Psychology Review*, *22*(3), 271-296.

Van Someren, M. W., Barnard, Y. F., & Sandberg, J. A. (1994). *The think aloud method: A practical guide to modelling cognitive processes*. London: Academic Press.

Wallace, D. F. (2009). *This is water: Some thoughts, delivered on a significant occasion, about living a compassionate life*. New York, NY: Little, Brown.

Weimer, M. (2013). *Learner-centered teaching: Five key changes to practice*. San Francisco, CA: John Wiley.

Whitaker, T. (2004). *What great teachers do differently: Fourteen things that matter most*. Larchmont, NY: Eye on Education.

White, B. R., Cowhy, J., Stevens, W. D., & Sporte, S. E. (2012). *Designing and implementing the next generation of teacher evaluation systems: Lessons learned from case studies in five Illinois districts. Research Brief*. Chicago, IL: The University of Chicago Consortium on Chicago School Research.

Wright, P., & Craig, M. (2011). Tool for assessing responsibility-based education (TARE): Instrument development, content validity, and inter-rater reliability, measurement. *Physical Education and Exercise Science, 15*(3), 204-219.

Wright, P. M., Dyson, B., & Moten, T. (2012). Exploring the individualized experiences of participants in a responsibility-based youth development program. *Agora para la educación fisica y el deporte*, *14*(2), 248-263.

APPENDICES

APPENDIX A

SAMPLE SCORING SHEET TEACHER OBSERVATION SECTION OF THE TARE 2.0

Inter-val	Modeling Respect	Setting Expecta-tions	Oppor-tunities for Success	Fostering Soc. Interact.	Assigning Tasks	Leadership	Giving Choic. And Voices	Role in Assess-ment	Transfer
1	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4
2	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4
3	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4
4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4
5	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4
6	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4
7	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4
8	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4
9	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4
10	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4
11	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4
12	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4
13	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4
14	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4
15	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4
16	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4
17	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4
18	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4
19	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4
20	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4	0-1-2-3-4

Rating Scale

(0) Absent: Throughout the entire lesson, none of the teacher's words or actions convey or align with this strategy.
(1) Weak: This strategy is not generally implemented but may be reflected in some isolated words or actions on the teacher's part.
(2) Moderate: Some of the teachers‟ words and actions connect to this strategy during the lesson.
(3) Strong: Implemented well and evidenced at several points in the lesson through the words and actions of the teacher.
(4) Very Strong: Seamlessly implemented and evidenced in multiple ways throughout the lesson through the words and actions of the teacher.

APPENDIX B

TEACHER RECRUITMENT LETTER

Dear Participant,

You are invited to participate in an interview for *A Case Study of an Effective Teacher in Relation to Responsibility-Based Teaching*. Please read the purpose of the case study and the methodology. You will be asked to view segments of a teacher's observations and partipate in an audio-taped interview that will last approximately one hour. You will also be asked to read and sign the consent form prior to your particpation in the interview. Please note that all names and places of occupation will be kept confidential.

Purpose

The purpose of the study is to identify examples of student-centered practices used by one highly effective teacher within his ongoing practice and to determine how teachers respond to those examples. The study is needed because the current state of teacher evaluation in Illinois is fraught with controversy and teachers are being told to be "student-centered" in their practice; yet specific examples of effective, student-centered teaching are lacking. The TPSR model of student centered teaching is used. The research questions pertaining to this study are as follows: What are the responsibility-based practices of a teacher with a reputation for effectiveness? What are the components of his belief system? Do teacher respondents identify the TPSR standards as effective practices?

Methodology

Two segments from three lessons (1 traditional classroom lesson, 1 activity, and 1 discussion) will be selected to show teacher respondents. I will use pre-established interview questions to guide the interviews. All interviews will be recorded. After I show the two segments from each lesson type, I will ask all questions except for the last two. The last two questions will be asked upon completion of all six segments. Each interview will last approximately one hour and will be audiotaped. All recorded materials will be stored on a USB drive in a locked file cabinet and destroyed/deleted after three years.

Thank you for your participation in my case study! Please feel free to contact me (Janel Grzetich) at (630) 673-4746 if you have any questions.

Janel Grzetich
Graduate Student, Northern Illinois University
English Teacher, Minooka Community High School

APPENDIX C

CONSENT FORM

CONSENT FORM
ADULT (18 or older)

I agree to participate in the research project titled *A Case Study of an Effective Teacher in Relation to Responsibility-Based Teaching* being conducted by Janel Grzetich, a graduate student at Northern Illinois University. I have been informed that the purpose of the study is to identify examples of student-centered practices used by one highly effective teacher within his ongoing practice and to determine how teachers respond to those examples.

I understand that if I agree to participate in this study, I will be asked to do the following: watch segments of a teacher's observations and provide feedback via interview questions.

I am aware that my participation is voluntary and may be withdrawn at any time without penalty or prejudice, and that if I have any additional questions concerning this study, I may contact Janel Grzetich at 630-673-4746 or Lee Shumow at 815-753-8445.

I understand that if I wish further information regarding my rights as a research subject, I may contact the Office of Research Compliance at Northern Illinois University at (815) 753-8588.

I understand that the intended benefits of this study include: beneficial feedback that will help ascertain whether video segments would benefit preservice teacher education programs, professional development sessions for all schools, and discussions of teacher evaluation models.

The only potential risk is the possibility of breach on confidentiality. I understand that all information gathered during this experiment will be kept confidential by labeling participants as "Participant 1," "Participant 2," etc. No names of participants or their respective schools will be used. Transcription of each interview will take place upon completion of the interview and all audiotapes will be destroyed 3 years after the completion of this project.

I understand that my consent to participate in this project does not constitute a waiver of any legal rights or redress I might have as a result of my participation, and I acknowledge that I have received a copy of this consent form.

I consent to participation in this project

_____

Signature of Subject Date

I consent to be audio taped

_____

Signature of Subject Date