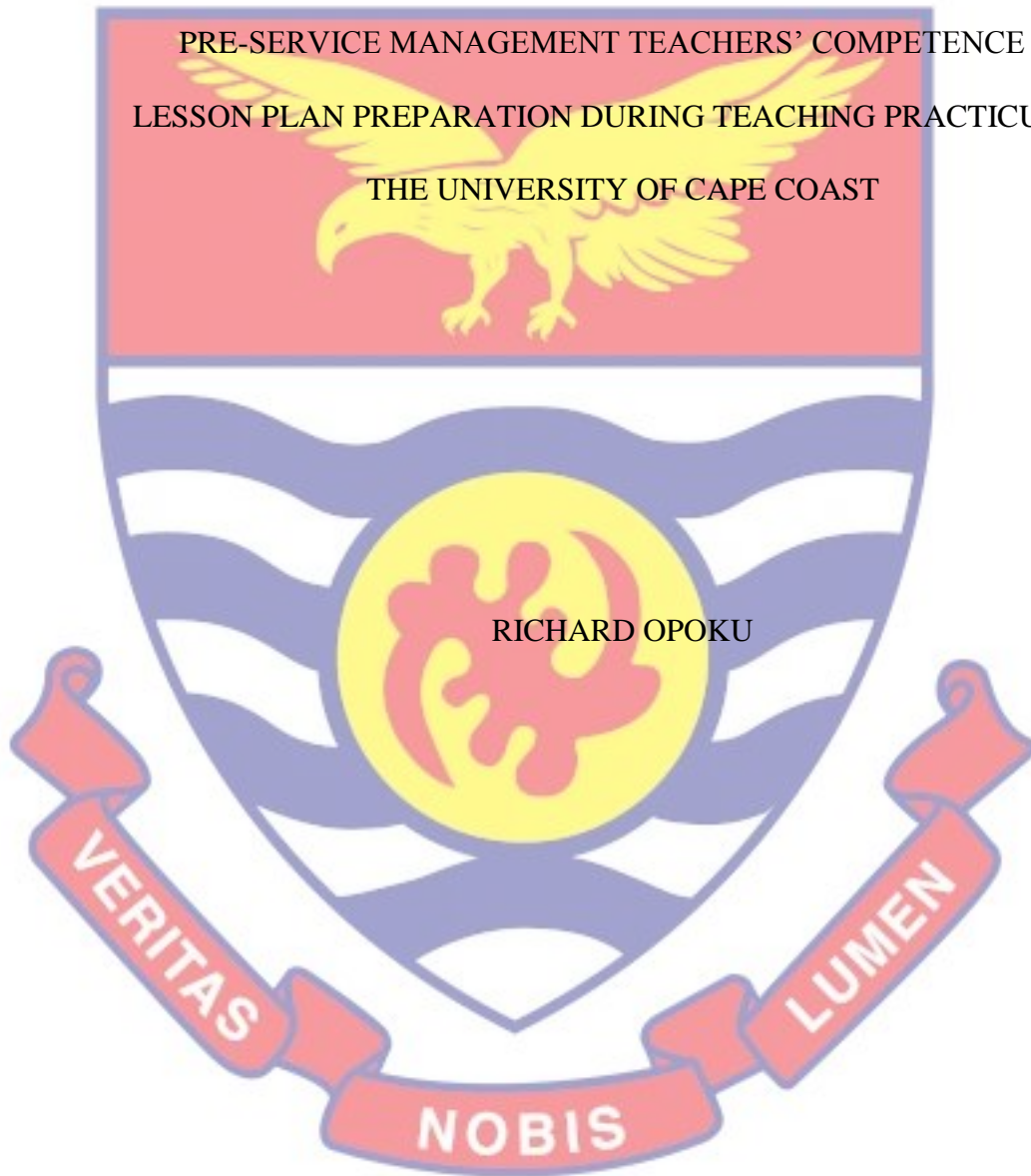UNIVERSITY OF CAPE COAST

PRE-SERVICE MANAGEMENT TEACHERS' COMPETENCE IN

LESSON PLAN PREPARATION DURING TEACHING PRACTICUM IN

THE UNIVERSITY OF CAPE COAST

RICHARD OPOKU

2020

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PRE-SERVICE MANAGEMENT TEACHERS' COMPETENCE IN

LESSON PLAN PREPARATION DURING TEACHING PRACTICUM IN

THE UNIVERSITY OF CAPE COAST

BY

RICHARD OPOKU

Thesis submitted to the Department of Business and Social Sciences

Education, Faculty of Humanities and Social Sciences Education, College of

Education Studies, University of Cape Coast, in partial fulfilment of the

requirements for award of Master of Philosophy Degree in Management

Education

SEPTEMBER 2020

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: .... Date................................

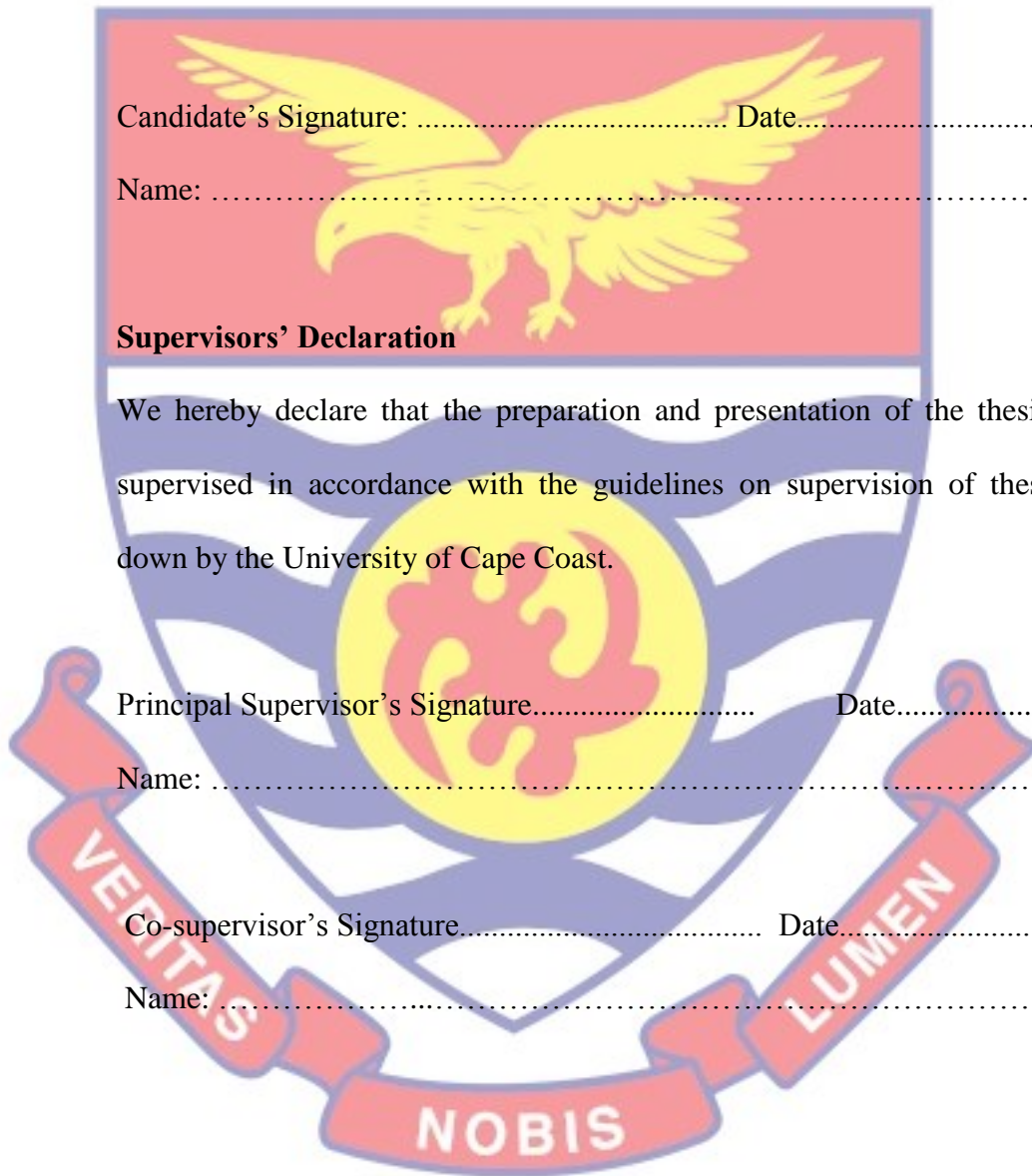Name: …………………………………………………………………………

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature........................... Date...........................

Name: ……………………………………………………………………………

Co-supervisor's Signature.................................... Date................................

Name: ……………...…………………………………………………….....

ABSTRACT

This study investigated pre-service Management teachers' competence in lesson plan preparation during teaching practicum in the University of Cape Coast. Pragmatism research philosophy was the foundation for this study since the research strategy was qualitative and quantitative. The convergent parallel design was adopted to study pre-service Management students' competence in lesson planning with a population of 120. The Census method was used for the study. Descriptive statistics, specifically mean was used to analyze the quantitative data and content analysis was used to analyze the qualitative data for all the five research questions. The study found out that, the quantitative and qualitative results shows that pre-service Management teachers' depicted competence in knowledge of teaching resources and designing student assessment. However, it was also found out that quantitative results shows that pre-service Management teachers have competence in the demonstration of knowledge of content and pedagogy, setting instructional outcomes and designing a coherent instruction but the qualitative results from the content analysis revealed that pre-service management teachers did not have competence in the demonstration of knowledge of content and pedagogy, setting instructional outcomes and designing a coherent instruction.

In view of this, it is recommended that the Centre for Teacher Professional Development (CTPD) in the University of Cape Coast should review its assessment for pre-service teachers . Also, Lecturers should be encouraged to focus more on content knowledge and pedagogy, setting instructional outcomes and designing a coherent instruction during methods of the teaching course.

ACKNOWLEDGEMENTS

My sincere appreciation goes to Dr. Bernard Yaw Sekyi Acquah, my principal supervisor and Prof. Bethel Tawiah Ababio, my co-supervisor for taking some hours off their busy schedules to see me through this work. They indeed provided me with the necessary guidance, patience, commitment and useful suggestions which have contributed in making this thesis a grea success. I am much indebted to Dr. Joseph Tuffour Kwarteng, Mr. Gabriel Aboagye, Miss. Ernestina Larbie, Mr. Prince Yeboah Asare, Mr. Edmond Agomedah and Mr. Ebenezer Tham Mensah for their guidance. Finally, I am grateful to all my course mates and friends, I say God richly bless you.
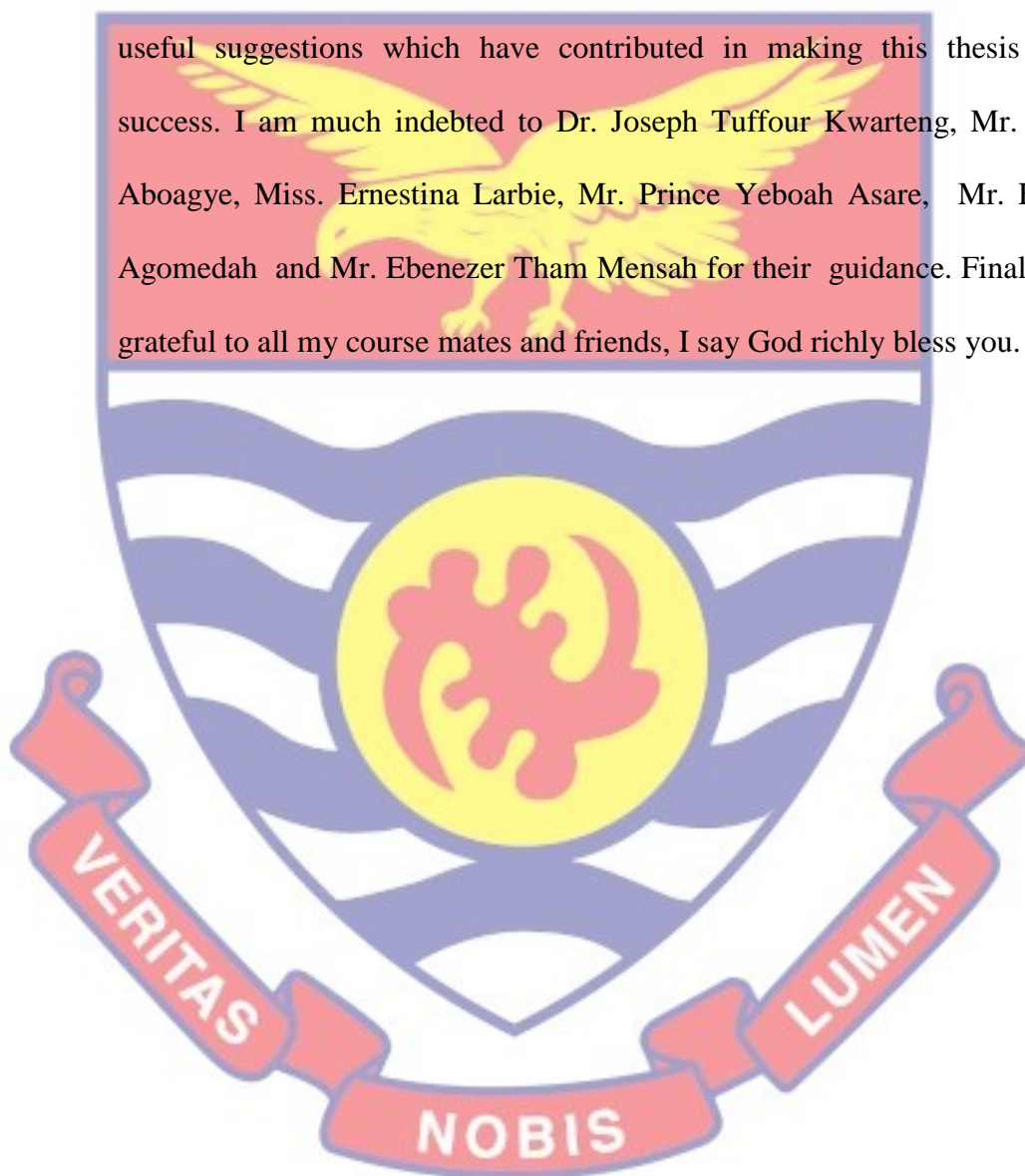
DEDICATION

To my parents, siblings, Mr. Samuel Kobina Amo, Sophia Attaa Ankamah

and the entire Opoku family.

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CHAPTER ONE

INTRODUCTION

According to Rusznyak and Walton (2011), many researchers indicate that lesson plans are of great importance in providing an effective learning environment. Brittin (2005) stated that teachers are required to set up a learning environment in which students can learn effectively and this involves planning materials, strategies, and timing. Farell (2002) also defined the lesson plan as ''a written description of how students will move toward attaining specific objectives''. Similarly, Vdovina and Gaibisso (2013) indicated that a lesson plan helps teachers to have a framework for carrying their students to certain "learning destinations". It involves goals, knowledge, and sequencing, as well as activity procedure, implementation, and assessment (Jacobs, Martin, Otieno, 2008). Lesson planning connects the requirements of the curriculum and a textbook with what is to be taught in the classroom (Lee, Chen and Khum, 2009). Thus, preparing a lesson plan helps pre-service teachers to organize their activities, construct their goals, and get feedback from their supervisors. Accordingly, planning is one of the crucial skills that pre-service teachers should gain during their training.

Background to the Study

The matter of teacher effectiveness is very important as far as pre-service teacher training is concerned. The essence of training teachers for the educational enterprise is to ensure that the essential human resources, especially teachers with the relevant competencies are made available to

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ensure the successful implementation of the school curriculum as stated by Lumadi and Acquah, (2014). The concept, teacher effectiveness has been defined as "the impact that classroom factors, such as teaching methods, teacher expectations, classroom organizations and use of classroom resources have on students' performance" (Robinson 2006). Consequently, effective teaching has thus been perceived as "how best to bring about the desired pupil learning, by some educational activity" (Kyriacou, 1999, p. 9).

Effective planning in teaching seems to be regarded as the best antidote for the nerves that many people feel when teaching a subject for the first time or meeting a new group of students. It also seems to be one of the ways to ensure that educational objectives are achieved. Effective planning begins with thinking about how you would like your students to approach their learning in your subject and what you would like them to understand, know or be able to do by the end of the teaching session (McGrath, 2019).

According to Asfaw (2002), planning is the primary step of teaching and learning employed in the class and also organizes some activities for the class. So the lesson plan seems to be helpful for a teacher to present the materials effectively. Available literature shows that lesson planning seems to be very necessary for effective teaching. Rusznyak and Walton, (2012) suggest that lesson planning guidelines and templates help teachers scaffold the construction of their pedagogical content knowledge individually and construct the basic concepts on inclusive education.

On the other hand, according to Nilsson,(2009), student teachers lack experience in planning and organizing teaching activities. Lack of a well-defined lesson plan in teaching may result in a more problematic atmosphere

for a teacher and consequently less beneficial achievement outcomes. According to Taskin (2017), the literature reveals that pre-service teachers find planning their lessons difficult. Additionally, novice teachers spend more time planning their lessons and find planning to be challenging. Johnson (2000) also indicated that pre-service teachers found the initial lesson planning steps 'cumbersome'.

Lesson planning is an important process in pre-service teachers' gaining experience since it forces them to reflect on what to teach, how to teach, and how to evaluate (Yıldırım, 2003). At the University of Cape Coast, a pre-service teacher undergoes both On-Campus Teaching Practice (microteaching) and Off-Campus Teaching Practice after his or her course work. The On-Campus Teaching Practice entails training students to learn how to teach by exposing them (in the third year) to peer teaching by practicing classroom skills. The pre-service teacher put into practice what has been taught especially in the Methods of Teaching Class. In the first semester of the final year, pre-service teachers are exposed to extended periods of school teaching experience, popularly called, "Off-Campus" which is under the guidance of school authorities, experienced mentors, and university supervisors. The pre-service teacher undergoes 14 periods per week of practical teaching as well as participate in all relevant teaching-related events, in his/her school of practice throughout the Teaching Practice period. The pre-service teacher is supposed to be observed formally, on at least six occasions, by a minimum of two faculty supervisors. After every observation by a supervisor, the pre-service teacher is to request a copy of the supervisor's report (Form B), which enables the pre-service teacher to have a fair

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knowledge about his/her output. It is categorically stated that in the pre-service teacher's interest he/she should welcome advice and criticism from experienced staff and feel free to present problems in connection with their teaching to their supervisors. With all these processes, the pre-service Management teacher is expected to demonstrate the preparation of the lesson plan and other teachings- learning resources. Detailed notes are to be prepared in a bound notebook and made available to all supervisors.

It is against this backdrop that I investigated pre-service Management teachers in Lesson Planning in Teaching Practicum at the University of Cape Coast.

Statement of the Problem

Through personal experience and observation of some lesson plans by pre-service Management teachers in the University of Cape Coast, it appears pre-service Management teachers lack the competencies in preparing effective lesson plans after undergoing teaching practice. Areas in which pre-service management teachers lack competencies include: determining the objectives of a lesson, selecting and organizing activities that will be appropriate to both students' level and interests. Pre-service Management teachers' inability to effectively prepare a competent lesson plan after they have gone through the methods of teaching course is a great problem since it has dire consequences on students as they will not be able to achieve positive instructional outcomes after their course of study. This in the future will have negative repercussions on the human resource development of the country.

A study conducted by Mutton, Hagger and Burn (2011) in Belgium found out that pre-service teachers lack planning skills. Also, Gafoor and UmerFarooque (2010) in India studied 74 pre-service teachers' feelings about

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lesson planning and found out difficulties in choosing appropriate learning experiences, deciding and allotting time properly, identifying and developing proper learning aids, sequencing the lesson, and specifying instructional objectives as some of the problems pre-service teachers faced in lesson preparation. Ruys, Keer and Aelterman (2012) in United Kingdom analyzed the lesson plans of second-year pre-service teachers and reported that pre-service teachers are quite successful in designing appropriate learning tasks and developing adequate learning materials. Their weaknesses included writing social objectives, rules, and agreements for collaborative work.

All the studies above failed to specifically highlight the areas of competence that are more critical and need more attention during teaching practice and this study seeks to add knowledge to literature in that regard.

Also, In Nigeria, Abocejo (2018) in his study used qualitative method and found out that pre-service management found it difficult matching the learning objective with student assessment however Triastitu (2020) in his study used quantitative method and found out that the overall test score for pre-service teachers in lesson planning was good. It appears there is inconsistencies in their findings using qualitative methods and quantitative methods therefore the need to conduct a study on pre-service competence in lesson planning during teaching practicum using mixed method design.

Also, all the studies reviewed are in different areas and not in Management and this study focused on Management.

It is important to note that, the quality of teachers produced by various teacher training institutions is assessed by the competence they possess. It is therefore a step in the right direction to investigate to see whether pre-service

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Management teachers from the University of Cape Coast possess the competence as stipulated by Danielson (2013) in planning an effective lesson plan. This study sought to provide more insights into the strengths and weaknesses of the pre-service teachers in terms of their first lesson planning experiences.

Purpose of the Study

The purpose of this study was to investigate the pre-service Management teacher's competence in preparing a lesson plan. Specifically, the study sought to:

1. assess pre-service management teachers' knowledge of content and pedagogy in their lesson planning.

2. ascertain pre-service management teachers' competence in setting instructional outcomes.

3. find out pre-service management teachers' competence in choosing the appropriate teaching and learning resources in lesson planning.

4. explore pre-service management teachers' competence in designing coherent instruction in lesson planning.

5. identify out pre-service management teachers' competence in designing student assessment in lesson planning.

Research Questions

From the purpose of the study, the following questions were asked:

1. What is pre-service Management teachers' knowledge of content and pedagogy in lesson planning?

2. What is the competence of pre-service Management teachers in setting instructional outcomes?

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3. What is the competence of pre-service Management teachers in choosing the appropriate teaching and learning resources in lesson planning.?

4. What is the competence of pre-service Management teachers in designing coherent instruction?

5. What is the competence of pre-service Management teachers in designing student assessments?

Significance of the Study

The result of this study is intended to provide rich information to various stakeholders within the University of Cape Coast. Specifically to Lecturers, Supervisors, Centre for Teacher Professional Development (CTPD), and pre-service teachers.

To the Centre for Teacher Professional Development (CTPD) in the University of Cape Coast , they should review its assessment for pre-service teachers. Also, Lecturers should be encouraged to focus more on content knowledge and pedagogy, setting instructional outcomes and designing a coherent instruction during methods of the teaching course. Moreover, Supervisors in their capacity as instructional leaders should take the challenge and the desire of encouraging pre-service Management teachers in preparing lesson plans on their own without copying from old lesson plans.

To pre-service teachers, this study will also inform pre-service Management teachers about how their competence in lesson planning could influence their teaching.

Theoretically, this study is intended to call for the re-designing of the lesson plan competence by the Centre for Teacher Professional Development

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(CTPD). This will ensure that lesson preparation does not just become daily routines without any form of reflection by the pre-service teachers.

Delimitation

This study concentrated on Domain 1 (Planning and Preparation) of the 2013 Charlotte Danielson framework for effective teaching using five out of the six sub-domains, namely: knowledge of content and pedagogy, setting instructional outcomes, knowledge of resources, designing a coherent instruction, and designing student assessment. The Danielson framework of 2013 was used because it has been empirically proven to be effective in producing quality teachers who have the requisite competencies in preparing a lesson plan. Also, Domain 1 (Planning and Preparation) was used because it is related to Lesson Plan Competence. Also, Domain 2(Classroom Environment), Domain 3 (Instruction), and Domain 4 (Professional Responsibilities) were not used because it is not related to the preparation of the lesson plan.

Limitations

Every study conducted is characterized by limiting factors and this study was no exception. The findings of the study cannot be generalized to all students at the University of Cape Coast. The generalization of the findings is only limited to the Level 300 pre-service Management teachers at the University of Cape Coast. This is because the study purposely focused on them. Also, since the data collected was secondary, there is the likelihood of errors that the researcher had no hand in that can affect the final results of the study.

Definition of Terms

Competence: It is described as an important skill that is needed to do a job.

Effectiveness: The degree to which objectives are achieved and the extent to which target problems are solved.

Pre-service teacher: A person who is being trained in a college of education; the main focus of training is on the development of skills, learners' capacity to respond to the unexpected, and to understand what he is doing, and training for becoming a teacher.

Teaching Practicum: It is a training technique in which student teachers have to teach a single concept using specified teaching skills to several students in a short duration of time.

Organization of the Study

This study was presented in five chapters. The first chapter which is the introduction concentrated on Background to the Study, Statement of the Problem, Purpose of Study, Research Questions and Significance of the Study, Delimitations of the Study, and Limitations of the Study, Definition of Terms and Organisation of the Study. Chapter Two focused on the review of relevant literature related to the study. It is divided into two main sections: The conceptual review and the empirical review. The empirical review was based on the research questions.

Chapter Three concentrated on the research methods which focused on issues such as research design, population, sample and sampling procedures, data collection instruments, data collection procedures, data processing, and analysis. Chapter Four examined the results and discussion. The summary of

the research, findings, conclusions, and recommendations for further studies are provided in Chapter Five.

CHAPTER TWO

LITERATURE REVIEW

Overview

This chapter reviews studies conducted by other researchers that were considered significant to the study. The literature review allows comparison of findings of this study and other similar studies to provide a basis for confirming or refuting earlier findings and conclusions and also for situating the current study. The chapter is divided into theoretical, empirical review, and conceptual framework. Conceptual review and framework include, Concept of Teaching Practicum, On-Campus Teaching Practice, University of Cape Coast On and Off-Campus teaching practice philosophy, Lesson Plan, Quality of Lesson Plans, Importance of Lesson Plans, Lesson Plan Approach taught in the University of Cape Coast, and an adapted conceptual framework from Tetteh (2017). The theoretical review included: Danielson's Framework for Teaching, The Four Stages of Lesson Planning (FSLP) strategy. The empirical perspective also reviewed related works conducted by other researchers in the area of Lesson planning.

Conceptual Review

Teaching Practicum

Practicum is a form of experiential learning that could be described as field-based learning, work-based learning, learning by doing, or learning from the action (Yan & He 2010). Teaching practicum is an opportunity to observe and work with real students, teachers, and curriculum settings. Practicum does

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not only bridge the gap between theory and practice in learning to teach but it provides the opportunity for pre-service teachers to develop their teaching competence (Brouwer & Korthagen, 2005).Akyeampong and Lewin (2002) recognize practicum as an essential component of initial teacher education programs in that it provides an opportunity for pre-service teachers to apply the knowledge and theories learned to classroom situations. This assertion appears to be true for pre-service teachers especially at the University of Cape Coast.

On-Campus Teaching Practicum

On-campus or campus-based practicum forms part of the overall practicum activities of most teacher education programs (Akyeampong et al., 2013). It usually prepares pre-service teachers' professional competencies, improves their pedagogical skills, and builds their confidence for application in school-based practicum and their overall teaching profession. TIn the teacher education literature, Bilen (2015) emphasizes the main activities of OCTP as follows: pre-service teachers' observation of experienced teachers teaching and peer/microteaching among trainees.

On-campus preparation for teaching, known as "microteaching" was developed by Stanford University in the 1960s in the United States to help address some of the practical problems of teacher preparation. Microteaching is a teaching environment that is minimized, limited, and somehow artificialized when compared with the real classroom environment.

Synonymous to "microteaching" is "peer teaching" this is administered in small groups made up of peers or mentors (Bilen, 2015; Kilic, 2010). The basic premise of peer teaching is that trainees will have the opportunity to

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practice effective teaching strategies and learn from their peers. The international literature reveals that both microteaching and peer teaching carry the same significance except for the practice group chosen for the course (Bilen, 2015; Kilic, 2010; Zeichner, 2014).

Peer teaching or microteaching which is also known as OCTP helps trainees to develop skills at the beginning of learning to teach: to prepare lesson plans, choose teaching goals and appropriate teaching/learning resources, speak in front of a group, manage time effectively and apply appropriate assessment techniques (Kilic, 2010). In this way, student teachers improve their classroom management skills through constructive feedback from their tutors, peers' critiques, and self-reflection which add to trainees' repertoire of pedagogical content knowledge needed for their teaching profession. A study on learning processes during on-campus practicum in Switzerland (Hascher, Cocard, & Moser, 2004) found that On-Campus Teaching Practice increases student teachers' professional skills and positive change in attitudes toward pupils. Similarly, Kilic's (2010) experimental study using the learner-centered microteaching model showed pre-service teachers' progression on lesson planning, classroom management skills, and communication.

In developed countries such as the United States, England, and Germany where similar studies have been done, Zeichner (2014) has revealed the important role campus-based peer teaching sessions have played in the improvement of pre-service teachers' learner-centered pedagogical skills which have seen successful practicum sessions in preparing teachers to teach in schools. Most On-Campus Teaching Practice activities usually employ

microteaching which consists of pre-observation, observation note taking, analysis strategy, viewing videotapes, and self-evaluation of trainees' stages (Jones, 2011). Nevertheless, according to Bilen (2015), student teachers' acquisition of certain vital skills during OCTP has been questioned. They claim that the acquisition of essential professional skills and certain teaching standards are not met during practicum sessions (Sen, 2014). Hascher et al. (2004), for example, argue that the quality of student teachers' learning during campus-based practicum varies as it depends on the quality of feedback from mentors, effective organization of practicum, and the quality of reflection of the lessons among student teachers.

University of Cape Coast's Philosophy of Teaching Practicum

In training teachers of high caliber, the University acknowledges the role of Teaching Practicum. Teaching practice creates an environment that is important for student teachers to develop professional skills. The student undergoes both On-Campus Teaching Practice (microteaching) and Off-Campus Teaching Practice. The ONCTP entails training students to learn how to teach by exposing them (in the third year) to peer teaching by practicing classroom skills. In the first semester of the final year, students are exposed to an extended period of school teaching experience, popularly called, "Off-Campus" which is under the guidance of school authorities, experienced mentors, and university supervisors.

Every teacher-training institution has its philosophy of Teaching Practicum. For the University of Cape Coast, according to the *Teaching Practice Handbook* (UCC, 2013), the College of Education Studies believes that teaching is an activity intended to promote learning and that there is no

one best approach for achieving this. Teaching Practice is a process of learning to teach and teaching to learn. The faculty sees Teaching Practice as an opportunity to share knowledge, experience, skills with students in a conducive environment that values and celebrates diversity. That environment should provide opportunities for problem solving, experimentation, and discovery of proper teaching strategies.

Thus, the pre-service teacher is to use a range of teaching and learning approaches and resources which are appropriate for learners and are effective in engaging, motivating, and meeting the needs of individual learners. It further recognizes the school and classroom settings as an uncertain, dynamic, and problematic environment and therefore, envisions a teacher who is a reflective practitioner *Teaching Practice Handbook* (UCC, 2013). The foregoing position of the University is more in support of the "teaching as an art" dimension than "teaching as a science".

The art dimension applies subjective judgments in decisions about teaching strategies, responses to student misbehavior, and the selection of materials and assessment techniques. This brings to the fore the issue of "reflective practitioner" and how to assess it. There is a growing emphasis on reflective teaching (Vieira & Marques, 2002), yet, the approach to assessing the reflective skills have not yet been explicitly spelled out by the College of Education Studies of UCC. Perhaps, this is due to what reflective teaching entails, and as Kemmis (cited in Vieira & Marques, 2002) pointed out, reflective teaching is very difficult to assess.

The supervisor and the pre-service teacher are the two main people of concern during the practice. Some of the duties of the pre-service teacher

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according to the *Teaching Practice Handbook* (UCC, 2013) are that a trainee is expected to complete a minimum of 14 periods per week of practical teaching as well as participate in all relevant teaching-related events, in his/her school of practice throughout the Teaching Practice period. This appears to be too much: Ross, Vescio, Tricarico, and Short (2011) suggest that there should be a lightening of the teaching workload and co-curricular responsibilities of pre-service teachers. The pre-service teacher is supposed to be observed formally, on at least six occasions, by a minimum of two faculty supervisors and should demonstrate the preparation of the lesson plan and other teachings-learning resources. Detailed notes are to be prepared in a bound notebook and made available to all supervisors.

After every observation by a supervisor, the teacher-trainee is to request a copy of the supervisor's report (Form B), which enables the trainee to have a fair knowledge about his/her output. It is categorically stated that in the trainee's interest he/she should welcome advice and criticism from experienced staff and feel free to present problems in connection with their teaching to their supervisors.

Concept of Lesson Planning

According to Asfaw (2002), planning is the primary step of teaching and learning employed in the class and also organizes some activities for the class. So the lesson plan seems to be helpful for a teacher to present the materials effectively. On the other hand, lack of a well-defined lesson plan may result in a more problematic atmosphere for a teacher and consequently less beneficial achievement outcomes. Saberian and Salemi (2003), defined a lesson plan as a process for the determination of appropriate educational goals

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and diagnosis of issues, needs, facilities, and limitations that are on the way to reaching educational goals. Planning in the teaching-learning context includes everything the teacher does before the actual class teaching. Teachers plan the lesson that they expect their students to learn. A lesson plan shows how a teacher puts the curriculum into practice (Duncan & Met, 2010). Having an appropriate curriculum and lesson plan creates a lively and active atmosphere in the class and encourages students to participate in the process of learning-teaching.

Fallahi (2019) posited that a lesson plan is the written description of the learning process in which it is shown what, how, when, and where should be learned and is evaluated. According to Steinert (2005), planning training courses are based on learner needs, and training is based on lesson plans leading to the effectiveness of training courses. Harmer (2007), viewed a lesson plan as a teaching preparation developed based on the teacher's thoughts about what will be suitable for the students and on what the curriculum or the syllabus expects them to do.

As asserted by Richards and Bohlke (2011), "planning a lesson before teaching is considered essential to teach an effective lesson" (p.35). According to van der Walt (2005), the teacher should plan the materials in the syllabus in a way that will reflect his/her theories about language learning and teaching. In this study, "lesson plan" and "lesson notes" were used interchangeably though, essentially, the lesson plan is not the same as the lesson note. The lesson plan is the organization of activities to be carried out in a class while the lesson notes concern, fundamentally, the materials (subject matter) to be delivered in a class. It is made up of the important things the teacher wants the

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class to know. (Adu, 2014)Usually, teachers plan lessons without considering the type that can suit the situation at hand (Keene, 2010).

Koomson, Frimpong, Amuah, Anyagre, and Brown (2002) and Maheshwari (2011) state the different kinds of lessons. For example, they mentioned developmental lesson that is used when the aim is to teach a new thing to students. In this case, the teacher wants to develop a new idea or new knowledge in the students. This means that the kind of lesson a teacher should prepare when starting a new topic is the developmental lesson. It is inductive when used to develop a formula, law, rule, or principle. Lesson planning is the most important part of teaching and improving students learning. This is because it provides teachers with opportunities to plan instructional activities to more effectively meet students' learning needs to differentiate instruction to enable all students to benefit from instruction. Through planning, the teacher organizes and structure instructional activities to stimulate the cognitive activation of students(Moradi,2019). Moradi,(2019) also argued that through planning teachers are expected to create both the visible structure of a lesson (concrete activities of students) and the deep structure of learning (the cognitive operations of students).

However, the authors claimed that most teachers organize only the conditions for the concrete activities of students over the incremental activities of learners. The process of lesson planning is a complex activity that demands the planning teachers(1)to design lessons for activating learning by taking into account both learners prior knowledge and learners motivation;(2)to anticipate the kind of mental activities to take place when students learn the planned lesson,(3) to plan different kinds and levels of supporting individual students

in their learning, and (4) to plan how to assess the outcomes of implemented instructional plans (Taskin,2017). Oser, Achtenhagen, and Reynold (2006) proposed a four-level scheme (model) of planning for teaching-learning.

Firstly, the teachers anticipate the desired learning outcome and plan appropriate learning activities to achieve the desired learning. A teacher at this level creates a mental model focusing on what content to be taught and a step-by-step learning strategy.

Secondly, the teacher plans the sequences of teaching (the visible structure of teaching). Thirdly, the teacher plans for sequences of learning (internal learning process) focusing on the mental processes of the learner. Fourthly, the teacher anticipates both the cognitive and emotional learning product, and the teacher plan to measure the attainment of learning products (Oser et al.,2006).In summary, the teacher plans for teaching activities, deep learning activities, and evaluation of learning products. Lesson planning is a systematic development of instructional requirements, arrangements, conditions and materials, and activities, as well as testing and evaluation of teaching and learning. It involves teachers' purposeful efforts in analyzing the learning needs and developing a coherent system of activities that facilitates the evolution of students' cognitive structures (Panasuk &Todd, 2005).

Lesson planning is an essential part of teaching and learning where the teacher integrates his or her experience of students learning, learning theories, theories of instructional design, and best practices outlined by research to satisfy students learning needs. When viewed from these points, the planning teacher integrates theory, research, and practice to plan a meaningful learning experience for students (Jalongo, Rieg, & Helterbran, 2007). There is a

normative idea that effective planning is an essential element of good teaching and promoting student learning and achievement. The planning process helps the teacher to select goals; to develop learning activities and to design appropriate assessments to evaluate and reflect on the outcomes of teaching and learning. Jalongoet al. explained four primary purposes for lesson planning: conceptual, organizational, emotional, and reflective.

Lesson planning for the conceptual purpose involves the teacher planning in answering the following questions: What knowledge, skills, or attitudes do teachers want students to learn? What conceptual decisions about student learning needs and learning objectives are to be considered? What sequence of activities would best serve meeting learning objectives? What types of assessments reflect the learning achieved? Planning for conceptual purpose enables the planning teacher in making informed pedagogical choices by carefully attending to these questions. Planning for the organizational purpose involves taking into account available time, available materials, physical factors, and the needs of the students. Considering and planning for such organizational elements are very important for the implementation of the planned lesson. Lesson planning for emotional purpose is concerned with the following questions: What confidence level exists when a teacher has done his or her "homework"? What level of anxiety exists when teachers know that they are underprepared? Planning for reflection involves teachers considering the following questions: What can be learned from the experience? What does or does not work? What can be done to strengthen one's teaching? Engaging in these processes affords teachers an on-the-spot opportunity to adjust the lessons. Teachers need to proactively answer the above questions to plan a

meaningful learning experience for students by making informed decisions on learning objectives as well as teaching objectives, sequences of activities, methods of teaching and learning, the kind of social structure, the what and the how of assessing students learning to evaluate, reflect and act on for further improvements. Ideally, teachers consider these elements to plan lessons by adapting to students' pre-existing conditions such as the abilities and skills of their students, possible misconceptions, students' difficulties in understanding, and materials or facilities required to gauge the instruction.

There are many approaches to lesson plan preparation. These include Gagne's Nine Events of Instruction, Herbartian approach (traditional approach), Bloom's approach, Madeline Hunter's Approach, Slavin's Lesson Structure, among others. The approach pre-service teachers at the University of Cape Coast are taught to use is more of an eclectic type. It takes into consideration the essential components of all the approaches mentioned above and can be put into two main formats: prose format and tabular format.

According to Tamakloe, et al., (2005), the components of the lesson plan considered very important are: topic, objective(s), review of previous relevant knowledge, teaching/learning resources, introduction, presentation (teacher-learner activities), closure, evaluation, pre-lesson preparation, and the remarks column. From this, it can be generally conceptualized that the lesson plan has three main parts: the beginning, the middle, and the end. However, essentially, in writing, it begins from the setting of the objectives (i.e. the relevant and specific purposes of the lesson started in behavioral terms capable to be measured and achieved within the specified time).

Quality of Lesson Plans

The instructional and educational activities of teachers are complex and are often under the subject of pressure. This is because, on one hand, teachers must adaptively plan lessons to accommodate the diversity in student's pre-existing knowledge and skills, and on the other hand, teachers must anticipate how to appropriately adapt teaching to the spontaneous, random, and dynamic conditions of the classroom during instruction execution without abandoning the planned learning goals. They have to spontaneously and appropriately react to a variety of situations, for example, unexpected student responses, or unexpected difficulties in understanding a task, in the everyday life of the classroom(Stender, 2017).

Lesson planning involves proactive anticipation of how to handle these complexities. Adaptive planning is a highly demanding activity for the teacher. The teacher should think about how to sequence and integrate the different parts of planning to provide a meaningful learning experience for students. Lesson planning activity involves the teacher in making decisions on (1) learning and teaching objectives, (2)the sequence of content, tasks, and laboratory activities to provide students the opportunity to learn both the content and the science process skills, (3)methods of teaching and learning(or teaching-learning activities), (4) classroom arrangements or social structure, (5) how to evaluate and reflect on the outcomes of teaching and learning, and (6) how to adaptively act on for further improvement of students learning. More importantly, the teacher is expected to make informed decisions on these elements of lesson planning by diagnosing and analyzing students' pre-existing conditions (knowledge and skills) and appropriately adapting lessons to

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students learning needs. To design a high-quality lesson that potentially engages all learners in high-level cognitive thinking and development, the teacher has to consciously, carefully, and adaptively make decisions on these parts of lesson planning before the actual implementation of the lessons. The qualities of a lesson plan could be determined from its features.

Stender, Brückmann, and Neumann (2017) suggested that the functional features of the lesson plan can be used to judge the quality of the lessons planned. The functional features of the lesson plan are the adaptability of the lesson, the coherence of the lesson, and its potentialities for the cognitive activation of students.

Importance of Lesson Planning

Any debate on improving classroom teaching and other pedagogical practices and the achievement of learning outcomes revolve around lesson planning and preparation (Miller,2008). In planning, the teacher prepares and equips him/herself for teaching. According to Tok et al., (2014), the importance of lesson planning is summarized in this way:

Good planning allows running the teaching activities smoothly and regularly. A teacher who plans his works does not face any difficulties in the classroom; he works with confidence and complacency, reaches his goals via the shortest way by achieving productive work (p.159).

Adu (2014), has found out that good and effective teachers are those who take time to prepare their lesson notes in writing and use them in teaching.

Also, lesson plans serve as a written record of work done by the teacher (Singh, 2008). Lesson plans serve as records of teaching triumphs and challenges. Old lesson plans can serve as a history of teaching and are an

invaluable tool for self-reflective, self-assessment, and self-evaluative purposes (Kizlik, 2010). This is why it is preferred that teachers reserve a space (remarks section) on the lesson plan in which to document the successful and unsuccessful techniques to serve as guidelines for later preparations. It is for this and other reasons that teachers in Malawi are by policy required to have a written lesson plan that they must follow for every lesson that they teach (Susuwele-Banda,2005).

Adu (20014) listed some advantages of writing and using lesson notes as a teacher. He believes that a well-prepared lesson does the following;

1. Assists both supervisors and principals in evaluating a teacher's performance

2. Helps the teacher to have a record of student difficult areas and therefore able to predict areas that must be given extra attention.

3. Enables the teacher to command more respect from the students due to the confidence, zeal, and smooth way that the lesson is presented.

4. Guides the beginning teacher and assists those who are asked to handle a class in the absence of the class/subject teacher.

5. Enables the teacher to manage the teaching time very well. It prepares the teacher ahead of time for the appropriate teaching methods and materials/teaching aids needed for the class.

6. Helps the teacher to update his knowledge on current issues in his/her subject area(s) as he/she prepares for the lesson.

The *Student Teaching Handbook for the 2013/2014 academic year* reiterates that the development of a written lesson plan serves three main purposes for teacher-trainees: first, it enlightens, stimulates, and strengthens

the trainees' zeal to teach a particular topic gives confidence. Second, it provides concrete evidence that the trainee has considered important decisions and factors in planning-gives focus. This then fulfills the third phase: the detailed planning makes the teachers' thought process explicit so that (as a teacher-trainee) his/her mentor teacher or university supervisor can evaluate and help him/her plan more effectively. The general importance of the lesson plan, no matter the approach used in its preparation, can never be overemphasized.

Format of Lesson Planning

The layout, organization, or outlining of the essential components in the lesson notebook to ensure effective delivery of what is to be taught is what is referred to as the format of the lesson plan. The format a teacher employs in planning his/her lesson depends on the philosophical and psychological approach to lesson planning that the teacher prefers and on what is known as promoting student learning. For about thirty (30) years, Nacino-Brown, Oke, and Brown (1982) maintained that whatever format a lesson plan takes, it should, more importantly, describe the objectives, the topic or subject matter, the lesson materials, the lesson procedure which includes (introduction, development of the lesson, generalization, application conclusion) and student evaluation. Based on this, Newton et al., (2009) divided the lesson plan format into objectives setting, exposition, and plenary (i.e. introduction, main activity, review, and plenary) to reflect the constituents that every lesson planning format should have. Coletta and Norris- Bauer (2008) distinguished two main lesson plan formats. These are the prose form and the tabular form (Vertical/

Horizontal). The distinction of these formats is merely based on design or structure.

The Prose Format: This is a longer or detailed description of a lesson (Coletta and Norris-Bauer, 2008). This format has the same major component (or themes) with a simpler mechanical part. It is called ''prose'' due to the way the details are presented or appear on the paper like a poetic speech in its normal continuous form, without the rhythmic or visual line structure. It normally has the theme written on the right-hand side followed by the details of it. It is mostly used by pre-service teachers at the University of Cape Coast because it is easy to use as virtually, everything that must be done in the class is put down systematically in complete sentences and themes. Due to this, anybody who can read and understand can follow the steps gradually and teach the subject with ease if the teacher is not available.

1. **The Tabular Format (Horizontal form/ Vertical form)**

Colleta and Norris- Bauer (2008) described this format as a shorter playbook-style lesson. It is also used for writing weekly lesson notes, though, it is purposely meant for individual days' lesson plan preparation (Mishra, 2008). Remarks are written at the bottom of the lesson plan. The mechanical part of this format is either placed inside the table or outside it and they may include Subject, Date, Time, Class, and Class size, Week-ending, and References. There are two forms of the tabular format- the horizontal tabular and the vertical tabular.

The horizontal tabular format is quite detailed as it contains some other relevant information. It has the advantage of being also used in teaching

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science-related topics that take place outside the classroom, e.g. School farm, laboratory (Mishra,2008).

The vertical tabular format on the other hand is the lesson format used currently in our schools in Ghana, approved by GES. As a teacher employed by GES, the tabular format is what is supposed to be used. Meanwhile, according to Singh (2008), a lot of teachers like this format very much. Among the reasons why most teachers seem to hold high this format is that it encourages orderliness and logical sequence of what is taught from day to day within the week.

he diagram below is an adapted framework from Tetteh (2014) on the General Nature of the Lesson Plan. This diagram is based on the components indicated in domain 1 of the Charlotte Danielson Framework for Teaching (2013) and the items in the Teaching Practice Assessment form A from the Centre for Teacher Professional Development (CTPD)of the University of Cape Coast.

```
┌──────────────────┐                    ┌──────────────────┐
│ Lesson           │                    │ Lesson           │
│ objectives not   │                    │ objectives       │
└──────────────────┘                    └──────────────────┘
           ▲                                       ▲
           │              ┌──────────────┐         │
           │              │   Remarks    │         │
           │              └──────────────┘         │
 Remediation                     ▲
           │     ┌─────────────────────────────────────────┐
           │     │                  End                     │
           │     │ Teacher helps learner consolidate the    │
           │     │ major points. Assignment (usually        │
           │     │ guided) for lesson assessment and        │
           │     │ evaluation                               │
           ▼     └─────────────────────────────────────────┘
     ┌─────────────────────────────────────────────┐
     │       Middle (The Heart of the Lesson)       │
     │       Guided and Independent practices       │
     │ Varied and Appropriate teacher-learner       │
     │ activities (teaching methods) with suitable  │
     │ TLMs                                         │
     └─────────────────────────────────────────────┘
                          ▲
     ┌─────────────────────────────────────────────┐
     │          Beginning (Preamble)                │
     │ Preview of previous knowledge and linkage to │
     │ new topic                                    │
     └─────────────────────────────────────────────┘
                          ▲
     ┌─────────────────────────────────────────────┐
     │              Set Objectives                  │
     │ (Specific, Measurable, Achievable, Relevant  │
     │ and Time Bound)                              │
     └─────────────────────────────────────────────┘
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Figure 1-General Nature of a lesson: A conceptual Framework adapted from

Tetteh (2014)

Beginning: This is the opening of the Lesson. Generally, this is where the teacher reviews the RPK of the student; focuses the student's attention by sharing the purpose or objectives of the lesson with them amidst some motivations to gain their interest in what is going to be studied.

Middle*:* this stage is normally referred to as the heart of the lesson. Through the varied and appropriate teacher-learner activities (teaching methods) with suitable TLMs selected, the teacher mainly engages in the guidance of the learner to practice initially. Then the teacher allows the learner to do independent practice where he/she makes inputs, demonstrates, or models when necessary for the learner to observe. He/she checks for understanding and provides feedback without any serious formative assessment, grading, or evaluation.

End*:* After going through all the activities, the teacher summarises the lesson and invites questions for clarification (just to consolidate the major points). The teacher then asks the learner to engage in specific activities alone (formative test) and measures (determines) the performance along the line of the requirement(s) of the objectives set. The teacher evaluates the student's outcome to know if the lesson objectives have been achieved or not.

Lesson Objectives Achieved: if the objectives of the lesson under consideration are achieved, then the teacher prepares both himself/herself and the students for the next lesson the next time. The teacher may give an assignment on the current lesson or references for further reading or a preparatory reading assignment for the next lesson. The teacher prepares him/herself by preparing the lesson plan for the next lesson.

Lesson Objectives Not achieved: if the lesson objectives are not achieved, the lesson is revisited with some sort of remediation strategy (with the same or different procedure). But, immediately after determining whether the lesson objectives have been achieved or not, the teacher has to do a critical reflection on the lesson, the learners, and himself before an intervention or no intervention is made. That is, the teacher asks him/herself some thought-provoking questions that led to the success or failure of the lesson and tries to provide answers to enable him/her to take a decision(s) for the next line of action. If the lesson objectives were not achieved, then, depending on the extent to which the objectives were not achieved and on the result of the teacher's reflection, the remediation of the lesson may start by re-setting new objectives or from the heart of the lesson.

Despite the existence of these approaches, there is no empirical evidence that indicates the relative effectiveness of each approach in the classroom. In line with this, Kagan &Tippins (1992) argued that everyday lesson plan qualify as a myth in education because no empirically derived lesson plan format captures what exemplary teachers do in the classroom. The authors noted that "although a variety of lesson plan formats are recommended for use by pre-service teachers, none of the formats are derived empirically" (Kagan &Tippins, 1992, p. 477). Clark and Peterson (1984) categorize research about lesson planning into two basic types. The first category is that researchers have thought of planning as a set of basic psychological processes in which a person visualizes the future, inventories the means and ends, and constructs a framework to guide his/her future action. This conception of planning draws heavily on the theories and methods of cognitive psychology.

(p.18). The second category is that researchers have defined planning as "things thatteachers do when they say they are planning….a descriptive approach to research on teacher planning in which the teacher takes an important role as an informant or even as a research collaborator" (Clark & Peterson,1984, p.18).
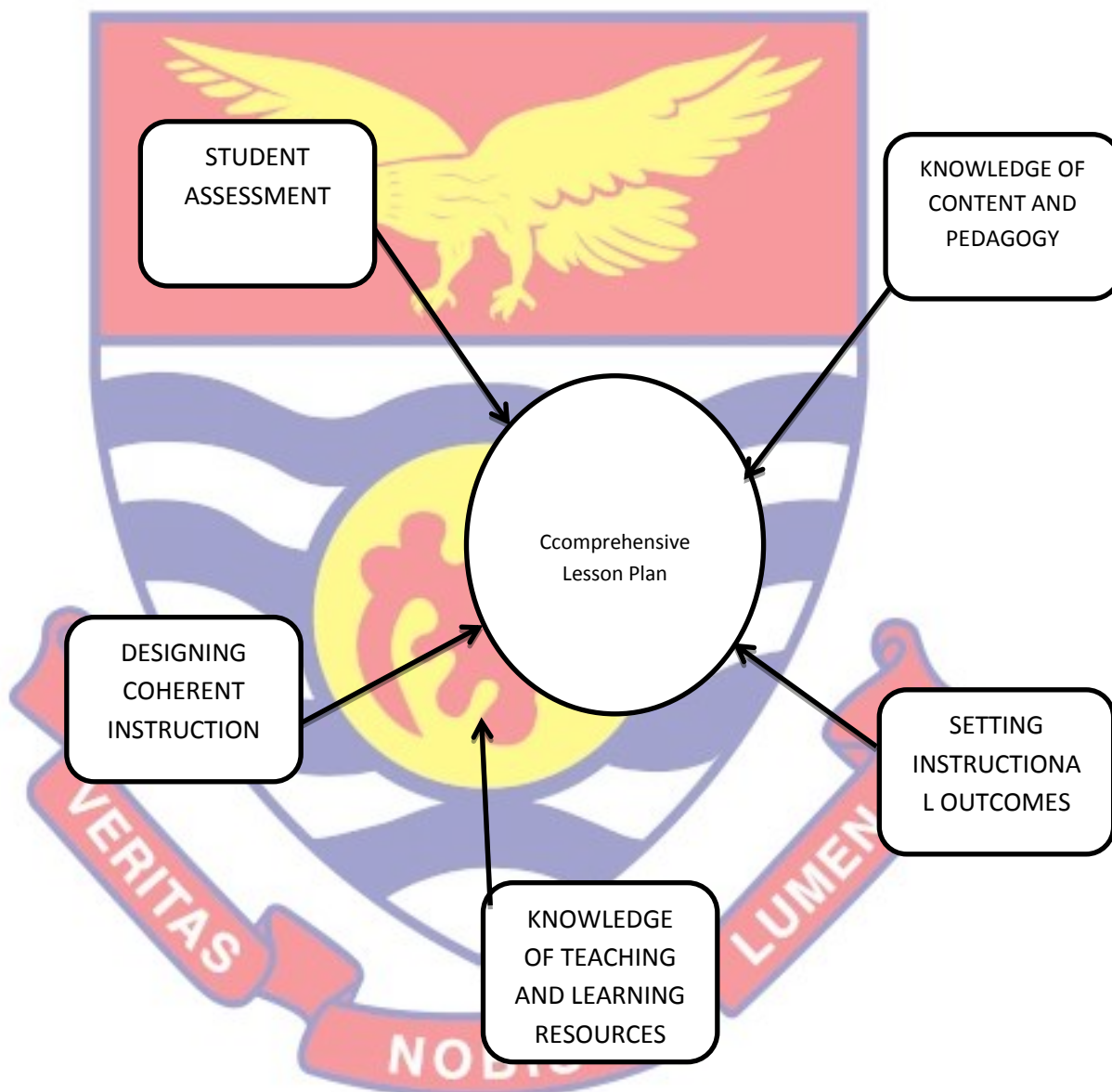
Figure 2-Components of a Comprehensive Lesson Plan Author's Construct (2020)

Theoretical Framework

According to Danielson (2013), it was identified that , the aspects of a teacher's responsibilities that empirical studies have demonstrated as promoting improved student learning. Teaching seems to be an extremely complex activity, this framework is very important in laying out the various areas of competence in which professional teachers need to develop expertise. Danielson divides the complex activity of teaching into twenty-two components clustered into four domains of teaching responsibility: (1) planning and preparation (2) the classroom environment, (3) instruction, and (4) professional responsibilities. A brief review of each of these domains will provide a road map of the skills and competencies new teachers need to develop.

Domain One: Planning and Preparation.

Instructional planning includes a deep understanding of content and pedagogy and an understanding and appreciation of the students and what they bring to the educational encounter. But understanding the content is not sufficient; the content must be transformed through instructional design into sequences of activities and exercises that make it accessible to students. All elements of the instructional design, learning activities, materials, and strategies must be appropriate to both the content and the students and aligned with larger instructional goals. In their content and process, assessment techniques must also reflect the instructional outcomes and should serve to document student progress during and at the end of a teaching episode. Furthermore, in designing assessment strategies, teachers must consider their use for formative purposes and how assessments can provide diagnostic

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opportunities for students to demonstrate their level of understanding during the instructional sequence, while there is still time to make adjustments. (Danielson,2013),

Domain Two -Classroom Environment

Teachers create a learning environment through positive interpersonal interactions, efficient routines and procedures, clear and consistent standards of conduct, and a safe physical environment that supports the learning purposes. Also, the environment encourages students to take pride in their work and to assume responsibility for their learning. Students respond to the warmth and caring of teachers, their high expectations for achievement, and their commitment to students. Students feel safe with these teachers and know that they can count on the teachers to be fair and when necessary, compassionate. Students are also sensitive to the subtle messages they receive from teachers as to their capabilities.

The components of Domain 2 are not associated with the learning of any particular content, instead, they set the stage for all learning. The teacher establishes a comfortable and respectful classroom environment, which cultivates a culture for learning and creates a safe place for risk-taking. The atmosphere is businesslike, with non-instructional routines and procedures handled efficiently; student behavior is cooperative and non-disruptive and the physical environment is conducive to learning. (Danielson 2013),

Domain Three - Instruction

It contains the components that are at the essential heart of teaching, the actual engagement of students in learning, through the vision of students developing complex understanding and participating in a community of

learners. Students are engaged in meaningful work, which carries significance beyond the next test and is relevant to students' lives. Teachers who excel in Domain 3 have finely honed instructional skills. Their work in the classroom is fluid and flexible, they can shift easily from one approach to another when the situation demands it. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They are attentive to different students in the class and the degree to which they are thoughtfully engaged; they carefully monitor student understanding as they go (through well-designed questions or activities) and make minor mid-course corrections as needed. And above all, they promote the emergence of self-directed learners fully engaged in the work at hand. (Danielson ,2013),

Domain Four - Professional Responsibilities

The components in Domain 4 are associated with being a true professional educator: they encompass the roles assumed outside of and in addition to those in the classroom with students. Students rarely observe these activities; parents and the larger community observe them only intermittently. But the activities are critical to preserving and enhancing the profession. Educators exercise some of them (for example, maintaining records and communicating with families) immediately upon entering the profession since they are integral to their work with students. Domain 4 consists of a wide range of professional responsibilities, from self-reflection and professional growth to participation in a professional community to contributions made to the profession as a whole. The components also include interactions with the families of students, contacts with the larger community, and advocacy for

students. Domain 4 captures the essence of professionalism by teachers; teachers are as a result of their skills in this domain, full members of the teaching profession, and committed to its enhancement. (Danielson (2013),

The Four Stages of Lesson Planning (FSLP) strategy

Panasuk and Todd (2005) discussed the Four Stages of Lesson Planning (FSLP) strategy. These four stages are developing cognitive objectives, designing homework, planning developmental activities, and constructing mental activities.

The first stage of the four-stage lesson planning strategy is developing cognitive objectives stating the level of cognitive engagement expected of students in terms of students' observable behavior. The cognitive objectives guide the lesson planning process providing the basis for designing the instructional package and developing evaluation and assessment strategies(Panasuk&Todd, 2005).

The second stage is designing homework that matches the cognitive objectives. Planning homework involves working through the problems to ensure the assignments incorporate the skills specified by the stated objectives, to create coherence from cognitive objectives to anticipated learning outcomes, to get insight into nature and the details of the problems that the students are expected to work out and to foresee students' possible difficulties.

The third stage of the four-stage lesson planning strategy is planning the developmental activities that reflect the objectives and promote meaningful learning and all levels of thinking. Planning developmental activities involves making informed pedagogical choices including instructional environment (such as inquiry-based instruction, expository/direct

teaching, labs, and projects), instructional approaches (problem-solving, multiple representations, and connections), and class arrangements (individual, group work, pair work).

The fourth and final stage of lesson planning is constructing mental activities based on and integrating all three previous stages. This involves designing and selecting problems that are basic elements of student prior knowledge as well as prerequisites of the new learning. The authors pointed out that the mental activities serve as an advance organizer to bridge the gap between what the learner already knows and what the learner needs to know. According to Panasuk and Todd (2005), each stage involves concept and task analysis.

Through concept and task analysis, teachers gain insight into the detailed nature of the concept and task to be learned and are better prepared to create a classroom environment that would facilitate students' meaningful learning. It also helps teachers in identifying students' prerequisite knowledge needed for learning new material. The concept and task analysis during lesson planning also provide teachers an opportunity to predict the kinds of misconceptions that students might have. Through planning examples that address misconceptions, teachers can establish conditions for students to rethink and consider their alternative conceptions.

Panasuk andTodd (2005) used The Four Stages of Lesson Planning (FSLP) strategy as an intervention to assist middle school teachers in the designing of their lesson plans. Their research showed that the lesson plans developed with the reference to the FSLP strategy revealed a higher degree of lesson coherence.

Empirical Review

This section takes a look at studies conducted by other researchers which are related to the problem under investigation in this study. It critically considered works conducted in the area of knowledge of content and pedagogy, setting instructional outcomes, knowledge of resources, pre-service teachers designing coherent instruction, and pre-service teachers designing student assessment. These studies were reviewed to help fill the gap.

Studies on Pedagogical Content Knowledge

Nilsson (2009), conducted a study on from lesson plan to new comprehension: exploring student teachers' pedagogical reasoning in learning about teaching. This study was based on an exploration of how student teachers learn about the issues and concerns that shape their professional learning. Shulman's process of pedagogical reasoning and action was used as a conceptual framework to systematically explain different critical incidents that student teachers experienced and then apply it as an analytic framework for developing deeper understandings of the complex task of learning to teach primary science. Primary science student teacher participants (n = 22) were stimulated to reflect upon critical incidents to facilitate identifying their teaching concerns and teaching needs. The results indicate that by helping student teachers to focus on critical incidents in their learning to teach, they come to question their practice more deeply and through such reflection, gain new insights into teaching as being problematic.

Ruys, Keer, and Aelterman (2012) also examined pre-service teachers' lesson plans and indicate that lesson planning is an important aspect of the professionalization of teachers. They analyze the lesson plans of second-year

pre-service teachers and report that pre-service teachers are quite successful in designing appropriate learning tasks and developing adequate learning materials. Their weaknesses include writing social objectives, rules, and agreements for collaborative work.

Jones, Jones, &Vermette (2011) were able to identify specific challenges pre-service teachers face in planning. The "pitfalls" or challenges indicate that pre-service teacher planning is hindered by their lack of knowledge or lack of effective use of basic planning strategies, such as articulating objectives. and using formative and summative assessments. The learning objective is unclear. The candidates tried to cover too much in the lesson and/or the lesson lacked a clear goal for student learning. The candidates do not create an assessment of student understanding, or the assessment is completed outside of class. Many candidates failed to conduct summative assessments of student learning, often because they felt pressed for time.

The findings on "planning pitfalls" are augmented by the work of Gafoor & Farooque (2010), who suggests that challenges can also vary by discipline. These researchers surveyed 74 pre-service teachers to learn what challenges they faced when planning lessons. Choosing from a list of ten items, respondents indicated that the top three challenges they faced were choosing a learning experience appropriate for the learners (51%); deciding how to allot time within the lesson (46%), and identifying or creating suitable learning aides (44%). Interestingly, 81% of English education respondents ranked "identifying instructional objectives" as one of their biggest challenges; no other discipline ranked this nearly as high. Math education

respondents had a much harder time choosing appropriate learning experiences and learning aides (100% said this was a challenge), whereas only 38% of English majors felt it was difficult to choose or design learning aides. The timing was a major concern for interns in most disciplines but was ranked as the biggest concern for biology (70%) and social studies candidates (50%). This study indicates that subject-specific content and pedagogies also shape planning practices.

In a study conducted by Manyarara (2012) on Lesson Planning for Effectiveness in Zimbabwe, many pre-service teachers were found to be clear on the path to becoming effective teachers but a sizeable portion, about 20-25%, were thought to be experiencing problems. In their planning of lessons, a wide range and variety of problems were noted. These include a lack of real appreciation of the need to plan lessons, lack of the understanding that to be effective teachers they had to deploy different pedagogic approaches to meet the learning needs of the subject, inability to address lesson objectives and to match the maturity and social milieu of the learners in their care.

In a study conducted by Tantoy and Gemstar Jr. (2015) on Teaching Skills of Pre-service Teachers: Basis for Mentoring Initiatives. The study utilized the triangulation approach of descriptive research in determining the teaching skills of elementary pre-service teachers of Bukidnon State University during their in-campus practice teaching. It also determined whether the actual teaching experiences of pre-service teachers were effective in developing and improving said teaching skills. Sample pre-service teaching evaluation forms were collected from supervising instructors, computed, compared, and analyzed within and across areas of teaching skills. The results

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revealed that even during their first actual teaching exposures, pre-service teachers had already shown teacher personalities and lesson planning skills but were deficient in other areas, namely; classroom management, teaching methods, content knowledge, and questioning skills. These weak areas greatly improved during the next grade level assignment of the participants while their best entry skills were the least developed. It can be gleaned from the results that actual teaching experiences are indeed very useful in training future teachers and therefore must be given maximum attention by teacher-training institutions. These findings would help the college faculty and supervising instructors plan out more relevant interventions to maximize learning among education graduates. Further studies on the topic using a more comprehensive research instrument, methodology, and scope were also recommended.

Moreover, the study of Triastuti (2020), her study aimed to assess pre-service teachers' knowledge base of teaching and the extent they perceive and reflect its implementation in a microteaching course. Employing a mixed-methods design, the study involved pre-service teachers in a state university in the Special Territory of Yogyakarta. The quantitative data were collected from a test on the pre-service teachers' understanding of teacher knowledge base of teaching and a survey of their perceptions towards the implementation of the teacher knowledge base of teaching in their microteaching practices. The qualitative data were gathered from the pre-service teachers' reflections. The findings showed that despite the overall good test score average of the pre-service teachers' knowledge base of teaching and the generally positive self-rating perceptions, the pre-service teachers' limited and descriptive reflections

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did not sufficiently depict their actual implementation of the teacher knowledge base of teaching in their microteaching practices.

Most studies related to Pedagogical Content Knowledge used a qualitative approach but Abell (2008) criticized this situation and suggested the use of a mixed design or quantitative approach for the contribution to the related literature. Moreover, Abell stated the need for studies that compare PCK of pre-service and experienced teachers as well as experienced and novice teacher

Studies on Setting Instructional Outcomes

The purpose of the Gülten (2012) study was to explore the first lesson planning experience of the teacher trainees' and identify their reactions. The participants of the study were 150 second-year teacher trainees studying at the English Language Teaching (ELT) department at Uludağ University, Turkey. The data was collected using examining the lesson plans of the teacher trainees and the analysis of their comments. It was determined that lesson planning experience has a positive impact on the teacher trainees and it enables them to feel like real teachers. However, the results emphasize that when planning, teacher trainees face problems like formulating objectives and selecting appropriate activities for certain stages. The main challenges include teacher trainees' hesitations about the process, timing difficulties, problems in sequencing and selecting activities, providing effective transitions, and finding sources.

Also in a study conducted by Abocejo (2018), the study examined the lesson planning competence of English major sophomore university students enrolled in a government higher education institution in Cebu City,

Philippines. A descriptive survey research design was employed utilizing primary and secondary data gathered from the study respondents and online peer-reviewed research journals. Data analysis included assessing the strength, weaknesses, and extent of lesson planning competencies as well as lesson planning outcomes. The study was anchored on the experiential learning theory (ELT) which contends that experience plays a central role during the holistic adaptive process of learning. ELT merges experience, perception, cognition, and behavior. As a process, ELT considers learning as knowledge creation through the transformation of experience. Findings revealed that common lesson planning pitfalls include limited teacher experience and access to instructional materials, poor students' interests; less spontaneity in the classroom, limited freedom, teacher's struggle upon starting a lesson, and assessment not matching the learning objectives which often confuses the pre-service teachers. University sophomore students manifested strength towards lesson planning competence with very high capability to construct an effective lesson plan. The study also found out that lesson planning competencies are highly useful for pre-service teachers in developing their potentials. In conclusion, exposure to improving instructional planning helps sophomore students recognize opportunities towards developing strategies that enable them to overcome challenging situations in the teaching practice. Moreover, becoming aware of the challenges toward lesson planning allows sophomore students to be prepared for their tasks in the actual setting. A well-executed lesson plan brings about competent teachers who become effective and efficient educators. It was recommended that lesson planning activities should partake through a series of analyses commencing from instructional planning.

Studies on Knowledge in Teaching Resources

In a study carried out by Agbolosu (2013) at Kwadaso Agricultural College (KAC) in the Kwadaso Sub-Metropolitan Assembly of the Kumasi Metropolis. The research was conducted within the periods of September 2010 and July 2011. The main reason for the study was to arouse the participation level and interest of first-year students offering a Diploma in Agricultural Extension Programme in KAC to improve their performance through the use of participatory methods of teaching and the effective use of teaching and learning materials. The type of research design used for this study is action research. This type of research design was used to help not only the researcher but also teachers to improve their understanding of teaching and learning. The researcher used data collection instruments such as observation, interview, questionnaire, class exercise, assignments, and tests to collect data from the targeted group.

The findings of the study indicated that the student's participation in class was poor and had low interest in the course and as a result did not perform well. The data collected were analyzed using simple quantitative and qualitative descriptions and were presented in graphs, tables, and charts. The researcher concluded from the findings that, students' poor participation in class and low level of interest was a result of the teaching methods used by their teachers and how teaching and learning materials were used in teaching students. However, the participatory method of teaching accompanied by motivation and effective use of the teaching and learning materials caused a drastic in students performance and improved their interest in studying Information and Communication Technology (ICT).

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In a study by Batugal (2019), the study examined the challenges and Preparedness of Pre-Service Teachers in a Globally Competitive Work Force. This study explored the pre-service teaching performance of the students of St. Paul University Philippines. To achieve this purpose, data were obtained using a tool in evaluating classroom instruction among student-teachers. Data were analyzed using weighted mean and T-test for independent samples. The pre-service teachers' performance was categorized into three areas namely; as a teacher, handling students' class participation, and other observations related to teaching. Results revealed that the performance of the pre-service teachers was generally Very Good. However, their choice and expression of words, ability to answer questions, the ability to connect the material to the broader aspect of the subject, and their technique in asking questions were rated as Good. T-test results reveal that there is no significant difference in the teaching performance of the pre-service teachers when grouped according to gender and program of study. The research was also guided by an open-ended question to identify the weaknesses of the pre-service teachers. The weaknesses were identified such as the art of questioning, the use of creative slide presentations, introducing reinforcement activities, and handling students' misbehavior. The result of this study will be a basis for introducing initiatives to improve the Teacher Education Program to lead pre-service teachers to become globally competent.

Studies on designing a Coherent Instruction

Historically, one of the central concerns that have plagued the field of teacher education is the observation that fragmentation characterizes the experience of learning to teach. Too often, university-based teacher education

programs consist of a set of disconnected individual courses; separate clinical work from coursework; and lack vision of teaching and learning. Therefore, some teacher educators have argued that creating structurally and conceptually coherent programs will result in more powerful learning for prospective teachers. Yet, although empirical work on such programs is growing, there is little research on the nature of coherence and on how it might develop. To that end, this article documents one teacher education program's efforts to become more coherent, focusing on how the program tries to become more coherent and on the challenges of coherence. The article concludes with implications for teacher education program design and evaluation, with a focus on the power, complexity, and problems of coherence.

In the study by Grove (2014), on planning during the internship: A study of the Planning Practices of Pre-service English Teachers. This collective case study investigated the planning practices of six English education interns during the full-time internship, including planning for Teaching Practice. Research and professional standards emphasize the importance of planning, as it undergirds every aspect of what happens in a classroom. By understanding how interns learn to plan, teacher educators can better facilitate interns' development of planning skills. Using activity theory as a theoretical framework, this study describes how interns' planning practices changed for the internship and identifies factors that influenced changes. Data sources included lesson plans, interviews with interns, and mentors. Findings showed most interns did not write detailed daily plans, but those who did experienced planning and teaching struggles. Communication and feedback from the mentor were major factors in creating successful plans

and planning routines. Three of the interns began writing more detailed plans to improve their teaching, motivated by a desire to be more organized and effective. All interns wrote detailed, formal plans for teaching practice and these plans included elements that were not part of typically written plans, such as differentiation and formative assessment. Other areas of change included increased planning for scaffolding and addressing students' confusion. Graduate interns expressed increased confidence in planning student-centered lessons. Factors that influenced such changes included experience, mentor guidance, and support from a methods course. Interns also drew on their increasing knowledge of students and district curriculum to plan relevant lessons. Interns consistently planned at the whole-class level, with little evidence of planning for individual learning. This study has implications for teacher educators aiming to strengthen candidates' planning practices. Programs must facilitate proactive mentoring and structured co-planning. Pre-service coursework should help candidates integrate student-centered pedagogy, formative assessment, and differentiation into lesson plans. The impact of internship length and undergraduate vs. graduate program structures must be investigated further. Finally, this study indicates that planning for teaching practice was educative for interns. This, along with other findings, suggests that more formal planning can improve intern learning and program coherence.

Studies on Student Assessment

In the study conducted by Simon (2010), the study described pre-service teachers' thinking about assessment issues, the theories that underlie their thinking, and how it evolves as a result of using an introspective critical

approach called the objective knowledge growth framework. The framework combines the diary and the think-aloud protocol and brings pre-service teachers to identify initial assessment problems, propose tentative solutions, and challenge their solutions. Thirty-one (31) pre-service teachers took part in this study and received a one-hour workshop on the use of the introspective approach to solving their self-identified assessment issues. Brookhart's 'Tensions in Classroom Assessment Theory and Practice' framework was then used to explore the theories at play when pre-service teachers go through their problem-solving processes. The participants identified group work, test failure, accommodation, fairness, multiple assessment opportunities, and academic enablers as key areas of concern. Particularly notable in the study, was the greater importance attached by the pre-service teachers to assessment for classroom management, student motivation, and social justice purposes than to support learning. The analysis of these concerns using Brookhart's framework and of the reasoning about them suggests that the intersection of measurement, psychological, and social theories continues to impact the decision-making process regarding assessment.

Moreover, increasing research on perceptions regarding assessment practices in the classroom with the advent of standards-based education reform has been typically focused on practicing teachers and has used traditional research means. For example, Wiliam (2006) established specific conditions needed to successfully apply formative assessment. While also investigating formative assessment practices in science education, Cowie and Bell (1999) offered a dual cycle of planned and spontaneous interaction model of assessment. McMillan (2010) further developed the concept of fairness in

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classroom assessment whereas Torrance and Pryor (2001) studied the social nature of assessment and power relationships. Studies by Harris and Brown (2008) on teachers' concepts of student and teacher accountability and by Sauve Johnson (2001), on teachers' awareness of assessing targeted standards and criteria, were among the few to use introspective approaches to specifically investigate practicing teachers' thinking about assessment. Such research led to the production of partial assessment theories and frameworks that have been used to structure courses on assessment in teacher development programs. A few studies have reported results of surveys of pre-service teachers' literacy levels regarding assessment.

Childs and Lawson (2003) for example found that teacher candidates generally held negative opinions regarding large-scale assessments. Volante and Fazio (2007) observed that teacher candidates offered summative assessment as the main purpose of assessment and preferred observation techniques of assessment. Finally, Graham (2005) used interviews to look at how the assessment theories of pre-service teachers changed in a mentored environment. Overall, her study uncovered five categories of concerns pre-service teachers have regarding classroom assessment: a) designing learning goals, b) rubrics, grading and fairness, c) grading and motivation, d) assessment validity

Jones, Jones, and Vermette (2011), also were able to identify specific challenges pre-service teachers face in planning. The "pitfalls" or challenges indicate that the pre-service teacher did not create an assessment of student understanding, or the assessment is completed outside of class. Many pre-service teachers failed to conduct summative assessments of student learning,

often because they felt pressed for time. Also in a study conducted by Abocejo (2018), the study examined the lesson planning competence of English major sophomore university students enrolled in a government higher education institution in Cebu City, Philippines. A descriptive survey research design was employed utilizing primary and secondary data gathered from the study respondents and online peer-reviewed research journals. Data analysis included assessing the strength, weaknesses, and extent of lesson planning competencies as well as lesson planning outcomes. The study was anchored on the experiential learning theory (ELT) which contends that experience plays a central role during the holistic adaptive process of learning. ELT merges experience, perception, cognition, and behavior. As a process, ELT considers learning as knowledge creation through the transformation of experience. Findings revealed that common lesson planning pitfalls included assessment not matching the learning objectives which often confuses the pre-service teachers.

Chapter Summary

The emphasis of lesson planning competence in the teaching-learning context includes everything the teacher does before the actual class teaching. The Lesson Planning competence is supported by the 2013 Charlotte Danielson Framework for Teaching which focused on domain 1 which is Planning and Preparation. Even though Lesson Planning is an important process in teacher trainees' gaining experience since it forces them to reflect on what to teach, how to teach, and how to evaluate (Yıldırım, 2003). On the other hand, lesson planning is demanding and it is seen that pre-service teachers have great challenges within this process such as determining the

objectives of a lesson and selecting and organizing activities that will be appropriate to both students' level and interests. Pre-service teachers suffer from the same problem and research results indicate the fact that most of the beginning teachers do not arrive in school by having been taught how to plan their lesson well at the university (Mutton, Hagger and Burn, 2011).

CHAPTER THREE

RESEARCH METHODS

Overview

This chapter deals with the study design. It explains the rationale for the choice of study design. Additionally, it describes the Population, Census, Study Data, Data collection procedures, and Data processing and analysis.

Research Design

Pragmatism research philosophy was the foundation for this study since the research strategy was qualitative and quantitative (Collis & Hussey 2009). Convergent parallel design, a mixed-method design was used to obtain data from pre-service Management teachers at the University of Cape Coast. The study used this research design to get an in-depth understanding of the topic. In a convergent parallel design, data is collected and analyzed in the two independent strands of quantitative and qualitative data at the same time. This is done to prioritize the methods equally; keep the data independent; mix the results during the overall interpretation and try to look out for convergence, divergence, contradictions, or relationships of the two sources of data. The research process can be symbolized as qualitative and quantitative (QUAL+QUAN; Morse, 1991).

A convergent parallel design entails that the researcher concurrently conducts the quantitative and qualitative elements in the same phase of the research process, weighs the methods equally, analyzes the two components independently, and interprets the results together (Demir and Pismek 2018).

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It is worth noting that, the quantitative data which provides insight into pre-service management teachers' behaviour in teaching practicum was used after pre-service management teachers had been assessed by their supervisors' whiles teaching, whereas the qualitative data which provided insights into their individual learning experiences with lesson plan preparation during teaching practicum was used when lesson notes that had been vetted by supervisors were critiqued through content analysis.

With the purpose of corroboration and validation, the researcher aimed to triangulate the methods by directly comparing the quantitative statistical results and qualitative findings. In the research process, two datasets were obtained, analyzed separately, and compared.

This research design is efficient where both types of data are collected during one phase of the research at roughly the same time. Each type of data can be collected and analyzed separately and independently using the techniques traditionally associated with each data type.

Although this design is the most popular mixed-methods design, it is also probably the most challenging of the major types of designs. Here are some of the challenges facing researchers using the convergent design as well as options for addressing them: Much effort and expertise are required, particularly because of the concurrent data collection and the fact that equal weight is usually given to each data type. This can be addressed by forming a research team that includes members who have quantitative and qualitative expertise, by including researchers who have quantitative and qualitative expertise on graduate committees, or by training single researchers in both quantitative and qualitative research.

Population

The population for the study was Level 300 pre-service Management teachers of the 2018/ 2019 academic year at the University of Cape Coast. The Level 300 pre-service Management teachers were considered because they had gone through On-Campus teaching practice. Also, the Level 400 pre-service Management teachers were excluded because they were busily working on their final year project work as well as preparing for their exit at the time the study was conducted. According to the Student Records Management Information System (SRMIS, 2019) Unit of the University of Cape Coast, the level 300 pre-service Management teachers were One Hundred and Twenty (120) in number for the 2018/2019 academic year.

Census Study

The Census method was used for the study. A census study occurs if the entire population is very small or it is reasonable to include the entire population. It is called a census study because data is gathered on every member of the population. The major advantage is that you can actually use descriptive statistics rather than predictive statistics and truly know what is going on with that population as stated by Damico (2016). In this study, all level 300 pre-service Management teachers from the Department of Business and Social Sciences Education (DOBSEE) of the 2018/2019 academic year at the University of Cape Coast were used for the study. The census included pre-service Management teachers who had undergone On-Campus teaching practice in the 2018/2019 academic year.

Study Data

Secondary data was used for the study. Secondary data is data that has been collected by individuals or agencies for purposes other than those of our particular research study. Also, it is far cheaper to collect secondary data than to obtain primary data. The time involved in searching secondary sources is much less than needed to complete primary data collection. Moreover, for the same level of research budget, a thorough examination of secondary sources can yield a great deal more information than can be had through a primary data collection exercise. Secondary sources of information can yield more accurate data than those obtained through primary research. This is not always true but where a government or international agency has undertaken a large-scale survey or even a census, this is likely to yield more accurate results than custom-designed and executed surveys when these are based on relatively small sample sizes. (Dillon et.al 1994)

Data for this study was sourced from vetted Lesson notes of pre-service Management teachers who had undergone On-Campus Teaching Practice for the 2018/2019 academic year and results from the Teaching Practice Assessment Form A. Data collection for quantitative data was sourced from the results of the Assessment Form A sheet from the Centre for Teacher Professional Development (CTPD) at the University of Cape Coast. Data for qualitative data was in the form of vetted lesson notes from Pre-service Management teachers who had undergone On-Campus Teaching Practice for the 2018/2019 academic year.

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Data Collection Procedure

After ethical clearance with ID: **UCCIRB/CES/2019/15** was granted by the Institutional Review Board from the University of Cape Coast, an introductory letter was sought from the Head of Department, Department of Business and Social Sciences Education (DOBSSE) to seek permission from the Centre for Teacher Professional Development (CTPD) for the collection on data in the form of vetted Lesson Notes and results from the Teaching Practice Assessment Form A of Bachelor of Education Management students who had embarked on On-Campus Teaching Practice in the 2018/2019 academic year.

In the collection of qualitative data from the pre-service Management teachers, two photocopies of their lesson plans were done from the 120 pre-service teachers. Also with the quantitative data, their assessment form A sheet was taken, areas on the sheet required based on the research questions were coded and grouped. An average of two of their results was taken with the help of a research assistant from the Centre for Teacher Professional Development (CTPD). The collection of data began on 7th August 2019 and ended on 10th September 2019 within twenty (20) working days.

Data Processing and Analysis

To address the research questions, the data that was obtained was filtered to remove any information that was not relevant to the study. Data processing and analysis for this study were done quantitatively and qualitatively.

The quantitative data were analyzed using SPSS. SPSS is short for Statistical Package for the Social Sciences and it is used by various kinds of researchers for complex statistical data analysis. This gives the researcher more time to do what is best and identify trends, develop predictive models, and draw informed conclusions (Foley 2018).

Data was first coded, items based on the research questions were grouped and the average of their results was obtained. A combination of mean and standard deviation was used to analyze the data to provide results.

Research question one sought to find out the competence of pre-service Management teachers in the knowledge of content and pedagogy. It was measured based on the scores allocated to the subject and pedagogical knowledge, introduction to the lesson, summaries of core points, and mastery of subject matter items on the Assessment form A used for Teaching Practice at the University of Cape Coast by Supervisors.

The data was measured on a five-point Likert scale and coded as 5 (very good), 4 (Good), 3 (Satisfactory), 2 (Unsatisfactory), and 1 (Poor). It was then analyzed using mean. The mean was used to compare students' scores with a Standard Score (SS) of 3.0 and above from the Assessment form A. A mean value above 3.0 indicated that pre-service Management teachers are competent in Content and Pedagogy and a mean below 3.0 indicated that pre-service Management teachers are not competent in content and pedagogy.

Research question two focused on pre-service management teachers' competence in setting instructional outcomes. It was measured based on the score allocated to the Objective item on the Teaching Practice Assessment Form A from the University of Cape Coast by the Supervisors. It was also

measured on a five-point Likert scale same as research question one. Again, it was analyzed using mean, a mean value of 3.0, and above indicated that pre-service Management teachers are competent in setting instructional outcomes and a mean value below 3.0 indicated that pre-service teachers are not competent in setting instructional outcomes.

Research question three focused on pre-service management teachers' competence in their knowledge in resources during teaching which was based on the score allocated to the use of Teaching and learning resources items of the Teaching Practice Assessment Form A by Supervisors. It was also measured on a five-point Likert scale same as the first two research questions. Data were analyzed using the mean. A mean value above 3.0 indicated that pre-service Management teachers are competent in knowledge of resources during teaching and a mean below 3.0 indicated that pre-service Management teachers are not competent in knowledge of resources.

Research question four also focused on pre-service management teachers' competence in designing a coherent instruction which was based on the scores allocated to Presentation of teaching and learning activities, Use of Chalkboard, Use of teaching-learning resources, and Communication/ Use of Language items on the Teaching Practice Assessment Form A from the University of Cape Coast by Supervisors. It was also measured on a five-point Likert scale same as the first two research questions. Data were analyzed using the mean. A mean above 3.0 indicated that pre-service Management teachers are competent in designing coherent instruction and a mean below 3.0 indicated that pre-service students are not competent in designing coherent instruction.

Research question five focused on pre-service teachers' competence in student assessment which was as seen on the score allocated to Recordkeeping in the lesson note item on the Teaching Practice Assessment Form A from the University of Cape Coast by Supervisors. It was also measured on a five-point Likert scale same as the other research questions. Data were analyzed using the mean. A mean above 3.0 indicated that pre-service Management teachers are competent in knowledge of student assessment and a mean below 3.0 indicated that pre-service Management students are not competent in student assessment.

The qualitative data were analyzed using content analysis and the Danielson Framework (2013) as a yardstick.Content analysis is a research method used to identify patterns in recorded communication. To conduct content analysis, systematically collect data from a set of texts, which can be written, oral, or visual. For example, from books, newspapers, magazines, speeches interviews, web content, social media post, photographs, and films. Content analysis can be both quantitative that is focuses on counting and measuring and qualitative that is focused on interpreting and understanding. In both types, categorize words, themes, and concepts within the texts and then analyze the results (Luo 2019).

In analyzing research question one which sought to find out the competence of pre-service Management teachers in the knowledge of content and pedagogy, their vetted lesson plans were critiqued alongside the requirements from the teaching practice assessment form A sheet in the areas of the subject and pedagogical knowledge, introduction to the lesson, summaries of core points and mastery of subject matter items on the

Assessment form A. Pre-service Management teachers who met the requirements as stipulated in the assessment form A were deemed competent whiles those who did not meet the requirements were deemed not competent in knowledge of content and pedagogy in lesson planning.

Research question two focused on pre-service management teachers' competence in setting instructional outcomes in lesson planning. It was also analyzed by examining the vetted lesson plans with the assessment form A being the standard for the content analysis. The requirements with the objective item on the Assessment form A were the focus. Pre-service Management teachers who met the requirements as stipulated in assessment form A were deemed competent whiles those who did not meet the requirements were deemed not competent in setting instructional outcomes in their lesson planning.

Research question three focused on pre-service management teachers' competence in their knowledge of resources in lesson planning. It was analyzed based on the score allocated to the use of the Teaching and Learning Resources item of the Teaching Practice Assessment Form A by Supervisors. Pre-service Management teachers who met the requirements as stipulated in assessment form A were deemed competent whiles those who did not meet the requirements were deemed not competent in their knowledge in resources in their lesson planning.

Research question four also focused on pre-service management teachers' competence in designing coherent instruction in lesson planning. The analysis was done based on the scores allocated to the Presentation of teaching and learning activities, Use of Chalkboard, Use of teaching-learning resources,

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and Communication/ Use of Language items on the Teaching Practice Assessment Form A from the University of Cape Coast by Supervisors. Pre-service Management teachers who met the requirements as stipulated in assessment form A were deemed competent whiles those who did not meet the requirements were deemed not competent in designing coherent instruction.

Research question five focused on pre-service teachers' competence in student assessment which was as seen on the score allocated to Recordkeeping in the lesson note item on the Teaching Practice Assessment Form A from the University of Cape Coast by Supervisors. Pre-service Management teachers who met the requirements as stipulated in assessment form A were deemed competent whiles those who did not meet the requirements were deemed not competent in student assessment.

Table 1- *Summary of Data Analysis*

Research Question	Data Analysis
1. What is the competence of pre-service Management teachers in the knowledge of content and pedagogy?	Mean, Content analysis
2. What is the competence of pre-service Management teachers in setting instructional outcomes?	Mean and Content analysis
3. What is the competence of pre-service management teachers in the knowledge of resources?	Mean and Content analysis
4. What is the competence of pre-service management teachers in designing a coherent instruction	Mean and Content analysis
5. What is the competence of pre-service management teachers in designing student assessments?	Mean and Content analysis.

Chapter Summary

Pragmatism research philosophy was the foundation for this study since the research strategy was qualitative and quantitative. The convergent parallel design was adopted to study pre-service Management students' competence in lesson planning with a population of 120. The Census method was used for the study. Descriptive statistics, specifically mean was used to analyze the quantitative data and content analysis was used to analyze the qualitative data for all the five research questions.

CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

This chapter presents the results of the fieldwork and the discussion to determine the implication of the data on pre-service Management teachers' competence in preparing an effective lesson plan in teaching practicum at the University of Cape Coast. The discussions are presented with headings reflecting the research questions being addressed. This section considers pre-service Management teachers' competence in; knowledge of content and pedagogy, setting instructional outcomes, knowledge in resources, designing a coherent instruction, and knowledge in student assessment.

A valid data of 120 respondents was used and it included all level 300 pre-service Management teachers who had undergone On-Campus teaching practice in the 2018/2019 academic year.

Presentation and Discussion of Results

This section presents the main results to the research questions that guided the study. The result of each research question is presented in a table followed by a discussion of the results. Quantitative data on the research questions were collected on a five-point Likert scale (Very Good (5), Good(4), Satisfactory(3), Unsatisfactory(2), and Poor(1)) and qualitative data based on quantitative and qualitative content analysis. Thereafter, quantitative data on research questions were analyzed through mean and standard deviation. Any mean below 3.0 was interpreted as the pre-service teacher having

possessed *unsatisfactory* and *poor* competence in preparing an effective lesson plan and any mean of 3.0 and above was seen as the pre-service teacher having possessed *satisfactory, good,* and *very good* competence in preparing an effective lesson plan.

Pre-service Management teachers' competence in knowledge of content and pedagogy

Research Question One: What is the competence of Pre-service Management teachers in the knowledge of content and pedagogy?

The essence of this research question was to determine whether-service Management teachers possessed competence in knowledge of content and pedagogy in lesson planning or, not during teaching practicum at the University of Cape Coast. To address this research question, pre-service Management teachers were examined in the areas of the subject and pedagogical knowledge, introduction to the lesson, summaries of core points, and mastery of subject matter as directed by the Danielson Framework for Teaching. The results obtained are summarized in Table 1.

Table 2- *Pre-Service Management Teachers' Competence In Knowledge of Content And Pedagogy.*

Areas	*M*
Summary of core points	3.80
Subject and Pedagogical Knowledge	3.70
Mastery of Subject Matter	3.83
Lesson Introduction	3.53
Mean of Means/Average SD	3.70

Scale :*M > 3.0* (competent) ; *M* < 3.0 (not competent)

Source: Field Data, 2019

Results from Table 2, with an overall test score above 3.0 indicated that Pre-service Management teachers possessed competence in knowledge of content and pedagogy to Summary of Core Points, Subject and Pedagogical Knowledge, Mastery of Subject Matter, and Lesson Introduction. The results from the data meant that Pre-service teachers were able to summarize core points for all activities (Mean =3.80), clarifying of main skills and concepts which were related to lesson objectives. Also, a mean of 3.70 for the subject and pedagogical knowledge implied that Pre-service teachers' subject knowledge was logical, linked to objectives, and provided activities to engage students.

With Mastery of subject knowledge having a mean of 3.8, it also meant pre-service teachers exhibited command of subject matter; gave precise information; exuded confidence, cited lots of examples that were related to the content of students' experiences. Lesson Introduction (3.53) means pre-service teachers introduced the lesson by reviewing Relevant Previous Knowledge linking it up with the new topic to stimulate interest and sharing lesson objectives with the students. This finding is grounded in literature as Triastuti (2020) found that pre-service teachers had a good overall test score average of the knowledge base in teaching.

However, 100 (83%) photocopies of the lesson plans examined were seen not sufficiently depicting the requirement for good pedagogical content knowledge when matched with a summary of core points, subject, and pedagogical knowledge, mastery of subject matter, and introduction to the lesson. Evidence gathered from Lesson Introduction in their lesson plans is presented as follows:

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The teacher begins the lesson by narrating a story about his brother. He then asks the students to describe how his brother looks like. The teacher then reviews the students' previous knowledge. Adding to that,

Another pre-service Management teacher in her introduction wrote: to introduce the lesson, the teacher invites a resource, Mr. Mensah, a staff of Ghana Revenue Authority to read the total amount of taxes generated per region. The teacher then reviews previous knowledge.

From the evidence above, the pre-service Management teacher's introduction was not appropriate since it did not relate to reviewing students' relevant previous knowledge and linking it up with the topic for the lesson. Also, in using a resource person, the teacher must first review relevant previous knowledge.

Some remarks made under the summary of core points in the lesson plan are seen as follows :

A pre-service Management teacher wrote a core point about the business society which were not related to the lesson objectives of Business and its Environment. Here, the pre-service teacher's summary of core points for all the activities was not related to the main concepts and also to the lesson objectives.

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It is observed that quantitative analysis shows that pre-service Management teachers have high competence in pedagogical content knowledge in lesson planning with a Means of means of 3.70.

However, from the qualitative analysis with the Danielson Framework (2013) as a yardstick, it was found out that pre-service management teachers have low competence in pedagogical content knowledge in lesson planning. Therefore it can be seen that there is a divergence in the results.

This finding is well-grounded in literature as writers such as Manyarara (2018) indicated that pre-service teachers lack the understanding in deploying different pedagogic approaches to meet the learning needs of the subject and inability to address lesson objectives. Pinamang and Penrose(2017) in their study found that pre-service teachers had a high competence knowledge but low level of competence in pedagogical content in lesson planning. Moreover, Triastuti (2020), found that despite the overall good test score average of the pre-service teachers' knowledge base of teaching and the generally positive self-rating perceptions, the pre-service teachers' limited and descriptive reflections did not sufficiently depict their actual implementation of the teacher knowledge base of teaching in their microteaching practices. This implies that pre-service Management teachers were not able to develop pedagogical content knowledge in their actual implementation in the lesson planning. Also, it applies that lecturers did not achieve the objective of pre-service teachers grasping the skill of pedagogical content knowledge during the Methods of the Teaching course. Few studies (Buang,2010) had a different finding that pre-service teachers were able to develop Pedagogical Content Knowledge.

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Pre-service Management teachers' competence in Setting Instructional Outcomes.

Research question 2: What is the competence of Pre-service Management Teachers in Setting Instructional Outcomes?

The importance of this research question was to determine whether Pre-service Management teachers are competent or not in setting instructional outcomes in Lesson Planning during Teaching Practicum at the University of Cape Coast. To address this research question, pre-service Management teachers were examined in the areas of Lesson objectives from the Assessment Form A sheet of the University of Cape Coast to the scores obtained.

A mean below 3.0 indicated that pre-service Management teachers possessed *satisfactory* and *poor* competence in setting instructional outcomes and any mean of 3.0 and above was seen as pre-service teachers having possessed *satisfactory*, *good*, and *very good* competence in setting instructional outcomes.

Table 3 - *Pre-service Management teachers' competencies in setting instructional outcomes*

Areas	Mean	SD
Lesson Objectives	3.808	.47271

Scale : *M > 3.0* (competent) ; *M < 3.0* (not competent)

Source: Field Data, 2019

From table 3, the results obtained indicate that Pre-service Management teachers possessed competence in setting instructional outcomes to lesson objectives with a mean of 3.8. The result with a mean of 3.8 implied

that pre-service Management teachers stated specific, relevant, measurable, and achievable objectives that are linked to classroom activities.

On the other hand, from the qualitative and quantitative content analysis, it was observed that out of the 120 vetted lesson notes critiqued, 93(77.5%) photocopies examined were seen not sufficiently depicting the requirement for setting instructional outcomes. Evidence gathered from their lesson plans is presented as follows :

For example, a Pre-service Management teacher wrote: *By the end of the lesson the student will be able to; explain the sources of Government Revenue to the country.* Another pre-service Management teacher also wrote that

By the end of the lesson, the student will be able to identify the roles of a manager in a Business. Also, a pre-service Management teacher wrote, *By the end of the lesson, the student will be able to identify business stakeholders* as lesson objectives just to mention a few. Appropriately, based on the criteria on the Teaching Practice Assessment A, the teacher must state-specific, relevant, measurable, and achievable objectives that are linked to classroom activities.

It is observed that quantitative analysis shows that pre-service Management teachers have high competence in setting instructional outcomes in lesson planning with a Means of means of 3.80.

However, from the qualitative analysis with the Danielson Framework (2013) as a yardstick, it was found out that pre-service management teachers have low competence in setting instructional outcomes in lesson planning. Therefore it can be seen that there is a divergence in the results.

This finding is well-grounded in literature as Gaffor and Umerfarooque (2010) in their study found that pre-service teachers have challenges in

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specifying instructional outcomes during lesson planning. Also, Jones and Vermette (2011) in their study were able to identify specific challenges pre-service teachers face in planning. The challenges indicated that pre-service teachers' planning is hindered by a lacked effective use of basic planning strategies, such as articulating lesson objectives. Furthermore, Manyarara (2012) indicated that pre-service teachers cannot address lesson objectives in their lesson plans. Moreover, Gülten, A. Z. (2013) found in their study that pre-service teachers demonstrated weaknesses in writing their objectives when planning their lessons. This implies that pre-service Management teachers are not able to achieve their lesson objectives during teaching practicum making them not competent in their lesson planning.

Pre-service Management teacher's competence in knowledge of teaching resources.

Research question 3: What is the competence of pre-service Management teachers in the knowledge of resources?

The significance of this research question was to determine whether pre-service Management teachers possessed competence or not in knowledge of resources in lesson planning during teaching practicum at the University of Cape Coast. To address this research question, pre-service Management teachers were examined in the area of use of Teaching and Learning Resources from the Assessment Form A sheet of the University of Cape Coast. A mean below 3.0 indicated that pre-service Management teachers did not possess the requisite competence in knowledge of resources and a mean of 3.0 and above indicated that pre-service Management teachers possessed the

required competence in knowledge of appropriate use of teaching and learning resources in teaching.

Table 4-*Pre-service Management competencies in the knowledge of teaching resources*

Areas	Mean	SD
TLRs	3.53	.51748

Scale :*M > 3.0* (competent) ; *M* < 3.0 (not competent)

Source: Field Data, 2019

 The results obtained from Table 4 indicated that with an average test score above 3.0 , pre-service Management possessed the competence in knowledge of the use of resources in teaching with a mean of 3.53. This implies that pre-service Management teachers stated appropriate and varied Teaching and Learning Materials and indicated when to use them at suitable stages of the lesson.

 From the qualitative and quantitative content analysis, it was observed that out of the 120 vetted lesson notes critiqued, 112(93%) of the vetted lesson plans were seen to be sufficiently depicting the requirement for knowledge in teaching resources when matched with Teaching and Learning Resources item in the Assessment form A sheet. Evidence of this assertion is presented as follows:

For example, a pre-service Management teacher wrote: *A cardboard showing a diagram of the various levels of management in a business displayed on the board to guide students to identify the levels of Management in Business.* Another pre-service Management teacher wrote *students are*

allowed to bring out their views after a group discussion on three (3) elements of directing in business. Another one wrote *students were asked to make a presentation on the process of organizing in Business.*

It is observed that the quantitative analysis shows that pre-service Management teachers have high competence in the knowledge of teaching resources in lesson planning with a means of 3.53. Also,from the qualitative analysis with the Danielson Framework (2013) as a yardstick, it was found out that pre-service management teachers have high competence in the knowledge of teaching resources. Therefore it can be seen that there is a convergence in the results.

This finding is well-grounded in literature as Grise-Owens et al (2018) in their study indicated that pre-service teachers were competent in knowledge of resources. This implies that pre-service Management teachers had a grasp of the skill in the knowledge of resources in their lesson planning during teaching practice. From the literature and this study, it can be stated that pre-service Management teachers are competent in the knowledge of the use of resources.

Pre-service Management competence in designing a coherent instruction

Research Question 4: What is the competence of pre-service Management teachers in designing coherent instruction?

The importance of this research question was to determine whether pre-service Management teachers possessed the required competence or not in designing coherent instruction in lesson planning during teaching practicum at the University of Cape Coast. To address this research question, pre-service Management teachers were examined in the areas of presentation of teaching

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and learning activities, use of chalkboard, use of teaching-learning resources, and Communication/ Use of Language from the Assessment Form A sheet of the University of Cape Coast to their scores obtained. A mean below 3.0 indicates that pre-service Management teachers are not competent in designing coherent instruction and a mean of 3.0 and above indicates that pre-service Management teachers are effective in designing coherent instruction.

Table 5 - *Pre-service Management competencies in designing a coherent instruction*

Areas	Mean
Use of Teaching and Learning Resources	3.583
Presentation-Teaching and Learning Activities	3.675

Scale : *M > 3.0* (competent) ; *M < 3.0* (not competent)

Source: Field Data, 2019

The results from Table 5 indicated with an average test score above 3.0 that, they possessed the required competence in designing coherent instruction to the specific areas. This means that pre-service Management teachers used appropriate Teaching and Learning Resources; links them to students' previous knowledge and lesson objectives at key stages of the lesson. Moreover, it also means, pre-service Management teachers, organized teaching and learning activities sequentially, logically, used varied pedagogical skills, and maintained a balance between teacher and student activities.

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On the other hand, from the qualitative data, it was observed that out of the 120 vetted lesson plans critiqued, 91(76%) of the lesson plans were seen not sufficiently depicting the requirements for great knowledge in teaching resources when matched with Teaching and Learning Resources item in the Assessment form A sheet. Evidence of this assertion is shown as follows:

A pre-service Management teacher wrote, *teacher thanks students for providing answers and procedures to the questions. The teacher also shares the lesson objectives with the students*.

Another teacher also wrote, *using the question and answer method, the teacher asks students a question based on their previous knowledge and introduction as a teaching and learning activity*. It is seen that the pre-service Management teachers did not provide varied/teacher-learner activities that were logical, sequenced, and direct student learning with approximate time indicated.

It is observed that quantitative analysis shows that pre-service Management teachers have high competence in designing a coherent instruction with a Means of means of 3.65.

However, from the qualitative analysis with the Danielson Framework (2013) as a yardstick, it was found out that pre-service management teachers have low competence in designing a coherent instruction. Therefore it can be seen that there is a divergence in the results.

This finding is well-grounded in literature as writers such as Gaffor and Umerfarooque (2010) in their study indicated that pre-service teachers had challenges in sequencing their lessons during lesson planning. Also, Bozaslan et al (2012) in their study found that pre-service teachers were not able to

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sequence their lesson activities. This implies that pre-service Management teachers did not organize their lesson activities coherently during their lesson planning. From the literature and this study, it can be concluded that pre-service Management teachers are not competent in designing coherent instruction in their lesson planning.

Pre-service Management competence in designing student assessment

Research Question 5: What is the competence of pre-service Management teachers in designing student assessments?

The essence of this research question was to determine whether pre-service Management teachers possessed the required competence in designing student assessment in lesson planning or not during teaching practicum at the University of Cape Coast. To address this research question, pre-service Management teachers were examined in the area 'record-keeping of assessment to be given to students in the lesson note' from the Assessment Form A sheet.

A mean below 3.0 indicated that pre-service Management teachers were not competent in designing student assessment since they possessed *unsatisfactory* and *poor* competence in designing an effective student assessment and a mean of 3.0 and above indicated that pre-service Management teachers were effective in designing student assessment since they possessed *satisfactory*, *good* and *very good* competence in student assessment.

Table 6 -*Pre-service Management competence in designing student assessment*

Areas	Mean	SD
Assessment of student learning	3.61	.2423

Scale :*M > 3.0* (competent) ; *M < 3.0* (not competent)

Source: Field Data, 2019

The results from Table 6 indicated that pre-service possessed the required competence in designing student assessment to Assessment of student learning with a mean above 3.0. This means that pre-service Management teachers used a variety of assessment techniques such as written exercises or assignments to determine to understand; assessments are appropriate and timely; he/she encouraged students' self-assessment and application of learning.

However, from the qualitative and quantitative content analysis, it was observed that out of the 120 vetted lesson notes critiqued, 117(97.5%)lesson plans by pre-service management demonstrated great skill in designing student assessments. Evidence from their lesson plans is presented as follows:

A pre-service Management teacher wrote: *The teacher uses class contributions on features of a co-operative society in class as a form of assessing students.*

Also, another pre-service Management teacher wrote; the teacher *uses a group presentation as a form of assessment of students in a class.* Moreover, a pre-service teacher wrote: *students were assessed based on the lesson objectives* which are appropriate for assessing students.

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It is observed from the quantitative analysis that pre-service Management teachers have high competence in designing student assessment in lesson planning with a means of 3.61. Also,from the qualitative analysis with the Danielson Framework (2013) as a yardstick, it was found out that pre-service management teachers have high competence designing student assessment. Therefore it can be seen that there is a convergence in the results.

This finding is well-grounded in literature as writers such as Huang (2011) indicated that pre-service teachers have improved knowledge in student assessment. Kilic (2010) also found that pre-service teachers possessed the requisite techniques in student assessment. This implies that pre-service Management teachers were able to design an appropriate student assessment during their lesson planning.
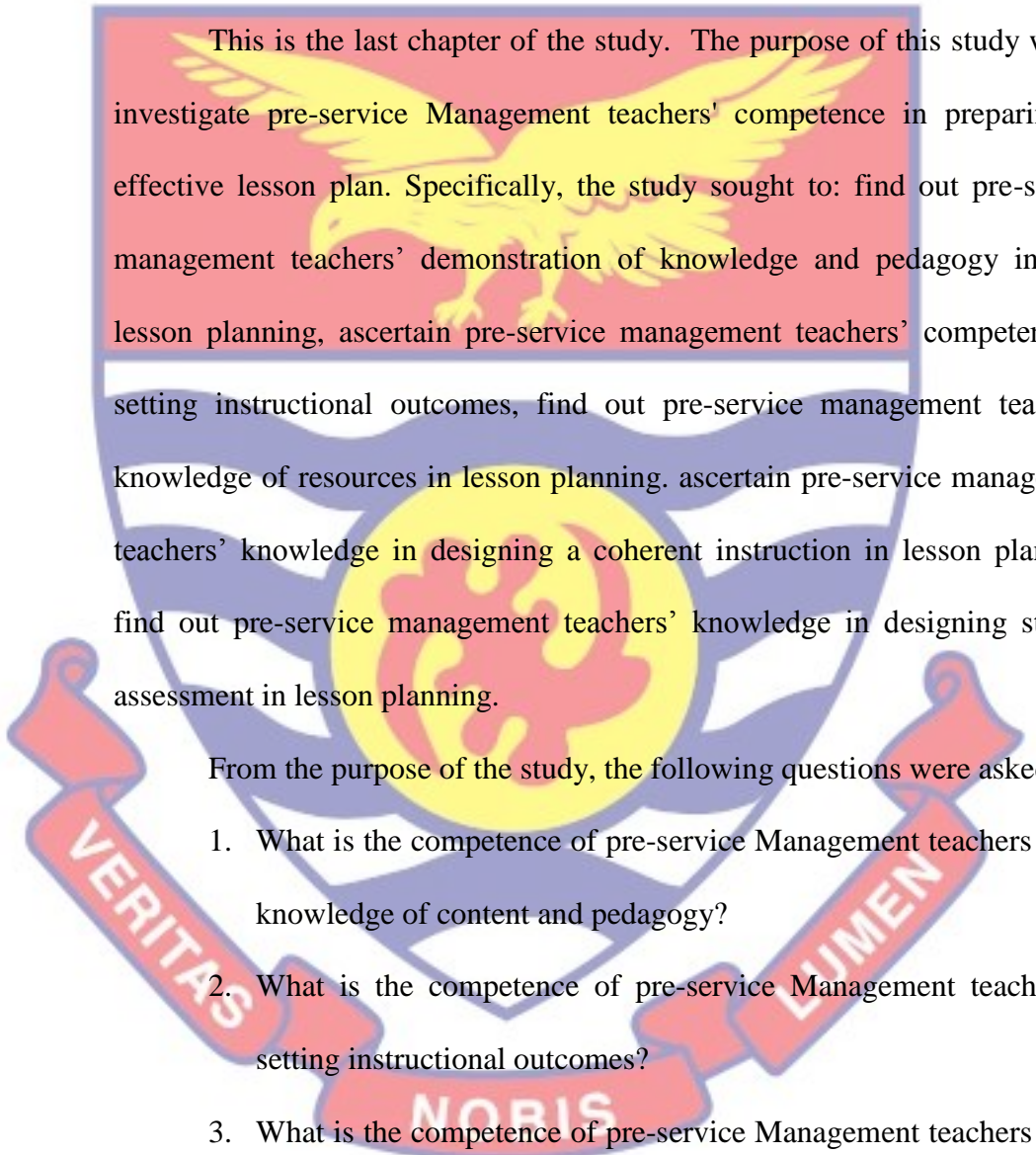
Chapter Summary

The study found out that, the quantitative and qualitative results shows that pre-service Management teachers' depicted competence in knowledge of teaching resources and designing student assessment. However, it was also found out that quantitative results shows that pre-service Management teachers have competence in the demonstration of knowledge of content and pedagogy, setting instructional outcomes and designing a coherent instruction but the qualitative results from the content analysis revealed that pre-service management teachers did not have competence in the demonstration of knowledge of content and pedagogy, setting instructional outcomes and designing a coherent instruction.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Overview

This is the last chapter of the study. The purpose of this study was to investigate pre-service Management teachers' competence in preparing an effective lesson plan. Specifically, the study sought to: find out pre-service management teachers' demonstration of knowledge and pedagogy in their lesson planning, ascertain pre-service management teachers' competence in setting instructional outcomes, find out pre-service management teachers' knowledge of resources in lesson planning. ascertain pre-service management teachers' knowledge in designing a coherent instruction in lesson planning, find out pre-service management teachers' knowledge in designing student assessment in lesson planning.

From the purpose of the study, the following questions were asked:

1. What is the competence of pre-service Management teachers in the knowledge of content and pedagogy?

2. What is the competence of pre-service Management teachers in setting instructional outcomes?

3. What is the competence of pre-service Management teachers in the knowledge of resources?

4. What is the competence of pre-service Management teachers in designing a coherent instruction?

5. What is the competence of pre-service Management teachers in designing student assessments?

Pragmatism research philosophy was the foundation for this study since the research strategy was qualitative and quantitative. The convergent parallel design was adopted to study pre-service Management students' competence in lesson planning with a population of 120. The Census method was used for the study. Descriptive statistics, specifically mean was used to analyze the quantitative data and content analysis was used to analyze the qualitative data for all the five research questions.

Summary of Key Findings

1. Pre-service Management teachers have high competence in knowledge of content and pedagogy in lesson planning from the quantitative results, however, they have low competence in knowledge of content and pedagogy in lesson planning according to the qualitative results hence divergence in results.

2. Pre-service Management teachers have high competence in setting instructional outcomes in lesson planning from the quantitative results, however, they have low competence in setting instructional outcomes in lesson planning from the qualitative results hence divergence in results.

3. Pre-service Management teachers have high competence in knowledge of teaching resources in lesson planning during teaching practicum according to both quantitative and qualitative results hence convergence in results.

4. Pre-service Management teachers have high competence in designing coherent instruction in lesson planning from the quantitative results, however, they have low competence in designing a coherent instruction in lesson planning from the qualitative results hence divergence in results.

5. Pre-service Management teachers have high competence in designing student assessment in lesson planning during teaching practicum according to both the quantitative and qualitative results hence convergence in results

Conclusion

Pre-service Management teachers' having low competence in knowledge of content and pedagogy , setting instructional outcomes and designing a coherent instruction according to the according to the qualitative analysis using content analysis is a worrying indication about pre-service teachers' preparation towards lesson planning during teaching practicum at the University of Cape Coast. These findings were unexpected as it has revealed that the perception that all pre-service teachers are competent in lesson planning is not always true.

Pre-service Management teachers' having high competence in knowledge of teaching resources and student assessment according to both the quantitive and qualitative results was expected.

This study has revealed that although pre-service management teachers have high competence based on quantitative results , they are major concerns with respect to how they write lesson plans based on the content analysis using the Danielson framework (2013) as a yardstick.

Recommendations

Based on the findings, the following recommendations are made :

1. The Centre for Teacher Professional Development (CTPD) in the University of Cape Coast should review its assessment for pre-service teachers in lesson planning to suit the Domain 1 of the Danielson framework for teaching which is Planning and preparation

2. Lecturers should be encouraged to focus more on content knowledge and pedagogy, setting instructional outcomes and designing a coherent instruction during methods of the teaching course.

3. Supervisors in their capacity as instructional leaders should take the challenge and the desire of encouraging pre-service Management teachers in preparing lesson plans on their own without copying from old lesson plans.

4. Pre-service teachers Management teachers should be informed that their competence in lesson planning could influence their teaching.

5. Supervisors should also encourage pre-service management teachers not to relent on the high competence in knowledge of teaching resources and student assessment.

Suggestions for Further Research

The study investigated pre-service Management teachers' competence in lesson planning preparation during teaching practicum. It employed both quantitative and qualitative methods in collecting and analyzing data. It is therefore recommended that future research efforts be concentrated on:

1. investigating pre-service teacher's competence of lesson planning during teaching practice: a survey at selected universities;

2. employing the same topic but using the qualitative method;

3. employing the same topic but using both pre-service Management teachers as well as other pre-service teachers.

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APPENDICES

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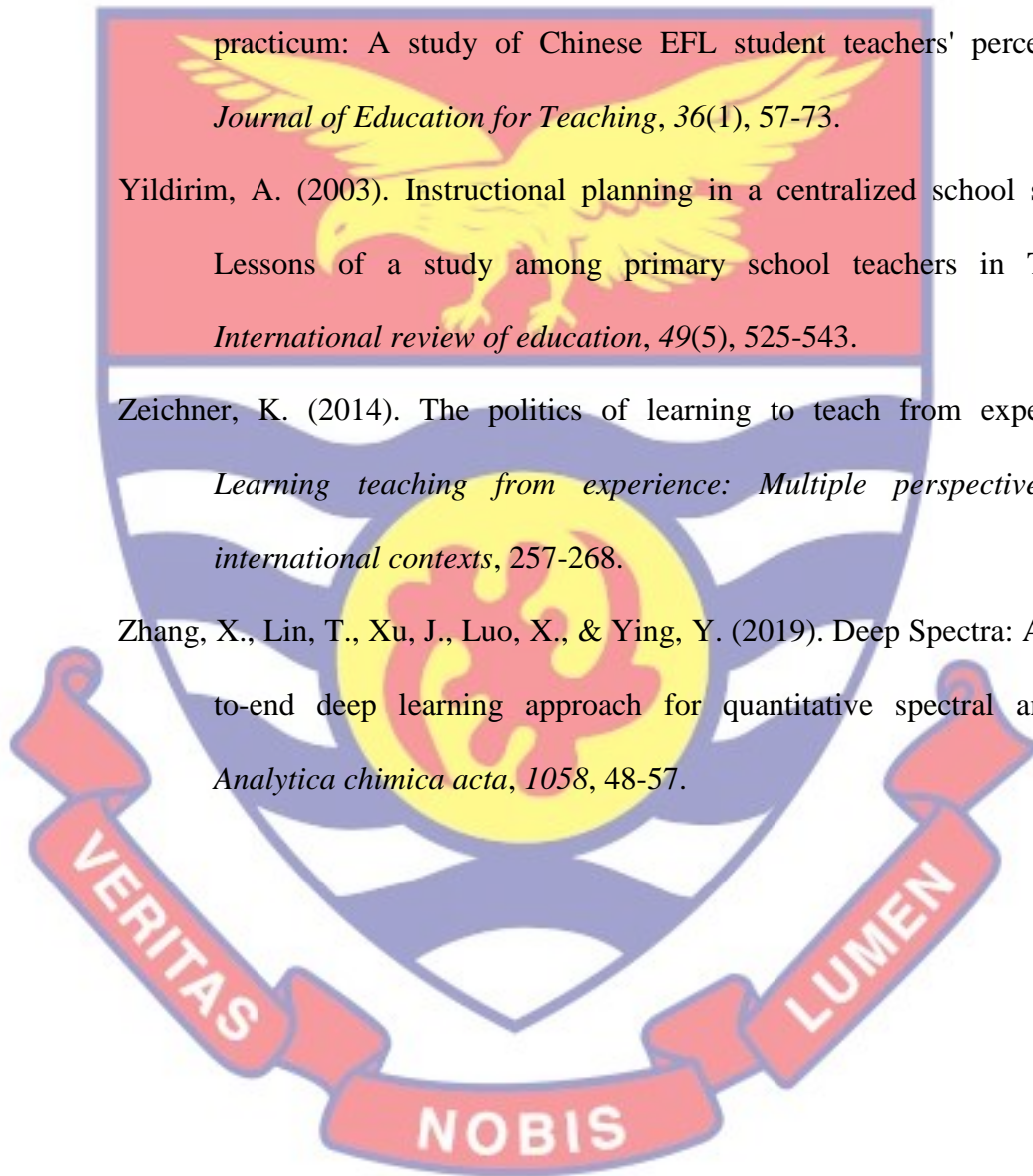
APPENDIX A

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508878309/ 0244207814   C/O Directorate of Research, Innovation and Consultancy
E-MAIL: irb@ucc.edu.gh
OUR REF: UCC/IRB/A/2016/513
YOUR REF:
OMB NO: 0990-0279
IORG #: IORG0009096   25TH JUNE, 2019

Mr. Richard Opoku
Department of Business and Social Sciences Education
University of Cape Coast

Dear Mr. Opoku,

ETHICAL CLEARANCE – ID: (UCCIRB/CES/2019/15)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted **Provisional Approval** for the implementation of your research protocol titled **Pre-service Management Teachers' effectiveness in lesson planning in teaching practicum. This approval** requires that you submit periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

Please note that any modification of the project must be submitted to the UCCIRB for review and approval before its implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

Samuel Asiedu Owusu, PhD
UCCIRB Administrator

APPENDIX B

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF HUMANITIES & SOCIAL SCIENCES EDUCATION
DEPARTMENT OF BUSINESS & SOCIAL SCIENCES EDUCATION

Telephone: +233-(0)3321 35411 / +233-(0)3321 32480 /3
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UNIVERSITY OF CAPE COST
PRIVATE MAIL BAG
6th August, 2019

Date:

Our Ref: DoBSSE/59/V.1

Your Ref:

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

INTRODUCTORY LETTER

Mr. Richard Opoku is an MPhil Management Education student of this Department. As part of his education, he is supposed to design and execute research of acceptable standard. With this, he is working on the research topic: "Pre-service management teachers' effectiveness in lesson planning in teaching practicum".

His study seeks to find out why even though pre-service teachers embark on teaching practice but still there are problems in relation to the preparation of their lesson plans. He would, therefore, need data from pre-service management teachers embarking on their on-campus teaching practice.

In case he flouts any ethical requirement as the study may necessitate, kindly get in touch with his supervisors, Dr. Bernard Y. S. Acquah, the Principal Supervisor, on 0242288715 or through e-mail bacquah@ucc.edu.gh; or Dr. B. T. Ababio, the Co- Supervisor,   on 0244721747 or through e-mail bethel.ababio@ucc.edu.gh. You may also get in touch with the Department on 0209408788 or through dbsse@ucc.edu.gh.

We would be grateful if you could give him the necessary assistance to enable him complete the research.

Thank you.

Yours faithfully,

DR. JOSEPH TUFUOR KWARTENG
HEAD

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APPENDIX C

TEACHING PRACTICE ASSESSMENT FORM A

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
TEACHING PRACTICE UNIT
TEACHING PRACTICE ASSESSMENT FORM A

NAME OF STUDENT: .... PROGRAMME: ....

SCHOOL OF PRACTICE: .... LEVEL: .... REG. NO. ....

TIME: .... LESSON TOPIC: .... FORM/CLASS: .... SUBJECT: .... DATE ....

Item and score	5 = Very Good	4 = Good	3 = Satisfactory	2 = Unsatisfactory	0/1 = Poor
			Lesson Plan		
1. Objectives	Teacher states specific, relevant, measurable and achievable objectives which are linked to classroom activities.	Teacher states specific relevant, measurable and achievable objective	Teacher states specific relevant and measurable objectives but they are not achievable within the duration of the lesson.	Teacher states specific objectives that are relevant but not measurable.	Teacher states lesson objectives that are relevant or not teachable.
2. Summaries/Core points	Teacher states summaries/core points for all activities which relate to and clarify main skills/concepts and are also related to lesson objectives.	Teacher states summaries/core points for all activities which are related to and clarify main skills and/or concepts.	Teacher states summaries/core point for all activities which are related to main skill's and concepts.	Teacher states some summaries/core points teaching/learning activities related to main skills and concepts.	Teacher states summaries/core points but they are not related to main skill and/or concepts.
3. Teaching and learning activities	Teacher provides varied teacher/learner activities that are logical, timely and direct student learning	Teaching/learning activities are sequenced, logical and appropriate time indicated	Teaching/learning activities are stated in a logical manner sequentially but not logically	Teaching/learning activities are stated in lesson plan are adequate but not sequenced	Teacher states teaching and learning activities in a lesson plan but they are not clear.
4. TLMs	Teacher states appropriate and varied TLM's and indicates when in what stages of the lesson.	Teacher states appropriate and varied TLMs and indicates when/where they will be used in the lesson	Teacher states appropriate TLMs to be used and how they will be used in the lesson	Teacher states TLMs to be used and when they will be used in the lesson	Teacher states TLMs to be used but does not indicate when they will be used in the lesson.
5. Subject and pedagogical knowledge	Teacher's subject knowledge is logical, is linked to objectives, provides answers to sample questions, provides activities to engage students, uses vocabulary/specific terms.	Teacher shows logical subject knowledge linked to objectives, provides answers to sample questions & activities to engage students.	Teacher demonstrates subject knowledge, indicates a variety of techniques to ensure active student participation and provides sample questions & answers.	Teacher demonstrates subject knowledge and indicates a variety of techniques to ensure active student participation	Teacher demonstrates subject knowledge but does not indicate techniques to ensure active student participation.

Teaching Methodology and Delivery

6. Introduction to the lesson	Teacher introduces the lesson, reviews students' RPK, links it to the topic and stimulates student interest. Teacher shares lesson objective with students.	Teacher introduces the lesson, reviews students' RPK, links it up with topic and stimulates student interest	Teacher introduces the lesson, reviews students' relevant previous knowledge (RPK), along lesson objective, and links it up with topic.	Teacher introduces the lesson and reviews students' relevant previous knowledge (RPK).	Teacher merely introduces the lesson.
7. Presentation – teaching/learning activities	Teacher organizes teaching and learning activities sequentially, logically, uses varied pedagogical skill, maintains balance between teacher and student activities.	Teaching and learning activities are organized, sequential and logical. Teacher uses varied pedagogical skills.	Teaching and learning activities are organized, sequential and logical	Teaching and learning activities are organized and sequential.	Teaching and learning activities are disorganized.
8. Pace of lesson and audibility of voice	Pace is appropriate for the entire lesson and all students can hear the teacher clearly. Teacher does not shout.	Pace is appropriate most of the time and voice is audible from the back of the class. Teacher does not shout.	Pace is appropriate some of the time and voice is audible from the back of the class throughout the lesson	Pace is appropriate some of the time but voice is not audible from the back of the class throughout the lesson.	Pace of lesson is not appropriate. Teacher speaks too fast/too slow/too loud/too low
9. Questioning and feedback	Teacher asks well-balanced mixture of factual, probing, high order & divergent questions; distributes questions fairly, facilitates independent & cooperative learning, stimulates critical thinking in students	Teacher asks a mixture of factual and high order questions; distributes questions fairly; facilitates independent and cooperative learning; encourages students' questions and answers.	Teacher asks a mixture of factual and high order questions; distributes questions fairly; facilitates independent learning, accommodates students' question and answers.	Teacher asks mostly factual questions; he/she is receptive to student questions and answers and acknowledges students' answers.	Teacher asks only factual questions; he/she is not receptive to student questions and answers.
10. Use of chalkboard	Teacher manages board effectively; date, subject and topic are written on the board; all core points are on the board; writing is legible; gives students time to write down core points into their books; cleans board at the end of lesson	Teacher manages board effectively; date, subject and topic are on the board, all core points are systematically written on the board; writing is legible; gives students time to write down core point into their books.	Teacher manages board effectively; date, subject and topic are on the board; core points are systematically written on the board; writing is legible.	Teacher manages board effectively; date, subject and topic are on the board; core points are systematically written on the board; writing is not legible.	Teacher writes haphazardly on the board or hardly writes on the board.
11. Use of teaching learning resources (TLRs)	Teacher uses appropriate TLR's, links them to students' previous knowledge and lesson objective(s) at key stages of the lesson.	Teacher uses appropriate TLR's, links them to students' previous knowledge and lesson objective(s)	Teacher uses appropriate TLR's, links them to students' previous knowledge	Teacher uses appropriate TLR's, but does not links them to students' previous knowledge	Teacher does not have TLR or does not use TLRs brought to the class.

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Criterion				
Use of language	expressions; correct students' language errors; encourages students to pay attention to their use of language; uses effective verbal & non-verbal communication; avoids language mannerism.	Teacher uses correct grammatical expressions; corrects students' language errors; uses effective verbal & non-verbal communication; avoids language mannerism.	Teacher uses correct grammatical expressions but does not correct students' grammatically incorrect expressions; exhibits some language mannerism.	Teacher uses incorrect grammatical expressions and often exhibits language mannerism.
13. Student participation	Teacher engages all students in lesson; facilitates problem-solving among students; encourages cooperative learning and peer-tutoring; monitors progress and provides feedback.	Teacher engages all students in lesson; facilitates problem-solving among students; encourages cooperative learning; monitors progress and provides feedback.	Teacher engages all students in lesson; facilitates problem-solving among students; monitors progress and provides feedback.	Teacher engages some students in lesson; does not monitor progress effectively. Feedback to students is minimal.	Students' participation in the lesson is low; there is virtually no monitoring and feedback
14. Mastery of subject matter	Teacher exhibits command of subject matter; gives precise information; exudes confidence, clear; lots of examples; relates content to students' experiences, fosters critical thinking.	Teacher has command of subject matter; exudes confidence, give accurate content cites lots of examples; relates content to students' experiences.	Teacher has command of subject matter; exudes confidence, give accurate information; cites lots of examples; gives/elicits correct answers to/from students	Teacher has some command of subject matter; gives relevant information; cites some examples	Some aspects of lesson are not relevant; teacher exhibits lack of confidence.
15. Assessment of student learning	Teacher uses a variety of assessment techniques to determine understanding; assessments are appropriate & timely; he/she encourages students' self assessment and application of learning.	Teacher uses a variety of assessment techniques to check understanding; encourages students' self-assessment of understanding and application of learning.	Teacher uses a variety of assessment techniques to check understanding; encourages students' self-assessment of understanding along lesson objectives	Teacher uses only one assessment method or tool (e.g. oral questioning, written exercise, one-minute test, etc) to check understanding. They are linked to objectives.	Teacher uses only one assessment method or tool (e.g. oral questioning, written exercise, one-minute test, etc) to check understanding. They are not linked to objectives; the tool and methods are not always related to lesson; constantly teacher finishes lesson well ahead of time.
16. Closure	Teacher draws attention to end of the lesson; uses question & answer, summary, practice to clarify main points along lesson objectives; gives & marks written exercise to evaluate learning; assigns activity for next lesson.	Teacher uses question & answer, summary, practice to clarify main points along lesson objectives; gives & marks written exercise to evaluate learning.	Teacher uses question & answer, summary, practice to clarify main points along lesson objectives]	Teacher uses questions and answer summary, and/or practice to end the lesson	

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Item and score	5 = Very Good	4 = Good	3 = Satisfactory	2 = Unsatisfactory	1 = Poor
17. Management of the learning environment	Teacher establishes a purposeful learning environment, interacts with students, uses student ideas, encourages cooperative learning and monitors student learning activities.	Teacher establishes a purposeful learning environment, interacts with students, uses student ideas, and monitors student learning.	Teacher establishes a learning environment that is purposeful and monitors student learning.	Teacher establishes a learning environment and interactions with students are purposeful.	Teacher establishes a learning environment but interactions with students are not directed towards learning.
18. Management of students behaviour	Teacher establishes clear parameters for student conduct, develops appropriate strategies for preventing problems, deals with misbehavior promptly. He/she is fair, firm but friendly.	Teacher establishes clear parameters for student conduct, develops appropriate strategies for preventing problems, deals with misbehavior promptly.	Teacher establishes clear parameters for student conduct, develops appropriate strategies for preventing problems, deals with misbehavior.	Teacher establishes clear parameters for student conduct and develops appropriate strategies for preventing problem.	Teacher does not establish any clear parameters for student conduct.
Professional Commitment					
19. Teacher behaviour	Teacher shows enthusiasm in teaching, maintains students' attention throughout the lesson, is creative and innovative, exhibits decorum in speech and behavior and is smartly dressed.	Teacher shows enthusiasm in teaching maintains students' attention in the lesson, model polite classroom behavior and is creative and innovative.	Teacher shows enthusiasm in teaching, focuses student attention on the lesson and models polite classroom behavior	Teacher shows evidence of enthusiasm in teaching and focuses student attention on the lesson.	Teacher shows evidence of enthusiasm in teaching but exhibits distractive mannerism.
20. Record keeping and attitude to teaching	Teacher keeps records of lessons in a bound notebook for reference; accepts constructive feedback to improve teaching; reflects on improve teaching; shows positive attitude towards teaching.	Teacher keeps records of lessons in a bound notebook for reference; accepts constructive feedback to improve teaching; reflects on teaching in REMARKS column.	Teacher keeps records of lessons in a bound notebook for reference; accepts constructive feedback to improve teaching.	Teacher keeps records of lessons on sheets of paper	Teacher has no record of previous lessons; current lesson plan is on some sheets of paper.

TOTAL SCORE   GRADE   Overall comments: ....

Name of Supervisor: ....

Signature: ....

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APPENDIX D

A COPY OF LESSON PLAN

13TH FEBRUARY, 2019

NAME OF SCHOOL	University of Cape Coast.
CLASS SUBJECT	Business Management
CLASS	1 Bus. 1
CLASS SIZE	30
AVERAGE AGE	16yrs
DATE	13/02/2019
TIME	5:00 - 5:25pm
DURATION	25 mins
TOPIC	Concept of Business Organisation
SUB-TOPIC	Definition of business, description of organisation and explanation of business organisation
TEACHING AND LEARNING RESOURCE	i. The teacher uses gari, sugar, and groundnut at step one (1) of the lesson development to define business. [2 weeks note]
REFERENCE	1. Curriculum Research and Development Division of Ghana Education Service (2010). Business management syllabus for senior high school. Accra: GES Printing Press (p.1)
	2. Attieku, B., Marfo-Tiadom, E., Dorkey, T. & Tetyi, K. (2009). Business management for senior high schools. Baatrona, Accra: Smartline Publishing Limited, D10 Spintex road. (p.2)
RELEVANCE PREVIOUS KNOWLEDGE	Students already have knowledge about buying and selling of goods in the market and can therefore relate it to the lesson.
LESSON OBJECTIVES	By the end of the lesson, the student will be able to: 1. define business

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	2. describe organisation.	S...
	3. explain business organisation	TEX
INTRODUCTION (4MINS)		
TEACHER ACTIVITY	In order to introduce the lesson, the teacher use question and answer method by asking them a question based on their relevance previous knowledge.	STUI
QUESTION 1	How did you get your provisions for school?	
STUDENT ACTIVITY	Student participate in the lesson by answering the question posed.	
EXPECTED RESPONSE	1) I bought them from the market	
	2) My Aunty gave it to me	
	3) My friend gave it to me	
	4) I stole them from my mother's provision shop.	TEX
TEACHER ACTIVITY	Teacher welcomes students responses and proceeds to introduce the lesson and shares lesson objectives.	STU
	There are too many resources surrounding us, and before these resources can be put into end product, there is the need of someone to help the people get it without struggling.	EXP
	That is why you were able to get your provisions and even pay your school fees with ease.	TE...
	The people who aids us are engaged in an activity called "Business". This brings us to today's lesson, "Concept of Business Organisation". By the end of this lesson, you will be able to define business, explain describe what an organisation is and explain business organisation.	Co
		Si

	STEP 1 (5MINS) TEACHER ACTIVITY	Definition of Business Using the role play method and a prototype of a product like gari, sugar and groundnut, the teacher guides the students to understand the term business.
previous	STUDENT ACTIVITY	THE ROLE PLAY The play consists of two students, one being the seller and the other being the buyer. The seller aims at making making profit and the buyer aims at satisfying his/her need. The buyer after purchasing the product made the statement "at long last I have gotten the product I really needed", and the seller too made the statement that she had gained profit.
in shop.	TEACHER ACTIVITY	The teacher calls for students observation.
proceeds objectives -	STUDENT ACTIVITY	Students participate in the lesson by bringing out their views.
and help	EXPECTED RESPONSE	1. These was buying and selling 2. The needs of the person was provided. 3. There was a business transaction.
es with	TEACHER ACTIVITY	Teacher welcomes students responses and proceeds to give them the core points.
an to organisation- able of an nisation	CORE POINT	Business is the organised effort of individuals to produce and sell for profit, the goods and services that satisfy societies needs.
	STEP 2 (4MIN) TEACHER ACTIVITY	Description of Organisation Using the whole class discussion method, the

	the teacher serves as a director in explaining the term organisation. The teacher directs the discussion by posing a question.	EXPE
QUESTION	How do you understand the concept of organisation?	
STUDENT ACTIVITY	Student participate in the lesson by giving out their ideas.	JEA
EXPECTED RESPONSE	i) Organisation is like a club ii) Organisation is a group of people who comes together to form a business. iii) Organisation is a nice tall storey building	CORI
TEACHER ACTIVITY	Teacher accepts student responses and proceeds to give them the core point.	
CORE POINT	An organisation is a group of individuals operating together in a systematic way to achieve set of objectives. There are different types of organisations which includes schools, churches, NGO's. Organisation does not mean a building but comprises individuals working together with a common goal.	CLOS SUM
STEP 3 (4MIN) TEACHER ACTIVITY	Explanation of Business Organisation Using the question and answer method, the teacher ask student question based on the knowledge acquired from stage 1 and 2.	
QUESTION	Based on your knowledge acquired from business and organisation, explain the term business organisation?	

EVALUATION		KEY
TEACHER ACTIVITY	Teacher assess student to know their knowledge of understanding by conducting oral tests.	
STUDENT ACTIVITY	Student participate in the lesson by providing answers.	
QUESTION 1	Define the term Business?	
EXPECTED RESPONSE	Business is the organised effort of individual to produce and sell for profit, the goods and services that satisfies societal needs.	
QUESTION 2	Describe the term organisation?	
EXPECTED RESPONSE	An organisation is a group of individuals operating together in a systematic way to achieve a set of objectives. It comprises schools, churches, NGO's, etc.	
QUESTION 3	Explain the meaning of business organisation?	
EXPECTED RESPONSE	Business organisation is one formed to produce goods or provide services to satisfy the need of the consumers at a profit. E.g. sole proprietorship, partnership, limited liability company, co-operative societies and public corporation.	
PRE-LESSON PREPARATION	Teacher ask student to read on sole proprietorship	
REFFERENCE	Atheku, B., Manp-Tiadom, E., Donkey, T., & Tekyi, K. (2009). Business management for senior high schools. Baatsona. Accra. Smartline Publishing Limited, DTD Spintex road (p 3-5)	

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|		
ning esty		answering the question.
	EXPECTED RESPONSE	1. Business organisation is the combination of Business and organisation
gamsation?		2. Business organisation involves individuals coming together to engage in business activities.
ing		
	TEACHER ACTIVITY	Teacher appreciate student responses and proceed to the core point.
his	CORE POINT	Business Organisation is one formed to produce goods or provide service to satisfy the needs of consumers at a profit.
including		It can also be termed as an entity involved in transformation of resources into products and services in order to meet the needs of people.
proceeds		Examples include sole proprietorship, partnership, etc of firms of business organisations
als to prof		They are also called industrial, commercial or financial organisation.
ads. an g together	CLOSURE (SUMMARY HMW)	
		Using the lecture method, the teacher summarises the lesson for the day by saying; class, today we learnt about the concept of Business organisation under which looked what a business is, an organisation and business organisation too.
, the the 2. business mess		Now we know that business organisation is one formed to produce goods or provide services to satisfy the needs of consumers at a profit. Eg. Sole proprietorship, partnership, limited liability company, cooperative societies and public corporations.
		The teacher also invites questions from the student.

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APPENDIX E

A COPY OF THE DANIELSON FRAME WORK

The Framework for Teaching Evaluation Instrument

DOMAIN 1
Planning and Preparation
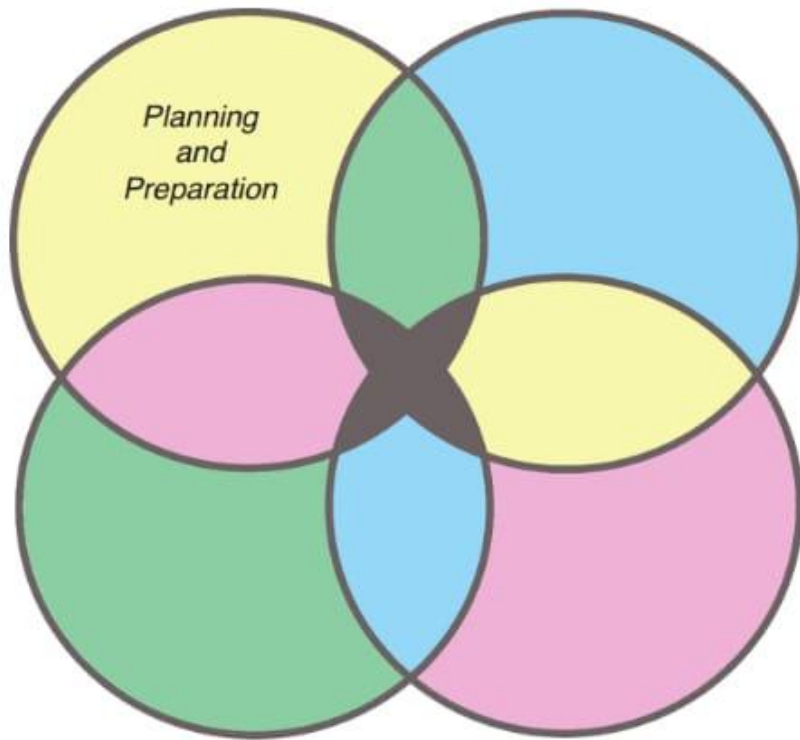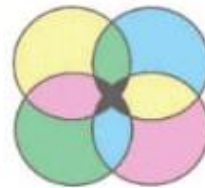
The Framework for Teaching
Evaluation Instrument

Contents:

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1a KNOWLEDGE OF CONTENT AND PEDAGOGY

1a Knowledge of Content and Pedagogy

In order to guide student learning, accomplished teachers have command of the subjects they teach. They must know which concepts and skills are central to a discipline, and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline. Elements of component 1a:

Knowledge of content and the structure of the discipline
Every discipline has a dominant structure, with smaller components or strands as well as central concepts and skills.

Knowledge of prerequisite relationships
Some disciplines, for example mathematics, have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.

Knowledge of content-related pedagogy
Different disciplines have "signature pedagogies" that have evolved over time and have been found to be most effective in teaching.

Indicators:
- Lesson and unit plans that reflect important concepts in the discipline
- Lesson and unit plans that accommodate prerequisite relationships among concepts and skills
- Clear and accurate classroom explanations
- Accurate answers to student questions
- Feedback to students that furthers learning
- Interdisciplinary connections in plans and practice

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1a Knowledge of Content and Pedagogy—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
The teacher says, "The official language of Brazil is Spanish, just like other South American countries." The teacher says, "I don't understand why the math book has decimals in the same unit as fractions." The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words.	The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together. The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value. The teacher always plans the same routine to study spelling: pretest on Monday, copy the words 5 times each on Tuesday and Wednesday, test on Friday.	The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter. The teacher realized her students are not sure how to use a compass, so she plans to practice that before introducing the activity on angle measurement. The teacher plans to expand a unit on civics by having students simulate a court trial.	In a unit on 19th-century literature, the teacher incorporates information about the history of the same period. Before beginning a unit on the solar system, the teacher surveys the class on their beliefs about why it is hotter in the summer than in the winter.

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1a KNOWLEDGE OF CONTENT AND PEDAGOGY

UNSATISFACTORY	BASIC
In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.

Critical Attributes

Teacher makes content errors. Teacher does not consider prerequisite relationships when planning. Teacher's plans use inappropriate strategies for the discipline	Teacher is familiar with the discipline but does not see conceptual relationships. Teacher's knowledge of prerequisite relationships is inaccurate or incomplete. Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.

4

PROFICIENT	DISTINGUISHED
Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.

Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.

Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline. | Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.

Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.

Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. |

| The teacher can identify important concepts of the discipline and their relationships to one another.

The teacher consistently provides clear explanations of the content.

The teacher answers student questions accurately and provides feedback that furthers their learning.

The teacher seeks out content-related professional development. | In addition to the characteristics of "proficient":

Teacher cites intra- and interdisciplinary content relationships.

Teacher is proactive in uncovering student misconceptions and addressing them before proceeding. |

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1b DEMONSTRATING KNOWLEDGE OF STUDENTS

1b Demonstrating Knowledge of Students

Teachers don't teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must know not only their subject content and its related pedagogy but the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed: namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school, lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when planning lessons and identifying resources that will ensure their understanding. Elements of component 1b:

Knowledge of child and adolescent development
Children learn differently at different stages of their lives.

Knowledge of the learning process
Learning requires active intellectual engagement.

Knowledge of students' skills, knowledge, and language proficiency
Children's lives beyond school influence their learning.

Knowledge of students' interest and cultural heritage
Children's backgrounds influence their learning.

Knowledge of students' special needs
Children do not all develop in a typical fashion.

Indicators:
- Formal and informal information about students gathered by teacher for use in planning instruction
- Student interests and needs learned and used by teacher in planning
- Teacher participation in community cultural events
- Teacher-designed opportunities for families to share heritage
- Teacher-created database of students with special needs available for teacher use

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1b Demonstrating Knowledge of Students—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds. The teacher plans to give her ELL students the same writing assignment she gives the rest of the class. The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students.	The teacher's lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students. In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class. Lesson plans make only peripheral reference to students' interests. The teacher knows that some of her students have IEPs, but they're so long that she hasn't read them yet.	The teacher creates an assessment of students' levels of cognitive development. The teacher examines previous year's cumulative folders to ascertain the proficiency levels of groups of students in the class. The teacher administers a student interest survey at the beginning of the school year. The teacher plans activities based on student-interest. The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson. The teacher realizes that not all of his students are Christian and so he plans to read a Hanukkah story in December. The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America.	The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students. The teacher plans to provide multiple project options; students will self-select the project that best meets their individual approach to learning. The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging, but not too difficult. The teacher attends the local Mexican heritage day, meeting several of his students' extended families. The teacher regularly creates adapted assessment materials for several students with learning disabilities.

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1b DEMONSTRATING KNOWLEDGE OF STUDENTS

UNSATISFACTORY	BASIC
Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.

Critical Attributes

Teacher does not understand child development characteristics and has unrealistic expectations for students. Teacher does not try to ascertain varied ability levels among students in the class. Teacher is not aware of student interests or cultural heritages. Teacher takes no responsibility to learn about students' medical or learning disabilities.	Teacher cites developmental theory but does not seek to integrate it into lesson planning. Teacher is aware of the different ability levels in the class but tends to teach to the "whole group." The teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.

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PROFICIENT	DISTINGUISHED
Teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
The teacher knows, for groups of students, their levels of cognitive development. The teacher is aware of the different cultural groups in the class. The teacher has a good idea of the range of interests of students in the class. The teacher has identified "high," "medium," and "low" groups of students within the class. The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning. The teacher is aware of the special needs represented by students in the class.	In addition to the characteristics of "proficient": The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. The teacher seeks out information about their cultural heritage from all students. The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

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1c Setting Instructional Outcomes

Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will do but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1.

Learning outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; not only is it important for students to learn to read, but educators also hope that they will like to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines. Elements of component 1c:

Value, sequence, and alignment
Students must be able to build their understanding of important ideas from concept to concept.

Clarity
Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment.

Balance
Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills.

Suitability for diverse students
Outcomes must be appropriate for all students in the class.

Indicators:
- Outcomes of a challenging cognitive level
- Statements of student learning, not student activity
- Outcomes central to the discipline and related to those in other disciplines
- Assessment of student attainment
- Outcomes differentiated for students of varied ability

1c SETTING INSTRUCTIONAL OUTCOMES

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1c Setting Instructional Outcomes—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
A learning outcome for a fourth-grade class is to make a poster illustrating a poem. All the outcomes for a ninth-grade history class are factual knowledge. The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles. Though there are a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.	Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts. The outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level are students struggling.	One of the learning outcomes is for students to appreciate the aesthetics of 18th-century English poetry. The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the events leading to the Revolutionary War. The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives.	The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations. Students will develop a concept map that links previous learning goals to those they are currently working on. Some students identify additional learning.

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1c SETTING INSTRUCTIONAL OUTCOMES

UNSATISFACTORY	BASIC
Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.

Critical Attributes

Outcomes lack rigor. Outcomes do not represent important learning in the discipline. Outcomes are not clear or are stated as activities. Outcomes are not suitable for many students in the class.	Outcomes represent a mixture of low expectations and rigor. Some outcomes reflect important learning in the discipline. Outcomes are suitable for most of the class.

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PROFICIENT	DISTINGUISHED
Most outcomes represent rigorous and important learning in the discipline.	All outcomes represent rigorous and important learning in the discipline.
All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.	The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.
Outcomes reflect several different types of learning and opportunities for coordination.	Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.
Outcomes take into account the varying needs of groups of students.	Outcomes take into account the varying needs of individual students.

Outcomes represent high expectations and rigor.	In addition to the characteristics of "proficient":
Outcomes are related to the "big ideas" of the discipline.	Teacher plans make reference to curricular frameworks or blueprints to ensure accurate sequencing.
Outcomes are written in terms of what students will learn rather than do.	Teacher connects outcomes to previous and future learning.
Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, communication.	Outcomes are differentiated to encourage individual students to take educational risks.
Outcomes are suitable to groups of students in the class and are differentiated where necessary.	

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1d DEMONSTRATING KNOWLEDGE OF RESOURCES

1d Demonstrating Knowledge of Resources

Student learning is enhanced by a teacher's skillful use of resources; some of these are provided by the school as "official" materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, those for teachers to further their own professional knowledge and skill, and those that can provide noninstructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, choosing those that align directly with the learning outcomes and that will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to guarantee all students access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives. Elements of component 1d:

Resources for classroom use
Materials align with learning outcomes.

Resources to extend content knowledge and pedagogy
Materials are available to further teachers' professional knowledge.

Resources for students
Materials are appropriately challenging.

Indicators:
- District-provided materials
- A range of texts
- Guest speakers
- Internet resources
- Materials provided by professional organizations
- Teachers participating in continuing professional education courses or professional groups
- Community resources

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