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An Analysis of Teachers' Viewpoints from Public, Private, and Charter Schools on Effective Lesson Planning and Instruction

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An Analysis of Teachers' Viewpoints from Public, Private, and Charter

Schools on Effective Lesson Planning and Instruction

by

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Abstract

This dissertation explores the perspectives of elementary school educators in St. Louis, Missouri, regarding impactful lesson planning and instruction across public, charter, and private school settings. Drawing on existing literature and empirical data, the study seeks to unveil the approaches and perceptions teachers hold towards lesson planning, shedding light on essential characteristics for effective teaching. The introductory chapter sets the stage by presenting the significance and purpose of the study, framing research questions, and outlining the methodology. The following chapters explore the theories, review the literature, and analyze collected data to help us understand lesson planning practices in modern education. By exploring the viewpoints of teachers across different school types, the research elucidates potential disparities and commonalities in instructional practices. Through surveys and interviews, educators' self-evaluations inform discussions on the efficacy of lesson planning techniques, providing insights into pedagogical preferences and professional development needs.

In summary, this dissertation serves as a comprehensive exploration of lesson planning practices in elementary education. This study offers valuable insights for educators, policymakers, and researchers alike. Bridging theoretical frameworks with empirical evidence, the study enriches our understanding of effective teaching methodologies and informs future endeavors in educational research and practice.

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Chapter One: Introduction

Background

Lesson planning is an initial step before the learning process takes place. It helps teachers to organize their learning process to avoid dead ends. With good planning, teachers will be more confident while teaching. Every teacher's thought in lesson planning is usually written down in a lesson plan (Emiliasari & Jubaedah, 2019). A lesson plan describes the learning process, including the material to be taught, method, time, place, and students' evaluation (Heidari & Neisari, 2014). It is also viewed as "a handy tool that serves as a combination guide, resource, and historical document reflecting our teaching philosophy, student population, textbooks, and most importantly, our goals for our students" (Jensen, 2001, p. 403). In addition, the central role of lesson planning is to ensure that classroom instruction aligns with curriculum goals and objectives, enabling the students to actively participate in the learning process since their direct experiences relate to lesson plans. On the other hand, planning is also a good opportunity for teachers to refresh their knowledge and update themselves on current research and findings (Lika, 2017).

Current studies on effective teaching propose that when examining effective K-12 teachers, the essential teacher characteristics fall into three categories: knowledge, skills, and dispositions (Burden & Byrd, 2019). Bin-Hady and Abdulsafi (2018) mentioned that before planning any daily lesson, the teacher should:

1. Read material that is relevant to what will be taught.

2. Think about the objectives and procedures that will be used.

3. Consider students' difficulties so the teacher can adjust to the material.

4. Pay attention to the time needed for each stage of Learning that the teacher will carry out.

5. Ensure the teacher gives sufficient time for interaction between teacher and student.

6. Each teacher tries to add various activities to Learning.

Other components of Bin-Hady and Abdulsafi's (2018) research propose that an ideal lesson plan should contain at least four essential parts: teaching objectives, warming up activity, techniques, and procedures that can be used to achieve the teaching objectives, and assessment to check whether the followed techniques and procedures have achieved the teaching objectives or not. Other researchers suggest that a teacher's pedagogical content knowledge and the skill they teach positively influence student achievement (Murnane & Steele, 2007). In addition, teaching experience influences student achievement. Teachers with less teaching experience typically produce smaller learning gains in their students than seasoned teachers (Murnane & Steele, 2007).

Chapter One introduces the study by reviewing its problem, purpose, and rationale. Next, it reveals the research question, limitations, and definition of terms used in the study. Finally, it concludes with a summary and description of the remaining chapters.

The Rationale of the Study

St. Louis, MO, is similar to other metropolitan areas nationwide, offering more than the public school system to educate children. St. Louis' parents and guardians can choose charter schools, as well as private or independent institutions for the education of their child (ren). According to The Understood Team, public schools are run by local

school districts, funded by the public, and must follow all state and federal laws. Charter

Schools are independent, public schools funded by private or public donors who must

also follow all state and federal laws with some autonomy. Private schools are run by

private organizations, privately financed, and have little to no government oversight

(Understood Team, 2021). This study will analyze data from surveys and interviews to

determine if there is a relationship between private, charter, and public school teachers in

St. Louis concerning their viewpoint of what qualities/attributes are considered adequate

for lesson planning and instruction.

One of the critical attributes of effective schools is the culture of collaboration

among educators. By engaging in learning communities, teachers are provided with

opportunities to moderate their practice and expectations with their peers, to examine and

reflect on their work together, to learn from one another, to challenge one another

professionally, and to solve complex problems within the context of their unique work

environment (Killion & Hirsh, 2011). According to a school restructuring study by

Newmann and Wehlage (1995), a sense of professional community among educators

fosters student learning. This professional community is built on establishing coherent

objectives and promoting collaborative efforts among teachers to pursue a clear shared

purpose for all students' Learning, engaging in collaborative activity to achieve the

purpose, and taking collective responsibility for student learning (Newmann & Wehlage,

1995, p. 30). The researchers further explain their study, stating

> When students and teachers send clear and consistent messages to one
>
> another about the objectives and methods of learning, learning is more
>
> likely because student and faculty effort can be directed more effectively

toward intellectual ends. Second, collaborative activity can enhance teachers' technical competence. As teachers work with students from increasingly diverse social backgrounds and the curriculum demands more intellectual rigor, teachers require information, technical expertise, and social-emotional support far beyond the resources they can muster as individuals working alone. Third, clearly shared purpose and collaboration contribute to collective responsibility: one's colleagues share responsibility for the quality of all students' achievement. This norm helps to sustain each teacher's commitment. (Newmann & Wehlage, 1995, p. 30)

Based on the expansive research of Daniel Pratt, the Division Vice President of Education and Workforce Development at RTI International, he has concluded that teachers embrace five different perspectives within their roles. The five perspectives are the Transmission Perspective, Development Perspective, Apprenticeship Perspective, Nurturing Perspective, and Social Reform Perspective (Pratt, 2002). Teachers with a transmission perspective are committed to content mastery and believe the learning process is additive. In order to transmit knowledge from teacher to learner, they provide clear objectives, give well-organized lectures, adjust the pace of lecturing, make efficient use of class time, answer questions, set high standards, and develop objective means of assessing Learning (Pratt, 2002).

Developmental Perspective

The primary orientation of a teacher with a Developmental Perspective is to develop in their students increasingly complex and sophisticated ways of reasoning and

problem-solving within a field. They are interested in assessing their learner needs and

finding linkages from where the learners are to where they want them to be. Their goal is

to change a learner's thinking rather than increase the factual knowledge base.

Developmental instructors do this by becoming effective questioners and developing

meaningful examples that learners can relate to their current experiences (Pratt, 2002).

Apprenticeship Perspective

Teachers with an Apprenticeship Perspective believe learning occurs when

learners work on authentic tasks in natural settings. From an apprenticeship perspective,

teachers are coaches who build skills and transform learners' identities to acculturate

them into a profession. In other words, to these teachers, learning is a combination of

creating learners with discipline competence and social identity within a community of

practice. Apprenticeship teachers create competency and identity using "scaffolding" or

breaking complex tasks into smaller developmental steps and then teaching from the

simple to the complex. Finding authentic tasks in the classroom is very difficult for these

teachers. They often use the case study approach or project-oriented assignments to

simulate actual practice as closely as possible (Pratt, 2002).

Nurturing Perspective

Teachers operating from a Nurturing Perspective believe that long-term persistent

efforts to achieve come from the heart, not the head. Student motivation will be increased

when the fear of failure is removed, there is support from teachers and peers, and

achievement is a product of effort, not the teacher's benevolence. These teachers provide

a climate of trust and balance, caring and challenge. Their strategies include listening and

responding to emotional and intellectual needs, providing encouragement and support, and having clear expectations and reasonable goals for each learner (Pratt, 2002).

Social Reform Perspective

Teachers with a Social Reform Perspective operate under three assumptions. First, their ideals are necessary for a better society; second, their ideals are appropriate for all; and third, the ultimate goal of teaching is to create social change. They have, however, much in common with other effective teachers with different perspectives (Pratt, 2002). They are clear and organized, bring learners into diverse communities of practice, ask probing questions, and work hard to promote the dignity of their learners (Pratt, 2002).

Research on this topic would contribute to this field by revealing how educators in the St. Louis Region plan and carry out lessons for more significant outcomes of impactful Teaching and Learning. Education in America has evolved consistently since formal schools existed. In the past, the impact of teachers has been studied. According to Impactful Teaching Strategies for Underserved Students, the current state of scholarship is that impactful teachers all displayed a cheerful disposition. During the observations, all teachers treated their students with respect and worked to provide them with a nurturing environment. There was also focused instruction; the teachers taught lessons centered on their learning goals. Lessons included activities in which the students participated and varied instructional techniques. Last, the teachers had effective behavior management. Each teacher had a repertoire of strategies to encourage proper behavior and address misbehavior as needed (Jolley, 2019).

This study is needed because, according to Educational Researchers, Improving Educational Research: Toward a More Useful, More Influential, and Better-Funded

Enterprise educational research has sometimes been criticized as neither valuable nor influential (Drill et al., 2012 as cited in Burkhardt & Schoenfeld, 2003) some have gone so far as to say the reputation of research is awful (Drill et al., 2012 as cited in Kaestle, 1993). This study will highlight teachers' perspectives based on their personal experiences from lesson planning and delivering instruction in the classroom.

Purpose of Study

This qualitative study compares the viewpoints of impactful strategies and attributes for teaching public, private, and charter elementary school educators specifically for lesson planning and instruction. The method of sharing the topic study and recruiting participants is reaching out to teachers working in elementary schools from the St. Louis region (city and county) via access to their email addresses, which are public domain. Respondents for this Study may have consisted of those who teach grades Pre-K through fifth, excluding Related Arts teachers.

The results of this study may impact the practice of educators in St. Louis and beyond who are scaffolding ways of being more effective within their grade levels or content areas. This study may also impact preservice teachers pursuing a career in different school types within the St. Louis region as they may learn what is considered most beneficial, thus helping to shape their teaching practices and philosophies. The data collected may reveal the differences between what "literature" says about what teachers who plan effectively should do and the reality of what teachers recognize as impactful planning and instruction strategies. Solely relying on the evidence obtained through data collection methods (interviews and surveys), this empirical study is used to validate one research question.

Research Questions

Research Question 1: How does self-evaluation shape public school teachers'

viewpoint(s) on impactful lesson planning and instruction?

Research Question 2: How does self-evaluation shape charter school teachers'

viewpoint(s) on impactful lesson planning and instruction?

Research Question 3: How does self-evaluation shape private school teachers'

viewpoint(s) on impactful lesson planning and instruction?

Study Limitations

The following limitations bounded the scope of the study:

Email Access

The accuracy of teacher's emails is a potential limitation. The researcher collected

emails from the school and district websites that may need to be more accurate due to

new or no longer existing staff. If the information on the website had not been updated,

the email addresses would have excluded prospective participants from the study. Often,

districts use filters to restrict any non-district emails from coming through their network.

Filters could have prevented access for teachers, which limits participants. These

restrictions could have caused the survey to go to the Spam folder in their email.

Instrument

The survey and questionnaire were considered a limitation in this study. The

researchers designed a qualitative survey using Qualtrics and created a questionnaire for

this study. However, the limitation arises because previous research had yet to utilize a

similar survey aimed at teachers. In other words, the study's reliance on a new and

untested survey instrument may have affected its validity or generalizability compared to studies that used more established validated surveys and questionnaires.

Sample

General education public, charter, and private elementary education elementary teachers participated in this study. Research limitations may have included a need for more participation, as teacher participation was voluntary. The research excluded related arts teachers in this study, as some of the survey and interview questions were geared towards English Language Arts, and related arts teachers do not teach English Language Arts.

Definition of Terms

Anticipatory Set/Scaffolding is a short activity or prompt that focuses the student's attention before the lesson begins (Steward et al., 2010, p. 129).

Charter Schools-defined as independent public schools, funded by public or private donors, and must follow education laws but have freedom from some rules (Public Charter Schools Insider, 2017).

Closure is the final "check for understanding" (Steward et al., 2010, p. 130).

Effective Teaching- is described as a particular teacher who has been the most successful in helping respondents to learn (Walker, 2008).

Extrinsic Motivation for this Study is an individual motivated by outside factors or other people (instead of being motivated from within).

Guided Practice- The students practice the new Learning under direct teacher supervision (Steward et al., 2010, p. 130).

Inclusion: This study aims to involve all students in the educational setting that best meets their needs.

Independent Practice -The teacher releases students to practice independently based on what they have learned during the previous steps (Steward et al., 2010, p. 130).

Input- The new knowledge, process, or skill must be presented to the students most effectively (Steward et al., 2010, p. 130).

Instructional planning– generally consists of six phases: goals, objectives, instructional activities, assessment, revision, and implementation (Baylor et al., 2001, p. 4).

Lesson Plan for this study is defined as an outline of goals and objectives, activities designed to help students achieve those goals, and objectives and ways to assess whether students have reached those goals and objectives.

Concretely modeling a graphic or demonstration showing what the finished product looks like (Steward et al., 2010, p. 130).

Objective and Purpose: Tell what/how/why the students will learn (Steward et al., 2010, p. 130).

Perspective is an inter-related set of beliefs and intentions that gives direction and justification to our actions (Pratt, 2002).

Private Schools-Private schools are run by private organizations, funded privately, and have little government oversight (Romano, 2018).

Public School is funded by tax dollars, overseen by elected officials, and operate with open admissions within their district (Higgins & Abowitz, 2011).

Self-evaluation- is setting and using standards for self-judgment (Baylor et al., 200, p. 3).

Self-monitoring of performance - is observing, tracking, and recording performance outcomes (Baylor et al., 2001, p. 3).

Self-regulation- is the degree to which an individual is metacognitively, behaviorally, and motivationally aware of their learning processes (Baylor et al., 2001, p. 3).

Visible Learning enhances teachers' roles as they become evaluators of their Teaching (Hattie, 2014, p. 1).

Summary

In conclusion, lesson planning and instruction have significantly advanced throughout history. Lesson planning has evolved from an organizational tool to a sophisticated process, considering the latest educational theories, technological advancements, and student-centered approaches. Lesson planning continues to play a crucial role in effective Teaching, providing a roadmap for teachers to create engaging, meaningful, and purposeful learning experiences for their students.

The purpose and focal point of the research seeks to investigate public, charter, and private elementary teachers' viewpoints regarding what they consider effective lesson planning and instruction. Identifying similarities in how different school types view effective lesson planning and instruction can help all educators, whether novice or experienced. This study includes five chapters. In Chapter One, the researcher introduced the study and described the problem of the study. Next, the researcher reviewed the rationale and research question. After, the researcher provided the limitations and the definition of critical terms. Following Chapter One, the researcher will incorporate literature related to the Study in Chapter Two. The literature review will provide an overview of how public, charter, and private schools compare, effective lesson planning

and teaching techniques, practical instruction in the 21st Century, impactful teaching

strategies in underserved communities, the benefits of feedback from teachers, teachers'

perspectives on educational research, and teacher reflection tools.

Chapter Two: Review of Literature

This chapter initiates a comprehensive examination of the comparative analysis between public, charter, and private schools, alongside an exploration of effective lesson planning and teaching techniques, contemporary instructional practices, impactful pedagogical strategies in marginalized communities, the advantages derived from teacher feedback, teachers' viewpoints on educational research, and tools facilitating teacher reflection. The chapter begins by concisely defining public, private, and charter schools, shedding light on the operational distinctions specific to each school category. Defining the school types will examine what scholarly literature considers effective lesson planning and teaching before delving into teachers' perspectives on these research methodologies. This chapter examines effective teaching strategies in the 21st Century and explores how educators implement such strategies to effect positive change within underserved communities.

Public Schools

Public schools represent a promise made by the community to every child, present and future, that they will be given the best education we can get them, no matter what, if there are children who need it (Greene, 2015, para. 12). Public education in the United States has a rich history that has evolved over several centuries. In the 1600s and 1700s in America, before the First and Second Industrial Revolutions, educational opportunities varied widely depending on region, race, gender, and social class (Paterson, 2021). The first schools in the original British North Atlantic colonies opened in the 17th Century to prepare boys to read the Bible. The Boston Latin School was founded in 1635 (Singer, 2016). Public education, common in New England, was class-based, and the working

class received few benefits. Instructional styles and the nature of the curriculum were locally determined. Teachers were expected to be models of strict moral behavior (Paterson, 2021). By the mid-1800s, most states had accepted three basic assumptions governing public education: that schools should be free and supported by taxes, that teachers should be trained, and that children should be required to attend school (Paterson, 2021).

In the 19th Century, educational reformers like Horace Mann and Henry Barnard advocated for a typical school system accessible to all children. Through their efforts, free public education at the elementary level became available to all American children by the end of the century (Kober & Rentner, 2020). Compulsory school attendance laws were also introduced, although some religious groups, such as the Catholics, continued to support private schools. The 1925 Supreme Court ruling in Pierce v. Society of Sisters affirmed the right to attend private instead of public schools (Thattai, 2017).

The demand for skilled workers in the 18th Century led to the creation of new types of secondary schools, such as the American Academy in Philadelphia. Over the 20th Century, the percentage of teenagers graduating from high school increased significantly, and compulsory education laws extended to the age of 16 (Thattai, 2017). According to Findlaw.com, compulsory laws require children to attend a public or state-accredited private school for a specific time (Schonrock et al., 2016). These laws were implemented to improve literacy rates and discourage the widespread child labor practices of the 19th and early 20th centuries (Schonrock et al., 2016).

The responsibility for public education in the United States primarily rests with individual states and local school districts. Each state developed its education department

and enacted laws regulating education (Schonrock et al., 2016). Throughout the 1900s,

governments expanded their roles overseeing schools to unify districts and offer more

financial responsibility for education.

> The *Lanham Act* of 1941 and the Impact Aid Laws of 1950 eased the
>
> burden on communities affected by the presence of military and other
>
> federal installations by making payments to school districts. In 1944, the
>
> GI Bill authorized postsecondary education assistance that would send
>
> nearly 8 million WWII veterans to college. (Hawkins Hill & Jefferson-
>
> Jenkins, 2011, para. 9)

Throughout the history of public education in the United States, there have been

instances of race and gender inequality. In 1954, in Brown v. Board of Education of

Topeka, the Supreme Court declared state law that established separate public schools for

black and white students to be unconstitutional. The decision overturned the previous

ruling in the case of Plessy v. Ferguson. Brown v. Board of Education of Topeka

concerned the situation when black children were denied admission to schools where

white children were taught (Sokalska, 2022). Women also faced discrimination in

education. In 1972, Congress passed Title IX to address sex discrimination and barriers

that many women faced in education (Rouleau, 2024, para. 1). The central provision of

Title IX states, "No person in the United States shall, based on sex, be excluded from

participation in, be denied the benefits of, or be subjected to discrimination under any

education program or activity receiving Federal financial assistance" (Rouleau, 2024,

para. 7).

The history of public education in the United States reflects the societal changes and challenges faced over the centuries. While technological advancements and learning methods have improved the system, issues such as race and gender inequality persist. The American public school has always been considered a system that inculcates the individual's ideals of equality and freedom. It has changed historically according to the upheavals in society (Thattai, 2017).

Charter Schools

Charter schools are educational institutions in the United States funded through taxation but operated privately under a charter or contract with a public entity, providing alternative public education options to families (Tong et al., 2023). The Missouri Department of Elementary and Secondary Education defines *Charter schools* as independent public schools free from some rules and regulations that apply to traditional public school districts as explicitly identified in charter school law (Missouri Department of Elementary and Secondary Education*,* 2024). The Missouri Department of Elementary and Secondary Education further explains that in exchange for flexibility, charter school sponsors are to hold the schools accountable for results. Charter schools are non-sectarian, do not discriminate in their admission policies, and may not charge tuition or fees (Missouri Department of Elementary and Secondary Education, 2024).

Finn, president emeritus of the Thomas B. Fordham Institute, an education think tank, says the propulsion toward school choice has always been that too few kids in America have been able to pick their schools. Way too many have been stuck in bad schools with no alternative (Jason, 2017).

Educator Ray Budde introduced the concept of charter schools in the 1970s. Budde envisioned charter schools as vehicles for innovation in education, allowing groups of teachers to establish contracts or charters with local school boards to explore new approaches to teaching and learning (Public Charter Schools Insider, 2017). During the 1980s, Albert Shanker, a longtime president of the American Federation of Teachers, played a significant role in promoting charter schools. Shanker piqued the curiosity of a group of progressive educators and policymakers in Minnesota. They pitched charter schools as educational labs, and district schools would adopt successful trials (Jason, 2017). The state of Minnesota pioneered this movement by enacting the Charter School Law in 1991, and the state of California did the same in 1992. In the 2000s, charter schools received significant support from the government. President George W. Bush sought substantial funding, including grants and a voucher system, to accelerate the growth of charter schools. President Obama continued this support by revising programs and creating initiatives that facilitated the transformation of underperforming public schools into charter schools (Public Charter Schools Insider, 2017).

A charter school begins with an application that describes the proposed school's mission, curriculum, management structure, finances, and other characteristics (Fischler, 2019). Most states set an initial charter contract term at five years, which allows a school to progress beyond the initial start-up phase and produce a sufficient performance record and body of data needed for sound high-stakes renewal decisions (*Charter School Contracts*, 2009, p. 2). An inquiry for a new charter school may be made by parents, community leaders, social entrepreneurs, businesses, teachers, school districts, and municipalities. Interested parties must submit a charter school Letter of Intent (LOI) and

Prospectus (*Start a charter public school: Missouri Charter Public School Commission* 2024, para. 2). Depending on your state, charter school authorizers can be anyone from the local board of education to a private party with the time and funds to do so (Public Charter Schools Insider, 2017). Over 30 years, charter schools have evolved from just one school in Minnesota to more than 7,800 schools in 44 states, serving more than 3.7 million students (Greene, 2024, para. 1).

During 2021-2022, Asian student enrollment in charter schools increased from 3.5% to 4.3%, and enrollment of other ethnicities nearly doubled from 2.9% to 5.9%. Hispanic students in charter schools saw the highest percentage of enrollment growth, increasing from 22% of all charter school students in 2005-06 to 36.1%. The percentage of black students decreased from 31.6% to 24.4%, and the percentage of white students decreased from 39.9% to 29.3% (Lopez, 2023, para 3).

Missouri was the 34th state to pass a law for creating charter schools in May 1998. The first charters in Missouri opened their doors to serve the St. Louis and Kansas City metropolitan area pupils only, as determined by statute. In 2014, Missouri had approximately 50 charters, with about half in Kansas City and the other half in St. Louis. Charters served 19,000 students (10,000 in KC and 9,000 in St. Louis) as of 2014, which equated to approximately 2 percent of Missouri's school-age children (Aldridge, 2015). In 2024, the number of Missouri Charter schools increased to 67, with an enrollment of 25,634 students (*Missouri Charter Public School Association,* 2024).

Charter schools are subject to fewer rules and regulations and have greater autonomy than traditional public schools over operations, curriculum, and instruction (Tong et al., 2023). Autonomy is a critical component of the charter school concept. By

allowing charter schools autonomy over decisions concerning finance, personnel,

scheduling, curriculum, and instruction, states have enabled many schools to produce

stellar student results (Ableidin & Hassel, 2010). In return for that flexibility, charter

schools should be more accountable to parents and the state or local governments that

authorize them (Fischler, 2019).

Charter schools are open to all students within a designated jurisdiction, and they

are not allowed to discriminate during the admission process (Holley, 2023, para. 7).

Students are not assigned to charter schools; instead, their families request a seat in the

school (Valant, 2019). Admission exceptions of students may include siblings of students

already enrolled in the program, students who are already enrolled in the same charter

program at another location, children of school board members, staff, or administrators,

or students matriculating from a local school that is already listed in the charter (Public

Charter Schools Insider, 2017).

Students in Missouri charter schools are demonstrating high rates of growth based

on the 2023 APR. Across Missouri's student group, growth measures 24 LEAs in the

state, which are above average in ELA and 32 in math. Of those, 8 are charter schools.

1/3 of LEAs in ELA and 1/4 of all LEAs in math with above-average growth for student

groups are charter schools, yet charter schools make up only 10% of all LEAs and just

3% of all public school enrollment (*Missouri Charter Public School Association,* 2024).

Private Schools

Before a system of public schools took hold in the mid-19th Century, American

children were educated through an assortment of primarily private institutions and

arrangements (*Why we still need public schools,* 2007, para. 1). A private school could be

a small school formed by a religious organization with primarily low-income students, an elite prep school that funnels students to Ivy League colleges, or a tiny school that encourages students to write their curriculum (Stage, 2021).

>These included church-supported schools; local schools organized by
>towns or groups of parents; tuition schools set up by traveling
>schoolmasters; charity schools for poor children run by churches or
>benevolent societies; boarding schools for children of the well-to-do;
>"dame schools" run by women in their homes; and private tutoring. (*Why*
>*we still need public schools – Eric*, 2007, para. 5)

The economic elite established its prep schools, modeled after England's Eton College and Harrow School (Cookson, 1997).

Researcher Don Erikson has identified 15 major categories of private schools: Roman Catholic, Lutheran, Jewish, Seventh Day Adventist, independent, Episcopal, Greek Orthodox, Quaker, Mennonite, Calvinist, Evangelical, Assembly of God, special education, alternative, and military (Cookson, 1997). Though private schools have various religious affiliations, private schools still lack racial and economic diversity. About one in four private school students is white, and students from low-income families make up about 9% of private school enrollment (Stage, 2021).

The Missouri Department of Elementary and Secondary Education states that a nonpublic school provides instruction in English language arts, mathematics, science, and social studies to one or more grade levels, including at least one grade from kindergarten through twelfth grade. The school has a physical location, and students are instructed onsite. The nonpublic school may also provide distanced instruction. The school must be

a nonprofit but is neither a school district, a neglected/delinquent institution, nor a charter

school as defined by Missouri law (*Missouri Department of Elementary and Secondary*

Education 2024).

Similar to Public and Charter schools, Private schools are subject to all applicable

local, state, and federal laws and regulations governing the business side of things but

differ because private schools handle educational matters according to their educational

philosophy and the wishes of their families and students (Kennedy, 2021). Private

schools are usually supported by tuition payments and sometimes by funds from other

nonpublic sources such as religious organizations, endowments, grants, and charitable

donations (Choy, 1997, p. 4). Private schools have an application process that can include

a tour, application, academic assessment, and interview. Admissions can be selective

with specific criteria based on educational philosophy, student conduct, or academic

appetite (*Six differences between private and public schools, 20*23).

If a child is enrolled in a private school and requires special needs services,

parents can request an evaluation from the public school district regardless of whether a

child attends public school. Private schools do not have to evaluate children or provide

exceptional education, but they are responsible for providing equitable services and

complying with the Americans with Disabilities Act (Walsh, 2020). If the child is found

eligible, the local district is responsible for providing services unless the family does not

want them (Walsh, 2020). Sometimes, families arrange to have a child attend private or

home-based school but receive special education services through the public school

(Walsh, 2020).

There are 19,329 private schools in the United States. Private and Catholic

schools account for about 17% of U.S. schools, with 13,871 private (non-Catholic)

schools and 5,458 Catholic schools. These schools usually require students to pay tuition

and may cover grades K-12, including special needs. They also include privately run

career/technical and adult education organizations (Team, 2024, para. 13). Most private

school students (78 percent) attend religiously affiliated schools, and most private schools

are small: 87 percent have fewer than 300 students (Scully, 2022).

Effective Lesson Planning

A lesson plan is the instructor's roadmap for what students need to learn and how

it will be effectively accomplished during class (Milkova, 2012). Researcher Robert

Yinger names five planning levels represented in a structural model: (1) annual planning,

(2) term planning, (3) planning unitary, (4) weekly planning, and (5) daily planning

(Yinger, 1980, p. 18). Annual planning involves the selection of general materials, the

placement of students, and the sequencing and organization of teaching throughout the

school year. Period planning focuses on activities during the 12 weeks before the next

break. Unit planning refers to developing a unit of instruction for a specific subject to be

taught over several weeks within a quarter. Weekly planning focuses on the activity as

part of the weekday schedule. In contrast, daily planning involves any last-minute

modifications or preparations made during the day or before classes start the next day

(Yinger, 1980, p. 18).

In addition, Wong (2009) names the Four Steps to Creating an Effective

Assignment 1. Determine what you want the students to accomplish. 2. Write each

accomplishment as a single sentence. 3. Give the students a copy of the same sentences.

4. Post or send these sentences home with the students (Wong, 2009, p. 7). Throughout

the text, the author elaborates on these four steps. Step 1: Determine what you want the

students to accomplish. The question that must be asked repeatedly is, "What do I want

my students to learn?" not "What am I going to cover?" (Wong, 2009, p. 157). Step 2:

Write each accomplishment as a single sentence. To teach for accomplishment, you must

have a series of single sentences that clearly and precisely state what is to be

accomplished. Step 3: Give the students a copy of the objectives. Students can be in

control when they know what objective they are responsible for learning (Wong, 2009, p.

163). Step 4: Post or send the objectives home with the students. Write the objective on

the board. Students are more likely to buy into the lesson and are more likely to

participate in activities if they understand why they are doing it. Begin a lesson by

pointing to the objective so everyone knows where they are going. Refer to the objective

during a lesson to allow the students to check for their understanding. Referring to the

objective helps them recognize when they do not understand the lesson. Bring closure to

a lesson to help the students focus on their learning (Wong, 2009, p. 164).

      Kitsantas and Baylor (2001) found that using self-reflective tools for lesson

planning, such as the Instructional Planning Self-Reflective Tool (IPSRT), can improve

teacher performance, disposition, and self-efficacy beliefs regarding systematic

instructional planning. The IPSRT is a method for promoting effective lesson planning by

encouraging teachers to reflect on their teaching practice and identify areas for

improvement (Kitsantas & Baylor, 2001). Comparably, Miller (2009) advocates for

reflective lesson planning to promote learner autonomy in the classroom. Reflective

lesson planning involves considering learners' prior knowledge, interests, and learning

styles when designing and delivering lessons. This approach ensures that lessons are

engaging, relevant, and effective in promoting student learning (Miller, 2009).

In the 2018 article "5 Tips to Improve Your Lesson Plan," education writer

Andrea Romano provides practical advice for educators looking to enhance their lesson

planning skills. Her first tip is to ensure the lesson is well-structured, with clear learning

objectives and a logical progression of activities. The second tip is incorporating student-

centered activities that encourage active participation and engagement. Third, Romano

suggests using technology and other innovative teaching tools to make the lesson more

interactive and dynamic. Fourth, she encourages teachers to anticipate potential

challenges or roadblocks and develop contingency plans accordingly. Lastly, Romano

emphasizes incorporating formative assessments throughout the lesson to ensure students

grasp the concepts (Romano, 2018).

Like Andrea Romano (2018), Liliana Milkova (2012) offers ways to promote

successful lesson planning. Her central idea is that lessons should include objectives for

student learning, teaching/learning activities, and strategies to check student

understanding. Milkova lays out a six-step guide to help create lesson plans. The steps are

followed by questions to be used as tools for determining activities to accompany lessons

and reflection for teachers. The first step is outlining learning objectives. This step is to

determine what you want students to learn and be able to do at the end of class. Questions

that teachers can consider asking when completing this step are: What are the essential

concepts, ideas, or skills I want students to be able to grasp and apply? Why are they

important? If I ran out of time, which ones could not be omitted (Milkova, 2012)? The

next step is to develop the introduction. Teachers can use different approaches to engage

students (e.g., personal anecdotes, historical events, thought-provoking dilemmas, real-world examples, short video clips, practical applications, probing questions, etc.) (Milkova, 2012). Questions that one may ask when planning the lesson's introduction are: How will I check whether students know anything about the topic or have any preconceived notions about it? What are some commonly held ideas (or misconceptions) about this topic that students might be familiar with or espouse? What will I do to introduce the topic (Milkova, 2012)? The third lesson-planning strategy that Milkova shares is to plan specific learning activities. Offering several different ways of explaining the material is critical, as it is to attract students who have varied learning styles. Learning activities comprised real-life examples, analogies, or visuals (Milkova, 2012). The fourth strategy shared is planning to check for understanding so that teachers will know if the students are learning (Milkova, 2012). The questions teachers may want to pose to themselves are: What questions will I ask students to check for understanding? What will I have students do to demonstrate that they are following? Returning to my list of learning objectives, what activity can I have students do to check whether each has been accomplished (Milkova, 2012)? The fifth strategy is to develop a conclusion and a preview by reviewing the material covered in class and summarizing the lesson's main points (Milkova, 2012). Summarizing the main points helps students better understand what they have learned and provides a way to apply it to their world (Lewis, 2019). An example that can promote student engagement in the lesson closure process is using exit tickets. Students can write what they learned and any questions they might still have on a slip of paper with their name (Lewis, 2019).

Another example is asking students to summarize the lesson as they would explain it to an absent classmate (Lewis, 2019). The last strategy is creating a realistic timeline. So, narrow your list to the two or three key concepts, ideas, or skills you want students to learn (Milkova, 2012). Some strategies to create a realistic timeline are estimating how much time each activity will take and then planning some extra time for each. When you prepare lesson plans, next to each activity, indicate how much time you expect it to take. Plan a few minutes at the end of class to answer any remaining questions, summarize key points, and plan an extra activity or discussion question if you have time. Be flexible, be ready to adjust your lesson plan to students' needs, and focus on what seems to be more productive rather than sticking to your original plan (Milkova, 2012).

Effective Teaching

Effective teaching is described as a teacher who has been particularly successful in helping students learn (Walker, 2008). An effective teacher uses various instructional strategies, including lecture-discussion, simulation, service learning, cooperative learning, visual media, role-playing, guest speakers, and debates (Sandy, 2005, para. 6). These methods are age and grade-appropriate to accommodate diverse learning styles and present the subject from different angles to facilitate insights and connections (Sandy, 2005, para. 6). The 21st-century skillset is generally understood to encompass a range of competencies, including critical thinking, problem-solving, creativity, meta-cognition, communication, digital and technological literacy, civic responsibility, and global awareness that contribute to effective teaching (Kim et al., 2019). Effective teachers integrate several key elements into their practice: (1) ethical concern for children and

society; (2) extensive subject matter competence; (3) thoughtfully selected pedagogical

practices; and (4) a deep understanding of their students, including knowledge of child

and adolescent development and learning, an understanding of their strengths, interests,

and needs, and knowledge about their families and communities (Ko et al., 2013).

Missouri has organized resources that foster effective teaching by providing *the*

Educator Growth Toolbox. *The toolbox* is a one-stop destination where district

administrators can find all the resources they need to enhance educator effectiveness. It

shares all the state's resources on evaluation, observations, professional learning, and

student growth measures (*Missouri Department of Elementary and Secondary Education,*

2023).

Missouri has implemented standards that foster effective teaching using a

framework for reflection, goal setting, and continuous improvement in teaching practice

known as The Essential Principles of Effective Evaluation. These Missouri Teacher and

Leader Standards are articulated across a professional continuum for teachers and

principals that set expectations for the performance of teachers and leaders at different

points in their professional careers (*Missouri Department of Elementary and Secondary*

Education, 2023). The evaluation first lends itself to a rubric for professional

performance and a guideline for how teachers and principals can improve and grow in

professional practice.

Missouri's Essential Principles of Effective Evaluation provide seven research-

based essential components to be included in an evaluation process if it is to be both

comprehensive and performance-based (*Missouri Department of Elementary and*

Secondary Education, 2023). The seven principles that determine alignment are 1.

Research-based performance targets are aligned with state model teacher and leader

standards 2. Indicators of performance are articulated across differentiated levels with

standards specifying expectations at all levels of practice. 3. The probation period for the

educator, as specified in state law, provides for the accurate and appropriate accumulation

of performance data. 4. Measures of growth in student learning areas are significant

contributing factors in evaluating practice at all levels, using a wide variety of student

performance measures. 5. Performance is assessed regularly, including timely feedback

from multiple sources that promotes formative development at all career stages and

supports overall improvement. 6. Educators who collect evidence of performance and

provide feedback are highly trained and objective, ensuring that ratings are fair, accurate,

and reliable. 7. The evaluation process guides district decisions regarding status,

recognition, development, interventions, and policies that impact student learning in the

system (*Missouri Department of Elementary and Secondary Education,* 2023).

Three of the seven principles mainly address the evaluation process's structure,

while the other four address its implementation or the process used in it. One of the

implementations an evaluator is looking to observe during an Effective Educator

evaluation is Clear Expectations. Clear expectations ensure that a student's performance

continues to improve from the work of excellent teachers and leaders. Thus, this

evaluation system must use measurement of clearly articulated, research-based, and

proven performance targets (*Missouri Department of Elementary and Secondary

Education,* 2023). These targets align with appropriate state and/or national standards and

include evidence linked to the impact of student performance. Clear language reduces

subjectivity and provides direction for improvement (*Missouri Department of Elementary and Secondary Education,* 2023).

Teacher professional development programs that focus on improving instructional practices, such as peer coaching, collaborative learning, and ongoing feedback, have been shown to improve student learning outcomes (Steward et al., 2010). Through enhancing their instructional methods, effective teachers gain deeper understanding by sharing successful techniques and engaging in reflective conversation with other educators in a professional community (Cai et al., 2022). Hawthorne (2022) emphasizes that effective teachers are always cushioned by the support of good schools that create cultures that prioritize professional development (Hawthorne, 2002, para. 26). Excellent teaching necessitates a combination of knowledge, skills, artistry, passion, and commitment. It requires a deep understanding of the knowledge base supporting the profession and a strong commitment to professional responsibilities and obligations (Ko et al., 2013). Moreover, effective teaching requires the successful integration of elements from the professional knowledge base in the service of learning, growth, and development of diverse students across varying contexts (Ko et al., 2013). Burkhardt and Schoenfeld (2003) suggest that educational research should promote more useful, influential, and better-funded approaches to teacher professional development (Burkhardt & Schoenfeld, 2003).

Walker (2008) identifies the key characteristics that in-service and pre-service teachers believe are necessary for effective teaching. The qualitative and longitudinal study examines teachers' opinions over time to gain a deeper understanding of their perceptions of effective teaching. The study's main findings indicate that effective

teachers possess 12 key characteristics. The first characteristic is having high

expectations for students, which is consistent with other studies that have found that

teachers who set high expectations positively impact student achievement (Brophy,

1983). The second characteristic is creating a positive classroom environment, which

includes building relationships with students and making learning enjoyable. This finding

is supported by research indicating that positive teacher-student relationships are

associated with improved academic outcomes (Pekrun et al., 2009). The third

characteristic is being knowledgeable about the subject matter, which is consistent with

research showing that teacher content knowledge is an essential component of effective

teaching (Hattie, 2009). The fourth characteristic is being a good communicator, which

includes explaining concepts clearly and effectively. The fifth characteristic is being able

to adapt teaching to meet the needs of individual students. The sixth characteristic is

being passionate about teaching, which is supported by research showing that teacher

enthusiasm can positively influence student motivation and engagement (Fredricks et al.,

2004). The seventh characteristic is being a reflective practitioner, which includes

regularly reflecting on teaching practices and adjusting based on feedback. The eighth

characteristic is being organized and prepared, including well-planned lessons and a well-

structured classroom environment. The ninth characteristic is managing the classroom

effectively, which includes having clear rules and expectations for behavior. The 10th

characteristic is assessing student learning effectively, which includes using various

assessment methods and providing timely feedback to students. The eleventh

characteristic is collaborating effectively with colleagues, which includes sharing best

practices and working together to improve teaching and learning. The final characteristic

identified by Walker's study is being committed to the profession of teaching, which includes a desire to continue learning and improving as a teacher. Overall, Walker's study provides insights into the characteristics that in-service and pre-service teachers believe are necessary for effective teaching. Effective teaching requires a focus on student-centered learning, effective communication, and instructional strategies that promote critical thinking and problem-solving skills (Walker, 2008).

Teacher Perspectives

A perspective on teaching is an interrelated set of beliefs and intentions that guide and justify our actions (Pratt, 2002). It is argued that there is no one-size-fits-all approach to teaching and that good teaching should be tailored to meet the needs of individual learners (Pratt, 2002). According to Pratt, good teaching is a complex and dynamic process involving various factors, including the teacher's pedagogical knowledge, communication skills, ability to engage learners, and sensitivity to learners' needs and preferences (Pratt, 2002).

Marble et al. (2000) investigated teachers' perspectives regarding teaching and learning. The researchers aimed to explore teachers' different experiences and opinions about the teaching-learning process. Their study involved interviews with 20 teachers from three different schools in the United States. The researchers analyzed the data gathered from the interviews using a thematic analysis approach. One of the main themes that emerged from the study was the importance of building relationships with students. According to Marble et al. (2000), teachers recognized that building a positive relationship with their students was crucial to creating a positive learning environment (Marble et al., 2000). Teachers emphasized the importance of getting to know their

students, including their backgrounds, interests, and personalities (Marble et al., 2000).

Teachers who established positive relationships with their students reported that these

relationships positively impacted their students' motivation, engagement, and

achievement (Marble et al., 2000). This finding is consistent with previous research that

suggests that teacher-student relationships are crucial to student success (Hamre &

Pianta, 2001).

Another important theme from the study was the importance of incorporating

student voice and choice in the learning process. Teachers who provided opportunities for

students to make choices about their learning reported higher levels of engagement and

motivation among their students (Marble et al., 2000). Additionally, teachers who

incorporated student voice into their classroom decision-making reported higher student

ownership and accountability (Marble et al., 2000). This finding is consistent with

research that suggests that student-centered learning can lead to improved student

engagement, motivation, and achievement (Kuh, 2008).

The study also highlighted the importance of creating a safe and inclusive

learning environment. Teachers recognized that creating a safe and inclusive learning

environment was essential for student success. Teachers who created a safe and inclusive

learning environment reported that their students were more likely to take risks,

participate in classroom discussions, and feel valued (Marble et al., 2000). This finding is

consistent with previous research that suggests that creating a safe and inclusive learning

environment is essential for student success (Goodenow, 1993).

The final theme that emerged from the study was the importance of ongoing

professional development. Teachers who participated in ongoing professional

development reported feeling more confident and prepared to meet the diverse needs of

their students (Marble et al., 2000). Additionally, teachers who participated in ongoing

professional development reported feeling more connected to their colleagues and the

broader educational community (Marble et al., 2000). This finding is consistent with

research that suggests that ongoing professional development is essential for teacher

growth and development (Wei et al., 2009).

   Researcher Cigdem Sahin-Taskin conducted a study in 2015 with 18 preservice

teachers in their final year of college, focusing on their perception of lesson planning.

These preservice teachers were all enrolled in a course named Teaching Experience.

Participating in the study was not a requirement for the course. Interviews were

conducted and recorded to understand the participants' perceptions, and so was the

feedback from participants after creating lesson plans. Almost all pre-service teachers

expressed that the lesson plans they prepared during the Teaching Experience course

helped their teaching. They indicated that lesson plans help them know how and when to

use the activities they prepared during the lesson (Taskin, 2017). Contrary to finding

lesson planning useful, some participants shared difficulties with their planning. Two

participants indicated that when they planned their lessons, they couldn't find an

appropriate activity for their students' learning levels. Another participant in this study

indicated that apart from students' learning levels, during planning, she needs to know

students' characteristics, individual differences, needs, and expectations. She also

explained that since she does not know them, she found it difficult to prepare an activity,

preventing her from planning her lessons effectively (Taskin, 2017). This study also

revealed that some preservice teachers are unaware of the purpose of preparing lessons.

One of the pre-service teachers claimed that apart from deciding which activities they will use during the lesson, lesson plans do not help them. Although other pre-service teachers stated that preparing a lesson plan guides them in organizing the activities they will use during the lesson, a close examination of the data revealed that they could not give in-depth explanations (Taskin, 2017). Examining the Teaching Experience course revealed that pre-service teachers practice in schools one day a week during the semester. Each week, they visit a different class to gain a wide range of experience (Taskin, 2017). The scarce schedule proposed that preservice teachers lack sufficient time needed to explore students' learning levels, needs, and expectations. This indicates that paying more attention to preservice teachers' preparation of lesson plans by researchers, teacher educators, and mentor teachers will help them develop their planning skills (Taskin, 2017).

In 2012, a study was conducted on teachers' educational research perspectives to identify factors influencing the extent to which teachers use research to inform their teaching practices. The researchers found that one of the key barriers to the uptake of educational research by teachers is the complexity of research methodology. Many teachers lack the training to fully understand the research process and the implications of research findings for their teaching practices (Drill et al., 2012). Moreover, the authors highlight that research findings are often communicated in language inaccessible to teachers, which can lead to a lack of trust in research findings and reluctance on the part of teachers to incorporate research into their practice (Drill et al., 2012). Therefore, the authors suggest that researchers should make a concerted effort to communicate their findings in clear and concise language accessible to teachers (Drill et al., 2012).

One of the study's key findings was that teachers value research relevant to their teaching practices and provide practical solutions to the challenges they face in the classroom (Drill et al., 2012). The authors share how teachers often have limited time to devote to research and are, therefore, more likely to engage with research that has clear, practical implications for their work. The authors suggest that researchers should focus on relevant and practical research that provides teachers with clear guidance on how to incorporate research findings into their teaching practices (Drill et al., 2012).

The authors also highlight the importance of involving teachers in the research process. Involving teachers in the research process can help to ensure that research findings are relevant and practical and can increase the likelihood that teachers will incorporate research into their practice (Drill et al., 2012). Teachers are best placed to identify the challenges and opportunities for improvement in their classrooms and can provide valuable insights into the practical implications of research findings (Drill et al., 2012). Furthermore, the authors highlight the need to establish relationships between researchers and teachers to foster collaboration and shared purpose. Teachers often feel disconnected from the research community and may be reluctant to engage with research (Drill et al., 2012). It is almost a necessity for educators and researchers to communicate in the education field. This could really help educators determine what is useful and what is not useful methods to teach inside the classroom. If the researcher and educator each exchange ideas, it could change a big process of how they teach (Hoey, 2017, para. 1). Therefore, the authors suggest that researchers should make a concerted effort to establish relationships with teachers and to work collaboratively with them to identify research questions and develop research projects (Drill et al., 2012).

Finally, the authors highlight the importance of providing teachers with professional development opportunities informed by research findings. Professional development can be an effective means of incorporating research findings into teaching practices, but it is important to ensure that professional development is relevant, practical, and informed by research (Drill et al., 2012). As the authors note, by giving teachers access to high-quality professional development grounded in research findings, researchers can help facilitate the uptake of research in teaching practice (Drill et al., 2012).

Overall, teachers' perspectives indicate that their beliefs about learning vary based on students' needs and a clear understanding of educational research that can be implemented effectively. The study by Drill et al. (2012) provides valuable insights into teachers' perspectives regarding educational research. The authors highlight the importance of communicating research findings in clear and accessible language, focusing on relevant and practical research, involving teachers in the research process, establishing relationships between researchers and teachers, and providing professional development opportunities informed by research findings. By considering these factors, researchers can help ensure that their work has a meaningful impact on the education system and, ultimately, on students' lives (Drill et al., 2012).

Teacher Reflection Tools

"Reflection" has become a buzzword in academia and has many implications across fields, disciplines, and subdisciplines (Machost & Stains, 2023, p. 1). Reflection is a process of self-examination and self-evaluation in which effective educators regularly engage to improve their professional practices (Shandomo, 2010). The fundamental

theories and models of reflection and reflective practice were born initially from the work of Dewey and Schön. A century ago, John Dewey emphasized the importance of involving the learner in reflection. He believed that our experiences shape us, and when reflective practice is part of learning, meaning and relevancy are created, which initiates growth and change (Dewey, 1909, p. 203-209). Reflective thinking is a multifaceted process. It involves the analysis of classroom events and circumstances. Due to its complexity, teaching requires constant and continual classroom observation, evaluation, and subsequent action (Shandomo, 2010). Reflective thinking leads educators to act deliberately and intentionally rather than randomly and reactively (Shandomo, 2010). In addition, reflective practices can help educators realize when certain expectations or cultural norms are out of their direct ability to address. For example, educators cannot be expected to tackle systemic issues such as racism, sexism, and ableism alone (Machost & Stains, 2023).

        According to Baylor et al. (2001), reflection can be used for effective lesson planning. Reflection allows teachers to analyze their teaching practices, identify gaps in their knowledge, and develop strategies to address these gaps (Baylor et al., 2001). This process helps teachers create effective lesson plans that meet the needs of their students (Baylor et al., 2001). The instructional planning self-reflective tool is designed to help teachers develop effective lesson plans. Baylor et al. (2001) developed the tool to help pre-service teachers reflect on their lesson-planning practices. The tool consists of questions that teachers can use to reflect on their lesson-planning practices. The questions are designed to guide teachers through the lesson-planning process and help them identify areas that require improvement Baylor et al. (2001).

Baylor et al. (2001) conducted a study to determine the impact of the instructional planning self-reflective tool on pre-service teacher performance. The study involved two groups of pre-service teachers. The first group used the self-reflective tool to develop their lesson plans, while the second group did not use the tool. The study results showed that the group that used the self-reflective tool performed better than the group that did not. The tool also improved teacher disposition and self-efficacy beliefs regarding systematic instructional planning.

A study by Philp-Clark & Grieshaber (2023) shared how critical reflection by teachers should encourage their agency and collaboration, with objectives being intrinsically motivated and collaboratively developed to demonstrate professional value. Additionally, explaining that it is essential to support teachers in their journey towards change, ensuring they are respected and given a voice within a collaborative team, and how a clear and unambiguous perspective on TCR (Teacher Critical Reflection) is necessary. Teachers must feel safe, supported, and provided with resources and opportunities conducive to TCR (Philp-Clark & Grieshaber, 2023).

Research studies have identified various types of teacher reflection tools, including journals, portfolios, video recordings, and online discussion forums. A study by Hatton and Smith (1995) revealed that journals are effective in promoting reflective teaching practices. The study also found that portfolios are effective in documenting teaching practices and promoting reflective teaching practices (Hatton & Smith, 1995). A study by Pellegrino & Gerber (2012) findings suggests that implementing a structured process of self-reflection can lead teachers to a greater awareness of their strengths and weaknesses in the classroom and, ultimately, improved practice.

Overall, research studies have shown that teacher reflection tools effectively promote reflective teaching practices and enhance student learning outcomes. Reflective practices are a process and a time- and energy-intensive but extremely valuable tool for educators when implemented with fidelity (Machost & Stains, 2023). Having various types of teacher reflection tools, including journals, portfolios, video recordings, and online discussion forums identified in research studies, teachers can incorporate reflection tools into their teaching practices to promote reflective teaching and enhance student learning outcomes. Therefore, reflection is vital for efficacy as an educator and a requirement for educators to advance their lifelong journeys as learners (Machost & Stains, 2023).

Theoretical Framework

Madeline Hunter is renowned as one of the pioneers of effective teaching practices. In her book, "Mastery Teaching: Increasing Instructional Effectiveness in Elementary and Secondary Schools, Colleges, and Universities," Hunter (1982) provides a comprehensive analysis of the principles and practices of mastery teaching. She presents an approach to teaching that prioritizes helping students master the skills they need to succeed academically. Hunter proposes several principles that underpin mastery teaching.

The first principle emphasizes the importance of setting clear objectives for learning. Hunter argues that teachers should articulate what they want students to learn and be capable of doing, ensuring that students fully grasp these objectives. This clarity is essential for enabling students to focus their attention and efforts on the specific skills they need to master (Hunter, 1982).

The second principle of mastery teaching underscores the significance of active participation in the learning process. According to Hunter, students learn most effectively when actively engaged in the learning process. Fostering active participation entails providing students with opportunities to practice and apply their knowledge and skills in real-life situations. Moreover, teachers should furnish students with immediate feedback on their performance to facilitate improvement (Hunter, 1982).

The third principle of mastery teaching centers on the importance of reinforcement. Hunter argues that students must be motivated to learn, and reinforcement plays a pivotal role in this process (Hunter, 1982). Reinforcement can take the form of positive or negative feedback, and it is crucial to ensure that students are recognized and rewarded for their efforts and progress. Reinforcement can encompass praise, recognition, or other incentives (Hunter, 1982).

The fourth principle of mastery teaching underscores the importance of individualization. Hunter contends that students possess diverse learning needs and preferences. Therefore, teachers should adapt their teaching strategies to meet these distinct needs. This adaptation involves delivering personalized instruction and feedback utilizing various teaching techniques to accommodate different learning styles (Hunter, 1982).

In a study conducted by researcher Jane Stallings, the effects of implementing Madeline Hunter's model on student learning outcomes were investigated. This study was carried out in a rural school district in North Carolina, involving three fourth-grade teachers and their students. The teachers received training in the Madeline Hunter model and implemented it for 12 weeks. The study's results revealed that students taught by

teachers who applied the model achieved significantly higher post-test scores than those

of control group teachers who did not use the model (Stallings, 1985). Furthermore, the

study found that students taught using the model displayed more positive attitudes toward

learning and were more engaged in the learning process (Stallings, 1985).

 The Madeline Hunter lesson plan format was popular in the late 1970's and

1980's and is still being used today (Johnson, 2020). In the past decade, evidence of

Hunter's influence can still be seen in the continuing support for direct instruction and

teachers both new and veteran using versions of the lesson template that Hunter had created

(Cuban, 2019). Hunter's original purpose here was to provide a platform enabling

educators to have conversations about effective teaching. However, it quickly moved

away from being a conversational platform to becoming a teaching recipe (Johnson,

2020). Schools and teacher preparation programs began to use the seven elements

described in Hunter's model of instruction to observe and evaluate teachers (Johnson,

2020). This model is considered fundamental for facilitating effective teaching and

learning. These elements include the anticipatory set, objective and purpose, input,

modeling, checking for understanding, guided practice, and independent practice (Hunter,

1982). Moreover, the model aligns with best practices in teaching and learning (Glatthorn

et al., 2017).

 An example of a study addressing the effectiveness of using direct instruction in

developing the reading comprehension skills of third grade was conducted in Irbid

Kasbah in 2021. From the findings of this study, the research concludes that the teaching

method has notable effects on the reading comprehension skills of students regardless of

their age, gender, or other socio-demographic characteristics. More importantly, the study

has demonstrated that the direct instruction method has immensely positive effects on the comprehension skills of third-grade students (Yaghmour & Obaidat, 2022).

John Hattie's Visible Learning and Effective Feedback

Feedback is defined as "information communicated to the learner that is intended to modify his or her thinking or behavior for the purpose of improving learning" (Hattie & Timperley, 2007, p. 81). Researcher John Hattie examined the impact of feedback on student learning. In Chapter Seven of *Visible Learning*, author John Hattie identifies several key features of effective feedback, including the following:

- **Timely feedback:** Feedback provided quickly after a task has been completed is more effective than delayed feedback (Hattie, 2012).

- **Specific feedback:** Feedback specific to the task at hand is more effective than general feedback (Hattie, 2012).

- **Goal-oriented feedback:** Feedback aligned with specific learning goals is more effective than feedback that is not (Hattie, 2012).

- **Actionable feedback:** Feedback that provides clear suggestions for improvement is more effective than feedback that does not (Hattie, 2012).

- **Feedback from multiple sources:** Including teachers, peers, and self-evaluation is more effective than feedback from a single source (Hattie, 2012).

John Hattie's research on feedback is based on a meta-analysis of over 500 studies involving more than 60,000 students. The results of his analysis indicate that feedback is one of the most powerful influences on student learning and achievement (Hattie, 2012). According to Hattie, feedback has an effect size of 0.79, which is larger than the effect sizes of other common educational interventions, such as class size reduction, homework,

and student-centered learning (Hattie, 2012). To better understand feedback, consider

Sadler's (1989) explanation: Broadly speaking, feedback provides for two main

audiences: the teacher and the student. Teachers use feedback to make programmatic

decisions with respect to readiness, diagnosis, and remediation. Students use it to monitor

the strengths and weaknesses of their performances so that aspects associated with

success or high quality can be recognized and reinforced, and unsatisfactory aspects

modified or improved (Sadler, 1989, pp. 120-121).

The Impact of Common Core State Standards

In the "Best Practice: Bringing Standards to Life in America's Classrooms," the

authors, Zemelman et al. (2012), look at the Common Core State Standards (CCSS) and

their impact on education in the United States. Common Core state standards describe the

skills students should have at each grade level in English/language arts and math by the

time they finish high school. They are not a detailed, day-to-day curriculum; they are a

broad outline of learning expectations from which teachers or district leaders craft a

curriculum (Gewertz, 2024). They argue that the CCSS was created to address the

weaknesses of the previous state standards, which varied greatly in their rigor and content

(Zemelman et al., 2012). The CCSS was designed to be clear, specific, and research-

based, ensuring that all students have the knowledge and skills necessary for success in

college and careers (Zemelman et al., 2012).

Several studies have examined the impact of the CCSS on student achievement. A

study by Loveless (2012) found that the CCSS was associated with modest gains in math

achievement, particularly in the early grades. The CCSS has also been praised for its

potential to improve the quality of education in the United States. The CCSS emphasizes

the development of critical thinking and problem-solving skills, and the integration of

technology in the classroom (Zemelman et al., 2012). This finding is consistent with

Black and Wiliam (1998) stating that having quality instructional materials is key to

effectively implementing the CCSS. These skills are essential for success in the 21st-

century workforce, and the CCSS provides a framework for ensuring that all students

receive the education they need to succeed (Zemelman et al., 2012).

It is recommended that teachers use the CCSS as a tool for reflection and

improvement rather than as a strict set of rules to be followed without question

(Zemelman et al., 2012). One effective way to implement the CCSS is to use formative

assessment to monitor student progress and adjust instruction as needed. A study by

Black and Wiliam (1998) found that formative assessment is one of the most effective

strategies for improving student achievement. Using formative assessment to identify

areas where students need additional support, teachers can adjust their instruction to

ensure that all students meet the standards.

However, some researchers have criticized the CCSS for being too prescriptive

and limiting teachers' flexibility and creativity in the classroom (Zemelman et al., 2012).

A study by Darling-Hammond and Adamson (2014) argued that the CCSS does not

provide enough guidance on how to teach critical thinking and problem-solving skills,

which are essential for success in college and careers. Critics have also argued that the

CCSS is not appropriate for all students (Darling-Hammond & Adamson, 2014). For

example, the CCSS may not be suitable for students with disabilities or those who are

English language learners (ELLs) (Darling-Hammond & Adamson, 2014). Despite these

criticisms, the authors of "Best Practice" argue that the CCSS can potentially improve

education in the United States, provided that they are implemented effectively and focus on best practices in teaching and learning (Zemelman et al., 2012, p. 3).

Effective Instruction for the 21st Century

The advance of knowledge in recent decades has accelerated in such a way that it has generated a true cultural shock: one becomes aware of its impact after it has already happened and gone (Meckien, 2018). 21st Century skills can be developed through effective educational processes. Effective methods and strategies for learning and teaching must be employed to support educational processes and activities (Özdoğru, 2022).

Greater emphasis on skills also has important implications for teacher training (Rotherham & Willingham, 2009). Authors Rotherham and Willingham (2009) state that our resolve to teach these skills to all students will not be enough. We must have a plan by which teachers can succeed where previous generations have failed. Teachers need much more robust training and support than they receive today, including specific lesson plans that deal with the high cognitive demands and potential classroom management problems of using student-centered methods (Rotherham & Willingham, 2009).

Traditional education systems primarily focus on content-based knowledge transmission and are no longer sufficient to prepare the new generation of learners (Trilling & Fadel, 2009). A group of organizations, including major technology firms, formed the P21 (Partnership for 21st Century Skills) in 2002. P21 identified three core subjects and seven 21st Century skills (Trilling & Fadel, 2009). The core subjects are reading, writing, and math with 21st Century themes. The seven skills were identified as critical thinking and problem-solving, creativity and innovation, collaboration and

teamwork, cross-cultural understanding, literacy in communications and media, literacy in computing and Information and Communication Technology (ICT), and self-reliance with career and learning (Trilling & Fadel, 2009).

Like P21, in 2015, the World Economic Forum proposed a set of 16 essential skills for a new vision in 21st Century education. Those skills include six foundational literacies, four competencies, and six character qualities. Foundational literacies are literacy, numeracy, scientific literacy, ICT literacy, financial literacy, and cultural/civic literacy. Competencies include critical thinking/problem-solving, creativity, communication, and collaboration (Özdoğru, 2022). Character qualities are curiosity, persistence and grit, adaptability, leadership, and social/cultural awareness (Özdoğru, 2022). The Organization for Economic Co-operation and Development (OECD) also provides a vision for the future of skills and education. In the OECD Learning Framework 2030, three transformative competencies are highlighted. They are 1) creating new values, 2) reconciling tensions and dilemmas, and 3) taking responsibility. Future learners equipped with these competencies will exercise agency in developing their individual and societal well-being (Özdoğru, 2022).

Effective 21st Century instructional strategies can include many ways to stay abreast of innovative education. One of those innovative ways is by learning digitally. Digital learning is a concept used to refer to a set of technology-mediated techniques that are applied to assist student learning, tutoring, instruction, and assessment (Wheeler, 2012, as cited in Özdoğru, 2022). Digital learning is a valuable form of learning and teaching that can enhance educational outcomes. Studies have compared face-to-face and

digital learning, pointing out that online learning is no less beneficial than face-to-face

learning regarding student knowledge, skills, and satisfaction (Jefferson & Paul, 2019).

Inquiry-based learning is also an innovative means of learning in the 21st

Century. Inquiry Based Learning is a form of active learning in which students are given

a carefully scaffolded sequence of mathematical tasks and are asked to solve and make

sense of them, working individually or in groups (Ernst et al., 2017). Inquiry learning

begins when students are presented with questions to be answered, problems to be solved,

or a set of observations to be explained (Prince & Felder, 2006, p. 9). If the method is

implemented effectively, the students should learn to "formulate good questions, identify

and collect appropriate evidence, present results systematically, analyze and interpret

results, formulate conclusions, and evaluate the worth and importance of those

conclusions" (Prince & Felder, 2006, p. 9).

Another innovative 21st Century instructional strategy is cooperative and

collaborative learning. Members in cooperative and collaborative learning groups usually

have shared authority and responsibility for group actions and outcomes. In cooperative

learning, teachers act as a central authority in the class and provide more closed-ended

group tasks. In contrast, collaborative-learning group members work interdependently on

open-ended and complex tasks to discuss and create a joint problem space in which they

co-elaborate their personal meaning and knowledge (Baker, 2015).

Social and emotional learning also poses as an innovative instructional strategy in

the 21st Century. Social and emotional learning (SEL) is defined as the

(a) mastery and appropriate use of interpersonal and small-group skills

(e.g., recognizing, managing, and appropriately expressing one's

emotions), and (b) internalization of prosocial attitudes and values needed

to achieve goals, solve problems, become emotionally involved in learning

and work, and succeed in school and throughout life. (Johnson & Johnson,

2004, p. 40, as cited in Özdoğru, 2022)

The past few decades have seen great progress in education reform in the United

States—progress that has especially benefited less-advantaged students. Today's

reformers can build on that progress only if they pay keen attention to the challenges

associated with genuinely improving teaching and learning (Rotherham & Willingham,

2009). If we ignore these challenges, the 21st-century skills movement risks becoming

another fad that ultimately changes little—or even worse, sets back the cause of creating

dramatically more powerful schools for U.S. students, especially those underserved today

(Rotherham & Willingham, 2009).

Impactful Teaching Strategies in Underserved Communities

Wayne and Youngs (2003) discuss teacher quality as teachers having certain

characteristics that enhance their effectiveness in the classroom. When considering best

practices for underserved elementary schools, it is critical to acknowledge that both

traditional and progressive strategies should be utilized (Matczynski et al., 2000, as cited

in Plancencia, 2021). Researcher Dion K. Young conducted research with this goal in

mind. The research consisted of a qualitative assessment of several teachers in urban Title

I schools. Each teacher was asked a series of open-ended questions, and their answers

were compiled to find themes among the best-performing teachers (Young, 2018, as cited

in Plancencia, 2021). The research resulted in seven main themes that help define what

makes an effective urban education teacher. The themes were as follows: intrinsic

motivation, peer-to-peer collaboration, conducive environment, real-world connections,

differentiation, relationships, and technology (Young, 2018, as cited in Plancencia, 2021).

> Effective teaching is the knowledge, strategies, processes and behaviors
>
> which lead to good student outcomes. Effective teachers have a positive
>
> impact on their students and use their expertise to improve learning. These
>
> good outcomes are often those that can be measured easily, usually
>
> through summative assessment. (Hawthorne, 2022, para. 1)

This study examined the teaching dispositions of 14 elementary (K-6) urban

teachers designated as effective by their principals to determine the classroom practices

that promote academic success for students based on standardized test scores.

Investigators used the Teacher Quality Measure (TQM), an instrument aligned with the

Interstate New Teacher Assessment and Support Consortium (INTASC), in addition to

field notes, in observations of the teachers (Thompson et al., 2005). This study reported

on two guiding questions: 1. What classroom dispositions do effective classroom teachers

have in common? 2. How do effective classroom teachers' dispositions compare with

dispositions set out by INTASC standards? An exploration of dispositions indicators in

the teacher's makeup was conducted, like an assessment demonstration of knowledge or

skills to connect dispositions and student success.

Researchers found that the most effective teachers were excellent communicators.

The teachers modeled respectful communication over 90% of the time (Thompson et al.,

2005). Many teachers used positive reinforcements, complimented students, and spoke

respectfully to students (Thompson et al., 2005). They used appropriate verbal and

nonverbal communication, were active listeners, and 100% of the teachers created

classroom environments full of books and tools for learning (Thompson et al., 2005).

Teachers engaged all students in learning 90% of the time. They used effective

feedback and probes, motivated students by using various strategies within their lessons,

gave encouraging feedback, and drew on students' prior knowledge (Thompson et al.,

2005). The teachers enforced classroom rules at least 85% of the time. Teachers in this

study used direct instruction to convey knowledge. They did not allow students to make

decisions, did not vary instructional techniques, or use cooperative/collaborative

methodologies (Thompson et al., 2005).

Some teachers used excellent questioning strategies, challenging students to think

critically, and most lessons were teacher-centered. Teachers questioned, probed, and

redirected students' understanding when necessary. Researchers observed teachers

reviewing prior knowledge and helping students connect to current learning (Thompson

et al., 2005).

Most instruction was given in a whole group with some cooperative/collaborative

partners or group sharing. Some small group instruction occurred when students worked

with teachers in reading groups (Thompson et al., 2005). Environmental aesthetics, such

as an attractive classroom, dressing professionally, and class orderliness, appeared often

(Thompson et al., 2005). From the interviews, we concluded that the teachers believed

that their students could learn, were capable of expressing their ideas, and were capable

of academic success (Thompson et al., 2005).

Conclusion

This literature review explored public, charter, and private schools, effective lesson-planning techniques, impactful teaching strategies, teachers' perspectives on learning and educational research, and how educators impact underserved communities. Each section shed light on the unique characteristics and challenges associated with these educational contexts.

Public schools, with their rich history in the United States, have evolved over centuries and play a pivotal role in providing progressive education to a diverse population. Charter schools, however, represent a more recent innovation in education, offering greater flexibility in curriculum and teaching methods. Their growth has been driven by the desire for innovation and choice in education. Private schools, funded privately and with little government oversight, offer a different educational option, often catering to specific religious or class interests. Their diversity and mission-driven nature provide various options for families interested in alternative educational experiences.

Effective lesson planning emerged as a critical aspect of successful teaching. The elements of effective lesson plans, such as clear learning objectives, engaging activities, and formative assessments, were discussed in detail. Adapting teaching strategies to cater to diverse student needs and learning styles was also highlighted. The critical role of effective teaching methods and strategies in nurturing the 21st Century skills that students need to thrive in an increasingly complex and interconnected world was discussed, as the call for greater emphasis on skills aligns with the recognition that traditional content-based education is no longer sufficient. In the context of underserved communities, these effective teaching strategies become even more crucial. By addressing students' unique

challenges in these communities, educators can make a significant impact on their

academic success and overall well-being.

Effective teaching, as demonstrated through student-centered approaches,

reflective lesson planning, and ongoing professional development, is essential for

promoting student learning. The mention of teachers' viewpoints on educational research

and how to effectively implement it is deemed to be important for instructional strategies.

Ultimately, learning that teachers who prioritize student engagement, autonomy, and

collaboration are more likely to foster meaningful educational experiences.

In closing, this literature review has provided a comprehensive overview of key

aspects of education, from school types to instructional practices. It underscores the

importance of continuously striving for excellence in teaching and learning, ultimately

benefiting students and society. As educators and policymakers navigate the complexities

of the education landscape, the insights shared in this chapter can serve as valuable

guidance for shaping the future of education.

Chapter Three: Research Method and Design

This study seeks to explore the role of self-evaluation in identifying elementary school teachers' perspectives from public, private, and charter schools regarding impactful lesson planning and instruction. It also aims to conduct a comparative analysis across these school types. By examining these viewpoints, the researcher seeks to discern commonalities and differences in the perceived strategies and attributes conducive to effective teaching within diverse educational settings.

Chapter Three provides a comprehensive overview of the research design, including the selection of participants, utilization of instruments, procedures for data collection, strategies for data analysis, and ethical considerations inherent in the research process. The study attempts to capture insights into teachers' perceptions and practices related to lesson planning and instruction through a combination of survey administration and qualitative interviews.

The study's survey component employs a combination of rating scales and open-ended questions to solicit responses from elementary school teachers. At the same time, qualitative interviews offer a deeper exploration of participants' viewpoints. Initial participant recruitment involved distributing a Qualtrics form via email and then through social media platforms, resulting in 57 individuals participating. Among these, 24 completed the survey, and 10 consented to qualitative interviews.

The interview examines various aspects of teachers' perspectives, encompassing self-assessment, classroom management strategies, pedagogical preparedness, instructional routines, motivational factors, utilization of educational technology, and demographic considerations. By exploring these dimensions, the research seeks to

elucidate the factors educators perceive as pivotal in shaping their teaching effectiveness across different school contexts.

The outcomes of this study hold implications for educators, particularly in the St. Louis region, by offering insights into effective teaching practices across different school types and grade levels. Additionally, aspiring teachers stand to benefit from the findings, as they provide valuable guidance for navigating the complexities of classroom instruction and honing their pedagogical approaches to align with the evolving demands of the education landscape.

Research Questions

Research Question 1

How does self-evaluation shape public school teachers' viewpoints on impactful lesson planning and instruction?

Research Question 2

How does self-evaluation shape charter school teachers' viewpoints on impactful lesson planning and instruction?

Research Question 3

How does self-evaluation shape private school teachers' viewpoints on impactful lesson planning and instruction?

Research Design

Qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences used to gather in-depth insights into a problem or generate new ideas for research (Bhandari, 2023). There are five features of qualitative research as we define it (Bogdan & Biklen, 1998).

Qualitative research is *Naturalistic,* meaning it has actual settings as the direct source of data, and the researcher is the critical instrument (Bogdan & Biklen, 1998). Qualitative research is *Descriptive data*. The data collected are words or pictures rather than numbers (Bogdan & Biklen, 1998). Qualitative researchers are *Concerned with Process* rather than simply with outcomes or products (Bogdan & Biklen, 1998). Qualitative researchers tend to analyze their data *inductively.* They do not search for data or evidence to prove or disprove the hypotheses they hold before entering the study (Bogdan & Biklen, 1998). *"Meaning"* is of essential concern to the qualitative approach. Researchers who use this approach are interested in how different people make sense of their lives (Bogdan & Biklen, 1998).

Qualitative research acknowledges the subjective nature of human experiences and perceptions. It recognizes that individuals interpret and construct meaning based on their unique perspectives, cultural backgrounds, and social contexts (Jain, 2023). The research questions' nature entailed the adoption of a qualitative methodological framework to delve into the perspectives of teachers from Public, Private, and Charter schools regarding effective lesson planning and instruction, incorporating both teacher surveys and interviews. The qualitative data, which highlights qualities and characteristics, were gathered through questionnaires and interviews in narrative format.

This study's design aims to expound on recurring themes and attributes, facilitating conclusions regarding effective lesson planning and instruction across the three teacher demographics. Utilizing an online Qualtrics survey, the researcher collected qualitative teacher data, supplemented by interviews, to glean insights not fully captured by survey responses alone. Qualitative interviews offer practitioners a deeper

understanding of the phenomena under examination, providing more comprehensive and actionable insights than quantitative approaches. Thus, a qualitative research design was deemed most suitable for exploring, explaining, and enhancing the understanding of participants' viewpoints in this study.

Population and Sample

The sampling included five public, four charter, and four private elementary schools in local city and county schools in St. Louis, Missouri. Each private elementary school had one to two teachers per grade level, while the public and charter schools had three to four teachers. Administrators, Music, Art, Physical Education, and Special Education teachers were excluded from this study.

The sample size consisted of 90 potential participants. Of the 90 potential participants, 57 started the survey, 24 completed the study, and 10 teachers were interviewed. Of the 24 participants who completed the survey, 23 identified as female, and one male. The 10 teachers who opted to participate in an interview were all female, four were African American, and six were Caucasian. Teachers' emails were compiled from internet searches of St. Louis city and county schools. The researcher followed up by viewing their websites to ensure they were schools of teachers serving students in grades Pre-K through Fifth Grade. The researcher provided consent forms to potential participants as part of the first page of the survey sent through Qualtrics. Following the survey, there was a final question for willing participants to add their email for a follow-up interview virtually, over the phone, or in person. The researcher analyzed the information to search for common themes used to address effective lesson planning and instruction.

Instrumentation

Upon Institutional Review Board (IRB) approval, the researcher contacted teachers using email addresses from district and school websites (Public Domain) to provide potential participants with information on the proposed study and details for how to participate if interested. The researcher created an instrument to collect data for this study. First, the researcher collected qualitative data through an online teacher survey utilizing Qualtrics. The teacher survey consisted of six self-evaluation categories that included 20 questions. Seven of the survey questions included Likert scale questions that warranted a response of Always, Often, Sometimes, and Never, with the remaining survey questions designed to be answered with an open-ended response or multiple-choice selection. Also, the researcher conducted interviews comprising 12 self-evaluation questions designed for open-ended responses. The researcher designed the questions to gather descriptive information about teachers' opinions and work ethic for effective lesson planning and instruction.

The survey and interview questions investigated teachers' viewpoints through self-evaluation. First, it focuses on teacher awareness by defining impactful teaching and attributes for teaching particular grade levels and English Language Arts well. Next, the focus was classroom management, where teachers were asked to share behavior management strategies that affected their ability for effective teaching. Teachers were also surveyed on teacher preparation and instructional routines, motivation, the education technology(ies) most often used for instruction, and demographics. The demographics of this study consisted of teacher grade levels, gender, years of teaching English Language Arts, and school type.

Data Collection

Upon obtaining Institutional Review Board (IRB) approval, the researcher initiated communication by dispatching emails to educators across Public, Charter, and Private schools within the St. Louis region. Subsequently, participants received a survey via email, utilizing the researcher's Lindenwood University email account. The email shared the URL to access the survey. Upon clicking the URL to access the survey, the first page displayed Lindenwood University's consent form for participants to agree and submit. The consent document provided transparent information to the potential interviewee while protecting the researcher from potential future false acquisitions. The participants were not required to enter personal information or the institution they teach in. However, participants were asked whether their school was parochial, charter, or public. Following the survey, participants provided an email address if they wanted to participate in the interview process.

The initial survey was emailed to 90 elementary teachers on February 10, 2023. The survey included teachers from five public schools, four charter schools (including the first charter school in St. Louis County), and four Private schools. When the researcher had yet to receive at least 30 responses to completed surveys after two weeks, the researcher re-sent the initial email. The researcher also reconvened with committee members to seek advice for an alternative option to secure proper data collection that supports the study. Thus, the researcher modified to recruit participants. The IRB did not approve the modification on May 8, 2023. After approval, the researcher used social media by making a public post sharing the same script emailed to teachers to recruit participants. Surveys were electronic (via Qualtrics). Using the survey responses, the

researcher contacted participants who answered the last question by volunteering to

participate in a virtual, over-the-phone or in-person interview. Simultaneously, while

continuing to collect survey data, if the researcher received responses from participants

volunteering to interview, interviews were scheduled and conducted. Before conducting

all interview methods, the researcher reminded the interviewee of the consent form

signed when volunteering to participate in the survey. The researcher told the teachers

that the interviews were being recorded. The researcher conducted semi-structured

interviews with predetermined questions that were the same for each participant. Each

interview lasted 15 minutes or longer.

Data Analysis

The survey participants comprised teachers representing three schools: Public,

Charter, and Private. Out of the 90 surveys distributed via email and additional responses

obtained through social media channels, 57 individuals opted to participate in the study.

Subsequently, 10 of the 57 participants volunteered to engage in further qualitative

interviews. The researcher analyzed the data using research questions about the study's

objectives.

The researcher conducted a comprehensive analysis focusing on the data-related

research questions, which include RQ 1: How does self-evaluation shape public school

teachers' viewpoint(s) on impactful lesson planning and instruction? RQ 2: How does

self-evaluation shape charter school teachers' viewpoint(s) on impactful lesson planning

and instruction? RQ 3: How does self-evaluation shape public school teachers'

viewpoint(s) on impactful lesson planning and instruction? Additionally, the researcher

aimed to compare teachers' viewpoints across different school types.

The researcher processed the survey data automatically collected through the Qualtrics platform. The initial step involved carefully examining the responses to open-ended questions to identify commonalities, differences, and emergent themes among participants from each school type. This qualitative survey approach facilitated exploring nuanced perspectives and identifying recurring patterns in teachers' viewpoints. Subsequently, Likert scale questions were analyzed to understand the distribution of teacher viewpoints across various dimensions of impactful lesson planning and instruction. Finally, the researcher conducted a detailed examination of individual responses to each survey and interview question, aiming to uncover specific characteristics and insights that may have yet to be captured through broader thematic analysis alone. This in-depth exploration allowed for a detailed understanding of teachers' perspectives and shed light on unique attributes or challenges specific to each school type.

By employing these analytical techniques, the researcher sought to leverage the survey and interview data to identify areas for improvement and opportunities to enhance the learning experience for students, teachers, and staff across public, charter, and private schools. As emphasized by Perez (2023), using appropriate survey questions and analytical tools was instrumental in facilitating a rigorous and insightful data analysis, ultimately contributing to advancing educational practices and policies.

Ethical Considerations

There is no relationship between the researcher and the participants in this study. The researcher did not know any teachers or document any teachers' names as part of the survey. The researcher made all the interview data digital and stored it on a password-

protected account and location. Researchers should abide by ethical guidelines in every

aspect of their study, as these considerations help guard against academic misconduct

(Mazumdar, 2022).

Conclusion

Chapter Three explained the methodology for this qualitative study, providing an

overview of the research design, participants, instruments, data collection procedures,

data analysis, and ethical considerations of the study. The researcher examined teachers'

viewpoints on effective lesson planning and instruction. The researcher collected and

analyzed teachers' data from the teacher survey and interview responses during the Spring

2023 semester and Summer 2023. The study consisted of a survey with rating scales,

open-ended questions, and qualitative interviews with elementary school teachers. The

initial recruitment for participants was a Qualtrics form shared via email and later social

media, resulting in 57 survey participants. Of those participants, 24 completed the survey,

and 10 volunteered to participate in an interview. The interview questions investigated

teachers' viewpoints through self-evaluation, focusing on teacher awareness, classroom

management, teacher preparation and instruction routine, motivation, education

technology, and demographics. Chapter Four includes the presentation of the collected

data. The researcher features a discussion of the qualitative teacher survey and interview

transcripts.

Chapter Four: Analysis

Introduction

The examination in this chapter aimed to explore educators' viewpoints from different types of schools on how effective lesson planning and instructional practices are perceived. Additionally, the researcher analyzed how these school types compare. A Qualtrics survey was emailed to Public, Charter, and Private elementary general education teachers serving the St. Louis City and St. Louis County areas. The survey extended an invitation to participants to take part in an interview to elaborate on their viewpoints. The researcher analyzed answers from the open-ended survey questions and interviews to find common themes in the responses from teachers at each school type. During the development of the study analysis, the researcher stored the data in a locked location. In the fourth chapter, the researcher introduced the research inquiries accompanied by a qualitative data analysis.

The researcher focused on teacher awareness, classroom management, instructional routine, motivation, and educational technology while analyzing how these components compare by school type through a researcher qualitative methods survey. As mentioned in Chapter Three, the researcher investigated, collected, and explored the commonalities, differences, and themes to reveal repeated attributes and conclude adequate lesson planning and instruction from the three populations of teachers. To elaborate on answering research questions 1-3, the researcher conducted teacher interviews. The researcher examined the teacher interviews to find reoccurring details and draw themes and conclusions from the three different school types.

The outcomes of this study offer valuable insights for educators and leaders, providing research findings that can aid teachers in enhancing their lesson planning and instructional practices. Chapter Four outlines the qualitative results of analyzing teacher survey and interview data. The identified themes derive from the responses of elementary teachers across diverse school types. While teachers from each school type and grade level manifested distinct perspectives and characteristics in their responses, a collective merging of common viewpoints was evident among teachers. In the same chapter, the researcher articulates the research questions and a qualitative data analysis of teacher survey responses and interviews.

Qualitative Results

Through a qualitative survey, the researcher examined the viewpoints of Public, Charter, and Private elementary school teachers. The survey consisted of seven open-ended questions and five Likert scale questions. The researcher chose to examine schools in St. Louis City and St. Louis County, Missouri. The researcher surveyed teachers who taught pre-kindergarten through fifth grade. Fifty-seven elementary educators participated in the survey. Twenty-four elementary educators completed the survey in its entirety. Ten teachers volunteered to partake in an interview.

Research Question 1

RQ 1: How does self-evaluation shape public school teacher viewpoint(s) on impactful lesson planning and instruction?

To analyze public school teachers' viewpoints on impactful lesson planning and instruction, the researcher asked questions regarding the definition of impactful teaching, attributes that contribute to being a favorable teacher, attributes that enhance the ability to

teach English Language Arts well, behavior management strategies, professional

developments that improve pedagogy, digital media, self-evaluation, and lesson planning.

Through the open-ended survey, the teacher survey responses provided qualitative data

for Research Question One. The data from Survey Questions 1-5, 17-18, and interviews

provided 10 themes:

Theme One: Impactful teaching improves academic achievement

Survey responses exposed a prevailing theme regarding teachers' definitions of

impactful teaching. Responses from teacher participants consistently indicated

similarities throughout the survey, particularly concerning the role of academic growth in

determining impactful teaching. Academic growth measures a student's progress between

two points in time (Academic Growth, 2019). Participants conveyed diverse yet

interconnected insights when prompted to articulate their perspectives on impactful

teaching. One participant emphasized, "Instruction that improves academic achievement,"

encapsulating the essence of impactful teaching. Another participant echoed the

sentiment: "Impactful teaching is using informational lessons that build on students' prior

knowledge to enhance learning." Emphasizing tangible outcomes, a different participant

asserted, "Impactful teaching is teaching that produces results. Students show significant

academic and social-emotional growth."

Further clarifying the multifaceted nature of impactful teaching, another

participant emphasized the role of data-driven approaches, stating, "Impactful teaching is

taking data and using what you learned from data to teach your students." Expanding the

scope, another participant articulated a holistic perspective, asserting, "I would define

impactful teaching as changing students for the better. That can be academically, socially,

behaviorally, or challenging their thinking." Concluding the thematic contributions, a

participant highlighted the importance of measurable results, stating, "Impactful teaching

has measurable results; students show an understanding of the content that is taught."

While many teachers emphasized impactful teaching regarding students' academic

growth or achievement, a notable subset of five teachers had different perspectives. For

these educators, impactful teaching extended beyond conventional metrics, emphasizing

the cultivation of critical thinking skills and differentiated instruction. According to one

teacher, impactful teaching involves "teaching that makes a child think, ask, and be

willing to make mistakes," underlining the importance of fostering intellectual curiosity.

Another teacher offered a succinct definition: "I would define impactful teaching simply

as anything that causes students to take chances, make mistakes (and learn from them), or

challenge their current way of thinking." These teachers articulated a vision where

impactful teaching is intricately linked to differentiation strategies. One participant said,

"The teacher can adjust their teaching strategies to fit both the students and the material,

recognizing that different students learn differently." Another participant reinforced the

idea, stating, "I define impactful teaching as being able to teach the same content in many

different ways." The final participant encapsulated the essence of impactful teaching as

reaching students at their current level, enhancing the likelihood of building on newly

acquired knowledge. For teachers who opted to participate in an interview, perspectives

on factors impacting student achievement were examined, based particularly on grade

level. Instructional strategies were a recurring factor. Two first-grade teachers highlighted

the pivotal role of instruction, particularly in reading acquisition. One teacher emphasized

the importance of research-based instruction tailored to the developmental needs of

young learners. Echoing this sentiment, the other teacher stressed the significance of

decoding skills in reading proficiency. While acknowledging the importance of sight

word recognition, the teacher emphasized the enduring impact of strong phonics and

decoding abilities across subject areas, enabling students to navigate complex texts

confidently. In third-grade instruction, educators grappled with the interaction between

instructional practices and external assessments. One teacher shared the negative impact

of standardized testing and how it dictates instructional priorities and detracts from more

holistic approaches to teaching and learning. Another teacher underscored the importance

of early childhood education in laying the foundation for reading proficiency and

fostering a love for learning. However, they noted a potential gap in addressing science

and social studies standards, which assume proficiency in Reading but may overlook the

importance of cultivating a genuine curiosity for knowledge. In contrast, another third-

grade teacher highlighted the value of interdisciplinary instruction. English language arts

is integrated with science and social studies to provide students with diverse learning

experiences tailored to their interests and needs.

Theme Two: Relationships and Social Supports

Public school teachers agreed that relationships (Teacher to Student, Parent

Involvement) contributed to student achievement. Research indicates that elevated levels

of teacher engagement, exemplified by positive teacher-student interaction and adequate

teaching support, establish an optimal social environment conducive to fostering positive

academic emotions among students (Domagk et al., 2010; Lei et al., 2018). Consistent

with these findings, this study identified parallel trends, where 15% of public-school

participants employed "engage" to delineate attributes associated with effective teaching. An additional 15% underlined the importance of connection and relationship building.

One Pre-K teacher participant emphasized her pivotal role in her students' achievements, stating, "Me, and the way that I do things . . . I get to know my students, listen to them, and love them. Once a student trusts you, it makes a difference." Similarly, another participant highlighted the significance of parental involvement and the dedication of teachers, emphasizing their impact on student behavior and academic seriousness. Another participant underscored the importance of educators' belief in students' potential, stating, "If the child feels that the adults believe they are going to be successful, they will believe in themselves." Conversely, one participant argued for the primacy of research-based curriculum over relationships, suggesting that effective teaching hinges on the quality of instructional content. Participants also emphasized parental support and investment in education, citing its profound influence on student attitudes and respect for the education system.

Participants also highlighted the need for teachers to tailor instruction to students' developmental and academic needs rather than rigidly adhering to district mandates or pacing guides. Furthermore, teachers emphasized the importance of addressing students' basic needs, such as rest and nutrition, to create an optimal learning environment. One participant stressed the value of leveraging personal knowledge about students' backgrounds to inform instructional practices and enhance learning outcomes.

Theme Three: Patience, Passion, Empathy

Teacher participants collectively conveyed attributes and characteristics they deemed instrumental in fostering effective teaching. Among the 13 public school teachers

who engaged in the survey, five underscored the significance of patience as a critical

attribute contributing to their ability to successfully teach students spanning Pre-K

through Fifth grade. Borkala (2022) highlighted that patience, defined not merely as the

ability to wait but as maintaining a positive demeanor during the waiting process,

emerged as a virtue crucial for effective teaching. For these teachers, patience was not an

isolated quality but intertwined with other positive personality traits that defined their

work ethic. One participant concisely summed up their approach with, "Patience and hard

work," emphasizing the dual role of diligence. Another participant highlighted the

importance of humility, stating, "Patience and no ego," showcasing a commitment to

fostering a collaborative and ego-free learning environment. Expanding on the

multifaceted nature of their attributes, a different participant shared, "Good listener,

empathetic, creative, and engaged," illustrating a holistic approach that extends beyond

patience. The fusion of patience and passion surfaced in another participant's response,

stating, "Patience and passion," highlighting the emotional investment in teaching. Lastly,

a participant emphasized the relational aspect, stating, "Patience and relationship

building," underscoring the role of interpersonal connections in effective teaching

practices.

Participants also articulated other personal characteristics believed to enhance

their efficacy in teaching. Three teachers asserted the possession of "passion" as a

defining trait, while an equivalent number identified "empathy" as a characteristic

integral to their teaching approach. In addition, six of the 13 public school participants

emphasized the significance of their passion for reading as a contributing factor to their

proficiency in teaching English Language Arts. This multifaceted array of attributes

highlights the diverse dimensions teachers believe contribute to effective teaching practices. Participants also employed attributes aligned with their teaching styles and work habits. Two teachers highlighted "reflective," "flexible," "organized," and "knowledgeable," as attributes contributing to their effectiveness.

Theme Four: Routine and Reiteration

Behavior management strategies are plans of action that teachers can take to help manage students' behaviors during class time (Hartin, 2022). These strategies aim to help teachers create a classroom environment with few disruptions so students can focus on learning. Behavior management strategies are essential, because there is a direct correlation between student behavior and academic performance (Hartin, 2022). When teachers stated behavior management strategies that affected their ability to teach impactful lessons, one participant said, "Practicing expected behavior and praising students who show expected behavior." Another teacher said, "Routines and a low, calm voice keep the peace." A different participant stated, "Routine procedures while having engaging and stimulating lessons." This statement was followed by a participant stating, "Teaching and reteaching classroom behaviors." Last, a participant stated, "consistency."

Theme Five: District/School Professional Developments and Higher Education

Professional development (PD) is the strategy schools and school districts use to ensure that educators continue strengthening their practice throughout their careers. The most effective professional development engages teachers' teams to focus on their students' needs. They learn and solve problems together to ensure that all students succeed (Mizell, 2010). Teachers provided distinctive insights into the seminars, Training, and conferences shaping their pedagogy in response to inquiries about their

professional development endeavors. Ten out of 13 public school teachers emphasized

the role of school and district-sponsored professional development, revealing their

commitment to ongoing improvement. Emphasizing the regularity of their engagement,

one participant shared, "I attend monthly and weekly PD," highlighting the consistent

investment in their professional growth. Another participant shed light on the

collaborative nature of their development, stating, "We have biweekly staff meetings

where we discuss a variety of material. We also have professional development meetings

throughout the year on different topics. We currently are focused on a new Language

Arts curriculum." A teacher's involvement in district-required PDs, MySci PD, and

SAVVAS PDs showcased a comprehensive approach. Reflecting on their role in the

curriculum writing team for two summers, the teacher articulated, "I feel like it helped

me understand the Social Studies curriculum. There are so many standards that we have

to teach. No one has time during the regular school year to analyze best practices. It is

just too much." Higher education and advanced degrees emerged as vital contributors to

pedagogical enhancement. One participant highlighted the value of student teaching and

collaborative preparation, articulating, "Training with the best of the best." Another

participant, equipped with a master's degree and certification classes, described their

routine: "I prepare at home, usually look at the big picture, then plan specific days."

Subsequently, a participant engaged in LETRS training within a Special Reading Cohort,

leading to a master's in Reading. One other participant with a master's degree in

Curriculum and Instruction highlighted their proactive engagement in additional Training

beyond mandated ones. Currently undergoing Volume 2 of LETRS training, they

emphasized its intensity, stating, "Each volume is about 120 total hours of work between

in-person meetings, computer work, and practical application." Three teachers explicitly

noted their participation in LETRS training, with one teacher elaborating on its benefits,

stating, "Training provided by DESE phonics had improved my pedagogy. Through the

DESE reading grant, teachers could participate in the LETRS training. This program has

taught me a lot about phonics and particular rules to follow when teaching phonics."

Offering a detailed perspective on the professional development journey, a teacher

outlined her approach to implementation during classroom instruction. Engaging in the

science of reading training, Conscious Discipline for social-emotional learning, and

Savvas training for SIOP, she meticulously reviewed curriculum guides and considered

common misconceptions in math. Her preparation involved creating graphic organizers

tailored to students' needs, reflecting on lessons, and designing daily slides encompassing

phonics drills, orthographic mapping, picture vocabulary cards, and sentence stems for

whole group discussions. Additionally, she highlighted the exclusive use of decodable

texts in small group instruction until students could confidently decode multi-syllabic

words independently. While some seminars, Training, and conferences did not constitute

a clear theme due to their limited numbers, they still enhanced participants' pedagogical

skills. Notable examples encompassed Daily 5, PBIS, Elevate, Kagan PDs, and Ed Camp.

Theme Six: Digital Education Aids

Educational institutions have now popularized digital content education in a

blended mode of class delivery that combines the best of both worlds. Digital aid used in

classroom lectures improves the quality of learning to ensure better comprehension and

retention in students (Hanson, 2024). Digital education has had such a positive impact on

the learning process that its future is undoubtedly secure. It favors students, teachers,

employees, businesses, and parents (Hanson, 2024). One hundred percent of public

school teachers who participated in the survey noted that digital media was used in their

instructional routine. Ten of the 13 participants responded to the survey with the type of

digital media they used most often during instruction: videos. Four participants stated,

"Instructional videos," three participants stated, "YouTube," one participant stated,

"Epic," and one participant stated, "Discovery Ed." Other digital media participants stated

they used were the Smart Board, Instructional Apps, iPads, Nearpod, Kahoot, and

Storyline Online.

Theme Seven: Student Achievement

Self-reflection emerged as a central theme among participants, underlying its role

in driving continuous improvement. Educators engaged in critical introspection,

analyzing instructional approaches, pacing, and student engagement to identify areas for

refinement. Mentorship experiences also contributed to participants' reflective practices,

fostering a culture of self-assessment and professional growth. Through meticulous self-

assessment and a commitment to addressing areas of improvement, educators sought to

optimize teaching effectiveness and foster student success. Having teachers reflect on

their instructional practice, impact on students, collaboration with colleagues, and

interactions with the larger school community can provide insight. It is a powerful tool

for identifying gaps in professional knowledge and areas for continued growth and

professional development (Fireside & Lachlan-Haché, 2015, p. 1).

When reflecting on their approaches to evaluating teaching effectiveness,

participants articulated a multifaceted process incorporating diverse feedback and internal

reflection. Participants' approaches to evaluating teaching effectiveness comprise a blend

of external feedback and internal reflection, guided by a commitment to ongoing improvement and student-centered pedagogy. Feedback from various stakeholders, including parents, colleagues, and personal perceptions of lesson efficacy, emerged as fundamental components of their evaluative journey. In addition to external feedback, participants highlighted the significance of data analysis in instructional impact. Post-lesson mental processing and examination of assessment data provided valuable insights into teaching efficacy and student comprehension. In addition, the integration of weekly progress checks, exit tickets, and formal assessments facilitated ongoing monitoring of student understanding, guiding instructional adjustments as necessary.

One participant emphasized the importance of diverse feedback sources: "Feedback from my parents, feedback from other staff, thinking about how I feel lessons went, test scores, the attitudes of my kids." This sentiment was echoed by another participant who highlighted the significance of data analysis, stating, "Mental processing after a lesson, I look at the data from informal assessments, as well as our formal district common assessments because you can get a quick snapshot of whether or not something is working." Additionally, participants highlighted the role of self-reflection in their evaluation process. One participant succinctly expressed, "It is always forever developing," summarizing the nature of self-assessment in teaching. Another participant elaborated on this theme: "So my first couple of years, I had a great consultant teacher my first year, and I feel like she helped me learn how to be very reflective. I am very reflective. Like, what worked? What did not work? What can I do?"

Theme Eight: Lesson planning influences instructional delivery and academic outcomes

Seven out of 13 teachers expressed positive perspectives on lesson planning and instruction in elementary schools, while four highlighted challenges. An introductory lesson plan that you can use in the classroom outlines the lesson and provides an overview of how you will teach the topic (Sager, 2023). On the positive side, one teacher stressed the essential role of lesson planning, emphasizing that it demands organization, materials, and a profound understanding of the topic to enhance instruction. The participant also emphasized the collaborative nature of lesson planning, stating, "Lesson planning takes a group of educators, a team if you want students to reach certain goals." Another teacher acknowledged the value of lesson planning in facilitating a gradual release model, providing a structured approach to organizing ideas. However, they emphasized that effective instruction and management are equally critical for successful implementation. Advocating for instructional variety to sustain student engagement, the teacher recommended incorporating at least three instruction methods daily. They preferred preparing lessons with Google slides, noting their utility in understanding pacing and aligning with instructional goals. A different participant expressed a positive perspective, asserting that lesson planning should serve as a supportive tool for teachers rather than a mere formality. They emphasized the significance of annotations, favoring them for their time-stamped nature and ability to guide teachers on what to do and say, thus clarifying student expectations. Subsequently, another participant articulated the importance of lesson planning, highlighting its role in allowing teachers to preview upcoming content. The participant also expressed the benefits of thorough planning,

noting its contribution to smoother lesson execution, increased student engagement, and the goal of creating memorable learning experiences. In addition, they advocated for incorporating diverse teaching methods, including hands-on activities, note-taking (especially in upper grades), and discussion.

Teachers who did not see that lesson planning was their most significant benefit had this: One participant stated, "I teach in a public school that requires lesson plans to be created based upon a scripted curriculum. As a teacher, I know this documentation has little instructional value, as we are often told to copy and paste from a curriculum plan. The document is, however, tedious and time-consuming. I enjoy reading through teacher guides and focusing on common misconceptions before teaching a lesson. I also strive to add support throughout lessons, such as sentence stems, turn and talk, and movement breaks like four corners for a quick check. A Four Corners debate requires students to show their position on a specific statement (strongly agree, agree, disagree, strongly disagree) by standing in a particular corner of the room. This activity elicits the participation of all students by requiring everyone to take a position (Four Corner, 2009). We are often burdened with preparing daily lessons in several content areas and small groups in elementary. It is exhausting when a district requires tedious documents that detract from our ability to prepare better."

Another participant stated,

> As we are expected to differentiate for students, lesson planning should be differentiated for teachers (especially if we are given a curriculum). However, it works best for teachers to be prepared and organized for themselves, which should be acceptable. Lesson planning has become a

compliance task because we must fill out a document that may not work

for how we teach or our students learn.

Another participant who did not find the use of lesson plans favorable stated,

The formal lesson plans that districts require do little to improve student

learning. They often distract teachers from quality time preparing real-life

lessons for everyday use. A high-quality teacher knows when, where, and

how to find the materials and information needed to teach a quality lesson.

Asking teachers to copy and paste is a good use of teaching time.

The last participant shared their viewpoints: "It can be overwhelming because you must

plan for many subjects. I enjoy creating a pacing guide. I do not have enough time, but I

also think I need to work on time management."

Various practices emerged in exploring teachers' approaches to lesson planning,

reflecting a blend of formal structures and mental flexibility. One participant shared the

dual nature of her planning process, highlighting the necessity of formal planning and

acknowledging how she uses mental notes for flexibility. She emphasized, "I make

mental notes of things that I want to do, materials that I need to purchase for different

activities that I would like to do." Conversely, another participant leaned towards a

predominantly formal approach, articulating the meticulous planning required for whole

group lessons. She explained, "Most of my whole group lesson plans are formal. I

carefully think through the entire process for all my transitions and have a game plan for

what to do when students are not getting it as well as if they are getting it quickly."

Similarly, a teacher emphasized the reliance on teacher manuals for instructional

guidance, stating, "The lesson plan that I use most often is from the teacher's manual. If I need to differentiate for my students, I do, but I start with the teacher manual."

In contrast, some participants emphasized the requirement of formal written plans imposed by their districts, expressing the necessity of adhering to organizational guidelines. One participant said, "I often use formal written lesson plans. My district requires them to create." Participants recognized the importance of collaboration within their teams, particularly in adhering to district requirements while accommodating individual subject areas. One participant articulated, "We all use the formal written lesson plan," reflecting a collective adherence to organizational mandates. Despite emphasizing formal planning, participants acknowledged the value of mental models for instructional adaptability and responsiveness. One participant stated, "As you memorize those standards, it becomes second nature to me. So, I typically know what to do." The final participant succinctly summarized, "Formal so that I can see each step we will do. Mental because anything can change." This perspective encapsulates the adaptive and repetitious nature of effective instructional planning, where formal structures guide while mental flexibility enables responsiveness to favorable classroom environments.

Elaborating on lesson planning, participants also offered diverse perspectives on the elements of classroom lesson creation that they deemed most influential in impacting student achievement, emphasizing tailored approaches that cater to individual student needs and foster engagement. For instance, the Pre-K teacher highlighted the efficacy of sharing actual artifacts and establishing tangible connections to the world outside the classroom. Students can interact directly with the material by incorporating physical objects into lessons, enhancing comprehension and retention. Similarly, the kindergarten

teacher highlighted the importance of creating engaging activities that captivate young

learners' attention and stimulate their curiosity, laying the foundation for meaningful

learning experiences.

First-grade teachers emphasized the significance of customization, with one

emphasizing the importance of tailoring lessons to address specific academic needs and

interests. This approach entails integrating attention-grabbing elements to ensure student

engagement and participation. Another first-grade teacher emphasized the value of

thoughtful questioning, designed to uncover and address student misconceptions while

fostering critical thinking skills, stating, "Developing your questioning, thinking ahead of

what your kids are going to have misconceptions about and being able to ask them

questions to uncover them either a teacher or so that the students can uncover them. Then

ask them questions that will push them into higher level thinking to develop critical

thinking skills." Pre-planned questions and structured lesson materials were highlighted

by another first-grade teacher, who emphasized the importance of scaffolding student

learning through carefully crafted prompts and supports. One third-grade teacher

emphasized the importance of real-world connections, leveraging personal experiences

and hands-on activities to contextualize learning and make abstract concepts more

accessible. Cross-curricular assignments were instrumental in promoting interdisciplinary

learning experiences, exemplified by another third-grade teacher's initiative to integrate

research, mathematics, and geography skills by creating a zoo project.

Various methodologies emerged from the participants' perspectives in response to

the inquiry on strategies to encourage student engagement. One participant highlighted

the significance of daily affirmations, employing them to cultivate a positive self-concept

and foster a conducive learning environment. Another participant emphasized the importance of bridging genuine connections with real-world contexts, recognizing the intrinsic motivation that stems from relevance. An additional participant shared the usefulness of positive reinforcement, utilizing praise and small incentives to acknowledge and reinforce desired behaviors. Conversely, strategies such as text highlighting, interactive discourse, and idea-sharing were advocated in shared Reading as mechanisms to promote active engagement and comprehension. Journal prompts emerged to foster enthusiasm and creativity, particularly when tailored to promote exploration, spanning disciplines from creative writing to hands-on scientific inquiry. In addition, the integration of mainstream cultural phenomena, such as TikTok and Flocabulary, was identified to infuse instructional content with contemporary relevance while maintaining educational appropriateness. ClassDojo was explained as a multifaceted tool that functions as a behavior management platform and an incentive for participation through point allocation. Incorporating multisensory elements, including music, movement, and manipulatives, also promoted student engagement.

In reflecting upon their impactful instructional experiences, participants describe some of the most successful lessons taught. One participant, whose focus is English Language Arts (ELA), recounted a lesson where students diligently replicated letters from the teacher's demonstration on the smartboard, utilizing whiteboards as a tactile canvas for learning. Echoing this sentiment, another educator highlighted the efficacy of kinesthetic engagement and multimodal learning, emphasizing the impact of strategies like body language and sound effects. The exploration of narrative perspectives through multimedia resources such as Pixar short films showcased the transformative potential of

experiential learning, inviting students to analyze character motivations and textual

structures critically. In mathematics, innovative approaches were used, ranging from

using manipulatives to reinforce foundational skills in multiplication to integrating

multimedia resources and movement-based activities to enhance conceptual

understanding in division. One participant stated, "I used videos, manipulatives,

movement. They got to use different parts of their brain." Additionally, thematic units

such as geography and science were enhanced through experiential learning, leveraging

real-world contexts and inquiry-based approaches to cultivate curiosity and deepen

conceptual understanding. A participant described a successful lesson: "making a frog

trading card when we were focusing on frog adaptations, presenting to the class,

vocabulary, it was research-based."

Theme Nine: Instructional Strategies and Social Supports

In examining teachers' perspectives on factors impacting student achievement,

instructional strategies and the role of social support were recurring factors. Some

examples of research-proven instructional strategies that aid in the teaching and learning

process are 1) Teacher-centered Instruction, 2) Scaffolding, 3) Concept Mapping, and 4)

Prior Knowledge (Green & Thomas, 2015). Participants provided diverse insights into

their teaching styles, considering the interplay between personal philosophy and

institutional influences within their educational contexts.

One participant described their approach as non-traditional, emphasizing the

assimilation of various teaching methodologies gleaned from professional experiences.

Another participant acknowledged the significant impact of district mandates on their

teaching style, emphasizing fidelity to prescribed curricula to ensure equitable

educational opportunities for all students. However, a focus on relationship-building was highlighted to personalize instruction and accommodate individual student interests within these constraints. Another participant underscored the importance of equity in educational practices across grade levels in adhering to curriculum requirements. Despite the mandated scripted curriculum, an interactive teaching model was implemented to engage students actively in learning. Some participants sought to balance institutional constraints with pedagogical innovation within limited timeframes by incorporating project-based learning and hands-on activities. Influenced by the public school sector, another participant described their teaching style as a dynamic response to student energy levels, aiming to standardize instructional expectations while accommodating diverse content areas. Reflecting on their autonomy within the public school system, another participant highlighted the efficacy of their instructional approach for most learners, although acknowledging challenges in supporting struggling students. Finally, the last participant embraced a student-centered approach, minimizing teacher-directed instruction in favor of student autonomy.

In examining the perspectives from teachers on factors impacting student achievement, based mainly on grade level, instructional strategies and the role of social support were recurring factors. Teachers highlighted the pivotal role of instruction, particularly in the domain of reading acquisition, emphasizing the importance of research-based instruction tailored to the developmental needs of young learners. The significance of decoding skills in reading proficiency was highlighted while acknowledging the importance of sight word recognition, stressing the long-term impact

of strong phonics and decoding abilities across subject areas and enabling students to navigate complex texts confidently.

Participants shared instructional strategies that they perceived to contribute to student achievement. The Pre-K teacher stated, "Direct instruction and interactive instruction." She shared that the interactive part for her students is that little kids like to touch, smell, taste, and use their senses for everything. The Pre-K teacher added, "That strategy helps them retain the information." One of the first-grade teachers gave cooperative instruction, stating that "students learn best when they are teaching others."

Moreover, when we give students opportunities to work in small groups and direct their learning, "they learn how to learn for the rest of their lives and also opportunities to work as instructors to their peers." The other first-grade teacher said, "It depends on what skill you are trying to teach, but overall, I believe it is interactive; the teacher's the facilitator, the students get to share their ideas, learn from each other ideas, where it is like a community of learners." Another first-grade teacher said, "Specifically for the grade I teach in first grade, I think direct instruction is some of the most impactful." This teacher also shared that phonics instruction has had the most impact on helping her students with decoding skills. One of the third-grade teachers said, "I think you must have a well-rounded approach. You cannot just use one method. I say we use various methods and change it up to keep figuring out what works."

Another third-grade teacher shared that she thinks direct instruction, experiential instruction, in one-on-one small groups is powerful, stating, "Especially for students who are close to grade level, using the small group instruction can boost them up to where they need to be." One teacher stated that they use Direct and small groups. A first-grade

teacher answered, "It is a small quantity of a mix of direct and interactive. Everyone has

different learning styles, but even thinking about myself as a learner, you can tell me.

However, when I do it, it just helps it stick and sink in more, and you get more out of it."

The last third-grade teacher answered, "I like to provide a variety of types of instruction. I

tend to talk a lot but like to talk less by the end of each week. Then, I would like to have

the students speak with each other a lot to learn from each other. I have learned that if I

put Play-Doh in their hands, their minds work better than if they have nothing to do with

their hands. Their bodies are also in more control, allowing their minds to grow. So, I do

a gradual release model of learning from me doing the heavy lifting at the beginning of

an idea, moving to them working with each other, and then being able to prove what they

know by the end, working more independently." The kindergarten teacher answered by

saying, "Small groups are where big changes happen, it is more hands-on. You can see

what students are doing. You can see the students' learning style."

Conversely, the other two first-grade teachers underscored the importance of

social support in fostering a conducive learning environment. One highlighted the critical

role of parent involvement, emphasizing how familial attitudes toward education shape

students' attitudes and readiness to learn. Similarly, the other teacher emphasized the

importance of addressing students' basic needs, such as rest and nutrition, to promote

optimal learning conditions. Third-grade teachers stressed the interplay between

instructional practices and external assessments.

One teacher shared the negative impact of standardized testing and how it dictates

instructional priorities and detracts from more holistic approaches to teaching and

learning. Another teacher underlined the importance of early childhood education in

laying the foundation for reading proficiency and fostering a love for learning., stating,

"High-quality early childhood education with prior knowledge. By the time they get to

third grade, the assumption is that they can read. So, the ability to read begins to fall off

with science and social studies standards with the assumption that they can read the

content and have a love for learning. We start instilling this in our kids in early

childhood." However, they noted a potential gap in addressing science and social studies

standards, which assume proficiency in Reading but may overlook the importance of

cultivating a genuine curiosity for knowledge.

In contrast, another third-grade teacher highlighted the value of interdisciplinary

instruction. English language arts is integrated with science and social studies to provide

students diverse learning experiences tailored to their interests and needs. Lastly, one

teacher diverged from the instructional focus, emphasizing the critical role of the home-

school connection in supporting student achievement, saying, "Home/School connection,

so having someone at home to work with them or be closely connected to the teacher or

the classroom teacher helps that student achievement."

Additionally, teachers were asked to share strategies for developing age and

content-appropriate lessons. Participants provided insights into their pedagogical decision-

making processes, blending institutional frameworks with individualized approaches that

cater to student needs. The first participant expressed the alignment of their teaching with

pre-existing curriculum standards, affirming its inherent age appropriateness. Similarly,

the second participant emphasized using a district-mandated curriculum as a guiding

framework for instructional design. The third participant highlighted the role of

collaboration and professional development in informing their instructional choices,

drawing upon peer insights and professional learning opportunities to ensure alignment with developmental guidelines. Incorporating multimedia resources and hands-on experiences, as advocated by the fourth participant, emerged as a critical strategy for engaging students across diverse learning modalities and content domains. Despite constraints imposed by curriculum mandates, the fifth participant emphasized the importance of differentiation within reading instruction, tailoring guided reading groups to meet individual student needs. Rooted in state standards, as articulated by the sixth and seventh participants, instructional planning processes shared the need for balancing academic rigor and developmental appropriateness. In addition, they considered students' physical and cognitive capacities to inform pedagogical adaptations, reflecting an understanding of age and developmental readiness. In the context of first-grade instruction, the eighth participant emphasized guided practice as an entity of instructional delivery, scaffolding learning experiences to support student mastery. Similarly, the ninth participant shared the importance of student engagement and relevance in shaping instructional content, leveraging students' natural curiosity about science and social phenomena to drive inquiry-based learning experiences. Finally, the last participant highlighted the importance of ongoing research and reflection in refining lesson planning practices, acknowledging the dynamic nature of kindergarten instruction and the need for continuous learning and adaptation.

Focusing on the content area of ELA, participants were asked about their instructional routines and the impact of these methods. One participant emphasized a structured approach encompassing phonics instruction, hands-on activities, and targeted worksheets. They highlighted the importance of intentionality to ensure students start on

the right footing and stay caught up. Another participant advocated for a balanced

approach, incorporating Lucy Caulkins' mini-lessons alongside decodable texts and a

scripted curriculum like Fundations. They emphasized the effectiveness of this method in

fostering students' growth in recognizing high-frequency words and sequentially

developing essential reading skills.

In contrast, another participant outlined a multifaceted approach comprising

phonics, whole-group Reading, and separate writing blocks. They emphasized the

necessity of direct instruction followed by guided practice and independent application,

which is particularly crucial in public school settings where foundational literacy skills

must be explicitly taught. A fourth participant underscored the importance of phonemic

awareness and shared reading experiences in developing decoding skills and

comprehension abilities. They highlighted the role of shared Reading in modeling

effective reading strategies for independent application. Another participant described a

district-directed instructional routine within a 90-minute block, acknowledging its

structured nature and the challenges of maintaining student engagement over extended

periods, especially for those with significant learning gaps. However, another participant

emphasized differentiated instruction and aggressive monitoring to address learning gaps

promptly, recognizing the necessity of adapting instruction to meet individual student

needs. One participant highlighted scaffolded instruction, providing examples and

opportunities for independent practice to reinforce learning objectives effectively.

Another participant emphasized a mixed-methods approach combining whole-group

instruction, direct instruction, and small-group activities to accommodate diverse learning

needs and provide targeted support. One participant articulated a gradual release model,

wherein instructional support is progressively reduced to foster student autonomy and self-efficacy. Lastly, a participant stressed the importance of establishing routines and mastering foundational skills to ensure students' readiness for subsequent grade levels, emphasizing the routine nature of these activities as essential for academic progression.

Theme Ten: District/School-Influenced Teaching Style

Participants provided diverse insights into their teaching styles, considering the interplay between personal philosophy and institutional influences within their educational contexts. Every teacher has a style in their approach to teaching. The main objective guiding a teacher toward the best teaching style is the potential effectiveness it will offer the students in a teacher's classroom (Snoke, 2023). One participant described their approach as non-traditional, emphasizing the assimilation of various teaching methodologies gleaned from professional experiences. This adaptive stance reflects a commitment to flexibility and innovation in instruction. Conversely, another participant acknowledged the significant impact of district mandates on their teaching style, emphasizing fidelity to prescribed curricula to ensure equitable educational opportunities for all students. However, a focus on relationship-building was highlighted to personalize instruction and accommodate individual student interests within these constraints.

Another participant underscored the importance of equity in educational practices across grade levels in adhering to curriculum requirements. Despite mandated scripted curricula, an interactive teaching model was employed to engage students actively in learning. Incorporating project-based learning and hands-on activities, some participants sought to balance institutional constraints with pedagogical innovation, albeit within limited timeframes. Despite resource constraints, this autonomous approach is committed

to fostering creativity and critical thinking skills. Influenced by the public school sector, another participant described their teaching style as a dynamic response to student energy levels, aiming to standardize instructional expectations while accommodating diverse content areas. This structured yet adaptive approach cultivates a predictable learning environment while fostering student engagement. Reflecting on their autonomy within the public school system, another participant highlighted the efficacy of their instructional approach for most learners, although acknowledging challenges in supporting struggling students. This nuanced stance underscores a commitment to differentiation and individualized support within a standardized framework. Finally, the last participant embraced a student-centered approach, minimizing teacher-directed instruction in favor of student autonomy. This blend of autonomy and institutional influence reflects a commitment to student agency while navigating district expectations.

Research Question 2

RQ 2: How does self-evaluation shape charter school teachers' viewpoint(s) on impactful lesson planning and instruction?

To analyze Charter school teachers' viewpoints on impactful lesson planning and instruction, the researcher asked questions regarding the definition of impactful teaching, attributes that contribute to being a favorable teacher, attributes that enhance the ability to teach English Language Arts well, behavior management strategies, professional developments that improve pedagogy, digital media, self-evaluation, and lesson planning.

Through the open-ended survey, the teacher survey responses provided qualitative data for Research Question Two. The data from Survey Questions 1-5 and 17-18 provided two themes:

Theme One: Skill Acquisition

The survey responses revealed a common theme about how charter school teachers defined impactful teaching. The teacher-participant responses revealed similarities throughout the survey regarding how skill acquisition is a factor in impactful teaching.

Skill Acquisition of new knowledge or skills is an educator-led process of organizing information and activities and then facilitating student engagement in learning. In other words, acquisition is the introductory stage of learning, where the teacher's expertise allows modeling for the student. (Brown, 2023, para. 1)

When asked to define impactful teaching, a participant defined it as "Anything that causes students to take chances, make mistakes, learn from them, or challenge their current way of thinking." Another participant described impactful teaching as "Effective and memorable to students."

Theme Two: YouTube

One hundred percent of charter school teachers who participated in the survey noted that some digital media was used as part of their instructional routine. One hundred percent of the participants noted YouTube as a digital media instruction tool used most often. YouTube videos can be used in a classroom environment to supplement the key points an instructor is discussing. It may be a way to offer additional information, show a real-world example, or be a visual method of taking students through a step-by-step solution for problem-based learning (Reid, 2023). One participant stated that they use "YouTube; Khan Academy," and the other participant shared their means of examination

to discover anything wrong with someone or something before it can be accepted

(Cambridge English dictionary, 2024). Stating, "YouTube videos that are prescreened."

Research Question 3

RQ 3: How does self-evaluation shape private school teacher viewpoint(s) on

impactful lesson planning and instruction?

To analyze private school teachers' viewpoints on impactful lesson planning and

instruction, the researcher asked questions regarding the definition of impactful teaching,

attributes that contribute to being a favorable teacher, attributes that enhance the ability to

teach English Language Arts well, behavior management strategies, professional

developments that improve pedagogy, digital media, self-evaluation, and lesson planning.

Through the open-ended survey, the teacher survey responses provided qualitative

data for Research Question Three. The data from Survey Questions 1-5 and 17-18

provided four themes:

Theme One: Teacher-Student Interaction

The survey responses revealed a common theme about how private school

teachers defined impactful teaching. The teacher-participant responses revealed

similarities throughout the survey regarding how teacher-student interaction is a factor in

impactful teaching. Teacher-student interaction (TSI) refers to how teachers and students

communicate in their classrooms (Englehart, 2009, as cited in Ong & Quek, 2023). When

asked to define impactful teaching, a participant defined it as "When students are fully

engaged and can demonstrate knowledge of task or subjects." Another participant wrote a

statement saying, "Impactful teaching reaches the student where they are and increases

the ability/likelihood for building on that newly acquired knowledge." A different

participant said, "Impactful teaching is when the teacher can reach their students on their level while providing instruction that is both age-appropriate and developmentally appropriate. It is vital to know your student's background, family setup, dynamics, cultural traditions, and how their culture may affect their learning. We need to know our whole student." One other participant said, "Impactful teaching is using my professional development and things I have learned to improve my teaching knowledge and behavior." The final participant who contributed to this theme stated, "Making a difference in the student's path of learning."

Teacher participants shared attributes and characteristics that they believed contributed to teaching well. Of the private school teachers who answered this survey question, four participants shared that relationships enhanced their ability to teach students well in grade level Pre-K through Fifth grade. One participant stated, "A relationship first approach, a desire to make a difference, a love of children, a love of learning, organization, good communication skills, flexibility, endurance, so much more." Another participant stated, "Communication, listening, collaboration, patience." One other participant stated, "I can create long-lasting relationships with my students and their parents. I also can work with each student where they are when they arrive in my classroom." The last of the teachers who suggested that relationships helped them to teach well stated the attributes of being "Consistent, Dedicated, Hard Working, Knowledgeable of Content, Strong Classroom Management Skills." Of the two teachers whose attributes differed from relationships, one participant stated, "Consistency, persistence, loving what I do." The other teacher stated, "Patience, flexibility, positive attitude, communication, and empathy."

Theme Two: Routines and Expectations

When private school teachers were asked what behavior management strategies affected their ability to teach impactful lessons, the theme of routine and expectations were constant.

> *Classroom routines* are rituals or actions that are repeated time and time. These routines that are repeated regularly provide students with a sense of security because they know what is expected of them. This predictable schedule makes it easy for students to navigate their learning environment. (Cox, 2023, para. 3)

One teacher responded by stating, "Routines and breaks. Get students involved and actively engaged." Another teacher shared their strategies, such as "Firm and Fair Expectations and Boundaries with students- I set these immediately with students so I can teach without being interrupted by behaviors and interruptions. Firm and fair consequences are in place for positive and negative behavior with follow-through." One participant stated, "routine and clear expectations." One other participant stated that a behavior management strategy is "Waiting to have the attention of all. Setting the standard early that I will not talk while they are. They will learn much more by respecting their classmates." Two other teachers shared strategies that were not directly linked to routine and expectation but focused on student participation and effective time management. One teacher stated, "using popsicle sticks to elicit participation. This strategy regularly removes the anxiety and keeps the students actively engaged in the exercise." The last participant recorded, "I think my biggest hurdle in classroom

management is time management. I love to hear from the students, but sometimes, time gets away from us."

Theme Three: Smartboard

100% of private school teachers who participated in the survey noted that some digital media was used as part of their instructional routine. Three of the six (50%) participants responded to the survey with the type of digital media they used most often during instruction: Smartboards.

Many studies show that students' achievements increase significantly once interactive whiteboards are used for teaching. Teachers who use intelligent boards in class report a rise in the quality of teaching. This rise is facilitated by the ability to conduct lessons that combine multimedia, which attracts the students' attention and imagination in creative ways. The interactive whiteboard can adapt how the study material is conveyed to the student's learning style (Davidovitch & Yavich, 2017, p. 61). Two participants (33%) responded to the survey, and YouTube videos were the type of digital media they used most often during instruction.

> Teachers cannot leave YouTube outside the educational process as it offers all the advantages of a more beneficial and exciting teaching experience. YouTube videos should be simultaneously integral and supplementary to the learning process. Students find the use of YouTube videos enjoyable. Such videos increase the understanding of the academic materials and improve the student's performance. (Abbas & Qassim, 2020)

The other 17 percent of participants stated using Prodigy, Renaissance, Lalilo, Freckle, and MyOn Accelerated Reader as digital media resources.

Theme Four: Lesson planning helps to differentiate

In examining the perspectives of private school educators regarding lesson planning and instructional strategies in elementary settings, a prevalent theme emerged: the significance of differentiation in meeting the diverse needs of students. Differentiation of instruction and curriculum suggests that students can be provided with materials and work at varied levels of difficulty, different levels of assistance, various types of grouping, and different environments in the classroom. In other words, differentiation is the opposite of a "one-size-fits-all curriculum" (Reis & Renzulli, 2018, p. 87). Five out of six participants highlighted the critical role of lesson planning in facilitating differentiated instruction. One participant emphasized the multifaceted nature of effective planning, articulating that it must be deliberate, standards-aligned, and flexible to engage learners effectively. Notably, the participant underscored the necessity of cultivating student buy-in and fostering a collaborative learning environment by sharing learning goals and progress. Echoing this opinion, another participant stressed the importance of incorporating a diverse range of activities tailored to students' varying levels of proficiency and learning styles, stating, "Lesson planning and instruction is vital and having a mixed array of activities that hit different levels based on their needs are extremely helpful."

Similarly, a different participant underscored the critical role of lesson planning in guiding instruction and fostering student growth. This participant shared how when educators meticulously craft lesson plans. They can navigate through the curriculum while simultaneously adapting instruction to address the unique needs of each student. Expanding on the pedagogical rationale behind differentiation when planning lessons,

another participant highlighted its function in breaking complex concepts into digestible segments, thus facilitating student comprehension and fostering meaningful discussions. This participant stated, "Lesson planning means you are fully prepared to teach new concepts and create discussions with your students. Lesson planning breaks the curriculum into smaller chunks that students can digest or easily understand."

Unknown School Type Participants

Four participants did not answer the survey question specifying school type.

Conclusion

In this chapter, the researcher revealed the teacher survey and interview results. The researcher designed this qualitative study to understand teachers' viewpoints from Public, Private, and Charter schools in the St. Louis region on effective lesson planning and instruction by comparison. The study's data revealed various ways teachers perceive lesson planning and instruction as effective in elementary classrooms. The researcher found differences between the different types of schools and provided the themed results from the teacher survey and the teacher interviews. The researcher used the interview process to elaborate on their understanding and implementation of effective lesson planning and instruction. The interview process included educators who teach Pre-K through fifth grade in public, charter, and private schools in the St. Louis city and county. Using the analysis of the survey and interview, the researcher further discusses the study findings in Chapter Five.

Chapter Five: Discussion

Overview

In Chapter Four, the researcher analyzed the study's findings and presented the data. The researcher created the survey and interview questions to view various ways of self-evaluation for impactful lesson planning and instruction in different school types across the St. Louis area. The research shows how teachers' viewpoints are similar in ways but differ in their implementation of strategy and delivery. This research added to the existing research on effective lesson planning and instruction in different school types. The researcher will conclude the study's results and provide a personal reflection on this qualitative study. Chapter Five also provides recommendations, future research suggestions, and a conclusion.

Research Questions

1. How does self-evaluation shape public school teachers' viewpoint(s) on impactful lesson planning and instruction?

2. How does self-evaluation shape charter school teachers' viewpoint(s) on impactful lesson planning and instruction?

3. How does self-evaluation shape private school teachers' viewpoint(s) on impactful lesson planning and instruction?

Findings

Three research questions guided this qualitative study. The results include data from teacher survey responses, teacher interviews, and information from the literature review. The researcher analyzed elementary educators' viewpoints on effective lesson planning and instruction from public, private, and charter schools. This section

includes conclusions based on the study's results. Data from the survey and interviews revealed educator viewpoints on effective lesson planning and instruction.

Research Question One

How does self-evaluation shape public school teacher viewpoint(s) on impactful lesson planning and instruction? The researcher found the contributing factors of effective lesson planning and instruction from the qualitative survey. Responses from elementary teachers fell under 10 main themes: Theme One: Impactful teaching improves academic achievement; Theme two: Relationships; Theme Three: Patience, Passion, Empathy; Theme four: Routine and Reiteration; Theme five: District/School Professional Developments and Higher Education, Theme Six: Digital Education Aids, Theme Seven: Student Achievement, Theme Eight: Lesson planning influences instructional delivery and academic outcomes, Theme Nine: Instructional Strategies and Social Supports, and Theme Ten: District/School Influences teaching Style.

The theme of "Impactful teaching improves academic achievement" surfaced from the analysis of survey responses and interviews, reflecting a consensus among teacher participants regarding the fundamental role of academic growth in defining effective instruction. Participants articulated diverse yet interconnected perspectives on impactful teaching, underlining the importance of tangible outcomes and student progress. Participants emphasized the significance of academic achievement as a hallmark of impactful teaching, viewing it as the measurable result of effective instruction. They highlighted the importance of instructional approaches that promote academic growth, such as using data-driven strategies and fostering critical thinking skills. For these

educators, impactful teaching transcended traditional metrics, encompassing social, emotional, and intellectual development.

The theme of "Relationships" emerged among public school teachers as a key factor contributing to student achievement. Drawing on research indicating the critical role of teacher engagement and positive relationships in fostering a conducive learning environment, participants highlighted their thoughts on the importance of teacher-student interactions and parental involvement in facilitating positive academic outcomes. Reflecting on their experiences, teachers emphasized the significance of establishing meaningful connections with students, citing the impact of trust, listening, and emotional support on student motivation and success. Participants also emphasized the role of parental involvement in shaping student behavior and academic attitudes, explaining the importance of collaboration between teachers and parents in supporting student learning. Exploration of this theme revealed the interconnectedness of relationships and academic achievement in the public school context.

The "Patience, Passion, Empathy" theme emerged among public school teachers as they collectively articulated the attributes and characteristics they deemed essential for effective teaching. Within this theme, patience stood out as a fundamental quality, with five teachers emphasizing its significance in navigating the challenges of teaching students across diverse grade levels. Drawing on the insights of Borkala (2022), participants defined patience not merely as the ability to wait but as maintaining a positive demeanor throughout the waiting process, highlighting its role as a virtue crucial for effective teaching. For these educators, patience was intricately intertwined with other positive personality traits that defined their work ethic. Participants emphasized humility,

empathy, creativity, and engagement as complementary attributes that complemented

their patience and contributed to their effectiveness as teachers. The fusion of patience

and passion emerged as a recurring theme, with participants underscoring the emotional

investment and relational aspect of teaching.

Furthermore, participants identified other personal characteristics believed to

enhance their efficacy in teaching, such as passion for their subject matter, empathy for

their students, and a reflective and flexible approach to their practice. Additionally, many

teachers highlighted their passion for reading as a contributing factor to their proficiency

in teaching English Language Arts, underscoring the importance of personal interests and

hobbies in shaping effective teaching practices. Overall, exploring this theme illuminated

the multifaceted nature of effective teaching, highlighting the diverse dimensions of

patience, passion, and empathy that teachers believe contribute to their success in the

classroom.

The theme of "Routine and Reiteration" underscores the importance of structured

behavior management strategies in creating a conducive learning environment for

students. Participants emphasized the crucial role of routine and consistency in fostering

a positive classroom atmosphere conducive to impactful teaching and learning. By

establishing clear routines and expectations, teachers create a sense of predictability and

stability that promotes student engagement and participation. Participants highlighted the

synergy between routine procedures and engaging, stimulating lessons, emphasizing the

need for a balanced approach combining structure and creativity to optimize learning

outcomes. Furthermore, participants recognized the importance of reiteration in

reinforcing classroom behaviors, highlighting the iterative teaching process and reteaching expectations to ensure consistent adherence to behavioral norms.

The "District/School Professional Developments and Higher Education" theme highlights the vital role of ongoing learning and professional growth in shaping educators' pedagogical practices. Participants in the study provided unique insights into the various professional development opportunities and higher education experiences that have influenced their teaching approaches. Participants emphasized the importance of district and school-sponsored professional development sessions, showcasing their commitment to ongoing improvement. They highlighted the collaborative nature of these sessions, where teachers work together to address student needs and solve instructional challenges. Regular engagement in professional development activities, including biweekly staff meetings and curriculum-focused workshops, demonstrated a consistent investment in pedagogical growth.

Furthermore, higher education and advanced degrees emerged as significant contributors to pedagogical enhancement. Participants highlighted the value of student teaching experiences, collaborative preparation, and advanced certification classes in shaping their teaching practices. Overall, exploring the "District/School Professional Developments and Higher Education" theme underlines the importance of ongoing learning and collaboration in advancing educators' instructional practices and promoting student success.

The theme of "Digital Education Aids" underlines the widespread adoption of digital content in educational settings, transforming traditional classroom instruction into a blended learning experience. As highlighted by Hanson (2024), digital aids enhance the

quality of learning, promoting better comprehension and retention among students. In the

study, 100% of public school teachers reported using some form of digital media as part

of their instructional routine, underscoring the normalcy of digital tools in modern

classrooms. Notably, videos emerged as the most frequently utilized digital media, with

participants citing platforms such as YouTube, Epic, and Discovery Ed as primary

resources for instructional content. Additionally, educators leveraged other digital tools,

including Smart Boards, instructional apps, iPads, Nearpod, Kahoot, and Storyline

Online, to enhance classroom instruction and engage students in interactive learning

experiences.

The "Student Achievement" theme highlights the central role of self-reflection

and continuous improvement in educators' efforts to enhance teaching effectiveness and

foster student success. By reflecting on their instructional practices, interactions with

students, collaboration with colleagues, and engagement with the broader school

community, educators gained valuable insights into their teaching effectiveness and its

impact on student achievement. Through post-lesson mental processing, examination of

assessment data, and integration of progress monitoring tools, educators continually

assessed their instructional impact and made informed decisions to support student

learning. Participants highlighted the dynamic nature of self-assessment in teaching,

acknowledging the evolution of their reflective practices over time. Mentorship

experiences played a pivotal role in fostering reflective habits, with participants

expressing gratitude for the guidance and support from experienced colleagues. Overall,

the "Student Achievement" theme highlights the importance of self-reflection, data

analysis, and ongoing professional development in educators' efforts to optimize teaching effectiveness and promote student success.

The theme of "Lesson Planning Influences Instructional Delivery and Academic Outcomes" sheds light on the varied perspectives and practices surrounding lesson planning among educators. While some teachers expressed positive views on the importance of structured lesson planning, others highlighted challenges associated with formal planning requirements imposed by districts. A collaborative approach to lesson planning was explained, emphasizing the necessity of coordination among educators to achieve common instructional goals. Participants emphasized the need for structured lesson plans to guide instruction, ensuring alignment with curriculum standards and instructional objectives. They acknowledged the value of incorporating diverse teaching methods and instructional materials to cater to individual student needs and enhance engagement. Participants highlighted the role of real-world connections, hands-on activities, and interdisciplinary approaches in promoting meaningful learning experiences and fostering student engagement. Overall, the theme highlights lesson planning by shaping instructional delivery and academic outcomes while also highlighting the need for flexibility and collaboration to meet the diverse needs of students and promote effective teaching practices.

The "Instructional Strategies and Social Supports" theme explores the approaches educators deem to enhance student achievement, considering both pedagogical methodologies and external influences. Participants highlighted various research-proven instructional strategies, such as teacher-centered instruction, scaffolding, concept mapping, and prior knowledge integration, as crucial tools in the teaching and learning

process. However, they also emphasized the importance of social support systems,

including parent involvement, addressing basic student needs, and fostering home-school

connections to create a conducive learning environment. Teachers articulated diverse

instructional styles shaped by personal philosophy, institutional mandates, and student

needs. While some embraced non-traditional methods and prioritized student autonomy,

others adhered closely to scripted curricula to ensure equitable educational opportunities.

Despite these differences, all participants highlighted the importance of relationship-

building and personalized instruction to accommodate individual student interests and

foster engagement.

  Furthermore, participants shared various instructional strategies they perceived as

contributing to student achievement, including direct instruction, interactive learning,

cooperative instruction, and small group activities. They emphasized the need for a well-

rounded approach that caters to diverse learning styles and promotes critical thinking

skills. Additionally, teachers highlighted the role of social support in facilitating optimal

learning conditions, addressing student needs, and fostering a love for learning from an

early age.

  The "District/School Influences Teaching Style" theme highlights Teachers'

teaching styles as diverse as the students they serve, influenced by a complex interplay of

personal beliefs and institutional mandates. Each participant in the discussion offered

unique insights into their teaching approach, highlighting the intricate balance between

their philosophies and the expectations set by their district or school. For some educators,

adherence to curriculum requirements is paramount, yet they find ways to engage

students actively in the learning process. Student engagement often involves

incorporating project-based learning and hands-on activities, showcasing a commitment to fostering creativity and critical thinking skills within institutional boundaries. Other participants described their teaching style as a dynamic response to student needs and energy levels, seeking to standardize instructional expectations while accommodating diverse content areas. Reflecting on their autonomy within the public school system, some teachers highlighted the efficacy of their instructional approach for most learners while acknowledging the challenges of supporting struggling students. Finally, some embraced a student-centered approach, prioritizing student autonomy over teacher-directed instruction. This blend of autonomy and institutional influence reflects a commitment to empowering students while navigating the expectations set by the district.

Overall, the diverse range of teaching styles discussed the complexity of education and the various factors that shape instructional practices. From personal philosophies to institutional mandates, teachers shared how they must navigate a multitude of influences to create meaningful learning experiences for their students.

Research Question Two

How does self-evaluation shape charter school teachers' viewpoint(s) on impactful lesson planning and instruction? The researcher found the contributing factors of effective lesson planning and instruction from the qualitative survey. Responses from elementary teachers fell under two main themes: Theme One: Skill Acquisition and Theme Two: YouTube.

The theme "Skill Acquisition" expresses a shared understanding of impactful teaching, particularly in skill acquisition. Across the responses, educators emphasized the importance of guiding students through acquiring new knowledge or skills. These

responses highlight the significance of skill acquisition in the teaching process and emphasize the role of educators in guiding students toward meaningful learning experiences.

The theme "YouTube" derived from a unanimous consensus regarding integrating digital media into their instructional practices. Without exception, all participants acknowledged YouTube's pivotal role as a primary digital tool utilized in their teaching routines. Charter school educators shared that they can create dynamic and engaging learning environments that cater to diverse learning styles.

Research Question 3

How does self-evaluation shape private school teachers' viewpoint(s) on impactful lesson planning and instruction? The researcher found the contributing factors of effective lesson planning and instruction from the qualitative survey. Responses from elementary teachers fell under four main themes: Theme One: Teacher-Student Interaction, Theme Two: Routines and Expectations, Theme Three: Smartboard, and Theme Four: Lesson planning helps to differentiate.

In exploring how private school teachers perceive impactful teaching, a recurring theme emerged centered around the dynamic between teachers and students, commonly referred to as "teacher-student interaction" (TSI). Participants underlined the importance of understanding students' backgrounds, family dynamics, and cultural traditions to tailor instruction effectively. They emphasized the need for teachers to deeply understand their students as whole individuals beyond just their academic abilities.

When analyzing behavior management strategies among private school teachers and their impact on teaching impactful lessons, a consistent theme emerged: "The importance of

routines and expectations" within the classroom environment. Clear expectations were cited as essential. Teachers created conditions conducive to student engagement, participation, and academic success by establishing clear guidelines and fostering a structured learning environment. Overall, these responses shared the critical role of routines and expectations in behavior management and their impact on teaching impactful lessons.

Research among private school educators found that digital media is central to their teaching routines. Notably, all participants reported integrating digital media into their instruction. Among these tools, "Smartboards" emerged as the preferred choice for half of the respondents, highlighting their popularity and effectiveness in the classroom. By embracing this technology, educators explain how they adapt their teaching methods to meet the evolving needs of today's learners, ultimately fostering more extraordinary academic achievement and enthusiasm for learning.

From researching the perspectives of private school educators regarding lesson planning and instructional strategies in elementary settings, a prevalent theme emerged: the significance of differentiation in meeting the diverse needs of students. Among the participants, five out of six educators emphasized the indispensable role of lesson planning in facilitating differentiated instruction. They articulated the need for planning to be deliberate, standards-aligned, and flexible, ensuring engagement and effective learning for all students. Private school teachers stressed the significance of cultivating collaborative learning environments where learning goals and progress are shared transparently.

Recommendations

The researcher initiated this qualitative study to understand teachers' viewpoints on effective lesson planning and instruction in different school types. In addition, the researcher conducted interviews with teachers to examine teachers' perspectives in depth. The results of this study offered valuable information and served as an educational resource. However, the study is not flawless, and there is room for improvement. Additional data obtained from future research would support the information provided by the current study.

The first recommendation for future research would be to help develop a teacher's practice by involving an expanded version of this study that could include educators and students from a specific grade level(s) to share how they learn best from teachers. Studies can be completed via surveys, interviews, short video feedback, or journal entries after a lesson is taught. This study can compare teachers' and students' perspectives from each school type on what is considered impactful instruction.

The second recommendation for future research would be to help develop a researcher's understanding of impactful teaching by involving a case study for each school type's specific grade level(s). This case study could include class observations of a specific grade level of each school type. A class observation will allow the researcher to note the teacher's demeanor with students and student engagement during lessons to determine if the data shared on the survey and during the interview was valid. Classroom observations can also share measurable gaps and inconsistencies based on school type by describing educational systems, processes, and outcomes.

Personal Reflection

In reflecting upon scholarly inquiry and personal introspection, the researcher conscientiously navigated the educational groundwork of the present study. Acknowledging the potential for expansion to yield richer insights, the researcher remained cognizant of the overarching objective: to furnish empirical data conducive to enhancing the instructional methodologies employed by elementary educators. Utilizing a qualitative design in this study facilitated the systematic collection of teacher perspectives and opinions on the efficacy of lesson planning and instructional methodologies. The researcher reasons that the study could have been enhanced by including qualitative data obtained directly from elementary educators, supplemented by student feedback and classroom observations. Through this inquiry, the researcher gained insights into the intricate details of the elementary teacher's role in crafting effective lesson plans and executing impactful instructional strategies.

Research reveals that the teacher is the most important factor affecting student achievement in a study with 60,000 students (Marzano et al., 2003, p. 1). According to Dulay (2023), effective teachers are the ones who create a consistent and organized class environment in which both teachers and students know what is coming up next. Also, it fosters a safe and positive classroom climate, leading to better student learning outcomes. To succeed, teachers define establishing rules and routines as the first step (Dulay, 2023, p. 119). Both this study and previous research indicate that critical characteristics of an effective teacher are that they need to understand how children learn and grow, learn about the impact of mindset on learning, and finally, know how to reflect on their practice.

Lastly, the researcher's understanding of educators has been enriched not only in terms of her personal beliefs. Elementary teachers participating in the study highlighted both positive and challenging aspects contributing to effective classroom instruction. Distinct differences noted were how private school teachers focused more on individualized instruction and using resources to tailor meet the needs of students, while public school teachers highlighted ways that helped to meet standardized curriculum requirements for meeting the needs of diverse populations. Charter school teachers focused on skill acquisition to meet learning needs. Through their introspective evaluations and descriptions of their practices, the researcher gained a deeper appreciation for the efforts invested by elementary teachers. Participants were committed to fostering a positive learning environment of flexibility, instructional rigor, and relevance.

Limitations

The present study included limitations. One limitation was the convenience sampling of the teacher participants. This study was limited to certified regular education elementary teachers in St. Louis city and county. While all participants held an elementary teaching position within the different school types, each participant had varying experiences, levels of graduate education, grade-level expertise, and professional development that could impact the study's results.

Elementary school teachers originally received a recruitment email with the survey. Prospective participants could decline the invitation to participate in the study. However, survey participation amongst charter school teachers was low. As an initiative to gain more participants, the researcher presented the study with a follow-up email. The

voluntary interviews also limited the study. The teachers who volunteered to participate in the interview were all women from one school type (public school). Other attributes of the teachers varied—for example, race, years of teaching experience, classroom routines, and expectations of students.

Conclusion

This study concludes an understanding of teacher viewpoints on effective lesson planning and instruction from public, charter, and private school teachers. Through the qualitative methodology of teacher surveys and interviews, results provided valuable content to understand teacher viewpoints better for each school type. Thus, the design of this qualitative study was in place to address three research questions. Chapter One introduced the research problem statement and rationale. Chapter One also included the research questions and terms used throughout the study. Finally, the researcher presented an overview of the research limitations and the terms used throughout the qualitative study.

Chapter Two initiated a comprehensive examination of the comparative analysis between public, charter, and private schools, alongside an exploration of effective lesson planning and teaching techniques, contemporary instructional practices, impactful pedagogical strategies in marginalized communities, the advantages derived from teacher feedback, teachers' viewpoints on educational research, and tools facilitating teacher reflection. The chapter began by defining public, private, and charter schools concisely, shedding light on the operational distinctions specific to each school category. Defining the school types was followed by examining what scholarly literature considers adequate lesson planning and teaching before the chapter embarked on teachers' perspectives on

these research methodologies. This chapter also examined effective teaching strategies in the 21st Century and explored how educators implement those strategies to effect positive change within underserved communities.

Chapter Three explained the methodology for this qualitative study, providing an overview of the research design, participants, instruments, data collection procedures, data analysis, and ethical considerations of the study. The researcher examined teachers' viewpoints on effective lesson planning and instruction. The researcher collected and analyzed teachers' data from the teacher survey and interview responses during the Spring of 2023 semester and Summer 2023. The study comprised a survey with rating scales, open-ended questions, and qualitative interviews with elementary school teachers. The initial recruitment for participants was a Qualtrics form shared via email and later social media, resulting in 57 survey participants. Of those participants, 24 completed the survey, and 10 volunteered to participate in an interview. The interview questions investigated teachers' viewpoints through self-evaluation, focusing on teacher awareness, classroom management, teacher preparation and instruction routine, motivation, education technology, and demographics.

Chapter Four presented an overview of the data collected, the instrument, and the teacher interviews used for data collection. The researcher collected, analyzed, and organized the survey and interview data results. The researcher read through the survey data multiple times, finding patterns, commonalities, and differences and developing themes. The commonalities were combined to form 10 over-arching themes within research question one, two over-arching themes within research question two, and five

over-arching themes within research question three. The researcher followed the same steps to analyze and form themes from the teacher interviews.

       Chapter Five summarized the research and the findings, recommendations for future research, personal reflection, and the conclusion. The researcher created the survey and interview questions to understand various teachers' viewpoints of impactful lesson plans and instruction of different school types across the St. Louis area. Overall, the collection of research data analysis and literature suggests impactful instruction, exemplified by learner-focused methods, thoughtful lesson preparation, and continuous professional growth, which helps to advance student education. Considering educators' perspectives on educational research and carrying out those strategies with fidelity is considered significant for effective teaching. They ultimately recognize that instructors who emphasize student involvement, independence, and cooperation are more apt to cultivate enriching educational encounters (Beasley & Haulmark, 2021).

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Appendix A

My name is Samone Smith, and I am working on my dissertation through Lindenwood University. I am conducting a qualitative study about teachers' viewpoints on effective lesson planning and instruction. I would love to work with you during my data collection process. Teachers interested in this study will participate in a Qualtrics survey, by which a link is provided for access. In this study, I will also contact participants who answered the last survey question by volunteering to participate in an interview. There are minimal risks to participating in this project. I will keep any sensitive or identifiable documents and names locked and secured on the Lindenwood University server. All data will be kept in a secure location for up to three years. If you are interested in this research opportunity, please consider completing my survey using the following link: https://lindenwood.az1.qualtrics.com/jfe/form/SV_2mzaTtzDqt5KVJI or copy and paste to your browser.

Respectfully,

Samone Smith

Appendix B

Survey Research Information Sheet

You are being asked to participate in a survey conducted by Samone Smith and Dr. Roger Nasser at Lindenwood University. We are doing this study to compare the viewpoints of impactful strategies and attributes for the teaching of public, private, and charter elementary school educators. It will take about 10-15 minutes to complete this survey. Your participation is voluntary. You may choose not to participate or withdraw at any time by simply not completing the survey or closing the browser window. There are minimal risks from participating in this project. We will not collect any information that may identify you. There are no direct benefits for you participating in this study.

WHO CAN I CONTACT WITH QUESTIONS?

If you have concerns or complaints about this project, please use the following contact information: Samone Smith, ss781@lindenwood.edu Dr. Roger Nasser, rnasser@lindenwood.edu

If you have any questions about your rights as a participant in this research or concerns about the study, or if you feel under any pressure to enroll or to continue to participate in this study, you may contact the Lindenwood University Institutional Review Board at (636) 949-4155 or irb@lindenwood.edu. By clicking on the link below, I confirm that I have read this form and decided that I will participate in the project described above. I understand the purpose of the study, what I will be required to do, and the risks involved. I understand that I can discontinue participation at any time by closing the survey browser. My consent also indicates that I am at least 18 years of age. You can

withdraw from this study anytime by simply closing the browser window. Please feel free

to print a copy of this information sheet.

Appendix C

Survey Questions Draft

<u>**Instructor/Teacher Awareness (RQ1)**</u>

1. How do you define impactful teaching?
2. What attributes do you believe you possess that enhance your ability to teach Pre-K, Kindergarten, First, Second, Third, Fourth, or Fifth grade well?
3. What attributes do you believe you possess that enhance your ability to teach English Language Arts well?

Classroom Management (RQ1)

4. Share at least one behavior management strategy that affects your ability to teach impactful lessons. Please be as detailed as possible.

<u>**Teachers Preparation and Instruction Routine (RQ1)**</u>

5. What seminars, training, and conferences have you attended to improve your pedagogy? How often and how long? Please list any other details that you would be willing to share about your teacher preparation and instruction routine.

6. Do you preview your lessons before the start of class?

7. Do you use a graphic organizer with students to help organize knowledge during

lessons?

___Always

___Often

___Sometimes

___Never

8. Do you use aggressive monitoring during lessons to locate misunderstandings and

ensure student mastery prior to formative and summative assessments?

___Always

___Often

___Sometimes

___Never

9. Do you differentiate instruction and independent work for students on an at needs

basis?

___Always

___Often

___Sometimes

___Never

___Always

___Often

___Sometimes

___Never

Motivation (RQ1)

10. When my students make progress in learning I reward with intrinsic incentives. If so,

what are the intrinsic incentives?

___Always

___Often

___Sometimes

___Never

 Intrinsic incentives

_____

11. When my students make progress in learning I reward extrinsic incentives. If so, what

are the extrinsic incentives?

___Always

___Often

___Sometimes

___Never

Extrinsic incentives

_____

Education Technology (RQ1)

12. I use digital media to enhance my lessons. If so please share at least 1-2 tools that you

use most often.

___Always

___Often

___Sometimes

___Never

Digital Media used most

often_____

13. I encourage students to use one-to-one devices to aid in mastery.

___Always

___Often

___Sometimes

___Never

Demographic (RQ1)

14. Which of the following best describes the grade level in which you currently teach?

___Pre-K

___Kindergarten

___First Grade

___Second Grade

___Third Grade

___Fourth Grade

___Fifth Grade

15. Please specify your gender.

_____ Female

_____Male

_____ Non-Binary

_____

16. Please specify how many years you have taught elementary English Language Arts.

_____ 1-5 years

_____ 6-10 years

_____ 11-15 years

_____16-20 years

_____20 + years

16b. Please specify what type of school you currently teach?

_____Private

_____Public

_____Charter

17. In what way(s) do you implement self-evaluations to help impact your teaching?

18. In at least 3-5 sentences share your thoughts on lesson planning and instruction in elementary schools. Be specific and as detailed as possible **(RQ1).**

19. I would like to participate in an interview.

_____ Yes

 _____ No

20. If you answered yes to the previous question, please provide your email address via clicking on the Google Form link and you will be contacted to schedule an interview elaborating on these research questions.

https://forms.gle/akD39yrgFJ7HeodZ9

Appendix D

Interview Questions

1. What do you think impacts student achievement most in a Public, Private, or Charter school? Why?

2. What do you think impacts student achievement most in the grade level you teach? Why?

3. Which part of creating classroom lessons do you consider to impact student achievement most? Give specific examples or share real artifacts (e.g. Use of materials for classroom assignments, creating cross-curricular assignments, making real-world connections to assignments).

4. Which type of lesson planning do you use most often? Formal written lesson plans or mental model for lesson plans? (Please explain your reasoning for doing so).

5. From which instructional strategy do you believe to impact student achievement most? For example: Direct Instruction, Interactive Instruction, Experiential Learning, Independent Study, or others. Why?

6. In what ways do you develop age and content-appropriate lessons?

7. How would you describe your teaching style? Is it autonomous or influenced by the Public, Private, or Charter school in which you teach? Do you believe this is the most effective style for teaching English Language Arts? Why or why not?

8. How do you evaluate your teaching?

9. What is your instructional routine for teaching English Language Arts? Why are these methods impactful when teaching in an Elementary Public, Private, or Charter school?

10. Describe one of the most successful lessons you have taught in a class, why was it effective?

11. What strategies do you use to encourage engagement from your students?

12. What do you do if a lesson doesn't work well? Is this an autonomous strategy? Do you think this strategy is the best strategy to use? If so, why? If not, what is hindering you from using a better or best strategy you think would be most effective?

Appendix E

February 9, 2023

RE:

IRB 23-58: Initial - A comparative analysis of teachers' viewpoints from Public, Private,

and Charter schools on effective lesson planning and instruction.

Dear Samone Smith,

The study, A comparative analysis of teachers' viewpoints from Public, Private, and Charter schools on effective lesson planning and instruction, has been Approved as Exempt.

Category:
Category 2.(i). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording).
The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects.
Category 2.(ii). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording).
Any disclosure of the human subjects' responses outside the research would not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, educational advancement, or reputation.
The submission was approved on February 9, 2023.
Here are the findings:

Regulatory Determination:

This study has been determined minimal risk because the research is not obtaining data considered sensitive information or performing interventions that pose harm greater than those ordinarily encountered in the subject's daily life.

Sincerely,
Lindenwood University Institutional Review Board

Appendix F

Survey Responses

Survey responses further share details about teachers' instructional practices and demographics.

Chart 1

Results from "teacher gender."

		Q16b: Please specify what type of school you currently teach.			
		Total	Private	Public	Charter
	Total Count (Answering)	21.0	6.0	13.0	2.0
Q15: Please specify your gender.	Male	1.0	0.0	0.0	1.0
	Female	20.0	6.0	13.0	1.0
	Non-binary / third gender	0.0	0.0	0.0	0.0
	Prefer not to say	0.0	0.0	0.0	0.0
	Male	4.8%	0.0%	0.0%	50.0%
	Female	95.2%	100.0%	100.0%	50.0%
	Non-binary / third gender	0.0%	0.0%	0.0%	0.0%
	Prefer not to say	0.0%	0.0%	0.0%	0.0%

Chart 2

Results from "years taught"

| | Q16b: Please specify what type of school you currently teach. | | | |
	Total	Private	Public	Charter
Total Count (Answering)	20.0	6.0	13.0	1.0
1-5 years	3.0	0.0	3.0	0.0
6-10 years	6.0	2.0	4.0	0.0
11-15 years	5.0	2.0	2.0	1.0
16-20 years	3.0	2.0	1.0	0.0
20+ years	3.0	0.0	3.0	0.0
1-5 years	15.0%	0.0%	23.1%	0.0%
6-10 years	30.0%	33.3%	30.8%	0.0%
11-15 years	25.0%	33.3%	15.4%	100.0%
16-20 years	15.0%	33.3%	7.7%	0.0%
20+ years	15.0%	0.0%	23.1%	0.0%

Q16a: Please specify how many years you have taught in an elementary classroom.

Chart 3

Results from "lesson previews"

		Q16b: Please specify what type of school you currently teach.			
		Total	Private	Public	Charter
	Total Count (Answering)	21.0	6.0	13.0	2.0
Q6: Do you preview your lessons before the start of class?	Always	15.0	5.0	8.0	2.0
	Often	3.0	1.0	2.0	0.0
	Sometimes	2.0	0.0	2.0	0.0
	Never	1.0	0.0	1.0	0.0
	Always	71.4%	83.3%	61.5%	100.0%
	Often	14.3%	16.7%	15.4%	0.0%
	Sometimes	9.5%	0.0%	15.4%	0.0%
	Never	4.8%	0.0%	7.7%	0.0%

Chart 4

Results from "Graphic Organizer Usage"

	Q16b: Please specify what type of school you currently teach.			
	Total	Private	Public	Charter
Total Count (Answering)	21.0	6.0	13.0	2.0
Always	5.0	1.0	4.0	0.0
Often	9.0	2.0	7.0	0.0
Sometimes	7.0	3.0	2.0	2.0
Never	0.0	0.0	0.0	0.0
Always	23.8%	16.7%	30.8%	0.0%
Often	42.9%	33.3%	53.8%	0.0%
Sometimes	33.3%	50.0%	15.4%	100.0%
Never	0.0%	0.0%	0.0%	0.0%

Q7: Do you use a graphic organizer with students to help organize knowledge during lessons?

Chart 5

Results from "digital media tools used most often."

Q12: I use digital media to enhance my lessons. If so please share at least 1-2 tools that you use most often.		Q16b: Please specify what type of school you currently teach.			
		Total	Private	Public	Charter
	Total Count (Answering)	21.0	6.0	13.0	2.0
	Always	9.0	1.0	8.0	0.0
	Often	8.0	4.0	3.0	1.0
	Sometimes	4.0	1.0	2.0	1.0
	Never	0.0	0.0	0.0	0.0
	Always	42.9%	16.7%	61.5%	0.0%
	Often	38.1%	66.7%	23.1%	50.0%
	Sometimes	19.0%	16.7%	15.4%	50.0%
	Never	0.0%	0.0%	0.0%	0.0%

Vitae

Samone Smith

Samone Smith was born in Saint Louis, Missouri, and grew up in North Saint Louis City. She graduated from Cardinal Ritter College Preparatory High School in 2001. Mrs. Smith attended the University of Missouri-St. Louis and earned a Bachelor of Science Degree in Elementary Education in 2016. Samone Smith completed her Master of Education in Educational Technology in 2019. Mrs. Smith taught for the St. Louis Archdiocese, Hazelwood School District, and Saint Louis Public Schools. She lives in Saint Louis County, Missouri with her husband, Adam, and children Adam Jr. and Hannah. Samone plans to graduate from Lindenwood University with a Doctorate in Instructional Leadership in Spring 2024.