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Effective Lesson Planning for First Year Teachers to Encourage an Equitable Learning Environment

By: Madalyn Ann Grieb

An Action Research Project submitted to Western Oregon University

In partial fulfillment of the requirements for the degree of:

Masters of Arts in Teaching: Initial Licensure

June 2021



**WE, THE UNDERSIGNED MEMBERS OF THE GRADUATE FACULTY OF
WESTERN OREGON UNIVERSITY HAVE EXAMINED THE ENCLOSED**

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Candidate for the degree of : Master of Arts in Teaching: Initial Licensure

*and hereby certify that in our opinion it is worthy of acceptance as partial fulfillment
of the requirements of this master's degree.*

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ABSTRACT

Effective Lesson Planning for First Year Teachers to Encourage a Equitable Learning Environment

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Action research is a process of inquiry, design, and data collection used by professionals in any field. It is a branch of research whereby an element of one's work is examined and reflected upon to yield knowledge and relevant information pertaining to the topic of study. I am doing this action research project because I value the importance of self-development and believe that I can start teaching on a stronger note through this research. In addition, it is great practice for me in the future to test my teaching strategies. Through this research, my connection to the material has grown and developed for the appreciation that it takes to take on a well-researched strategy into the classroom. I became fascinated with the importance of building an equitable learning environment for a diverse group of students. From the Masters of Arts in teaching program at Western Oregon University my interest in the lens of students with IEP/504 plans, ESL learners, and the backgrounds of indigenous people has grown. For example, for IEP/504 students using a web based system there are some advantages and disadvantages that the teacher should be aware of before beginning. Ensuring the system will be effectively achieved in paying attention to the student's growth and development (Kowalski, 2009). In relation, INTASC is an acronym for Interstate Teacher Assessment and Support Consortium. States, districts, professional organizations, teacher education programs, and teachers use the INTASC Standards as an additional resource to develop policies and programs to prepare, license, support, evaluate, and reward today's teachers. states, districts, professional organizations, teacher education programs, and teachers. Through the INTASC standard that explains how the teacher

can understand students that come from a diverse culture, background, ability, or community to ensure an inclusive learning environment that enables each learner to meet high standards.

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Chapter 1

INTRODUCTION

My Philosophy of Teaching

My philosophy of teaching is built from characteristics from my personal values and from my professional values. The combination of these characteristics helps create a positive environment for the future students in our classroom. My personal values are grounded by the Buddhist symbol, the “Endless Knot”. This symbol helps me to stay true to who I am, always reminding me of the endless cycle of existence and wisdom. This personal foundation helps shape my philosophy of teaching because teaching will be a journey that will challenge me with endless cycles of events that will require endless cycles of wisdom. My professional values are built strongly on effective and supportive communication. I believe that communication helps with efficiency and helps diverse atmospheres evolve. In the classroom communication will help to encourage students to embrace their backgrounds in a supportive learning community that will ultimately help advance their interactions as they transition from high school.

Intentional Relationships

My philosophy of teaching must begin with the intentional relationship that I strive to obtain between myself and my future students. I ought to believe that there are many different types of individuals and there should not be a focus on only one normal to suffice them all. Especially in education, I strive for my future students to develop and understand their personal approach in learning. This will take a supportive learning environment through team effort in working together to create their own normal in the classroom. However, this creates an undertaking on the forefront to figure out who the students are that need that extra assistance. In

addition, the ability to give the student that time to figure out their strengths and challenges. In relation when remembering back to elementary school, learning about the Golden Rule each year is a very visual memory. The Golden Rule is the principle of treating others as you want to be treated. In comparison to teaching this rule to students, this principle can help improve education by allowing students to be taught the way that they want to be taught. Within this thought, there will be boundaries and techniques for students to be challenged to stretch what they may think they know about themselves. In high school, I had the privilege of having a 504 plan written for me. The 504 plan allowed me to learn how I needed to learn, and helped to modify the traditional educational environment so that I could better understand the information along with my peers. The 504 plan then paved the route for my transition to college. The 504 plan helped to validate my learning style, but also allowed me to create study tools that worked for me. My individualized accommodations helped me to acquire the skills I needed to study new material, be able to conceptualize information uniquely, and visualize goals to motivate myself to keep going. Through teaching the way that others want and need to be taught, gives the opportunity for students to become lifelong learners, achieve professional goals, and create independent individuals.

Creating Enriching Classroom Environments

My philosophy of teaching must allow students to embrace their backgrounds to create a more enriching classroom environment. I also think that, as a teacher, it is important to share personal experiences that I value. I have a great interest in traveling to every continent in the world. I have visited many countries and look forward to visiting more. Through my travels it has introduced me to interacting with individuals and cultures that have similarities and differences. The opportunity to travel expands the idea that there are, in fact, many methods to

create a culturally responsive learning environment. Expanding an individual's experiences with different communities does not, however, always need to be done by jumping in the car, flying on a plane, or sailing on a boat far away. This can be achieved in the classroom through embracing the student's backgrounds. By simply allowing a supportive learning environment to share aspects of the student's lives or culture can offer real world experiences to unfold and be taught in the classroom.

It is important to keep in mind however, that it is not the responsibility of the students to offer or share their experiences when developing a diverse community platform in the classroom. The teacher has a responsibility to create a diverse environment through various means. The teacher could plan in person or virtual guest speakers to deliver real world connections to the material, choosing curriculum media that is delivered by a diverse population, or by comparing and discussing varied reading materials from contrasting time periods or by numerous points of views. Through teaching with an awareness that curriculum is not limited to just one community, will help students make connections with their experiences, but will also expand the way they think and experience things in their future.

In addition to embracing student's backgrounds, I figure it is also important to embrace my own background in the classroom. I will demonstrate to students that when you know yourself better that you can then start to learn about other's experiences, as well. When there are these shared experiences between teachers and students, the classroom environment becomes a supportive and productive environment to learn in. Important aspects that I would like my students to learn about my background are my ongoing journey with dyslexia, my family's path to working for financial stability, my individualism, and my respect for others. First, let's begin with my journey of dyslexia. I knew at a young age that I perceived the world differently than

my peers, but it took until high school to get a “real” diagnosis. I was advised not to go to college, since I was sixteen with a fourth-grade reading level, it would be just a waste of my time. Math was the subject that made the most sense to me and I was good at it. So, I knew that I could learn, but I also understood that I learned differently. Next, let’s talk about my family background and how it all began. We moved from a comfortable, “normal” 3-bedroom house to a little one room “back” house in order to start investing in new construction projects that would create an ongoing income. I watched my dad’s business grow into a multi-million-dollar company which gave me respect for every single penny found on the street. These beginning steps and the work that followed gave me the realization that every penny adds up and allows you to be more self-sufficient than the day before. The next aspect that is a part of me is individualism and respecting others. The day that I heard “you can never truly help anyone until you help yourself” gave me the best incentive to put myself first, so when someone needs me to be there for them I will be there to better support them. In teaching, it is helpful to reference the definition of background: a person’s education, experience, and social circumstances. If these three things are communicated and valued by the teacher and students, then a diverse and supportive classroom environment will be created.

My Journey in Education and Technology

My philosophy of teaching must allow the evolution of technology to progress, as well as thinking about how to incorporate innovative approaches to inspiring students in the classroom. Looking at things from the viewpoint of my early twenties, there is a great amount to consider with technology. It is important to continue incorporating technology, however since there are so many technological choices, one must always think about the educational integrity of what and how technology is being integrated. Technology advancement in the classroom and/or the

classroom itself, has the potential to resemble something very different in the next ten years, twenty years, or thirty year, so the commitment I possess for my future students is to remain strengthening my ability to keep up with the advancement of technology. Technology allows for innovative teaching environments, however there are more aspects that can continue to create an innovative or modernized classroom. While I was working through my bachelor's degree, I had the opportunity to travel to Detroit, Michigan. In Detroit, I got to personally meet the executives of General Motors and Quicken Loans. While visiting these corporate offices, the environment I experienced was that of high motivation and an enjoyable work environment created for its employees. These corporate offices provided napping stations, scooters to move around the office, and basketball hoops on different floors to play a game of one on one during the break. Having experienced an environment like this in a corporate environment, made me connect to my future teaching experiences. I realized that corporations created “fun” or “child-like” atmospheres that boosted the morale of adults in a professional environment, so I thought that creating a similar environment that is enjoyed by children could boost the morale of those in educational settings. According to Sonya Nedovic (2013), her research demonstrates the benefits for students and teachers to reap the benefits of an organic learning environment. Just by adding a classroom community plant that the students get to take turns caring for each day can improve their purpose in the classroom while enriching their imagination, increasing physical activity, and positive interactions with their peers.

So, consider the possibilities between technology advancements and teacher innovations to create motivating classrooms. Think of the possibility of also allowing students to be taught the way they want to be taught. There has definitely been a technology shift due to the need for distance learning. There are many more teachers implementing new approaches in teaching their

curriculum through providing videos and online sources to their students. Through the advancement of technology and innovative classrooms, and educational philosophy shifts, the education field can be an example for teaching our future generation of students. Students will learn and experience challenges that can be enjoyed and not feared which ultimately will make our society, as a whole, stronger and more adaptable.

A Supportive Learning Environment

My philosophy of teaching must allow for a positive interactive and supporting learning environment for students to feel comfortable in expressing themselves freely while developing empathy for their peers surrounding them. When visualizing my future classroom, there are many different practices in creating an interactive and supporting learning environment.

According to Beekes (2006), there can be a great default to class discussion with students feeling they are going to give the wrong answer or get the “losing face”. Teachers can start to increase participation through offering students opportunities to answer anonymously. Depending on the technology of the classroom students can provide their answer to the discussion question on a google form, through a personal chat room with the teacher or by just writing their answer on a piece of paper for the teacher to read aloud. By providing anonymous responses, students will be able to comment on the subject matter directly and honestly. Over the course of instruction, it is important, however, for teachers to continue creating a learning environment where the students can trust their fellow peers through valuing their perspectives when they are not anonymous. The goal would be for students to have the freedom to express their thoughts out loud, leading to a healthy and effective conversation between classmates. In order to encourage classroom discussion, an exit ticket can be developed after an intense classroom discussion. An exit ticket will give students the opportunity to reflect on how they felt in that discussion, if their opinion

was changed or broadened from that discussion, and have the opportunity to strengthen their emotional intelligence to analyze how one of their peers in the classroom felt from the group discussion. Developing productive and supportive discussions is a concept that will be a work in progress, however developing these communication skills not only offers an understanding of the material, but students also are able to practice lifelong skills they will need in many more discussions they will have outside of the classroom. It is beneficial to students to begin these open discussions though in an interactive and supportive learning environment such as in the classroom.

A Strong Purpose

My philosophy of teaching must allow a strong purpose to keep pushing through the great and challenging times of being in education. This purpose is to help the transition from high school students to young professionals. The ability to focus on giving students skills to become a self-sufficient individual. As simple as building a curriculum to ensure all students graduate with a resume draft, participating in CTE classes, practicing their Technical Skills or creating a system to empower their transition through their core classes. Here are some examples in developing this system to transition high school seniors to young professionals. To begin the list of examples of classroom implications that can improve the transition would be in english there would be a focus on learning how to write a personal statement or cover letter, then in math students learn how to present statistics and graphs to their classmates, next in science there can be a focus working in groups and professionally communicating with one another. In addition, the incorporation of soft skills in the classroom to practice how to convey respect with their future co-workers, employees, or managers and have the ability to manage their own self and stress management skills.

Conclusion

My philosophy of teaching is that I believe in teaching the way that others want to be taught by encouraging students to embrace their backgrounds and modernize the classroom to create an interactive and supportive learning community through creating tools in advancing their post high school transition in becoming young professionals. In the following chapters, there will be the main theme that is researched in detail, which is utilizing a various amounts of inclusion strategies, technical skills strategies, instruction strategies to design a personalized and effective lesson plan that is geared towards assisting myself in the planning process my first year teaching to create an equitable learning environment for secondary students. In Chapter Three, there will be a breakdown of three different research topics comparing the similarities and differences between the “Natural Lesson Plan” (see Appendix A) and Western Oregon University’s “EdTPA Lesson Plan” (see Appendix B) to find the benefits and disadvantages of the two different styles.

Through my literature review, I will explain the significance of each research topic comparing and contrasting the “Natural Lesson Plan” (see Appendix A) and Western Oregon University’s “EdTPA Lesson Plan” (see Appendix B). The first research topic will be comparing and contrasting the similarities and differences between the use of Inclusive Education Strategies, incorporating Technical Skills in Business Education, and Effective Instruction Strategies. Implementing the various types of instructional strategies ensures that I am creating a supportive learning community that allows students to feel comfortable with embracing the student’s backgrounds, creating an interactive and supportive learning community, and modernizing the classroom. Second, the next research topic will be exploring the similarities and differences in my self-reflection journal (see Appendix D and E). Incorporating a pre and post self-reflection journal (see Appendix D and E) is to ensure the teacher is teaching the ways that

others want to be taught through analyzing the instruction to make changes or innovate on the current curriculum. Lastly, the next research topic will be exploring the similarities and differences in my external evaluations (see Appendix F and G) from my University Supervisor post instruction. The University Supervisor Evaluations (see Appendix F and G) will be used as an external perspective on the performance of the lesson and will be used to evaluate which parts of the lesson plan will be useful in the final lesson plan.

Chapter 2

LITERATURE REVIEW

Purposes and Objectives for the Literature Review

My purpose in this review of the research was to discover how teachers and researchers have looked at effective instructional strategies to improve lesson planning while utilizing what high school students learn in business education called Technical Skills and diverse inclusion strategies to create an equitable learning environment. I searched for research on self-management skills because in business education it is important that students learn how to grow and develop themselves as young professionals. I additionally searched for studies on inclusion education strategies because it is necessary to understand how to create a learning environment where students from indigenous backgrounds, Individualized Education Plan (IEP), and English to Speakers of Other Languages (ESOL) can succeed. The reason that I would be studying my own practice and focusing on effective instruction strategies. I considered studies that indicated the kinds of instruction that are effective for the importance of mastering time management through inspecting the research behind the benefits of using essential questions, academic language, and graphic organizers.

Procedures for the Literature Review

I selected literature for this review based on several specific criteria. Research on Business Education was included if it contained the following descriptors: Diversity, Inclusive Education, Effective Instruction, Time Management Skills, High Leverage Practices, Soft Skills,

and Professional Development Skills. This search yielded many relevant articles. In order to narrow my findings and make them more specific to this research project, I then focused my review efforts on articles that discussed education for secondary learners. From there, I looked for articles that supported themes that emerged from the major articles in my literature review. These themes are: 1) Inclusive Education Strategies, 2) Technical Skills in Business Education, and 3) Effective Instruction Strategies. Following each theme has three sub themes, beginning with the first theme Instructional Education Strategies, the sub themes are Individualized Education Plans Strategies, English as a second language strategies, and incorporating Indigenous People backgrounds strategies. The second theme, incorporating Technical Skills in Business Education through the sub themes Self and Stress Management skills, Communication Skills, and Self-Confidence Skills. The last theme is Effective Instruction Strategies and the sub themes are Essential Questions, Academic Language, and Graphic Organizers. For these sub-sections, I initially searched books and articles in the database of the Hamersly Library at Western Oregon University. After finding these books and articles, I hand-searched their reference lists as sources to find additional related articles and books.

In order to integrate the literature review, I developed a coding protocol and corresponding separation of research into the major themes: effective instruction strategies to improve lesson planning to utilize Business Education professional developmental skills and diverse inclusion strategies to improve the student's learning environment. I read each article to determine how it fit within these broad thematic categories, and then, through a process of reading and rereading for salient features of each study, I determined the subheadings in the literature review. My intent was to start with a broad treatment of each theme and then to

systematically reduce broad understandings of each part of the lesson planning process to a specific understanding of how these themes are present in research about creating an effective learning environment for a diverse population of students to develop professional skills to utilize in their transition to becoming young professionals.

Effective Lesson Planning to Design an Equitable Learning Environment

This research study on effective lesson planning to design an equitable learning environment combined strands of complementary research literature, centered on three different sub-themes. These sub themes will create different options on how a teacher could be aware and implement how to conduct the course material to motivate, resonate, and develop high school students. First, I consider research on *Inclusive Education Strategies* to ensure the equity of the majority of students receiving an education that is taught the way they want to be taught. Second, I begin to discuss the practice of different *Technical Skills in Business Education*, which is a requirement through EDTPA to ensure they are being prepared for a professional work environment. Third, I reviewed research on *Effective Instruction Strategies* since it is necessary to present the information to all students in a way that they will obtain and utilize the course material to aid in their transition of becoming young professionals.

The first implementation into an effective lesson plan is the awareness in giving an Inclusive Education Strategies to students on a 504 plan or Individualized Education Plan (IEP), English to be Speakers of Other Languages (ESOL) students, and students with an Indigenous Background. From these sections teachers can learn strategies to implement into their curriculum overall to be a more inclusive learning environment. For example, for students with IEP the web-based goal bank can ease in creating accommodations for students, technology can aid in

differentiating the assignments to still reach standards, and incorporating background knowledge about indigenous people to better understand how to connect the course material to resonate with them (Kowalski, 2009).

The second implementation into an effective lesson plan is the ability to put in practice the Business Education's Technical Skills course material into their school day. The technical skills researched are the three Soft Skills that are mentioned in the literature review are Self and Stress Management Skills, Communication Skills, and the ability to be Self-Confident. In each of these areas there is a common theme of the benefit in having an engaging relationship with their peers (Goodheart-Willcox Company, Inc., 2018). Stress and Self-Management Skills creates the ability to learn how to redirect their attention, build on what they know, and create trusting relationships with their peers. Next, in the Communication Skills section there is a section on how a teacher can aid in making more students feel comfortable with relating and opening up to their peers. Then with Self-Confidence there is a focus on first having the teacher show examples of what realistic expectations are for the class, however opening up the conversation with the student to reflect on the expectation they set for themselves throughout the school year.

The third implementation into a lesson plan is the ability to manage effective instruction strategies. The first effective instructional strategy is the use of essential questions. Teachers can create an engaged learning environment from changing their intent of how they ask their questions (McTighe, 2013). The next strategy is to use academic language to encourage students to develop their comprehension skills to improve their understanding in the course material (Zwiers, 2014). Then the last strategy is to utilize graphic organizers to give a visual to the

students to keep with the pace of the main ideas from either a lecture, a class discussion, or a reading assignment (Colliot, 2020).

Inclusive Education Strategies

Next, when creating equitable lesson plans it is beneficial to implement the use of Inclusive Education Strategies research study combined strands of complementary research literature, centered on three important detailed points. First, I deliberate about how to implement Individualized Education Plan Strategies that personalize the information to give them an equitable learning environment. Second, I consider research specifically on English to Speakers of Other Languages (ESOL) Strategies because they are capable of the same information, however they may need additional support to understand the curriculum. Finally, I looked at research on the Background of Indigenous people in education since Oregon's history has a deep background in the culture of the Indigenous people and should be connected with the course material.

Individualized Education Plan Strategies

When considering an equitable learning environment for students there is a focus on students that have impairments or disabilities that make them perform uniquely compared to the majority of students. Students with disabilities can have an Individualized Education Plan (IEP) or 504 plan to personalize their education to match how they learn best. The Disabilities Education Improvement Plan (IDEA) states that for an effective IEP there must be clear measurable, functional, observable, meaningful and comprehensive goals based on present level of performance and unique needs. In addition, these goals should be personalized and linked to the state and national standards (Kowalski, 2009).

After completing the IEP for a student, there is a necessary amount of updating that needs to happen to ensure that the goals listed in the IEP are being measured and built on. With the collaboration of the information technology (IT) department and special education teachers, and therapists there can be a goal bank system to simplify the process for the student and the school district. The goal bank is a tool that can assist the teacher in writing the IEP. Compared to handwriting goals and objectives, the electronic system will already have programmed measurable standards to choose from then a teacher must go in and personalize the IEP with their own expertise and experience. When implementing this system there are some advantages and disadvantages that the teacher should be aware of before beginning. Ensuring the system will be effectively achieved in paying attention to the student's growth and development (Kowalski, 2009).

The advantages of the web-based goal bank is accessibility, efficiency, consistency of language, and the flexibility. To begin with accessibility, the ability to have a student's file instantaneously from at school or home can help a teacher in planning the necessary accommodations for a specific lesson. Then with the web-based goal bank a teacher can save time through the efficiency of being in an organized, streamlined format. Along with the format, the consistency in language is improved since the accessibility to more collaborators is created with a shared file, however they are all responding to the same file versus having many different documents from different perspectives. Lastly, the ability to be flexible. Even though there is a library of goals to choose from, the pure nature of disabilities is that all students are unique. With that comes there still needs to be flexibility in modifying the generic goals to be meaningful to the specific student's education needs (Kowalski, 2009).

On the other hand, the disadvantages that teachers should be warned about are the generic goals, not always measurable, the lack of training on the system, and the lack of collaboration. Starting with the generic goals, some programmed goals can just state “motor goals” and no other information about the generic goal or just have a broad goal that does not relate to the specific student. This can create an obstacle for the teacher to have to go into the system and continually customize the IEP. Next, the lack of always being measurable becomes a variable when the system has not caught up with the federal legislation or a school district does not have the budget to keep up with the newest software. An important feature of the technology upgrade in using a web-based goal bank system is the ability to continuously train teachers on how to use the upgrading software. If there is an ease of training the employees to use the software, it could result in many staff members navigating the software on their own and creating ineffectiveness. Especially since if not all employees are on the same page when using the system, it could hinder their ability to use the software in a proactive way. Resulting in poor communication within the different departments regarding the individual student’s education needs (Kowalski, 2009).

English to be Speakers of Other Languages (ESOL) Strategies

When developing an equitable learning environment, the teacher must take into account the additional technology supports to better engage English to be Speakers of Other Languages (ESOL) students. Since, the non-ESOL and ESOL students have to meet the same curriculum-based learning goals there are ways to present the information to the class where there is no discretion that the course material was modified to engage more students. With the correct amount of instructional planning and technology integration this can increase the academic development (Van Olphen, 2012).

ESOL students are the fastest growing segment in the K-12 student population by totaling approximately five million and constituting nearly ten percent of the total student population. This population of students have a right to additional resources through the public K-12 school system. Though it is a legal requirement, it is in the responsibility of the teacher to align their goals to make these resources available to ESOL students. Teachers can use the technique called “Job Crafting” to redesign their goals within their values, motivations, and beliefs to keep innovating new resources as the segment of the ESOL student population increases (Haneda, 2018).

To begin, teachers can utilize four different recommendations to implement strategies by using technology to increase engagement with ESOL students. First, to make content understandable through activating the student’s background knowledge, experiences, perceptions, or interest a teacher can implement video clips or digital images into a powerpoint presentation to increase the connection between the course material. The second strategy is to elicit student responses by altering assessments to allow different options in allowing students to show their understanding in the course material. Teachers choose between written responses like explaining in their own words, creating poetry or short stories, letters, or skits. In addition, teachers can implement a possible technology option by using a word processor, drawing software, animation software, or video creation software. Next, the third strategy is to encourage interpersonal communication through written communication like letters, stories, and peer feedback. In addition, teachers can encourage students to use email, blog, and discussion boards to discuss the material with their peers. Lastly, the fourth strategy is to promote cross-cultural

awareness through conducting interviews with students from different backgrounds by video recorder, word processor, video conferencing, and discussion boards (Van Olphen, 2012).

Background of Indigenous People

In creating a more inclusive learning environment there should be an appreciation to indigenous people through knowing their background and how to better present the course material that resonates with them. In chapter 5 of the “Standing Together: American Indian Education as Culturally Responsive Pedagogy” book goes through how indigenous people were forced to assimilate to the white culture and physically eliminate the tribal people. America's past government's actions in creating acts to protect people, have actually kept oppression for the indigenous people still present in modern day society (Klug, 2012).

Here are some recommendations on how to resolve continued inequalities and oppressions through the education system between the federal government, the state governments and the tribal governments. One of the two recommendations from the tribal government is to have a voice in stating their wants and needs versus the federal and state government doing that for them. This could be through the inputting on the adequate yearly progress (AYP) standards and teaching credential programs. For example, the indigenous people need increasing support for language immersion programs, recognizing and utilizing tribal culture in public school course material, and increasing support for indigenous people to prepare to become teachers. Next, the second recommendation is having all teachers from the tribal community or teachers not from the tribal community to understand the background and culture of the indigenous people to provide culturally relevant pedagogy to secondary students (Klug, 2012).

An example of this inclusive curriculum being used in Nicaragua. Where it is not from the teacher's responsibility to learn the culture and make the connection to the curriculum. However, giving respect to the intercultural bilingual education to adapt the curriculum to match their reality and cultural context. From their culture, it is shown that it creates a more social and cultural capital in their community through the development of classroom materials in their language to teach their knowledge of the environment (Wodon, 2019).

Technical Skills in Business Education

When creating equitable lesson plans it is beneficial to implement the use of Technical Skills in Business Education, the research study combines strands of complementary research literature to center on three types of soft skills. First, I discuss the progression in learning Self-Management Skills and Stress Management Skills. Second, I continued research on Communication Skills because students will benefit in knowing how to communicate in their transition into becoming a young professional. Finally, I looked at research on the impact of being exceptional in the ability to obtain Self - Confidence.

Self and Stress Management Skills

Self and Stress Management Skills are a great way to introduce high school students into learning how they can better themselves in the classroom to then transition to their professional careers past graduation. Self-Management Skills are understanding emotional control, time management, goal setting, and problem solving. Compared to Stress Management Skills that are used to identify stress triggers, attending to physical needs, practice time management, and being proactive. High school students can practice these different skills through their education to help aid them in ensuring career success (Goodheart-Willcox Company, Inc., 2018).

Shuanghong Jenny Niu, a faculty of Educational Sciences for the University of Helsinki, Finland's article, "Teachers Support of Students' Social-Emotional and Self- Management Skills Using a Solution-Focused Skillful-Class Method" goes through how the effectiveness of not obtaining self-management skills can create an learning difficulties and extra challenges in an educational environment. However, through the Skillful-Class method students utilize three different steps to make meaning in their education with their peers. The three steps include: 1) focusing on emotional control by redirecting their difficulty of the challenge into learning a new skill, 2) the student uses their problem solving skills to decide which skill they want to learn from the experience, and 3) practicing goal setting through short and long term goals to spark their intrinsic motivation. The Skillful-Class Method not only reduces difficulties in the classroom, however improves the trust and relationship between the students with their peers, teachers, and parents (Niu, 2020).

From the review the effectiveness of stress management skills training on academic vitality and psychological well-being of college students by P. Alborzkouh and his counterparts address an experiment testing if teaching stress management skills is effective in academic success. From an experiment of forty students there is an experimental group and a control group. The control group did not receive any type of intervention strategies, whereas the experimental group received ten sessions of stress management skill training. The conclusion of this study was that if provided for a low cost to students it would be beneficial to pre-expose students with methods on how to handle high stress and pressure situations. It will efficiently improve their academic performance (Alborzkouh,2015).

Communication Skills

In the secondary level students to improve the utilization of business education there is a focus on developing strong Communication Skills. Communication is the process of exchanging information and expressing thought from one another. High school students can benefit in understanding verbal communication and listening skills to better discuss the course material with their peers and teachers. In verbal communication it is important for students to organize their thoughts to use the best words, the best tone of voice and understand the type of speaking situation. Students will need to develop these skills to effectively be able to either speak impromptu when called on to answer, the ability to publicly speak, or speak in a group discussion (Goodheart-Willcox Company, Inc., 2018).

The use of verbal communication that is necessary for high school students to develop is the ability to public speak. In modern times, the ability to give a presentation to the class is a way to show competency in writing, speaking, and using technology to represent a visual communication of the material. Public speaking can be nerve wracking to high school students to present information to their classmates. From the article “Improving public speaking in secondary education—Exploring the potential of an improvisation training” states that the more times students are exposed to public speaking the decreased the amount of anxiety they have while in front of an audience. Students can get used to being in front of their peers by doing less pressured presentations that are more spontaneous and without preparation to increase their ability to accomplish a professional presentation (Casteleyn, 2019).

In addition, the practice of verbal communication in the classroom and the use of group discussion can be a great way for students to ask questions and connect with the material deeper.

Herman's book called "Creating Engaging Discussions: Strategies for Avoiding Crickets in Any Size Classroom and Online" gives examples on how to have students practice this verbal communication with each other. To begin, teachers have the obligation to learn the student's names to personalize their material and feel comfortable in the classroom. Then to give multiple invitations to join the conversation with encouragement and enthusiastic interest. To gain trust with their peers the first assignment was a simple one minute introduction with clear questions to answer about themselves. This introduction assignment decreased the first time jitters and anxiety about verbally speaking in the group discussion (Herman, 2018).

Then the two types of listening that students need to understand the difference between is passive listening and active listening. Passive listening can be the simple action of hearing someone else physically talking. In comparison to the idea of creating active listeners in the classroom that express engagement through body language, taking notes, responding to their peers, or following directions. When working with students to become active listeners there can be additional compelling options in helping them make a smooth transition. (Goodheart-Willcox Company, Inc., 2018).

From the "Journal of Management Education", it is clear that transitioning students to be active listening can be a challenging endeavor. However, there are a few strategies that teachers can implement to increase the effectiveness of active listening in the classroom. First, the ability to connect the course material with a Youtube video or video clips from either television or movies. This connection can actively engage the left and right side of the brain to produce more responses through shared experiences. The second way to productively increase the amount of students to engage in active listening is personalizing the information for them to connect with

the course material and gain a new skill. This skill could be to increase their ability to actively listen and take higher quality notes or possibly could give them the ability to accomplish a personal goal (Spataro, 2018).

Self-Confidence Skills

Next, in business education there is a focus on building a student's self-confidence to create realistic expectations. In high school students can gain their self-confidence through learning how to be secure about their own strengths and weaknesses. In business education curriculum they learn about how to have realistic expectations within their professional life from creating a career plan that starts with an entry level position then moves higher in a career field or they learn how to have a fair salary amount, and when it is time to have a promotion (Goodheart-Willcox Company, Inc., 2018).

However, it is important while in high school to start building confidence in students by giving them the opportunity to practice setting realistic expectations for themselves. Laura Nicholson found evidence in her study that students that set realistic expectations will perform better in the class than students that set too low of expectations or too high of expectations. Nicholson suggestions are made for undergraduate students, however they can be customized to fit the high school students. Teachers of high school students can show examples of what their expectations are for the class, so students can ask questions to then use decision making skills to set their own expectations. In addition, teachers can generate a class discussion, homework assignment, warm-up, or exit slip where students then have to state and explain their realistic expectations for themselves in this classroom. Teachers then can use the results to discuss with

the individual student on how to personalize their expectation to do better in the class throughout the school year (Nicholson, 2013).

Effective Instruction Strategies

Lastly, when creating equitable lesson plans it is beneficial to implement the use of Effective Instruction Strategies research study combined strands of complementary research literature, centered on three important detailed points. To begin, I evaluate the benefit in having Essential Questions. Second, I consider research on the use of Academic Language. Lastly, I gathered research on graphic organizers because they are a great tool to improve student's learning through lectures, class discussions, or reading assignments.

Essential Question

When creating effective lesson plans it is beneficial to implement the use of Essential Questions. Essential Questions are a tool to increase the students' knowledge on a topic and to increase the Teacher's ability to reflect on their own lesson. To begin, teachers often ask questions to engage or assess their students through the course material. The additional preparation in creating lessons, teachers can build a class culture though having well developed essential questions. The defining characteristics to create an essential question are being open ended, sparks discussion and debate, higher-order thinking, connections with other topics or disciplines, additional questions are created, requires justification, and can be revisited in the future lessons. When creating an essential question, be sure to have a strong intent of what the purpose of the discussion is for the students. To begin writing essential questions, a teacher can start questions with why, how, or in what ways. A teacher can start with what, who, or when

when they are sure that these questions are not just fact checking, however creating class discussion (McTighe, 2013).

In transition, from the student's benefit of essential questions to teachers having a benefit from asking themselves essential questions. For this example, the essential question is "What makes writing good?" This example is reviewing the topic of the importance of self-reflection journals, meanwhile someone else may ask a similar question pertaining to their curriculum focus. However, this question makes the teacher start to reflect on their own abilities in their area of focus and force them to understand their comprehension of the material. If there is no reflection then teachers will not have the confidence to grade the student's work appropriately and could lose the student's motivation to progress in the subject matter themselves. Teachers can also do their own research on the history behind the standards between good and bad. Then teachers can receive student feedback on where the student believes they are in the coursework. This process is the chance for teachers and students to have a say in determining a bad or good performance on an assignment versus staying with a traditional grading style (Nauman, 2011).

Academic Language

In addition to Essential Questions, academic language is an important factor in creating an effective lesson for the development of students. The research of academic language starts as early as preschool. The rich language used in early childhood classrooms has a good indication for short term and longevity academic success. When lesson planning the encouragement to read out loud to students is important. From the student's perspective, it is a privilege of having a teacher that values reading to their students because it improves the development of their fundamental vocabulary (Barnes, 2017).

Nonetheless academic language is more than academic vocabulary, on the other hand it is more of a comprehensive set of skills. Recently, there has been an alarming amount of students with low reading comprehension levels from the fourth grade and up. From the research, it demonstrates that most students with a low comprehension level are ESOL students or students that are living in poverty. The result of challenges in low comprehension scores has been the ability to persevere and connect with the academic language in the course material (Zwiers, 2014).

Teachers can utilize the three different approaches to increasing the competence of students to advance their reading comprehension through building their academic language. First, teachers can teach students how to unpack dense information through decomposing complex words. Second, teachers can review important topics so students have the ability to recall words or phrases that have been stated in the course material before and make new connections. Third, teachers can build assignments that work on the development of skills on how to structure an argumentative text as in a thesis, arguments, examples, or conclusions (Zwiers, 2014).

Graphic Organizers

The next option in creating an effective lesson plan is the usefulness of a graphic organizer during a warm up activity, a class lecture, an exit slip, or a reading assignment. When teachers incorporate graphic organizers, they are supplying a visual aid that has been shown to enhance the student's learning of the course material. Graphic organizers can be shown in either sequences, matrices, or tree diagrams. The additional advantages for students to using a graphic

organizer in a lesson plan are that students can remember more facts, can coordinate more relations, improve the student's comprehension, and identify the main ideas (Colliot, 2020).

The research states that graphic organizers can be very effective to aid students in understanding the material. However, a simple graphic organizer must be very straightforward and coherent, then students must be taught how to use the graphic organizer, and teachers should consistently use graphic organizers during all aspects of instruction so that students begin to become familiar with the structure. The fundamental background of utilizing a graphic organizer is for students to clearly visualize how ideas are organized within a text or surrounding a concept. The students will be able to learn best from a graphic organizer that is simple through a limited number of concepts and visual relationships between concepts by labels and arrows. Depending on the past experience, teachers will have to take the time to instruct students how to fill out the graphic organizer and then let students start to personalize to allow them to connect their own engagement with the material. It is important for teachers to commit to graphic organizers, once they are implemented to allow students routine and they better understand how to organize different thoughts in the same structure (Stowe, 2015).

The graphic organizers can be personalized on how teachers organize their curriculum and evolve to fit student's needs. Meanwhile, teachers can use these types of graphic organizers: Concept Map, Flow Diagram, Venn Diagram, Cause-and-Effect Diagram, Main Idea and Details Chart, and Attribute Chart. The Concept Map can be used to brainstorm or to connect with prior knowledge. The Flow Diagram can be used to understand the sequence of a topic. Through their writing it can be a sequence of their essay or in math it can show a sequence of the operation. The Venn Diagram is to visualize the similarities and differences between a topic. The Cause-

and-Effect Diagram can be used to visualize a major event that has multiple causes and effects.

The Main Idea and Details Chart can show the main topic then divide the details from a hierarchical relationship. Lastly, the Attribute Chart can be quick notes that they can jot down during the school year to have a list of key points or as a review for a test (Stowe, 2015).

Summary

The literature reviewed indicated different topics on what to think about when lesson planning through the integration of the opportunity for students to for the opportunity for an inclusive education strategies through being able to continuously update and implement the Individualized Education Plan, to utilize strategies to ensure that ESOL students have the same opportunity to reach the standards of other students, and to incorporate the background of the Indigenous people to lectures to show respect of their land. Then the ability to develop and practice the technical skills through these three soft skills: Self and Stress Management, communication skills, and self-confidence through learning the course material. Even though it is crucial in becoming aware and implementing strategies for students that can be outliers in the school system and giving them skills they will use in their professional careers. It is important for teachers to think about how they will present this course material through effective instructional strategies. Given that teachers know that they should be incorporating personalization for all students, there is an importance for giving teachers the preparation time to lesson plan through in order to create an equitable learning environment for their students.

The data collection's intention is to answer three research questions that represent areas within my teaching that I most wanted to develop during the MAT program, prior to beginning my career in the education field as a secondary teacher. In connection to the literature review, the three following research questions will be analyzed. Beginning with the first research question,

“What lesson plan resulted in the most Inclusive Education Strategies, incorporating Technical Skills in Business Education, and Effective Instruction Strategies?”. The literature review will assist in background information on how to incorporate the strategies into the lesson. Then the second research question is “What were the similarities and differences in my self-reflections journals between the pre and post instruction using the “Natural Lesson Plan” (see Appendix A) and Western Oregon University’s “EdTPA Lesson Plan” (see Appendix B)?”. The literature review will assist in creating a background in effective instruction strategies. Lastly, the third research question is “What were the similarities and differences in my external evaluations (see Appendix F and G) from my University Supervisor between the pre and post instruction using the “Natural Lesson Plan” (see Appendix A) and Western Oregon University’s “EdTPA Lesson Plan”(see Appendix B)?”. The literature review will assist in determining the important parts of the University Supervisor Evaluation (see Appendix F and G) to compare and contrast in reviewing the planning process of creating a lesson plan.

Given the findings of this literature review, the next chapter will explain the methods and procedures that I used to compare and contrast the similarities and differences between the “Natural Lesson Plan” (see Appendix A) and Western Oregon University’s “EdTPA Lesson Plan”(see Appendix B). The “Natural Lesson Plan” (see Appendix A) is a lower preparation, bullet point list, and relatively casual lesson plan. In comparison to the Western Oregon University’s “EdTPA Lesson Plan”(see Appendix B) that is a lesson plan template designed to diligently think through the planning process. In the Data Collection, the data will continue through a Lesson Plan Evaluation (see Appendix C), a Pre and Post Self-Reflection (see Appendix D and E), and a University Supervisor Evaluation (see Appendix F and G)

comparison. Then in conclusion finding the benefits of each the “Natural Lesson Plan”(see Appendix A) and Western Oregon University’s “EdTPA Lesson Plan”(see Appendix B) will assist me in creating the most effective lesson plan by taking the strengths of each lesson plan to use in my first year teaching secondary education.

CHAPTER 3

RESEARCH METHODS

Overview

The methods of inquiry for this study focused on the principles and practices of action research, using self-study aligned with professional teacher standards, teacher artifacts, similarities and differences of instructing effective inclusive, technical skills, and instruction strategies as a means of data collection. I will begin with a review of action research principles to establish the foundation for this study's method of inquiry. Second, I will review the choices and purposes of data collection that helped to highlight my instruction and means for searching for improvement. Third, I will detail my context for the study, methods of data collection protocols, maintaining credibility and trustworthiness of the data, and acknowledge my limitations as a researcher. Finally, I will present the procedures used for studying my practice, while providing data and analysis that speaks to adaptations and adjustments made to my instruction as I implanted this study.

Research Questions

My focus for this research was utilizing a variety of inclusion strategies, technical skills strategies, instruction strategies to design a personalized and effective lesson plan that is geared towards an equitable learning environment for a diverse student population. Specifically, I examined the similarities and differences between having a "Natural Lesson Plan" (see Appendix A) and a Western Oregon University's "EdTPA Lesson Plan" (see Appendix B) can affect including various types of strategies into the instruction. This focus aligned with the following INTASC Standards for teacher professional development. Additionally, I considered how

studying my own practice in line with INTASC Standards could improve my own instruction and therefore, student learning. My purpose of this study is to incorporate strengths of two different types of lesson plans that can be used effectively in creating a well prepared, managed, and effective learning environment. The research questions for this study were:

1. What lesson plan prompted the most use of Inclusive Education Strategies, incorporating Technical Skills in Business Education, and Effective Instruction Strategies?

Then from this research question, my intention is to gather information to compare and contrast the similarities and differences of an “Natural Lesson Plan” (see Appendix A) lesson plan to a lesson plan within regards to incorporating Inclusive Education Strategies, incorporating Technical Skills in Business Education, and Effective Instruction Strategies. In the “Natural Lesson Plan” (see Appendix A) is an outline of what the teacher will go through the lesson. In comparison to Western Oregon University’s “EdTPA Lesson Plan” (see Appendix B) is a concise lesson plan that ensures a clear outline for the teacher’s and student’s performance throughout the lesson.

2. What were the similarities and differences in my self-reflections between the pre and post reflection (see Appendix D and E) using the “Natural Lesson Plan” and Western Oregon University’s “EdTPA Lesson Plan?

Then from this research question, I will understand the internal evaluation between the “Natural Lesson Plan” (see Appendix A) and Western Oregon University’s “EdTPA Lesson Plan”(see Appendix B). These pre and post reflections will be qualitative based and compared on similarities and differences in responses. In addition, this section will reflect on how well the lesson plan assisted the teacher in feeling confident to teach and create an equitable learning environment for students.

3. What were the similarities and differences in my external evaluations (see Appendix F and G) from my University Supervisor using either the “Natural Lesson Plan” evaluation (see Appendix F) and Western Oregon University’s “EdTPA Lesson Plan” evaluation (see Appendix G)?

Then from this research question, my intention is to gather information to compare and contrast the similarities and differences between the evaluations (see Appendix F and G) of instruction. These questions derive from the TK20 evaluation sheet (see Appendix F and G).

These research questions are to create a lesson plan that will work best for me in my first year of teaching. My purpose is to reflect and test the efficiencies of the similarities and differences of the “Natural Lesson Plan” (see Appendix A) and Western Oregon University’s “EdTPA Lesson Plan” (see Appendix B) and create a lesson plan that will be time efficient while being effective in implementing inclusion strategies, technical skills, and effective instructional strategies. When obtaining this data, I will compare the physical lesson plan organizer notes to see the similarities and differences of them. Then I will utilize University Supervisor Instructional Evaluations (see Appendix F and G) in assessing how I felt before, during, and after the lesson to test if there was a sense of relaxing or confidence between the lessons.

INTASC Standards

To begin, INTASC is an acronym for Interstate Teacher Assessment and Support Consortium. States, districts, professional organizations, teacher education programs, and teachers use the INTASC Standards as an additional resource to develop policies and programs to prepare, license, support, evaluate, and reward today’s teachers. states, districts, professional organizations, teacher education programs, and teachers. These standards were once known to be intended for beginning teachers, however have become increasingly used to set a professional

proactive standard. They maintain the depiction of knowledge, dispositions, and performances to delve into the intricacy of the teacher's practice (Council of Chief State School Officers, 2013

The INTASC standards that most directly connect to my action research study are the following:

1. **Learning Differences:** This INTASC standard is explaining how the teacher can understand students that come from a diverse culture, background, ability, or community to ensure an inclusive learning environment that enables each learner to meet high standards. There are four factors that teachers should keep account for when creating a learning environment of those with learning differences of the majority. First, the teacher must ensure that they want high levels of success for all their learners and to persist on the individual's that may need more assistance. Second, the teacher gains respect for their students with various differences in abilities, backgrounds, interests, and talents. Third, the teacher embodies a learning environment that reminds students they are valued and how to value each other. Fourth, shows her value to her students through directing the course material that relates to diverse abilities and languages.

Based on the INTASC standards my first research question regarding creating an inclusive learning environment is understanding the learning differences. In stating the similarities and differences to the "Natural Lesson Plan" (see Appendix A) and Western Oregon University's "EdTPA Lesson Plan"(see Appendix B). There are some procedures that will assist in preparing comparison guidelines. To begin, the teacher will compare the outcome of delivering the instruction while addressing the needs of and opportunities for students to demonstrate their learning in different ways. In addition, the teacher

implements various resources, supports, and specialized assistance and services to meet particular learning differences or needs.

2. **Professional Learning and Ethical Practice:** This INTASC standard is explaining how the teacher can engage in a continuous professional learning through using evidence in evaluating their student through themselves as individuals, their families, external professionals, and their community to adapt to the needs of the student. There are four factors that teachers should keep account for when developing a professional learning and ethical practice. First, the teacher utilizes reflection while improving the planning and practice for student learning. Second, the teacher recognizes their own frames of references as in their culture, gender, language, or ability level and its impact on expectations and relationships with learners and their families. Third, the teacher is building on their development by educating themselves on education policy and sources of reflection to improve practice. Fourth, the teacher understands the significance of codes of ethics, professional standards of practice, and relevant law and policy (p. 41).

Based on the INTASC standards my second research question is understanding the importance behind incorporating reflection after the curriculum through professional learning and ethical practice. In stating the similarities and differences to the pre and post reflections journals for “Natural Lesson Plan” (see Appendix D) and Western Oregon University’s “EdTPA Lesson Plan” (see Appendix E). There are some procedures that will assist in preparing comparison guidelines. The first procedure is for The teacher to engage in meaningful and appropriate professional learning experiences aligned with the school’s standards, their own needs and the individual student’s needs. The second procedure is that the teacher actively seeks connections through their community,

technological resources, as support for problem-solving with the course material. Lastly, the teacher advocates for reflection to improve the practice of the students to build on their own development of teaching (p. 41).

3. **Instructional Strategies:** This INTASC standard is explaining how the teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. There are four factors that teachers should keep account for when designing plans to support learning goals. First, the teacher is committed to understanding the strength of diverse learners when planning and accommodating the instruction. Second, the teacher values the many types of communication styles and encourages students to engage and learn from their peers similarities and differences. Third, the teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning. Fourth, the teacher understands the importance of being flexible in teaching to adapt to how a student might respond, make connections, and their needs.

Based on the INTASC standards my third research question is understanding the importance of utilizing resources from external evaluation to ensure that students are engaging in the material. In stating the similarities and differences to the pre and post reflections for the “Natural Lesson Plan” (see Appendix D) and Western Oregon University’s “EdTPA Lesson Plan”(see Appendix E). There are some procedures that will assist in preparing comparison guidelines. The first procedure is the teacher collaborates with students to design and implement relevant learning experiences through access to family and community resources to identify their strengths and develop their

areas of interest. The second procedure is that the teacher provides multiple models and representations of concepts and skills with opportunities for students to demonstrate their knowledge through a variety of products and performances. The third procedure engages all types of students in developing higher order questioning skills. Lastly, through speaking, listening, reading, writing, and other modes the teacher uses a variety of instructional strategies to support and expand students' communication skills (p. 41).

Methods and Procedures

Because my purpose was to describe my own teaching practice as well as how I use data to improve my own practice in line with the INTASC professional standards, it was important to choose a method that could account for both what the standards are for teachers and how I was paying attention to my own practice through data collection to improve it. Accordingly, this study was designed as an action research study. Action research is a type of professional development that provides the opportunity for teachers to evaluate their own development.

Action research puts the teacher in the center for their own development by incorporating intrinsic motivation in figuring out what they intend to improve in their own classroom. For example, testing different strategies to improve the amount of homework that gets turned into the teacher that effectively represents the student's knowledge on the subject or how a teacher is delivering the material that could be more beneficial for students with an indigenous background. There are many different options to choose from, however the benefit is teachers get to bring in their passion to increase the quality of instruction to their students. For action research to make an impact on a learning environment there needs to be three supports for teachers. First, enough time for teachers to meet, discuss, and write on the research. Second, there needs to be an external professional that can encourage and support the teachers in completing the research.

Third, there needs to be the ability to share on this topic to discuss further, gain more perspective, and educate other teachers with the same necessary professional development (Gould, 2008).

Data Collection

The basic steps in action research are 1) identify a topic or issue to study, 2) collect data related to the chosen topic or issue, 3) analyze and interpret the collected data, and 4) carry out action planning, which represents the application of the action research results. Data collection in an action research project typically is related to the topic or issues, and provides answers pertinent to the research questions. As Padak and Padak observe, “Any information that can help you answer your questions is data” (1994). Therefore, I used a variety of data collection tools related to my topic to ensure the validity of my results. Furthermore, I adhered to the following four characteristics in determining the data I would collect for my study, 1) anonymity of students, 2) comparison in data collection was built in so that the results could be judged against themselves both before and after the intervention period, 3) aspects of performance to be examined were identified prior to data collection so that the information was relevant and connected to the research questions, and 4) a variety of data was collected so that different aspects of the topic could be brought to light (Padak & Padak, 1994). Finally, because I was studying my own practice while I was in the middle of said practice, I acknowledge the “spiraling nature” of data collection in action research (Padak & Padak, 1994). By focusing on data in connection to my research questions, my attention turned to other pieces of data that emerged in relation to my questions. These emergent data pieces were included as part of the study as they had relevance to my research questions.

Because my research questions focus on comparing the similarities and differences in instruction, I chose to collect data that would provide information about how my practice and the interventions I identified aligned with the research topic. The types of data I chose to collect are:

Lesson Plan Evaluation

Responding to the first research question, “what lesson plan prompted the most use of Inclusive Education Strategies, incorporating Technical Skills in Business Education, and Effective Instruction Strategies?”. A comparison of the “Natural Lesson Plan”(see Appendix A) and Western Oregon University's “EdTPA Lesson Plan” (see Appendix B) responding to research question number one. This bar graph (see Appendix C) will be comparing the effectiveness of utilizing the Inclusive Education Strategies, incorporating Technical Skills in Business Education, and Effective Instruction Strategies. This will be a simple comparison that can be represented through a bar graph (see Appendix C) by simply receiving one point for each time an Inclusive Education Strategy, incorporating Technical Skills in Business Education, and Effective Instruction Strategy is used. In addition, there will be an explanation of every time a point is given to either the “Natural Lesson Plan” (see Appendix A) and Western Oregon University's “EdTPA Lesson Plan”(see Appendix B).

Reflection Journals

Responding to the second research question, “what were the similarities and differences in my self-reflections between the pre and post reflection (see Appendix D and E) using the “Natural Lesson Plan” and Western Oregon University’s “EdTPA Lesson Plan”. There will be two self-reflection journals (see Appendix D and E) taken place before and after the instruction. This is to evaluate my own perspective pre and post the lessons. The reflection journals (see Appendix D and E) are testing the similarities and differences of the “Natural Lesson Plan” (see

Appendix A) and Western Oregon University's "EdTPA Lesson Plan" (see Appendix B). The following questions will guide the self-reflection journal (see Appendix D and E):

The pre-reflection questions are:

- On a scale from 1-10, how are you feeling right now? Explain your answer.
- Is there anything that you want to add before teaching the lesson?

The post-reflection questions are:

- Did all the students meet the learning target? How do you know?
- Describe any changes you made as you were teaching the lesson.
- What would you change about this lesson plan before you teach it again? Pay attention to situations where students either did not learn or already knew.
- How did the results of this lesson influence the way that you will teach in the future?

Instruction Evaluation

Responding to the third research question, "what were the similarities and differences in my external evaluations (see Appendix F and G) from my University Supervisor using either the "Natural Lesson Plan" evaluation (see Appendix F) and Western Oregon University's "EdTPA Lesson Plan" evaluation (see Appendix G)". This will be the Instruction Evaluation (see Appendix F and G) prompted from my University Supervisor. This will represent an external viewpoint of how the instruction went between the "Natural Lesson Plan" (see Appendix A) and Western Oregon University's "EdTPA Lesson Plan"(see Appendix B). The following questions will be the guidelines for the Supervisor.

- Are goals and objectives, standards, or targets appropriate and measurable?
- Do lesson plans align to objectives, standards, or targets?

- Are a variety of appropriate formal and informal assessments used?
- Are learning targets, directions, and procedures communicated appropriately to students?
- Are lessons sequenced and scaffolded appropriately?
- Are checks for understanding and differentiation used to meet the needs of all learners?
- Does the Candidate integrate technology and/or digital tools to engage learners?
- Does the Candidate manage a safe and respectful learning environment?
- Do informal and formal assessments give meaningful feedback to learners?
- Do instructional choices stem from research and theory?
- Share one or two outstanding strengths of the Teacher Candidate.

Context of the Study

This study was conducted at a large-scale high school in a rural area of Southern Oregon. In 2020, the rural town had reported a population of 23,995 people with around 15,000 more people contributing to the guidelines in which this district serves. This high school is in the 6A classification since it is considered larger with a student enrollment as of October 1, 2019 was 1,563 ranging from ninth to twelfth. According to the Oregon Department of Education, in 2018-2019 the average class size was twenty-three students at a rate of 75% regularly attending and 90% were on track to graduate. In specific, out of the 90% that were on track to graduate, 76% were listed as graduating on time and 87% were listed to graduate in a 5 year completion rate (Oregon Department of Education, 2019).

Within the high school, there are planned learning communities in place for incoming ninth graders. Students usually remain in cohorts throughout their ninth-grade year in school and

several supports are in place to work toward a successful transfer year. For example, one support that is in place is for all freshmen to take a course titled “Freshman House”. In this course, students learn all about different types of skills to use as they progress through their education.

Through this progression of their education, this high school offers various options for students to advance their education through Advanced Placement (AP) courses, dual enrollment courses, and advanced certificates through the local community colleges and four year universities. The AP courses include English Literature, Calculus, US History, European History, US Government, Spanish, German, and Biology. Next, the dual enrollment courses include Pre-calculus, calculus, world languages, Medical Terminology, Composition, then a diverse amount of options in social studies courses, art courses, and career and technical education (CTE) courses. Lastly, the advanced certificates offered through the high school are woods, welding, business, drafting, early childhood education, culinary arts, hospitality and tourism, manufacturing, agriculture, automotive and health care courses.

Provided through the high school there are over forty academic and after school clubs and activities that are offered to the students. With many clubs to choose from here are a list of some of the different options: National Honor Society, Interact Club, Altrusa, Key Club, World Language Club, Robotics, Math Club, Drama Club, Clay Club, Future Farmers of America (FFA), Future Business Leaders of America (FBLA), Family, Career and Community Leaders of America, Skills USA, and Unified Special Olympics. In addition, this school offers 19 OSAA athletic team sports and several club sports. Lastly, this high school’s community outreach includes Student Showcase, College and Career Workshops, Evening of Excellence, Open House and Parent Teacher Conferences and Theatrical and Musical events (Oregon Department of Education, 2019).

In regards to the CTE department there are nine different programs including: Automotive, Manufacturing, Carpentry, Drafting, Hospitality, Tourism & Recreation, Early Childhood Education, Business & Marketing, Agriculture & Natural Resources, Health Occupations. In specific to Business Education there is one teacher that is in charge of instructing Accounting I, Accounting II, Advanced Applied Business, Business Communications, Business Foundations, Business Leadership and Ethics, Career Development, Intro to Computer Programming in JavaScript, Marketing I, and Marketing II. From the result of Covid-19 the courses are restructured to allow for a block schedule to fit the guidelines suggested by the Oregon Department of Education regarding the Comprehensive Distance Learning plan. Each period is ninety minutes long and there are four designated periods throughout the day. Format of the curriculum within the context of the course is designated by the instructor. Curriculum is delivered electronically through the use of Zoom in which students attend class synchronously. The learning platform Canvas Learning Management System is utilized for students to receive announcements about the classes, see learning targets, communicate with their teachers, turn in assignments, and attend the class asynchronously.

Throughout the clinical experience, I have been observing and co-teaching with my mentor teacher in her different classes. My mentor teacher's caseload includes Accounting I, Accounting II, Career Development, and Business Foundations for the first semester then for the second semester includes Intro to Computer Programming in JavaScript, Business Communications, Business Leadership and Ethics, and Marketing I. My role has been assisting her in creating curriculum for her Career Development, Business Communications and Marketing I classes and planning engaging, effective, fun review sessions for the various courses.

Participants

Because this study was designed using an action research approach, the main participant in the study is myself, as the student teacher. As my learning progressed throughout my student teaching program, I became interested in a number of ideas that would help me to improve my instruction. Ultimately, I decided to focus on the main research areas outlined in my research question. To lend credibility to the results I will share from my self-study of my practice, it is important to describe my role in the classroom where I teach. In this section I will focus on describing my own classroom and my role as the student teacher.

My most recent experience in education has been a TRIO advisor at a local community, teaching developmental courses to community college students, and student teaching in the high school classroom this past year. Currently, I am co teaching with my mentor teacher for her high school business classes. Due to distance learning, there has been much more opportunity to create and design curriculum with my mentor teacher. From my experience as a TRIO advisor and student teaching through distance learning, I have encompassed the importance of creating an equitable learning experience for all students to succeed. When creating my research questions, I want to learn how I can efficiently produce lessons that are inclusive to a broad range of students, challenging them to take on technical skills to help them transition to a young professional, and knowing when to change up or what instruction strategy would be beneficial in my student's learning experience.

How I Studied My Teaching

This study is to figure out the most efficient way to create my own personalized lesson plans that will create an equitable learning environment for my students. By designing an

“Natural Lesson Plan” (see Appendix A) and Western Oregon University’s “EdTPA Lesson Plan” (see Appendix B), I will be comparing the similarities and differences between the two versions to create a lesson plan that will work best for me and my students. This study will be going on for a month long when it comes to researching, planning, and instructing. The lessons that I will be comparing and contrasting will be each one week long. I will be looking for time efficiency and the ability to implement technical skills, inclusion, and instructional strategies. The three different data collection methods are a Lesson Plan Evaluation (see Appendix C), Reflection Journals (see Appendix D and E), and an Instruction Evaluation (see Appendix F and G). The Lesson Plan Evaluation (see Appendix C) is comparing the actual physical format of the plan and testing on the effectiveness of timing and implementation of strategies. The second data collection method will be the Reflection Journals (see Appendix D and E), this will be to test the similarities and differences of how I felt about before and after the lesson. Lastly, there will be an Instruction Evaluation (see Appendix F and G) to understand the external opinion of the lesson.

Credibility

Validity and reliability are important aspects of social research and can be accounted for in a variety of ways (Torrance, 2012). Both validity, the quality of being logically sound, and reliability, the degree to which accuracy can be considered dependable, are components of credibility, the quality of being trusted or believed in. Eisner (1991) believes that credibility of qualitative research is grown through a “confluence of evidence” that includes multiple types of data (p. 110). Validity of research is one component of providing credibility and can be done through triangulation of data (Lather, 1991). Carter, Bryant-Lukosius, DiCesno, Blythe, and

Neville (2014) explain that one method of triangulation is method triangulation which includes using multiple methods of data collection. This is similar to Eisner's method of structural corroboration (1991). Eisner (1991) also believes that getting input and opinions from others in the same field serves as a means of consensual validation. This helps to further demonstrate credibility.

In my research, I used multiple methods of data collection. These different methods served as method triangulation based on the explanation from Carter et al. (2014). The methods of data collection were through a Lesson Plan Evaluation (see Appendix C), Reflection Journals (see Appendix D and E), and Instructional Evaluations (see Appendix F and G). This allowed me to analyze the data through differing means to ensure that I was correctly interpreting the data, as well resulting in "a broader understanding of the phenomenon" (Carter et al., 2014). In addition, to further strengthen my credibility, I also used member checks to provide a form of consensual validation. These committee member checks were conducted with the assistance of Kyle Calder, as well as Dr. Kenneth Carano.

Chapter 4

DATA COLLECTION FINDINGS

Overview

The findings from the data collection within this Action Research Project represent similarities and differences within my own planning process between using two styles of lesson plans through the school year that I was a teacher candidate for my clinical hours as part of completion of the Masters of Arts in Teaching: Initial Licensure with a Business Education endorsement at Western Oregon University. The objective of the Action Research Project was to answer three questions to better align my teaching practices to implement strategies to create an equitable learning environment for secondary students. The data collection was intended to answer three research questions that represent areas within my teaching that I most wanted to develop during the MAT program, prior to entering the education field as a secondary teacher. The following data was analyzed to answer the following.

1. What lesson plan prompted the most use of Inclusive Education Strategies, incorporating Technical Skills in Business Education, and Effective Instruction Strategies?
2. What were the similarities and differences in my self-reflections between the pre and post reflection (see Appendix D and E) using the “Natural Lesson Plan” and Western Oregon University’s “EdTPA Lesson Plan”?
3. What were the similarities and differences in my external evaluations (see Appendix F and G) from my University Supervisor using either the “Natural Lesson Plan” evaluation (see Appendix F) and Western Oregon University’s “EdTPA Lesson Plan” evaluation (see Appendix G)?

In order to improve my own teaching practice, I used the principles of action research to gather data about my own teaching through three different types of data: 1) the Lesson Plan Evaluation that will compare and contrast the effectiveness of utilizing the Inclusive Education Strategies, incorporating Technical Skills in Business Education, and Effective Instruction Strategies., 2) the pre and post Reflections (see Appendix D and E) is to evaluate the internal perspective of the result of using each the “Natural Lesson Plan” (see Appendix A) and Western Oregon University's “EdTPA Lesson Plan” (see Appendix B), and 3) the Instruction Evaluation (see Appendix F and G) prompted from my University Supervisor will represent an external perspective of the instruction using the “Natural Lesson Plan” (see Appendix A) and Western Oregon University's “EdTPA Lesson Plan”. The final results of the relevant data collection are then analyzed according to the strengths and weaknesses of both the “Natural Lesson Plan” (see Appendix A) and Western Oregon University's “EdTPA Lesson Plan” to find a lesson planning system that is most effective for my first year teaching secondary education students.

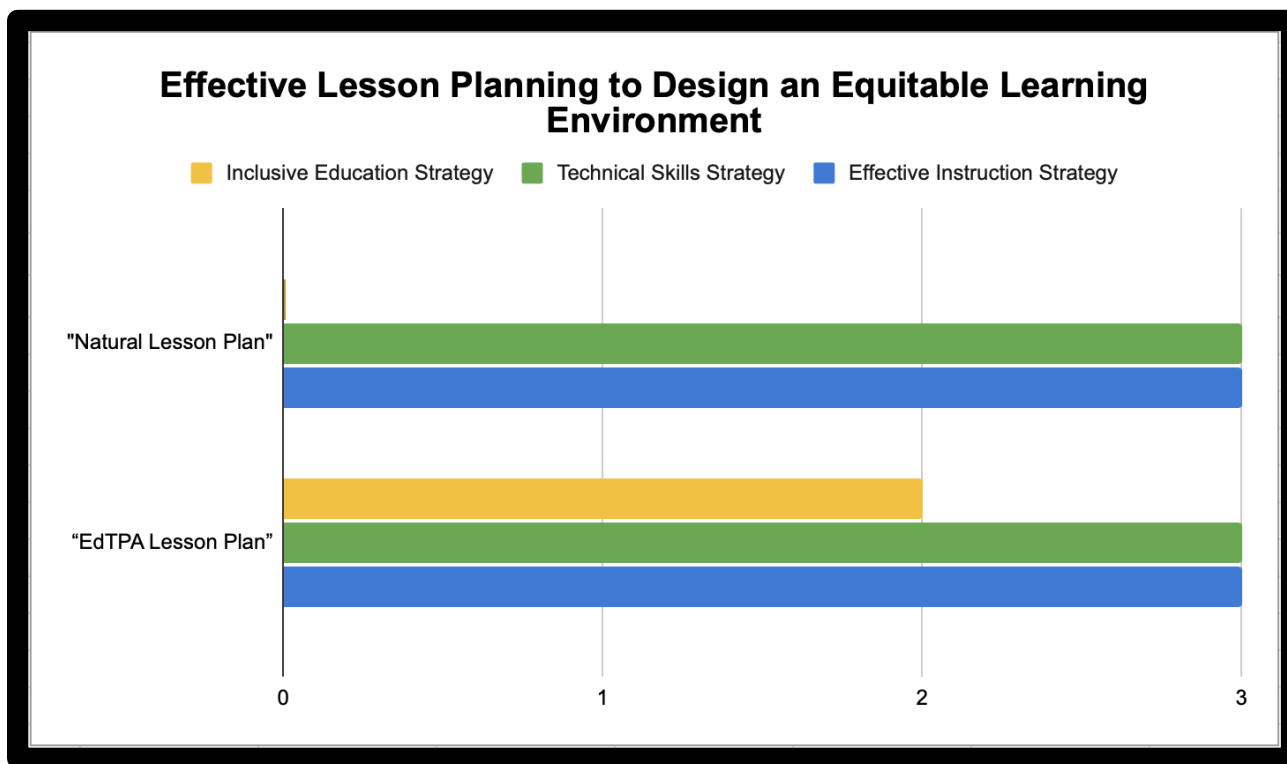
Data Analysis of Incorporating Inclusive Education Strategies, Technical Skills in Business Education, and Instruction Strategies

When reviewing through the three data sources that were compiled through the action research process the main sources of evidence for effectively incorporating the three following strategies: Inclusive Education Strategies, Technical Skills in Business Education, and Instruction Strategies through the “Natural Lesson Plan” (see Appendix A) and Western Oregon University's “EdTPA Lesson Plan” (see Appendix B) came from the first data collection, called Lesson Plan Evaluation, that compares and contrasts the effectiveness of utilizing the instruction strategies.

Findings from Lesson Plan Evaluation

Figure 1

Effective Lesson Planning to Design an Equitable Learning Environment Bar-Graph

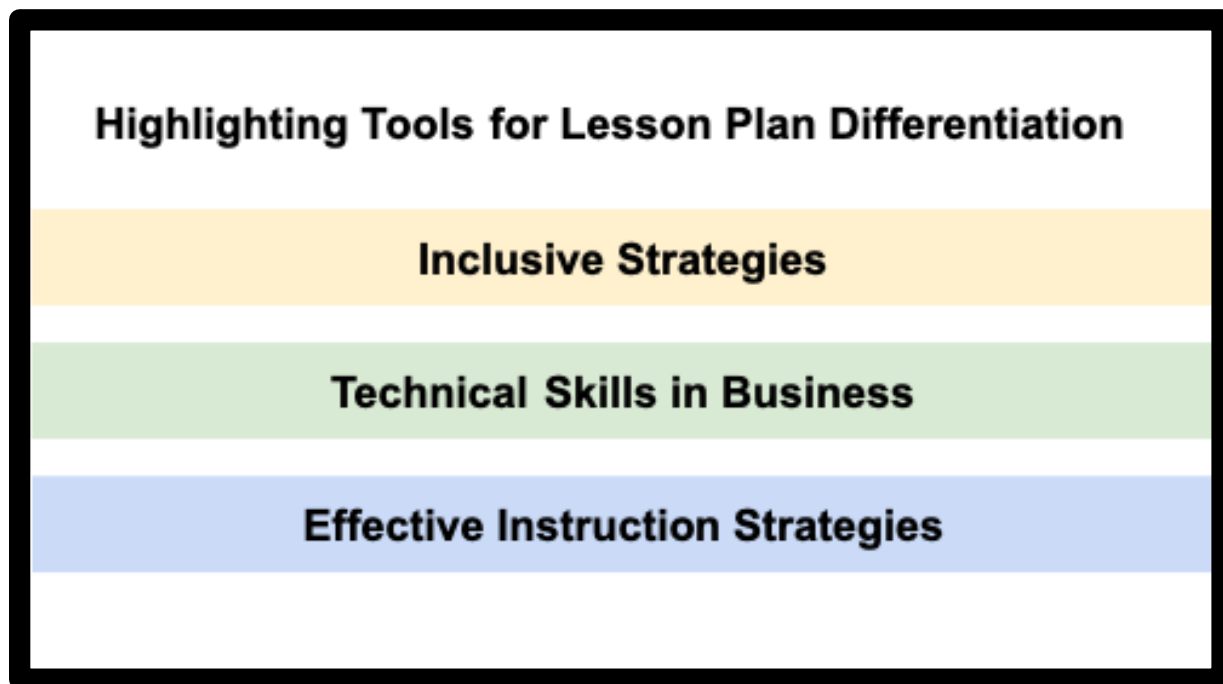


The data collected from the Lesson Plan Evaluation is a comparison of the “Natural Lesson Plan” (see Appendix A) and Western Oregon University's “EdTPA Lesson Plan” (see Appendix B). This evaluation compares and contrasts the effectiveness of utilizing the Inclusive Education Strategies, incorporating Technical Skills in Business Education, and Effective Instruction Strategies. In Figure 1: Effective Lesson Planning to Design an Equitable Learning Environment Bar-Graph, there is a bar graph to identify the different types of strategies used in the “Natural Lesson Plan” (see Appendix A) and Western Oregon University's “EdTPA Lesson Plan” (see Appendix B). The Inclusive Strategies include examples of student’s individual

diverse backgrounds. For further explanation, in the literature review a detailed explanation of strategies to ensure that students with an Individualized Education Plans (IEP), students with English as Second Language (ESOL), and strategies to ensure that People from Indigenous Backgrounds are being presented. While incorporating Technical Skills in Business Education, the teacher is providing students training to skills to help them transition into their young adult professional career. The Technical Skills that the Lesson Plan Evaluation is looking for is identification where students practice their Self and Stress Management Skills, their Communication Skills, and their skills in gaining Self-Confidence. Lastly, the Lesson Plan Evaluation will look for the following Effective Instruction strategies within the “Natural Lesson Plan” (see Appendix A) and Western Oregon University's “EdTPA Lesson Plan” (see Appendix B) for use of Essential Questions, Academic Language, and Graphic Organizers. This is a simple comparison that can be represented through the bar graph shown above and in Appendix C by simply receiving one point for each time an Inclusive Education Strategy, incorporating Technical Skills in Business Education, and Effective Instruction Strategy is used. Through the course of action research data collection I compiled the written lesson plans from January 2021 to April 2021 and examined each of the “Natural Lesson Plan” (see Appendix A) and Western Oregon University's “EdTPA Lesson Plan” (see Appendix B) with a focus on retrieving data related to my research question regarding how my lesson plan, organizes the opportunity to incorporate various types of teacher strategies.

Figure 2

Highlighting Tools For Lesson Plan Differentiation



In my analysis of the Lesson Plan Evaluation process, first I started by using the highlighting tool to differentiate the strategies represented in the plans. In Figure 2: Technical Skills in Business Education (Self and Stress Management Skills), there is a key to represent that the yellow highlight tool is used to represent the Inclusive Education Strategies, the green highlight tool is used to represent the Technical Skills in Business Education, and the blue highlight tool is used to represent the Effective Instruction Strategy. Next in the process, after identifying all the instructional strategies that can be used in support of the research question objective, I then created a bar-graph (see Appendix C) representing the amount of strategies that each lesson plan utilized. This bar-graph (see Appendix C) allowed me to visualize the research objective from each lesson plan unit in an organized, concise manner to give the opportunity to

acknowledge similarities and differences to guide me in my progression in improving my first year teaching.

Figure 3

Inclusive Strategies (Not Present)- Natural Lesson Plan



When reviewing the data presented from the “Natural Lesson Plan” (see Appendix A), there are no inclusive strategies. The differentiation in colored highlighting made it clear the strategies that were encouraged through the lesson plan. In Figure 3: Inclusive Strategies (Not Present), from the “Natural Lesson Plan” (see Appendix A), the first topic of the research question was to identify Inclusive Education Strategies in yellow highlighting. Consequently there were no identified Inclusive Education Strategies in the “Natural Lesson Plan” (see Appendix A). In Figure 3: Inclusive Strategies (Not Present), there is no pre-lesson preparation section to ensure that the Inclusive Education Strategies (Individualized Education Plans (IEP), students with English as Second Language (ESOL), and strategies to ensure that People from Indigenous Backgrounds) are present in the lesson.

In the Natural Lesson Plan” (see Appendix A), the second topic of the research questions was to identify Technical Skills in Business Education Strategies highlighted in green. In this section, the three strategies represented to enhance the practice of Technical Skills in the

classroom were the use of Self and Stress Management Skills, Communications Skills, and Self-Confidence Skills.

Figure 4

Technical Skills in Business Education (Self and Stress Management Skills) - Natural Lesson Plan

The image shows a screenshot of a document with a black border. At the top, there is a partially visible line of text: "Example of a lesson plan for a self-management skill (stress management)". Below this, there is a checklist with three items, each preceded by a small square checkbox:

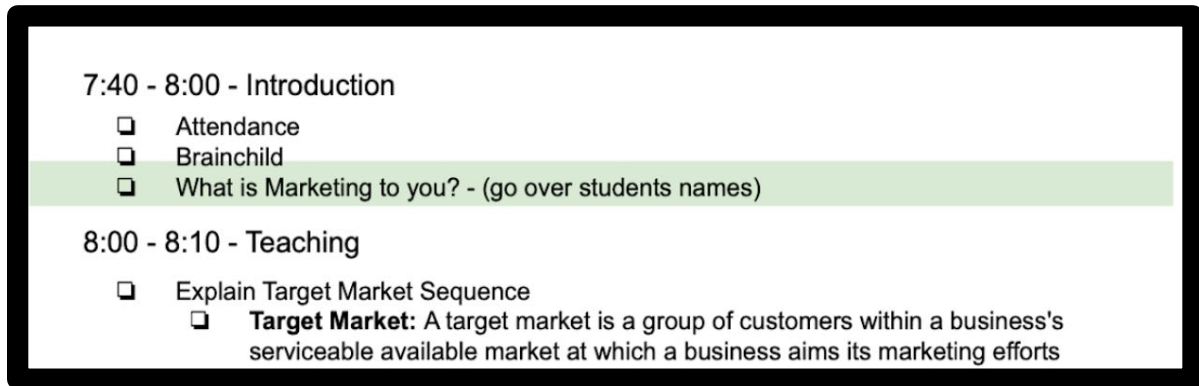
- ☐ Number of Sellers - *Few*
- ☐ Type of Product - *Differentiated*
- ☐ Barriers to Entry- *High*

Below the checklist, there is a light green horizontal bar containing the text "8:40 - 8:45 - Brain Break".

In the Natural Lesson Plan” (see Appendix A), the first Technical Skill in Business Education is demonstrated above in Figure 4: Technical Skills in Business Education (Self and Stress Management Skills). In Figure 4, the example of “8:40 - 8:45 - Brain Break” demonstrates that students practiced their Self and Stress Management Skills through the ten minute brain break. This scheduled “Brain Break” gives students the opportunity to unwind from a ninety minute class period to collect their thoughts on the curriculum, rest their head, or stretch.

Figure 5

Technical Skills in Business Education (Communication Skills) - Natural Lesson Plan



7:40 - 8:00 - Introduction

- ☐ Attendance
- ☐ Brainchild
- ☐ What is Marketing to you? - (go over students names)

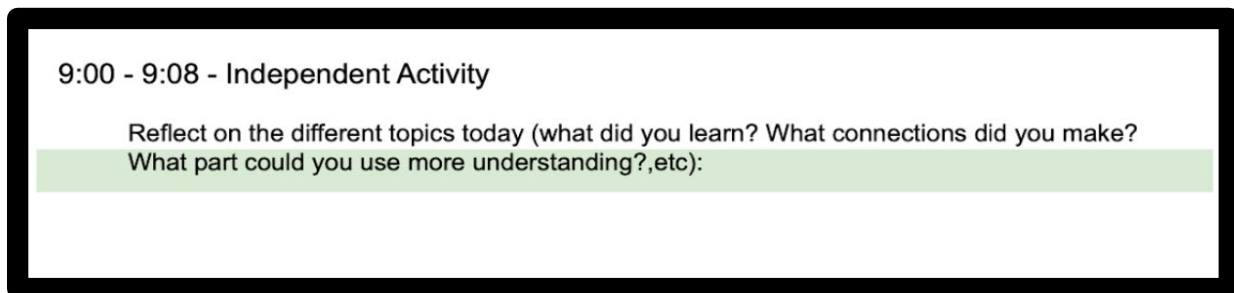
8:00 - 8:10 - Teaching

- ☐ Explain Target Market Sequence
 - ☐ **Target Market:** A target market is a group of customers within a business's serviceable available market at which a business aims its marketing efforts

In the Natural Lesson Plan” (see Appendix A), the teacher promotes the students to practice Technical Skills through their Communication Skills through engaging in discussion questions. In Figure 5: Technical Skills in Business Education (Communication Skills), there is an example of the question “what is Marketing to you?”. This question is to practice Communication Skills through the practice of verbal communication in the classroom and the use of group discussion can be a great way for students to ask questions and connect with the material deeper.

Figure 6

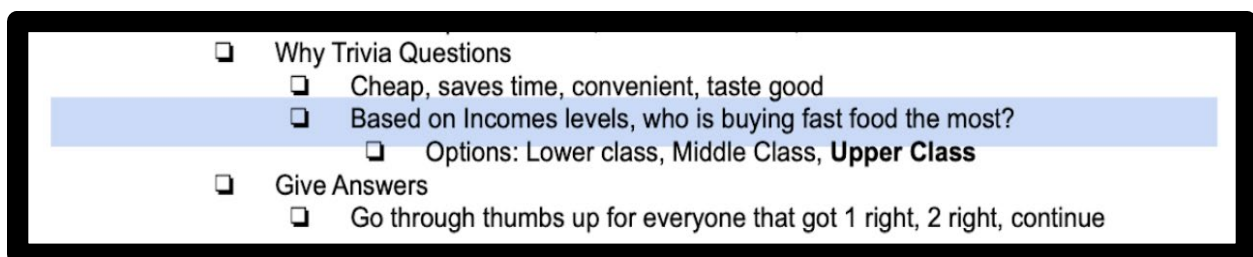
Technical Skills in Business Education (Self-Confidence Skills) - Natural Lesson Plan



In the Natural Lesson Plan” (see Appendix A), the teacher promotes the students to practice Technical Skills through their Self-Confidence strategy of learning how to be secure about their own strengths and weaknesses. In Figure 6: Technical Skills in Business Education (Self-Confidence Skills), through the “what part could you use more understanding?” the question gives students the opportunity to reflect on their own progression in the curriculum for the teacher to read and stay aware through future lessons.

Figure 7

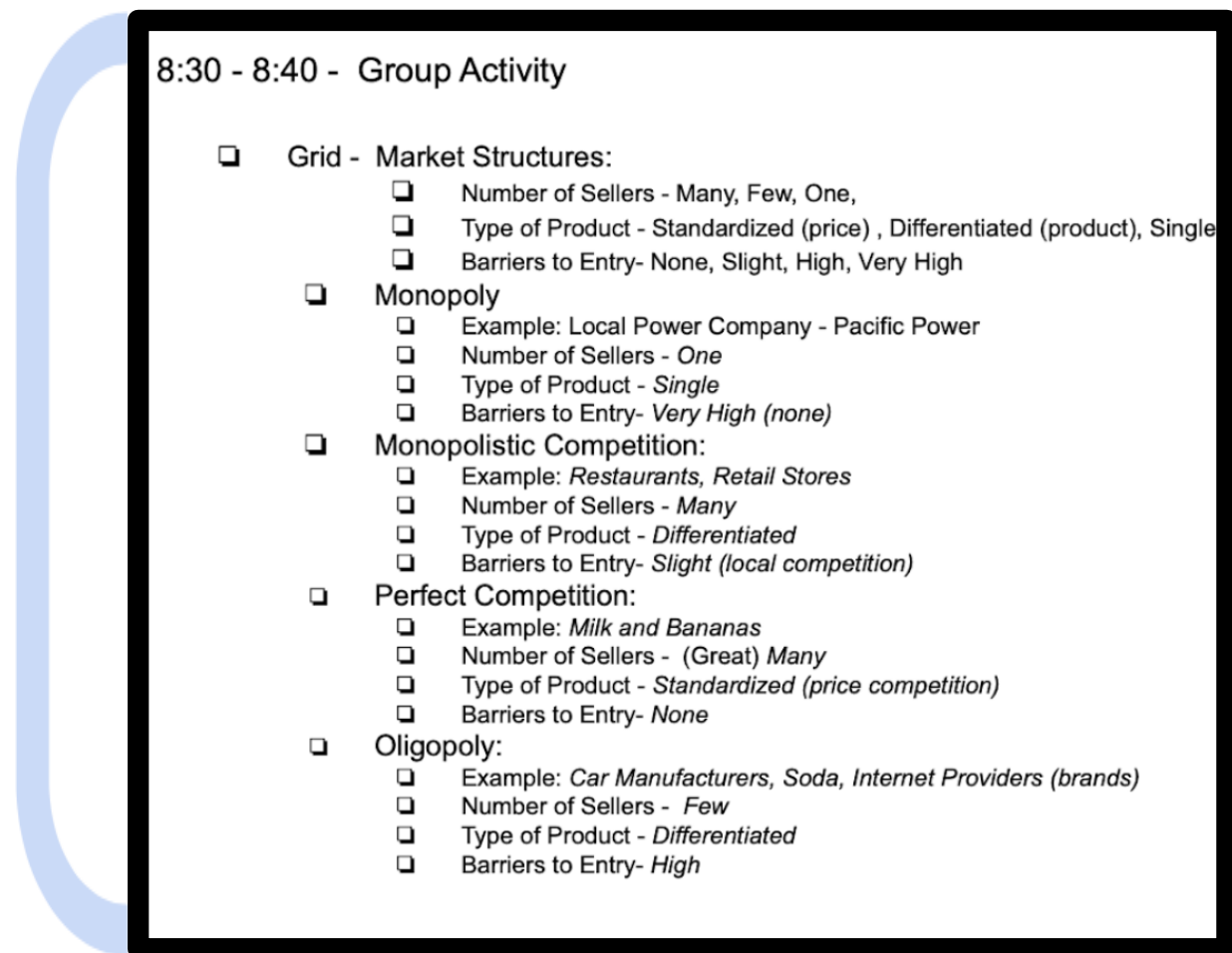
Effective Instructional Strategies (Essential Questions) - Natural Lesson Plan



In the Natural Lesson Plan” (see Appendix A), the teacher connects students through their Effective Instructional Strategy by identifying the Essential Questions. The last topic of the research questions was to identify the Effective Instruction Strategies identified in the blue highlighting on Figure 7: Effective Instructional Strategies (Essential Questions). The Essential Question was used throughout the lesson to deepen the students' connections to the curriculum. In Figure 4, there is an example of the essential questions, “Based on Income levels, who is buying fast food the most?”, used in the instruction. These essential questions are showing how to spark the discussion, create higher-order thinking, and connect with other topics. In particular, this question brought up the conversation on why the Upper Class is buying the most food. Some students were confused because they thought that Lower Class would be due to low paying wages, however one student brought up the conversation that people in the Upper Class do not have to live on food stamps and have the privilege of buying food stamps.

Figure 8

Effective Instructional Strategies (Academic Language) - Natural Lesson Plan



8:30 - 8:40 - Group Activity

- ☐ **Grid - Market Structures:**
 - ☐ Number of Sellers - Many, Few, One,
 - ☐ Type of Product - Standardized (price) , Differentiated (product), Single
 - ☐ Barriers to Entry- None, Slight, High, Very High
- ☐ **Monopoly**
 - ☐ Example: Local Power Company - Pacific Power
 - ☐ Number of Sellers - *One*
 - ☐ Type of Product - *Single*
 - ☐ Barriers to Entry- *Very High (none)*
- ☐ **Monopolistic Competition:**
 - ☐ Example: *Restaurants, Retail Stores*
 - ☐ Number of Sellers - *Many*
 - ☐ Type of Product - *Differentiated*
 - ☐ Barriers to Entry- *Slight (local competition)*
- ☐ **Perfect Competition:**
 - ☐ Example: *Milk and Bananas*
 - ☐ Number of Sellers - *(Great) Many*
 - ☐ Type of Product - *Standardized (price competition)*
 - ☐ Barriers to Entry- *None*
- ☐ **Oligopoly:**
 - ☐ Example: *Car Manufacturers, Soda, Internet Providers (brands)*
 - ☐ Number of Sellers - *Few*
 - ☐ Type of Product - *Differentiated*
 - ☐ Barriers to Entry- *High*

In the Natural Lesson Plan” (see Appendix A), the teacher connects students through their Effective Instructional Strategy by defining the Academic Language. Through identifying the necessary Academic Language can create ways for students to make connections to more common language then introducing the connection to the academic language. Using the Natural

Lesson Plan” (see Appendix A), has created an opportunity to unpack dense information through decomposing complex words.

Figure 9

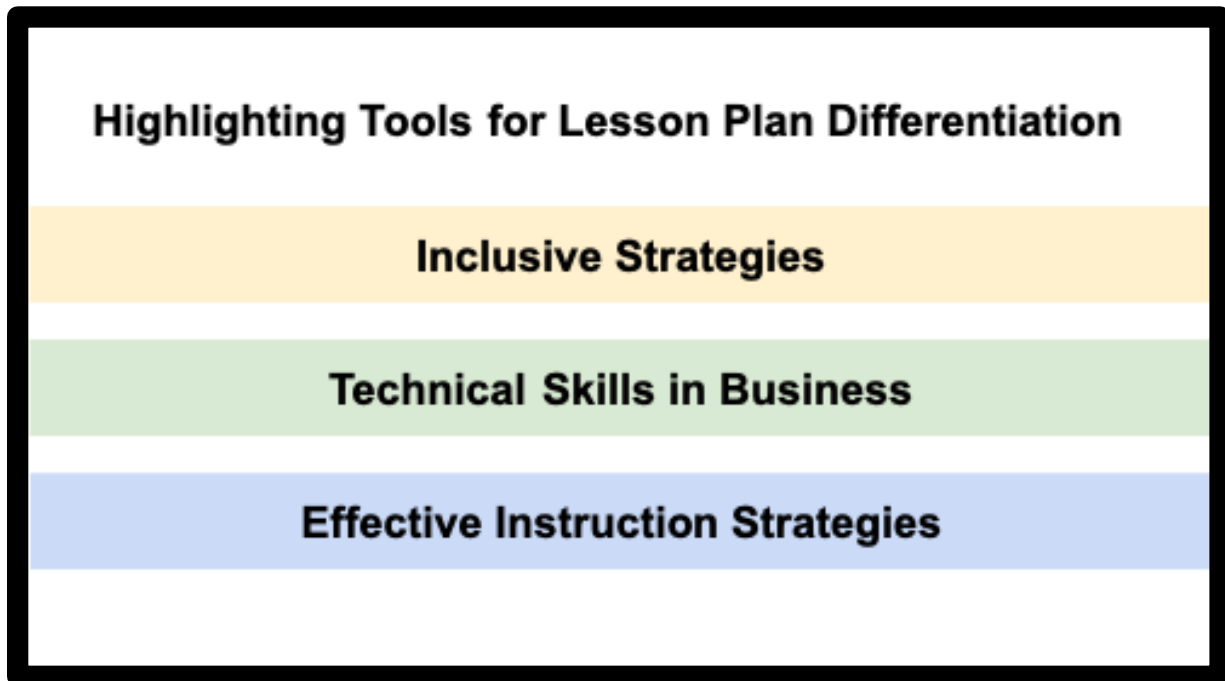
Effective Instructional Strategies (Graphic Organizer) - Natural Lesson Plan

Four Market Structures				
Definitions:				
→	The efficient market where goods are produced using the most efficient techniques and the least amount of factors.			
→	This market is formed by a high number of firms which produce a similar good that can be seen as unique due to differentiation.			
→	A market form where a market or industry is dominated by a small group of large sellers.			
→	This market is composed of a sole seller who will therefore have full power to set prices.			
	Perfect Competition	Monopolistic Competition	Oligopoly	Monopoly
Example				
→ Number of Sellers				
→ Type of Product				
→ Barriers to Entry				

In the Natural Lesson Plan” (see Appendix A), the teacher connects students through their Effective Instructional Strategy by utilizing the benefits from Graphic Organizers. Incorporating the Graphic Organizer, in Figure 9: Effective Instructional Strategies (Graphic Organizer), provides each and every student a Google Sheet template that guides students through the curriculum. The secondary students are all given an individualized template that they are assigned to fill out during the lecture. The graphic organizer will be saved to their Google Drive where they can each refer back to as notes for future reference.

Figure 2

Highlighting Tools For Lesson Plan Differentiation



When reviewing the data presented from the Western Oregon University's "EdTPA Lesson Plan" (see Appendix B), the differentiation in colored highlighting made it clear which strategies were used in the planning process. Through the Western Oregon University's "EdTPA Lesson Plan" (see Appendix B), all the strategies were covered including the Inclusive Education Strategies (strategies details in Individualized Education Plan (IEP), English as a Second Language (ESOL), and backgrounds of Indigenous People), incorporating Technical Skills in Business Education (strategies to include Self and Stress Management Skills, Communication Skills, and Self-Confidence Skills), and Effective Instruction Strategies (strategies to include

Essential Questions, Academic Language, and Graphic Organizers). There were two Inclusive Education Strategies that were identified in the lesson plan were strategies to incorporate Individualized Education Plan (IEP) and English as a Second Language (ESOL).

Figure 10

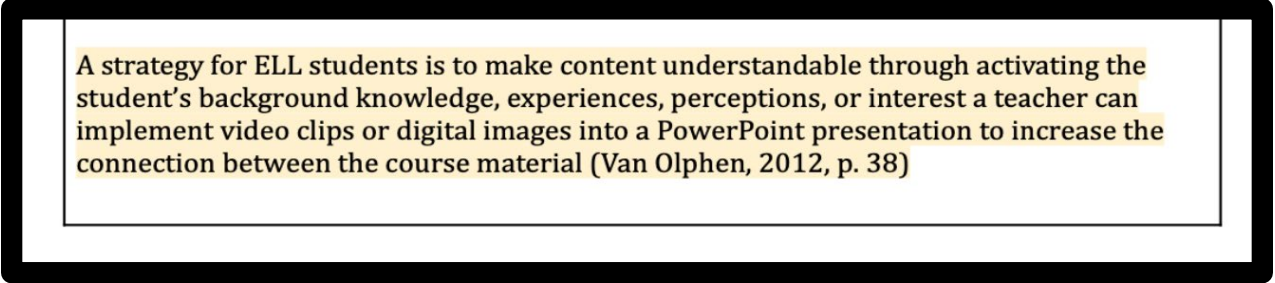
Inclusive Education Strategies (Individualized Education Plan) - EdTPA Lesson Plan

<p>How have you addressed the needs of diverse learners ? (Ex: IEPs, 504s, linguistic & cultural diversity, students without prerequisite knowledge, etc.)</p> <p>Students without prior knowledge: Students will have a chance to go over the homework to prepare for the in class lecture.</p> <p>Students with IEP/504: To enhance the extra time on assignments, the instructions are on the assignments in steps for the ability to accomplish at their own pace.</p>

The first Inclusive Education strategy identified through students with Individualized Education Plan (IEP) is represented in Figure 10: Inclusive Education Strategies (Individualized Education Plan) - EdTPA Lesson Plan highlighted in yellow. The incorporation of providing students with an Individualized Education Plan (IEP) their accommodations. Through the high school's web based system ensures that students with an Individualized Education Plan (IEP) receive the extra time on assignments and steps to accomplish their assignments at their own pace.

Figure 11

Inclusive Education Strategies (English as a Second Language) - EdTPA Lesson Plan



A strategy for ELL students is to make content understandable through activating the student's background knowledge, experiences, perceptions, or interest a teacher can implement video clips or digital images into a PowerPoint presentation to increase the connection between the course material (Van Olphen, 2012, p. 38)

The second Inclusive Education strategy identified through the students that have English as a Second Language is represented in Figure 11: Inclusive Education Strategies (English as a Second Language) - EdTPA Lesson Plan. The incorporation of providing a resonated section in the Lesson Plan to add research ensures that students with English as a Second Language supports in understanding the academic language through videos associated with the at home learning to use captions and slow down the lecture time.

Figure 12

Technical Skills in Business Education (Self and Stress Management Skills) - EdTPA Lesson Plan

10	Independent Application: Teacher will instruct students to relax. Teacher will put calming music on for students. Teacher will tell students they can socially distant stretch	Independent Application: Students will relax. Students will listen to music. Students will stretch/talk to neighbors/etc.

Next, the three strategies used to enhance the students Technical Skills in Business Education were the Self and Stress Management Skills, the Communication Skills, and the Self-Confidence Skills. The first Technical Skills in Business Education is represented in Figure 12: Technical Skills in Business Education (Self and Stress Management Skills) - EdTPA Lesson Plan. This section of the Lesson Plan is where students practiced their Self and Stress Management Skills through the scheduled ten minute brain break. This break gives students the opportunity to unwind from a ninety minute class period to collect their thoughts on the curriculum, rest their head, or stretch.

Figure 13

Technical Skills in Business Education (Communications Skills) - EdTPA Lesson Plan

10	Group Application: Teacher will choose how much to go through depending on time. Teacher will ask a student their mission statement choice. Teacher will ask two students for value examples and to explain. Teacher will ask a student their mission statement choice. Teacher will ask two students for value examples and to explain. Teacher will ask a student their mission statement choice. Teacher will ask two students for value examples and to explain.	Group Application: Students will share the amount that is allotted. Students will listen to the mission statement. Students will identify a value for the mission statement. Students will listen to the mission statement. Students will identify a value for the mission statement. Student will read the mission statement. Students will identify a value for the mission statement.
	Independent Application:	Independent Application:

The second Technical Skills in Business Education is represented in Figure 13: Technical Skills in Business Education (Communications Skills) - EdTPA Lesson Plan. The second strategy is the teacher promoting the students to practice their Communication Skills through engaging in discussion questions with their classmates. The students had the opportunity to discuss the mission statements and values of their interest.

Figure 14

Technical Skills in Business Education (Self-Confidence Skills) - EdTPA Lesson Plan

5	Closure: Teacher will ask for the student's takeaway. Teacher will ask students to self-reflect where they feel with the material.	Closure: Students will respond with their takeaway. Students will explain where they feel they are in the material.
Theoretical, Pedagogical, and/or Lines of Research that Justify Your Instructional		

The third Technical Skills in Business Education is represented in Figure 14: Technical Skills in Business Education (Self-Confidence Skills) - EdTPA Lesson Plan. The Self-Confidence strategy where students simply get to reflect on their own progression in the curriculum for the teacher to read and stay aware through future lessons. Laura Nicholson found evidence in her study that students that set realistic expectations will perform better in the class compared to students that set too low of expectations or too high of expectations (Nicholas, 2013).

Figure 15

Effective Instructional Strategies (Essential Questions) - EdTPA Lesson Plan

	<p>Teacher will ask students to put the word "Mission Statement" (short statement of why an organization exists, what its overall goal is, identifying the goal of its operations: what kind of product or service it provides, its primary customers or market, and its geographical region of operation) in their own words.</p> <p>Teacher will ask students to put the word "Values" (beliefs, philosophies, and principles that drive your business.) in their own words.</p> <p>Teacher will ask students why they think mission statements and values can be important for a business's brand.</p>	<p>Students will explain the term, Mission Statement, in their own words.</p> <p>Students will explain the term Values in their own words.</p> <p>Students will answer with their opinion.</p>	
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The last topic of the research questions was to identify the Effective Instruction Strategy through Essential Questions, Academic Language, and Graphic Organizers. The first Effective Instruction Strategy is represented in Figure 15: Effective Instructional Strategies (Essential Questions) - EdTPA Lesson Plan. The Essential Questions were used throughout the lesson to deepen the students' connections to the curriculum. First, the beginning questions were just to put the academic language into their own words. Then the students were asked to identify the reasoning behind why mission statements and values are important for a business's brand.

Figure 16

Effective Instructional Strategies (Academic Language) - EdTPA Lesson Plan

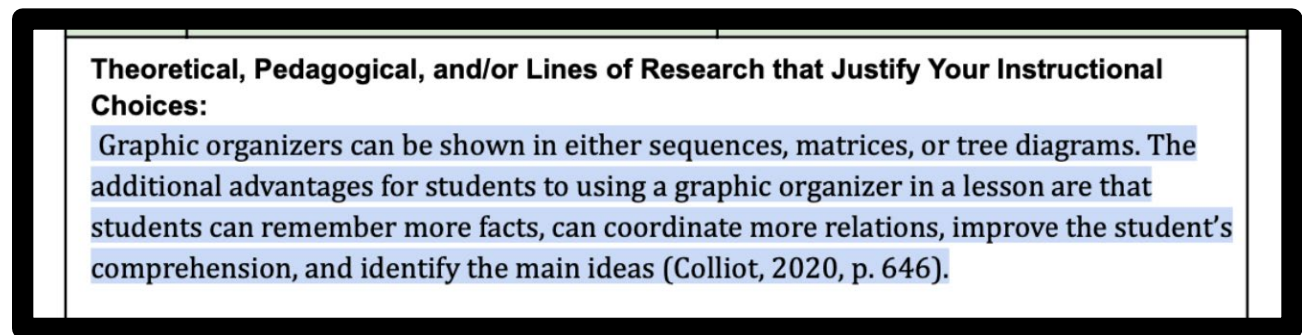
25	Independent Application:	Independent Application:
	Teacher will introduce the idea of external brand identity (name, logo, slogan).	Students will comment on connection to information.
	Teacher will instruct students to find the Product Placement assignment on canvas.	Students will find their assignment.
	Teacher will read through the list.	Students will identify stores/brands where they got the supply.
	Teacher will instruct students to fill out the rest of the assignment.	Students will fill out the assignment (mission statement/values).
	Teacher will have them reflect on their connection to this mission statement/brand.	Students will reflect on the information.

Next, the second Effective Instruction Strategy is represented in Figure 16: Effective Instructional Strategies (Academic Language) - EdTPA Lesson Plan. The example in the Lesson Plan is demonstrating how to incorporate the use of Academic Language support through creating visuals and examples for students to make a connection with the new learning. For example, the students have been learning and practicing the academic language, mission statement and values, in this section of the Western Oregon University's "EdTPA Lesson Plan"

(see Appendix B) the teacher is introducing the connection in the academic language (name, slogan, and logo).

Figure 17

Effective Instructional Strategies (Graphic Organizers) - EdTPA Lesson Plan



Lastly, the third Effective Instruction Strategy is represented in Figure 17: Effective Instructional Strategies (Graphic Organizers) - EdTPA Lesson Plan. This section of the Western Oregon University's "EdTPA Lesson Plan" (see Appendix B) represents the research and the reminder to incorporate a Graphic Organizer to ensure that students can visualize the sequences and relation between the main ideas of the internal and external brand identities.

Data Analysis of Comparing and Contrasting the Pre and Post Self - Reflections

When reviewing through the data sources that were compiled through the action research process the main sources of evidence for comparing the similarities and differences between the lesson plans using the questions that prompted my pre and post self-reflection journals (see Appendix D and E) .

Findings from Reflection Journals

The pre and post self-reflection journals (see Appendix D and E) were utilized in this Action Research Project and were written before and after each lesson to track progression in writing effective lesson plans. For this data collection, I am using the reflection journals (see full reflections on Appendix D and E) to compare the first time that I used the “Natural Lesson Plan” and Western Oregon University's “EdTPA Lesson Plan”. The pre-reflection journal responses were prompted by the two following questions.

1. On a scale from 1-10, how are you feeling right now? Explain your answer.
2. Is there anything that you want to add before teaching the lesson?

Figure 18

Pre-Reflection Journal Response - Natural Lesson Plan

Pre-Reflection

On a scale of 1-10, I feeling terrified and 10 feeling over prepared. I am sitting at a 6 right now because I have confidence to get through the lesson, I have the list of what I am going to say to the students, however I feel that I am not ready for the unknown or the ability to derail from the lesson. Before teaching this lesson, I realized when I walked into the classroom that I had not prepared a learning target for the lesson.

Beginning with the “Natural Lesson Plan”, the pre-reflection journal in Figure 18: Pre-Reflection Journal Response - Natural Lesson Plan was done in the 30 minute time span before instructing the lesson to the students. This pre-reflection journal was a beneficial source of data collection because it gives the opportunity to understand the important sections to incorporate for the Final Lesson Plan Template. In Figure 18: Pre-Reflection Journal Response - Natural Lesson

Plan, even though it is quite short the responses give quality insight about the confidence level and the preparation of the lesson. For the first pre-reflection journal response, I stated that my emotions scaling from very terrified to over prepared was at a six. This ranking of a six is representing some feelings of worry, however more confident than worried. For the second pre-reflection journal response, the lack of a learning target section in this lesson plan gave an excellent indication for what to prepare on the Final Lesson Plan Template. This preparation can be a small section labeling "Learning Target" to make it easy to glance upon before instructing a lesson.

Figure 19

Pre-Reflection Journal Response - EdTPA Lesson Plan

Pre-Reflection

On a scale of 1-10, 1 feeling terrified and 10 feeling over prepared. Currently, I am around an 8. The overall feeling is exciting because this unit is very easy to connect with students in hearing them out more than other topics. The tad bit of fear comes from the timing of the lesson, I hope that there is enough material to fill the ninety minute block schedule. There is nothing that I want to add to the lesson, again I am just hoping that is enough material for students to feel engaged with during the period.

Next, for the explanation of the Western Oregon University's "EdTPA Lesson Plan" pre-reflection journal in figure 19: Pre-Reflection Journal Response - EdTPA Lesson Plan. The pre-reflection journal response was done in the 30 minute time span before instructing the lesson. In Figure 19: Pre-Reflection Journal Response - EdTPA Lesson Plan, the first pre-reflection journal response has a emotional scaling at eight. This eight is stating that overall, I felt confident going into instructing the lesson to the students. The apprehensive feeling is what bring the scales from a ten to an eight through not knowing if the planned material will take the full ninety minutes.

the second pre-reflection journal response is stating that there is no where in the lesson plan that I feel that I need to add anything before instructing the lesson. Through the Western Oregon University's "EdTPA Lesson Plan" template being very detailed to ensure that the teacher has thought through the lesson.

The post-reflection journal responses were prompted by Western Oregon University and are the following four questions.

1. Did all the students meet the learning target? How do you know?
2. Describe any changes you made as you were teaching the lesson?
3. What would you change about this lesson plan before you teach it again?
4. How did the results of this lesson influence the way that you will teach in the future?

Figure 20

Post-Reflection Journal Response - Natural Lesson Plan

Post-Reflection

The learning target for this lesson was not prepared beforehand, however the impromptu learning target was "I will distinguish different characteristics that determine a target market for a business". All the students that were in class that day were able to accomplish their assignment that I used as a tool to establish that students did reach the learning target. The changes that I would have made was to create an environment where students had more freedom to share their connections with the material. I felt that I took too much time talking rather than listening in this lesson. In this lesson plan, I really could have used a checklist to make sure that I was incorporating the learning target/standard, gave thought to what the students were doing, and wrote down the accommodations for students. This bullet list format of the lesson plan was an easy way to refer back to when I needed to glance at the next step of the lesson plan.

Next, in Figure 20: Post-Reflection Journal Response - Natural Lesson Plan is the post-reflection journal response for the “Natural Lesson Plan”. This post-reflection journal response was written in a thirty minute to two hour time span after instructing the lesson. The first response question was answered in the first part of the response by stating that “all students that were in class that day were able to accomplish their assignment”. This assignment was used as a tool to ensure that students understood the main objective referred to by the learning target. Next, the second post-reflection journal question was misread when writing the reflection response about the lesson. The post-reflection questions were asking about the changes that were made during the lesson, however when writing the response the answer was more about what I wanted to change in that lesson. Nonetheless, it is still quality information that there needs to be more time to incorporate students to share their connections to the material. Lastly, in the future of lesson planning due to the “Natural Lesson Plan” post-reflection journal response states that the bullet point list was an efficient way in understanding the next step of the lesson.

Figure 21

Post-Reflection Journal Response - EdTPA Lesson Plan

Post-Reflection

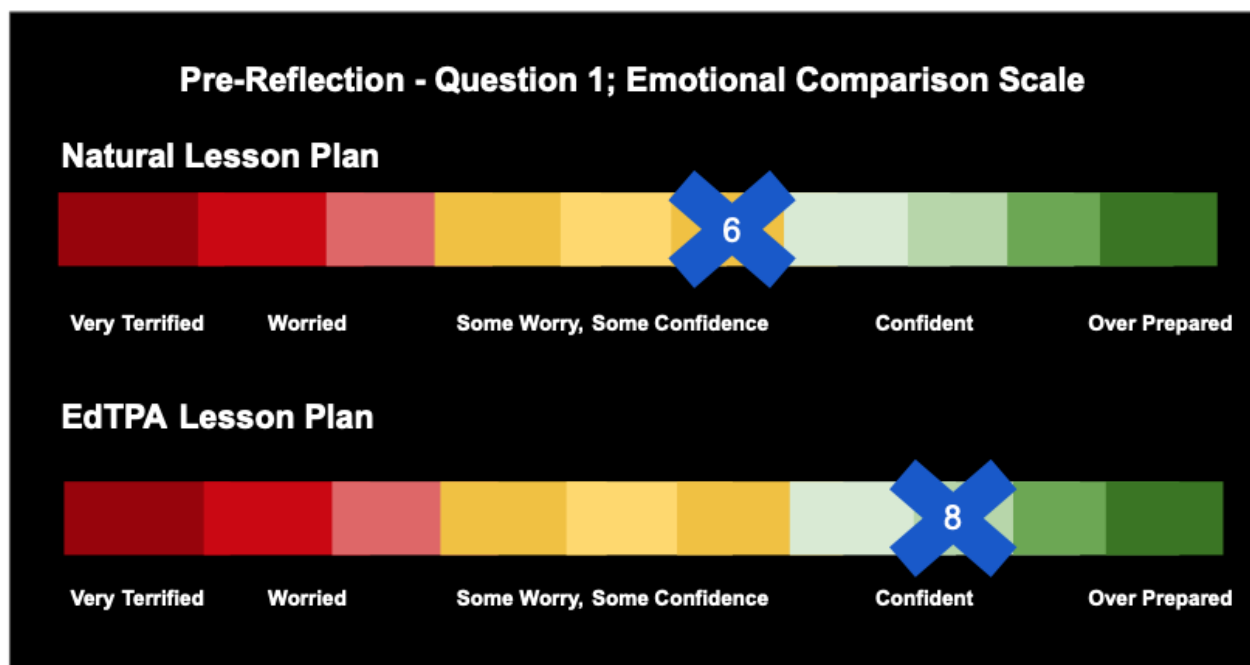
All of the students met the learning target “I will identify a mission statement for a brand.”. I know that they met the learning target through the completed assignments that they submitted through the block period. The only change that I can think that happened during the lesson was the time predictions were not perfect and left some parts to be longer or shorter than expected. Before teaching this lesson again, I would change the plan in doing the assignment during the discussion. This decreased the participation from students in the discussion. In addition, I would not have students share their brand as a group beforehand. I would only have students share their mission statement and brand at the same time after their research. In future lessons, I would provide students with more time to research a business’s and a competitor’s mission statement and have them practice the language function compare and contrast of differences in the mission statements.

Lastly, in Figure 20: Post-Reflection Journal Response - Natural Lesson Plan is the post-reflection journal response for the “Natural Lesson Plan”. Beginning with the first post-reflection journal response question, the students did accomplish their learning target through turning in their completed assignments at the end of their class period. Next, the changes that were made during instructing the lesson to the students was the timing it took to get through the different sections of the lesson plan (ie. Teaching, Group Activity, Independent Activity, etc.). The change that I would make before teaching this lesson again would be to change the way that students share their research of the brand to their classmates. Lastly, the results of this lesson influences the way that this lesson is taught in the future by giving students more time to research their business and the business’s competitor to practice their conceptual understanding by comparing and contrasting the differences in business’s mission statements.

Through utilizing the “Natural Lesson Plan” and Western Oregon University's “EdTPA Lesson Plan” pre and post reflection journal responses, the following data analysis will compare and contrast the strengths and weaknesses of the similarities and differences between the “Natural Lesson Plan” and Western Oregon University's “EdTPA Lesson Plan”. While creating the Final Lesson Plan Template, the comparison of the strengths and weaknesses will be applied to determine the important aspects of each lesson plan. Then this Final Lesson Plan Template will be efficient and assist in my lesson planning process my first year teaching.

Figure 22

Pre-Reflection - Question 1; Emotional Comparison Scale



This section will compare the similarities between the “Natural Lesson Plan” pre and post reflection journal responses (see Appendix D) and Western Oregon University's “EdTPA Lesson Plan” pre and post reflection journal responses (see Appendix E). In regards to the Figure 22:

Pre-Reflection - Question 1; Emotional Comparison Scale is representing the first question stated on the pre-reflection journal response questions. The first similarity in the “Natural Lesson Plan” and the Western Oregon University's “EdTPA Lesson Plan” is that they both scored in the upper half of the scaling system. This scale testing self-realization of emotion ensured that both lesson plans gave a good understanding of confidence through how the lesson was going to be instructed to the students. The second similarity between the “Natural Lesson Plan” and the Western Oregon University's “EdTPA Lesson Plan” post-reflection journal responses stated that the teacher would have wanted the students to have more of an opportunity to have freedom to share more about their own thoughts and feelings about the curriculum. These similarities between the “Natural Lesson Plan” and the Western Oregon University's “EdTPA Lesson Plan” gives insight to what to incorporate when designing the Final Lesson Plan Template.

Next, I will compare and contrast the differences between the “Natural Lesson Plan” pre and post reflection journal responses (see Appendix D) and Western Oregon University's “EdTPA Lesson Plan” pre and post reflections responses (see Appendix E). Beginning with the difference between the lesson plans was a section that reminded me to plan for a learning target on the lesson plan. In the “Natural Lesson Plan” pre-reflection journal response (see Appendix D), this created a challenge in not having a learning target planned for the day of the lesson and having to create one right before the start of class. Next, comparing the second difference in the lesson plan was the organization in time intervals that affected the estimation in timing the instruction. In the “Natural Lesson Plan” (see Appendix A), the time was distinguished by the exact time of the lesson (ie. 8:15am). This created no mention of the timing challenges in the post-reflection journal response (see Appendix D). When compared to the Western Oregon University's “EdTPA Lesson Plan” (see Appendix B) where it is broken up into time intervals

(ie. 15 minutes) and there was a mistake in estimation of the timing stated in the post-reflection journal response (see Appendix E). These differences between the “Natural Lesson Plan” and the Western Oregon University's “EdTPA Lesson Plan” gives insight to which parts of the lesson plan design should be incorporated to the Final Lesson Plan Template.

Figure 23

Lesson Plan Format Comparison

Lesson Plan Format Comparison

8:45 - 9:00 - Group Activity

- ❑ 5 Ws (Who, What, When, Where, Why)
 - ❑ Explain Activity - We will be imagining we are opening up a fast food restaurant, we want to make some quick assumptions based on the type of market, the market structure and using the 5 Ws on the need for the fast food restaurant.
- ❑ Review/Check for Understanding
 - ❑ What is the Market Type? **Consumer Market**
 - ❑ What is the Market Structure? **Oligopoly**
- ❑ Who Trivia Questions
 - ❑ (Gender, Age, Ethnicity, etc.)
 - ❑ Out of the three, what age group consumes the most fast food?
 - ❑ Options: **20-39**, 40-59, or 60+
- ❑ What Trivia Questions
 - ❑ (Relates to this product/competition - Market Structure)
 - ❑ On average, what is the current percentage of an American household's income is spent on fast food?
 - ❑ Options: 5%, **10%**, or 15%
- ❑ When Trivia Questions
 - ❑ What time of day, monthly, yearly, morning vs night, varies, need to relax or to stay up
 - ❑ What is the most popular time to eat fast food?
 - ❑ Options: **Breakfast**, **Lunch**, Dinner, Snack
- ❑ Where Trivia Questions
 - ❑ Rural vs urban, home vs work vs school
 - ❑ On average at 20% fast food is consumed here...
 - ❑ Options: **Home**, Inside restaurant, **Car**
- ❑ Why Trivia Questions
 - ❑ Cheap, saves time, convenient, taste good
 - ❑ Based on Income levels, who is buying fast food the most?
 - ❑ Options: **Lower class**, Middle Class, **Upper Class**
- ❑ Give Answers
 - ❑ Go through thumbs up for everyone that got 1 right, 2 right, continue
- ❑ Optional: Fun Fast Food Facts
 - ❑ Most families in America (83% of them) eat fast food at least once a week
 - ❑ The average American individually spends \$1,200 a year on fast food alone roughly one out of every 3 Americans were consuming some type of fast food on any given day.
 - ❑ The CDC shows that 38% of men are consuming fast food daily versus 35.4% of women.
 - ❑ Fast food consumption increases 2.2% every year.
 - ❑ McDonald's is still the most popular fast food restaurant with \$130.4 Billion spent there worldwide in 2019.

9:00 - 9:08 - Independent Activity

Reflect on the different topics today (what did you learn? What connections did you make? What part could you use more understanding?, etc):

vs.

ESOL Students: There are videos associated with the at home learning to use captions and slow down the lecture time.

Assessments

1. **Evidence collected during/as a result of this lesson:** Students are understanding the concepts of Mission Statements and Values for Businesses.
2. **Summative assessment is 8 days after this lesson**

Materials/Equipment/Supplies/Technology/Preparation:

Live stream TV, computer, print lesson plan, and assignments (Google Sheets)

Procedure: Teacher Does.....		Procedure: Students Do.....
Time	<p>Motivation/Hook:</p> <p>Teacher will welcome students to class.</p> <p>Teacher will take attendance.</p>	<p>Motivation/Hook:</p> <p>Students will come sit to their assigned seat.</p> <p>Students will be sitting in their chairs.</p>
15	<p>Teacher will look for the Brainchild for the day. Teacher will have the brainchild say their question out loud.</p> <p>Teacher will talk about morning updates.</p>	<p>Student will propose his question for the class.</p> <p>Students will listen and ask questions about morning updates.</p>
15	<p>Teaching:</p> <p>Teacher will bring up the home assignment and show the brand identity graph.</p> <p>Teacher will ask students to put the word brand (identifying symbol, mark, logo, name, word, and/or sentence that companies use to distinguish their</p>	<p>Teaching:</p> <p>Students can bring up their last home assignment.</p> <p>Students will explain the term, brand, in their own words.</p>

Natural Lesson Plan

EdTPA Lesson Plan

The third difference was minor in the lesson plans, however overall in the “EdTPA Lesson Plan” pre-reflection journal response (see Appendix E) and the “Natural Lesson Plan” pre-reflection journal response (see Appendix D). On Figure 22: Pre-Reflection - Question 1; Emotional Comparison Scale, there is a visual representing the difference in confidence levels between both lesson plan styles. I reported to be two points higher on Question 1 in the pre-reflection journal response questions scale. The “Natural Lesson Plan” scored a six which is

averaging between having some worries about the lesson, however feeling confident going into the lesson. Compared to the “EdTPA Lesson Plan” that scored eight resembling feeling confident going into instructing the lesson. Then the fourth difference between the lesson plans was the identification of the accommodations for students of diverse backgrounds. In regards to the post reflection journal response (see Appendix D) there was no mentioned identification of accommodations in the “Natural Lesson Plan” (see Appendix A) could have resulted in not providing the necessary accommodations to diverse learners. Lastly, the fifth difference while comparing between the lesson plan reflection journal responses. In the “Natural Lesson Plan” post-reflection journal response there was the statement that the bullet list format was easy to read through and stay on task on which section of the lesson I was instructing the students. In Figure 23: Lesson Plan Format Comparison, there is a visual to compare the difference in the format through the “Natural Lesson Plan” (see Appendix A) and the Western Oregon University’s “EdTPA Lesson Plan” (see Appendix B).

Data Analysis of Comparing and Contrasting the Supervisor Evaluations

When reviewing through the data sources that were compiled through the action research process. The main source of evidence was gathered by using the comments given on the University Supervisor’s Instructor Evaluation (see Appendix F and G) to compare the similarities and differences between the “Natural Lesson Plan” (see Appendix A) and the Western Oregon University’s “EdTPA Lesson Plan” (see Appendix B).

Figure 24

University Supervisor Evaluation Comparison

University Supervisor Evaluation Comparison	
<p>MAT ONLINE/HYBRID TERM II - WINTER 2021</p> <hr/> <p>Student Name : Grieb, Madalyn A</p> <hr/> <p>LESSON PLANNING "LOOK FORs"</p> <p>Are goals and objectives, standards, or targets appropriate and measurable? Goals should be included in lesson plan. The Learning target was displayed on a side board for the entire period.</p> <hr/> <p>Do lesson plans align to objectives, standards, or targets? Yes.</p> <hr/> <p>Are a variety of appropriate formal and informal assessments used? Good use of questions.</p> <p>INSTRUCTIONAL DELIVERY "LOOK FORs"</p> <p>Are learning targets, directions, and procedures communicated appropriately to students? Yes.</p> <hr/> <p>Are lessons sequenced and scaffolded appropriately? Ms. Grieb has a healthy understanding of the importance of sequencing lessons properly. She carefully organized the progression of market structure topics.</p> <hr/> <p>Are checks for understanding and differentiation used to meet the needs of all learners? Special needs subgroups have not been identified yet.</p> <hr/> <p>Does the Candidate integrate technology and/or digital tools to engage learners? Students used laptops during class. I observed using a separate Zoom meeting.</p> <hr/> <p>Does the Candidate manage a safe and respectful learning environment? The lesson was organized and prepared. There were no behavior problems during the lesson.</p> <p>ASSESSMENT "LOOK FORs"</p>	<p>MAT ONLINE/HYBRID TERM II - WINTER 2021</p> <hr/> <p>Student Name : Grieb, Madalyn A</p> <hr/> <p>LESSON PLANNING "LOOK FORs"</p> <p>Are goals and objectives, standards, or targets appropriate and measurable? The Learning Target was properly unpacked from the Standard MK.08.05.01.</p> <hr/> <p>Do lesson plans align to objectives, standards, or targets? Yes.</p> <hr/> <p>Are a variety of appropriate formal and informal assessments used? She asked students to show her their logo creations and gave suggestions for refinement.</p> <p>INSTRUCTIONAL DELIVERY "LOOK FORs"</p> <p>Are learning targets, directions, and procedures communicated appropriately to students? Yes. She demonstrated the topic for the day during the warm-up.</p> <hr/> <p>Are lessons sequenced and scaffolded appropriately? Yes.</p> <hr/> <p>Are checks for understanding and differentiation used to meet the needs of all learners? Her activities were open-ended, which provided individual challenges for all learners. "I like it, thank you."</p> <hr/> <p>Does the Candidate integrate technology and/or digital tools to engage learners? This was a hybrid class with some of the students participating via Zoom. She also used a large digital monitor at the front of the classroom.</p> <hr/> <p>Does the Candidate manage a safe and respectful learning environment? Ms. Grieb treated the students with respect throughout the lesson. She gave specific instructions and time limits for activities. She gave reminders of the time remaining.</p>
<i>Natural Lesson Plan</i>	<i>EdTPA Lesson Plan</i>

Findings form Instructional Evaluations

The similarities between the “Natural Lesson Plan” University Supervisor Instruction Evaluation (see Appendix F) and Western Oregon University's “EdTPA Lesson Plan” University Supervisor Instruction Evaluation (see Appendix G) are compared to understand the external perspective on how the lesson plans aided the success of the instruction. In Figure 24:University Supervisor Evaluation Comparison, there is a side by side comparison of the first pages of the University Supervisor Evaluation Comparison. Even though the “Natural Lesson Plan” (see

Appendix A) did not have a learning target stated on the lesson plan, after adding in the learning target right before the lesson, the evaluation (see Appendix F) stated that both lesson plans had aligned with the learning objective. Next, the evaluation (see Appendix F and G) stated that both lesson plans had a good use of questions to assess the formal and informal assessment used in the lesson. Then the learning targets, directions, and procedures were communicated well in both lessons, however due to more specific guidelines in Western Oregon University's "EdTPA Lesson Plan" (see Appendix B), the evaluation (see Appendix G) stated that it was all done during the warmup of the lesson. The next evaluation question was assessing that the lessons were scaffolded appropriately. The University Supervisor noted that both lessons were done correctly, however the "Natural Lesson Plan" evaluation (see Appendix F) had a clear note on sequencing the lesson and organized the progression of material. In both lessons, the hybrid model was equipped to use technology in the lesson. However, the "EdTPA Lesson Plan" (see Appendix B) does have a better organization section to list out the needed materials to ensure that all parts of the technology materials are being included in the lesson. Next, in both lesson plans the evaluation (see Appendix F and G) states that the teacher candidate provides meaningful feedback to learners through informal and formal assessments. The evaluation (see Appendix F and G) does state that both lesson plans provide instructional choices stemming from research and theory. In specific, the "EdTPA Lesson Plan" (see Appendix B) does have a section in the lesson plan that does ensure that the lesson is stemmed from research and theory which makes the planning process easier to incorporate the research.

The differences between the "Natural Lesson Plan" University Supervisor Instruction Evaluation (see Appendix F) and Western Oregon University's "EdTPA Lesson Plan" University Supervisor Instruction Evaluation (see Appendix G) are compared to understand the external

perspective on how the lesson plans aided the success of the instruction. To begin, the difference between the lesson plans was that the “Natural Lesson Plan” evaluation (see Appendix F) had a note to remember to state your learning target on the lesson plan, compared to the “EdTPA Lesson Plan” evaluation (see Appendix G) stated that the learning target was “properly unpacked”. The next difference was the checks for understanding and differentiation used to meet the needs of all learners where the “Natural Lesson Plan” (see Appendix A) did not have a section to plan for and resulted in not creating differentiation between lessons. On the other hand, the “EdTPA Lesson Plan” (see Appendix B) does have a section to include differentiation styles and the evaluation (see Appendix G) ensured that there were open-ended questions that all learners could build on connections to the curriculum. To conclude, even though both lesson plans created a supportive learning environment they were differentiated by the “Natural Lesson Plan” evaluation (see Appendix F) notes that “the lesson was organized and prepared. There were no behavior problems” and the “EdTPA Lesson Plan” evaluation (see Appendix) notes that the teacher showed respect by giving “specific instructions and time limits for activities. She gave reminders of the time remaining”.

Summary

The data collection findings revealed through comparing and contrasting the entirety of the data resources demonstrates that both the “Natural Lesson Plan” (see Appendix A) and Western Oregon University's “EdTPA Lesson Plan” (see Appendix B) have their strengths and weaknesses. The strengths included that there was a diversity in incorporating different instructional strategies. The weakness is more based on how both lesson plans format affects the ability to go into instructing the completely confident. The evidence from my Lesson Plan Evaluation and bar-graph (see Appendix C) gave a concise visual representation of where the

final lesson plan will need to improve when incorporating effective instructional strategies. The evidence from my pre and post Reflection Journals (see Appendix D and E) expressed the data that was being collected from the internal perspective. This internal perspective is important to best serve myself as a teacher to create a support learning environment for my future secondary students. Lastly, the evidence from my University Supervisor Instruction Evaluation (see Appendix F and G) demonstrated the data that was being collected from the external perspective. The main theme from the data collection was to utilize the Inclusive Education Strategies (strategies details in Individualized Education Plan (IEP), English as a Second Language (ESOL), and backgrounds of Indigenous People), incorporating Technical Skills in Business Education (strategies to include Self and Stress Management Skills, Communication Skills, and Self-Confidence Skills), and Effective Instruction Strategies (strategies to include Essential Questions, Academic Language, and Graphic Organizers) to design a lesson plan that ensures an equitable learning environment for secondary students. This Instruction Evaluation is important for myself to understand how the learning environment is being perceived from an external, professional perspective. This does not mean that I am done in my progress towards creating the perfect lesson plan through incorporating the Inclusive Education Strategies (strategies details in Individualized Education Plan (IEP), English as a Second Language (ESOL), and backgrounds of Indigenous People), incorporating Technical Skills in Business Education (strategies to include Self and Stress Management Skills, Communication Skills, and Self-Confidence Skills), and Effective Instruction Strategies (strategies to include Essential Questions, Academic Language, and Graphic Organizers). However, it means that I will continue to innovate my lesson plan to ensure the use of incorporating skills to enhance their technology skills by modernizing the classroom, encouraging students to embrace their backgrounds, and giving them

the tools for their professional careers. This action research project has given me the opportunity to continue to make progress in pursuing my teaching philosophy through building on creating an interactive supportive learning environment for all learners. The following chapter will discuss the implications of these findings, as well as the strengths and limitations of this study.

Chapter 5

DISCUSSION AND CONCLUSION

Overview

The purpose of this Action Research Project was to increase my awareness of my own teaching. In getting my endorsement in business classes it is important to build the skill of building curriculum and lesson planning due to there being a diverse set of classes to teach in a subject that is forever evolving with the current market. Whether or not there are adjustments that can be made to better align to the current understanding of best strategies in order to reach the overall goal pursuing my teaching philosophy of creating an equitable learning environment for all learners. The research questions utilized for this purpose were 1) What lesson plan prompted the most use of Inclusive Education Strategies, incorporating Technical Skills in Business Education, and Effective Instruction Strategies, 2) What were the similarities and differences in my self-reflections between the pre and post reflection (see Appendix D and E) using the “Natural Lesson Plan” (see Appendix B) and Western Oregon University’s “EdTPA Lesson Plan” (see Appendix B), and 3) What were the similarities and differences in my external evaluations (see Appendix F and G) from my University Supervisor using either the “Natural Lesson Plan” evaluation (see Appendix F) and Western Oregon University’s “EdTPA Lesson Plan” evaluation (see Appendix G). Through my clinical hours for student teaching, I collected data and used data sources such as; Lesson Plan Evaluation (see Appendix C), a Pre and Post Self-Reflection (see Appendix D and E), and a University Supervisor Evaluation (see Appendix F and G) to draw conclusions about my current teaching lesson planning strategy. In this chapter,

I will discuss the results, limitations, and future goals in relation to the research question findings and overall goals of the Action Research Project.

Results

The results of this Action Research Project indicates quality data towards my three research questions and overall goal to create an effective lesson plan to use to create an equitable learning environment. The evidence from comparing the three examples of data collection and review of the INTASC Standards presented that I have strengths and weaknesses in both the “Natural Lesson Plan” (see Appendix B) and Western Oregon University’s “EdTPA Lesson Plan” (see Appendix B) to utilize in designing a lesson plan that can be reliant through my first year teaching. In a short review from Chapter 3, the INTASC standards is an acronym for Interstate Teacher Assessment and Support Consortium. States, districts, professional organizations, teacher education programs, and teachers use the INTASC Standards as an additional resource to develop policies and programs to prepare, license, support, evaluate, and reward today’s teachers. states, districts, professional organizations, teacher education programs, and teachers.

Beginning with my first research question, “what lesson plan prompted the most use of Inclusive Education Strategies, incorporating Technical Skills in Business Education, and Effective Instruction Strategies?”. I have been able to study the three topics, Inclusive Education Strategies, incorporating Technical Skills in Business Education, and Effective Instruction Strategies, diligently in three different categories. Beginning with Inclusive Education Strategies research study combined strands of complementary research literature, centered on three important detailed points on Individualized Education Plans, English as a Second Language, and

incorporating Backgrounds of Indigenous People. Next, the benefits to implementing the use of Technical Skills in Business Education, the research study combined strands of complementary research literature to center on three types of soft skills: Self and Stress Management Skills, Communication Skills, and Self-Confidence Skills. Lastly, when creating equitable lesson plans the benefits of using Effective Instruction Strategies research study combined strands of complementary research literature, centered on the three important detailed points: Essential Question, Academic Language, and Graphic Organizers. After instructing the both lessons, I created a bar graph to analyze the amount of strategies that were present in both lessons to visually see the comparison. The first positive outcome from this research question represented that at least two strategies were being used in both lesson plans. The second positive outcome from this research question was that there needs to be a system in place to ensure that all instruction strategies are being covered in the final lesson plan template. This connects back to the INTASC Learning Differences standard, it is important for the teacher to compare the outcome of delivering the instruction while addressing the needs of and opportunities for students to demonstrate their learning in different ways. The evidence shows that I have used the Lesson Plan Evaluation to ensure that all instructional strategies will be incorporated into the final lesson plan template.

Following my second research question, “what were the similarities and differences in my self-reflections between the pre and post reflection (see Appendix D and E) using the “Natural Lesson Plan” and Western Oregon University’s “EdTPA Lesson Plan?”. Through my second research question, I have been able to reflect on my current teaching practice through the pre and post reflection journals. It was through analysis of these pre and post reflection journal entries that I was able to provide evidence to understand my own internal reasoning of the

strengths and weaknesses of each lesson plan. The utilization of reflection principles has shown the pre and post reflection journal entries adds strong evidence to show support for the second research question. In connection to the INTASC Professional Learning and Ethical Practice standard, the teacher advocates for reflection to improve the practice of the students for both the teacher and the student through their exit slips. The evidence provides that I have used the pre and post reflection journals to develop the checklist that ensures that it is easy to review the instructional strategies before instructing the lesson and use the bullet list format in the final lesson plan template and to incorporate what the teacher and students are doing throughout the lesson.

Lastly, in regards to my third research question, “what were the similarities and differences in my external evaluations (see Appendix F and G) from my University Supervisor using either the “Natural Lesson Plan” evaluation (see Appendix F) and Western Oregon University’s “EdTPA Lesson Plan” evaluation (see Appendix G)?”. Through my second research question, I have been able to evaluate my University Supervisor Instruction Evaluation. Through the Action Research Project I have been able to understand the lesson plans from an external perspective. Through careful analysis of University Supervisor Instruction Evaluation notes provided by my field supervisor at Western Oregon University I was able to show detailed areas where there needs to be room for improvement of my strengths and weaknesses. This evidence showcased my overall sections of my lesson plans where I can organize my final lesson plan template to ensure that I cover in my first year of teaching. This connects back to the INTASC Instructional Strategies standard, where the teacher is committed to understanding the strength of diverse learners when planning and accommodating the instruction and the teacher values the many types of communication styles and encourages students to engage and learn from their

peers' similarities and differences. The evidence provides that I have used University Supervisor Instruction Evaluation to incorporate the specific items in the lesson plan checklist.

Figure 25

Final Lesson Plan Template Checklist

Unit:		Date:	
Title of Lesson			
Standard			
Learning Target			
Academic Language			
Inclusive Education Strategies			
Technical Strategies			
Instructional Strategies			
Assessment Notes			
Materials			

Through the three research questions there were important aspects to design the lesson plan that I will use in my first year of teaching. In the first research question, through the Lesson Plan Evaluation data collection I found the importance of ensuring that each instructional strategy is being identified before the instruction of the lesson. In the second research question, through the pre and post Reflection Journals data collection I found in the pre Reflection Journals that the final lesson plan template must have a clear checklist system to ensure that all instructional strategies are being represented. On the other hand, in the post Reflection Journals the bullet list lesson plan was easier to read throughout the lesson. For reference in Figure 25: Final Lesson Plan Template Checklist, there is a visual representing the Final Lesson Plan

Template. Lastly, for the third research question, through the University Supervisor Instruction Evaluation data collection I found the importance of which specific items to incorporate in the lesson plan checklist. The final result of the three various types of data collection can be seen in Appendix H: Final Lesson Plan Template.

Limitations

Although the results of the Action Research Project are shown to be positive, directing me in the strength and weaknesses of a lesson plan template and addressing the research questions, there were a few great limitations of note during this project. The greatest limitation that I faced during this Action Research Project was transitions in the classroom presented by the novel COVID-19 restrictions. The COVID-19 virus pandemic created a new normal for students. The data collection began as the District Office decided it was time to go back into the classroom. From being in a rural county, we were one of the first high schools in Oregon to begin the Hybrid model. The transitions between online to hybrid were a learning experience for all teachers, staff, administrators, and students. This experience as a student teacher made data collection skewed because there was a level of uncertainty where everyone was learning how to teach students in this manner. Although I was capable of collecting data, I created my data collection strategy knowing that it had to be a research topic that was capable of an unforeseeable school closure. Compared to data collection without the school restrictions, it limited my ability to predict what the school system was going to look like one week in front of me and wanted to create a research topic that could be compared in person, hybrid model, or online.

A second limitation was the limited time to complete the data collection. This limited time was due to the fact that I had weekly professional obligations, student teaching, and due to COVID-19 restrictions took on the role of caregiver for a sick family member. Due to the time restrictions, the Lesson Plan Evaluation (see Appendix C) could have improved through having more time to organize how I wanted to best the lesson plans. Next due to time restrictions, the pre and post reflection journals could have been longer and more in depth. However, I taught the class right after and prioritized having the direct reflection over waiting to do it later and mission out on the way I felt right after the reflection.

Future Goals

The results of this action research project demonstrates that I have continued to make progress from the beginning of my student teaching experience to this point in advancing on to my professional teaching career, however this does not mean that I am done improving as an educator. There are three goals that I have set for myself including to be a lifelong learner, providing accommodations, and to continue to write pre and post reflection journals.

My first goal is to continue to be a lifelong learner. As a matter of fact, by employing action research an individual is committing to become a lifelong learner through learning and growing as a teacher. It is important to set this goal as a reminder to always continue to be inspired to learn more and become a mentor to your students being inspired to learn and grow as individuals.

The second goal is to ensure that all students have the accommodations. Through ensuring that all students are receiving their accommodations, the teacher is creating a learning environment where students learn the way that they individually learn best. Through the Final

Lesson Plan Template (see Appendix H), on the top of the lesson plan there is a provided checklist to ensure that there is space to write reminders on any specific students that need accommodations. Through continuing to utilize this lesson plan template will ensure that students receive the accommodations they deserve to learn best in the classroom.

The third goal is to continue to reflect on my teaching. The reflection can be done by writing the pre and post reflections in a designated journal throughout my teaching journey. As a teacher, it can feel as if there can be little to no time to sit down to reflect on my current teaching practices. However from my short pre and post Reflection Journals, I was able to collect data to progress my teaching practice further. In practice, the pre and post reflection journals do not have to be every time before and after instructing each lesson. Nonetheless, after figuring out a good time that will work, the best can be built on a recurring schedule that happens either every week, month, unit, school quarter, school year, or etc.

Conclusion

My overall focus for this Action Research Project was to create a simple goal of designing an effective lesson plan, researching best strategies for teaching, reviewing the results to create the Final Lesson Plan Template (see Appendix H). This research was done in coordination with the overall goals of incorporating the main themes of Inclusive Education Strategies (strategies details in Individualized Education Plan (IEP), English as a Second Language (ESOL), and backgrounds of Indigenous People), incorporating Technical Skills in Business Education (strategies to include Self and Stress Management Skills, Communication Skills, and Self-Confidence Skills), and Effective Instruction Strategies (strategies to include Essential Questions, Academic Language, and Graphic Organizers). I will conclude that my

action research has provided myself with the Final Lesson Plan Template (see Appendix H) that will assist in the success of creating an equitable learning environment for all my future secondary students. These results do not limit the possibility of continuing to learn and grow, however they create a path to keep identifying my strengths and weaknesses to improve my teaching practice. Continuing to grow on this path in teaching will be the enjoyment of being a lifelong learner along with my future students.

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Appendix A: “Natural Lesson Plan”

Markets

7:40 - 8:00 - Introduction

- ☐ Attendance
- ☐ Brainchild
- ☐ What is Marketing to you? - (go over students names)

8:00 - 8:10 - Teaching

- ☐ Explain Target Market Sequence
 - ☐ **Target Market:** A target market is a group of customers within a business's serviceable available market at which a business aims its marketing efforts and resources
 - ☐ Marketing Segmentation
 - ☐ Demographic
 - ☐ Psychographic
 - ☐ Behavioral
 - ☐ Geographic
 - ☐ 5 Ws (Who, What, When, Where, Why)
 - ☐ Marketing Structures
 - ☐ Perfect Competition
 - ☐ Monopolistic Competition
 - ☐ Oligopoly
 - ☐ Monopoly
 - ☐ What is a Market?

8:10 - 8:20 - Teaching

- ☐ **Market:** Set of buyers and sellers, commonly referred to as agents, who through their interaction, both real and potential, determine the price of a good, or a set of goods
- ☐ Types of Markets:
 - ☐ **Physical Market:** A place where buyers and sellers physically meet that involve both parties in a transaction in exchange for money.
 - ☐ Examples: Retail Stores, Shopping Mall
 - ☐ **Virtual Market:** A place where the seller offers goods and services via online platform i.e. internet. Buyers and sellers are not required to physically meet or interact.
 - ☐ Examples: Amazon, Etsy
 - ☐ **Auction Market:** A place where sellers and buyers indicate the lowest and highest prices they are willing to exchange. This exchange takes place when both the sellers and buyers agree on a price.
 - ☐ Examples: Auction, New York Stock Exchange
 - ☐ **Consumer Market:** This market type means the marketing of consumer goods and services for personal and family consumption.
 - ☐ Examples: Hotels, Restaurants, College
 - ☐ **Financial Market:** This is a place for dealing with liquid assets.
 - ☐ Examples: Shares, bonds
 - ☐ **Industrial Markets:** This market involves business to business sales of goods and services.
 - ☐ Examples: Legal services, security agencies

8:20 - 8:30 - Teaching

- ❑ Market Structures:
 - ❑ *Perfect Competition*: The efficient market where goods are produced using the most efficient techniques and the least amount of factors.
 - ❑ Example: Milk and Bananas
 - ❑ *Monopolistic Competition*: This market is formed by a high number of firms which produce a similar good that can be seen as unique due to differentiation.
 - ❑ Example: Restaurants, Retail Stores
 - ❑ *Oligopoly*: A market form where a market or industry is dominated by a small group of large sellers.
 - ❑ Example: Car Manufacturers, Soda, Internet Providers
 - ❑ *Monopoly*: This market is composed of a sole seller who will therefore have full power to set prices.
 - ❑ Examples: Local Power Company - Pacific Power

8:30 - 8:40 - Group Activity

- ❑ Grid - Market Structures:
 - ❑ Number of Sellers - Many, Few, One,
 - ❑ Type of Product - Standardized (price) , Differentiated (product), Single
 - ❑ Barriers to Entry- None, Slight, High, Very High
- ❑ Monopoly
 - ❑ Example: Local Power Company - Pacific Power
 - ❑ Number of Sellers - *One*
 - ❑ Type of Product - *Single*
 - ❑ Barriers to Entry- *Very High (none)*
- ❑ Monopolistic Competition:
 - ❑ Example: *Restaurants, Retail Stores*
 - ❑ Number of Sellers - *Many*
 - ❑ Type of Product - *Differentiated*
 - ❑ Barriers to Entry- *Slight (local competition)*
- ❑ Perfect Competition:
 - ❑ Example: *Milk and Bananas*
 - ❑ Number of Sellers - *(Great) Many*
 - ❑ Type of Product - *Standardized (price competition)*
 - ❑ Barriers to Entry- *None*
- ❑ Oligopoly:
 - ❑ Example: *Car Manufacturers, Soda, Internet Providers (brands)*
 - ❑ Number of Sellers - *Few*
 - ❑ Type of Product - *Differentiated*
 - ❑ Barriers to Entry- *High*

8:40 - 8:45 - Brain Break

8:45 - 9:00 - Group Activity

- ❑ 5 Ws (Who, What, When, Where, Why)
 - ❑ Explain Activity - We will be imagining we are opening up a fast food restaurant, we want to make some quick assumptions based on the type of market, the market structure and using the 5 Ws on the need for the fast food restaurant.
 - ❑ Review/Check for Understanding
 - ❑ What is the Market Type? *Consumer Market*
 - ❑ What is the Market Structure? *Oligopoly*
 - ❑ Who Trivia Questions
 - ❑ (Gender, Age, Ethnicity, etc.)
 - ❑ Out of the three, what age group consumes the most fast food?
 - ❑ Options: **20-39**, 40-59, or 60+
 - ❑ What Trivia Questions
 - ❑ (Relates to this product/competition - Market Structure)
 - ❑ On average, what is the current percentage of an American household's income is spent on fast food?
 - ❑ Options: 5%, **10%**, or 15%
 - ❑ When Trivia Questions
 - ❑ What time of day, monthly, yearly, morning vs night, varies, need to relax or to stay up
 - ❑ What is the most popular time to eat fast food?
 - ❑ Options: Breakfast, **Lunch**, Dinner, Snack
 - ❑ Where Trivia Questions
 - ❑ Rural vs urban, home vs work vs school
 - ❑ On average at 20% fast food is consumed here...
 - ❑ Options: Home, Inside restaurant, **Car**
 - ❑ Why Trivia Questions
 - ❑ Cheap, saves time, convenient, taste good
 - ❑ Based on Incomes levels, who is buying fast food the most?
 - ❑ Options: Lower class, Middle Class, **Upper Class**
 - ❑ Give Answers
 - ❑ Go through thumbs up for everyone that got 1 right, 2 right, continue
- ❑ Optional: Fun Fast Food Facts
 - ❑ Most families in America (83% of them) eat fast food at least once a week
 - ❑ The average American individually spends \$1,200 a year on fast food alone
 - ❑ roughly one out of every 3 Americans were consuming some type of fast food on any given day.
 - ❑ The CDC shows that 38% of men are consuming fast food daily versus 35.4% of women.
 - ❑ Fast food consumption increases 2.2% every year.
 - ❑ McDonald's is still the most popular fast food restaurant with \$130.4 Billion spent there worldwide in 2019.

9:00 - 9:08 - Independent Activity

Reflect on the different topics today (what did you learn? What connections did you make? What part could you use more understanding?, etc):

Appendix B: “EdTPA Lesson Plan”

Lesson Title/Description: Branding - Mission Statement and Values		
Lesson # 2 of 6	Time Allotted for this Lesson: Synchronous (90 minutes)	
Standards: MK.08.05.01: Position products/services to acquire desired business image. MK.08.06.01: Position company to acquire desired business image.	Central Focus: Students applying their problem solving skills to identify a brand's identity.	Learning Targets: I will identify a mission statement for a brand.
Pre-Requisite Knowledge and/or Skills: Students know how to identify values from a mission statement.		
How I know the students have this: Students will have time on the home assignment in class to ensure understanding before proceeding further into independent work .		
Academic language that will be used in lesson: Mission Statement, Values		
Strategies and opportunities for supporting academic language: A lecture that will go through the vocabulary and a graphic organizer that they can use while completing their presentation to refer back to.		
Connections to students' “Funds of Knowledge”/assets, prior knowledge, and or/interdisciplinary connections that will be made during the lesson: Connection to students: Students will be able to research more about a brand that interests them and can connect their understanding of mission statements and values.		
How have you addressed the needs of diverse learners ? (Ex: IEPs, 504s, linguistic & cultural diversity, students without prerequisite knowledge, etc.)		
Students without prior knowledge: Students will have a chance to go over the homework to prepare for the in class lecture.		
Students with IEP/504: To enhance the extra time on assignments, the instructions are on the assignments in steps for the ability to accomplish at their own pace.		

ESOL Students: There are videos associated with the at home learning to use captions and slow down the lecture time.

Assessments

1. **Evidence collected during/as a result of this lesson:** Students are understanding the concepts of Mission Statements and Values for Businesses.
2. **Summative assessment is 8 days after this lesson**

Materials/Equipment/Supplies/Technology/Preparation:

Live stream TV, computer, print lesson plan, and assignments (Google Sheets)

Procedure: Teacher Does.....

Procedure: Students Do.....

Time

Motivation/Hook:

Teacher will welcome students to class.

Teacher will take attendance.

Teacher will look for the Brainchild for the day. Teacher will have the brainchild say their question out loud.

Teacher will talk about morning updates.

Motivation/Hook:

Students will come sit to their assigned seat.

Students will be sitting in their chairs.

Student will propose his question for the class.

Students will listen and ask questions about morning updates.

15

Teaching:

Teacher will bring up the home assignment and show the brand identity graph.

Teacher will ask students to put the word **brand** (identifying symbol, mark, logo, name, word, and/or sentence that companies use to distinguish their

Teaching:

Students can bring up their last home assignment.

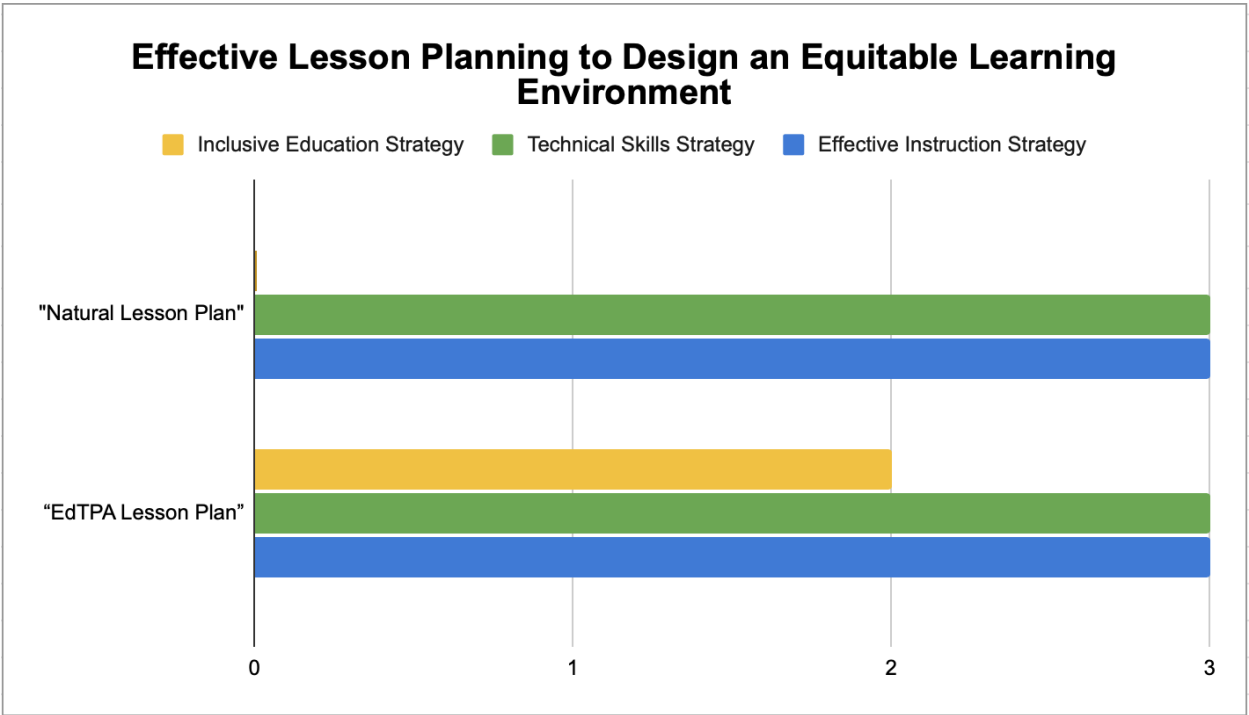
Students will explain the term, **brand**, in their own words.

	<p>product from others. A combination of one or more of those elements can be utilized to create a brand identity.) in their own words.</p> <p>Teacher will ask students to put the word “Mission Statement” (short statement of why an organization exists, what its overall goal is, identifying the goal of its operations: what kind of product or service it provides, its primary customers or market, and its geographical region of operation) in their own words.</p> <p>Teacher will ask students to put the word “Values” (beliefs, philosophies, and principles that drive your business.) in their own words.</p> <p>Teacher will ask students why they think mission statements and values can be important for a business’s brand.</p>	<p>Students will explain the term, Mission Statement, in their own words.</p> <p>Students will explain the term Values in their own words.</p> <p>Students will answer with their opinion.</p>
10	<p>Independent Application:</p> <p>Teacher instructs students to read over their answers or to read through the mission statements.</p> <p>Teacher will instruct students that have accomplished their assignment to reread their answers.</p> <p>Teacher will instruct other students to think of three values to match three of the mission statements.</p>	<p>Independent Application:</p> <p>Students will read over/through the mission statements.</p> <p>Students that have done the assignment will read through their answers.</p> <p>Students that have not will have time to complete this session of the homework.</p>

10	<p>Group Application:</p> <p>Teacher will choose how much to go through depending on time.</p> <p>Teacher will ask a student their mission statement choice.</p> <p>Teacher will ask two students for value examples and to explain.</p> <p>Teacher will ask a student their mission statement choice.</p> <p>Teacher will ask two students for value examples and to explain.</p> <p>Teacher will ask a student their mission statement choice.</p> <p>Teacher will ask two students for value examples and to explain.</p>	<p>Group Application:</p> <p>Students will share the amount that is allotted.</p> <p>Students will listen to the mission statement.</p> <p>Students will identify a value for the mission statement.</p> <p>Students will listen to the mission statement.</p> <p>Students will identify a value for the mission statement.</p> <p>Student will read the mission statement.</p> <p>Students will identify a value for the mission statement.</p>
10	<p>Independent Application:</p> <p>Teacher will instruct students to relax.</p> <p>Teacher will put calming music on for students.</p> <p>Teacher will tell students they can socially distant stretch</p>	<p>Independent Application:</p> <p>Students will relax.</p> <p>Students will listen to music.</p> <p>Students will stretch/talk to neighbors/etc.</p>

25	<p>Independent Application:</p> <p>Teacher will introduce the idea of external brand identity (name, logo, slogan).</p> <p>Teacher will instruct students to find the Product Placement assignment on canvas.</p> <p>Teacher will read through the list.</p> <p>Teacher will instruct students to fill out the rest of the assignment.</p> <p>Teacher will have them reflect on their connection to this mission statement/brand.</p>	<p>Independent Application:</p> <p>Students will comment on connection to information.</p> <p>Students will find their assignment.</p> <p>Students will identify stores/brands where they got the supply.</p> <p>Students will fill out the assignment (mission statement/values).</p> <p>Students will reflect on the information.</p>
5	<p>Closure:</p> <p>Teacher will ask for the student's takeaway.</p> <p>Teacher will ask students to self-reflect where they feel with the material.</p>	<p>Closure:</p> <p>Students will respond with their takeaway.</p> <p>Students will explain where they feel they are in the material.</p>
<p>Theoretical, Pedagogical, and/or Lines of Research that Justify Your Instructional Choices:</p> <p>Graphic organizers can be shown in either sequences, matrices, or tree diagrams. The additional advantages for students to using a graphic organizer in a lesson are that students can remember more facts, can coordinate more relations, improve the student's comprehension, and identify the main ideas (Colliot, 2020, p. 646).</p> <p>A strategy for ELL students is to make content understandable through activating the student's background knowledge, experiences, perceptions, or interest a teacher can implement video clips or digital images into a PowerPoint presentation to increase the connection between the course material (Van Olphen, 2012, p. 38)</p>		

Appendix C: Lesson Plan Bar-Graph



Appendix D: “Natural Lesson Plan” Reflection Journal

“Natural Lesson Plan” Reflections

Pre-Reflection

On a scale of 1-10, 1 feeling terrified and 10 feeling over prepared. I am sitting at a 6 right now because I have confidence to get through the lesson, I have the list of what I am going to say to the students, however I feel that I am not ready for the unknown or the ability to derail from the lesson. Before teaching this lesson, I realized when I walked into the classroom that I had not prepared a learning target for the lesson.

Post-Reflection

The learning target for this lesson was not prepared beforehand, however the impromptu learning target was “I will distinguish different characteristics that determine a target market for a business”. All the students that were in class that day were able to accomplish their assignment that I used as a tool to establish that students did reach the learning target. The changes that I would have made was to create an environment where students had more freedom to share their connections with the material. I felt that I took too much time talking rather than listening in this lesson. In this lesson plan, I really could have used a checklist to make sure that I was incorporating the learning target/standard, gave thought to what the students were doing, and wrote down the accommodations for students. This bullet list format of the lesson plan was an easy way to refer back to when I needed to glance at the next step of the lesson plan.

Appendix E: “EdTPA Lesson Plan” Reflection Journal

Western Oregon University's “EdTPA Lesson Plan” Reflections

Pre-Reflection

On a scale of 1-10, I feeling terrified and 10 feeling over prepared. Currently, I am around an 8. The overall feeling is exciting because this unit is very easy to connect with students in hearing them out more than other topics. The tad bit of fear comes from the timing of the lesson, I hope that there is enough material to fill the ninety minute block schedule. There is nothing that I want to add to the lesson, again I am just hoping that is enough material for students to feel engaged with during the period.

Post-Reflection

All of the students met the learning target “I will identify a mission statement for a brand.”. I know that they met the learning target through the completed assignments that they submitted through the block period. The only change that I can think that happened during the lesson was the time predictions were not perfect and left some parts to be longer or shorter than expected. Before teaching this lesson again, I would change the plan in doing the assignment during the discussion. This decreased the participation from students in the discussion. In addition, I would not have students share their brand as a group beforehand. I would only have students share their mission statement and brand at the same time after their research. In future lessons, I would provide students with more time to research a business’s and a competitor’s mission statement and have them practice the language function compare and contrast of differences in the mission statements.

Appendix F: “Natural Lesson Plan” Supervisor Evaluation

MAT ONLINE/HYBRID TERM II - WINTER 2021

Student Name : Grieb, Madalyn A

LESSON PLANNING "LOOK FORs"

Are goals and objectives, standards, or targets appropriate and measurable?	Goals should be included in lesson plan. The Learning target was displayed on a side board for the entire period.
---	--

Do lesson plans align to objectives, standards, or targets?	Yes.
---	------

Are a variety of appropriate formal and informal assessments used?	Good use of questions.
--	------------------------

INSTRUCTIONAL DELIVERY "LOOK FORs"

Are learning targets, directions, and procedures communicated appropriately to students?	Yes.
--	------

Are lessons sequenced and scaffolded appropriately?	Ms. Grieb has a healthy understanding of the importance of sequencing lessons properly. She carefully organized the progression of market structure topics.
---	---

Are checks for understanding and differentiation used to meet the needs of all learners?	Special needs subgroups have not been identified yet.
--	---

Does the Candidate integrate technology and/or digital tools to engage learners?	Students used laptops during class. I observed using a separate Zoom meeting.
--	---

Does the Candidate manage a safe and respectful learning environment?	The lesson was organized and prepared. There were no behavior problems during the lesson.
---	---

ASSESSMENT "LOOK FORs"

Are assessments data driven?	Ms. Grieb used the fact that the 5 W's were taught earlier to design this lesson.
Do assessments align to standards?	CTE Standard
Do informal and formal assessments give meaningful feedback to learners?	Yes.
Are there a variety of assessments that are developmentally appropriate and use both formative and summative data?	Questioning sequence was used in the first half of class. The student responses informed choices during the lesson. The reflection activity at the end of class will be used to inform future planning.
Do instructional choices stem from research and theory?	The reflection activity has been proven effective.
Additional feedback for the Teacher Candidate.	You are comfortable in front of the class. The students accepted you as an authority. The lesson plan called for a group activity at 8:30 and brain break at 8:40. Would you change the lesson pacing or structure if you taught this same lesson again. Always give the students a "big thank you and have a great day" at the end of class.

FOR BILINGUAL CLASSROOM TEACHER CANDIDATES ONLY:

Bilingual Pedagogy: Do lesson plans and instructional practices include bilingual strategies to support emergent bilinguals in content area comprehension and language development (ie: cross-linguistic and/or translanguaging strategies, such as, cognates, idioms, bilingual labels, word study, syntax transfer etc).	N/A
---	-----

PART II - GOALS

What are the next steps for the Teacher Candidate?

Establish one or two specific and observable goals for the next scheduled observation.

I will allow at least 4 seconds of processing time after I pose a question.

I will include two brain breaks (5 minutes each) for each class period.

PART III: STRENGTHS

Share one or two outstanding strengths of the Teacher Candidate.

Ms. Grieb has excellent content knowledge and carries herself with authority. She used real-world examples that were relevant to the students.

PART IV: CONCERNS

Are there any concerns that should be addressed at this time?*

No

GRADE

Grade:

Appendix G: “EdTPA Lesson Plan” Supervisor Evaluation

MAT ONLINE/HYBRID TERM II - WINTER 2021

Student Name : Grieb, Madalyn A

LESSON PLANNING "LOOK FORs"

Are goals and objectives, standards, or targets appropriate and measurable? The Learning Target was properly unpacked from the Standard MK.08.05.01.

Do lesson plans align to objectives, standards, or targets? Yes,

Are a variety of appropriate formal and informal assessments used? She asked students to show her their logo creations and gave suggestions for refinement.

INSTRUCTIONAL DELIVERY "LOOK FORs"

Are learning targets, directions, and procedures communicated appropriately to students? Yes. She demonstrated the topic for the day during the warm-up.

Are lessons sequenced and scaffolded appropriately? Yes.

Are checks for understanding and differentiation used to meet the needs of all learners? Her activities were open-ended, which provided individual challenges for all learners.
"I like it, thank you."

Does the Candidate integrate technology and/or digital tools to engage learners? This was a hybrid class with some of the students participating via Zoom. She also used a large digital monitor at the front of the classroom.

Does the Candidate manage a safe and respectful learning environment? Ms. Grieb treated the students with respect throughout the lesson.
She gave specific instructions and time limits for activities. She gave reminders of the time remaining.

ASSESSMENT "LOOK FORs"

Are assessments data driven? Yes.

Do assessments align to standards? Yes.

Do informal and formal assessments give meaningful feedback to learners? She asked each student to make at least three changes to their logos. This gave them specific direction.

Are there a variety of assessments that are developmentally appropriate and use both formative and summative data? She monitored student work and offered suggestions for refinement without giving too much guidance.

TEACHING "LOOK FORs"

Do instructional choices stem from research and theory? Her first student-centered activity was 7 minutes into the class period. Excellent.

She gave specific instructions and time limits for activities. She gave reminders of the time remaining.

prompted student discussion and laughter. Students were given opportunities to share their work using academic language.

Additional feedback for the Teacher Candidate. Your laughter at the beginning of class was wonderful. This tells the students, without words, that you are happy to be with them. This is huge.

The brain break with soothing music was great and fulfilled one of your goals from the first observation.

FOR BILINGUAL CLASSROOM TEACHER CANDIDATES ONLY:

Bilingual Pedagogy: Do lesson plans and instructional practices include bilingual strategies to support emergent bilinguals in content area comprehension and language development (ie: cross-linguistic and/or translanguaging strategies, such as, cognates, idioms, bilingual labels, word study, syntax transfer etc).

N/A

PART II - GOALS

What are the next steps for the Teacher Candidate?

I will make write my assessment prior to teaching lessons for the creative google sheets unit.

Establish one or two specific and observable goals for the next scheduled observation.

PART III: STRENGTHS

Share one or two outstanding strengths of the Teacher Candidate.

Ms. Grieb crafted a lesson that was engaging and fun. She guided the students with enthusiasm and interest. In other words, her engagement was infectious.

Her lesson plan was varied and provided ample opportunities for the students to be creative.

PART IV: CONCERNS

Are there any concerns that should be addressed at this time?*

No

GRADE

Grade:

Appendix H: Final Lesson Plan Template

Unit:

Date:

Title of Lesson	
Standard	
Learning Target	
Academic Language	
Inclusive Education Strategies	
Technical Strategies	
Instructional Strategies	
Assessment Notes	
Materials	

8:00 (15 minutes) Motivation

- Teacher does this...
 - Students do this...

8:15 (10 minutes) Teaching/ Independent Application / Group Application

- Teacher does this...
 - Students do this...

8:25 (15 minutes) Teaching/ Independent Application / Group Application

- Teacher does this...
 - Students do this...

8:40 (15 minutes) Teaching/ Independent Application / Group Application

- Teacher does this...
 - Students do this...

8:55 (5 minutes) Closing Activity

- Teacher does this...
 - Students do this...