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Öğretmen Vizyonlarında Değişimler: Üç Aday Öğretmene Yönelik Çoklu Durum Çalışması*

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Makale Bilgisi	ÖZET
<i>Geliş Tarihi:</i> 21.08.2019	Bu araştırmanın amacı üç aday öğretmenin meslekteki ilk yıllarında öğretmen vizyonlarındaki değişimleri incelemektir. Üç aday öğretmenin vizyonlarındaki değişimlerin derinlemesine analizi için bir çoklu durum çalışması gerçekleştirilmiştir. Veriler amaçlı olarak seçilen gönüllü üç aday öğretmenden bir eğitim öğretim yılı boyunca bireysel görüşmeler, sınıf gözlemleri ve açık uçlu anketler yoluyla toplanmıştır. Her katılımcı öncelikle ayrı bir durum olarak belirlenmiş ve her birinden toplanan veriler içerik analizi kullanılarak çözümlenmiştir. Daha sonra her katılımcının öğretmen vizyonlarındaki değişimlerin karşılaştırılması için durumlar arası çözümlene gerçekleştirilmiştir. Araştırma sonucunda, katılımcıların ilk yıl mesleki deneyimleri sürecinde genel öğretmen vizyonlarında, mesleki anlayışlarında, kuramsal ve uygulamaya dönük araçlarında, öğretim uygulamalarında ve eğilimlerinde değişimlerin olduğu belirlenmiştir.
<i>Kabul Tarihi:</i> 05.12.2020	
<i>Erken Görünüm Tarihi:</i> 11.12.2020	
<i>Basım Tarihi:</i> 30.04.2022	

Anahtar Sözcükler: Öğretmen vizyonu, öğretmenliğe uyum, aday öğretmen, çoklu durum çalışması

The Changes in Teacher Visions: A Multiple Case Study of Three Beginning Teachers

Article Information	ABSTRACT
<i>Received:</i> 21.08.2019	The purpose of this study is to investigate the changes in three beginning teachers' visions during their first year in the profession. A multiple case study was conducted for in-depth analysis of the changes in three beginning teachers' visions. Data were collected from three volunteer purposefully chosen beginning teachers through individual interviews, classroom observations and open-ended questionnaires during a schooling year. Each participant was initially specified as separate cases and content analysis was used to analyse the data from each case. Then a cross-case analysis was conducted to compare the changes in each participant's teacher visions. The results indicate that several changes appear in participants' overall teacher visions, professional understanding, conceptual and practical tools, practices and dispositions throughout their first year teaching experience.
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1. INTRODUCTION

Initial years in teaching profession have long been an area of interest in the field of teacher education. The experiences in those years seem to contribute to evaluate the effectiveness of pre-service teacher education curricula in that the professional knowledge, skills and practices of beginning teachers are somehow the products of these curricula. However, these teachers might fall into a 'two worlds' phenomena – noted much earlier by Feiman-Nemser and Buchman (1983) – where pre-service

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teachers can find themselves caught between the expectations of teacher educators and the realities in schools. In addition, the experiences in initial years of teaching are considered as navigating the further dispositions and practices of teachers in the profession (Fantilli, & McDougall, 2009; Feiman-Nemser, 2001; Ingvarson, Beavis, & Kleinheinz, 2007; Loughran, Brown, & Doecke, 2001). Presumably, beginning teachers feel like being on the threshold of possible challenges and changes in their professional understanding and practices during that period.

There has been a large body of literature on the problems of novice teachers until recently (e.g. Confait, 2015; Çelik, & Kahraman, 2020; Davis, Petish, & Smithey, 2006; Fantilli, & McDougall, 2009; Gaikhorst, Beishuizen, Roosenboom, & Volman, 2017; Kane, & Francis, 2013; Kozikoğlu, & Senemoğlu, 2018; Öztürk, 2016; Öztürk, & Yıldırım, 2013; Sarı, & Altun, 2015; Temiz, 2017; Yetkiner, & Bıkmaz, 2019). However, what we know about the changes in beginning teachers' understanding and practices is largely based upon the results of very few studies (Bümen, & Ercan-Özaydın, 2013; Clark, 2009; Wasserman, 2011). Those studies seem to treat the changes in some specific aspects of teaching profession such as efficacy and attitudes towards profession (Bümen, & Ercan-Özaydın, 2013), teacher efficacy (Clark, 2009), and success in teaching (Wasserman, 2011). On the other hand, fortunately, there is a growing body of understanding that teacher education still continues through the initial years of teaching and this period needs to be perceived as a shaping and inspiring stage of the education instead of an isolated one (Calderhead, & Shorrock, 1997; Feiman-Nemser, 2001; Kosnik, & Beck, 2009; Loughran et al, 2001; Wang, Odell, & Schwillie, 2008). Still, there is a need to understand what happens during this period and what changes occur in teachers' understanding and practices in detail with an appropriate framework highlighting the continuum in teacher education.

This study focuses on examining the changes in three beginning teachers' visions during their first year of teaching in Turkey. We begin by reviewing the relevant literature and decide on using 'teacher vision' – defined as teachers' wider understanding and practices enabling them to validate their effectiveness in their teaching (Kosnik, & Beck, 2009) – as the conceptual framework of the study due to several underlying reasons. First, developing a vision for teaching is rationalised as not only limited to subject matter and pedagogical knowledge, conceptions, beliefs or competences of teachers but also as involving their actual practices in their teaching contexts and dispositions towards their profession. Second, teacher vision has a formative and progressive characteristic which seems to be influenced by both pre-service teacher education and any experience, concern, support and collaboration in teaching contexts, which is also defined as 'socially transmitted attribute' (p. 207) by Hammerness (2006). Third, vision for teaching seems to elucidate a coherent and integrated conceptualisation of teacher development rather than developing through series of stages in that it is composed of several closely interrelated components (see 1.1. below) which interactively interweave and embodies powerful images of effective teaching (Darling-Hammond 2006a). Finally, the initial years of teaching context and accordingly beginning teachers are featured in developing the vision for teaching. Providing these teachers opportunities to surface and explore visions is argued to enable them to deepen their professional capacities, to bridge the gap between both theory and practice and their ideal and possible images of teaching, and hopefully to overcome their actual and future challenges (Beck, & Kosnik 2014; Hammerness, 2006; Kennedy, 2006).

The following part gives an explanation of teacher vision and the model proposed by Hammerness, Darling-Hammond and Bransford (2005). Then, a detailed explanation of the methodology used in the study precedes the findings. Finally, the discussion of the findings and conclusion part give a brief summary and critique of the results, and present some implications for practices and further research.

1.1. Teacher Vision

Feiman-Nemser (2001) defines the term teacher vision as teachers' images of the possible. The term is highlighted as possibly helping new teachers reflect on and learn from their experiences and customise their vision habitually. This conceptualisation is highly consistent with the evidence-based agreement in the literature on that teachers need to be equipped with essential levels of knowledge, skills, dispositions, competences, motives, attitudes towards having a strong vision for teaching from the very beginning of pre-service period to initial years of teaching and thereafter. This improved vision can strengthen them to overcome the problems of the first year teaching experience and ensure developing their teaching capacity over time as McDiarmid and Clevenger-Bright (2008) propose.

Teaching profession is a very demanding profession and a comprehensive pre-service education is needed to prepare prospective teachers for handling challenges in their careers. Equipping them with a variety of core competences is a must, but they also need a strong vision of teaching so that they can adapt to overcome both predictable and unpredictable challenges efficiently. McDiarmid and Clevenger-Bright (2008) provide an in-depth critical review on rethinking teacher capacity and conclude that building teacher education on only defining and focusing on requisite knowledge, skills and dispositions seem to be static and limited. They define this limited policy as 'old formula' (p. 147) and suggest that teachers should be developed towards being adaptive experts who can reflectively and collaboratively analyse and interpret their own contexts and use these interpretations of evidence to improve the quality of teaching contexts (McDiarmid, & Clevenger-Bright, 2008).

A similar perspective is highlighted by Bransford, Derry, Berliner, Hammerness and Beckett (2005), too, as they argue that prospective teachers should be educated towards a clear vision of teaching which involves intrinsic professional motivation and metacognitive reflection. So teachers can navigate their professional learning and monitor their progress effectively. Both arguments also emphasize the initial years of teaching and experiences of beginning teachers as one of the aspects that shapes

these teachers' future conceptualisations and practices. Similarly, Luft, Dubois, Nixon and Campbell's (2015) review study on newly hired teachers of science concludes that these teachers, as evolving practitioners who are influenced by their experiences, start to set up their professional, instructional and practical trajectories in that critic period, and need comprehensive support for their vision of teaching. Collectively, there seems to be some evidence to indicate that teacher vision may be one of the key aspects in initial years of teaching to be scrutinized.

During the past decades, there has been a large volume of explanations on teacher vision. Feiman-Nemser (2001) highlights the term as undertaking an inspiring and guiding role for prospective teachers' professional learning and practice. She defines these visions as powerful images of good teaching which will help them develop and assess their teaching and students' learning on a normative basis. In Kennedy's (2006) definition, she attempts to draw the distinctive features of teacher vision from 'idealistic imaginings' or 'head-in-the-clouds sense' (p. 207). She describes teacher vision as a 'feet-on-the-ground sense of purpose and direction and of actions' (p. 207) and thus means to emphasize the realistic goals and actions by teachers. The realistic nature of teacher vision is similarly underlined by Kosnik and Beck (2009) as they suggest prospective teachers should be encouraged to 'develop a vision for teaching that is theoretical yet concrete, idealistic yet realistic, and comprehensive yet selective and integrated' (p. 167). A clearer and detailed explanation of teacher vision is presented by Hammerness (2006) as follows:

Teachers imagine what they could be doing in the classroom, how they could be interacting with their students, and what they and their students could be achieving. They envision classroom activities, discussions, and projects. They picture the kind of learning environment in which they and their students could work – including the design of the classroom, the type of school, and even the kind of community that would support their dreams. These images of ideal classroom practice are teachers' visions. They embody teachers' hopes for the future and play a significant role in their lives and work (Hammerness, 2006, p. 1).

In short, realistic and practical images of ideal classroom practices are allotted to teacher vision by Hammerness (2006). In addition, she distinguishes teacher vision from teaching philosophy and approach in that it encompasses both actual and possible future practices of teachers, and emotional responsibilities such as cares, concerns, dreams and hopes. Overall, there seems to be sufficient evidence to seek clarify teacher vision, locate it in teacher education and more specifically in initial years of teaching.

As there is still a need to elaborate on particularly what teacher vision entails to conceptualise it better. Fortunately, a vision-oriented framework for teacher education is proposed by Hammerness et al. (2005) and it might be interpreted as a useful attempt to clarify teacher vision (Figure 1.).

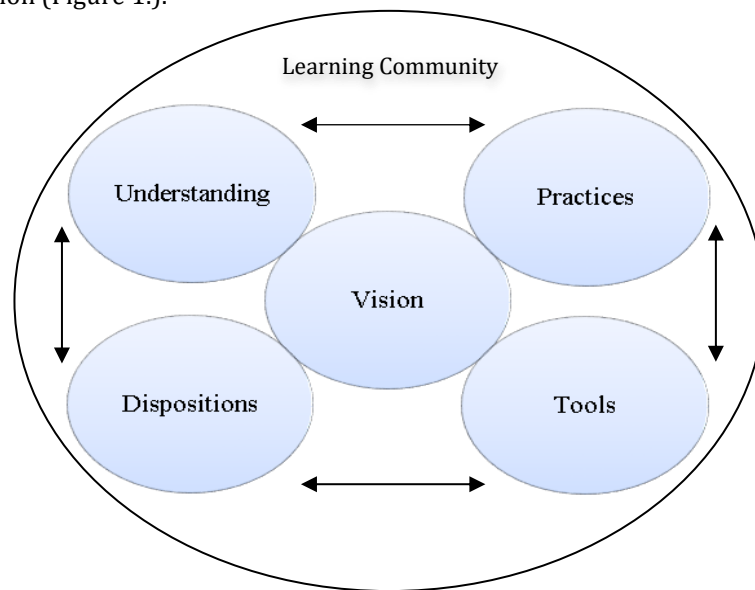


Figure 1. Hammerness et al.'s (2005) framework for teacher education

The framework illustrated in Figure 1 largely suggests a vision-oriented teacher education which sets a ground for developing a vision for teachers' learning to teach in and from their experiences in a learning community. In fact, the components of teacher vision illustrated in the framework seem to provide the building blocks of teacher vision, which may contribute to clarify the term. These components are explained in detail with reference to relevant literature by Hammerness et al. (2005) in the framework:

Understanding. Teachers need to have a deep knowledge of their subject matter and how to make it accessible to learners. That requires coherent understanding of how the discipline is developed and validated in different social contexts, and accordingly a deep understanding of learners. In addition, teachers need to improve their pedagogical content knowledge so that they can manage the classroom activities and guide learners to work purposefully and productively. More specifically, teacher understanding includes teachers' content knowledge, pedagogical knowledge and their knowledge of students, social contexts

and classroom management. All these aspects are the required knowledge to be teachers with strong visions and teachers who possess deep understanding of their discipline, of the methods of teaching it within their social contexts, and of the needs and development of their students appear to have strong visions of teaching. Therefore, teacher understanding mainly provides a basis for teacher vision and accordingly teachers' adopted conceptual and practical tools, their professional current and future practices, and their adopted professional dispositions.

Tools. To enact their understanding, teachers need to possess both conceptual and practical tools. Conceptual tools of teachers are composed of the learning theories and approaches that they adopt in their understanding. Their beliefs and accordingly adoption of any principles of various learning theories or approaches are included in teacher conceptual tools. These conceptual tools are embodied in classrooms through teachers' preferred instructional strategies, methods, materials and assessment procedures. Therefore, what methods and/or techniques teachers select and use in their classrooms reflects their practical tools in the vision-oriented model.

Practices. The practices of teachers include the pedagogical procedures which are planned and implemented by teachers to achieve effective learning. These practices are mostly carried out depending on teachers' understanding and adopted conceptual and practical tools. Particularly, the preferences of teacher in planning the courses and lessons are one aspect of the practices. What they do and what criteria they take into account in their planning period reflect one aspect of teacher practices. In addition, teacher practices also involve the actual implementation of these plans in classrooms as how teachers design and use their annual, weekly and lesson plans. Another aspect of this component include teachers' choices in-class evaluation practices, and the types of feedback and correction used by teachers.

Dispositions. This component refers more personal orientation toward teachers themselves. Dispositions are described as building teachers' habit of thinking and actions as teachers. Specifically, how teachers perceive their own roles as teachers in society, schools and classrooms is one aspect of their dispositions. In addition, dispositions include how teachers perceive the roles of students as learners. Another aspect of dispositions refers to teachers' approaches towards their personal and professional learning.

Overall, the framework suggests teacher education curricula focuses on developing prospective teachers' visions in a way that enable them to be equipped with a wide and coherent understanding about their content and how to teach it without ignoring the characteristics of their context. This understanding can be put into efficient instructional practices through effective use of both conceptual tools i.e. theories and approaches and practical tools such as teaching strategies, methods, materials and assessment procedures. In addition, teachers should have a clear understanding on their own roles and those of students as well as their personal and professional learning routes. As a matter of course, it does not seem reasonable to build a strong vision only during the pre-service teacher education. Nevertheless, planning to start with strengthening the competences of teachers in associated with the components of vision during that period and enhancing them throughout the first years of teaching is needed to facilitate the challenges in the first years and accordingly later on in teachers' careers. In this sense, it is suggested that pre-service teacher education is just a period to start developing a strong teacher vision and to be complemented through initial years of teaching.

Initial years of teaching and beginning teachers have received considerable attention in teacher education contexts (Confait, 2015; Darling-Hammond, 2006b; Ewing, & Smith, 2003; Ingvarson et al., 2007; Loughran et al., 2001; Meister, & Melnick, 2003; Toker-Gökçe, 2013; Stronge, 2007; Wanzare, 2007). However, far too little attention has been paid to changes in this period so far (Bümen, & Ercan-Özaydın, 2013; Clark, 2009; Ergünay, & Adıgüzel, 2019; Wasserman, 2011), and examining these changes in the initial years of teaching can contribute to better understanding of this period and might present useful implications for both pre-service teacher education and teacher induction practices. In addition, teacher vision is highlighted as a comprehensive framework which involves 'broader social values along with a vision of the professional practices that are required to enact that vision' (Hammerness, 2014, p. 121). Although this period is highlighted as having influences on teachers' visions (Fantilli, & McDougall, 2009; Sherff, & Daria, 2010), the changes in beginning teachers' vision have not been dealt with in-depth yet. Therefore, the present study aims to examine the changes in three beginning teachers' visions during their first year of teaching experiences in Turkey. Research questions underpinning the study are as follows:

During their first year teaching experiences, how do beginning teachers'

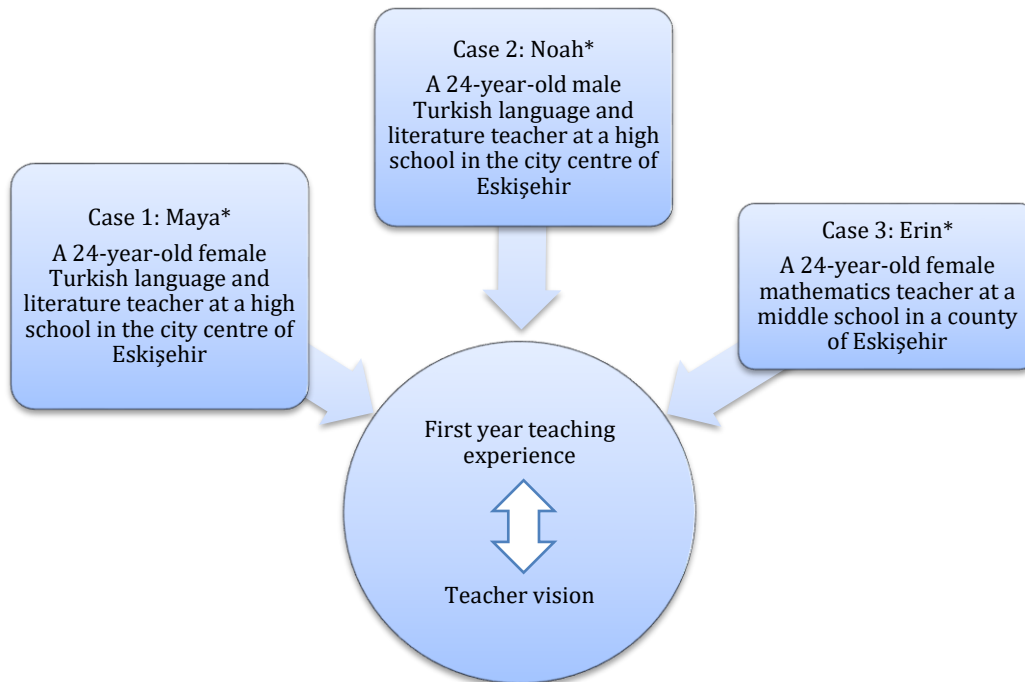
- (1) overall teacher visions change?
- (2) professional understandings change?
- (3) conceptual and practical tools change?
- (4) teaching practices change?
- (5) dispositions change?

2. METHODOLOGY

2.1. Study Design and Participants

The study followed a multiple-case study design for in-depth analysis of the changes in three beginning teachers' visions (Miles, Huberman, & Saldana, 2014; Yin, 2014). The central phenomena were the changes in these teachers' visions in their initial year teaching experiences. They were thought to be examined with a longitudinal effort so beginning teachers were chosen as individual cases whose teacher visions were aimed to be monitored throughout their first year teaching. In addition, the framework for teacher education by Hammerness et al. (2005) calls for examining the first year experiences of teachers in order to identify and understand what actually happens in their understandings, choices of tools, practices and dispositions. Therefore, we opted for identifying three beginning teachers as individual cases and monitoring their visions throughout a schooling year, which led us to adopt a multiple-case study design.

Three beginning teachers were purposefully chosen as the participants from a broad pool of beginning teachers who were recruited in Eskişehir, Turkey by MoNE at the beginning of the 2014-2015 schooling year (Creswell, 2012; Merriam, 2009). Numerous criteria were applied. First, special education teachers, vocational teachers and psychological counsellors are excluded as their pre-service education and working conditions differ from the other teachers. Second, teachers without any real teaching experience beforehand and being a graduate of faculty of education were identified as we aimed to focus on completely beginning teachers. A total of 41 beginning teachers was accessed among them and 13 of them confirmed to be volunteers in the study. Four teachers with alternative teaching certificates were excluded as they had not received a standard comprehensive pre-service teacher education. In addition, three teachers – despite being quite willing to take part – were excluded because they were teaching in geographically remote locations which might appear inaccessibility throughout the data collection period. Consequently, four volunteer beginning teachers were selected as participants. However, one of the participants asked for not participating due to her anxiety in managing the first year challenges and the study requirements together one week before starting the data collection. So we started the data collection with three beginning teachers. The central phenomena of the study and the profiles of three participants are illustrated in Figure 2.



* Pseudonyms are used for all participants.

Figure 2. The central phenomena of the study and the profiles of three beginning teachers

As depicted in Figure 2, all participants were at the same age and started teaching in the same city. The number of students in their classes varied between 25 and 35, and they all taught between 20 and 25 periods a week (each period lasts 40 minutes). Before data collection, three teachers were informed about the process and they were all eager to participate in the study and signed the consent form.

2.2. Data Collection and Analysis

Data were collected throughout the 2014-2015 schooling year over a period of eight months, starting in November and ending in June. Multiple data sources from semi-structured and unstructured interviews, classroom observations and a questionnaire including open-ended questions were used to triangulate and validate the data (Merriam, 2009). In addition, one of the researchers kept research diaries and take field notes throughout the data collection. The data collection process is displayed in Figure 3.

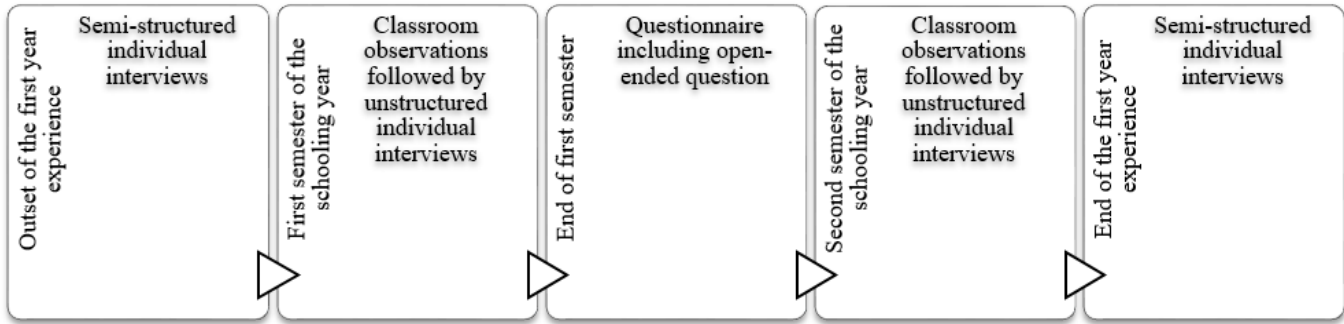


Figure 3. Data collection process.

2.2.1. Semi-structured individual interviews

As illustrated in Figure 3, the data collection process started and ended with semi-structured individual interviews with each beginning teacher separately at the beginning and end of their first year experience. An interview form was developed by the researchers regarding the components of teacher vision which are explained in the conceptual framework of the study.

The interview plan and form was conducted based on the steps suggested by Adıgüzel (2016) for semi-structured individual interviews. First, an initial interview form including questions based on the elements of teacher vision concept. Second, this form which was attached with an expert evaluation form was e-mailed to four experts to be reviewed. The evaluation form involves the explanation of the conceptual framework, the elements of teacher vision and the related interview questions. The experts were asked to evaluate each item as either 'appropriate' or 'inappropriate' with their explanations. Three experts are academicians holding PhD degrees in educational sciences and had expertise in teacher education and qualitative research. The other expert works as a school counsellor at National Ministry of Education and hold MA degree in curriculum and instruction.

The reviews by these four experts are evaluated and the interview form was revised by the researchers. Preceding the pilot interview with a beginning teacher in the same city – which is put as the eight step before conducting the interviews by Adıgüzel (2016), the other steps such as preparing the consent form, specifying the interviewees and arranging the interview setting were also followed. After the pilot study, the interview form was edited by the researchers and finalised (Appendix A). It was also used in the interviews which were done at the end of the schooling year. Information about these interviews is presented in Table 1 below:

Table 1.

Summary of the Interviews at the Beginning and End of the Schooling Year

Participants	Interviews at the beginning of the schooling year		Interviews at the end of the schooling year	
	Date/Hour	Duration	Date/Hour	Duration
Maya	21.11.2014 / 14.15	35'	10.06.2015 / 12.00	45'
Noah	09.11.2014 / 16.00	61'	15.06.2015 / 13.00	67'
Erin	07.11.2014 / 15.00	46'	18.06.2015 / 10.15	33'

Each participant was interviewed by one of the researchers and they lasted between 33 and 67 min. All interviews were audio recorded and transcribed by the researchers. The purpose of the initial interviews was to specify the initial professional visions of three teachers separately at the beginning of their teaching career so that the changes in their visions could be examined. The interviews which were carried out at the end of the schooling year were intended for seeking the changes in these teachers' visions.

2.2.2. Classroom observations

After the initial interviews with three participants, observation schedules were organized for each and classroom observations were done each week until the end of first semester – apart from several exceptional circumstances such as health problems and unpredictable snow closure. Before the observations, an observation form was developed by the researchers in line with the conceptual framework 'teacher vision' and its components.

The similar procedures as in the validation of interview forms were followed in building the observation form and the final form was developed (Appendix B). More specifically, the observation form was finalised by the researchers depending on review comments by two experts who hold PhD degree in curriculum and instruction and have experience in teacher education and qualitative research. The classrooms were all video-recorded in all observations to enable researchers to revisit and analyse the data later on. The initial coding and analysis of the data were done by the first researcher. These codes were also checked and confirmed by the second researcher before finalising the analysis of the observation.

The observations started in the first week of December and continued until the mid of January. A total of 23 classroom observations – each 40 min – were done in participants' classrooms (8 in Maya and Erin's, and 7 in Noah's classrooms).

Participants' classrooms were also observed once a month in the second semester and a total of 12 classroom observation data (4 for each participant) was obtained by the end of the schooling year. The decision for decreasing the number and frequency of the observations in the second semester was made by the researchers according to data saturation which appeared to emerge at the end of the data collection in the first semester and with the purpose of preventing too much intervention in the natural pace of the classrooms (Yıldırım, & Şimşek, 2011).

2.2.3. Unstructured individual interviews

Unstructured individual interviews were also done with the participants. These follow-up interviews were conducted by the researcher immediately after each observation and included several questions based on the notes taken by the researcher during the classroom observations. These interviews functioned as the reflections of the participants on their practices in their classrooms and were used to reach a better and in-depth understanding of the classroom observations (Yıldırım, & Şimşek, 2011).

These interviews were considered as supplementary data to better understand the underlying reasons for participants' practices in the classroom. An example from one of the dialogues between the researcher and the participant Maya after one observation in the first semester is presented below:

The researcher: *Maya, I have just observed two of your lessons in the same classroom. First, I would like to ask about your first lesson. You announced the exam grades and let the students see their exam papers. Do you often enact these feedback sessions?*

Maya: *Yes, I do these sessions in each classroom in order to let them notice their mistakes. Otherwise, they will only learn their grades via e-school system and cannot be aware of their mistakes. So I want them to see their papers and notice their mistakes.*

The researcher: *Have you realised that the students benefited from this practice?*

Maya: *I notice that they can answer the similar questions correctly in the following exams.*

(Maya, unstructured individual interview, 05.01.2015)

As illustrated in the abstract above, the questions in this interview help the researchers understand the aim, practice and rationale for Maya's action in the classroom. In addition to such immediate questions just after the observations, the researchers also prepared some interview questions together before each observations. These questions were based on the elements in the conceptual framework which were missed or unobserved in previous classroom observations. Specifically, they were on issues such as the interaction of participants outside the school and classroom, participants' actions about their own personal and professional development. One extract from one of these interviews are as follows:

The researcher: *Do you have a plan for your personal development? In one of our previous interviews, I remembered you did not; how about your current status? Do you have any kind of actions for your personal development in your life currently?*

Erin: *No, I don't. Still the same.*

The researcher: *I see. I wonder what you often do after school in the town.*

(Erin, unstructured individual interview, 15.12.2014)

The question in this unstructured individual interview is planned before the classroom observation by the researchers in order to monitor the personal development of the participants which is one sub-element of teacher dispositions in the conceptual framework and seems to be unobservable in the classroom observation.

2.2.4. Open-ended questionnaire

Another data set was obtained through a questionnaire during the mid-term break. The rationale for including an open-ended questionnaire was to enable the participants to present an overall self-evaluation of their first term in the profession on a written form and to have much time to think and make reflections. The questionnaire was emailed to each participant at the end of the first semester and they all sent it back at the beginning of the second semester via email.

The questionnaire included two open-ended questions. The questions are as follows:

- *What did you learn about your profession in the first semester? Can you explain them?*
- *Do you think there were any changes in your teacher vision in the first term? If so, can you explain them?*

The questions were prepared by the researchers and focused on what the participants learn during the first semester in terms of their professions as teachers. As they had already informed about the aim of the research and thus had been familiar with the term teacher vision, the second question was directly towards the changes they felt or thought in their professional visions.

2.2.5. Research diaries

Research diaries were kept throughout the data collection period by the first researcher. The rationale for diaries were to engage with the study and data constantly, to reflect on the data gathered and to provide a well-organised background for analysing the data (Alaszewski, 2006; Ekiz, 2003; Silverman, & Marvasti, 2008).

Throughout the study, a total of 35 diaries were written by the first researcher and each diary was also read by the second researcher constantly. More specifically, the diaries were written immediately after individual semi-structured interviews and prior to and after each observation.

Data collection and analysis were interwoven in the study. In other words, data analysis was initiated with the data collection process. Before data analysis, data set from three beginning teachers was treated as separate individual cases for within-case analysis first. Prior to data analysis for each case, the common preliminary categories were formed depending on the components of teacher vision, which led to start with categories 'overall teacher vision', 'understanding', 'tools', 'practices' and 'dispositions'. All the interviews were transcribed and checked by two researchers separately. Then the video records of each observation were watched by two researchers separately and additional notes on the observation form were taken. Consequently, data sets for each case were prepared for content analysis under the categories which are derived from the components of teacher vision.

Content analysis started with coding the initial interviews with each beginning teacher by two researchers separately. Generated codes by each researcher were compared in several meetings and a teacher vision profile of each beginning teacher was built based on the consolidated codes by two researchers. These profiles provided a base for examining the changes in each beginning teacher's vision during their first year experience.

All the responses in interviews and open-ended questionnaires throughout the schooling year were coded through a perspective of examining the changes in each participant's teacher vision. Their professional visions were also examined during the observations by noting down on the observation forms throughout the schooling years.

End-of-year interviews are also coded similarly to develop end-of-year teacher vision profile of each participant. Thereafter, an outline for explaining the changes in each participant's teacher visions in their first years of teaching was reached. Once the analysis for each case was done, findings from each participant's data set were compared with each other for cross-case analysis (Merriam, 2009; Miles, Huberman, & Saldana, 2014; Yin, 2014).

2.3. Trustworthiness and Ethics

Throughout the study, a rigorous attitude was adopted with reference to the principles described for qualitative research methodology. As such, the quality criteria for qualitative research and trustworthiness i.e. credibility, transferability, dependability and confirmability were followed (Korstjens, & Moser, 2018; Miles et al., 2014; Yıldırım, & Şimşek, 2011). The following measures were taken to ensure the trustworthiness of the data analysis and accordingly the findings of the current study:

Credibility. Prolonged engagement with the field and the participants was ensured as the data were collected from the same participants the whole schooling year. This measure enabled the researchers to become familiar with the setting and context, to build trust and to get rich data from each case. All the observations and other data collection tools were targeted based on the conceptual framework of the research and study purposes referring to persistent observation in the study fields. Multiple data sources were used from three different participants in different times and spaces. The initial data analysis was made by the first researcher and all of them were monitored and checked by the second researcher concurrently. In addition, a research monitoring committee including experienced scholars in teacher education and qualitative research took part in validating the conceptualisation, planning, implementation and analysis of the whole data constantly. Member check by the participants was also ensured in all individual interviews and the researcher who conducted the interviews often ask for the confirmation by the participants.

Transferability. With the aim of ensuring transferability, thick descriptions about each context were provided. The research methodology was explained in detail and the findings were also enriched with the quotes by each participant. Purposive selection of the participants was also applied and explained in detail in the study.

Dependability All the data collection tools were developed in accordance with both the conceptual framework, its elements and the aims of the study. This provided the researchers with focusing on the data collection and interpretation of the findings such that all supported by the data from the participants.

Confirmability. To increase the confirmability of the findings, the whole data were worked on and analysed by both researchers. In addition, a monitoring committee including two experts in teacher education and qualitative research regularly provided a complete audit trail in conceptualising and planning the research, analysing the data and interpreting the findings.

Ethic measures were strictly taken and followed in all phases of the current study. First, the institutional approvals were requested and taken from the regional authorities and subsequently from the school administrators and the participants. The aims of the research study were explained to each participant and they were informed of a school-year period of data collection. Then their written permissions were obtained through consent forms. The confidentiality of the participants and the collected data were ensured by the researchers. Thus, pseudonyms were used for each participant in the study report.

3. FINDINGS

The current study addressed to examine the changes in three beginning teachers' vision and the qualitative data revealed strong evidence for noticeable changes in three participants' professional visions throughout the schooling year. All the changes are summarized in Appendix C to illustrate the overall context of the changes in three beginning teachers. The results outlined here are the key findings as sub-themes with reference to the data obtained from each individual case and cross-case analysis due to practical constraints.

3.1. Changes in Beginning Teachers' Overall Teacher Visions

Maya and Erin, who had described their overall teacher visions as being caring and mother-like teachers, tended to adopt more authoritative roles from the beginning of second semester. A number of classroom management problems due to lack of handling students' negative behaviours and effective interaction with them were observed in their classrooms (Maya, classroom observations on 13.04.2015 and 23.02.2015; Erin, classroom observation on 23.02.2015 and open-ended questionnaire, 12.02.2015). These problems alluded to changes in their overall teacher vision towards an authoritative and firm role. To illustrate, Maya described the change in her vision in the end-of-the first year experience interview as follows:

As far as I can remember, I defined teaching profession as motherhood at the beginning of the schooling year. I am still of the same opinion, but it must be balanced. In my opinion, the tolerance by the mother should be blended with the authority of the father because it is a profession of patience (Maya, interview, 10.06.2015).

The change in Noah's overall teacher vision differs from the ones in Maya and Erin's overall teacher visions. During the initial interview, he stated having a negative attitude towards teaching profession and adopting a success-oriented teacher vision. His vision also reflected in his classrooms during the first-semester classroom observations and follow-up interviews. From the beginning of the second semester, Noah's attitude towards teaching profession started to turn into a positive one:

Frankly, I did not make my choice [being a teacher] consciously. However, I did not think I would love my job that much. I did not start my job willingly, but now we are emotionally connected and establish a good rapport (Noah, interview, 15.06.2015).

Noah started to adopt a positive attitude towards teaching profession with possible effects of a strong emotional bond with his students during his first year teaching experiences. Observations outside the classroom also supported this finding in that he often spent time with the students during the breaks.

3.2. Changes in Beginning Teachers' Professional Understanding

3.2.1. Sense of insufficiency

Regarding subject matter knowledge, both Maya and Noah reflects a change towards insufficiency. Both reflected that they had trusted in their subject matter knowledge during the interviews prior to their first year teaching experience; however, they did not look confident in the classroom observations. Especially from the beginning of the second semester, they reflected insufficiency in their subject matter knowledge while responding to students' questions about Turkish grammar and literature:

I feel stagnated this year because I do not need to use deep subject matter knowledge to teach in the classroom. So I also feel that my subject matter knowledge is decreasing day by day (Maya, follow-up interview after the classroom observation, 13.04.2015).

In Erin's case, no change towards insufficiency in subject matter knowledge is observed. Prior to first year experience, she was self-assured and her understanding endured by the end of the first year experience. However, a change towards insufficiency appears in her pedagogical content knowledge. The different quotes in her initial and final interviews reflect this change:

*I think I am more competent in pedagogical content knowledge because I learnt a lot of useful information in teaching methodology courses such as how to plan an activity (Erin, interview, 07.11.2014).
I know I am still quite insufficient to teach my content. I hope I will progress through experience (Erin, interview, 18.06.2015).*

As for classroom management, although she had emphasized her competence in classroom management thanks to her pre-service teacher practicum experience at the beginning of her first year experience, a number of classroom management problems was observed in her classrooms:

I learnt my lesson. In fact, it looks easy to manage a class but I am having great difficulty in managing the class (Maya, follow-up interview, 23.02.2015).

3.3. Changes in Beginning Teachers' Conceptual/Practical Tools

A remarkable result here was that no change had been identified in Noah's conceptual and practical tools. The data obtained from his context throughout the schooling year revealed that he adopted a teacher-centred approach and thus used similar methods and techniques such as dictation. In addition, no change was noticed either in his materials – the course book and the board – and his assessment tools – written exam and some performance grades:

I have been of the same opinion since the first day. My task is to instruct the content and broaden students' minds. There is no change in my goals or teaching style. I used dictation a lot this year. I read the content from the course book and they listen to me. It will probably go on like that next year (Noah, interview, 15.06.2015).

In addition, he looked rather perplexed while responding to the interview questions about the conceptual and practical tools and long pauses occurred during the interview. This might remark an incompetency due to the pre-service teacher education period because he explained this period mainly as transmission of core content knowledge by the teacher educators.

3.3.1. Valuing a student-centred approach

Unlike Noah, a change towards adopting a more student-centred approach emerges from the analysis of Maya's context. Although Maya had described her main conceptual tool as adopting a student-centred approach in the initial interview, her classroom practices in the first semester were totally different from her statements. She preferred to adopt expository teaching and use direct instruction in all classroom observations except for the last observation in the first semester. With the start of second semester, she often reflected a student-centred approach and integrated the experiences of them into the classroom:

I started to use interactive board actively. They learn much better when they practice, do the exercises themselves, and get feedback. I used to dictate in the first semester a lot but I gave it up. They cannot learn while writing. They need to practice (Maya, follow-up interview, 13.04.2015).

The change towards a student-centred approach naturally influenced Maya's instructional methods and material use, too. After the first semester when she had often used expository teaching, she started to give the students responsibilities for their own learning processes. In particular, the students usually prepared presentations about the contents, took part in role-play activities in the classroom, participated in discussions and worked in groups and pairs throughout the second semester.

3.4. Changes in Beginning Teachers' Teaching Practices

No changes emerge from the data analysis of Noah's teaching practices. This result is similar to steadiness in his conceptual and practical tools. Given that these tools and practices such as activity planning, implementing, evaluating, giving corrective feedback are essential skills of teaching profession, Noah reflects having lack of these teaching skills. He also could not explain his activity planning and implementing clearly during the interviews, which might be an evidence for his insufficiency in teaching skills. The classroom observations throughout the schooling year also support this finding. To illustrate, he did not use any lesson plan throughout his first year teaching experience. Moreover, he started to make the activity plan and tried to decide what to teach in the classrooms in several observations:

The students reminded me where we were when I asked them. I go over the curriculum but I do not prefer to teach in a planned way. While I was dictating the content to the students, I noticed a term and started to explain and comment on it spontaneously (Noah, follow-up interview, 13.04.2015).

In both Maya and Erin's cases, on the contrary, changes are identified in terms of their activity planning, implementation, evaluation, corrective feedback practices. Two themes emerge from the analysis of their data as valuing students' characteristics and variety in methods and material use, and changes in peer corrective feedback use.

3.4.1. Valuing students' characteristics and variety in methods/material use

Although both Maya and Erin did not mention considering their students' overall context in initial interviews and did not show any evidence for eagerness to vary their methods and materials, both started to reflect more student-oriented practices such as giving assignments relevant to the students' interests and needs, planning and implementing classroom activities which were appropriate for the students' level of readiness for the topics:

I used to teach how we had been taught [in the pre-service teacher education period]. As I learned their learning styles and strategies, I started to use more activities which are more appropriate for them or their levels (Maya, follow-up interview, 13.04.2015).

The overall change in Maya's practices towards valuing students' characteristics appeared to influence her activity choice in planning, implementation and evaluation, too. A note from the researcher diary supported this result:

It was clear that she had been well-prepared for the classroom activities. No problem was observed between the activity phases. She had planned to make them watch a video relevant to the topic. It nearly took seven minutes and then she explained the topic in detail. This phase was followed by students' pre-planned presentations and role plays by turns. At the end of the lesson, she wrote the subject headings onto the board and asked the students to list the highlights of each heading cooperatively, which seemed to be an effective activity evaluation task (Researcher diary after an observation in Maya's classroom, 12.05.2015).

As highlighted in the research diary, using a variety of methods and material use was observed in Maya's classroom and this referred to a change in her practices. The observations in her classrooms in the second semester also provided evidence for this change.

Similarly, the data from Erin's context indicated a change in her practices towards valuing students' characteristics, variety in activity choice and evaluation. She highlighted the change in her practices with a quote from the final interview:

My primary goal was to modify the content and methods for the students to facilitate their comprehension. I noticed that variety helps retention a lot. For example, I used spaghetti strings to teach a subject and they did not forget it (Erin, interview, 18.06.2015).

The observation data from Erin's context supported her quotes in the interview. In one of the observations, she brought some spaghetti strings and used them to facilitate students' mathematical calculations. Students looked very motivated and actively took part in these activities. In addition, she asked several questions related to the topic at the end of the lesson to evaluate the effectiveness of the activity and received correct answers to a large extent.

3.4.2. Use of peer corrective feedback

While Maya tended to stop using peer corrective feedback, Erin seemed to favour it in the second semester. The reverse change in two cases might have resulted from Maya and Erin's different teaching contexts. In particular, Maya started to teach in a high school where students were teenagers who disliked cooperation and often teased their friends. This context seemed to hinder the use of peer corrective feedback. The difference between two quotes from the initial and final interviews displayed the change in Maya's use of peer corrective feedback:

*For instance, I ask a question to one of the students. I ask him to read it aloud. If he says he does not know, I try to address the question to another student ingeniously (Maya, interview, 21.11.2014).
I think my explicit peer corrective feedback can discomfort the students. In such cases, I use some clues to help them and if they get close to the correct answer, I complete it. If they look puzzled and thus have no response, I use explicit correction (Maya, interview, 10.06.2015).*

It seemed that Maya was of overriding concern to the students' being insulted by their peers and thus changed her corrective feedback preference towards self and teacher corrective feedback. On the other hand, it was observed in Erin's middle school context that the students enjoyed helping each other during the activities, which seemed to motivate Erin to use peer corrective feedback. The students in her classrooms looked very enthusiastic about working in groups and Erin benefited from their eagerness through use of peer corrective feedback:

I often tried to give positive feedback. When their responses were incorrect, I cared about their helping each other a lot. I noticed that the help from their peers were much more effective than my feedback. I have used peer corrective feedback more often recently. There were notable differences between students' learning capacities and I was not able to manage them at first. Peer corrective feedback helped a lot to overcome this problem (Erin, interview, 18.06.2015).

3.5. Changes in Beginning Teachers' Dispositions

3.5.1. A disciplined mother role

A change identified from the data analysis is towards undertaking a disciplined mother role – a phrase by Maya to define her teacher role in the final interview. Maya had described her teacher role as similar to be a caring mother; however, she started to adopt an authoritative teacher role:

I noticed that the students were quite vigorous. Thereafter, I decided to feature discipline and authority in addition to love. Unfortunately, the students are not used to be loved. My disposition towards discipline and authority has broadened; I mean I was of the opinion that they were something negative but I needed them to manage the classroom (Maya, follow-up interview, 13.04.2015).

The comment above indicated a change in Maya's dispositions towards a more authoritative and disciplined teacher role. She also explained the reason for the change as students' being vigorous and classroom management problems.

3.5.2. Valuing professional learning through experience

Valuing experience emerged as a change in both Noah's and Erin's dispositions towards professional learning:

I asked other teachers for their opinions and was inspired by their experiences. I talked to my high school teachers and pre-service teacher educators about my problems. Additionally, I have a brother who is a high school student and I talked to him about his school and classroom to understand their context from their perspectives (Noah, interview, 15.06.2015).

I learned a lot in the university and I still continue to learn thanks to my master program, but the actual practice is totally different. In my opinion, I can learn through my own teaching experience much more than I got in the university (Erin, interview, 18.06.2015).

Although both Noah and Erin highlighted learning from their experiences, they differed in their interpretation of experience. While Noah stresses the experiences of other people such as his own teachers and her brother who is a high school student, Erin favours her own experiences and reflections as important components of her professional learning. Nevertheless, both deems to the significance of teaching experience for their professional learning – through either inspiration or reflection.

3.5.3. Allotting limited time for professional learning and personal development

In Maya and Noah's cases, both had mentioned their plans of various activities, such as attending language courses, doing some sports for their personal and professional development. However, this period was not as they had planned and predicted. In a number of interviews, they complained about not being able to allot time for their personal and professional development. On the other hand, Erin could predict time limitation at the beginning of the schooling while mentioning her M.A. programme; thereby no change emerges from her data analysis on allotting limited time for professional learning or personal development.

4. RESULTS, DISCUSSION AND RECOMMENDATIONS

The present study set out to examine the changes in three beginning teachers' visions in their first year in the profession of teaching using teacher vision and its components as a conceptual framework. By and large, the results provide evidence for a number of changes in these teachers' visions. Therefore, these results make several noteworthy contributions to our understanding of this crucial period in teaching profession.

The evidence for the changes in three beginning teachers' visions concur well with the earlier propositions and research that point the first year teaching experience as a challenging period full of changes in teachers' various competences (Ergünay, & Adıgüzel, 2019; Fantilli, & McDougall, 2009; Feiman-Nemser, 2001; Ingvarson et al., 2007; Le Maistre, & Paré, 2010; Meister, & Melnick, 2003; Moir, 1999; Wanzare, 2007). In particular, data from all individual cases reveal that they all tried to survive in their contexts in the first semester and made some decisions about their actual and further teaching practices, which is hardly distinguishable from Feiman-Nemser's (2001) conceptualisation of changes in novice teachers' visions in the first year of teaching.

In fact, teaching profession and competences are not easily enhanced and so is a strong teacher vision. Therefore, a comprehensive pre-service education which is not only based on transferring knowledge, skills and dispositions but also strengthens teacher candidates' visions from the outset of pre-service period is required. Moreover, the candidates should be prepared in terms of their understanding, tools, practices and dispositions as a whole to welcome and overcome the challenges which will fatefully start to appear from the early years of their teaching careers. These interpretation of the findings also corroborates with Meschede, Fiebranz, Möller and Stefensky's (2017) confirmed hypothesis that pedagogical content knowledge and professional vision are positively associated but distinct constructs and accordingly mere knowledge is not sufficient for effective classroom practices.

Surprisingly, a change towards sense of insufficiency emerged in all cases in the study. This common result corroborates Clark's (2009) study in which a sense of decline in beginning teachers' professional competences is found out. In particular, the negative changes towards sense of insufficiency in Maya's understanding of subject matter knowledge and classroom management, in Noah's understanding of subject matter knowledge, and Erin's understanding of pedagogical content knowledge are in good agreement with the results in Clark's (2009) study. Emerging from the data analysis of three cases, the reasons for these negative

changes seem to depend on the pre-service education period. They all referred to the insufficient practices in the pre-service teacher education period during the interviews.

On the other hand, the emerging sub-themes 'progress through experience', 'valuing students' characteristics and variety in methods/material use' imply positive changes in beginning teachers' visions. They all referred to their reflections on their first year experience as the reasons for these positive changes in their visions. The positive change towards valuing students' characteristics in their method and material choices is also similar to the findings of Wasserman's (2011) study. Apparently, this change in their visions seems to be closely linked with their attempts to overcome their classroom management problems. In particular, their negative experiences in the classrooms led them to integrate different methods and materials into their practices, and they made sense of valuing students' cognitive levels and needs as they started to feel more secure in their classrooms.

The results can also be interpreted regarding binary forms of balances proposed by Le Maistre and Paré (2010). Teachers' dispositions towards their personal and professional development are proposed as one of the components of teacher vision in the conceptual framework of the study. The findings revealed that each beginning teacher tried to establish a balance between their personal and professional lives, and the result of their allotting limited time for their personal and professional development in the end might indicate that they could achieve neither of them entirely. A similar finding was found in Parsons, Vaughn, Malloy and Pierczynski's (2017) study as lack of time appeared as one of the obstacles in some participant novice teachers' enactment their visions in their classrooms. These similar findings from different contexts can be interpreted as novice teachers may not possess an adequate disposition to manage work-life balance, which refers to a deficiency in their teaching visions. That might be due to the lack of strengthening their visions during pre-service teacher education or the lack of supporting them in the induction period.

Another interpretation might be based on their attempts to balance between their expectations and the real practices in schools, which inclined them to a reality shock and acceptance of their context limits consequently. This might be due to their endeavours to manage the transition period from dependent teacher candidates to independent and responsible teachers. So, is it possible to create a smooth transition into profession and how can it be done? There has not been enough evidence to present a satisfying answer to these significant questions yet. In addition, Loughran et al. (2001) argue that pre-service teacher education cannot fully address to the possible problems or likely concerns of the actual world of beginning teaching. Integrating the practices of experienced teachers into pre-service teacher education might strengthen teacher candidates' visions and prepare them for the profession more properly as Le Maistre and Paré (2010) suggest.

Although any model can be tested with data from three individual cases, the results support the proposition that Hammerness et al.'s (2005) framework for teacher education can be used as a conceptual framework in teacher education research. As researchers, we benefited from this conceptual framework which is based on teacher vision a lot in designing the study, preparing the data collection tools and analysis. It contributed to us a lot to be well-organized throughout the study, and in our opinion it could be used in preparing and evaluating both pre-service teacher education curricula and teacher induction practices.

In addition, this study confirms the argument that the first year teaching experience encompasses a wide range of challenges for beginning teachers and these challenges can engender far-reaching changes in these teachers' visions. Therefore, it is recommended that teacher education be approached with a holistic view which involves empowering the professional visions of preservice teachers and a continuing effort to support them in their induction period, which will possibly create teaching professionals with powerful visions in their careers. Moreover, our implication for a more powerful teacher education which aims to strengthen the professional visions of preservice teachers is not limited to the training of teachers in specific subject matters but also critical in all teacher education curricula. A similar implication is also highlighted in Crowe, Mooney and Hawley's (2018) conclusion that still more explicit connections between the aspects of powerful teaching which are clear in preservice teacher education and the practices teachers enact in their classrooms in terms of social sciences teaching. They suggest including everyday aspects of teaching in teacher education curricula, analysing the preservice teachers' visions and exploring their development towards powerful teachers so that better ways and methods can be developed in teacher education.

The current study has its limitations. It used a qualitative approach and a multiple case study design. Accordingly, one of the limitations appeared to be in the generalisability of the findings and their interpretation. Although the methodology used in the study enabled the researchers to understand the targeted critical period in the profession of teaching in the current study, the study still does not have a claim of generalising the results but help set a possible ground for further research on this critical period and teacher induction. Another limitation pertains to the frequent intervention by the researchers into the research field. It appeared that there occurred multiple interventions between the researchers and the beginning teachers during the data collection. To prevent the researchers' effect on the findings, an outsider role was adopted; this intervention must be considered in the interpretation of the findings. On the other hand, this intervention was intentionally limited due to the characteristics of a case study design. In further research, action research designs which allows much intervention by researchers can be used to focus on the challenges teachers have in their initial years in the profession and support them in this critical induction period of their professional careers. Finally, the conceptual framework used in the current study involves several elements in its

structure and each of them still needs to be explained and dwelled on in order to understand them as separate concepts and the teacher vision as a whole. Therefore, further research can also involve advancing the conceptualisation of each elements by comparing and contrasting them with other related concepts. In addition, the relations among these elements within the conceptual framework can be elaborated in further research.

Research and Publication Ethics Statement

Both authors hereby declare that this article is the authors' original work and has not been previously published elsewhere. In addition, all sources are appropriately correctly cited in the reference part. Research approval were taken from both Anadolu University Rectorate and Eskişehir provincial directorate of Ministry of National Education subsequently. Consent forms were also obtained from the participants of the study. The confidentiality of the participants and the data is ensured by the researchers.

Contribution Rates of Authors to the Article

The study is based on the PhD thesis of the first author. The dissertation was supervised by the second author and both authors equally contributed to this article.

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Statement of Interest

No potential conflict of interest is reported by the authors.

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6. EXTENDED ABSTRACT

Öğretmen eğitimi ve mesleki gelişim sürecinin sürekliliği bağlamında öğretmenlikte ilk yıl mesleki deneyim sürecinin önemli bir araştırma odağı olduğu düşünülmektedir. İlgili alanyazında bu döneme yönelik birçok araştırma yapılmış olmasına rağmen bu süreçte mesleğe yeni başlayan öğretmenlerin mesleki bilgi, beceri ve eğilimlerindeki değişimlere yönelik sınırlı sayıda araştırma olduğu görülmektedir. Bu araştırmalar incelendiğinde ilk yıl mesleki deneyim sürecinde öğretmenlerin genel öğretmen yeterlikleri, özyeterlikleri, mesleğe yönelik tutumları, sınıf yönetimi uygulamaları ve öğretim yöntem ve teknik seçimlerindeki değişimlere odaklı araştırmalar bulunmaktadır. Araştırmanın kavramsal çerçevesini öğretmen vizyonu ve Hammerness, Darling-Hammond ve Bransford'un öğretmen eğitimi modeli oluşturmaktadır. Öğretmen vizyonu genel olarak öğretmenlerin mesleki öğrenme ve uygulamalarına esin kaynağı olup onlara rehberlik etmesi amacıyla oluşturulması gereken etkili öğretime ve ileri derecede mesleki sorumluluklara ilişkin güçlü imgeler olarak tanımlanmaktadır. Öğretmen vizyonu

kavramı Hammerness ve diğerlerinin öğretmen eğitimi modelinin merkezinde bulunmaktadır. Bu modelde; öğretmenlerin mesleğe ilişkin *anlayışları*, bu anlayışlarını uygulamaya dönüştürmeye yönelik benimsedikleri ve kullandıkları kuramsal ve uygulamaya dönük *araçları*, bu araçlar yoluyla anlayışlarını yansıttıkları *öğretim uygulamaları* ve öğrenme-öğretme sürecine, öğrencilere ve öğretmen rollerine yönelik temel düşünce ve uygulama alışkanlıklarını kapsayan *eğilimleri* ise öğretmen vizyonunun bileşenleri olarak vurgulanmaktadır. Bu çalışmada öğretmenlikte ilk yıl mesleki deneyimlerini yaşayan aday öğretmenlerin öğretmen vizyonlarındaki değişimin Hammerness ve diğerlerinin öğretmen eğitimi modeli bağlamında incelenmesi amaçlanmıştır. Bu kapsamda mesleğe başladıkları ilk yıl içerisinde aday öğretmenlerin genel öğretmen vizyonlarındaki, mesleki anlayışlarındaki, kuramsal ve uygulamaya dönük araçlarındaki, öğretim uygulamalarındaki ve eğilimlerindeki değişimlere odaklanılmıştır.

Araştırma odağı olarak aday öğretmenlerin vizyonlarındaki değişimin derinlemesine incelenmesi için çoklu durum çalışması kullanılmıştır. Bu kapsamda amaçlı örnekleme yöntemi kullanılarak 2014-2015 eğitim öğretim yılında Eskişehir/Türkiye’de öğretmenliğe başlayan üç aday öğretmen araştırmanın katılımcıları olarak belirlenmiştir. Amaçlı örnekleme yöntemi kapsamında öğretmenlik alanı, öğretmenlik deneyimi olmama durumu, ulaşılabilirlik, tamamlanan öğretmen eğitimi programı, öğretim yapılan sınıflardaki öğrenci sayısı ve gönüllülük ölçütleri kullanılmıştır. Üç katılımcı aday öğretmen çalışmadaki durumlar olarak belirlenmiş ve öğretmen vizyonlarındaki değişimler birbirlerinden bağımsız olarak incelenmiştir. Daha sonra üç aday öğretmenin vizyonlarındaki değişimler durumlar arası karşılaştırma kapsamında karşılaştırılarak açıklanmıştır.

Araştırmada veriler 2014-2015 eğitim öğretim yılı boyunca Kasım ve Haziran ayları arasında sekiz aylık bir sürede toplanmıştır. Veriler katılımcılarla yapılan yarı-yapılandırılmış ve yapılandırılmamış bireysel görüşmeler, katılımcıların sınıflarındaki gözlemler ve katılımcılara yönelik açık uçlu anketler aracılığıyla toplanmıştır. Ayrıca veri toplama süreci boyunca araştırmacıdan biri tarafından araştırma günlükleri yazılmıştır. Veri toplama süreci aday öğretmenlerin ilk yıl mesleki deneyimleri başında öğretmen vizyonlarını belirlemek amacıyla araştırmacılar tarafından geliştirilen görüşme formları aracılığıyla gerçekleştirilen yarı yapılandırılmış bireysel görüşmelerle başlamıştır. Bu süreç eğitim öğretim yılı boyunca yapılan sınıf gözlemleri, gözlemler sonrası yapılan yapılandırılmamış bireysel görüşmeler, eğitim öğretim yılı ortasında uygulanan açık uçlu anketle sürdürülmüş ve son olarak eğitim öğretim yılı sonu gerçekleştirilen yarı yapılandırılmış görüşmelerle tamamlanmıştır. Kurumsal izne ve katılımcılardan alınan onaya dayalı olarak tüm görüşmelerde ses kaydı, gözlemlerde ise ses ve görüntü kaydı yapılmıştır. Veri çözümlemesinde içerik analizi kullanılmıştır. Bu kapsamda çalışmadaki üç durum olarak her aday öğretmenden elde edilen veriler öncelikle birbirlerinden bağımsız olarak ayrı ayrı çözümlenmiştir. Her katılımcının öğretmen vizyonundaki değişimler birbirlerinden bağımsız olarak çözümlendikten sonra üç katılımcıya ilişkin bulgular karşılaştırılarak durumlar arası karşılaştırma gerçekleştirilmiştir.

Araştırma sonucunda ilgili alan yazındaki görüş ve araştırma sonuçlarına benzer şekilde üç aday öğretmenin de ilk yıl mesleki deneyimleri sürecinde öğretmen vizyonlarının farklı boyutlarında değişimler olduğu belirlenmiştir. Üç katılımcıya ilişkin araştırma sonuçları, ilk yıl mesleki deneyimleri sürecinde eğitim öğretim yılının birinci döneminde aday öğretmenlerin göreve uyum sürecinde zorlandıkları ve mevcut ve sonraki yıllardaki uygulamalarına yönelik birçok karar aldıklarını göstermektedir. Araştırmada üç aday öğretmenin de öğretmenlik vizyonlarının farklı bileşenlerine ilişkin yetersizlik hissetmeye yönelmesi sonucu da ilgili alan yazındaki araştırma sonuçlarıyla tutarlı görünmektedir. Ayrıca çalışmada yetersizlik hissetmeye yönelme bağlamında, üç durum çözümlemesinde de hizmet öncesi öğretmen eğitimi dönemindeki yetersiz uygulamalara ilişkin gerekçelendirilmenin olması önemli bir araştırma sonucu olarak düşünülmektedir. Bununla birlikte araştırma sonucunda deneyim yoluyla gelişme, öğrenci özelliklerine değer verme, yöntem ve materyal kullanımında çeşitliliğine önem verme boyutlarında üç katılımcının vizyonlarında olumlu yönde değişim olduğu sonucuna ulaşılmıştır. Üç durumda da katılımcıların, vizyonlarındaki olumlu değişimlere ilişkin gerekçelendirmelerini ilk yıl mesleki deneyimlerine yönelik yansıtılmalarına dayalı olarak açıklamaları çalışmanın diğer önemli bir sonucu olarak düşünülmektedir. Araştırmada ulaşılan diğer bir sonuç ise üç durumda da aday öğretmenlerin kişisel ve mesleki yaşamları arasında denge kurma eğiliminde olma durumuyla başladıkları ilk yıl mesleki deneyimleri sürecinde, kişisel/mesleki gelişimlerine yeterli düzeyde zaman ayıramama sorunu yaşamaları olmuştur.

Araştırma kapsamının üç aday öğretmenden elde edilen verilere dayalı bulgulara dayalı olma sınırlılığı bulunmasına rağmen araştırma sonuçlarının, çalışmada temel alınan öğretmen vizyonu ve bu kavramı merkeze alan Hammerness ve diğerlerinin öğretmen eğitimi modelinin öğretmen eğitimi araştırmalarında kullanılabilecek bir kuramsal çerçeve olması görüşlerini desteklediği düşünülmektedir. Vizyon kavramı ve bu öğretmen eğitimi modeliyle ilişkili gelecek araştırmaların çok aşamalı ve çok boyutlu bir özelliğe sahip öğretmen eğitim süreçlerine yönelik yenilikçi anlayışların geliştirilmesine katkı yapacağı düşünülmektedir. Araştırmada durum çalışması desenine ve benimsenen araştırmacı rolüne bağlı olarak katılımcıların karşılaştıkları zorluklara yönelik araştırmacılar tarafından herhangi bir öneri ya da görüş belirtme eğiliminde bulunmamışlardır. Bununla birlikte sekiz aylık veri toplama süreci dikkate alındığında, araştırmacıların katılımcılarla uzun süreli etkileşimde bulunmalarının araştırma bulgularını etkileme olasılığı diğer bir sınırlılık olarak düşünülmektedir.

Genel olarak araştırma sonuçları üç aday öğretmenin mesleki deneyimlerine özgüvenli ve umutlu şekilde başladıklarını göstermektedir. Bununla birlikte aday öğretmenlerin kendilerini; sınıf yönetimi sorunları, mesleki becerilerde yetersizlik hissetme, rol çatışmaları gibi zorluklarla dolu bir ortamda bulmaları ve öğretmenlik mesleğinde gerçeklik şokunu hissetmeleriyle birlikte, bu zorluklarla başa çıkmada kendi öğrencilik deneyimlerine, kendi öğretmenlerinin uygulamalarına, buldukları ortamdaki deneyimli öğretmenlerin önerilerine dayalı ya da doğaçlama yaptıkları uygulamalarla çözümler

üretmeye çalıştıkları sonucuna ulaşmıştır. Bu şekilde katılımcıların gelecekteki mesleki anlayışlarını, kuramsal ve uygulamaya dönük araçlarını, öğretim uygulamalarını ve eğilimlerini etkileyeceği düşünülen öğretmen vizyonlarını geliştirmeye çalıştıkları düşünülmektedir.

Appendix A: Interview Form (Questions)

A. Overall Professional Teacher Vision

- *How do you define your profession at the beginning of your first year experience?*
- *What are the characteristics of an ideal teacher in your opinion?*

B. Teacher Understanding

- *How do you describe your professional knowledge that you use in the profession?*
 - *What do you think of your subject matter knowledge?*
 - *What do you think of your pedagogical content knowledge?*
 - *What knowledge do you have about the school you work in and its social context? Can you explain how you get them?*
 - *What do you think of your knowledge of getting to know your students and specifying their preparedness?*
 - *What do you think of your knowledge of classroom management?*

C. Conceptual/Practical Tools

Conceptual Tools

- *How do you evaluate your knowledge of learning theories and approaches as a teacher?*
 - *What learning theories or approaches do you adopt and use in teaching?*

Practical Tools

- *What are the tools you use in your classroom practices?*
 - *What are the instructional strategies you use and rationale for using them?*
 - *What are the instructional methods and techniques you use and rationale for using them? How do you select them?*
 - *What are the instructional materials you use and rationale for using them?*
 - *What are the assessment tools you use and rationale for using them?*

D. Practices

- *What do you think the critical points are in your instructional activities?*
 - *How do you plan your annual and daily schedule of teaching? Can you describe how you plan your classroom practices?*
 - *How do you implement your instructional plans in the classroom?*
 - *How do you evaluate the instructional activities in your classroom practices?*
 - *How do you give feedback and make corrections in your classroom practices?*

E. Dispositions

- *What were your general priorities in teaching?*
 - *How do you define your role as a teacher? (i.e. in classrooms, in interaction with students, in school and society)*
 - *What do you think of students' roles in learning?*
 - *How do you think of your personal development? What do you do for your personal development?*
 - *How do you think of your professional development? What do you do for your professional development?*

Appendix B: Observation Form

Teacher Full Name :
Subject Matter :
School Name :
Class :
Date and Hour :

Observation Notes and Interpretations	
A. Understanding	
<i>A.1. Knowledge of Subject Matter</i>	
<i>A.2. Pedagogical Content Knowledge</i>	
<i>A.3. Knowledge of Social Context</i>	
<i>A.4. Knowledge of Learners</i>	
<i>A.5. Knowledge of Classroom Management</i>	
B. Conceptual/Practical Tools	
<i>B.1. Learning Theories/Approaches</i>	
<i>B.2. Instructional Strategies Used</i>	
<i>B.3. Methods and Techniques Used</i>	
<i>B.4. Instructional Materials Used</i>	
<i>B.5. Assessment Tools Used</i>	
C. Practices	
<i>C.1. Planning Lesson</i>	
<i>C.2. Implementing Lesson</i>	
<i>C.3. Classroom Evaluation</i>	
<i>C.4. Feedback and Correction</i>	
D. Dispositions	
<i>D.1. Teacher Roles</i>	
<i>D.2. Student Roles</i>	
<i>D.3. Personal Development</i>	
<i>D.4. Professional Development</i>	
E. Overall Professional Vision	
<i>E.1. Professional Images Reflected</i>	

Appendix C: The Changes in Three Beginning Teachers' Visions

		Maya	Noah	Erin
Overall Teacher Vision	-	<ul style="list-style-type: none"> · Adopting a more authoritative role · Oriented to problem solving 	<ul style="list-style-type: none"> · Developing positive attitude towards the profession · Valuing positive behaviour development 	<ul style="list-style-type: none"> · Being kind but firm
Understanding	Subject matter knowledge	<ul style="list-style-type: none"> · Sense of insufficiency 	<ul style="list-style-type: none"> · Sense of insufficiency 	<ul style="list-style-type: none"> · Progress through experience
	Pedagogical content knowledge	<ul style="list-style-type: none"> · Progress through experience · Valuing variety in activities · Valuing students' characteristics 	<ul style="list-style-type: none"> · Valuing variety in instructional methods and techniques 	<ul style="list-style-type: none"> · Sense of insufficiency
	Knowledge of Students	-	<ul style="list-style-type: none"> · Valuing students' levels of readiness 	-
	Classroom management	<ul style="list-style-type: none"> · Sense of insufficiency 	-	-
Conceptual / Practical Tools	Instructional approaches	<ul style="list-style-type: none"> · Valuing a student-centred approach 	-	-
	Instructional strategies	<ul style="list-style-type: none"> · Valuing discovery-based teaching 	-	<ul style="list-style-type: none"> · Valuing expository teaching
	Instructional methods and techniques	<ul style="list-style-type: none"> · Valuing students' characteristics · Valuing variety in methods 	-	<ul style="list-style-type: none"> · Integrating project studies
	Instructional materials	<ul style="list-style-type: none"> · Valuing variety in material use 	-	<ul style="list-style-type: none"> · Valuing variety in material use
	Assessment	<ul style="list-style-type: none"> · Using grades in behaviour management 	-	-
Practices	Planning and implementing activities	<ul style="list-style-type: none"> · Valuing students' characteristics · Valuing variety in methods and material use 	-	<ul style="list-style-type: none"> · Valuing students' characteristics
	Evaluating activities	<ul style="list-style-type: none"> · Valuing activity evaluation practices · Valuing variety in activity evaluation practices 	-	<ul style="list-style-type: none"> · Valuing variety in activity evaluation practices
	Corrective feedback	<ul style="list-style-type: none"> · Valuing corrective feedback practices · Ceasing to use peer corrective feedback 	-	<ul style="list-style-type: none"> · Valuing peer corrective feedback
Dispositions	Teacher role	<ul style="list-style-type: none"> · Adopting a disciplined mother role 	<ul style="list-style-type: none"> · Valuing positive behaviour development 	-
	Student role	<ul style="list-style-type: none"> · Valuing active student role · Valuing responsible student role 	-	-
	Professional learning	-	<ul style="list-style-type: none"> · Valuing learning through experience · Allotting limited time for professional learning 	<ul style="list-style-type: none"> · Valuing learning through experience
	Personal development	<ul style="list-style-type: none"> · Allotting limited time for personal development 	<ul style="list-style-type: none"> · Allotting limited time for personal development 	-