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# Developing Efficacy Beliefs in Preservice Teachers

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Abstract

The development of efficacy beliefs in undergraduate preservice secondary teachers was studied over a two-year period to determine whether certain instructional practices associated with mastery experience, vicarious experience, social persuasion, and emotional state support increased efficacy beliefs. Using The *Teacher Efficacy Scale: Short Form* (Woolfolk and Hoy, 1993), year 1 data were collected only at the conclusion of an Educational Psychology course; year 2 data were collected at the beginning and end of the semester, allowing for investigation of change in beliefs. Instructional practices are examined as potential influences on the development of efficacy beliefs.

## Developing Efficacy Beliefs in Preservice Teachers

Teacher efficacy is a teacher's belief that he or she "can influence how well students learn, even those who may be considered difficult or unmotivated" (Guskey & Passaro, 1994, p. 628). Two factors are involved, *general teaching efficacy*, a belief about the power of teachers in general to overcome social, demographic, or economic factors in their students' lives, and *personal teaching efficacy*, a more specific and individual belief about one's capacity to influence learning (Guskey & Pasaro, 1994; Tschannen-Moran, Hoy, & Hoy, 1998). The *Teacher Efficacy Scale: Short Form* (Woolfolk and Hoy, 1993) is most widely used to measure efficacy beliefs. Student achievement and motivation, teachers' effort, openness to innovation, level of planning and organization, persistence, and enthusiasm are among the correlates of teacher efficacy (Tschannen-Moran *et al.*, 1998).

Goddard, Hoy, and Hoy (2000, 2004) have explored *collective* teacher efficacy, or "the perceptions of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students" (2000). This construct is associated with teachers' effort, persistence, shared thoughts, stress levels, and achievement of groups (2000). These authors draw on the work of Bandura (1986, 1997) in identifying sources of collective efficacy information: mastery experience, vicarious experience, social persuasion, and emotional arousal, with mastery experiences being the most powerful force (Goddard *et al.*, 2000). They propose that analysis of the teaching task and assessment of teaching competence also contribute to the development of collective teaching efficacy (Goddard *et al.*, 2000). Their model is reproduced here as Figure 1.

Perceived collective efficacy in a school setting is defined as “the judgment of teachers . . . that the faculty as a whole can organize and execute the course of action required to have a positive effect on students” (Goddard, Hoy, & Woolfolk-Hoy, 2004, p. 4). Teachers’ sense of efficacy is correlated with student-centered and humanistic classroom strategies and with trust, openness, and job satisfaction (Goddard *et al.*, 2004, p. 4). The construct of collective efficacy beliefs is applicable to the Educational Psychology class since the class is itself a culture shaped by a number of values and shared experiences.

### Purpose

In this NCATE-influenced period in teacher education, much emphasis is on dispositions. As personal attributes closely associated with student outcomes, efficacy beliefs are dispositions of interest to teacher educators. This paper reports extensively on the initial year of a study of the development of efficacy beliefs in undergraduate preservice secondary teachers and contains data from year 2 that point to future directions. The purpose of the research is to determine whether certain instructional practices associated with mastery experience, vicarious experience, social persuasion, and emotional state, i.e., sources of efficacy beliefs, influence the development of increased efficacy beliefs in this population.

### Method

#### Sample and Procedures

The Spring 2009 section of Educational Psychology, taught by the researcher, constituted the primary sample for this investigation. Educational Psychology is the

second course in the professional sequence in Siena College's secondary certification program. Twenty students were in the class, including ten sophomores, eight juniors, and two seniors. Circumstances surrounding this cohort were unusual and positive: the class was taught in a newly opened high-tech classroom where students worked collaboratively in groups of four, even on assessments; the professor and the students were excited and enthusiastic about their use of computer-mediated collaborative communication; and there was a strong *esprit de corps*.

The *Teacher Efficacy Scale: Short Form* (which contains 10 items rated on a 6-point Likert-type scale) was administered anonymously at the end of the semester. One student was absent on the day data were collected, yielding 19 scored questionnaires. In addition, a questionnaire specific to the Educational Psychology course was administered to the 19 students. This was also anonymous.

#### Instruction Aligned with Model

Instructional practices in the Educational Psychology course were closely aligned with Goddard *et al.*'s simplified model of collective efficacy (2000, p. 486) included here as Figure 1. The model begins with sources of collective efficacy based on Bandura's work (1986, 1997) positing four sources of information that shape efficacy beliefs: mastery experiences, vicarious experience, social persuasion, and affective states. The instructor attempted to use all four sources in framing learning experiences in the course, hoping to foster this class' sense of efficacy as preservice teachers.

*Mastery experiences* included success in teaching an 80-minute class and positive results on group assessments including those involving lesson planning, together accounting for 70 per cent of the semester grade.

Instructions for leading the 80-minute class are found in Appendix A. This assignment contributed 30 per cent to the final semester grade. It was an opportunity to work collaboratively with three peers to develop a coherent and creative lesson, to teach that lesson responsibly and thoroughly, knowing that the instructor would not re-teach content, and to receive feedback from the instructor and classmates. Student leaders met with the instructor to formulate plans, submitted a planning log, and submitted a lesson plan. The log and the lesson plan are described in Appendix A.

Feedback from the instructor took three forms: verbal, immediately following instruction, along with verbal feedback from classmates; written, using a rubric all students received in their syllabus (see Appendix B); and written in a memo, giving extensive individualized comments. (See Appendices C, D, and E for examples of feedback on presentations of varying quality.) Classmates gave feedback verbally at the conclusion of the class and completed a questionnaire developed by each group of student leaders. Reflection on their teaching and consideration of all feedback were to be incorporated in a written analysis of the student-led class.

The student-led class was structured to provide *mastery experience*. Because the stakes were high (30 per cent of the grade) and the task itself represented legitimate peripheral participation in the role of teacher and was carried out in front of and involving peers, the task tapped into sociocultural aspects of motivation triggering the need to preserve one's status in the community of learners (Lave and Wenger, 1991;

Wenger, 1998). Thus, a second source of collective efficacy in the model was activated, i.e., *emotional state*.

The instructor sought to incorporate a third source of collective efficacy, *social persuasion*, through her feedback. Narrative feedback on the student-led class, provided on departmental letterhead, was intended to look and sound like the sort of feedback a student teacher might receive. Students also knew that the rubric used to convey feedback on their teaching was adapted from the Danielson model that is at the core of Siena College's teacher candidate outcomes. In all but one case, where effort seemed uneven, a group grade was given. A strong sense of group capability and expectations for action can become socially persuasive (Goddard et al., 2004, p. 6). The task of teaching the student-led class was structured so that students should succeed and, as indicated in Tables 1 and 2 presented below, was perceived as highly motivating, engaging, and memorable.

Through the multiple forms of feedback, the impact of the student-led class “spilled over” into the next components of Goddard *et al.*'s (2000) model, namely *Analysis and Interpretation* and *Analysis of Teaching Task / Assessment of Teaching Competence*.

The fourth source of collective efficacy tapped by the student-led class is *vicarious experience*. Knowing that they, too, would be in the role of teachers in their student-led class, other students were gaining vicarious experience and they were aware of this learning opportunity. This phenomenon was assessed via open-ended questions; unedited responses are presented below in Table 2.

Adolescent and young adult literature was an additional powerful source of *vicarious experience*. The novels assigned as required reading in Educational Psychology lent themselves to moments of intervention, as students role played (cf. Appendix F) or developed lesson plans for specific characters (cf. Appendix G for instructions and Appendix H for a sample response).

Goddard *et al.* posit the affective state of an organization as a possible influence on collective efficacy beliefs (2004, p. 6). In addition to teaching the student-led class, three group assessments placed students in the role of teacher. These were in lieu of unit tests and were given following each unit of instruction. Students reported being highly motivated to perform, not wanting to let their group down. At their own initiative, some groups met outside of class for planning sessions. Comments about motivation and engagement are found in Table 2.

The first group assessment followed the unit on development and required students to imagine that they were participating in a summer curriculum development workshop. Their task was to prepare two lesson plans, one for grade 7, the other for grade 12, and to identify aspects of their plans that were developmentally appropriate based on their understanding of the work of Piaget and Erikson. This group assessment was worth 10 per cent of the final grade. Appendices I and J, respectively, present the instructions and one group's plan as an example.

The second group assessment was also worth 10 per cent of the final grade and was given at the conclusion of the unit on learner differences. Instructions in Appendix G describe the task: to develop a plan appropriate to the special educational needs of the



main character in one of the novels. Appendix H presents the work of a second group of preservice teachers.

The third group assessment was the final examination, contributing 20 per cent to the final grade. By this time, the instructor had altered her use of language and referred to this assessment as the “final collaborative project.” Instructions are in Appendix K. Content was learning, motivation, and effective teaching.

With reference to the remaining components of the *Simplified Model of Collective Teacher Efficacy*, one could argue that the course in Educational Psychology was itself *Analysis and Interpretation* of the teaching task, since all course topics were eventually linked to roles of the teacher. Students were encouraged to “think like teachers,” to grow in their belief that they can make a positive difference in the lives of children and youth, and to develop their professional consciousness and identity. These exhortations were conveyed explicitly in the syllabus and framed class discussions. On the first day of class, the instructor introduced the terminology “preservice teacher” and told students they now had a new identity.

*Estimation of Collective Teacher Efficacy* occurred through administration of the ***Teacher Efficacy Scale: Short Form***. Goddard *et al.* (2004) do warn that collective efficacy is more than the average of individual responses on the ***Teacher Efficacy Scale: Short Form***, but they do not yet have an instrument for measuring collective efficacy *per se*. *Consequences of Collective Efficacy* (e.g., goals, effort, persistence) were assessed via open-ended questions with responses reported below in Table 2.

Survey Instruments

Appendix L (Student Self-Assessment Survey) presents the questionnaire administered at the end of the semester soliciting student feedback specific to the Educational Psychology course. Item 8 (What is your most vivid memory of something we did in class?) and Item 11 (Which assignments or activities built your motivation to learn? When did you feel most actively engaged?) are the sources of data reported in Tables 1 and 2 respectively.

Table 3 presents the questions on the *Teacher Efficacy Scale: Short Form* along with means and standard deviations of the responses of the Spring 2009 cohort.

### Results

Means and standard deviations calculated on Spring 2009 students' responses to the *Teacher Efficacy Scale: Short Form* are presented Table 3. Students felt most strongly about the item identified as number 1, next, item 2, etc. through item 5. Note that items 2, 3, and 5 are about the individual's beliefs about himself or herself, and items 1, 4, and 6 through 10 are about teachers in general and/or out-of-class effects such as home life.

The item with the highest mean in the desired direction was one tapping general teaching efficacy, "When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment." The mean was 5.03, with a rating of 6 representing "strongly disagree" and 5 representing "moderately disagree." Items 2, 3, and 5, on which the students' results were close to the high efficacy end of the scale, measured *personal teaching efficacy*. These were followed by the remaining five items (numbers 6 through 10) measuring *general teaching efficacy*. Means on the *general teaching efficacy* items

ranged from 3.97 to 3.24. With 6 (strongly disagree) representing high efficacy, students' responses were between 3 (agree slightly more than disagree) and 4 (disagree slightly more than agree)---an area we can safely call “neutral.” That is, their confidence in themselves exceeded their confidence in teachers in general, a phenomenon we might relate to beginners' idealism.

Table 2, Students' Responses: Most Motivating and Engaging Instructional Activities (unedited), shows that 21 of 33 (or 64%) assignments and activities preservice teachers listed as most motivating and engaging were based in group work. The student-led class was cited nine times, group assessments six times, and other group work six times. One might add five more items to this cluster, since games and role play, cited by five preservice teachers, were inherently group-based, though not graded.

Table 3 presents students' most vivid memories of the course. Responses fell into three categories: the student-led class (cited by 15 students), group work and group assessments (cited by four), and miscellaneous (also cited by four).

### Discussion

Norms are not available for preservice teachers on the *Teacher Efficacy Scale: Short Form*. Additionally, the instrument was administered solely at the end of the Spring 2009 semester, so we did not know whether the scores were influenced by our instructional practices. Since the practices seemed so closely aligned with the model, we planned a further and more systematic investigation for year 2 of this research. In Spring 2010 the instrument was administered on the first day of class without explanation, other

than that efficacy beliefs would be studied later, and again on the last day of class. Students responded anonymously, but in a manner allowing matching of the pre and post assessment data for each individual (by identifying their third grade teacher and a pet they owned at that time). Data were collected in two sections of the Educational Psychology course, but only one set is addressed here as suggesting further research due to student demographics. In the section omitted from the analysis, fully half of the students were freshmen and the class included no seniors. The section in the preliminary analysis was composed of 17 sophomores, juniors, and seniors, and in that regard seemed to be a more comparable sample to the 2009 cohort.

In contrast with the Spring 2009 section, with students who seemed energetic and enthusiastic, many students in the Spring 2010 section seemed silent and uncommunicative and appeared not to be doing assignments. The professor introduced more frequent objective quizzes and offered students the opportunity to propose a contract in which they stated three ways they would try to raise their achievement in return for the professor's agreement to drop their lowest grade from their final average. Whereas the professor was enthusiastic and looked forward to classes in Spring 2009, she often felt frustrated and annoyed with the Spring 2010 group and struggled to build students' motivation to learn. On paper, course content was the same both years, but the professor perceived the tenor to be quite different and expected to see lower efficacy scores.

Table 4 presents the end-of-semester data from the Spring 2010 cohort. Causing astonishment to the author as instructor and chagrin to the author as researcher, the scores

appear to be at least comparable if not higher. Certainly no mean is indicative of lower efficacy. Statistical testing is still needed, but this curious finding leaves the author far less willing to claim that instructional practices influenced preservice teachers' efficacy beliefs in the manner she anticipated. It is possible that her efforts to build students' motivation to learn in some way compensated for her disappointment in the students' apparent lack of commitment.

Initial statistical analysis ( $t$  test with 16 df) of the January vs. April data shows that there was significant change in the direction of higher efficacy on two items: "The amount a student can learn is primarily related to family background" ( $p < .05$ ); and "A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement" ( $p < .01$ ). It is interesting to note that these are general efficacy rather than personal efficacy items. We have not yet taken a close look at the Spring 2010 cohort's responses to the open-ended questions regarding memorability, motivation, and engagement.

As of the Fall 2010 semester, we have collected data on the *Teacher Efficacy Scale: Short Form* and plan to administer the scale again at the end of the semester. We can then look at post-assessment results for the three cohorts as well as change over the semester in two cohorts. To date, responses have been anonymous. If we receive IRB approval to conduct a study in which we can identify students, we will be able to correlate their efficacy beliefs with indicators of achievement such as final semester grade, participation grade, and grade for the 20-hour field experience, and demographic data such as class year. Perhaps, given more information, we might have a clearer

understanding of whether and/or how our instructional practices impact preservice teachers' efficacy beliefs.

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## Appendix A

### Instructions for Student-Led Class

The most important assignment in EDUC 260, contributing 30 per cent to the final grade, is teaching a full, 80-minute class. The teaching is done in a collaborative context, with four students working together, with my guidance and feedback, on the planning and delivery of the lesson. The assignment places you in the role of teacher and gives you the opportunity to link research on effective teaching with your developing skills. You are required to use Web-based sources and to give a Web-based assignment to your classmates. You must use a multi-media approach, incorporating, for example, video clips, music, poetry---much of which you will find on the Web.

Your accomplishment will be evaluated in several ways: feedback from me, using a rubric; narrative feedback from me; feedback from classmates on a written questionnaire; results on a quiz you will give your classmates to assess learning; and a reflective paper addressing areas of effectiveness and areas in need of improvement. Preparation for teaching is also graded. Your first step is to complete the following planning log and then meet with me for feedback before proceeding to develop the lesson plan.

#### *Instructional Planning Log*

*Lesson Title:* \_\_\_\_\_

*A. What is this topic about?*

- 1. Issues*
- 2. Questions to investigate*
- 3. What biases do you bring to this investigation?*

*B. Searching for relevant, reliable information*

- 1. Sharpen or clarify the formulation of major questions. Identify keywords or phrases.*
- 2. Search the Internet for two outstanding Web sites per person. (In some cases, I will assign sites.) Include the following information: URL, owner or controller of the site, and important information gained from the source.*
- 3. Summarize what you have learned. Refer back to the questions identified in step A.2. (above).*
- 4. Reflect on your approach: how did you decide on reliability and relevance?*

*C. Integrate information from all members of your group. Define the issues even more clearly. Do you need to search for more information? Revisit the Web sites; check their links. Try a different search engine and/or different keywords or phrases.*

*D. Record relevant and reliable information from the second round of searches, again noting URL, owner or controller of the site, and important information gained from the source.*

*E. As a group, determine the five most important issues related to your topic. These will become the objectives for your student-led class. Reformulate the issues as statements of what each student will know or be able to do as a consequence of your teaching. For example, if your topic were "establishing a positive learning environment in the classroom," one issue might be how to build students' motivation to learn, and an objective might be, "The [Educational Psychology] student will list and define three strategies teachers can use to build their students' motivation to learn and will identify moments in at least one video clip when a teacher used (or could have used) each strategy."*

*Formulate a Web-based assignment for the class to complete in preparation for your lesson using at least one of the Web sites you found reliable and relevant. In the instructions for the assignment, state your reasons for selecting this particular site (or sites).*

Thus, this aspect of the assignment will result in a sound rationale for the lesson, relevant and reliable resources, and clear objectives. Once I have reviewed your work on

A-E, and found it to be satisfactory, you may proceed to develop instructional activities and the lesson plan itself.

**Please observe these guidelines:**

At least 10 days prior to the class you will teach, submit your Instructional Planning Log (IPL). After receiving feedback and approval to proceed, **meet with me** to discuss your lesson plan. Use the Education Department's "Lesson Planning Template." It contains these components:

**Title of Lesson**

**Linkage with Course Content**

**Objectives** (from IPL, section E) and key questions

**Content** (from IPL, sections C and D) - introduction, overview, description and scope of the issue, history, legal background (as appropriate) and a description of how at least **two schools or school districts** where you are doing your field experiences are responding to the issue (including the district policy)

**Motivation** - How will you gain the attention and build the interest of your classmates? Be creative!

**Instructional Sequence** - Describe the components of the lesson and indicate how much class time you will allocate to each component. Plan for active **involvement** of other students. Do not try to 'teach by telling'. Woolfolk's chapter 13 may offer you ideas. At least one in-class activity should be a discussion of implications for education and what teachers should know (or an activity that leads the class to address applicability).

**Materials** - Consider games, music, videos, debate, role play, simulation, case studies....

**Assessment** - First, allow approximately 5 minutes at the end for feedback from the group. Second, develop a short [5 minute] questionnaire to distribute to the class so that fellow students may provide written feedback on the lesson's effectiveness. Third, prepare a 5-minute quiz to be given as homework. This should be a short writing activity that requires students to integrate information about your topic. You will review students' responses, analyze them looking for areas of understanding and/or misconceptions, and then incorporate these results in your reflective paper, using knowledge of their performance as one basis for suggesting improvement in your teaching. Write a short paragraph giving your feedback to the class on their performance on the assessment. You will share this by the next class meeting.

Give your **assignment to the class** at least one class meeting in advance. Include relevant sections in the Woolfolk text, passages in our novels (where appropriate), and the Web-based assignment developed in section E of the IPL.

Incorporate feedback from the class and from me along with your own appraisal of your teaching and student performance results on your assessment in a **typed reflective analysis not exceeding 1000 words**. Be thoughtful and analytical about elements of your teaching that worked well or not so well as expected and try to identify reasons (based in principles of learning, motivation, and effective teaching). Avoid superficial statements of what the class seemed to like or how you enjoyed working with your group. If you choose to include these elements, relate them to their impact on the overall effectiveness of the class. Address what you might have done differently to increase your classmates' learning. Attach your feedback to the class (item 1.h. above) as an appendix not included in the word count. **Submit this reflection** one week following your teaching.

Appendix B

Rubric for Evaluating Student Presentations

Student(s): \_\_\_\_\_

Topic: \_\_\_\_\_ Date: \_\_\_\_\_ Points: \_\_\_\_\_

Level/Domain	3=Exceeds Expectations	2=Meets Expectations	1=Below Expectations
DOMAIN 1	PLANNING AND PREPARATION		
Preparation	<b>All items on checklist completed in timely, thorough manner (meeting, plan, assignments, assessments)</b>	<b>All items on checklist conceptualized but not completed at time of meeting with professor</b>	<b>Some items completed, some not begun at time of meeting with professor</b>
Knowledge and Understanding	<b>Demonstrated mastery and familiarity with theory, research and/or key issues and problems; demonstrated ability to connect theory and practice; insightful analysis</b>	<b>Sound understanding, good connections, conventional analysis</b>	<b>Shaky understanding; a stretch to connect theory and practice; superficial analysis</b>
Organization and Structure	<b>Logical flow and sequence that builds interest, knowledge, and understanding; appropriate match of materials and learner-centered activities; objectives are clear and are supported throughout lesson plan</b>	<b>Flow and sequence line up with objectives; materials support learning; most of allocated time is learner-centered</b>	<b>Indiscernible structure lacking connections among components of lesson; teacher-centered; not all materials support objectives</b>
AV Materials, Props, Graphics	<b>Materials enhance and extend meaningfulness and impact in creative and memorable ways</b>	<b>Materials support learning</b>	<b>Materials have limited impact or detract from main points</b>
Handouts and Assignments	<b>Sources are of high quality and relevance; materials are developed to build and reinforce learning; assignments lay solid foundation</b>	<b>Sources are reliable; materials and assignments are relevant; handouts are error-free</b>	<b>Sources are sketchy or not cited; relevance of materials and assignments is unclear; handouts contain errors</b>
DOMAIN 2	THE CLASSROOM ENVIRONMENT		
Classroom Climate	<b>Actively and intentionally creates and maintains cooperative and respectful atmosphere and interactions</b>	<b>Maintains cooperative and respectful atmosphere and interactions</b>	<b>Does nothing proactive to affect climate; allows interruptions; allows some students to dominate</b>
Management	<b>Materials, activities, and movement are well-managed for smooth transitions and maximum time on task</b>	<b>Materials, activities, and movement are managed for average time on task; minimum down time</b>	<b>Transitions are slow; some false starts and confusion; more than 5 minutes are lost</b>
DOMAIN 3	INSTRUCTION		

Attention	<b>Attention is maintained through quality of activities, challenging questions, salient discussion points, relevant and appropriate responses and integration of student input and questions</b>	<b>Students are kept busy with relevant but predictable activities and questions</b>	<b>Students' attention seems to wander; inherent interest of topic is not emphasized sufficiently</b>
Student Engagement	<b>Consistently involves all students; almost all class time is used to engage students academically</b>	<b>Usually involves all students; majority of class time is used to engage students academically</b>	<b>Rarely involves all students; insufficient class time is used to engage students academically</b>
Variety and Creativity	<b>Instructional activities are varied, creative, appropriate, and enhance learning</b>	<b>Some originality apparent; good variety and blending of materials/media.</b>	<b>Limited variety, creativity; activities do not strongly support objectives</b>
Sequence of Instruction	<b>Logical flow, brisk pace, effective use of timing; equitable assignment of time to all co-teachers; effective organization, clarity, focus</b>	<b>Pace occasionally too fast or too slow ; some co-teachers miscalculate timing; acceptable organization, clarity, focus</b>	<b>Lack of logical sequence, organization, clarity, and/or focus interferes with learning; pace often too fast or too slow</b>
Delivery	<b>Enthusiastic, audible, poised; body language, facial expression and gesture build interest and understanding; uses standard English effectively</b>	<b>“Matter-of-fact” approach; appears somewhat confident; limited use of body language, facial expression and gesture; uses standard English</b>	<b>Appears nervous; stumbles over words; mumbles; little affect; distracting body language, facial grimaces or gestures; errors in language usage</b>
DOMAIN 4	PROFESSIONAL RESPONSIBILITIES		
Collaboration with Peers	<b>Listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.</b>	<b>Monitors class, assists co-teachers; participates actively</b>	<b>“Tunes out” while others are teaching</b>
Attire	<b>Professional and business-like</b>	<b>Casual business attire</b>	<b>Casual business attire but somewhat disheveled.</b>
Feedback from Class	<b>Short form is developed consisting of useful questions requiring thoughtful analysis of strengths and weaknesses</b>	<b>Questions are general and evoke somewhat helpful responses</b>	<b>Questions do not elicit useful information</b>

**Evaluator’s Comments:**

*I have read this rubric and have used it to guide and check the quality of my class presentation. Although collaboration is a key element in a successful presentation, I certify that my segment of the class presentation reflects my own original work developed solely for this assignment. I have given proper credit to sources used and I understand that plagiarism results in a grade of zero.*      Name \_\_\_\_\_      Date \_\_\_\_\_

Appendix C

Feedback on Student-Led Class: Example 1

March 17, 2009

To: Jessica M., Danielle H., Lisa, James  
From: Dr. Gowie  
Re: SLC #2 Poverty and School Achievement

Congratulations on a very fine class! Your overall score, based on criteria in the rubric, was 13.5/15 or 90%. Strengths were in linking course content with the field experience and in developing activities that were challenging and personally relevant to the class.

These comments will reflect the order in which you taught the various topics.

Jessica, it was important to introduce yourselves and identify the topic. The "Harry Potter" trailer was an overview of the entire film; telling us how it would relate to SES and achievement would have been helpful. There was no transition to Danielle's segment on top countries in educational achievement. Lisa, you did supply some background information on the top nations (and Portugal); perhaps students could have offered hypotheses or could have had the opportunity to "digest" the information and comment on it. Jim, your initial section of the PowerPoint was clear and the illustrations reinforced your message.

Danielle, it was wonderful to watch you warm up---from reading from note cards and looking at the Exit sign initially to becoming animated, confident, and clear as you led us through "Dangerous Minds." Be cautious about stereotyping lower income parents as being unsupportive of education. Perhaps a little discussion following the clip would have been in order. You reinforced the theme: let's break the cycle of poverty.

Lisa, what a gift you have for giving informative and supportive feedback! You commented on students' contributions, elaborated, integrated them into the flow of the lesson, asked follow-up questions---well done!

The activity, "A Call to Teachers," about hopes and aspirations, was very appropriate for EDUC 260 students. Students also seemed involved in the "Grocery Game." It was good to have the rules in the PowerPoint. Giving a 5-minute warning was good time management. Providing a summary (UN statement) was a good idea for a wrap-up; some time to discuss the ideas or to have students offer illustrations would put the burden on the class to think back on what was important.

Jim, you had fascinating data on those hand-outs. I wonder why you did not lead a discussion of impressions (e.g., I noted small schools in the high and low achieving quadrants). At first I thought it was time constraints, but plenty of time remained.

Lisa and Jessica, you seemed most comfortable in front of a group---showing poise, good pace, use of gesture for emphasis. Danielle, your confidence seemed to grow. And Jim, trust me, practice will indeed allow you to feel "at home" in front of the class.

Perhaps we could have discussed "Sister Act" and how Whoopie Goldberg's character conveyed high expectations.

All told, good work. (I'll review the planning log separately.)

Appendix D

Feedback on Student-Led Class: Example 2

April 20, 2009

To: Rosanna, Loretta, Elizabeth, Jessica  
From: Dr. Gowie  
Re: Feedback on 4/16 class

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Overall, good work on the student-led class!

It seemed like four separate presentations, so I will address each person's strengths and areas for growth separately.

Elizabeth, you came across as capable, calm, thorough, and creative. You followed up on students' contributions well and usually expanded on their comments. Your sources were of high quality, as were the activities, particularly the scenarios based on novels we have read throughout the semester. "Mean Girls" fit well. Discussion of two points might have enhanced the class. First, you asked students to bring in an article on bullying, but did not talk about what they had found. Second, in the clip on "Bullying at School," the suggestion was made that victims should ask an adult for help. I wish we had the opportunity to consider and critique this recommendation--not that it is bad advice, but I wonder how to implement it well.

Loretta, it was a joy to watch you "blossom" in front of the class. You have a very pleasant teaching persona---friendly, warm, poised, good voice modulation.... You selected photos that did give the class the opportunity to formulate expectations based on nothing but appearances, thus making your point. "Freedom Writers" was a good selection, as were "Matilda" and "Stand and Deliver." Asking what teachers can do about expectations was a good focus. Excellent PowerPoint with sources noted; good use of *Scorpions*.

The first two segments ran for 50 minutes.

Jessica, you appeared confident, maintained a good pace of instruction, and gave excellent feedback and expansions on students' contributions. It was clear that you were familiar with the novel. The content of the PowerPoint was good, but images obscured some of the words---and there were some typos such as mixing up principle and principal. The presentation seemed hastily prepared. When working in school settings, you must make certain to produce error-free materials for students. I was struck by the contradiction between Elizabeth's request that the class close the laptops and your request that students post responses on their Google accounts and read them to the class. The figure showing 3 tiers of RTI was good. When you finished, you simply stopped, with no attempt at a logical, smooth transition to the next topic. (We missed you at the mandatory planning session.)

Rosanna, you were short on time for the material you had prepared, having only 15 minutes until the end, less time for the evaluation. The video clip set the stage. Your pace was good, as were the connections you made for the class, and the examples, especially of key terms. You commented and expanded on students' responses. The quality of your information was excellent. You were confident enough to offer your critique of some of the points. Humor and use of gesture for emphasis enhanced your teaching. One thing was distracting, and that was the frequency with which you prefaced your sentences with the utterance, "Umm." I began to keep a tally, and counted 31 "umms" in 8 minutes. The last time I pointed out this habit to a student, she was able to change immediately. I hope you will, too. (Step one in applied behavior analysis....) Thank you for sending detailed plans. I tried to reply, but got the message that your mailbox was full.

The homework and the evaluation were well-conceived and constructed.

Please refer also to the rubric for feedback.

Individual grades reflect what I perceived to be differing contributions to the overall presentation.

Grade: \_\_\_\_\_

Appendix E

Feedback on Student-Led Class: Example 3

April 28, 2009

To: Stevie, Nydia, Deonna, Danielle S.  
From: Dr. Gowie  
Re: Student-led Class on Effective Teaching

How can I begin this with any comment other than, "Effectively taught class?" Nice work. Overall grade based on rubric is 95%. I have many compliments and only a few suggestions.

Introduction was discussion of homework---a good idea resulting in lively discussion and much participation. You had a high rate of participation in the discussion of effective teachers as well. It was good to come back to this topic through the scavenger hunt and follow-up discussion. PowerPoint was well constructed with a few key words. "Dead Poets Society" was a good choice, but more opportunity to discuss what you saw in the "Rip It Out" segment would have been helpful. Danielle, you speak at a very fast pace, which was fine for us, but you may need to remember to slow down when you are teaching Spanish. You showed poise, maintained good eye contact with the class, and projected well.

Part 2 concerned direct instruction. Teaching us the basics of Quidditch was creative; the PowerPoint was nicely illustrated. Much good and important info---direct instruction, active teaching, Rosenshine's 6 teaching functions. This was the time to mention homework, which is appropriate as independent practice, so it fits into the Rosenshine model. I'm glad you added criticisms, but I am certain the class could have generated this list if given the opportunity to offer feedback on how much they (dis)liked being taught through a direct model. This was one point when I felt you were losing our attention---not your fault, but again an opportunity for the class to figure out why. Nydia, you seemed a bit nervous and tied to your notes. Experience will help with confidence. You may actually want to speak at a brisker pace.

Part 3, on group discussions, would have been interesting to structure as a group discussion from which students could derive the characteristics and principles---but that is a bit risky when you are a novice and don't know whether you can rely on the class to contribute. You did a nice job with the clip, characteristics, advantages, disadvantages, and guidelines. Deonna, you showed poise, spoke clearly, and projected well. Your pace was just right.



The transition to part 4 on cooperative learning was smooth and logical, Stevie. Well done. You, too, maintained a good pace and had good eye contact with the class. You shared much good information about cooperative learning (types, elements, roles) and made it personal by showing us the Johnson's photos. I think it was important to discuss limitations, though we could have talked about how to include challenged learners.

Deonna, you set up "Freedom Writers" well for us and made a sound decision, given time constraints, to skip the "Holocaust" segment.

Instructing the class to be back from the scavenger hunt in 20 minutes reflected a good sense of timing. While students were gone, you used the time well to distribute materials to make the remainder of the session run efficiently. The conclusion of the hunt, taping the (color-coded) human outline on the board and circumscribing it with characteristics brought the subject full circle. Ending class with the pros and cons of warmth and enthusiasm was an interesting choice; I'm not sure I understood the rationale for using that as your conclusion, but certainly students had plenty to say. Perhaps asking for comments comparing the teaching models would have given students an opportunity to integrate and summarize what they learned, but hindsight is always 20/20....

Overall, nice job. You all show great promise and should be very successful in our program!

Appendix F

Role Play: School Conference on Helen

**Characters:**

Helen's mother  
Helen's father  
Mr. Marshall (6<sup>th</sup> Grade Teacher)  
Mrs. Tuttle (Special Ed. Teacher)  
School Psychologist (chairing the conference)

**Situation:**

Create a new chapter in the novel *Sixth Grade Can Really Kill You...* in which both of Helen's parents are able to participate in a school conference regarding Helen's need for special education services.

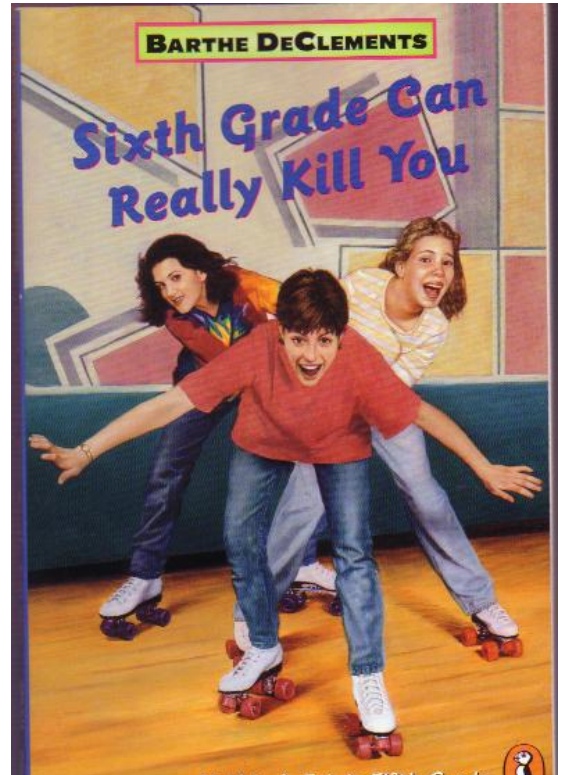
We have scheduled the meeting at the end of the school year so that Mr. Marshall has had time to get to know Helen and her abilities. Assume that Helen has visited the resource room just to look at it and to meet Mrs. Tuttle.

**Instructions:**

Meet in small groups. Each group will be assigned a character. Brainstorm that character's goals in the meeting and the arguments he or she anticipates encountering. Think about ways to encourage the cooperation and understanding of other conference participants. Develop strategies that will promote the best outcome for Helen. Select one student to represent the point of view of your character in the role play.

**Role of Observers:**

Keep notes on the points you find convincing. Be prepared to give feedback to the conference participants.



## Appendix G

### Project 2: Learner Differences

**Resources:** *Sixth grade can really kill you...but only if you let it* (DeClements); middle school science curriculum: digestive system

**Instructions:** Imagine that you are Helen's sixth grade teacher and you are responsible for her science instruction. You are developing one lesson as part of a unit on digestion. This lesson will reflect "best practices" in the areas of self-concept, self-esteem, intelligence and giftedness, and learning disabilities. In other words, you will develop a lesson plan for Helen that will be as effective as possible, given her reading difficulties.

Keep in mind that the unit may span a week or so. Select only one or two objectives and have a clear focus for this single lesson.

Our discussion on Blackboard contains specific ideas that reflect "best practices." Be sure to incorporate at least one key idea from each area. For example, we know it is important to build on a student's strengths (rather than drilling the student in her area of weakness). Therefore, make clear how you are working with Helen's strengths.

**Lesson Plan Format** (from our syllabus, with modifications):

- a. Title of Lesson and Unit**
- b. Objectives**
- c. Content** (Refer to information on the digestive system given below.)

The first three components should be brief. Concentrate on (d) and (e).

- d. Motivation** - How will you gain Helen's attention and build her interest?
- e. Instructional Sequence/Activities/Materials** - Exactly what will Helen do? Consider games, music, videos, debate, role play, simulation, case studies....

Be sure there is a clear reason for your choices and that the reason reflects best practices.

- g. Assessment** - How will Helen show you what she has learned?

Divide your work into two parts---the plan itself and a discussion section in which you explain why you made your instructional decisions.

Middle School Science Curriculum  
Digestive System

Instructional Objectives:

Upon completion of this unit, the learners will be able to:

- Describe the function of the human digestive system
  - Explain the importance of the digestive system
  - Locate and name body parts involved in the digestive system
  - Demonstrate understanding of the processes involved in digestion
  - Arrange the digestive system organs in the correct location
1. *Define digestion:* process of converting food into forms that can be absorbed and used by the body
  2. *Explain the importance:* regulates energy breakdown of nutrients; allows body to use good we eat; helps to convey food into energy and sustain us
  3. *Main organs of digestive system:* mouth, throat, esophagus, stomach, small intestine, large intestine, liver, gall bladder, rectum, pancreas (will interactive rollover scene for users to roll over and organ, hear its pronunciation, see its location within the system, and link to a descriptive page with animation to describe that organ and its processes)
  4. *Distinguish mechanical vs. chemical digestion:* mechanical: breaking, crushing, mashing of food; chemical: large molecules broken down into nutrients
  5. *Main process of digestive system*
    - A. Take bite, chew food, and swallow – teeth, mouth, throat, salivary glands, esophagus
      1. Salivary glands in mouth – food mixes with saliva (6 salivary glands)
      2. Esophagus – also known as gullet – connects throat to stomach; muscular tube that helps food down from throat to stomach; muscle contractions known as peristalsis
    - B. Stomach
      1. Thick muscle walls – contract to mash food
      2. First stores food
      3. Lower part mixes up food, liquid, and digestive juices through muscle action
      4. Stomach lining – produces strong digestive juices (HCl) to break food down chemically; dissolves its nutrients

5. Stomach empties food into small intestine

C. Pancreas

1. Makes powerful digestive juices (enzymes) which help to digest food as it enters small intestine

D. Gall Bladder

1. Baglike organ tucked under liver; produces and stores bile; food arrives in small intestine and bile flows from gall bladder along bile duct into intestine; helps digest fatty foods and contains wastes for removal

E. Small Intestine

1. Narrow and long ( 20 feet); more enzymes break down food; nutrients pass through lining of small intestine and into blood; carried away to liver and other body parts to be processed, stored, and distributed (include villi)

F. Liver

1. Blood from intestines flows to liver (carrying nutrients, vitamins, minerals, etc.); like a food processing factory with many different jobs; stores nutrients and changes them from one form to another; releases them into the blood according to body's needs (bile breaks up fat)

G. Large Intestine

1. Useful substances in leftovers are absorbed through walls of large intestine and back into blood; remains are formed into feces to be removed from body

H. Rectum

1. End of large intestine; stores wastes

Digested nutrients absorbed through intestinal walls; waste products move into colon and remain there for a day or two until wastes leave body

## Appendix H

### Assessment 2: Sample Response (unedited)

#### Project 2: Digestive System

#### **Davia, Kelly, Adam, Liza - WE WORKED COLLABORATIVELY**

As Helen's science teachers, we recognize Helen's strengths and weaknesses and want to play to them in order to effectively teach her about the Digestive System. Our first objective is to describe the function and importance of the digestive system:

- We recognize that one of Helen's strengths is her interest and talent in sports. We want to apply this lesson to Helen's world so that she can better relate to the subject. We will relate digestion to an athlete preparing for a big game. For example, an athlete might eat pasta - "carb-loading" - the night before a big game. This food would be absorbed into the athlete's digestive system and be broken down into nutrients and usable energy in order to sustain him/her throughout their athletic performance. We would also explain that an athlete might eat oranges at half-time to help sustain them during the second half; similar to drinking water or Gatorade throughout the game to keep them hydrated.
- We think that relating the Digestive System to sports will spark Helen's interest and make her understand the importance of the Digestive System and keep her more engaged in the classroom.

Our next objective is to help Helen locate and name the body parts involved in the Digestive System and describe their functions. We thought of two lessons that will help Helen remember this:

- The first lesson is creating an acronym that will help Helen remember the body parts involved in the Digestive System and the order in which they move through the body. For example, we would take the first letter of each body part: **M**outh, **T**hroat, **E**sophagus, **S**tomach, **P**ancreas, **S**mall **I**ntestine, **L**arge **I**ntestine, **L**iver, **G**all **B**ladder, **R**ectum. Next we would assign each body a word to help tell a story that Helen can remember easily. For example, the story might begin: **My Team Eats Some Pasta...**
- The second lesson would help Helen locate the organs in the body. We would have students partner up and one student would trace their partner's body on large sheet of poster paper. Organs would have been pre-cut by the teachers and handed out to each group. The "life-size" bodies will be taped on the walls and the students will engage in a game we have coined, "Pin the Organ on the Body." The teacher will read out the function of the organ and students will compete in teams against one another to pin the correct organ in the correct location. The winner will receive an extra point on their test or quiz. Helen, as a competitive individual who enjoys playing games, will enjoy this lesson as it brings a spirit of competitiveness into the classroom and will make the classroom culture much more lively and fun.
  - Prior to this game, it might help to come up with a digestive song to help Helen remember the function of each organ. Helen excels in music and can probably remember song lyrics easily. Although these

songs are kind of lengthy, these are the types of songs we might teach Helen: [http://www.totally3rdgrade.com/where\\_will\\_I\\_go.html](http://www.totally3rdgrade.com/where_will_I_go.html).  
The lyrics are as follows:

- I was born on a tree; that's where I'd like to be  
A shiny red apple on a farm  
But the farmer could see how yummy I would be  
So he sent me to the store with a hundred just like me

Where will I go? Where will I go? A healthy red apple, I don't know  
Where will I go? Where will I go? Then somebody bought me at the store

When I heard a hungry face say they'd like to have a taste  
I didn't know what would come of me  
Picked me up, took a bite, I got squeezed very tight  
Juices started flowing out of me

Where will I go? Where will I go?  
Where will I go? Where will I go? I don't know

Teeth biting me apart  
Saliva breaks me down  
Tongue pushing me around  
Where am I? The **MOUTH**

It's a muscular tube  
Where you swallow your food  
Mucus helps me move  
Where am I? The **ESOPHAGUS**

I land in an organ sack  
Digestive juices attack  
Mixing me into muck  
Where am I? The **STOMACH**

When you eat healthy food  
Nutrients are absorbed  
Moving through this tube, dude  
Where am I? The **SMALL INTESTINE**

Water is removed  
Making solid waste  
You wouldn't like the taste  
Where am I? The **LARGE INTESTINE**

The trip was very fun  
Now my job is done  
It's the end of the run  
Where am I? The **RECTUM**

I started in the mouth, then went down the esophagus  
Landed in the stomach alright

Pushed through the small and large intestines

Finished in the rectum last night

Where did I go? (Now I know), I helped a small child to grow

Where did I go? (Now I know), I helped a small child to grow

Where did I go? (Now I know), I helped a small child to grow

- Here is the link to the video of the song:

<http://www.youtube.com/watch?v=OYWVbt6t2mw>



Appendix I

Collaborative Project: The Learner

**Framework:**

Piaget's Model of Cognitive Development  
Moral Development and Prosocial Behavior  
Erikson's Model of Psychosocial Development  
Peer Influences  
Aggression and Bullying

*"We begin with the hypothesis that any subject can be taught effectively in some intellectually honest form to any child at any stage of development."*

*(Jerome Bruner, The Process of Education)*

**Task:** Imagine that you are a member of a group of teachers involved in a summer curriculum development workshop. Your goal is to promote prosocial behavior among the students in your school district. You plan to do this, in part, through a new unit on legends and fables. You have decided to have a common, district-wide set of materials for teachers and students to use. The Cherokee legend, "Two Wolves," will be included.

In order to help teachers develop their unit plans around the legends and fables, your summer workshop team will prepare two sample lessons as a model---one for seventh grade and one for twelfth grade---based on "Two Wolves." These will serve as the introduction to the legends and fables unit. Therefore, the introductory lesson must address the meaning of the wolves and the meaning of "feeding" the wolves.

Tailor your lesson to the developmental needs and abilities of your students, assuming that the seventh graders are capable of concrete operational thinking and are experiencing the conflict Erikson called industry vs. inferiority, and that the twelfth graders are capable of formal operational thinking and are working on establishing a firm sense of identity. Build into the lesson ways of supporting industry or identity, as appropriate, and ways of increasing prosocial behavior while decreasing antisocial behavior such as aggression, "shunning," or bullying. Incorporate positive peer influence.

**Process:** Work in your assigned group. Use Google Docs so that you can jointly develop your team's plans for grade 7 and grade 12. Save often! Each group member should choose a color for his or her contributions---but not green, the color I will use for feedback on your work. You may use notes and/or our text. If you find ideas on the Web, cite the source. (Don't spend much time looking, since this is an assignment I just

now devised.) Define key terms. Clearly link aspects of the two plans with characteristics of seventh- and twelfth-grade students, explaining why activities or strategies are developmentally appropriate.

*Two Wolves (A Cherokee Legend)*

**An old Cherokee grandfather was teaching his grandson about life.**

**“A fight is going on inside me,” he said to the boy.**

**“It is a terrible fight and it is between two wolves. One is evil — he is anger, envy, sorrow, regret, greed, arrogance, self-pity, guilt, resentment, inferiority, lies, false pride, superiority, and ego.”**

**“The other wolf,” he continued, “he is good — he is joy, peace, love, hope, serenity, humility, kindness, benevolence, empathy, generosity, truth, compassion, and faith. The same fight is going on inside you - and inside every other person, too,” he said. The grandson thought about it for a minute and then asked, “Grandfather, which wolf will win?”**

**The old Cherokee simply replied, “The one that you feed.”**

Appendix J

Group Assessment 1: Sample Student Work (unedited)

**Project 1 Group 1**

**Topic:** Moral Development

**Time:** One class period

**Learner Outcomes:**

- Students will be able to understand the impact of social environments on themselves.
- Students will understand how peer influences affect one's identity, decision making and overall attitude.
- Students will become more aware of the importance of their values when faced with moral decisions.
- Students will be able to apply the *Two Wolves* legend to the classic tale, Dr. Jekyll and Mr. Hyde. Through analysis of this work students will understand the destructiveness when aggressive behavior is chosen over passive.

**New York State Learning Standards:**

- Standard 3 - Students will read, write, listen, and speak for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

**Materials and Resources:**

- White board / dry-erase markers
- Dr. Jekyll and Mr. Hyde
- *Two Wolves* Legend
- Brief questions about Dr. Jekyll and Mr. Hyde
- Venn diagram worksheet

**Activities and Procedures:**

- Previous assignment due on the day of class was to read the *Two Wolves* Legend and complete Dr. Jekyll and Mr. Hyde.
- Class will begin with discussion about *Two Wolves*. First students will be asked to share their perception of the story and their ideas as to what it means.
  - This discussion should include points such as: the effects of social influences, aggressive behavior vs. prosocial behavior, morality, and identity.
  - This will be the basis for the analysis of underlying themes in Dr. Jekyll and Mr. Hyde.
- Students will break into groups of approximately 3 or 4 students and answer basic questions about the book to make sure they have read it. (See Key Questions)
  - Students will be asked to share their answers. This will clear up any confusion students may have encountered while reading the novel.
- To start connecting *Two Wolves* with Dr. Jekyll and Mr. Hyde, students will complete a venn diagram and record themes they identified while reading.
  - Below is an example of what students should complete.

Similar Themes

Dr. Jekyll & Mr. Hyde

Two Wolves

- Students should have been able to recognize the following similarities:

- Reputation in regards to identity – Erikson’s Stage 5 states that children at this level have achieved identity and are no longer extremely vulnerable to other’s perceptions.
- Violence / aggressive behavior – Through the text examples, students will be able to see the destructiveness when aggressive behavior is chosen.
- Innocence / passive behavior – Again, through text examples, students will see the rewarding effects of passive behavior especially when they are true to themselves.
- Extreme extents of particular traits – The language in *Two Wolves* portrays the actions in Dr. Jekyll and Mr. Hyde. For example: “anger, envy, sorrow, regret, greed” v. “joy, peace, love, hope” [*Two Wolves*].
- Duality of character in different situations – Split personalities in the novel and ‘fight inside’ in *Two Wolves*.
- Homework assignment will be for students to write an analytical essay furthering their exploration of similarities and underlying ideas within both texts.

**Key Questions:**

What traits are specific to Dr. Jekyll and also Mr. Hyde?

- Which personality prevailed? What provoked this?
- How does *Two Wolves* tie into Dr. Jekyll and Mr. Hyde?
- How does *Two Wolves* relate to the present? Do you find yourself facing the ‘fight inside’?

## Appendix K

### Spring 2009 - Final Collaborative Project

Please type your responses to these questions on a Word document and e-mail it to me at [Gowie@Siena.edu](mailto:Gowie@Siena.edu). Identify your group members. Save often!

#### 1. Motivation

Each group will be assigned one character from a novel we read this semester.

Group 1: Cameron                      Group 4: Cameron

Group 2: Tish                            Group 5: Tish

Group 3: Jamal

Describe the assigned student's abilities, interests, and needs. Based on these characteristics, decide which models of motivation could be the most promising to use with the student to build his or her motivation to learn and succeed in school. **Select two models** that you believe are best suited to this particular individual in light of his or her life experiences and circumstances. Explain your choices.

**Models:** Learning/Social Reinforcement; Psychosocial; Goal-Setting; Expectancy x Valence; Needs (Maslow)

#### 2. Effective Teaching, Learning, and Motivation

Three class activities are listed below. For each one, tell in what ways you found the activity to be **effective**, basing your response on characteristics of effective teaching. Then, explore reasons underlying the effectiveness, linking those reasons to **models of learning and motivation**.

**Address each activity separately.** For each one, give two reasons why it was effective (e.g., students were actively involved), and then analyze two theories of learning and two models of motivation that you believe help to explain the activity's effectiveness.

**a. Role Play:** Helen's parent/teacher conference sharing her diagnosis of a specific learning disability and seeking parental agreement for special education services

**b. Videos** on violence: either bullying or school shootings or both

**c. Small group work:** either collaborating on planning your student-led class or working together on either of the first two projects (in place of two unit tests) or both

**Resources:** A table comparing four views of learning (behavioral, information processing, psychological/individual constructivism, and social/situated constructivism) is found on page 365 of the Woolfolk text. You added a fifth view, psychological modeling or learning by observation (also called social/cognitive learning theory).

We also discussed several models of motivation: learning/social reinforcement; psychosocial; goal-setting; expectancy x valence; needs theories (specifically, Maslow's hierarchy); and sociocultural views. These are described in PowerPoints on Blackboard.

**3. Optional Question (extra credit).** If you believe you have thoroughly answered the two required questions and have time remaining, **as individuals** you may respond to this third question. Please make your decision and write your response individually, since some members of your group may not wish to address this question or may need to leave to review for another final exam.

**Technology and Instruction:** The goal of using multiple technologies in teaching is to increase student learning. How would you design an Educational Psychology course to make the best use of technology? Give three specific examples related to any of the topics (development, learner differences, learning, motivation, effective teaching). Feel free to include activities from this semester, offering modifications and improvements, and to suggest completely different activities or combinations.

Appendix L

Student Self-Assessment Survey

Please respond to the following questions about your experience in EDUC 260. Your thoughtful consideration and reflections will be useful to me in modifying activities and assignments and/or in placing a different emphasis on them. Thank you for taking the time to answer the questions.

Be assured that this survey is confidential unless you choose to sign it. Place it in the designated envelope on the table.

**Please use the following rating scale:**

**7=strongly agree 4=neutral (neither agree nor disagree) 1=strongly disagree**

1. As a result of my experiences in EDUC 260, I now find myself thinking more critically about issues facing children and youth and about pressures on teachers and schools.

7      6      5      4      3      2      1

2. As a result of my experiences in EDUC 260, I now feel more strongly that teachers can make a positive difference in the lives of their students.

7      6      5      4      3      2      1

3. As a result of my experiences in EDUC 260, I feel more confident expressing and justifying my ideas about teaching and learning.

7      6      5      4      3      2      1

4. As a result of my experiences in EDUC 260, I have a stronger sense of career direction.

7      6      5      4      3      2      1

5. During the semester, I considered myself to be cognitively engaged---thinking about the course material and its relevance to me in my future career.

7      6      5      4      3      2      1

6. During the semester, I was behaviorally engaged---participating in class discussions, group work, and preparation for the student-led class.

7      6      5      4      3      2      1

Thank you for continuing to give valuable feedback on the following short-answer questions.

7. What were your goals in taking this course and how thoroughly were they met?

8. What is your most vivid memory of something we did in class?

9. How did your understanding of teaching evolve over the semester based on course content and the field placement?

10. Which of the novels did you enjoy? Why? Which of the novels contributed most to your understanding of development, learning and motivation, and effective teaching?

11. Which assignments or activities built your motivation to learn? When did you feel most actively engaged?

12. Do you have recommendations for improving this course?

Table 1. Students' Most Vivid Memories in Educational Psychology (unedited)

What is your most vivid memory of something we did in class?

Sub-topic	Comments
S-L C	<ul style="list-style-type: none"> <li>• Student-led classes</li> <li>• student led class</li> <li>• Without a doubt the student led classes</li> <li>• Our student-led class</li> <li>• The student led classes</li> <li>• Student led class</li> <li>• The student-led class</li> <li>• The student led class – it reinforced the idea of me becoming a teacher.</li> <li>• The student-led class I think was very helpful because it makes you begin to realize what you will actually be doing in your teaching career.</li> <li>• Student led class</li> <li>• My most vivid memory is my SLC. I was very much nervous, but learned a lot. I also very much appreciate the feedback I received from Dr. Gowie.</li> <li>• Student led groups</li> <li>• Teaching the class in my group</li> <li>• I had the chance to express my experience in the program I did.</li> <li>• The Jeopardy game that group 1 did.</li> </ul>
Group Work and Group Assessments	<ul style="list-style-type: none"> <li>• My groups</li> <li>• group tests</li> <li>• The lesson planning for our tests.</li> <li>• I liked the group work that we had.</li> </ul>
Miscellaneous	<ul style="list-style-type: none"> <li>• The name tags</li> <li>• Discussions. Maybe the Role Play?</li> <li>• Treasure hunt.</li> <li>• book discussions relating the material</li> </ul>

Table 2. Students' Responses: Most Motivating and Engaging Instructional Activities (unedited)

Which assignments or activities built your motivation to learn? When did you feel most actively engaged?

Sub-topic	Comments
S-L C	<ul style="list-style-type: none"> <li>• Student-led class because I wanted to put forth an effective lesson plan</li> <li>• Group work – SLC</li> <li>• I felt most motivated during other student-led classes</li> <li>• SLC</li> <li>• all student led classes, personal student led class</li> <li>• SLC</li> <li>• The student led class really motivated me to learn and was also when I felt most actively engaged.</li> <li>• SLC because it was very obvious if you did not prepare.</li> <li>• Student led classes made me want to participate more.</li> </ul>
Group Assessments	<ul style="list-style-type: none"> <li>• Group tests. I wanted to contribute the most I possibly could, during group work.</li> <li>• The group tests/projects. I knew I had to come prepared or I'd be letting my group down</li> <li>• Group work – lesson plans</li> <li>• lesson making</li> <li>• group exams made me want to participate more</li> <li>• Group work – lesson plans</li> </ul>
Group Work	<ul style="list-style-type: none"> <li>• I felt most motivated during class discussions with Dr. Gowie</li> <li>• interactive group work</li> <li>• class discussions</li> <li>• I feel most actively engaged and comfortable when we do group discussions</li> <li>• All group discussions</li> <li>• Recreating Potions lesson</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• PowerPoints</li> <li>• Google docs</li> <li>• I enjoyed the videos</li> <li>• Interview w/Edwin (videotaped)</li> </ul>
Games and Role Play	<ul style="list-style-type: none"> <li>• Treasure Hunt</li> <li>• Treasure Hunt</li> <li>• Activities are generally the ones that are hands on &amp; games that make the class</li> <li>• I enjoyed Jeopardy as a way of learning.</li> <li>• The most engaging one was the role play.</li> </ul>
Miscellaneous	<ul style="list-style-type: none"> <li>• Reading the novels! I felt most actively engaged when Dr. Gowie asked the question and I participated.</li> <li>• Field Experience</li> </ul>



Table 3. Teacher Efficacy Beliefs (Spring 2009)

Instructions: Please indicate your personal opinion about each statement by circling the appropriate response at the right of each statement.

Statement	Mean	Standard Deviation	High Efficacy
1. When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment.	5.03	1.21	6
2. My teacher training program and/or experiences has given me the necessary skills to be an effective teacher.	2.00	0.82	1
3. If I really try hard, I can get through to even the most difficult or unmotivated students.	2.18	0.96	1
4. The influences of a student's home experiences can be overcome by good teaching.	2.26	1.19	1
5. When I really try, I can get through to most difficult students.	2.32	1.06	1
6. If parents would do more for their children, I could do more.	3.24	1.13	6
7. Even a teacher with good teaching abilities may not reach many students.	3.29	1.15	6
8. If students aren't disciplined at home, they aren't likely to accept and discipline.	3.32	1.45	6
9. The amount a student can learn is primarily related to family background.	3.79	1.13	6
10. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.	3.97	1.46	6

Key:

1=Strongly Agree

2=Moderately Agree

3=Agree slightly more than disagree

4=Disagree slightly more than agree

5=Moderately Disagree

6=Strongly Disagree

Table 4. Teacher Efficacy Beliefs (April 2010)

Instructions: Please indicate your personal opinion about each statement by circling the appropriate response at the right of each statement.

Statement	Mean	Standard Deviation	High Efficacy
11. The amount a student can learn is primarily related to family background.	4.29	1.40	6
12. If students aren't disciplined at home, they aren't likely to accept and discipline.	3.35	1.32	6
13. When I really try, I can get through to most difficult students.	2.06	1.43	1
14. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.	4.82	1.24	6
15. If parents would do more for their children, I could do more.	3.29	1.49	6
16. If I really try hard, I can get through to even the most difficult or unmotivated students.	1.94	1.20	1
17. When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment.	4.76	1.03	6
18. The influences of a student's home experiences can be overcome by good teaching.	2.13	1.31	1
19. Even a teacher with good teaching abilities may not reach many students.	3.47	1.07	6
20. My teacher training program and/or experiences has given me the necessary skills to be an effective teacher.	1.94	1.60	1

Key:

1=Strongly Agree

2=Moderately Agree

3=Agree slightly more than disagree

4=Disagree slightly more than agree

5=Moderately Disagree

6=Strongly Disagree

Figure 1.  
A simplified model of collective teacher efficacy  
Goddard, Hoy and Hoy (2000), p. 486

