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The Relationship Between the Educational Beliefs and the Instructional Practices of Education Interns

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THE RELATIONSHIP BETWEEN

THE EDUCATIONAL BELIEFS AND

THE INSTRUCTIONAL PRACTICES

OF EDUCATION INTERNS

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ABSTRACT

Education researchers suggest that, since belief systems influence practicing teachers' behavior, it is important for teachers to examine their educational beliefs to determine whether those beliefs are consistent with current knowledge about teaching and learning.

If the same relationship between beliefs and practices of inservice teachers holds true for preservice teachers, since beliefs are extremely resistant to change, reflection upon educational beliefs should be cultivated during the preservice stage of teacher development. To discover whether such a parallel exists, 12 preservice teachers, during their internships, were selected for study. First, they responded to a series of vignettes to ascertain beliefs about five instructional strategies. Second, a content analysis of the the interns' lesson plans was conducted to determine their instructional practices. Finally, 7 of the 12 interns were interviewed to explore consistencies and discrepancies.

The study's results indicate that the findings of research studies documenting a connection between educational beliefs and instructional practices of inservice teachers also hold true with regard to preservice teachers.

The study suggests that teacher education programs embrace and operationalize the proposition that encouraging reflective thought in teacher candidates is critical to enhancing their professional preparation.

CHAPTER ONE

INTRODUCTION

Background for the Study

This study describes the beliefs of education interns relative to selected research-supported instructional practices and examines the extent to which these practices are consistent with the interns' stated beliefs. Is there a relationship between the educational beliefs of interns and their instructional practice? If their practice is in accord with their beliefs, what factors facilitated this congruent circumstance? If their practice is discrepant with their beliefs, what factors mediated the operationalizaton of these beliefs? The implications of the answers to these questions indicate what recommendations for improving the professional preparation of preservice teachers?

In recent years, there have been calls for reform in teacher education in order to ensure that teacher education programs produce graduates who can meet the challenge of competently delivering instruction to students (Edmunson, 1990; Goodlad; 1990). The principal mission of teacher education programs is to produce teachers who will implement effective, research-based instruction which can positively

impact student achievement. Hawley, Austin, and Goldman (1988) subsume the demands for teacher education reform under eight themes, one of which is the offering of methods courses that incorporate the findings of recent research.

There exists a knowledge base of effective teaching exemplars which are positively correlated with student achievement (Kagan, 1992; Lawson, 1992). Also, there are studies indicating that the beliefs of inservice teachers are associated with congruent styles of teaching (Bondy, 1990; Brickhouse, 1990; Gudmundsdottir, 1990). Does this relationship between beliefs and practice also hold true for interns? If, indeed, there is a connection between interns' educational beliefs and instructional practices, then it would be beneficial if their educational beliefs are in agreement with the knowledge base. What can teacher training programs do to communicate this knowledge base in a way that is meaningful and valued, thereby increasing the likelihood that corresponding, effective practices will be implemented, favorably affecting student achievement?

Because of the uncertainty, ambiguity, and isolation that are characteristic of classroom teaching, it is important that teachers develop a coherent, solid set of pedagogical beliefs which will allow them to engage in problem defining and solving in order to manage classroom instruction with confidence and assurance (Reynolds, 1992). Moreover, since firmly-entrenched beliefs are

resistant to change (McDiarmid, 1990), a sound belief system relative to educational practices, rather than being ineffectively challenged at the inservice stage of teacher development, needs to be cultivated early on, during the preservice stage of a teacher's career.

Although data exist on the self-efficacy beliefs of preservice teachers, data regarding the educational beliefs of this population are lacking. Researchers have indicated the need for disciplined inquiry into this area (Kagan, 1992; Pajares, 1992).

Statement of Purpose

The purpose of this study is to determine if there is a relationship between the educational beliefs of interns and the instruction they deliver. If the researcher's hypothesis that there does exist such a relationship is supported, then with the data supplied by this study, teacher education programs will be able to structure courses and clinical experiences that will contribute to the goal of producing teachers whose pedagogy is consistent with effective instructional practices.

Definitions

<u>Teachers</u>: inservice and preservice teachers

<u>Inservice teachers</u>: practicing teachers

<u>Preservice teachers</u>: entry, midpoint, and student teachers enrolled in a teacher education program

<u>Interns</u>: preservice teachers during the semester of their student teaching field experience

<u>Students</u>: learners enrolled in K-12 educational programs

<u>Beliefs</u>: firm convictions inferable from what an individual says, intends, and does (Rokeach, 1968)

<u>Self-efficacy beliefs</u>: the extent to which teachers believe in their ability to positively affect student achievement (Gorrell & Capron, 1990)

<u>Educational beliefs</u>: preservice or inservice teachers' implicit assumptions about students, learning, classrooms, and the subject matter to be taught (Kagan, 1992)

Research Questions

Given that the purpose of this study is to explore the correspondence between interns' educational beliefs and instructional practices, this study will be directed primarily at answering this question: Is there a relationship between the educational beliefs of interns and the instructional practices they implement?

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Because the utility of this study will be in its ability to investigate this question in a way that derives information that will be beneficial in helping teacher educators improve the coursework and clinical experiences they provide for the preservice teachers in their programs, two related questions are addressed. First, if interns' instructional practices are in accord with their educational beliefs, what factors exist that allow this congruent circumstance? Second, if interns' practices are discrepant with their educational beliefs, what factors mediate the practice of those beliefs?

Procedures

In contrast with a true experiment, this research is descriptive in nature. The purpose of this study is to determine the nature of interns' educational beliefs and instructional practices. Descriptive research is appropriate when the investigation concerns the current status of attitudes and beliefs, and when the variables that are described are to be related (Schumacher & McMillan, 1993).

Twelve interns participated in the study. Data collection techniques included an instrument containing vignettes to elicit the participants' educational beliefs, a content analysis of lesson plans, and standardized

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interviews consisting of semistructured questions. Interviews
were tape recorded, transcribed and analyzed.

Theoretical Base

Rokeach's (1968) conception of the nature of beliefs
was used to frame this study. A central assumption of his
definition is that, essentially, beliefs are constructs
which can be inferred from what an individual says, intends,
and does. These propositions are capable of being preceded
by the phrase: I believe that....

Significance of the Study

This study is significant because it complements
existing knowledge about the educational beliefs of
inservice teachers. Research on educational beliefs exists,
but the focus of this research has been on those beliefs of
inservice teachers. However, studies indicate that beliefs
are brought to, and formed in, teacher education programs by
teacher candidates (Kennedy, 1991; McDiarmid, 1990; Wilson,
1990). Therefore, studying the beliefs of preservice
teachers as well as those of inservice teachers would provide
a more complete picture of the actual population that should
be referenced when the educational beliefs of teachers are
under consideration.

The existing research that has been conducted on inservice teachers indicates that their classroom practices are in accord with their beliefs about those instructional practices. That is, possessing a knowledge base is less influential relative to practice than possessing positive beliefs about that knowledge base (Pajares, 1992). If this relationship between beliefs and practice also holds true for preservice teachers, then teacher education programs will need to engage more energetically in the exploration of ways to go beyond simply communicating a knowledge base of instruction to preservice teachers and examine and challenge the beliefs they bring to the learning environment.

In terms of the clinical experience, these data might prompt teacher training programs to increase their efforts to place interns with cooperating teachers who demonstrate those instructional practices consistent with what has been taught in the college methods courses. Tremendous investments of time, energy, and money are involved in the process of teacher education. To have programs in which preservice teachers exit with identical educational beliefs with which they entered represents a paltry return on these investments. Improved teacher education programs will benefit preservice teachers; however, the ultimate payoff will be increased student achievement that results from the the widespread implementation of effective instructional practices by teachers trained in colleges of education.

CHAPTER TWO

REVIEW OF LITERATURE RELATED TO BELIEFS

OF INSERVICE AND PRESERVICE TEACHERS

The aim of this research study is to examine the instructional behaviors of education interns in light of their beliefs. Research is worth doing if it builds knowledge and investigates a dimension of a topic inadequately explored (Marshall & Rossman, 1989). The nature of this review is integrative. Its purpose is to summarize related research and to describe the ways in which this study intends to extend the existing body of knowledge.

This review of the literature is described in four phases. First, there will be a look at beliefs in general, focusing on the perspective that will guide this study's conceptual framework. Second, the study will address research on inservice teachers' beliefs and correlative behaviors. Third, research on preservice teachers' beliefs will be examined. The review will conclude with a summary which examines the significance of the literature with respect to the research question and suggests how answers to

the question augment the knowledge base provided by related studies.

Philosophers have studied the nature of beliefs for centuries. Early philosophers held that belief was simply the entertainment of a proposition. In the 19th century, Scottish philosopher Alexander Bain proposed that belief should be defined in terms of behavior, because belief has no meaning except with respect to one's actions (Quinton, 1967).

It is this latter point of view that informs the definition of Rokeach (1968), who defined belief as "any simple proposition, conscious or unconscious, inferred from what a person says or does, capable of being preceded by the phrase, 'I believe that...'" (p. 113). Belief is a construct that cannot directly be observed or measured but must be inferred from what an individual says, intends, and does. Pajares (1992) asserts that Rokeach's conceptualization of belief "is useful and holds valuable implications for the understanding of educational beliefs" (p. 320). He also holds that rhetoric, intent, and behavior, the components of the belief construct, are "fundamental prerequisites that educational researchers have seldom followed" (p. 314).

There has been much discussion in the field of teacher education about providing an appropriate knowledge base for teachers. However, there must be a simultaneous consideration of teachers' beliefs because, as Kagan (1992)

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points out, "most of a teacher's professional knowledge can be regarded more accurately as belief" (p. 73). When considering teacher's beliefs, Kagan points out that there are two research agendas: self-efficacy beliefs and educational beliefs.

Studies of educational beliefs and consequent practices exist for inservice teachers in all subject areas. In addition, researchers have investigated teachers at all grade levels: elementary, middle, and secondary. Bondy (1990) conducted a qualitative study in a first-grade classroom. She found that the teacher's educational beliefs, although tacit and unarticulated, about reading and reading instruction influenced her instruction. She asserts that teachers' beliefs must be brought to a level of awareness because "conscious beliefs can then be examined in light of new ideas, theories, and practices" (p. 40). Freeman and Porter (1989) studied four elementary teachers and their assumptions about math methods. It was found that their assumptions guided the way in which these teachers utilized their math textbooks.

Also in math, Stein, Baxter, and Leinhardt (1988) compared a fifth-grade teacher's beliefs about how to teach graphing with the presentation of a lesson on graphing. Videotapes of the lesson indicated that classroom instruction was consistent with the teacher's stated beliefs. Hollon, Anderson, and Roth (1991) studied two

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middle school science teachers via interviews and classroom observations. Their instruction was congruent with their beliefs about teaching and learning science.

Wilson and Wineburg (1988) used interviews and classroom observations to investigate the beliefs of four secondary teachers regarding history. There was a correlation between those beliefs and how they planned and organized instruction. Grossman (1989) used interviews and classroom observations to examine the educational beliefs of two high school teachers about literature. The finding was that the teachers' conceptions of what it means to read literature influenced the goals they established and the methods of instruction. A third secondary-level study was conducted by Gudmundsdottir (1990). Through interviews, observations, and document analysis, he found that the educational beliefs of two secondary English and two secondary history teachers influenced not only the choice of materials and the instructional practices in their content areas but also the perceptions of the general educational needs of their students.

These studies indicate that inservice teachers' educational beliefs affect their instructional practice. However, the extent to which preservice teachers' educational beliefs influence their instructional practice is not well understood.

Two studies have examined the self-efficacy beliefs of

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preservice teachers. Alderman and Benz (1985) studied the efficacy beliefs of elementary and secondary interns. They found that in comparison with veteran teachers, the interns rated themselves as more effective. In the second study, Benz, Bradley, Alderman, and Flowers (1992) also compared the efficacy beliefs of preservice and inservice teachers. This time, the population of preservice teachers was subdivided into three groups: entry, midpoint, and interns. In the areas of motivation and socialization, the preservice teachers had an "unrealistically high" sense of efficacy. The researchers suggest that faulty theories, or educational beliefs, preservice teachers bring to teacher education programs account for this result. They advocate discussing and challenging the preconceptions of preservice teachers in order to help them construct educational beliefs that are effective in facilitating student achievement.

Having preservice teachers confront their educational beliefs was the objective of McDiarmid (1990), who sought to design a field experience to challenge preservice teachers' educational beliefs. He cites research which indicates that preservice teachers believe teaching subject matter involves telling or showing, learning means remembering facts, and learning results mainly from practice to help in remembering those facts. Also, they believe that some students are incapable of learning basic academic skills, and that some students are responsible for school failures because of an

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improper home environment. Finally, preservice teachers
believe they already know enough to start teaching before
beginning their professional studies; and what they don't
know, they will acquire from inservice teachers during field
experiences.

After having preservice teachers in an introductory
teaching course observe a math teacher whose pedagogy would
challenge their conventional wisdom about instruction,
McDiarmid had them to interview the teacher and write a
case study in an effort to have them reflect on the
experience. In their case studies, the preservice teachers
acknowledged that the students in the math class grasped
the concept being taught. However, they attributed this
understanding, not to pedagogy but rather, to the teacher's
content knowledge and student characteristics. They
indicated that the teacher's knowledge of math would be
virtually unattainable by most people and that the
students must be gifted, all claims that, in McDiarmid's
estimation, are "the refuge of students intent on keeping
beliefs intact" (p. 18).

Since beliefs are resistant to change, it is important
to search for ways that require preservice teachers to
examine their educational beliefs. The rationale for this
process is to determine the extent to which preservice and
inservice teachers' educational beliefs and instructional
practices are consistent with each other, since research

indicates that the practice of inservice teachers is influenced by their educational beliefs.

The value of a single study is based not only on its inherent worth but is "derived as much from how it fits with and expands on previous work" (Merriam, 1988, p. 61). This study seeks to add to the current body of knowledge about teachers' beliefs by investigating the educational beliefs of one category of preservice teachers, interns, and how those beliefs determine the nature of the instruction they plan and implement.

Pajares (1992) observes that research on teachers' educational beliefs is often poorly executed. He notes that difficulty in researching beliefs falls into two primary areas. The first area is ineffective conceptualization and definition of the belief construct. Second, such investigations are typically hampered by design problems.

To avoid these potential pitfalls, the researcher has made explicit his operationalization of belief as a construct inferable from what an individual says, intends, and does. It can succeed the sentence stem "I believe that...." In an effort to manage the second potential problem, the researcher has undertaken to develop methodologically sound research procedures, which are detailed in the sections which follow.

CHAPTER THREE

METHODOLOGICAL ISSUES

Validity and Reliability

Validity and reliability are important considerations

in research. The construct of validity is twofold. One

aspect of validity refers to the extent to which data are

provided that relate to commonly-accepted meanings of a

particular concept (Babbie, 1992). In order to ensure this

dimension of validity, the concept of belief, which is

central to this study, has been defined as a firm

conviction inferable from what an individual says, intends,

and does (Rokeach, 1968). It is hoped that this definition

will provide for readers a common conceptual frame of

reference, one which is consistent with the researcher's

intended meaning.

Second, validity refers to the degree to which a

measuring instrument provides the desired information about

the content being studied. Specifically, "face validity

refers to the evaluator's subjective appraisal of what the

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content of the test measures....If the items appear to deal with relevant content in the area, the test can be said to have face validity" (Borg, 1981, p. 94). The instrument developed by the researcher for this study to ascertain belief statements of interns has face validity. It is the researcher's view that the questionnaire items satisfactorily served the purposes of the research.

Evidence to support the face validity of an instrument also "relies on the judgment of people who are presumed to be knowledgeable about the variable being observed" (Wallen & Fraenkel, 1991, p. 88). In addition to being pilot tested, the instrument was reviewed by university professors conversant with issues regarding teacher education and underwent multiple revisions based on their input.

Reliability refers to the consistency of the information obtained (Wallen & Fraenkel, 1991). To address this consideration, the researcher asked participants only about issues with which they should be familiar and that are relevant to them. Also, the researcher endeavored to be as clear as possible regarding the information being sought. According to Babbie (1992), these measures maximize reliability. Babbie also asserts that by making explicit the procedures of research designs, qualitative researchers further enhance reliability. To this end, the researcher has attempted to be precise in detailing the procedures that constituted his plan for disciplined inquiry.

Limitations

Generalizability of the findings of this study may be limited by the fact that participants represented one postsecondary institution. A second limitation may be that this study gathered only verbal data and no observational data, thus possibly missing out on important data that might have appeared during the interactive process of of teaching. While acknowledging these design characteristics as possible limitations, the researcher believes that the study has yielded information that will be useful to professionals responsible for the education of preservice teachers.

Ethical Considerations

Issues such as feasibility, clarity, significance, reliability, and validity are not the only important dimensions of credible research. It is also critical that researchers consider the ethics of their research. The researcher adhered to applicable ethical principles published by the American Psychological Association (Schumacher & McMillan, 1993). The measures taken to address ethical considerations are detailed below.

1. The researcher was as open and honest as possible with the participants regarding the nature of the research.

2. Participants were not subjected to any physical
   discomfort, mental distress, harm, or danger.

3. The researcher secured consent from the participants
   prior to their involvement in the study. A copy of the
   the informed consent letter appears in Appendix A.

4. Information obtained about and from participants was held
   confidential. Once the data were collected, no one else
   had access. Names were removed from all data collection
   forms and numerals assigned to represent participants,
   because it was important to identify individual
   participants to complete the full data analysis process.
   This linkage system was not shared with anyone else. The
   names of individual participants were not used in the
   final report which describes the research.

5. The researcher provided participants with the opportunity
   to receive the results of the study.

CHAPTER FOUR

STUDY DESIGN AND IMPLEMENTATION

Participants

The data for this research were collected from 12 preservice teachers, 9 females and 3 males, who interned during the fall of 1993 at Flagler College, a liberal arts institution with an enrollment of approximately 1300 students, which offers the Bachelor of Arts degree. These interns represent a variety of teaching levels and areas, as shown in Table 1 below. All areas are Florida Department of Education state-approved teacher education programs.

TABLE 1

TEACHING AREAS & NUMBER OF INTERNS

Elementary/Deaf Education	3
Elementary/Mental Retardation	2
Elementary/Learning Disabilities	3
Secondary Education/Mathematics	2
Secondary Education/Social Studies	1
Physical Education	1
Total Interns	12

Data Collection & Analysis

Data were collected in three ways: questionnaire, content analysis of lesson plans, and interviews. The first two techniques reflect Rokeach's notion of belief as a construct inferable from what one says, intends, and does. They provided data to answer the centerpiece research question of whether there is congruence between interns' educational beliefs and instructional practices. The third technique derived answers to the allied questions regarding factors facilitating or impeding congruence.

First, to uncover interns' educational beliefs, the interns were administered a questionnaire which measured those beliefs relative to five research-based strategies. These strategies were chosen based on the likelihood that evidence of intent would appear in interns' lesson plans, the content of which would be analyzed. These strategies cover the spectrum of the instructional process (planning, implementation, and evaluation) and are based on the following research generalizations:

1. Effective lesson designs include "set induction" to direct students' attention and prepare them for instruction by providing links between familiar and new material (Ausubel, 1968; Hawk, 1986; Hunter, 1976; Schuck, 1985).

2. Effective lessons include "lesson closure" by having

students review what was learned in class (Carnine, 1990; Freiberg & Driscoll, 1992; Rosenshine, 1983).

3. Cooperative learning strategies improve student achievement (Slavin, 1990).

4. There is a positive relationship between homework and achievement (Keith, 1982; Knorr, 1981; Wolf, 1979).

5. Effective assessments are consistent with stated lesson objectives (Cohen, 1987; Eggen & Kauchak, 1992).

The beliefs of interns regarding these five strategies were measured using five pairs of vignettes, the full texts of which appear in Appendix B. One scenario in each pair reflected effective practices; the other, ineffective practice. Respondents were directed to indicate either: "I believe that Scenario A is the better course of action" or "I believe that Scenario B is the better course of action." In addition, participants were requested to write a brief rationale supporting their choices, in order to ensure that choices were made relative to the specific research generalization being measured. Participants' choices were accepted as indicators of their beliefs about the strategy exemplified. This instrument was administered during the course of the participants' internship during the fall of 1993.

At the time of the study, there didn't exist an instrument which met the requirements of the researcher. Therefore, the researcher developed an

instrument which seemed reasonable for conducting the study and gathered pilot data to revise and refine the instrument. To this end, the researcher:

1. Became acquainted with possible approaches for measuring beliefs.

2. Wrote specific objectives for the instrument.

3. Wrote items (vignettes) for each objective.

4. Pilot tested the instrument on 13 preservice teachers enrolled in the fall of 1993 in the course EDU 323, Beginning Teacher Plan. One semester away from internship, these preservice teachers had studied the research-based strategies addressed in this study and should have been able to provide feedback on both content and clarity.

5. Revised the instrument, based on feedback from the participants in the pilot test.

6. Asked professors at the University of North Florida who are knowledgeable about teacher education, specifically curriculum and instruction issues, to review the vignettes for clarity, conciseness, bias, and any other matters they felt might be problematic.

7. Revised the instrument and produced a final copy.

Table 2 on the following page indicates how the participants responded to the vignettes.

TABLE 2

BELIEF QUESTIONNAIRE RESPONSES

INSTRUCTIONAL STRATEGY	BELIEF?
1. Effective lessons include set induction.	YES = 12 NO = 0
2. Effective lessons include lesson closure.	YES = 12 NO = 0
3. Cooperative learning strategies improve student achievement.	YES = 11 NO = 1
4. There is a positive relationship between homework and achievement.	YES = 12 NO = 0
5a. Effective evaluations are consistent with stated objectives.	YES = 9
5b. Effective evaluations require more than recall of information.	YES = 3

Originally, there were only five instructional strategies being measured. However, with the fifth pair of vignettes, illustrating alignment/misalignment between objective and evaluation, Participants 8, 10, and 11 chose Scenario B, with the rationale being their belief that student evaluations should have them apply, not simply recall, what they learned. Since the purpose of the study was to look at congruence between beliefs and practices, the lesson plans of these three participants were examined with respect to their stated belief (5b rather than 5a, Table 2). In addition, the literature supports the need for teachers to evaluate classroom learning beyond merely the recall level (Bloom, 1984; Stiggins, Griswold, & Wikelund, 1989).

Second, to determine the implementation of the

strategies in Table 2, 600 lesson plans, 50 from each of the
12 interns, representing 2-3 weeks of instruction, were
collected and a content analysis conducted. A percentage was
derived based on the number of appearances of the five
strategies divided by the number of lesson plans. Below are
sample statements from the lesson plans accepted as
practices reflecting the five instructional strategies.

1. Effective lessons include set induction. Interns received
   credit for set induction if there was a statement
   indicating (a) orientation to introduce new material,
   (b) transition to move from known or previously-covered
   material to new material, or (c) assessment to review
   previously-learned information (Kellough & Roberts,
   1994). Acceptable set induction statements included:
   "Motivate-- ask students to imagine where they might like
   to live" (orientation), "Relate grouping like terms
   together in an algebraic expression to grouping different
   kinds of music together" (transition), and "Review the
   four kinds of sentences" (assessment).
2. Effective lessons include lesson closure. Lesson plans
   were considered to contain lesson closure if there was
   review/summary to conclude a lesson segment or
   consolidation of instruction by having students practice
   concepts they have learned (Kellough & Roberts, 1994).
   Acceptable lesson closure statements in lesson plans

included: "Review goods and services and how they are related" (review) and "Assign practice problems 12-41" (reinforcement).

3. <u>Cooperative learning strategies improve student achievement</u>. Acceptable statements exemplifying cooperative learning included: "Complete p. 19 working in pairs" and "Have the students try several problems in small groups with the lab gear."

4. <u>There is a positive relationship between homework and achievement</u>. Acceptable statements included: "Give 10 more problems each type to take home for practice" and "Homework: Students will be given a review sheet for Act 1 to complete."

5a. <u>Effective evaluations are consistent with stated objectives</u>. Illustrations of this practice were: "Objective: Students will be able to identify the four main directions on a map. Evaluation: Students will complete handouts identifying the four cardinal directions" and "Objective: To develop a chart by groups of prime and composite numbers. Evaluation: Chart of prime and composite numbers."

5b. <u>Effective evaluations require more than recall of information</u>. Examples of this practice were: "Write a sentence using each rule" and "Make bar graphs."

Table 3 on the following pages indicates the frequency of the instructional strategies in the interns' lesson plans.

TABLE 3

INSTRUCTIONAL PRACTICE FREQUENCY

PARTICIPANT 1

INSTRUCTIONAL STRATEGY	FREQUENCY
1. Effective lessons include set induction.	92%
2. Effective lessons include lesson closure.	100%
3. Cooperative learning strategies improve student achievement.	28%
4. There is a positive relationship between homework and achievement.	72%
5. Effective evaluations are consistent with stated objectives.	100%

PARTICIPANT 2

INSTRUCTIONAL STRATEGY	FREQUENCY
1. Effective lessons include set induction.	94%
2. Effective lessons include lesson closure.	94%
3. Cooperative learning strategies improve student achievement.	74%
4. There is a positive relationship between homework and achievement.	0%
5. Effective evaluations are consistent with stated objectives.	100%

TABLE 3 (Continued)

PARTICIPANT 3

INSTRUCTIONAL STRATEGY	FREQUENCY
1. Effective lessons include set induction.	54%
2. Effective lessons include lesson closure.	94%
3. Cooperative learning strategies improve student achievement.	6%
4. There is a positive relationship between homework and achievement.	90%
5. Effective evaluations are consistent with stated objectives.	88%

PARTICIPANT 4

INSTRUCTIONAL STRATEGY	FREQUENCY
1. Effective lessons include set induction.	78%
2. Effective lessons include lesson closure.	100%
3. Cooperative learning strategies improve student achievement.	12%
4. There is a positive relationship between homework and achievement.	46%
5. Effective evaluations are consistent with stated objectives.	100%

TABLE 3 (Continued)

PARTICIPANT 5

INSTRUCTIONAL STRATEGY	FREQUENCY
1. Effective lessons include set induction.	92%
2. Effective lessons include lesson closure.	92%
3. Cooperative learning strategies improve student achievement.	14%
4. There is a positive relationship between homework and achievement.	18%
5. Effective evaluations are consistent with stated objectives.	100%

PARTICIPANT 6

INSTRUCTIONAL STRATEGY	FREQUENCY
1. Effective lessons include set induction.	82%
2. Effective lessons include lesson closure.	94%
3. Cooperative learning strategies improve student achievement.	26%
4. There is a positive relationship between homework and achievement.	60%
5. Effective evaluations are consistent with stated objectives.	100%

TABLE 3 (Continued)

PARTICIPANT 7

INSTRUCTIONAL STRATEGY	FREQUENCY
1. Effective lessons include set induction.	84%
2. Effective lessons include lesson closure.	100%
3. Cooperative learning strategies improve student achievement.	22%
4. There is a positive relationship between homework and achievement.	8%
5. Effective evaluations are consistent with stated objectives.	96%

PARTICIPANT 8

INSTRUCTIONAL STRATEGY	FREQUENCY
1. Effective lessons include set induction.	88%
2. Effective lessons include lesson closure.	100%
3. Cooperative learning strategies improve student achievement.	0%
4. There is a positive relationship between homework and achievement.	64%
5. Effective evaluations require more than recall of information.	76%

TABLE 3 (Continued)

PARTICIPANT 9

INSTRUCTIONAL STRATEGY	FREQUENCY
1. Effective lessons include set induction.	72%
2. Effective lessons include lesson closure.	94%
3. Cooperative learning strategies improve student achievement.	30%
4. There is a positive relationship between homework and achievement.	18%
5. Effective evaluations are consistent with stated objectives.	80%

PARTICIPANT 10

INSTRUCTIONAL STRATEGY	FREQUENCY
1. Effective lessons include set induction.	72%
2. Effective lessons include lesson closure.	92%
3. Cooperative learning strategies improve student achievement.	6%
4. There is a positive relationship between homework and achievement.	98%
5. Effective evaluations require more than recall of information.	100%

TABLE 3 (Continued)

PARTICIPANT 11

INSTRUCTIONAL STRATEGY	FREQUENCY
1. Effective lessons include set induction.	88%
2. Effective lessons include lesson closure.	92%
3. Cooperative learning strategies improve student achievement.	32%
4. There is a positive relationship between homework and achievement.	16%
5. Effective evaluations require more than recall of information.	100%

PARTICIPANT 12

INSTRUCTIONAL STRATEGY	FREQUENCY
1. Effective lessons include set induction.	74%
2. Effective lessons include lesson closure.	100%
3. Cooperative learning strategies improve student achievement.	16%
4. There is a positive relationship between homework and achievement.	14%
5. Effective evaluations are consistent with stated objectives.	100%

Next, the belief statements (based on the instrument) were correlated with instructional practices (based on the lesson plan content analysis) to determine the answer to the principal research question: Is there a relationship between educational beliefs and instructional practices of interns? Table 4 indicates the answer to this question.

TABLE 4

BELIEF/PRACTICE CORRELATIONS

BELIEF? - YES or NO based on intern vignette choice corresponding with the identified instructional strategy.

PRACTICE? - YES or NO based on frequency with which strategy appears in lesson plans. Criteria: 50% for Strategies 1, 2, 4, 5; 10% for Strategy 3.

FREQUENCY? - Percentage with which instructional strategy appears in lesson plans; number of instances divided by number of plans

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PARTICIPANT 1

INSTRUCTIONAL STRATEGY	BELIEF?	PRACTICE?	FREQUENCY?
1. Effective lessons include set induction.	YES	YES	92%
2. Effective lessons include lesson closure.	YES	YES	100%
3. Cooperative learning strategies improve student achievement.	YES	YES	28%
4. There is a positive relationship between home-work and achievement.	YES	YES	72%
5. Effective evaluations are consistent with stated objectives.	YES	YES	100%

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TABLE 4 (Continued)

PARTICIPANT 2

INSTRUCTIONAL STRATEGY	BELIEF?	PRACTICE?	FREQUENCY?
1. Effective lessons include set induction.	YES	YES	94%
2. Effective lessons include lesson closure.	YES	YES	94%
3. Cooperative learning strategies improve student achievement.	YES	YES	74%
4. There is a positive relationship between home-work and achievement.	YES	NO	0%
5. Effective evaluations are consistent with stated objectives.	YES	YES	100%

PARTICIPANT 3

INSTRUCTIONAL STRATEGY	BELIEF?	PRACTICE?	FREQUENCY?
1. Effective lessons include set induction.	YES	YES	54%
2. Effective lessons include lesson closure.	YES	YES	94%
3. Cooperative learning strategies improve student achievement.	NO	NO	6%
4. There is a positive relationship between home-work and achievement.	YES	YES	90%
5. Effective evaluations are consistent with stated objectives.	YES	YES	88%

TABLE 4 (Continued)

PARTICIPANT 4

INSTRUCTIONAL STRATEGY	BELIEF?	PRACTICE?	FREQUENCY?
1. Effective lessons include set induction.	YES	YES	78%
2. Effective lessons include lesson closure.	YES	YES	100%
3. Cooperative learning strategies improve student achievement.	YES	YES	12%
4. There is a positive relationship between home-work and achievement.	YES	NO	46%
5. Effective evaluations are consistent with stated objectives.	YES	YES	100%

PARTICIPANT 5

INSTRUCTIONAL STRATEGY	BELIEF?	PRACTICE?	FREQUENCY?
1. Effective lessons include set induction.	YES	YES	92%
2. Effective lessons include lesson closure.	YES	YES	92%
3. Cooperative learning strategies improve student achievement.	YES	YES	14%
4. There is a positive relationship between home-work and achievement.	YES	NO	18%
5. Effective evaluations are consistent with stated objectives.	YES	YES	100%

TABLE 4 (Continued)

PARTICIPANT 6

INSTRUCTIONAL STRATEGY	BELIEF?	PRACTICE?	FREQUENCY?
1. Effective lessons include set induction.	YES	YES	82%
2. Effective lessons include lesson closure.	YES	YES	94%
3. Cooperative learning strategies improve student achievement.	YES	YES	26%
4. There is a positive relationship between home-work and achievement.	YES	YES	60%
5. Effective evaluations are consistent with stated objectives.	YES	YES	100%

PARTICIPANT 7

INSTRUCTIONAL STRATEGY	BELIEF?	PRACTICE?	FREQUENCY?
1. Effective lessons include set induction.	YES	YES	84%
2. Effective lessons include lesson closure.	YES	YES	100%
3. Cooperative learning strategies improve student achievement.	YES	YES	22%
4. There is a positive relationship between home-work and achievement.	YES	NO	8%
5. Effective evaluations are consistent with stated objectives.	YES	YES	96%

TABLE 4 (Continued)

PARTICIPANT 8

INSTRUCTIONAL STRATEGY	BELIEF?	PRACTICE?	FREQUENCY?
1. Effective lessons include set induction.	YES	YES	88%
2. Effective lessons include lesson closure.	YES	YES	100%
3. Cooperative learning strategies improve student achievement.	YES	NO	0%
4. There is a positive relationship between home-work and achievement.	YES	YES	64%
5. Effective evaluations require more than recall of information.	YES	YES	76%

PARTICIPANT 9

INSTRUCTIONAL STRATEGY	BELIEF?	PRACTICE?	FREQUENCY?
1. Effective lessons include set induction.	YES	YES	72%
2. Effective lessons include lesson closure.	YES	YES	94%
3. Cooperative learning strategies improve student achievement.	YES	YES	30%
4. There is a positive relationship between home-work and achievement.	YES	NO	18%
5. Effective evaluations are consistent with stated objectives.	YES	YES	80%

TABLE 4 (Continued)

PARTICIPANT 10

INSTRUCTIONAL STRATEGY	BELIEF?	PRACTICE?	FREQUENCY?
1. Effective lessons include set induction.	YES	YES	72%
2. Effective lessons include lesson closure.	YES	YES	92%
3. Cooperative learning strategies improve student achievement.	YES	NO	6%
4. There is a positive relationship between home-work and achievement.	YES	YES	98%
5. Effective evaluations require more than recall of information.	YES	YES	100%

PARTICIPANT 11

INSTRUCTIONAL STRATEGY	BELIEF?	PRACTICE?	FREQUENCY?
1. Effective lessons include set induction.	YES	YES	88%
2. Effective lessons include lesson closure.	YES	YES	92%
3. Cooperative learning strategies improve student achievement.	YES	YES	32%
4. There is a positive relationship between home-work and achievement.	YES	NO	16%
5. Effective evaluations require more than recall of information.	YES	YES	100%

TABLE 4 (Continued)

PARTICIPANT 12

INSTRUCTIONAL STRATEGY	BELIEF?	PRACTICE?	FREQUENCY?
1. Effective lessons include set induction.	YES	YES	74%
2. Effective lessons include lesson closure.	YES	YES	100%
3. Cooperative learning strategies improve student achievement.	YES	YES	16%
4. There is a positive relationship between home-work and achievement.	YES	NO	14%
5. Effective evaluations are consistent with stated objectives.	YES	YES	100%

Finally, there were follow-up interviews with 7 of the interns to examine correspondence and discrepancies between educational beliefs and instructional practices. These interviews consisted of semistructured inquiry designed to yield information which answers the two related research questions: What circumstances allowed for a congruence between educational beliefs and instructional practices? What factors impeded the execution of instructional practices in accord with educational beliefs? The full texts of the interviews can be found in Appendix C.

Results

The principal research questions to be answered by this
study were identified as the following:

1. Is there a relationship between the educational beliefs
   of interns and instructional practices they implement?

2. If interns' instructional practices are in accord with
   their educational beliefs, what factors facilitated these
   congruent circumstances?

3. If interns' instructional practices are discrepant with
   their educational beliefs, what factors mediated the
   operationalization of those beliefs?

The 12 participants in the study were examined with
regard to 5 researched-based strategies, resulting in 60
belief/practice situations. In 51, or 85%, of the instances,
there was consonance between beliefs and practice. In 9, or
15% of the instances, there was discrepancy between beliefs
and practice. These findings suggest that the answer to
question one is yes, it appears that the classroom practice
of interns is consistent with their educational beliefs.

What factors made it possible, in the majority of
instances, for interns to carry out instruction in accord
with their beliefs? Responses to this question in the
interviews yielded responses that fell into two general
categories: Field Experience Factors and College Experience
Factors (See Table 5).

What factors hampered the implementation of

instructional practices consistent with educational beliefs?
Interview responses indicated variables related to the
cooperating teacher as well as particular situational
variables (See Table 5).

TABLE 5

FACTORS RELATED TO BELIEF/PRACTICE CONSISTENCY

SUPPORTIVE FACTORS

I. FIELD EXPERIENCE
    A. Cooperating Teachers
        1. Their practice
        2. Regular feedback
        3. Support and guidance
        4. Freedom to try new ideas
        5. Help in translating theory into practice
        6. Opportunities to observe other teachers
    B. Situational Variables
        1. Allocated time
        2. Course content

II. COLLEGE EXPERIENCE
    A. Coursework
        1. methods courses
        2. courses in which:
           a. there was application
           b. there were demonstrations
           c. theory was connected with practice
    B. Professors' Instructional Strategies

INHIBITIVE FACTORS

I. Cooperating Teachers
    1. Their Practice
    2. Their Prohibition
        a. stated
        b. perceived

II. Situational Variables
    1. Time of year
    2. Allocated time
    3. Lack of skill managing strategies
    4. Age/Developmental level

CHAPTER 5

SUMMARY AND CONCLUSIONS

The purpose of this study was to examine the influence

of interns' educational beliefs on the instructional

practices that they employ in the classroom. The 5 strategies

that were examined in the study are part of the

research-derived knowledge base of characteristics of

effective teachers.

The researcher measured 12 interns' educational

beliefs regarding the five strategies using a questionnaire

with five pairs of vignettes. One of the scenarios in each

pair illustrated the research-based strategy. Choice of

a particular scenario was taken as evidence of belief in the

effectiveness of the corresponding strategy.

A total of 50 lesson plans for each intern was analyzed

to determine how frequently interns implemented the five

strategies in which they had indicated belief. A percentage

was derived for each strategy.

Belief statements and instructional practices were

correlated to determine whether or not interns who believed

or disbelieved the effectiveness of a particular strategy

engaged in that strategy to a greater or lesser extent.

Finally interviews were conducted with 7 of the 12 participants, all of whom were interns in the fall of 1993 at Flagler College, to ascertain factors contributing to the consistency or discrepancy between declared educational beliefs and instruction provided during their internship experience. The interviews were tape recorded. Responses were transcribed, analyzed and categorized.

Conclusions of the Study

The major conclusions are threefold. First, interns overwhelmingly indicated belief in the effectiveness of the research-based strategies that were a part of the study. Second, there appears to be a relationship between the educational beliefs of education interns and the classroom practices they implement. Third, there are identifiable factors influencing the delivery of instruction based on their educational beliefs.

Implications & Recommendations

An important implication based on the finding that preservice teachers are receptive to incorporating research-based strategies into their educational belief system is that such strategies should constitute the curricula of teacher education programs. Not only should

this knowledge base be transmitted but in ways which illustrate and emphasize its effectiveness. Gorrell and Capron go so far as to say that "if expert knowledge can be transmitted to a learner so that it is available for later application and so that the learner believes in the efficacy of that practice, many of the goals of professional education can be met" (1990, p. 15).

An implication of the finding that educational beliefs inform interns' instructional practices is that teacher education programs should structure coursework in ways which provide opportunities for preservice teachers to examine the assumptions and beliefs they hold about teaching and learning. McDiarmid observes that "most prospective teachers complete their teacher education programs without having examined the bases for their most fundamental beliefs....Teacher education students rarely become aware of the assumptions on which they operate" (1990, p. 13).

Articulating the rationale for belief examination, Rodriguez asserts that "teacher education programs must tap into the students' belief systems early in the program in order to assist students in constructing more significant meaning and deeper understanding of the educational theories presented to them" (1993, p. 220).

The overarching purpose of having preservice teachers develop awareness of their educational beliefs is to facilitate reflective thought, because "reflection is

embedded in belief systems and perceptual frameworks that are generally removed from awareness" (Marshall, 1990, p. 128).

Educational researchers have reported success using metaphors as a heuristic beneficial in encouraging reflection (Carter, 1990; Collins & Green, 1990; Tobin, 1990). Using case studies in courses can be useful in helping preservice teachers examine the impact of beliefs and values on instructional decisions. As Gudmundsdottir (1990) notes, "Case studies of teachers can be used to develop awareness of the role of values in pedagogical knowledge" (p. 51). Also, exercises such as "Developing A Statement About My Own Emerging Teaching Style" (Kellough & Roberts, 1994) have been designed to help preservice teachers examine their assumptions about education.

The implication based on the finding that there are college-based and field-based factors which facilitate and inhibit the practice of strategies in accord with beliefs is that teacher education programs should address the various factors identified by the interns.

The first proposition is that professors in teacher education programs should endeavor to teach according to researched-based strategies. As Participant 8 indicated regarding application activities provided by college professors, "That's what I tried to do in my classes, have the students do more application" (Interview, p. 60). Also,

Participant 10 (Interview, p. 66) pointed out that his practice involved "taking on teaching styles of professors I've had in college."

Second, professors in teacher education programs should provide opportunities for applications of the educational theories they teach preservice teachers. However, teacher educators are cautioned about attempting to provide a recipe of routines and methods which preservice teachers perceive as having generic, universal application. In his study of preservice teachers' beliefs, Rodriguez expressed the concern that "they seem to walk in their classrooms with an imaginary bag of tricks, full of ideas, strategies, and educational theories of teaching and learning, but they had difficulties figuring out which trick to use and under what conditions" (1993, p. 218).

Therefore, teacher education programs should strenuously endeavor to disabuse prospective teachers of the notion that teaching can be reduced to a set of instructions that can be simply memorized and implemented. Rather, teacher education programs should emphasize the view of teaching as a decision making process, with their role being to provide preservice teachers with not only technical competence, the skills involved in teaching, but also adaptive competence, the ability to wisely choose skills and strategies which are appropriate to particular circumstances (Lawson, 1992).

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With regard to field experiences, the major factor
which interns cited for being able to teach in accord with
their beliefs is the cooperating teacher. Given the reality
of this tremendous influence on interns, teacher education
programs should strive to identify and select teachers who
are appropriate models of effective instruction. Also,
cooperating teachers should be oriented in terms of
practices which the interns stated they found beneficial--
that is, offering regular guidance and feedback, helping to
connect theory and practice, allowing the freedom to try
new ideas, and providing opportunities to observe other
effective teachers.

Concluding Comments

Based on research which shows that educational beliefs
affect inservice teachers' actions, Marshall (1990) asserts
that it is important "to help teachers become aware of their
belief systems....Teachers need to examine whether their
beliefs correspond to current knowledge of teaching and
especially current knowledge of how students learn" (p. 128).
Given this study's findings, which indicate that educational
beliefs affect the instructional practices of preservice
teachers, Marshall's proposition should also apply.

It is important to stress that the purpose of having
preservice teachers examine their beliefs "is not to force

students to discard old ways of thinking. Rather, the idea is to encourage them to recognize their educational beliefs and the origins of those beliefs and to consider them in light of the professional knowledge they encounter in their education courses" (Bondy, 1990, p. 41).

Undeniably, one of the most important responsibilities with which any group of professionals is charged is the education of the nation's children. One of the characteristics of a profession is the use of a research base that informs practice (Duke, 1990). However, there is evidence that numerous teachers enter their profession merely teaching as they were taught. Prior experiences with their own teachers primarily influence how they think about and deliver instruction (Lortie, 1975).

Many of the standard practices used by former teachers, unfortunately, may not represent best practices, in light of current knowledge about effective teaching. Also, this reliance on prior pedagogical experiences may serve as an impediment to being necessarily analytical and genuinely reflective, which are critical to being an effective teacher (Lawson, 1992; Marshall, 1990).

The current spotlight of critical scrutiny that is being aimed at teacher education programs has uncovered some general areas in need of reform. A necessary step in this reformation process is the specification of issues that need to be addressed.

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This study has documented a link between interns' educational beliefs and instructional practices, thereby sharpening the focus on a key area towards which teacher educators can--and should--direct their efforts. These efforts would impact the nature of the education of teacher candidates. Their previously-held notions about what constitutes effective instruction would be challenged in ways that would result in more solid educational beliefs. These beliefs would result in instructional practices undergirded by research-based strategies. Effective instructional practices would result in increased student achievement, the ultimate objective of the teacher reform movement. This movement is one in which teacher education programs play a capital role, because producing effective preservice teachers is the only guaranteed way of ensuring future generations of consistent exposure to the pedagogy of effective inservice teachers.

APPENDIX A

October 5, 1993

Dear Flagler College Intern:

I would like to request your cooperation in the conduct of a
study of instruction in classes you are teaching during your
internship. The study is entitled "The Relationship Between
the Educational Beliefs and Instructional Practices of
Interns." I hope to explore conditions that are important
for teaching and learning. This information will contribute
to research in education, and may prove beneficial to future
preservice teachers.

For the study, you will be asked to:

1. Complete a brief instrument involving five sets of
   vignettes.

2. Allow the examination of your lesson plans, copies of
   which you are already providing to your intern
   supervisors.

3. Participate in an interview, if the researcher determines
   that one is necessary.

Any information obtained in connection with this study that
can be identified with you will remain confidential. No
names will be used at any time in the reporting of
results. Only averages and other descriptive statistics will
be reported in the study. Results of this study will not
affect any evaluations or the grade you receive for your
internship course, EDD 481, at Flagler College.

Your signature below indicates that you have decided to
participate in the study, and that you have read and
understood the information in the consent form. If you
decide to participate, you are free to withdraw consent and
discontinue participation at any time without prejudice. If
you desire a copy of this consent form, one will be provided
for you. Also, a summary of the study's findings will be
available to you upon request.

If you have any questions, you may contact me at 829-6481,
EXT 287. Thank you.

                         Sincerely,

                         Carl B. Williams, M.Ed.
                         Asst. Professor-Education

APPENDIX B

DIRECTIONS: Below you will find 5 pairs of vignettes. Read each vignette and decide which scenario in each pair represents what you believe is the more effective course of action. Underline the letter corresponding to the choice representing your belief, and write a brief rationale.

-1-

A

Mrs. Young planned to teach her 7th graders about percentages. She showed them newspaper ads with items marked down 10% and 20%. After asking students if they noticed percentages in other places and acknowledging their responses, she explained how percent is related to fractions and decimals, which they had already covered. She, then, explained the process for finding the percent of a number.

B

Mrs. Upton planned to teach her 7th graders about percents. She explained to them that, having learned about decimals and fractions, they would now learn about percents. She demonstrated how to find the percent of a number. On the board, she showed the class how to find 10% of $550. After doing several other examples, she passed out a worksheet containing 20 problems involving percent.

I believe that Scenario (A or B) is the more effective course of action because _____.

-2-

A

At 10:00 AM, Mr. Crane facilitated a class discussion on the factors which led up to the Civil War. At 10:46 AM, his 50-minute American History class session was about to come to an end. He said, "Let's summarize what was covered in class and identify the major points that were discussed."

B

At 10:00 AM, Mr. Murphy facilitated a class discussion on the factors which led up to the Civil War. At 10:49 AM, his 50-minute American History class was about to come to an end. He said, "That's it for today. The bell is about to ring, so get your things together and prepare to go to your next class."

I believe that Scenario (A or B) is the more effective course of action because _____.

A

Ms. Carnes is planning a unit on the parts of speech for her 6th-grade English class. She believes that the development of students' understanding of content is the primary role of the school, and her role is to communicate it to the students as clearly as possible. She believes large-group presentation is the most effective way to meet this goal. In her unit, the students will learn the information through teacher exposition followed by work on exercises in their language arts textbook.

-B-

Ms. Thigpen is planning a unit on the parts of speech for her 6th-grade class. In addition to having students acquire information, she feels that including knowledge, skills, and attitudes in her curriculum is important. She has decided that using cooperative learning would be an effective way to foster the notion of positive interdependence. In her unit, small teams would present the parts of speech to the class, with the students responsible for planning, presenting, and evaluating their lessons.

I believe that Scenario (A or B) is the more effective course of action because _____.

A

Mr. Banks' lesson plan objective read: Given two-digit addition problems, students will compute all answers correctly. The Procedures included teacher explanation and student practice with computation. Materials included ditto sheets for the students. The Evaluation component was a test on which students would compute the answers to 20 two-digit addition problems with 100% accuracy.

B

Mr. Gorman's lesson plan objective read: Given two-digit addition problems, students will compute all answers correctly. The Procedures included teacher explanation and student practice with computation. Materials included ditto sheets for the students. The Evaluation component was a test on which students would solve 20 word problems requiring the addition of two-digit numbers with 100% accuracy.

I believe that Scenario (A or B) is the more effective course of action because _____.

A

Today, the students in Miss Luna's class have been learning how to solve problems by obtaining information from a bar graph. She explained the purpose of a bar graph and its arrangement of columns and rows. After displaying a completed bar graph, she explained how the information was recorded and how the graph was read. They spent the rest of the class time preparing a graph of favorite TV shows. At the end of class, Miss Luna verbalized her observation that the students seemed to enjoy learning about this concept and expressed her appreciation to them for their contributions to the class bar graph on TV programs.

B

Today, the students in Miss Lee's class have been learning how to solve problems by obtaining information from a bar graph. She explained the purpose of a bar graph and its arrangement of columns and rows. After displaying a completed bar graph, she explained how the information was recorded and how the graph was read. They spent the rest of the class time preparing a graph of favorite TV shows. At the end of class, Miss Lee told the students their homework assignment would be to collect data on a topic of interest to the class, make a bar graph using the data, and write 5 questions using the information contained on the bar graph.

I believe that Scenario (A or B) is the more effective course of action because _____.

Participant's Name _____

APPENDIX C

R = Researcher
I = Intern

R: The basic purpose of the study you've been involved in
   was to determine the extent to which interns implemented
   practices based on what they indicated they believe about
   instruction. For four out of five of the practices, there
   was consistency. Those areas were: cooperative learning,
   set induction, lesson closure, and curriculum alignment.
   The one area where there was some discrepancy was with
   homework. But before I ask you about homework, I want to
   ask you this. Regarding the four areas I mentioned, why
   do you think you were able to practice what you indicated
   on the vignettes you believe?

I: Mostly, my directing teacher was the reason. She was
   great. And, basically, I was following what she had done.
   She would usually introduce the lessons, give homework,
   end the class with a review, and so forth. Also, a lot of
   things that we learned to do here, that we were
   encouraged to do, such as keeping the students active,
   using manipulatives, and so forth. So I really tried to
   incorporate that, because I really felt they needed it.
   And it worked. When I saw that something worked, that
   became the basis for whether I would implement an idea.
   I even noticed that, during the final week of my
   internship, my directing teacher began using some of
   the ideas that I had used and found success with, things
   that they really hadn't done before--hands on activities,
   some experiences with kids working in groups.

R: Would you say that your internship was a successful one?

I: I would say so, yes.

R: What factors would you identify as contributing to that
   successful student teaching experience?

I: The directing teacher. She had a great influence on me.
   She gave me so many ideas and helped me to put everything
   I'd learned into practice. She was a major factor. Also,
   realizing early on that I could do it. I saw that I could
   handle it. At first, there was so much to do, I didn't
   think I could juggle everything that needed to be done.
   Juggling was what I compared it to when I first arrived,
   because so much had to be done at the same time. I
   really panicked, wondering with all the students how I
   was going to keep these little guys going all day. And

make sure they learned something. When I realized I could do it, keep control, that was such a positive thing for me.

R: When did that happen for you? Maybe I can reassure future interns who expect to be totally in control on the first day.

I: I would say the end of the second week/beginning of the third. That's when I felt very comfortable. My directing teacher had given me a lot of freedom. Oh, that's another important factor. She gave me a lot of time by myself, and I had to figure out what to do. Overall, she was definitely there when I needed her, but when she would leave the room and I had too many activities or too few activities, she wasn't there for me to ask what I should do in that situation. She wasn't there to say I should read this book or get this article. So that was good, that I had to figure out some things on my own.

R: Judging from your final evaluation, I would say you figured things out nicely. Well, that's all I have for you. Thanks very much for sharing your time and your experiences with me.

R = Researcher
I = Intern

R: The basic purpose of the study you've been involved in
   was to determine the extent to which interns implemented
   practices based on what they indicated they believe about
   instruction. For all five of the practices, there was
   was consistency. Those areas were: cooperative learning,
   set induction, lesson closure, curriculum alignment, and
   homework assignments. Regarding these areas, why do you
   think you were able to practice what you indicated on the
   on the vignettes that you believe?

I: With cooperative learning, many of the activities seemed
   to lend themselves to it. For example, there were many
   projects and games, so students could work together as
   teams. Also, my coursework helped a great deal. In my
   classes, I was exposed to a lot of different ideas that I
   could use. For example, my Methods for the Hearing
   Impaired course had lots of ideas and activities I could
   implement in the classroom. That helped a lot.

   Another thing that helped was that the students had a
   great teacher. The students knew exactly what was
   expected of them. She really helped me a lot. In fact, I
   received more assistance from my directing teacher than
   I'd expected. I could always ask her for ideas. She gave
   me many opportunities to try new things. Even if the
   lesson failed, at least she had let me try.

R: Sounds as if your internship was a successful one?

I: Definitely.

R: To what would you attribute that success?

I: In addition to having a wonderful directing teacher, the
   course work. Managing student behavior was a bit of a
   problem, so I wish I'd gotten a little more in that area.
   But I felt well prepared. With the practicum experiences
   I had, I felt confident going into my internship.

R: Thank you very much.

INTERVIEW -- PARTICIPANT 7

R = Researcher
I = Intern

R: The basic purpose of the study you've been involved in
was to determine the extent to which interns implemented
practices based on what they indicated they believe about
instruction. For four out of five of the practices, there
was consistency. Those areas were: cooperative learning,
set induction, lesson closure, and curriculum alignment.
The one area where there was some discrepancy was with
homework. But before I ask you about homework, I want to
ask you this. Regarding the four areas I mentioned, why
do you think you were able to practice what you indicated
on the vignettes you believe?

I: First, it would be difficult for me to be somebody that
I'm not. Since I really believe in the personal relevance
curriculum--for example, using cooperative learning,
that's just natural for me. I was lucky that, in my
internship, my cooperating teacher had that same
philosophy. So she was a great support and guide. But she
also turned me loose. We just happened to work really
well together, because we had the same mission.

R: On the flip side, you indicated a belief in the need for
homework. Why wasn't there more homework assigned?

I: I guess two reasons. First of all, my cooperating teacher
was not a big fan of homework. Also, because this was the
beginning of the school year, I think that had a lot to
do with it. They were just easing into the school year,
and she just wasn't a real big believer in homework. And
at that grade level--second grade--I don't think I would
believe any differently either. I think it has its place,
and it's good as a reinforcer, but not as the learning
tool.

R: Overall, would you say your internship was a success?

I: Absolutely.

R: What factors do you think contributed to this success?

I: Preparation...which would cover everything from lesson
plans to everything else that was covered in the
classroom. Everything from the books in the different
methods classes transferred over and I realized oh yes,
this does work like they say it does. That and again, I

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think it was just a really good match up between my
cooperating teacher and me, as far as she and I having
the same philosophy, the same goals, similar teaching
styles, being believers in whole language. In fact, that
school was in a progressive state as far as wanting to
implement whole language and authentic assessments. So it
gave me good experience because I like the whole language
approach so much. Also, the fact that my cooperating
teacher really did turn me loose. I think that's
something all the interns were worried about, that they
wouldn't let us have total control of the classroom. In
my case, when she did, it was completely hands off. She
gave me good feedback and let me try things that even she
hadn't tried or thought of yet.

R: Thank you very much.

R = Researcher
I = Intern

R: The basic purpose of the study you've been involved in
   was to determine the extent to which interns implemented
   practices based on what they indicated they believe about
   instruction. For four out of five of the practices, there
   was consistency. Those areas were: homework assignments,
   set induction, lesson closure, and evaluations beyond the
   recall level. The one area where there was some
   discrepancy was with cooperative learning. But before I
   ask you about cooperative learning, I want to ask you this.
   Regarding the four areas I mentioned, why do you think you
   were able to practice what you indicated on the vignettes
   you believe?

I: First of all, I got lots of great ideas in my classes at
   Flagler. Practical things. It wasn't all just theory.
   Yeah, theory is important, but more important I learned
   how to use that theory in the classroom. And also being
   shown things. For example, this is how you read to deaf
   kids, this is how to story tell. It was more visual,
   showing me exactly how am I supposed to do this. So that
   really helped.

   That's what I tried to do in my classes, have the kids do
   more application. I wish I had done more in that area. I
   started to do that but the kids weren't used to it. They
   expected everything to be just recall. That's one of the
   reasons I was frustrated at first. But I continued. They
   memorize this information and they're satisfied, but who
   cares? How does it relate? What can they do with it? I
   tried to bring in visual things, things they can see,
   things they use every day. And I tried to relate it to
   their lives. We would go outside for some lessons, but
   some lessons were harder to relate than others.

   With homework, they had homework three or four nights a
   week. I never gave them homework over the weekend.

   With set induction, every day I spent ten to fifteen
   minutes reviewing past work. Most of the time I reviewed
   what we did the day before. But if it's relevant I'd
   review other things. And at the end of class, I would
   always ask them to tell me what we had talked about. At
   first, I would ask them and I'd get nothing. Then, I
   started using more visual signs, they would give it back
   to me, and they were just thrilled. They got very excited
   when they could give the information back to me.

R: You indicated that you felt cooperative learning is an effective teaching strategy, but I didn't see any evidence of its use in your lesson plans, at least for the time period I sampled. Maybe you used it at other times.

I: I used it almost never. I tried...well, I thought of different activities for them to work together and think on their own, but my directing teacher told me there are lots of problems when they work in groups. So I tried to work it in, but I honestly didn't do much with that.

R: Would you say your internship was successful?

I: Yes.

R: In addition to the things you mentioned before, what do you feel contributed to that success?

I: Probably the biggest thing was help from my directing teacher. Especially as far as communicating with the students. Each morning--we had two planning periods--we would brainstorm together how I could sign a concept more visually. My directing teacher was a man, so he had lots of sports examples and I would have--I guess not really female examples--but certainly things that I knew more about. Then we'd mesh our ideas together.

Another thing, which I didn't like at first, was that I was placed in a middle school situation. All of my practicum experience was with elementary students. I felt the middle school age group was hard. Very, very, very, very challenging. Still, I learned a lot. I loved the kids. Also, I had a problem having to teach several science classes. But I did discover that science is a lot more fun than I thought it was.

R: I'm glad you did. That means you'll be in a better position to communicate to future students how much fun it is. Well, that's all I have for you. Thanks for your time and input.

R = Researcher
I = Intern

R: The basic purpose of the study you've been involved in was to determine the extent to which interns implemented practices based on what they indicated they believe about instruction. For four out of five of the practices, there was consistency. Those areas were: cooperative learning, set induction, lesson closure, and emphasis on work beyond the recall level. The one area where there was some discrepancy was with homework. But before I ask you about homework, I want to ask you this. Regarding the four areas I mentioned, why do you think you were able to practice what you indicated on the vignettes you believe?

I: A large part was my cooperating teacher. For example, last summer, she was involved in workshops on cooperative learning and looking at alternative testing. I worked with her to help build her curriculum around cooperative learning. So when it was my turn to take over the classes and work with students, that's what I tried to do. AS far as work beyond the recall level, in math, that's pretty easy, because all of the exercises in the book have students to work problems, so it's naturally application level work. I wished I could have had the students do more problem solving and not so many dittos.

R: Why didn't you?

I: Well, my cooperating teacher didn't do that. And I didn't feel I had total freedom to do it. I felt restricted to what I had seen her do.

R: About the homework issue. On the vignettes, you indicated a belief in the value of homework. However, I didn't see many homework assignments reflected in your lesson plans.

I: You're right. I didn't give much. I gave students time in class to do work, so that I could see them do it. That seemed to be how it was done at the high school. Because they are trying a new schedule with 100-minute class sessions, with that time scale, it seemed the best way to do it.

R: Would you say that your internship was successful?

I: Yes.

R: What factors do you feel contributed to the success of your internship?

I: First, it was my cooperating teacher. Early on, she made me get in front of the class. I was hesitant. But soon I began to develop confidence. So I'm glad she did it. Also, I had a chance to observe a lot of excellent teachers, watching other teachers, learning what works and what doesn't. Finally, the education courses helped a lot, especially the methods courses.

R: Thank you.

R = Researcher
I = Intern

R: The basic purpose of the study you've been involved in was to determine the extent to which interns implemented practices based on what they indicated they believe about instruction. For four out of five of the practices, there was consistency. Those areas were: cooperative learning, set induction, lesson closure, and curriculum alignment. The one area where there was some discrepancy was with homework. But before I ask you about homework, I want to ask you this. Regarding the four areas I mentioned, why do you think you were able to practice what you indicated on the vignettes you believe?

I: Mostly, the situation lent itself to a lot of the practices. At the high school, with the new 100-minute blocks, teachers see students every other day. With this schedule, the students had more of a tendency to forget what we talked about previously. So I did set induction, particularly review, every day. If I didn't, that was rare, and it probably just slipped my mind. But I definitely tried to review every day. Then, at the end of each class discussion or after I gave them notes, I did a review--I would say a great percentage of the time.

With cooperative learning, I used it a lot, because of the 100-minute class blocks. If I just had the traditional 50-minute class length, I might not have because, by the time you do the attendance and do other housekeeping activities, it might be hard to get students into groups, explain what they have to do, and have enough time for them to work. But with the 100 minutes, it was easier to do cooperative learning, various projects, and things like that. If I end up teaching in a school with traditional schedules, I plan to take what I learned at the high school and use it--for example, just giving the students two days in a row to get some group work done. I've learned that you don't have to be in such a rush. I'd rather give them two class periods to do something well. I'm more willing to have students spend more time on projects because, at the high school, it worked well. It was great.

R: Now about homework. You indicated on the vignettes that you believed homework is very important. Yet I didn't see much homework assigned, at least from what I could discern from your lesson plans.

I: Again, I guess it was the schedule. With 100 minutes, you could have the students do a lot of work. And to give them more work to take home and not see them the next day...I figure it's hard enough to get their homework in when you see them every day, and when you miss that extra day, it's hard. Also, not that I was told not to, but many teachers there said, with this new schedule, they don't give homework because they never see it. So I just give them a lot of work to do in class, and they do that, I'm satisfied. Also, supposedly from what I've been told, if I'm not going to get the homework anyway, if they completed a good amount of work in class, that was fine.

R: I think we've covered a good amount of information this afternoon. Thanks for your time and your input.

R = Researcher
I = Intern

R: The basic purpose of the study you've been involved in
   was to determine the extent to which interns implemented
   practices based on what they indicated they believe about
   instruction. For four out of five of the practices, there
   was consistency. Those areas were: set induction, lesson
   closure, work beyond the recall level, and assigning of
   homework. The one area where there was some discrepancy
   was with cooperative learning. But before I ask you about
   cooperative learning, I want to ask you this. Regarding
   the four areas I mentioned, why do you think you were able
   to practice what you indicated on the vignettes you
   believe?

I: Let me start with cooperative learning.

R: That's fine.

I: I probably feel that I need to get through what I feel
   they need to learn. This is going to be hard to state.
   But I did try it a few times, because I believe it's very
   beneficial for students, but it was a time management
   problem for me, getting them in and out of the
   cooperative learning situations. So I didn't use it very
   much. Also, my cooperating teacher didn't use it. I wish
   I had taken the initiative and done more of it. But I
   was in his classroom, so I was walking on eggshells a
   little bit, not wanting to do too much real different.
   Also, he has to eventually take back over, so that's
   another reason I didn't want to change things too
   drastically. So I kept that in the back of my head, too.

R: OK. For the other 4 areas, what factors allowed you to
   carry out instruction based on your indicated beliefs?

I: First of all, my college courses. Not only the
   information, but taking on teaching styles of professors
   that I've had in college. Not necessarily them teaching
   it this way. Or teaching me that I had to do it this way.
   But their actual teaching methods or styles I picked up
   on. And the ones that I didn't think taught very well, I
   just put those styles in the back of my mind. So I
   basically compiled the styles of professors I thought
   were very good. Because I believe those styles were good,
   I'm going to do. I guess it's just that simple. It's
   natural. What I believe in, I'm going to do.

R: Well, thank you very much for your time.

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