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Can Holistic Wellness Predict Teacher Effectiveness?

Dana Rolison Harwell

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CAN HOLISTIC WELLNESS PREDICT TEACHER EFFECTIVENESS?

By

Dana Rolison Harwell

A Dissertation
Submitted to the Faculty of
Mississippi State University
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy
in Curriculum and Instruction
in the Department of Curriculum & Instruction

Mississippi State, Mississippi

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2006

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Wellness literature reported that the current focus on academic achievement and high-stakes testing has sacrificed wellness in students, and “there is a strong need and a public outcry to promote wellness in public schools” (Myers & Sweeney, 2005a, p. 228). Also, “the promotion of schoolwide well-being will enrich the academic experience of students and families. In addition, school staff members who are aware and knowledgeable of wellness concepts may be more likely to apply healthy strategies in the curriculum and throughout the school” (Myers & Sweeney, p. 232). Effective teacher research supported the Student Teacher Assessment Instrument as a viable measure of teacher effectiveness. The purpose of this research was to determine whether holistic wellness as defined by creative self, coping self,

social self, essential self, and physical self as measured by the 5F-Wel can be used to predict teacher effectiveness as measured by the STAI. The research question proposed for this study was: Is there a relationship between wellness as measured by the Five Factor Wellness Inventory and effective teaching as measured by the STAI?

The research design was correlational. A convenience sample of voluntary participants among the 54 teacher interns during the spring 2006 semester from Mississippi State University-Meridian campus was used. The predictor variables were the second order factor scores on the 5F-Wel. These factors are creative self, coping self, social self, essential self, and physical self. The dependent variable was the overall formative score on the STAI. The results obtained show the predictor variables included in the multiple linear regression analysis did not predict teacher effectiveness as measured by the STAI at an accuracy greater than chance. A statistically significant relationship between the predictor variables and dependent variable was not found. Specifically, wellness as measured by the second order factors on the 5F-Wel did not predict teacher effectiveness as measured by the STAI in this study.

Recommendations included: (a) using similar methodology in other studies and (b) replicating the study with future cohorts of student interns from Mississippi State University-Meridian Campus.

DEDICATION

This is dedicated to my family. First of all, my parents, Glynn and Mary Claude Rolison, have always told me, “If you can’t do it, nobody can.” Also, my husband, Tommy, and my precious angels, Seth and Noah, each deserve a share of the credit for enduring this process and loving me in spite of my absence.

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CHAPTER I

INTRODUCTION

Characteristics of effective teaching are an ever-present theme in educational research. The vast amount of educational research focuses on strategies and techniques used by effective teachers.

Holistic wellness has recently become an important factor in educational research. Wellness research has focused on schools, colleges, and subsequent job satisfaction. Myers, Sweeney, and Witmer (2000a) noted

Wellness refers to a holistic approach in which mind, body, and spirit are integrated. It is a way of life oriented toward optimal health and well-being in which body, mind, and spirit are integrated in a purposeful manner with a goal of living life more fully. Wellness is more than the absence of disease, a state defined as “health”, and incorporates a concern for optimal functioning. (p. 1)

A relationship between holistic wellness and effective teaching has yet to be established. To address this possible association, the current study seeks to examine the relationship between wellness and effective teaching, adding to the existing body of research on effective teaching.

Review of Related Literature

Discussion of Wellness

Wellness research reveals several definitions of wellness. Each focuses on wellness being more than physical health. Definitions include individuals striving to reach a goal through a continual process of self improvement. The following definitions provide a basic understanding of wellness. The definitions are the foundation for wellness models. The following section provides definitions of wellness and descriptions of wellness models dating back to the 1960s. Measures of holistic wellness have been developed from the models.

Definitions and Models

The modern wellness movement has roots in the 1960s' work of Halbert Dunn. According to Dunn (1961), wellness was defined as “an integrated method of functioning which is oriented toward maximizing the potential of which the individual is capable. It requires that the individual maintain a continuum of balance and purposeful direction within the environment where he is functioning” (p.4). Subsequently, Hettler (1984) provided a definition of wellness as “an active process through which people become aware of, and make choices toward, a more successful existence” (p. 14). Additional definitions of wellness have been offered by Travis, Ardell,

Gage, and others that substantiate the division between physical health and wellness and highlight the association of wellness being a process and an outcome (Myers & Sweeney, 2005a).

Multiple models of wellness have been developed to explain wellness. Of these models, Dunn's High-Level Wellness (1961) was used to describe wellness. Dunn stated that the goal of a well person was to grow toward wholeness, maturity, and self-fulfillment. Hettler's Hexagon (1984) illustrated wellness as having six components: physical, emotional, occupational, social, intellectual, and spiritual. According to Hettler, time and energy should be equally divided to focus on each of the six components. More recently, Myers, Sweeney, and Witmer (2000b) developed the Wheel of Wellness model which focused on the meaning and purpose of life being the center of wellness with aspects such as sense of worth, emotional awareness, and coping contributing to holistic wellness. This model led to the development of the Wellness Evaluation of Lifestyle (Myers, Sweeney, & Witmer, 1998a) instrument used to measure wellness.

The Indivisible Self Model of Wellness was developed after more than a decade of research of the Wellness Evaluation of Lifestyle. Through factor analysis, Myers, et al. concluded that three orders of factors existed. The first order factor was holistic wellness and second order factors of creative self, coping self, social self, essential self, and physical self emerged. Third order

factors were intelligence, control, emotions, humor, work, leisure, stress, worth, beliefs, love, friends, cultural identity, gender identity, self care, essence, exercise, and nutrition. From this model, the Five Factor Wellness Inventory (5F-Wel) was developed to measure holistic wellness.

Wellness in Schools

Wellness is currently an important topic in K-12 schools. According to Villalba and Borders (2005), the emphasis on high-stakes testing in the current educational arena has had negative consequences on student wellness. Attention is strictly focused on academic achievement rather than the general well-being of students. In the Wheel of Wellness, education is a life force that directly influences a person's life tasks. Also, the Indivisible Self wellness model identifies education as an institution that directly and indirectly affects lives. Specific factors influenced by education are reported by Myers and Sweeney (2005a).

Physical education classes and sports programs clearly contribute to the Wheel of Wellness's Exercise factor; health and sex education classes support Nutrition, Gender Identity, and Self-Care; Safety Patrol, "bully proofing", conflict resolution, and drug prevention programs likely contribute to Sense of Control, Stress Management, and Problem Solving; cultural celebrations during Black History Month and Hispanic Awareness Month support Cultural Identity; senior service projects enhance Sense of Worth; safety issues related to a specific community can be addressed and resolved through Problem Solving and Creativity; and a school counselor's classroom guidance units, small-group activities, and individual counseling sessions most

often address issues related to Emotional Awareness and Coping, Realistic Beliefs, Sense of Control, Sense of Worth, and Self-Care. (p. 229)

Myers and Sweeney (2005a) recommended staff development on wellness stating that “the promotion of schoolwide well-being will enrich the academic experience of students and families. In addition, school staff members who are aware and knowledgeable of wellness concepts may be more likely to apply healthy strategies in the curriculum and throughout the school” (p. 232). Also, the behaviorist viewpoint of learning supports the use of modeling as a means of changing behavior. Specifically, Bandura’s Social Learning Theory asserted that people can learn by observing others and that most behavior is learned vicariously (Stone, 1998). In summary, a focus on wellness is needed in K-12 schools in order to meet current needs of students. As school faculty and staff members become aware of wellness, they will be better equipped to encourage wellness in students (Myers & Sweeney, 2005a).

Research Using Wellness Models

Research studies have been conducted using wellness models and inventories to measure holistic wellness. Among these studies, colleges have been used as research sites. Wellness has been linked to success as a student, later job satisfaction, and maximizing life span. Choate and Smith (2003) described a college course intended to increase success of first year students offered at a small, private southeastern college in the United States. A study

was conducted to determine: (a) whether student participation in the course would lead to increased wellness, (b) if students could target specific areas of wellness for change during the semester, (c) if change would occur, would students be aware of such changes, and (d) how relevant the students felt the chosen wellness model was to them. The Wheel of Wellness model of Myers, Sweeney, and Witmer (1998a) was administered early in the course and again within the last month of the course. In addition, students wrote a response paper to identify the components of wellness they had chosen for change, whether they felt their wellness scores had increased, decreased, or remained the same, and if the inclusion of the wellness model had influenced their learning during the course. The data revealed an increase in overall wellness and in the specific areas targeted by students as needing improvement. The areas of improvement included the subscales on the Wheel of Wellness (Myers, Sweeney, & Witmer, 1998a). The subscales include self-regulation, emotional awareness and coping, realistic beliefs, sense of control, work, recreation, leisure, spirituality, friendship, love, sense of humor, nutrition, and self-care. The majority of the students successfully predicted changes in their wellness scores. The data revealed several themes that were consistent among the students. Students consistently recognized the need to seek assistance for all areas of their lives, received enhanced self awareness

through learning about the wellness model, and understood the relationships that exist among the wellness components.

Hermon and Hazler (1999) explored the connection between college students' perception of their psychological well-being and the quality of their lives using a 5-factor wellness model, The Wellness Evaluation of Lifestyle (Myers, Sweeney, & Witmer, 1998a). Through a multivariate regression analysis, it was shown that a relationship exists between five dimensions of wellness and psychological well-being. Hermon and Hazler (1999) indicated implications for higher education in that the colleges and universities are expected to develop more effective ways of supporting students. According to Howard, Lueger, Maling, and Martinovich (1993), the holistic wellness model and psychological well-being can be used as a method for evaluating, assessing, and predicting outcomes in college counseling centers. Kiracofe et al. (1994) noted that universities and colleges should provide "programming focused on the developmental needs of students that maximizes their potential to benefit from an academic experience" (p. 39). Through support of students' wellness, universities and colleges can better prepare students to become successful and effective in future careers.

Connolly and Myers (2003) found a significant proportion of the variance in job satisfaction is accounted for by wellness and mattering. According to Rosenberg and McCullough (as cited in Connolly & Myers,

2003), “the importance of being needed, of being important to others, and of feeling that others are interested in what individuals say and do have been referred to as mattering” (p. 153). This study emphasized the fact that interventions that focus on individual psychological attributes are important to increase job satisfaction.

According to Hettler (1984), there are three advantages to promoting wellness in universities. These are: (a) an increase in student retention, (b) greater success rate after graduation, and (c) longer life. The Wheel of Wellness Model (Myers, Sweeney, & Witmer, 2000b) was used in career planning courses over a period of several semesters. The students would take the survey, use the results to set goals for themselves and work towards those goals through the use of activities included in a supplementary *Wellness Workbook* (Myers, Sweeney, & Witmer, 1998b). Near the end of the semester, the instructors infused the wellness project into the career development activities in order to highlight the need for holistic wellness in all aspects of life. This proactive approach could have a positive influence on career choice, job satisfaction, and productivity of students in teacher education programs.

Within the body of literature related to wellness, several themes emerge. Wellness is important in K-12 schools, and it is linked to college success, job satisfaction, and longevity of life. As indicated by Hermon and

Hazler (1999), the use of wellness inventories to identify areas of need can be beneficial for universities in the support of students. All of the aforementioned factors relate to success in the teaching profession.

Discussion of Effective Teachers

Interstate New Teacher Assessment and Support Consortium (INTASC)

Interstate New Teacher Assessment and Support Consortium (INTASC) (1992) is a group of state educational agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. Created in 1987, INTASC's primary constituency is state education agencies responsible for teacher licensing, program approval, and professional development. Standards developed by INTASC (1992) are widely used. As of July 2004, 34 states and numerous organizations including the American Association of Colleges for Teacher Education, the American Federation of Teachers, the National Education Association, the Association of Teacher Educators, National Board for Professional Teaching Standards, the National Association of State Directors of Teacher Education and Certification, and the National Council for Accreditation of Teacher Education were members. The INTASC standards are used as guidelines for teacher education programs. The guidelines are intended to provide programs that prepare students to be

effective teachers. Within the INTASC standards, several themes appear. These themes are: (a) planning and preparation, (b) communication and interaction, (c) teaching for learning, (d) managing the learning environment, and (e) assessment of student learning. The following is a review of literature related to these themes.

Planning and Preparation

Three of the INTASC (1992) standards directly address planning and preparation. According to standard two, preservice teachers should be able support social, intellectual, and personal development by providing appropriate learning opportunities. Standard three emphasizes planning and implementing lessons that meet needs of diverse learners. Also, standard seven states that teachers should be able to use subject matter, community, and curricular needs as the basis for planning instruction.

Recent research concerning planning and implementation has emphasized concepts related to diversity and helping students make connections with the world around them, as well as possessing theoretical knowledge which can ultimately influence lesson planning. Results of a study conducted by the National Research Council which highlights three qualities teachers must possess in order to be effective were reported by Wise (2000). These three qualities are: (a) being able to tap into prior knowledge and clarify misconceptions, (b) having deep understanding of the content and

being able to assist students in making connections with the information, and

(c) placing a great deal of emphasis on metacognition across the curriculum.

As the teacher assists individual students in establishing connections with

personal meaning, the diverse needs are illuminated and met. Wilkinson

(2005) suggested that teacher efficacy is related to theoretical knowledge and

explicit teaching strategies. Among these strategies is pre-formulation which

consists of directly teaching how texts are organized and how to use them.

Also, the theoretical knowledge of why something works rather than just that

it works allows for the transfer of knowledge and the ability of the teacher to

assess practices prior to implementation. This allows for more efficient use of

time in the classroom and more effective lessons for the students. Effective

teachers understand why they do certain things rather than just how to do

those things; therefore, as lessons are implemented, the teacher can meet

diverse needs and reach each student in a meaningful way, thereby meeting

INTASC standards two, three, and seven.

Communication and Interaction

Verbal, non-verbal, and media-based communication is addressed in

INTASC (1992) standard six. This standard also underscores the teacher's

role in preparing the environment for student interaction. Effective teachers

are able to cultivate an atmosphere which allows and encourages students to

share ideas, express questions, and work cooperatively to gain knowledge in a non-threatening environment.

Brophy (2000) summarized research concerning effective teaching. Principles emerging from the literature include teachers providing a supportive classroom environment and opportunities to learn in which the teacher views his/her role as one that manages the environment to enhance learning. All aspects of the curriculum should be aligned to create a cohesive program with emphasis given to the application of content in a variety of meaningful situations. Students are allowed to interact with each other in cooperative groups while learning content, as well as when practicing and applying new knowledge through activities. Teachers should scaffold students' knowledge of content and strategies while keeping the intended goals in mind and establishing high expectations for all students. Communication and teacher-student, as well as, student to student interaction are vital to the learning process. This study correlates with INTASC standard six.

Research exists which examines knowledge regarding the techniques, strategies, and methods used by effective teachers to enhance learning skills of their students. The communication process is a key factor in this research. Specifically, Carter (1997) reported that metacognition is used as a tool for enhancing learning through a strategy termed reciprocal teaching. In

reciprocal teaching, the teacher models strategies used by good readers to analyze and comprehend difficult text. The actual process of reciprocal teaching involves the teacher and student engaging in a conversation about the text. Subsequently, students work in small groups to teach the content to each other. This allows the learner the opportunity to develop skills that can be used in later situations. Strategies included in reciprocal teaching are generating questions, summarizing, clarifying, and predicting. INTASC standard six supports the strategies in reciprocal teaching. Within the standard, an effective teacher is expected to cultivate inquiry, collaboration, and interaction among students.

Teaching for Learning

Effective teachers use knowledge of diverse student learning styles, varied developmental stages, problem solving and critical thinking skills, and subject matter knowledge to develop concepts and skills in each discipline. Teachers should be able to create learning opportunities that meet the needs of all the diverse learners in the classroom (INTASC, 1992).

Littlewood (2000) presented the results of a study that investigated exemplary teachers' views of their work. Emerging ideas included teachers acting as facilitators in the journey toward knowledge. This differs from the traditional view of teachers being the keepers of knowledge and transferring that knowledge to students. Effective teachers in the study recognized the

importance of engaging students in meaningful ways that were connected to their life experiences in order to motivate them to continue learning.

Wharton-McDonald, Pressley, and Hampston (1998) conducted a study of nine first-grade teachers who had been designated by language arts coordinators as outstanding in their ability to help students develop literacy skills. Through observational measures of student reading and writing achievement and student engagement, it was determined that primary literacy instruction is a complex balance of high-quality reading and writing experiences and explicit instruction of basic literacy skills. Instructional strategies identified in these classrooms included:

(a) coherent and thorough integration of skills with high-quality reading and writing experiences, (b) a high density of instruction (integration of multiple goals in a single lesson), (c) extensive use of scaffolding, (d) encouragement of student self-regulation, (e) a thorough integration of reading and writing activities, (f) high expectations for all students, (g) masterful classroom management, and (h) an awareness of their practices and the goals underlying them. (p. 101)

Managing the Learning Environment

The ability to manage the environment in a manner that promotes social interaction, self motivation, and active learning is imperative to effective teaching. INTASC (1992) standard five addresses this need, and emphasizes the necessity for encouraging student involvement in the learning process.

Wang, Haertel, and Walberg (1998) offered information regarding effective classroom teachers. The ability to implement efficient classroom management strategies was found to be the single most important characteristic of effective teachers. In accordance with classroom management skills, teachers as facilitators was a prevailing theme. As such, teachers engaged students in inquiry, discovery, reflection, application, and active learning as they constructed their own knowledge. Students in a classroom with a facilitating teacher spent a great deal of time directing their own learning, managing their time, and locating resources used in the acquisition of knowledge and demonstration thereof. Furthermore, when students encountered difficult content, effective teachers strove to help students make connections to existing knowledge rather than simply repetitiously explaining the subject matter. Students in an effectively managed classroom are not simply disciplined, but they are taught procedures and routines that allow the students to learn self control and self management.

Assessment of Student Learning

Assessment must be used for continuing educational progress of the learners. INTASC (1992) standard eight includes the need for using formal and informal assessment to plan further lessons that encourage optimal intellectual, social, and physical development. Existing research supports this assertion.

Helterbran (2005) addressed issues that affect developing lifelong learners versus school long learners and several practices were identified as characteristic of effective teachers. First of all, planning, implementation, and assessment must be aligned in terms of the content as well as the mode of delivery. Next, students should receive timely, meaningful feedback on their work with an opportunity to revisit and correct errors. Last, students should be given opportunities and encouraged to apply the new knowledge in situations other than the classroom.

Student Teacher Assessment Instrument

Mississippi State University's preservice teachers complete a mandatory field experience prior to graduation. Competence in teaching is evaluated using the Formative Student Teacher Assessment Instrument (STAI). According to Jones (2001), the instrument was developed in 1998 by a committee from Mississippi State University. The committee members were from diverse backgrounds but all with expertise in the area of effective

teaching. Among the members were a university faculty member, a principal, and a former elementary teacher. The items on the STAI were derived from the INTASC (1992) standards. From these standards, the following headings were developed: (a) planning and preparation, (b) communication and interaction, (c) teaching for learning, (d) managing the learning environment, and (e) assessment of student learning. Items on the STAI are intended to evaluate teacher effectiveness. The STAI is consistent with related studies of effective teachers and is aligned with INTASC standards.

Summary of the Literature Review

Two major areas of educational research comprise this literature review: (a) the literature on wellness and (b) literature on the effective teaching. Literature on wellness is diverse and plentiful. Of particular importance to the current study is the literature on models of wellness, wellness in schools, wellness in universities, and wellness as it relates to jobs. Myers and Sweeney (2005a) recommended that schools become institutions that promote wellness through theoretical knowledge, personal identification of wellness, and modeling for students.

Themes that prevail in the literature regarding effective teachers include expertise in planning, implementing, managing, and assessing a diverse group of learners. These particular themes are echoed in INTASC standards and the STAI. Effective teachers must be able to diagnose specific

needs, encourage peer interaction, and manage the environment while meeting the community, curricular, and subject area needs. Community needs include that of promoting wellness in students. Currently, the focus on academic achievement and high-stakes testing has sacrificed wellness in students, and “there is a strong need and a public outcry to promote wellness in public schools” (Myers & Sweeney, 2005a, p. 228).

Purpose of Study

The purpose of this research was to determine whether holistic wellness as defined by creative self, coping self, social self, essential self, and physical self as measured by the 5F-Wel can be used to predict teacher effectiveness as measured by the STAI. The need for teachers that exhibit wellness has been reported by Myers and Sweeney (2005a). They recommended that “the promotion of schoolwide well-being will enrich the academic experience of students and families. In addition, school staff members who are aware and knowledgeable of wellness concepts may be more likely to apply healthy strategies in the curriculum and throughout the school” (p. 232).

Research Question

The research question for this study is:

Is there a relationship between wellness as measured by the Five Factor Wellness Inventory and effective teaching as measured by the STAI?

Justification of the Study

This study is related to previous research in that it seeks to add to the existing body of knowledge associated with effective teaching. However, research related to this topic has generally focused on teaching strategies used by effective teachers. Within the body of wellness research, there is a clear connection between schools as institutions to promote wellness; teachers as models and sponsors of wellness; and students as being individual's in need of enhanced wellness (Myers & Sweeney, 2005a). This study seeks to investigate the relationship between holistic wellness as defined by creative self, coping self, social self, essential self, and physical self and effective teaching. The results of this research could have implications that would benefit the educational community by providing information for a proactive approach to identifying areas of need and addressing them in the undergraduate education programs in order to prepare effective teachers for the profession. Specifically, the reported study by Choate and Smith (2003) in which the students completed a wellness inventory, identified areas of need, and demonstrated positive outcomes is an example of how the results could

be implemented and used in the future. Research by Myers and Sweeney (2005a) shows the need for wellness in K-12 schools with emphasis on teacher modeling of wellness.

Limitations

In interpreting the results of this study, a few limitations must be considered. First, the sample was not randomly selected. The sample for the study is limited to a convenience sample of spring 2006 student interns at Mississippi State University-Meridian Campus, and it does not include other universities or other cohorts of students at Mississippi State University-Meridian Campus. The results of this study should not be generalized to other populations that do not share similar characteristics with the current sample. The 5F-Wel was administered in two sessions when the participants were scheduled to attend a mandatory class. Participation was voluntary and solicited as such, however, under the circumstances of the class being mandatory, they may have felt an obligation to participate. The STAI was administered in the spring of the year when standardized tests are administered in the public schools where the teacher interns were placed. The current emphasis on standardized test scores may possibly have inhibited the teacher interns in regards to flexibility in the classroom thereby skewing the perception of the observer as to teacher effectiveness.

Definition of Terms

The following terms were used in this study:

Traditional students- Those students who entered college directly after high school and completed requirements to become an educator (Riley, 2004).

Non-traditional students- Those students who returned to college and obtained an education degree after having been out of high school for 5 or more years (Riley, 2004).

Holistic wellness- The sum of one's wellness as defined by creative self, coping self, social self, essential self, and physical self (Myers & Sweeney, 2005b).

Creative self- The combination of attributes such as thinking, emotions, control, work, and positive humor that contribute to an individual's ability to be unique among others in social interactions (Myers & Sweeney, 2005b).

Coping self- The combination of elements such as stress management, self worth, and realistic beliefs that regulate one's responses to life events and allows an individual to overcome the negative affects (Myers & Sweeney, 2005b).

Social self- The social support received through friendship, love, and family ties(Myers & Sweeney, 2005b).

Essential self- An individual's meaning-making processes in relation to life, self, and others through spirituality, gender identity, cultural identity, and self-care (Myers & Sweeney, 2005b).

Physical self- Biological and physiological development and functioning as a result of exercise and nutrition (Myers & Sweeney, 2005b).

CHAPTER II

METHODOLOGY

The purpose of this research was to determine whether holistic wellness as defined by creative self, coping self, social self, essential self, and physical self could be used to predict teacher effectiveness. The association between wellness and effective teaching has yet to be established in the existing research literature. To address this gap, this study sought to examine the relationship between holistic wellness and effective teaching. In this chapter, information pertaining to the research design of the study, procedures used during the study, instrumentation, and data analysis techniques used to interpret the data will be described.

Research Design

The research design for this study was correlational. According to Creswell (2002), “correlational designs are procedures in quantitative research in which investigators use a correlational statistical technique to describe and measure the degree of association (or relationship) between or

among variables or sets of data”. (p.59) The intent of this study was to determine if a relationship existed between teacher effectiveness and holistic wellness.

For this study, the sample for this research was a convenience sample. Fraenkel and Wallen (2003) define a convenience sample as “a group of individuals who (conveniently) are available for study” (p. 103). The sample for this research consisted of voluntary participants among the 54 Teacher Interns from Mississippi State University-Meridian Campus in the spring of 2006. Of the participants, 27 of the 53 reporting birth year indicated being 27 years or older. This places approximately half of the sample in the nontraditional age group for completing an undergraduate degree.

Participants were given an informed consent form, which had been approved by Mississippi State University’s institutional research review board. The form indicated that the study concerned holistic wellness and teacher effectiveness, that participation was voluntary, and if they chose to participate, they could withdraw from the study at any time without penalty. All participants signed the form and participated fully.

The sample data for this research was obtained from a group-administered survey instrument indicating holistic wellness and the overall scores on the Formative Student Teacher Assessment Instrument. The formative scores on the STAI were obtained from the university supervisors.

The student interns were divided among six university supervisors who were utilized to assess the student interns using the STAI as the measure of teacher effectiveness. Each university supervisor received the same training from the head of the Department of Education at Mississippi State University-Meridian in order to obtain reliable scores (Schroeder, 2006). Of the 54 participants, 52 provided usable data. Two of the STAI scores were obvious outliers which caused a violation of the normality assumption according to the Shapiro-Wilk statistic. The cases were removed from the data set leaving 52 usable subjects. The data were analyzed using the multiple linear regression technique using the following predictor variables: (a) creative self as reported by the 5F-Wel, (b) coping self as reported by the 5F-Wel, (c) social self as reported by the 5F-Wel, (d) essential self as reported by the 5F-Wel, and (e) physical self as reported by the 5F-Wel. The dependent variable was the overall formative scores on the STAI.

Procedures

Prior to data collection, the researcher obtained approval for the study from the Institutional Review Board for the Protection of Human Subjects in Research of Mississippi State University (see Appendix A). The researcher (see Appendix B) then administered the Five Factor- Wellness Inventory (5F-Wel) (see Appendix C) survey and submitted the answer sheets to one of the authors, Myers, for scoring. Scoring procedures for the 5F-Wel are

confidential and not available to the public. Scores on the formative STAI (see Appendix D) were obtained from the university supervisors and kept confidential using coded identifiers.

Once the data was obtained, the researcher entered it electronically into the Statistical Package for Social Sciences (SPSS) 12.0 Statistical Software Package. All data pertaining to the second order wellness factors (creative self, coping self, social self, essential self, and physical self) along with the overall scores on the STAI were entered with coded identifiers.

Instrumentation

The 5F-Wel is an inventory (see Appendix C) designed to identify wellness in the various areas of creative self, coping self, social self, essential self, and physical self. Myers and Sweeney (2005b) assert that each area of wellness contributes to holistic wellness and none are independent of the others. They further assert that improvement in one area causes other areas of wellness to improve also. Three orders of factors are identified in the 5F-Wel. The first order factor is holistic wellness referring to an overlapping and mutually functioning state of mind, body, and spirit. Second order factors are creative self, coping self, social self, essential self, and physical self. Creative self involves thinking, emotions, control, work satisfaction, and positive humor. Coping self refers to leisure, stress management, self-worth, and realistic beliefs. Friendship and love define social self. Spirituality, gender

identity, cultural identity, and self-care comprise the second order factor of essential self. Finally, physical self is characterized by nutrition and exercise. Participants were asked to respond to 74 prompts using a 4 point Likert scale with answer choices of strongly agree, agree, disagree, and strongly disagree which comprise the scores on the 5F-Wel. The 5F-Wel has been validated through use in multiple dissertations and other studies. Exploratory and confirmatory factor analyses support each of the specified scales in the 5F-Wel. Reliability of the 5F-Wel has been indicated as reported by Myers and Sweeney (2005b) in terms of alpha coefficients. Cronbach's alpha is a measure of reliability which indicates consistency of the measures. The range of alpha coefficients is 0-1 with .60-.70 being deemed acceptable. Myers and Sweeney (2005b) report alpha levels for the three orders of factors range from a low alpha of .66 to a high of .92. Specific alpha coefficients for first and second order factors are as follows: holistic wellness (.90), creative self (.92), coping self and social self(.85), and essential self and physical self (.88). The reported alpha levels indicate that the 5F-Wel is approximately 90% reliable in measuring holistic wellness, 92% reliable in measuring creative self, 85% reliable in regards to coping and social self, and can measure essential and physical self with 88% accuracy. The 5F-Wel is therefore deemed a reliable instrument for measuring the predictor variables of creative self, coping self, social self, essential self, and physical self for this study. Means of

determining scores on the 5F-Wel are held confidential by the authors and unavailable to the public.

The STAI (see Appendix D) was developed in 1998 by a committee from Mississippi State University. The items on the STAI were derived from the INTASC standards. From these standards, five headings were developed. These are: planning and preparation, communication and interaction, teaching for learning, managing the learning environment, and assessment of student learning. The STAI is used by multiple universities in Mississippi to evaluate student intern effectiveness. Jones (2006) served on the original committee responsible for the development of the STAI. Information provided by Jones (2006) indicated that there was no formal process for validation of the instrument. Representatives from the three major universities in Mississippi (Mississippi State University, the University of Mississippi, and the University of Southern Mississippi) contributed to the rubrics and descriptions of teacher qualities that would be addressed on the STAI. According to Jones (2006), personnel from all universities in Mississippi voted to accept the STAI as the instrument to assess teacher effectiveness. For reliability of the instrument, the STAI was pilot tested. Approximately 20 teachers were observed by multiple university supervisors while teaching the same lesson. The scores were similar for all university supervisors in each case. From the use of multiple observers and observer agreement, the

instrument was deemed reliable. According to Fraenkel and Wallen (2003), observer agreement is an acceptable form of testing reliability.

Data Analysis

The data were analyzed using SPSS 12.0. To address the research question (Is there a relationship between holistic wellness as measured by the 5F-Wel and teacher effectiveness as measured by the STAI?), the researcher used the multiple linear regression technique. The multiple linear regression technique has the capability to predict one metric dependent variable from multiple metric independent variables. Hair, et al. (1998) defined metric data as that which is referred to as quantitative data. These measurements identify or describe subjects not only on the possession of an attribute, but also by the amount or degree to which the subject may be characterized by the attribute.

The predictor variables for this research study were: the subscales indicating creative, coping, social, essential, and physical wellness on the 5F-Wel. The dependent variable in this study is the overall score on the Formative Student Teacher Assessment Instrument which is aligned with Interstate New Teacher Assessment and Support Consortium (INTASC) standards.

CHAPTER III

RESULTS

The purpose of this study was to determine whether holistic wellness as defined by creative self, coping self, social self, essential self, and physical self as measured by the 5F-Wel can be used to predict teacher effectiveness as measured by the STAI. The data were obtained from a group-administered survey instrument indicating holistic wellness and the overall formative scores on the STAI. The first component of this chapter will present descriptive statistics for the dependent and independent variables. The second component of this chapter will describe the results of the multiple linear regression analyses.

Descriptive Statistics

Descriptive Statistics of Dependent Variable

The dependent variable in this study was the overall formative scores on the STAI obtained from each student intern. The participants were enrolled in the spring 2006 semester of teacher internship at Mississippi State University-Meridian Campus. Of the participants, slightly more than

half (n=27) were 27 years of age or older. With traditional students being defined as students ages 18-23, this places at least half of the current sample in the nontraditional age group for completing an undergraduate degree. This is typical for the population at Mississippi State University-Meridian where the typical student is 33 years of age. The STAI scores were obtained as a mandatory component of teacher internship. The university supervisors observed and scored the students' teacher effectiveness using the STAI. These scores are indicative of teacher effectiveness. The mean score was 151.067 (SD = 7.74) of a possible 160. The formative scores on the STAI indicate a variability of 7.74 with a mean of 151.067. This indicates that formative scores on the STAI among the student interns at Mississippi State University-Meridian Campus were between approximately 143 and 159 of the possible 160 points. Therefore, the average students earned approximately 94% of the possible points with the lowest scores earning about 89% and the highest scores 99% of the possible points. There is approximately a 10% range of variation in the scores with all scores being in the upper 11% of possible earned points. According to the STAI, the participants were deemed effective.

Descriptive Statistics of Predictor Variables

Predictor variables in this study were the second order factors of the 5F-WEL (creative self, coping self, social self, essential self, and physical

self). Three orders of factors are identified in the 5F-Wel. The first order factor is holistic wellness referring to an overlapping and mutually functioning state of mind, body, and spirit. The first order factor is a sum of the second order factors. Second order factors are creative self, coping self, social self, essential self, and physical self. Creative self involves thinking, emotions, control, work satisfaction, and positive humor. Coping self refers to leisure, stress management, self-worth, and realistic beliefs. Friendship and love define social self. Spirituality, gender identity, cultural identity, and self-care comprise the second order factor of essential self. Finally, physical self is characterized by nutrition and exercise. Third order factors are characteristics that contribute to the second order factors. For parsimony sake, second order factors were chosen as predictor variables for this study.

The 5F-Wel surveys were sent to one of the authors, Myers, for scoring. The results were returned in an SPSS file. Individual scores on the 5F-Wel varied with ranges on the scores for the second order factors from 31.25 to 60. The most extreme variation in the range of scores on the 5F-Wel was found in physical self with a difference of 60. The highest physical self score was 97.5. Coping self revealed a variation of 47.37. Social self followed with a difference of 43.75. Creative self and essential self had the least variation with 31.25 each. Means and standard deviations from the current sample and normative sample are reported in Table 1. The means and standard

deviations are similar on all scales. However, the current sample means are slightly higher than the normative sample on four of the five scales.

Conversely, physical self is slightly lower in the current sample with a mean of 62.31 (SD=7.5) versus the normative mean of 74.85 (SD=9.2). The means and standard deviations reported in Table 1 for current and normative samples indicate that the data for the current sample is consistent with previous research.

Table 1

Descriptive Statistics of Predictor Variables

Variable	Current Sample (n = 52)		Normative Sample (n = 1567)	
	M	SD	M	SD
Creative Self	82.53	7.5	78.25	9.2
Coping Self	72.74	9.9	70.64	9.0
Social Self	92.61	9.6	84.20	11.0
Essential Self	87.34	7.9	79.41	10.9
Physical Self	62.31	14.1	74.85	13.0

Results of the Multiple Linear Regression Analysis

The datasets utilized for the purposes of this study were appropriate for use with the multiple linear regression technique, according to the guidelines by Hair, et al. (1998) which state that all data must be metric, there must be a single dependent variable, and several independent variables. The purpose of multiple linear regression is to analyze the relationship between one metric dependent variable and multiple metric predictor variables.

The data used for this study conforms to all assumptions associated with the multiple linear regression technique: (a) residuals are normally and independently distributed with equal variance along all values of the linear composite, (b) scores in the independent variables are measured without error, and (c) a linear association exists between scores on the linear

composite and scores on the dependent variable (Morse, 2005). The initial check for normality revealed a significant Shapiro-Wilk value indicating violation of this assumption. Square root and logarithm transformations did not eradicate the problem. Following recommendations by Morse (2005) to normalize the data the two most extreme outliers were removed, and the data was then in compliance. Casewise deletion of the data involving outliers was used (Morse 2005). A nonsignificant Shapiro-Wilk value of .127 was attained.

A group-administration of the 5F-Wel was used to gather wellness data. The researcher can attest to the fact that this data was gathered without error in regards to the testing situation. No prompts were given to participants, and all participants were given the same instructions. Finally, the assumption of linearity was tested. An inspection of partial regression plots revealed linear association between scores on the linear composite and scores on the dependent variable. Curvilinear patterns were not detected in the partial regression plots of the variables, which would have indicated a violation of the assumption of linearity. According to Cohen (1988), correlations are deemed moderate when between .30 and .50. None of the correlations were high enough to be of concern as indicated by an inspection of the correlations of the independent variables and the Variance Inflation Factor (VIF) value for each variable. A VIF of greater than ten is indicative of collinearity or multicollinearity. The VIF values were as follows: creative

self=1.928; coping self=1.523; social self=1.544; essential self=1.634; and physical self=1.494. Correlations follow in Table 2 indicated no problem with collinearity or multicollinearity.

Table 2
Correlations

Variable	Cr	Co	S	E	P
Cr	---	.50	.52	.58	.41
Co		---	.34	.37	.48
S			---	.46	.44
E				---	.38
P					---

Note. Cr = creative self, Co = coping self, S = social self, E = essential self, P = physical self

Mertler and Vannatta (2005) suggest an alternative approach to test the assumptions of normality and linearity of data by simply examining scatterplots of residuals. The data points should converge on the line to illustrate the normality and linearity of the data. The scatterplot (see figure 1) supported the conclusion that assumptions were met, and the data was suitable for analysis using the multiple linear regression technique.

Normal Q-Q Plot of Standardized Residual

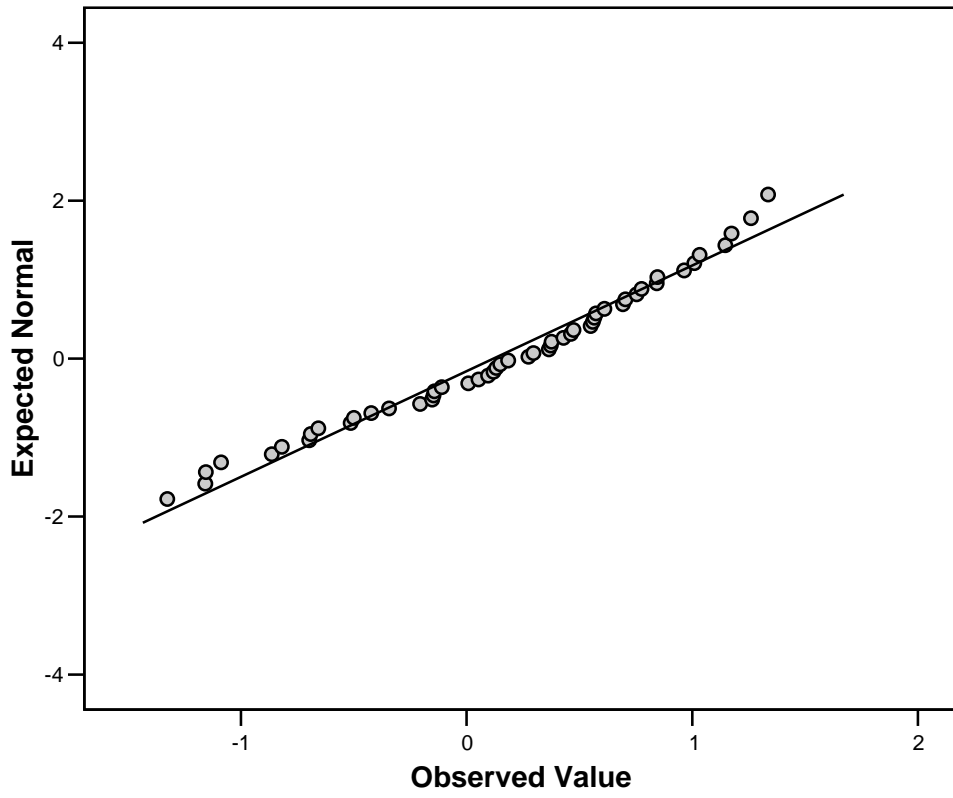


Figure 1

Scatterplot of Standardized Residuals

Research Question

Is there a relationship between wellness as measured by the Five Factor Wellness Inventory and effective teaching as measured by the STAI? To address this research question, the multiple linear regression analysis was applied to the sample data. The findings of the analysis indicate there is no statistically significant predictive ability of the predictor variables on the dependent variable. Specifically, holistic wellness as defined by subscales on the 5F-Wel did not explain a statistically significant amount of the variation on the dependent variable (STAI).

The method used to identify the final regression model was the simultaneous or “forced entry” method. This method forces in the set of predictor variables (creative self, coping self, social self, essential self, and physical self) to evaluate the explanatory power of the variables and identify the variable(s) that explain the greatest amount of variation in the dependent variable (overall formative STAI score). The forced entry method yielded results of $R=.264$, $R^2=.070$, and $SEE=7.859$ (Table 3). The model (Table 3) derived from this method was $Y=155.35-.023(\text{creative self})-.234(\text{coping self})+.058(\text{social self})+.074(\text{essential self})+.045(\text{physical self})$.

Table 3

Summary of Regression Model of Holistic Wellness
Predicting Teacher Effectiveness

Variables	B	SE	β	t	p
Creative Self	-.023	.203	-.023	-.115	.909
Coping Self	-.234	.136	-.301	-1.716	.093
Social Self	.058	.143	.072	.407	.686
Essential Self	.074	.179	.075	.414	.681
Physical Self	.045	.096	.082	.472	.639

Note. $R^2 = .07$, $F(5, 46) = .690$, $p = .633$

For purposes of this study, the regression coefficients (represented by B in Table 3) will be interpreted in order to provide a practical interpretation of the regression model. The variable *creative self* has a coefficient of -.023 which means that for every unit the dependent variable increases, *creative self* decreases by .023 times. *Coping self* also has a negative coefficient meaning that every time the STAI score increases by one unit, *coping self* decreases by .234 times. A positive coefficient of .058 is found with *social self* indicating that with every unit of change in the dependent variable, *social self* increases .058 times. *Social self* has the highest positive coefficient of .074, and *physical self* has a coefficient of .045. Although it is negative, coping self has the greatest predictive power in this model. However, as indicated by the significance levels reported in Table 3, none of the variables are statistically significant at an alpha level of .05.

Simply, variation in the dependent variable (STAI overall formative scores) is not statistically significantly accounted for by the predictor variables in this study. There is not a statistically significant relationship between teacher effectiveness and holistic wellness. Specifically, the second order factors of creative self, coping self, social self, essential self, and physical self as measured by the 5F-Wel did not predict the dependent variable of teacher effectiveness as measured by the STAI overall formative scores in the current sample.

Chapter Summary

The purpose of this study was to determine whether holistic wellness as defined by creative self, coping self, social self, essential self, and physical self as measured by the 5F-Wel can be used to predict teacher effectiveness as measured by the STAI. The data were gathered from a group-administration of the 5F-Wel and the university supervisors' administration of the formative STAI. The multiple linear regression function in SPSS 12.0 was used to analyze the data. None of the predictor variables of creative self, coping self, social self, essential self, and physical self were statistically significant predictors of STAI scores. The results obtained show the predictor variables included in the analysis did not predict teacher effectiveness as measured by the STAI at an accuracy greater than chance. A statistically

significant relationship between the predictors and dependent variable was not found.

CHAPTER IV

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Discussion

The research question investigated for the purpose of this study was: Is there a relationship between wellness as measured by the Five Factor Wellness Inventory and effective teaching as measured by the STAI? The results obtained show the predictor variables included in the analysis did not predict teacher effectiveness as measured by the STAI at an accuracy greater than chance. A statistically significant relationship between the predictors and dependent variable was not found.

Two major areas of educational research comprise this literature review: (a) the literature on wellness and (b) literature on the areas of the STAI. Literature on wellness is diverse and plentiful. Of particular importance to the current study is the literature on models of wellness, wellness in schools, wellness in universities, and wellness as it relates to jobs. Myers and Sweeney (2005a) recommended that schools become institutions that promote wellness through knowledge and modeling.

Themes that prevail in the literature regarding effective teachers include expertise in planning, implementing, managing, communication and interaction, and assessing a diverse group of learners. These particular themes are echoed in the STAI. Effective teachers must be able to diagnose specific needs, encourage peer interaction, and manage the environment while meeting the community, curricular, and subject area needs. Community needs include that of promoting wellness in students. Currently, the focus on academic achievement and high-stakes testing has sacrificed wellness in students, and “there is a strong need and a public outcry to promote wellness in public schools” (Myers & Sweeney, 2005a, p. 228).

The convenience sample for this correlational study was obtained from the spring 2006 student interns at Mississippi State University-Meridian Campus. Participation was voluntary. The multiple linear regression technique was used for data analysis. The purpose of this study was to determine whether holistic wellness as defined by creative self, coping self, social self, essential self, and physical self as measured by the 5F-Wel can be used to predict teacher effectiveness as measured by the STAI. The data were gathered from a group-administration of the 5F-Wel and the university supervisors’ administration of the formative STAI. The multiple linear regression function in SPSS 12.0 was used to analyze the data. None of the

predictor variables of creative self, coping self, social self, essential self, and physical self were statistically significant predictors of STAI scores. The results obtained show the predictor variables included in the analysis did not predict teacher effectiveness as measured by the STAI at an accuracy greater than chance. A statistically significant by different from zero relationship between the predictors and dependent variable was not found.

In an era of high stakes testing and accountability in education, teacher effectiveness is an important issue. The success rate with which teachers reach diverse student needs and raise test scores are prevalent themes. Additionally, holistic wellness is a common topic explored in various veins of research. The present study was an attempt to contribute to the current body of educational research by examining the relationship between teacher effectiveness and holistic wellness. It was hypothesized that a better understanding of this relationship might help university teacher education programs in early detection of wellness needs that would ultimately lead to greater teacher effectiveness.

The results obtained show the predictor variables included in the analysis did not predict teacher effectiveness as measured by the STAI at an accuracy greater than chance. A statistically significant by different from zero relationship between the predictors and dependent variable was not found.

Conclusions

The findings in this study did not support a statistically significant relationship between teacher effectiveness as measured by the STAI and holistic wellness as measured by the 5F-Wel. The predictor variables of creative self, coping self, social self, essential self, and physical self did not predict scores on the STAI to indicate teacher effectiveness at an accuracy greater than chance. Data analysis using the multiple linear regression technique did not show a statistically significant predictive ability of holistic wellness to determine teacher effectiveness for the current sample.

Research Question

Research Question: Is there a relationship between wellness as measured by the Five Factor Wellness Inventory and effective teaching as measured by the STAI? Based on the findings of this study, the predictors included in the multiple linear regression analysis could not be used to predict teacher effectiveness with an accuracy greater than chance.

Recommendations

It is recommended that the study be replicated using similar methodology with a different population. Although all state universities adhere to the same guidelines, differences still exist among individual programs. It is recommended that the study be replicated to compare results

from the various universities, thereby possibly identifying characteristics of the student teacher population which would benefit from the use of a holistic wellness model in order to promote teacher effectiveness.

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APPENDIX A

INSTITUTIONAL REVIEW BOARD APPROVAL FORM FOR THE
PROTECTION OF HUMAN SUBJECTS IN RESEARCH OF
MISSISSIPPI STATE UNIVERSITY



April 24, 2006

Dana Harwell
7812 Highway 10
Lisman, AL 38912

RE: IRB Study #06-103: Can Holistic Wellness Predict Teacher Effectiveness?

Dear Ms. Harwell:

The above referenced project was reviewed and approved via expedited review for a period of 4/21/2006 through 4/15/2007 in accordance with 45 CFR 46.110 #7. Please note the expiration date for approval of this project is 4/15/2007. If additional time is needed to complete the project, you will need to submit a Continuing Review Request form 30 days prior to the date of expiration. Any modifications made to this project must be submitted for approval prior to implementation. Forms for both Continuing Review and Modifications are located on our website at <http://www.msstate.edu/dept/compliance>.

Any failure to adhere to the approved protocol could result in suspension or termination of your project. Please note that the IRB reserves the right, at anytime, to observe you and any associated researchers as they conduct the project and audit research records associated with this project.

Please refer to your docket number (#06-103) when contacting our office regarding this project.

We wish you the very best of luck in your research and look forward to working with you again. If you have questions or concerns, please contact me at jmiller@research.msstate.edu or by phone at 662-325-5220.

Sincerely,

A handwritten signature in black ink, appearing to read "Jonathan E. Miller".

Jonathan E. Miller
Interim IRB Officer

cc: Linda Walker
Julia Porter

Office of Regulatory Compliance

P. O. Box 6223 • 8A Morzan Street • Mailstop 9563 • Mississippi State, MS 39762 • (662) 325-3294 • FAX (662) 325-8776

APPENDIX B
RESEARCHER'S VITAE

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Doctor Of Philosophy: Mississippi State University
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Educational Specialist: Mississippi State University
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Master of Science: Mississippi State University
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Major Area: Elementary Education
1989

PROFESSIONAL EXPERIENCE:

2004 Lecturer, Department of Education. Responsibilities include: teaching courses in senior block methods of teaching social studies and language arts for children, teaching children's literature, middle level education, early childhood education, social foundations of education, reading strategies for secondary content areas, and advising elementary education students. Mississippi State University- Meridian Campus.

1989 Early Childhood Educator, Choctaw County Board of Education

PROFESSIONAL PRESENTATIONS & TRAINING:

Harwell, D., Moore, J., & Walker, L. (2005). Undergraduate Field Experiences: Issues, Expectations, and Interactions. Paper presented at the 2006 Annual Conference of the American Educational Research Association San Francisco, California.

Harwell, D., Walker, L., & Bryan, L. (2005, February). Problem-based learning: An innovative approach in teacher education. Paper presented at the 85th Annual Conference of The National Association of Teacher Educators (ATE). Chicago, Illinois. Refereed.

Harwell, D., Walker, L., Bryan, L., & Leewer, S. (2005, March). Math and Children's Literature. Paper presented at the Mississippi Rural Education Association Conference. Meridian, Mississippi. Invited Presentation.

Harwell, D., Walker, L., Bryan, L., & Leewer, S. (2005, March). Problem-Based Learning: An Interactive Approach. Paper presented at the Mississippi Rural Education Association Conference. Meridian, Mississippi. Invited Presentation.

Presented overview of National Board Certification to
local chapter of Delta Kappa Gamma
Trained as Makes Sense Strategies Presenter at
University of Alabama

Taskstream training

Interstate New Teacher Assessment & Support
Consortium Standards training

SUBMITTED:

Harwell, D. , Launius, S., Walker, L, & Bryan, L. (2006).
Attitude and Achievement Using Two Approaches for
Elementary Mathematics Instruction.

IN PROGRESS:

Harwell, D. & Walker, L. (2006). Lap Literacy.

Harwell, D. (2005). Percent Proficient on Standardized
Tests: Can It Be Predicted?

PROFESSIONAL & ACADEMIC ASSOCIATION
MEMBERSHIPS

Association of Teacher Educators
National Education Association
Mississippi Association of Educators

AWARDS AND HONORS

2002-2003 “Outstanding Graduate Student of the Year”
Mississippi State University-Meridian Campus

APPENDIX C
FIVE FACTOR WELLNESS INVENTORY SAMPLE

5F-Wel Inventory Booklet Samples

Directions: The purpose of this inventory is to help you make healthy lifestyle choices. The items are statements that describe you. Answer each item in a way that is true for you most of the time. Think about how you most often see yourself, feel, or behave. Answer all the items. Do not spend too much time on any one item. Your honest answers will make your scores more useful.

A	B	C	D
Strongly Agree	Agree	Disagree	Strongly Disagree
<i>If it is true for you most or all of the time</i>	<i>If it is true for you some of the time</i>	<i>If it is usually not true for you</i>	<i>If it is almost never true for you</i>

1.	I engage in a leisure activity in which I lose myself and feel like time stands still.	A	B	C	D
2.	I am satisfied with how I cope with stress.	A	B	C	D
3.	I eat a healthy amount of vitamins, minerals, and fiber each day.	A	B	C	D
4.	I often see humor even when doing a serious task.	A	B	C	D

APPENDIX D
STUDENT TEACHER ASSESSMENT INSTRUMENT

FORMATIVE STUDENT TEACHER ASSESSMENT

College of Education
Mississippi State University

Name _____ Social Security Number _____
Semester/Year _____ Grade Level/Subject _____
School _____ Supervisor Completing Form _____

About this instrument: The assessment of teaching performance is based on ten standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC). The standards are incorporated into six domains: 1) planning and preparation, 2) communication and interaction, 3) teaching for learning, 4) managing the learning environment, 5) assessment of student learning, and 6) professionalism and partnerships. Two analysis scales have been developed to assist the supervisor in determining the student teacher's performance: *Occurrence* - 1) not evident, 2) somewhat evident, 3) evident, 4) very evident, and NA) not applicable or NO) not observed; and *Effectiveness* - 1) not effective, 2) somewhat effective, 3) effective, 4) very effective, and NA) not applicable or NO) not observed. These performance criteria should be used throughout the placement to provide feedback to the student teacher. The supervising teachers should assess the student teacher's performance over a 5 to 10 day period/unit. Whereas the supervising teacher can observe the student teacher over an extended period of time, the university supervisor is limited to observation of single lessons. Therefore, the supervising teacher's role is critical to a comprehensive assessment of the student teacher's performance.

Directions for use of these forms:

1. The supervising teacher and university supervisor share responsibility for assessment of the student teacher. The formative assessment instrument should be completed a minimum of twice during each 8-week placement. Some items may be assessed through review of documents and interviewing. These items are marked with an asterisk (*). Additional observations are recommended to facilitate the growth of the student teacher. Following each observation, the supervisor should hold a conference with the student teacher and provide a copy of the assessment. Joint conferences with the classroom supervisor should also be held periodically so that the student teacher's progress is evident to all parties.
2. Other personal and professional factors used to guide the observation and evaluation process are listed on the Summative Student Teacher Evaluation form. This summative evaluation will be completed by the supervisor at the end of each placement. The items on this form should be discussed throughout the placement with the student teacher. The ratings on this part of the instrument are intended to reflect the overall performance of the student teacher.
3. After the final supervisory visit of the university supervisor, the school supervisor and university supervisor should complete the Summative Student Teacher Evaluation and determine the grade of the student teacher. The student teacher should be told that this is the grade as of that time. The grade is not final until after wrap-up day at the end of the semester.
4. The Formative Student Teacher Assessment forms completed by the supervising teacher and the university supervisor become part of the student teacher's records and should be turned into the Office of Clinical/Field-Based Instruction by the university supervisor.
5. The occurrence and effectiveness scores on the first and second assessment completed by the school and university supervisor must also be entered online (see instructions).

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

- 1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.**
- 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.**
- 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.**
- 4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.**
- 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.**
- 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.**
- 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.**
- 8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.**
- 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.**
- 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.**

(Numbers in parentheses on the assessment instrument refer to the INTASC standards.)

	FIRST		SECOND		COMMENTS
	O	E	O	E	
10. Builds and sustains a classroom climate of acceptance, encouraging creativity, inquisitiveness and risk-taking. (6)	---	---	---	---	
11. Provides opportunities for students to cooperate, communicate and interact with each other to enhance learning. (2, 5, 6)	---	---	---	---	
12. Establishes relationships with parents and guardians.*(10)	---	---	---	---	
TEACHING FOR LEARNING					
13. Displays knowledge of the subject being taught.(1)					
14. Projects enthusiasm for teaching and learning. (1)	---	---	---	---	
15. States objectives and communicates the importance of topics being studied. (1)	---	---	---	---	
16. Uses knowledge of students' prior understandings and experiences to make instruction relevant and meaningful.* (1, 3, 7)	---	---	---	---	
17. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation).(4)	---	---	---	---	
18. Provides learning experiences that accommodate differences in developmental and individual needs (e.g., various levels, learning styles, performance modes, and multiple intelligences). (2, 3, 4)	---	---	---	---	
19. Relates concepts using language that is understood by the students. (4, 6)	---	---	---	---	
20. Gives directions appropriate for carrying out instructional activities and uses concrete examples to clarify when necessary. (4)	---	---	---	---	
21. Incorporates a variety of technology and resources into instruction (e.g., VCR, overhead projector, calculators, computers, newspapers, etc.).* (6)	---	---	---	---	
22. Provides opportunities for students to apply concepts in problem-solving and critical thinking. (4, 6)	---	---	---	---	
23. Uses questioning to identify misconceptions or confusion and to monitor student work. (6)	---	---	---	---	
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	FIRST		SECOND		COMMENTS
	O	E	O	E	
24. Uses higher-order questions to engage students in original, creative, and evaluative thinking. (4, 6)					
25. Adjusts strategies in response to learner feedback and encourages students to expand on and support their responses. (4, 6)					
26. Uses adequate wait time (e.g., 3 to 5 seconds) for responses in order to encourage higher-level, reflective thinking. (2, 4)					
27. Gives timely feedback on academic performance and discusses corrective procedures to be taken.* (8)					
28. Uses community resources to enhance student learning.* (10)					
MANAGING THE LEARNING ENVIRONMENT					
29. Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. (5)					
30. Uses instructional time effectively. (5)					
31. Monitors students' participation and interpersonal interactions in learning activities and encourages students to develop self-monitoring skills. (5)					
32. Establishes efficient routines for procedural tasks and delegates to students. (5)					
33. Applies the principles of effective classroom management using a range of strategies to promote cooperation and learning. (5)					
34. Analyzes the classroom environment and makes adjustments to enhance social relationships, student motivation, and learning.* (5, 6, 7)					
35. Utilizes individual and group responses to pace learning, proceed with new work, or reteach unclear parts of the lesson. (2, 4)					
36. Attends to organizing time, space, activities and materials to provide equitable engagement of students in productive tasks. (5)					

ASSESSMENT OF STUDENT LEARNING*

- 37. Communicates assessment criteria and performance standards to the students. (8)
- 38. Develops and uses a variety of formal and informal performance assessments. (8)
- 39. Encourages students to assume responsibility for learning and to engage in self evaluation. (8)
- 40. Maintains records of student work and performance and communicates student progress to students, parents and colleagues. (8)

*These items may be assessed by interviewing and reviewing documents.

FIRST		SECOND		COMMENTS
O	E	O	E	
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COMMENTS

Strong Points of Teaching

Suggestions for Improvement

Summary (general statement about teaching effectiveness)