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**Teacher beliefs of reflective
thinking, trust and purpose in
the evaluative process, and its
effects on instructional
improvement.**



About The Authors



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- He is working on his doctorate in Educational Administration from Dowling College, located in Oakdale and Shirley, Long Island, New York, USA.
- He has successfully defended his dissertation proposal and expects to complete his dissertation in 2009.



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About The Authors



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William Floyd
Middle School

- She is working on her doctorate in Educational Administration from Dowling College, located in Oakdale and Shirley, Long Island, New York, USA.
- She has successfully defended her dissertation proposal and expects to complete her dissertation in 2009.

About The Authors



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- He completed his doctorate from Dowling College in Educational Administration in 2006.



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About The Authors



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College

- **Dr. Elsa-Sofia Morote** is a tenured Professor at Dowling College, in the Department of Education, Leadership and Technology.
- She is formerly of the Massachusetts Institute of Technology, (2001-2003) where she taught instructional technology and quantitative methods.
- She was part of teams from Dowling that presented at ICSEI in 2005, 2007 and 2008.

About The Authors



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- **Dr. Stephanie Tatum** is an Assistant Professor of Educational Administration, Leadership & Technology at Dowling College.
- She has previously been part of teams from Dowling that have presented at ICSEI, the Hawaiian International Conference on Education, AERA and other international educational conferences.

About The Institution

- Dowling College is a private liberal arts college, located on three campuses in Suffolk County, Long Island, New York, USA.
- It has graduated more than 5,000 teachers and school administrators in its 50 year history.
- Its doctoral program has existed for ten years and has graduated hundreds of students with educational doctorates.



Abstract

- This study examines the interrelationship of three variables in the teacher evaluation process: reflective thinking, professional trust, and purpose, and their effects upon instructional improvement.
- The theoretical framework for this study is Senge's (2000) "Five Disciplines" of personal mastery, shared vision, mental models, team learning and systems thinking.

Abstract

- In this study, a total of 165 secondary teachers completed The Teacher's Analysis of Their Principal's Evaluation Style (TAPES) questionnaire, which was conducted in five school districts on Long Island by Card (2008).
- The survey consisted of 38 items, utilizing a five-point Likert scale, asking the existence and importance of the three variables.
- There was a high interrelationship among the three variables and instructional improvement.

Abstract

- Reflective thinking was found to be the highest contributing factor in instructional improvement (existing and importance).
- In the case of instructional improvement (importance), trust and reflective thinking accounted for 39% of the variance;
- In the case of instructional improvement (existence), reflective thinking and purpose accounted for 78% of the variance.

Introduction

- We live in an era of high-stakes testing (Freeman, 2003).
- Schools are under intense pressure to raise standards, during a time of economic scarcity of money and resources (more mandates; less funding).
- In order for schools to improve student learning and achievement, they must first improve the effectiveness of the classroom teachers (Killion, 2002).

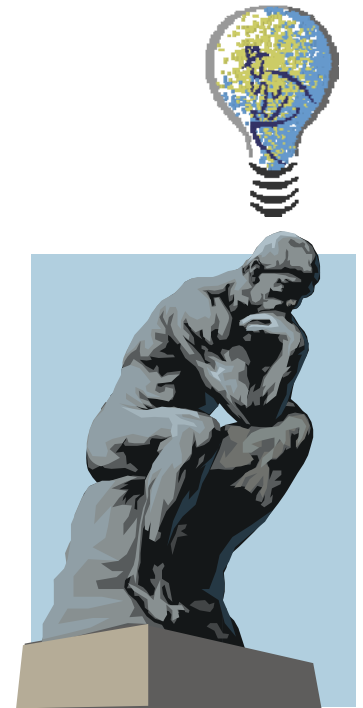


Expansion of A Prior Study

- This study is an expansion of a study conducted by Card (2006).
- This study examines the relationships of the existing practices and the importance of what teachers perceive to be most effective variables for the improvement of supervision of instruction.

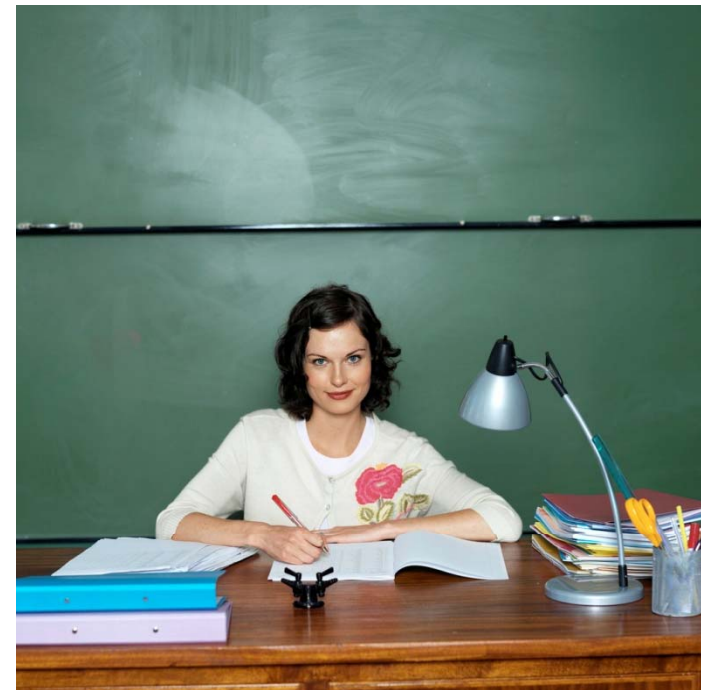
Expansion of A Prior Study

- This study will build upon Senge's "Fifth Discipline" by examining which of the three variables (reflective thinking, professional trust and purpose) have the greatest impact on improving instruction.



Purpose of the Study

- This study examines three factors that influence instructional improvement, and their relationship to one another. They are:
 - **Reflective Thinking**
 - **Professional Trust**
 - **Purpose in Evaluation**



The Variables

- In this study, **Instructional Improvement** was the dependent variable.



- **Professional Trust, Reflective Thinking and Purpose** were the independent variables.

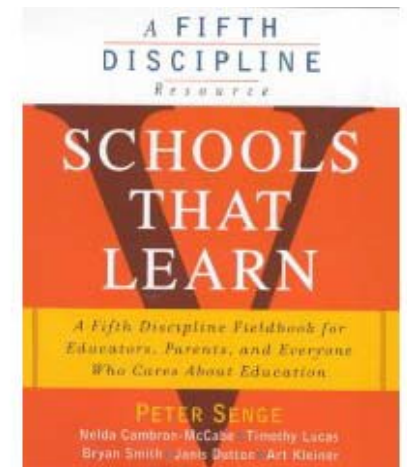
Literature Review

- Golhammer, Anderson and Krajewski (1969, 1980) indicated that the supervision of teachers not only evaluates present performance, but is concerned with improving instructional effectiveness.



Literature Review

- The infrastructure for organizational action which Senge discusses in *Schools That Learn* (2000) depicts the essential components of developing a learning culture.



Peter Senge

Literature Review

Card (2006) lists:

- Reflective dialogue
- Unity of purpose
- Collective focus on student learning
- Collaboration
- Norms of sharing
- Openness to improvement with deprivation of practice and critical review.



Literature Review

- Wise, Darling-Hammond, McLaughlin & Berstein (1984) suggested that when teachers become part of the evaluation process through active participation in the practice, the likelihood of their professional growth increases.



Literature Review

- **Reflection** is a process of thinking about teaching and learning by monitoring cues for the extent to which they are within a corridor of tolerance and decision-making.
- The ability to adjust instruction (as appropriate) facilitates better achievement through teaching and learning goals (McAlpine, 1999).

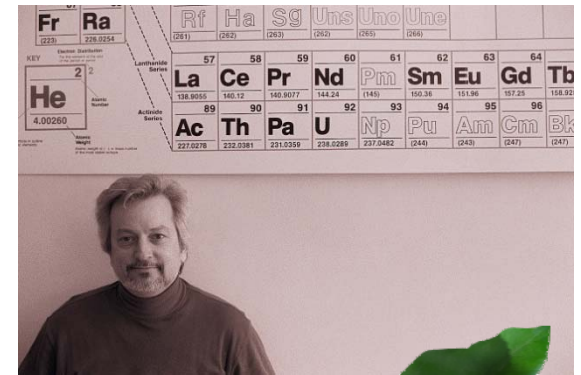


Definition of Variables

- Card (2006) defined the four essential components of teacher evaluation: **purpose, professional trust, reflective thinking** and **instructional improvement.**

Definition of Variables

- Card (2006) defined the sub-category of *purpose* as follows: “throughout the evaluation process, the teacher should feel supported and encouraged to grow; feeling at the conclusion of the evaluation some internal measure of growth.”



Definition of Variables

- Card (2006) defined the subcategory of *professional trust* as follows: “mutual trust between teacher and evaluator is a major factor in the overall evaluation process.”
- The observer promotes trust by volunteering personal information about himself / herself, maintaining confidentiality, following through on commitments made to the teacher and reacting to the teacher in an appropriate manner when that person is in need of support.”



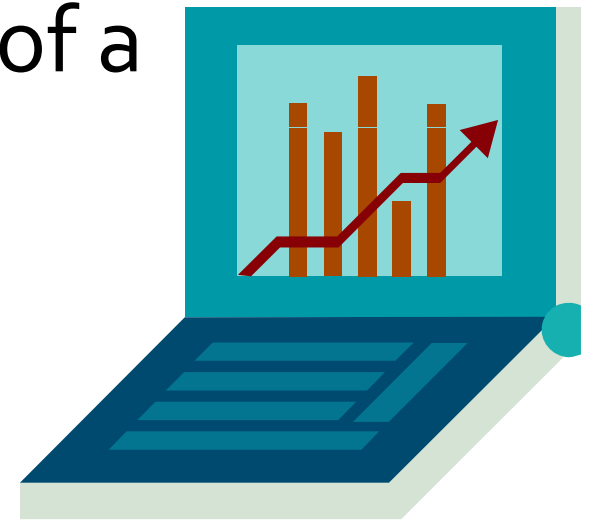
Definition of Variables

- ***Reflective thinking*** was defined by Card (2006) as: “the practice of documenting or discussing the quality or artifacts of a teacher’s work that focuses on improvement.”
- The artifacts of teaching include lesson plans, tests, reading lists, course outlines, samples of students’ work and hand-outs used in class.”



Data Analysis

- The data was analyzed using SPSS and plotted in the form of a Path Analysis using AMOS. A regression analysis was performed to determine the relation of the independent variable to the dependent variable, and to each other.



Data Analysis

Correlations

		truste	purpe	instimpe	reflecte
truste	Pearson Correlation				
	Sig. (2-tailed)				
	N				
purpe	Pearson Correlation	.850**			
	Sig. (2-tailed)	.000			
	N	149			
instimpe	Pearson Correlation	.676**	.741**		
	Sig. (2-tailed)	.000	.000		
	N	138	143		
reflecte	Pearson Correlation	.693**	.719**	.853**	
	Sig. (2-tailed)	.000	.000	.000	
	N	143	149	138	

** . Correlation is significant at the 0.01 level (2-tailed).

ANOVA

ANOVA^c

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7002.160	1	7002.160	343.489	.000 ^a
	Residual	2629.718	129	20.385		
	Total	9631.878	130			
2	Regression	7416.788	2	3708.394	214.291	.000 ^b
	Residual	2215.089	128	17.305		
	Total	9631.878	130			

a. Predictors: (Constant), reflecte

b. Predictors: (Constant), reflecte, purple

c. Dependent Variable: instimpe

Data Analysis

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.635	1.475		7.890	.000
	reflecte	.919	.050	.853	18.533	.000
2	(Constant)	5.739	1.816		3.161	.002
	reflecte	.703	.063	.653	11.088	.000
	purpe	.575	.118	.288	4.895	.000

a Dependent Variable: instimpe

Excluded Variables(c)

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	truste	.204(a)	3.371	.001	.286	.537
	purpe	.288(a)	4.895	.000	.397	.519
2	truste	-.001(b)	-.011	.991	-.001	.258

a Predictors in the Model: (Constant), reflecte

b Predictors in the Model: (Constant), reflecte, purpe

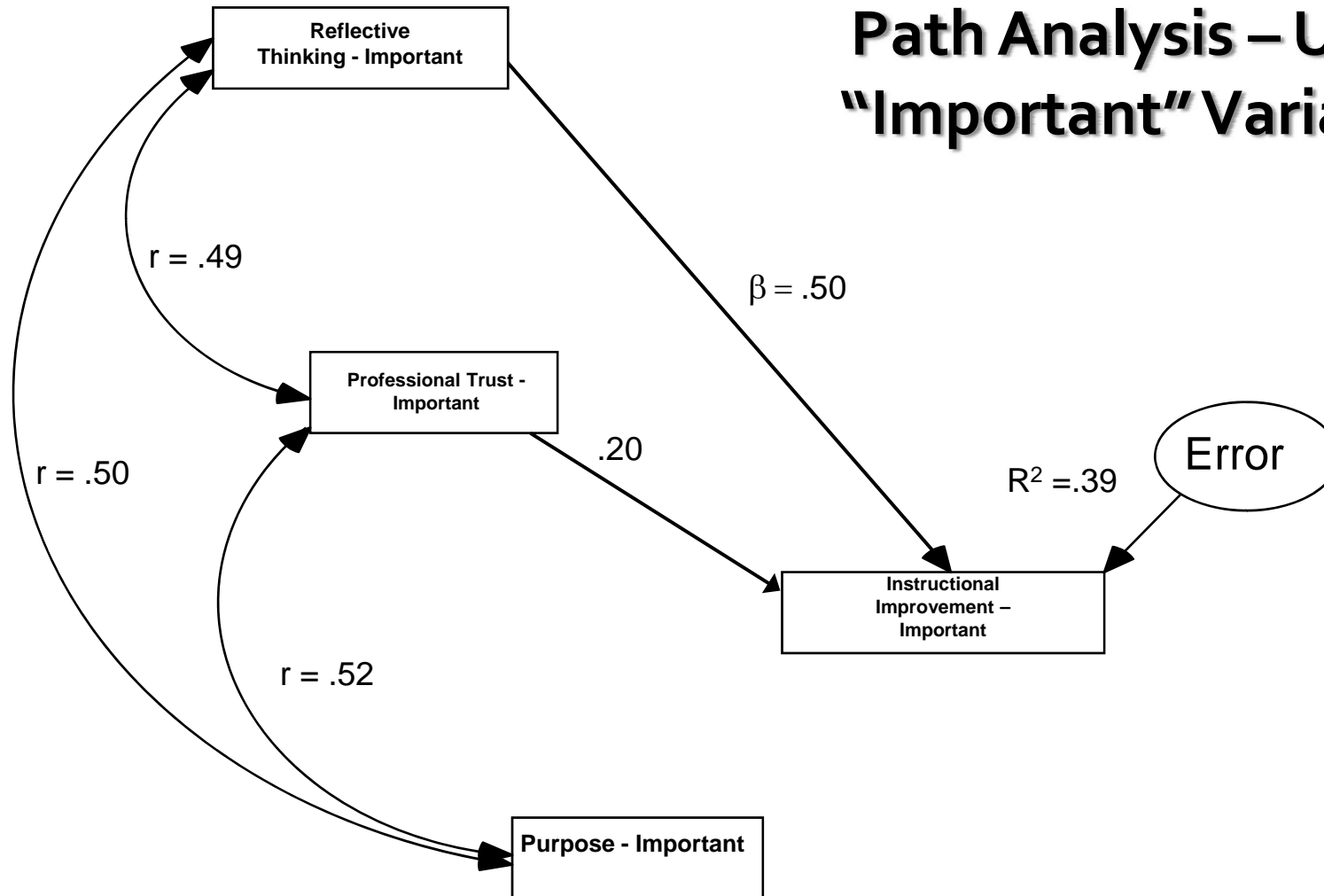
c Dependent Variable: instimpe

Path Analysis

- A path analysis of the variables was conducted, using SPSS and plotted using AMOS. There was a strong relationship between purpose and trust (.86), followed by reflective thinking and purpose (.71) and reflective thinking and trust (.70).
- The relationship between reflective thinking and instructional improvement was the greatest of the independent variables (.27).

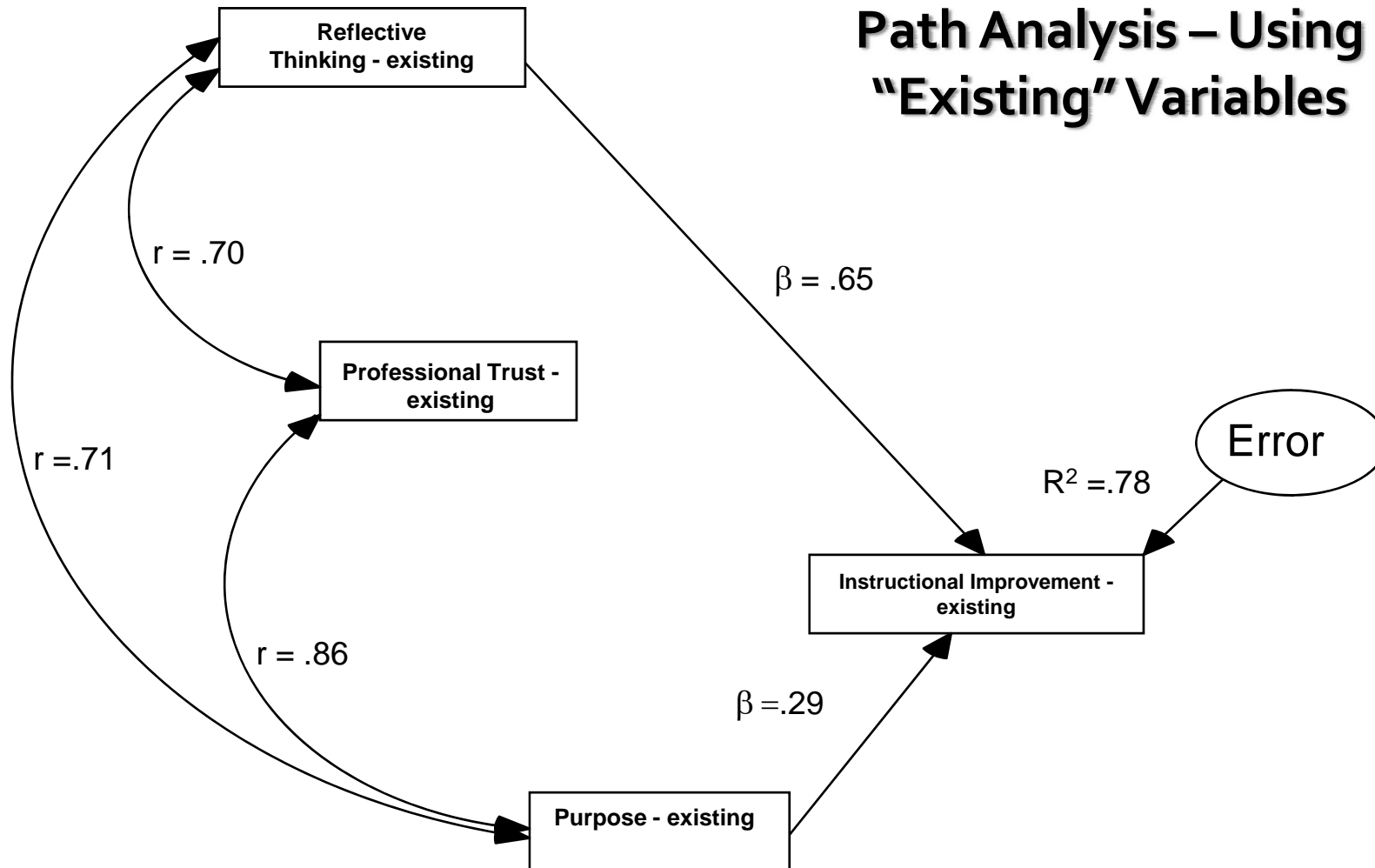
Path Analysis

Path Analysis – Using “Important” Variables



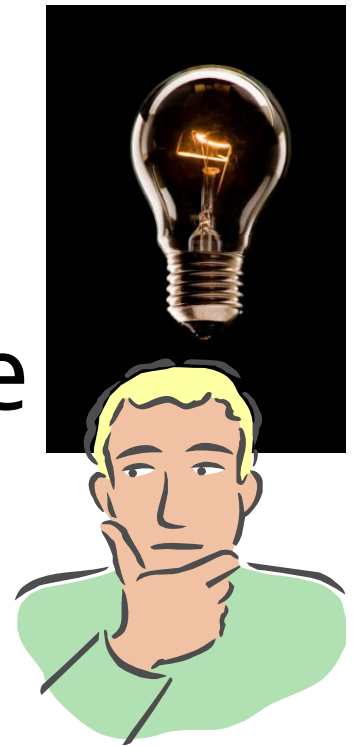
Path Analysis

Path Analysis – Using “Existing” Variables



Path Analysis

- We can conclude that purpose and trust are both strongly related to reflective thinking.
- These are foundational to the reflective thinking, which is the variable most responsible for instructional improvement.



Conclusion

- We concluded that reflective thinking is of critical importance in the process of supervision of instruction.
- Teachers must think critically of the feedback of those supervisors that are responsible for evaluating their instructional practices and methodologies.



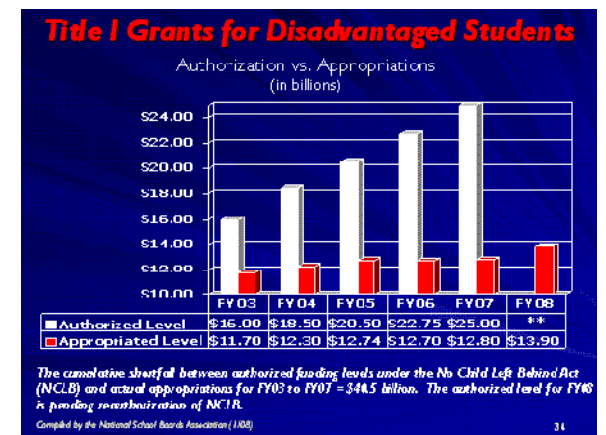
Conclusion

- While there has been much interest in teaching reflective thinking to students in the last decade, this process must begin with administrators and teachers in improving the supervision of instruction process, and applying reflective thinking skills to teaching methodologies.



Areas for Future Research

- This study should be replicated in other school districts throughout the United States (and in other countries) particularly as the 2014 NCLB deadline rapidly approaches.




Areas for Future Research

- A related area for future research is to examine the differences between teacher's perceptions, trust and reflections comparing and contrasting male and female administrators.



Areas for Future Research

- This is especially significant as an increasing number of female superintendents, assistant superintendents and building-level principals enter the nation's public school systems (Shakeshaft, 1989). 

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- Log on to the Internet at www.gregoryeck.com
- Click the links to the PowerPoint presentation, the conference paper and to Dr. Card's original dissertation.
- Contact information regarding the authors is available on the final page of the paper.

index

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I am one of the Pastors of
Upper Room Christian World Center,
Located in Dix Hills, NY



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This Sunday**

Bishop Anthony D'Onofrio and Upper Room's Family Life, Ministry Leaders and Congregation warmly welcome you to this coming weekend. Come celebrate Jesus through our powerful, spiritual praise and worship. His open your heart and Upper Room Pastor share his inspiring and encouraging message from the Word of God.

We look forward to seeing you and your family. After service, please stop by our Visitor's Center and meet some of our Pastors, as well as sharing a delicious meal with them for you. May God bless you, and see you this weekend!

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