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How Teacher Beliefs Impact Teacher Behaviors: Teaching Children with Moderate Intellectual Disability to Read

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HOW TEACHER BELIEFS IMPACT TEACHER BEHAVIORS: TEACHING CHILDREN WITH MODERATE INTELLECTUAL DISABILITY TO READ

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ABSTRACT

This study uses a sequential mixed methods multi-strand design to study the teaching behaviors of special education teachers who are teaching elementary k – 5 students with moderate Intellectual Disability (ID) to read. It provides a better understanding of the relationship between teacher beliefs and teacher behaviors and the importance of teacher beliefs when working with special education students.

If you have pathognomonic beliefs, you believe "that disability is an internal, fixed, and pathological condition of the individual that is not amendable to instruction" (Jordan, Glenn, & McGhie-Richmond, 2010, p.262). If you have interventionist beliefs you "view disability as created in part by a society that is designed for the able, and that creates barriers for those who have disabilities" (Jordan et al. 2010, p. 262). The research question for the study asks whether there is a significant difference in the teaching performance between teachers of students with Intellectual Disability (ID) who have *interventionist beliefs* regarding ID students' ability to learn to read than teachers of ID students with *pathognomonic beliefs*. Teaching behaviors are divided into four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities (Danielson, 2007).

Teachers were surveyed to measure and classify their belief type as pathognomonic or interventionist beliefs. The survey items are divided into five categories: Assessment, Programming, Individual Education Plan (IEP) Review, Communication with Staff, and Communication with Parents. Teachers were observed in the classroom three times in one week and rated using an observation record form adapted from a teacher evaluation tool

entitled Danielson Framework for Teaching (2008). The researcher interviewed participants before determining a total behavior score.

An overall belief type and the five categories of beliefs were compared to the four domains and overall behavior score of each participant. A significant relationship was found between the total behavior score(s) of the teacher and the teacher belief category, finding, $r_\tau = 1.000$, $p < .01$. In addition, there was a significant relationship between the behavior score(s) of Domain 1 and the teacher belief category, finding, $r_\tau = 1.000$, $p < .01$.

The results suggest that teachers of students with ID who report interventionist beliefs will more likely rate highly on the observation record while teaching. The results of this study could trigger more attention to the underlying variables influencing teacher beliefs and how they affect students with disabilities.

This paper, along with my doctoral degree, is dedicated to my father, Robert A. Brockelmeyer. My father is an amazing person. He is intelligent in many ways. He is accomplished in many more. He is a talented artist, an experienced contractor, a successful businessman, a military veteran, and a comedian with a flair for magic. He is a man of faith with high values and morals. He leads by example. He has traveled the world for the purpose of helping others. He is well respected by his community. He is a husband, brother, dad, grandpa, great-grandpa. He is generous with his possessions, his time, his knowledge, his craft, and even his hard earned money. My father is my inspiration, my moral compass, and my role model. I strive to make him proud. I know that he loves me and that he is proud of me. Without my father's love and guidance, I do not believe I would have become the woman that I am today.

ACKNOWLEDGMENTS

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CHAPTER 1

INTRODUCTION TO THE STUDY

The No Child Left Behind Act of 2001(NCLB) mandates higher standards for all children; therefore states have implemented challenging standards for school districts to comply with state and federal requirements. As a result, teachers are expected to teach even the most severely disabled students to a proficient skill level. After working as a Special Education Teacher for 15 years, this researcher has encountered many teachers with differing beliefs regarding students with disabilities and their ability to learn to read. There seems to be a division among the special education teachers regarding the appropriate instructional standards for students with Intellectual Disability (ID). Some teachers believe that a focus on life skills is more practical than teaching basic academic skills. This study provided insight into the relationship between teacher behavior and their beliefs regarding ID students' ability to learn to read. When school administrators, teachers and parents consider the role teacher beliefs play within the instructional programs, there will be opportunity for improved quality of educational services provided to these children.

It is important to consider the overall concept of literacy in relation to teacher behaviors and beliefs when teaching reading to children with ID. This study considers the concept of literacy by looking at federal legislation, requirements from the State Department of Education; research based instructional approaches, and some of the challenges of working with students with ID. Literacy has many meanings. In this study, literacy is defined as "the ability to use words" (Durando, 2008 p. 40).

This simple definition includes all the skills that lead to reading and writing including

> using alternative and augmentative devices to communicate or following a daily schedule consisting of object symbols representing the day's activities. These skills may not begin by using text to represent words but they still provide a mode for students to communicate both expressively and receptively. Eventually, they can enable students who are unable to speak or write conventionally to demonstrate their comprehension of text (Durando, 2008, p.40).

At the United States Federal Level, "The No Child Left Behind Act of 2001 and the Individuals with Disability Improvement Education Act of 2004 stress the importance of giving every child access to the general education curriculum" (Durando, 2008, p.40). One of the major principles of the No Child Left Behind Act (NCLB) is the accountability for results on academic standards in reading/language arts, math, and science. "NCLB set the expectation that all students would show adequate yearly progress (AYP) in reading and language arts starting in third grade. NCLB (2002) and subsequent reauthorization of the Individuals with Disabilities Education Act (2004) required that students with disabilities be included in large-scale assessments and school accountability for AYP" (Browder, Gibbs, Ahlgrim-Delzell, Courtade, Mraz, Flowers, 2009, p. 269). In the case of students with ID, the student's Individual Education Program (IEP) team may decide that the student will take an alternate assessment designed by the state and aligned with state standards.

With the accountability measures in place, teachers are expected to continue to teach reading to all children in preparation for the state assessment. The Missouri Department of Elementary and Secondary Education (DESE) gives guidelines for regular class reading instruction, but not a specific number of minutes for special education. For children in special

education classrooms, the IEP team determines the amount of instructional time spent on reading. In addition to determining the amount of time to spend on reading instruction, special education teachers are given the latitude to choose a reading curriculum in place of the regular education curriculum or as a supplement to the regular education curriculum.

There is no question that working with intellectually disabled students can be challenging. Many times the developmental delay is not the only concern as inattention, memory problems, motor difficulties, and behavior issues can complicate the learning process. "Individuals with developmental delays tend to have short attention spans, problems with short term memory and in generalizing information to new situations" (Rizopoulos & Wolpert, 2004, p. 131). Children are very different from one another and usually all students in a special education classroom are functioning on different levels. Many times teachers are left to manage a group of students when many of the students require one on one instruction. Behavior problems with children who are intellectually disabled often stem from frustration. Research states that children with development delays are "often not developmentally ready to learn how to read until middle or later childhood" (Rizopoulos et. al. 2004, p. 131). This researcher has observed teacher frustration regarding the slow rate of progress for ID students. After multiple years with the same special education teacher, when a student has not made progress with reading goals, the teacher may begin to lose hope. However, just when the teacher is ready to give up, the child may enter a developmental growth stage and begin to show progress.

Literacy can be a daunting goal when special education teachers consider the behavior and present skill level of children with ID. Despite the challenges these students present there

is research indicating "young children with disabilities can learn word recognition and transfer acquired skills to functional materials" (Lee, 2005, p. 13).

Statement of the Problem

According to Katims (2000), "the story of the treatment of people with mental retardation dates back to the beginning of recorded history. However, documented attempts at systematic literacy instruction, including efforts to teach reading, writing, and spelling to individuals with mental retardation, is a relatively recent phenomenon" (Katims, 2000, p. 3). Further research on this topic would be beneficial to the teaching profession. This study gives a better understanding of the relationship between teacher beliefs and teacher behaviors and the importance of teacher beliefs when working with special education students. The results of this study could trigger more attention to the underlying variables influencing teacher beliefs and how they affect students with disabilities. Understanding the consequences of our beliefs can lead to improved instructional practice when teaching students with ID.

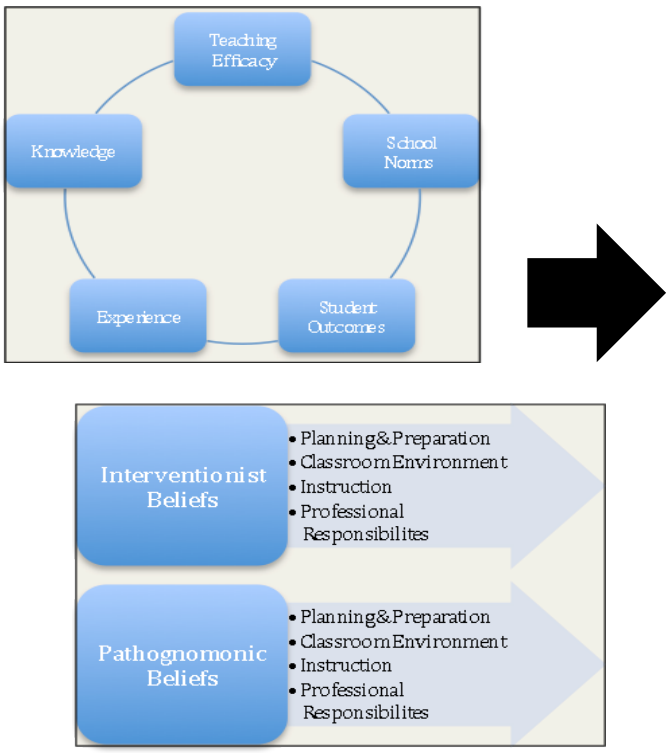
> It's not enough to teach students with developmental delays watered down content material. It is a teacher's priority to become familiar with strategies to improve all students' literacy skills so they may become productive members of our classroom and world communities (Rizopoulos et. al. 2004, p.135).

This researcher has observed several possible variables that influence teacher beliefs. A teacher's beliefs could be influenced by his/her colleagues or by the norms of the teachers in a school building. In addition, a teacher's belief about students with disabilities can be determined by his/her self-efficacy. When a teacher works with a student using a specific instructional strategy and the student makes an academic gain, the teacher has accumulated a

positive teaching experience with that student. This positive experience increases his/her level of teaching efficacy, which in turn may influence a teacher's belief about that student. Even experienced teachers, with solid instructional knowledge and the ability to manage difficult student behavior, may at times underestimate a child's ability. This study explores teacher beliefs based on student outcomes, experience, knowledge, school norms, and teacher efficacy leading the fulfillment of the prophecy that children will or will not learn to read (see Figure 1.1).

Figure 1.1

Variables Impacting Teacher Beliefs (Fortney)



The Purpose of the Study

The purpose of this study is to determine the relation between classroom teachers' beliefs regarding whether students with Intellectual Disability (ID) are capable of learning to read and the teachers' behavior while teaching ID students. This study examines teacher behavior. Teachers are observed for the following: seeking out differentiated learning activities, conveying genuine enthusiasm, having high expectations for all students, showing persistence when teaching, accommodating student needs, monitoring student progress, collaborating with others, and advocating for ID students. This study specifically looked at teachers of children with ID and the behaviors of Special Education Teachers during reading instruction. Using previous studies of teacher beliefs and teacher behavior, this study bridges the research to the specific field of special education and students with ID. The supporting research related to this study is discussed in more depth in chapter two.

Research Question and Null Hypothesis

The research question for the study asks whether there is a significant difference in the teaching performance between teachers of children with Intellectual Disability (ID) who have *interventionist beliefs* regarding ID children's ability to learn to read than teachers of ID students with *pathognomonic beliefs*. The following teacher behaviors are included in the study: planning of lessons with differentiated learning activities for teaching reading, conveying genuine enthusiasm for reading while having high expectations for all students, persistence in providing cognitively engaging activities with accommodations while monitoring student progress, and collaboration with others while advocating for ID students.

Stated in the form of a Hypothesis, H1: When teachers of children with Intellectual

Disability (ID) have *interventionist beliefs* regarding ID students' ability to learn to read, the teacher more often (1) plans lessons with differentiated learning activities for teaching reading, (2) conveys genuine enthusiasm for reading while having high expectations for all students, (3) persists in providing cognitively engaging activities with accommodations while monitoring student progress, and (4) collaborates with others while advocating for ID students than teachers of ID students with *pathognomonic beliefs* regarding ID students' ability to learn to read.

H01: There is no significant difference in the teaching performance between teachers of children with Intellectual Disability (ID) who have *interventionist beliefs* regarding ID students' ability to learn to read than teachers of ID students with *pathognomonic beliefs* regarding ID students' ability to learn to read, as determined by teachers (2.1) planning of lessons with differentiated learning activities for teaching reading, (2.2) conveying genuine enthusiasm for reading while having high expectations for all students, (2.3) persistence in providing cognitively engaging activities with accommodations while monitoring student progress, and (2.4) collaboration with others while advocating for ID students.

The independent variable consists of three categories: pathognomonic perspective, interventionist perspective or mixed perspective. The dependent variables include the following four domains: "Planning and Preparation (Domain 1), Classroom Environment (Domain 2), Instruction (Domain 3), and Professional Responsibilities (Domain 4)" (Danielson, 2007, p. 1).

Theoretical Framework

The theoretical framework for this study is based upon the concept of *self – fulfilling prophecy*. As stated in a study by Hinnant, O'Brien, & Ghazarian, 2009, the term originally defined by Merton (1948), "the self-fulfilling prophecy is a situation in which beliefs lead to their fulfillment; a person becomes or exemplifies what it is he or she was believed to be" (Hinnant, O'Brien, & Ghazarian, 2009, p. 662). In a longitudinal study conducted in 2009, researchers hypothesized that the academic outcomes for children may be different when teachers overestimate versus underestimate young children's abilities (Hinnant, et. al., 2009). This study examined whether teachers who believe a child with ID cannot learn to read behave differently towards that student while providing instruction.

Operational Definitions

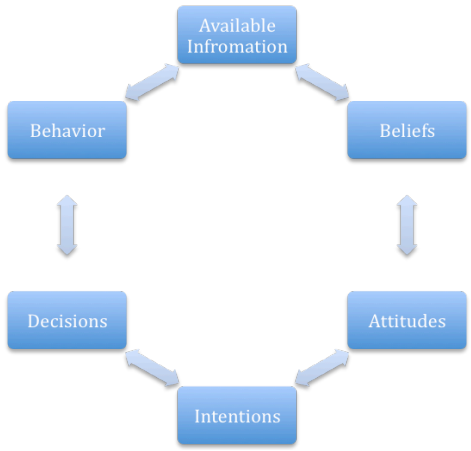
Belief: As defined by Fishbein and Ajzen (1975):

> Whereas attitude refers to a person's favorable or unfavorable evaluation of an object, beliefs represent the information he/she has about the object. Specifically, a belief links an object to some attribute. The object of a belief may be a person, a group of people, an institution, a behavior, a policy, an event, etc., and the associated attribute may be any object, trait, property, quality, characteristic, outcome, or event (Fishbein & Ajzen, 1975, p.12).

Bauch (1984) described Fishbein and Ajzen's theory as a causal chain. "They view beliefs as the receiver of available information needed for the formation of attitudes which in turn influence intentions, which are the basis for decision that lead to action" (Bauch, 1984, p. 3). (see Figure 1.2).

Figure 1.2

Relationships Between Beliefs, Attitudes, Intentions, Decisions, Behavior, and Available Information. Used with permission (Bauch, 1984).



Pathognomonic beliefs: "that disability is an internal, fixed, and pathological condition of the individual that is not amendable to instruction. As a result, these teachers emphasize the label or designated disability as the explanation for underachievement, and deem students with disabilities and those who are underachieving to be the source of their own learning difficulties" (Jordan, Glenn, & McGhie-Richmond, 2010, p.262).

Interventionist beliefs: "view disability as created in part by a society that is designed for the able, and that creates barriers for those who have disabilities" (Jordan et al. 2010, p. 262).

Behavior: defined by Fishbein and Ajzen (1975), behaviors "are observable acts that are studied in their own right" (p. 13).

Intellectual Disability: defined by DESE, Mental Retardation/Intellectual Disability means significantly sub average general intellectual functioning existing concurrently with deficits in adaptive behavior manifested during the developmental period that adversely affects a child's educational performance. A child displays Mental Retardation/Intellectual Disability when: (a) the child performs 2.0 Standard Deviations below their peers of equivalent age, ethnic, and cultural background when measured by a standardized instrument of cognitive ability; (b) the child displays adaptive behavior consistent with measured cognitive ability. Adaptive behavior refers to the effectiveness with which a student meets the standards of personal independence and social responsibility expected of his/her age and cultural group. There should be a significant positive correlation between the student's intellectual ability and adaptive behavior; and (c) the disability adversely affects the child's educational performance (Missouri Department of Elementary and Secondary Education, 2009).

The Merck Manual Home Health Handbook (Porter, R.S. 2009) provides a chart to display student ability during different age spans according to IQ range. (see Figure 1.3).

Figure 1.3

Chart of IQ Levels and Ability at Different Ages (Porter, R.S. 2009)

Level	IQ Range	Ability at Preschool Age (Birth to 6 years)	Ability at School Age (6 to 20 years)	Ability at Adult Age (21 years and older)
Mild	52-69	Can develop social and communication skills; motor coordination is slightly impaired; often not diagnosed until later age	Can learn up to about the 6th grade level by late teens; can be expected to learn appropriate social skills	Can usually achieve enough social and vocational skills for self-support; may need guidance and assistance during times of unusual social or economic stress

Moderate	**36-51**	**Can talk or learn to communicate; social awareness is poor; motor coordination is fair; can profit from training in self-help**	**Can learn some social and occupational skills; can progress to elementary school level in schoolwork; may learn to travel alone in familiar places**	**May achieve self-support by performing unskilled or semiskilled work under sheltered conditions; needs supervision and guidance when under mild social or economic stress**
Severe	20-35	Can say a few words; able to learn some self-help skills; has limited speech skills; motor coordination is poor	Can talk or learn to communicate; can learn simple health habits; benefits from habit training	May contribute partially to self-care under complete supervision; can develop some useful self-protection skills in controlled environment
Profound	19 or below	Extreme cognitive limitation; little motor coordination; may need nursing care	Some motor coordination; limited communication skills	May achieve very limited self-care; usually needs nursing care

Teacher efficacy: "The teachers' belief that he/she has the ability to affect the learning and behavior of his/her students" (Viel-Ruma, Houchins, Jolivette, & Benson, 2010, p. 226). Basing their concept of self-efficacy on the work of Bandura (1977) and Gibson and Dembo (1984), these authors concluded that teachers with a strong sense of self-efficacy would display more of an interventionist belief system. Gibson and Dembo (1984) presented evidence that teacher efficacy influences teacher effectiveness. They defined personal efficacy as "the conviction that one can successfully execute the behavior required to produce the outcomes" (Gibson & Dembo, 1984, p. 570).

Assumptions

There are several assumptions for this study. It is assumed the participants were honest in the response to the survey and the interview questions and the teachers were behaving in a typical manner during the observations. Additionally, it is assumed that the participants have the appropriate training and certification for working with student with disabilities. In terms of the students in the participant's classrooms, it is assumed that they are students identified with Intellectual Disability at the moderate level with an IQ of 36 – 51.

Limitations

There are several limitations identified in this study. First, the data was collected during one school year. In addition, this study is limited to a rural area of one mid-western state. Rural is defined as a town with a population less than 10,000. An additional limitation of this study is the unpredictable participant sample. Special education teachers can teach grades kindergarten through high school. The beliefs concerning curriculum will vary greatly from one extreme to the other. For this study, the researcher chose to only look at teachers working in grades K-5, therefore the results of this study can only be generalized to K-5 schools. The sample size of three participants limits the ability to find significance without large effect sizes.

Organization of the Study

In summary, this chapter gave an introduction and background information regarding concerns regarding teacher beliefs and the effects this may have on literacy for intellectually disabled children. With operational terms defined and limitations identified, this study analyzed data relevant to literacy instruction and explored the relationship between teacher beliefs and teacher behavior. In chapter 2, a review of literature will describe the two main concepts related to this study. Chapter 3 will describe the design and procedures. Chapter 4 will give the research results and Chapter 5 will summarize this study and present the conclusion.

CHAPTER 2

LITERATURE REVIEW

Introduction

This study examines teacher beliefs and teacher behaviors that impact literacy for students with Intellectual Disability (ID). The researcher uses interviews and observations to determine whether teacher behaviors reflect the belief that a child can learn to read. School administrators, teachers, and parents need to be mindful of the power of their beliefs in children's abilities and the impact this has on the quality of education provided to the children. In reviewing the literature pertaining to this topic, this paper is divided into two parts: beliefs and behavior.

Definition of Beliefs

Fishbein and Ajzen have consistently studied the relationships between beliefs and attitudes for over 40 years. Writings include a "wide range of theoretical viewpoints and investigations conducted in this area, while at the same time providing a coherent framework that permits a systematic theoretical analysis" (Fishbein & Ajzen, 1975, p. 13). They began as early as 1975 developing a theory regarding the relationships between beliefs and behavior. Fishbein and Ajzen (1979) wrote, "the foundation for our conceptual framework is provided by our distinction between beliefs, attitudes, intentions, and behaviors. The major concern of the conceptual framework, however, is with the relations between these variables" (p.14). Although Fishbein died in 2009, his latest works were published in 2010. Fishbein and Ajzen

are not the only researchers to study the relationship between attitudes and beliefs, however they are credited with developing a theory that has made them leaders in the field.

Disability and Ability

According to Joseph & Seery (2004), "The potential for individuals with ID to grasp and generalize literacy skills has been underestimated by many educators and researchers" (p. 93). Effective teachers do the following according to Rosenfeld & Rosenfeld (2008). They believe that all students can learn, they meet the needs of diverse learners and they intervene to make a difference. This research will explore opposing beliefs about ability and disabilities and will connect these beliefs to the behaviors of effective teachers.

Teachers' expectations and beliefs about students are often based on a child's special education label. There is consensus that teacher expectations are lower for labeled than non-label children (Rolison & Medway, 1985). This is consistent with "*pathognomonic beliefs*, that disability is an internal, fixed, and pathological condition of the individual that is not amendable to instruction" (Jordan, Glenn, & McGhie-Richmond, 2010, p. 262). As a result, these teachers "emphasize the label or designated disability as the explanation for underachievement, and deem students with disabilities and those who are underachieving to be the source of their own learning difficulties" (Jordan et al. 2010, p. 262).

"On the other end of the continuum, teachers with *interventionist beliefs* view disability as created in part by a society that is designed for the able and that creates barriers for those who have disabilities" (Jordan et al. 2010, p. 262). These teachers believe it is "their responsibility to create access to learning by reducing barriers to learning through

accommodations that increase access and working longer and at greater levels of intensity with their students with learning difficulties" (Jordan et al. 2010, p. 262).

Considering the beliefs about disability and ability, prior research indicates that effective teachers have interventionist beliefs about students. "Teachers with interventionist beliefs about students show more effective practice than teachers with pathognomonic beliefs" (Rosenfeld et al., 2008, p. 245). Teachers with pathognomonic beliefs are not necessarily less experienced or less knowledgeable, however they are less effective when teaching students with disabilities.

Definition of Behavior

Fishbein and Ajzen (1975) define the term behavior as "observable acts that are studied in their own right" (p. 13). This simple defination is not sufficient when studying the complex nature of teaching. There are many different teacher behaviors and many of them are not relevant to this study. Teacher behaviors are routinely evaluated in schools at all levels and in all subject areas. Teaching performance has been studied and several research based performance evaluation instruments have been adopted by school districts. For identification and definitions of teacher behaviors relevant to this study the researcher utilizes a teacher evaluation tool entitled Danielson Framework for Teaching (see Appendix C). The researcher obtained permission from Danielson Group to use the Framework for Teaching in this study (see Appendix G).

Danielson's Framework for Teaching (2008) is divided into 76 elements of teacher behaviors clustered into the following four domains: "Planning and Preparation (Domain 1), Classroom Environment (Domain 2), Instruction (Domain 3), and Professional Responsibilities

(Domain 4)" (Danielson, 2007, p. 1). The handbook for the evaluation tool includes an Observation Record designed as a rubric for recording teacher behaviors.

> Ms. Danielson has worked as a teacher and administrator in school districts in several regions of the United States. In addition, she has served as a consultant to hundreds of districts, universities, intermediate agencies, and state departments of education in virtually every state and in many other countries. This work has ranged from the training of practitioners in aspects of instruction and assessment, the design of instruments and procedures for teacher evaluation, to keynote presentations at major conferences. Clients for the development of materials and training programs include ASCD, the College Board, Educational Testing Service, the California Commission on Teacher Credentialing, and the National Board for Professional Teaching Standards (Daneilson, 2008, p. 132).

Danielson's Framework for Teaching (2008) has been found valid and reliable in other research studies for evaluating teacher performance. In 2006 the rubrics were used to evaluate teacher candidates' performance in the classroom as compared to their intellectual readiness (Song, 2006). In 2009, Danielson's Framework for Teaching (2008) was used to measure teacher effectiveness in a study comparing teacher candidates who followed three pathways leading to certification (Tournaki, Lyulinskaya, & Carolan, 2009). In addition, Danielson's Framework for Teaching (2008) was used as a measurement of effective teaching and the basis for the rating scales employed in an investigation of first year teachers comparing traditional certification with provisional certification (Nougaret, Scruggs, & Mastropieri, 2005). Nougaret

found the Observation Record very highly reliable and also found a high internal consistency of the measure (Nougaret, et al. 2005).

Teacher Behavior

Within the four domains of Danielson's Framework for Teaching (2008), there are seventy-six (76) specific elements of performance. For this study, the teachers will be observed for sixteen (16) of the elements. Considering each element individually, many are not relevant to the belief that students with ID can learn to read. Some of the elements evaluate a teacher's knowledge or a teacher's performance related to professional responsibilities that are independent from a teacher's belief in a student's ability. Some of the elements are related to a teacher's experience more than the teacher's belief. Some elements are irrelevant because many of the research participants teach in a one-on-one setting with students who display limited interactions. Also for the purpose of this study, the researcher is not evaluating the teachers' instructional ability, only the behaviors that reflect a certain belief. It can be assumed that the subjects of this study are proficient teachers. The following are descriptions of each domain and how they relate to the topics from the P-I Interview and the dependent variables of this study.

Planning and Preparation

The first domain in Danielson's Framework for Teaching (2008) is Planning and Preparation. Within this domain, the following elements are relevant to this study: Balance; Resources for Classroom Use; Resources to Extend Content Knowledge and Pedagogy; Resources for Students; Learning Activities; and Instructional Materials and Resources. Based on the criteria for these performance elements, the first variable for this study, *teacher*

planning of lessons with differentiated learning activities for teaching reading, can be observed and scored using Danielson's Observation Record (Danielson, 2008, p. 2). In addition, the P-I Interview question regarding individualized programs falls within this domain.

A teacher with pathognomonic beliefs may be observed setting goals that reflect only one type of learning and have few, if any, benchmarks. When asked, these teachers may be unaware of resources to enhance their instruction or if they are aware of resources, they have made no attempt at coordination or integration. Learning activities planned by these teachers are often not suitable for teaching students with ID to read. The teacher may display these behaviors because of his/her belief regarding disability and not because of lack of teaching experience or knowledge of the learning process.

Differentiated instruction is the process of "ensuring that what a student learns, how he/she learns it, and how the student demonstrates what he/she has learned is a match for that student's readiness level, interests, and preferred mode of learning" (Rock, Gregg, Ellis, & Gable, 2008, p. 32). "Differentiation stems from beliefs about differences among learners, how they learn, learning preferences and individual interests" (Anderson, 2007, p. 50). A teacher with interventionist beliefs may be observed coordinating learning opportunities for the student, even contacting resources through the school district, the community, professional organizations, universities and on the internet. This same teacher may design learning activities specifically for teaching reading to students with ID using research based strategies and the activities will engage the students in meaningful learning.

Browder is a leading researcher and expert in the area of teaching reading to students with developmental delays (Browder & Cooper-Duffy, 2003; Browder, Ahlgrim-Delzell,

Spooner, Mims, & Baker, 2009; Browder, Gibbs, Ahlgrim-Delzell, Courtade, Mraz, & Flowers, 2009; Browder & Xin, 1998). She offers strategies and practical teaching methods in many of her articles. One strategic approach to instruction specifically for students with significant cognitive disabilities includes seven key concepts when teaching comprehensive literacy lessons. Step 1, create an age-appropriate thematic unit. Step 2, know the interest, strengths, needs, and IEP goals of the students. Step 3, have a comprehensive lesson plan. Step 4, identify key vocabulary and concepts within each unit. Step 5, prepare for adaptations of the lesson so children can actively participate. Step 6, includes instruction on IEP goals in the lesson. Step 7, collect data and evaluate student progress (Cooper-Duffy, Szedia, & Hyer, 2010). Teachers with a positive belief in a student's ability to learn are more likely to be observed implementing these, or similar, strategies.

Along with the concept of self-fulfilling prophecy, there is the concept of *self-efficacy*. "Several studies have focused on the self-efficacy beliefs of special educators, and found that teachers with higher levels of self-efficacy were more likely to be more organized and more likely to engage in instructional planning" (Viel-Ruma, et al., 2010, p. 227).

Classroom Environment

The second domain for Danielson's Framework for Teaching (2008) is Classroom Environment. Within this domain, there are three elements relevant to this study: Teacher Interactions with Students; Importance of the Content; and Expectations for Learning and Achievement. The second variable for this study, *convey genuine enthusiasm for reading while having high expectations for all students*, fits within this domain (Danielson, 2008, p. 10).

Teachers with the pathognomonic belief regarding students with disabilities may display unsatisfactory behaviors, such as negative, demeaning, sarcastic, or inappropriate interactions with the students. They may also be negative regarding the idea of teaching reading to students with ID. Even at the basic level, the teacher may communicate the importance of teaching reading, but with little conviction and with modest expectations for student learning and achievement. In turn, the students may show little or no respect for this teacher. This is the teacher that can be observed pushing meaningless worksheets towards students as a lesson in reading.

> Systematic phonics instruction has often been portrayed as involving dull drill and meaningless worksheets. Few if any studies have investigated the importance of the motivational qualities of phonics programs and it seems self-evident that the specific techniques and activities used to teach phonics need to be relevant, motivating, and interesting in order to hold children's attention and to promote optimal learning (Ehri, Nunes, Stahl, & Willows, 2001, p.432).

The interventionist teacher will teach phonics in a relevant, motivating and interesting manner. This teacher will have friendly interactions with the students and will show respect and caring for them as individuals. This teacher will display enthusiasm for reading by actively demonstrating a commitment to teaching students to read. Students will appear to have internalized the expectation that they can learn to read. Evidence from the National Reading Panel's meta-analysis regarding phonics instruction Ehri et al. (2001) found that when teaching is not only effective but also engaging and enjoyable, it seems likely that teachers will be more enthusiastic and committed to delivering instruction (p. 433).

Hal Urban, a character education consultant and retired veteran teacher, uses the term *Teacher Enthusiasm* to convey a very similar observation that teachers who are convinced that students can learn and care about students do many good things to facilitate student learning in their classrooms. Urban identifies a teacher's enthusiasm for student learning as his *primary lesson from the classroom* and the core of his list of *20 things good teachers do*. According to Urban, good teachers have *enthusiasm of the kids* and communicate that they care for each child and that they count. Good teachers also have enthusiasm for teaching and student learning. They expect students can learn and learn to high expectations. Urban cites a 2000 *Journal of Experiential Education* article, *What's Everybody So Excited About? The Effects of Teacher Enthusiasm on Student Intrinsic Motivation and Vitality* and 20 other studies to bolster his argument that a teacher's beliefs, attitudes, and enthusiasm toward students and student learning is at the heart of good, effective teaching (Urban, 2008).

Instruction

Instruction is the third domain in Danielson's Framework for Teaching (2008) and covers four elements relevant to teacher beliefs. The elements include: Activities and Assignments; Monitoring of Student Learning; Lesson Adjustment; and Response to Students. *Persistence in providing cognitively engaging activities with accommodations while monitoring student progress* is the third variable in this study and can be observed within this domain (Danielson, 2008, p. 15). In addition to aligning the research variable to Danielson's framework, there are four questions on the P-I Interview that fall within this domain. The P-I Interview addresses teaching techniques, class organization, setting goals, and monitoring student progress.

Behaviors related to the pathognomonic beliefs include "adhering rigidly to instructional plans, even when change is clearly needed" (Danielson, 2007, p.1). This teacher may ignore or brush aside students who they do not believe can learn to read while accommodating those they believe can learn. While they may be monitoring student progress, they do not use the information to guide instructional interventions. When the lesson is not going well, the teacher may end the lesson early and not return to the lesson again. A study conducted by Cunningham, Zibulsky, Stanovich, & Stanovich (2009) used teachers' self-reports to measure how they would choose to spend their instructional time if given the opportunity to independently structure that time. To quote the research, "school districts often adopt particular curricula or endorse specific instructional approaches to the teaching of reading" (Cunningham, et al. 2009, p. 420). However teachers do not always comply with district policies. "It should not be assumed that all teachers endorse the approach that they are supposed to implement" (Cunningham, et. al. p. 420).

On the other end of the continuum, a teacher that believes students with ID can learn to read will seize opportunities to enhance learning and will use individual student interests to gain student attention and to engage them in the activity. The classroom may even be modified to ensure a smooth execution of the lesson. These teachers may give a child a break, however they will return to the lesson making adjustments as needed.

Professional Responsibilities

The final variable in this study is the teacher behavior, *collaboration with others while advocating for ID students*. This aligns with the Danielson's Framework for Teaching (2008) fourth domain, Professional Responsibilities, and the following three elements: Persistence;

Information about Individual Students; and Relationships with Colleagues (Danielson, 2008, p. 20). In addition, the P-I Interview questions regarding coordination, contact, information sharing and report coordination can be documented by observing these performance standards.

Teachers, regardless of their beliefs, have professional responsibilities to uphold. The level of involvement in collaboration and the general attitude towards special education programs, specifically for teaching reading to students with ID, mark the difference between pathognomonic and interventionist beliefs. Teachers who do not believe in a student's ability to learn to read may not coordinate with related service providers regarding student progress. They may only contact parents when the student has new or major difficulties.

In contrast, an interventionist teacher will most likely keep in touch with parents and other service providers sharing progress and providing them with activities to reinforce the reading lessons. What would stand out above all others is the level of commitment "to challenge negative attitudes or practices to ensure that all students are honored in the school" (Danielson, 2007, p.1). By serving as an advocate for students with ID, the teacher can make a positive difference in the knowledge of both children and adults.

Summary

In summary, the review of literature defined several issues related to teacher beliefs and teacher behaviors that impact literacy for students with ID. This first investigation of information in the literature has identified both a teacher performance observation tool and a strategic approach for teaching students with ID to read. Using these tools, a study can be developed to determine the relation between teacher beliefs and behaviors. In addition the research found in the literature indicates that when teachers believe that a child can learn to

read, their behaviors will reflect these beliefs. In support of this statement, Jordan, Schwartz, & McGhie-Richmond (2009) write:

> There are significant relationships between what teachers believe about ability, disability and the nature of knowledge and how learning is accomplished, and their beliefs about their roles and responsibilities for instructing all their students. These beliefs in turn influence how they teach and how effective they are in reaching their students with and without special education needs (Jordan, et al. 2009, p. 540).

Understanding the power of this relationship will help school administrators, teachers and parents set instructional goals for children with ID and will improve the quality of education provided to these children.

CHAPTER 3

METHODOLOGY

Introduction

This study uses a sequential mixed methods multi-strand design to study the teaching behaviors of three special education teachers teaching students with Intellectual Disability (ID) to read. It is a mixed methods study with a quantitative approach to selecting participants, and a qualitative approach yielding information for description of teacher behavior. This study suggests a connection between a teacher's belief regarding a students' ability to learn to read and the teacher's behavior while teaching the student with ID to read. The methods of gathering data include surveys, observations, and interviews.

The small number of participants in this study is a limitation, however the existing population of special education teachers working specifically with students with Moderately ID in the elementary grades K-5 represents a small number of teachers. The specific and narrow focus of the study hinders the size of the study. This is discussed in further detail later in this chapter. This study is important for Special Education. We cannot assume that teachers who pursued a career in Special Education hold interventionist beliefs regarding the students.

The methodology of the study is described in the following order: First, Phase I Survey Population, Development of Instrument, Procedures, and Data Analysis. Second, Phase II Method of Participant Selection. Third, Phase II Observation/Interview, Development of Instrument, and Procedures. Next, Phase II Data Analysis for both the Observation and Interview. Finally, Sample Size Justification.

Phase I Survey Population

To identify the beliefs of teachers teaching reading to students with ID, the researcher sought out participants in who currently teach reading to that population. Special Education teachers or paraprofessionals working in rural schools were invited to participate in the study. The criteria for inclusion in the study was to be currently teaching reading to one or more students identified as Moderately ID in elementary grades K-5.

Phase I Survey Devlopment of Instrument

In the early 1990s, Jordan and colleagues developed the Pathognomonic - Interventionist (P-I) Interview measure to illustrate teacher beliefs and attitudes. The P-I Interview, administration, scoring and analysis have been reported reliable for classifying teacher beliefs in several past studies (Jordan, Lindsay, & Stanovich, 1997; McGee, 2001; and Stanovich & Jordan, 1998). The researcher used Jordan's P-I Interview to develop the survey for Phase I.

Using Jordan's P-I Interview questions, an electronic survey was created for the use in this study. The researcher created a survey using the Google Forms (see Appendix B). Each of Jordan's P-I Interview questions were used to develop the survey questions, giving repondants two choices for a response. There are 17 items related to teacher beliefs, which are further divided into five sub sections. Each question has two possible answers, one representing a pathognomonic perspective, and one representing an interventionist perspective. Jordan analyzed data according to identifying teacher's beliefs. She identified each participant in her study as predominantly pathognomonic or predominantly interventionist. Jordan did not specify a cut off score placing a teacher in one category. She did note that "beliefs are not

dichotomous, but are represented as a continuum, with about half of the teachers interviewed expressing components of both views, and varying from one classroom and school situation to another" (Jordan, Glenn, & McGhie-Richmond, 2010, p. 262).

Phase I Survey Procedures

After the development of the electronic survey in Google Forms and the development of a consent form (see Appendix A), the researcher obtained Institutional Review Board – Human Subjects Committee (IRB) approval for the study (see Appendix I).

The researcher contacted Special Education Directors from the member school districts of a special education cooperative via e-mail. The e-mail provided the researcher's contact information. There are 13 school districts in the group. This purposeful sampling was used as a starting point. After only three school districts responded with five potential participants, the researcher expanded the search to other rural districts in the state. The researcher received 30 referrals in reply to an email asking for names of potential participants meeting the criteria for the study. The 30 potential participants were e-mailed an invitation to participate in the study, along with a consent form (see appendix A). Once the consent form was returned via fax, the survey was sent electronically via e-mail to all participants.

The researcher set a cut off date of February 1, 2012. At that date only 11 participants had responded and completed the survey. Two of the potential participants required phone call reminders after they returned the consent form; they needed reminders to complete the survey. As the surveys were completed, they were assigned a number in order of completion.

Phase I Survey Data Analysis

The purpose of the survey was to identify teacher beliefs. The electronic survey was created in Google Forms. The responses are automatically transferred to a spreadsheet in Google Docs. There are 17 items related to teacher beliefs, which are further divided into five sub sections. Each question has two possible answers, one representing a pathognomonic perspective, and one representing an interventionist perspective. The Overall Belief Score on the measure is the sum of the pathognomonic scores on the individual items. A higher score indicates more of a pathognomonic attitude.

The researcher added questions to the PI Survey to collect data on other variables that can be scored for comparison to the overall teacher belief. Survey questions solicited information from the participants regarding experience, knowledge, student outcomes, school norms, and self-efficacy.

Experience was divided into five categories. Statistical values were assigned as follows: One (1) point assigned for teacher candidates or paraprofessionals, 2 points for new teachers with 1-3 years experience, 3 points for teachers with 4-6 years experience, 4 points for teachers with 7 – 15 years experiences and 5 points to teachers with 15 or more years of experience.

The researcher recorded each respondent's certification and training. Statistical values were assigned for certification as follows: 1 point for Parapro Test which is given to paraprofessionals with less than 60 college hours; 2 points for paraprofessionals with at least 60 college hours; 3 points for teachers with certification in Special Education only; 4 points for

teachers with both regular education and special education certification; 5 points for teachers will additional certification areas. Additional Training was not scored for statistical analysis.

The Missouri Teacher Standards (Missouri Department of Elementary and Secondary Education, 2011a) was used to assign a statistical value to quantify the teacher's knowledge. These standards provide descriptive guidelines for identifying a teacher in one of the following five categories: Candidate, New Teacher, Developing Teacher, Proficient Teacher, or Distinguished Teacher (Missouri Department of Elementary and Secondary Education, 2011b). Respondents self identified the category of teacher the believed best described them. Values were assigned with 1 point given to a Candidate, 1 point to a Developing Teacher, 2 points to a Proficient Teacher, 2 points to a Proficient Teacher and 3 points will be given to a Distinguished Teacher.

Student outcomes were also placed into one of five categories. Respondents reported what they believed the outcomes on standardized tests would rate for their students with ID in regards to ability to read. The researcher asked the teacher to rate student outcomes as Regression, Below Basic, Basic, Proficient, or Advanced. Students who regress would be given a value of one 1 point, Below Basic is given one 2 points, Basic is 3 points, Proficient is 4 points and Advanced outcomes are given 5 points.

To quantify the school norms, the researcher asked the teacher to describe the school norms for each of the five subsections on the PI Interview. Pathognomonic beliefs receive 1 point, middle receives 2 points and interventionist beliefs receive 3 points. The total of the sub scores will indicate the Overall School Belief as reported by the research participant.

Instructional self-efficacy was assessed using eight questions created by Bandura (2006). Teachers were asked to rate their degree of confidence for each item by reporting a number from 1 to 10 using a scale of 0 = cannot do at all, 5 = moderately can do, and 10 = highly certain can do. The results yield a score of Low Self-efficacy = 1 point, Middle = 2 points, or High Self-efficacy = 3 points.

The data was analyzed for correlation using statistical package software the significance level for statistical tests set at .05.

Phase II Participant Selection

After scoring the survey and establishing the three groups, participants were randomly selected to participate in Phase II of this study. The assigned number of each group member was written on a piece of paper, and one respondent was selected at random from each group. A total of three participants were selected: a teacher with a pathognomonic belief system, a teacher with an interventionist belief system, and a teacher that fell in the middle of the two extremes. After the research data was collected, including the observations, the 3 participants were relabeled with a name instead of a number. The participant from Group A was named Alice, the participant from Group B was named Betty, and the participant from Group C was named Carol. The purpose of using pseudonyms is to make the qualitative narrative easier to read.

Phase II Observation/Interview Development of Instrument

Since Phase I yielded a small number of participants, Phase II was limited to observing three teachers. The teachers in Phase II were observed while teaching reading to students with ID followed by an interview relating to the observations. With permission from Charlotte

Danielson, the researcher used portions of Danielson's Framework of Teaching (2008) Observation Record Form (see Appendix C) to record the data. Danielson's Framework of Teaching (2008) Interview Form was also used to collect data during Phase II (see Appendix D). The purpose of this interview was to discuss teacher behaviors that are related to the study. This interview also provided an opportunity for the researcher and participant to clarity, if necessary, the data collected during the observations and to assist with the rating of the teacher behavior.

Danielson's Framework for Teaching (2008) has been found valid and reliable in other research studies for evaluating teacher performance. In 2006 the rubrics were used to evaluate teacher candidates' performance in the classroom as compared to their intellectual readiness (Song, 2006). In 2009, Danielson's Framework for Teaching (2008) was used to measure teacher effectiveness in a study comparing teacher candidates who followed three pathways leading to certification (Tournaki, Lyulinskaya, & Carolan, 2009). In addition, Danielson's Framework for Teaching (2008) was used as a measurement of effective teaching and the basis for the rating scales employed in an investigation of first year teachers comparing traditional certification with provisional certification (Nougaret, Scruggs, & Mastropieri, 2005). Nougaret found the Observation Record very highly reliable and also found a high internal consistency of the measure (Nougaret, et al. 2005).

Phase II Observation/Interview Procedures

The observations took place during winter semester of the 2011-2012 school year. The researcher conducted the observations in the participant's classroom. Each participant works in a different school. The teachers were aware of the observer visits. For reliability purposes,

the observer completed an observation three times within five days. By frequent observations, the likelihood of the teacher giving an unnatural performance is decreased. The researcher took notes regarding the observations and possible future research areas. All participants were interviewed following the observations using the Teacher Interview that corresponds to the Observation Record. After the observations and interview were completed the researcher rated the teacher's behaviors using the Danielson's Framework for Teaching (2008) rubric (see Appendix D).

Phase II Observation/Interview Data Analysis

The data collection process from the observations is mostly qualitative in nature. The notes from the three visits were separated by domain. There are four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. After the observations and Teacher Interview were complete the researcher rated the teacher using Danielson's Framework for Teaching (2008) Observation Record (see Appendix D). The data analysis from the observations involved a total rubric score from each observation. Each element from the rubric is assigned a score of 1 to 4, which corresponds to a level of competence (1 = unsatisfactory, 2 = basic, 3 = proficient 4 = distinguished.) There were 16 elements used in this study. A score of 64 indicates distinguished in all elements. The total rubric scores were totaled for each participant and a percent of possible points was calculated.

To test the Hypotheses, the researcher determined the correlation coefficient: a measure of the strength of association or relationship between two variables. The independent variable is the Overall Belief Score from the survey. The dependent variables include the following four domains: Planning and Preparation (Domain 1), Classroom Environment

(Domain 2), Instruction (Domain 3), and Professional Responsibilities (Domain 4) (Danielson, 2007, p. 1). In addition, the data was analyzed by using the Overall Belief Score as the independent variable and by using five factors contributing to beliefs as dependent variables (experience, knowledge, outcomes, norms, and efficacy).

Sample Size Justification

In prior studies involving students of low incidence populations, sample size has been addressed in various ways. In a study evaluating the impact of a curriculum on early literacy skills of students with significant developmental disabilities, the researchers did not conduct multivariate analyses and "did not attempt to adjust for conducting multiple univariate statistical tests because the statistical power based on the small sample sizes suggested that statistical significance would only be found for large effect sizes" (Browder, Ahlgrim-Delzell, Courtade, Gibbs, & Flowers, 2008, p. 44). The same researchers recommend "because of the challenges in applying statistical tests to a low incidence population, including small sample size and large individual variance, more emphasis should be placed on interpreting the effect sizes" (Browder et al., 2008, p. 44).

In a study similar to this one, the researcher investigated the attitudes and instructional practices of teachers of students with visual impairments (Durando, 2008). Invitations were sent to 280 teachers of students with visual impairements. A total of 82 surveys were completed. To justify the small sample size, the research states: "Although caution should be taken not to generalize the results beyound the current sample, the findings are consistent with previously cited research involving students with multiple disabilities" (Durando, 2008, p. 44).

Participants in other studies involving low incidence special education children were discribed in a Meta-analysis. "A total of 48 studies in 13 different journals were identified" (Browder & Xin, 1998, p. 130). The sample sizes in the 48 studies were all small, with the most common number of partipants bewteen three and six.

The criteria for participation in the this study is teaching reading to a student identified as Moderate ID in a Special Education Setting. According to the Missouri Department of Elementary and Secondary Education Special Education State Profile (2011b), 1.16% of the students with disabilities qualify with the ID identification in the state where this study will be conducted. The same state reports 10,851 students with a placement of inside the regular class <40% of the instructional time. (Missouri Department of Elementary and Secondary Education (2011b). Using these figures, the estimated number of ID students in the state is approximately 126.

According to Missouri Department of Elementary and Secondary Education (2009), Special Education caseloads for low incidence self-contained classrooms should have no more than nine students. Using these numbers, if a teacher had a caseload of nine, and 1.16% are ID, this would place only one student with ID in his/her classroom. If this is true, the approximate number of subjects available for invitation to this study, statewide, was approximately 126. While some teachers have caseloads with all students with ID and other have none, the number will only be used as an estimate for calculating sample size. We can use past research to estimate the size of effect that we would hope to detect with this study.

Summary

Research design, participants, procedures, the plan for data analysis, sample size justification and were described in this chapter.

CHAPTER 4

RESEARCH FINDINGS

Introduction

The research question for the study asks whether there is a significant difference in the teaching performance between teachers of students with Intellectual Disability (ID) who have interventionist beliefs regarding ID students' ability to learn to read than teachers of ID students with pathognomonic beliefs. Teaching behaviors are divided into four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities (Danielson, 2007, p.1).

Teachers were surveyed to measure and classify their belief type as pathognomonic, interventionist, or mixed beliefs. The survey items are divided into five categories: Assessment, Programming, Individual Education Plan (IEP) Review, Communication with Staff, and Communication with Parents. Teachers were observed in the classroom three times in one week and rated using an observation record form adapted from a teacher evaluation tool entitled Danielson Framework for Teaching (2008). The researcher interviewed participants before determining a total behavior score.

An overall belief type and the five categories of beliefs were compared to the four domains and overall behavior score of each participant. The following are the results from both Phase I and Phase II of this study.

Phase I

Phase I is the quantitative part of the study, used to determine the participants for Phase II, which is qualitative. An online survey was used to gather the Phase I data. The researcher received 11 responses. The respondent name was replaced with a number according to the order in which the survey was received.

The results from the completed survey form was charted and scored by the researcher. There are 17 items related to teacher beliefs, which are further divided into five categories of Assessment (6 questions), Programming (3 questions), IEP Review (2 questions), Communication with Staff (3 questions), and Communication with Parents (3 questions). Each question is scored based on an answer representing a pathognomonic perspective (P) or an interventionist perspective (I). The Overall Belief Score on the measure is the sum of the scores on the individual items. A higher number of answers representing the pathognomonic perspective indicated more of a pathognomonic attitude. A breakdown of the answers, by category is provided in Tables 4.1 – 4.5. The answers reflecting a pathognomonic view are printed in bold. This information was used to assign participants into groups for Phase II of this study. Total and Overall Belief Ratings for all 11 participants are displayed in a Table 4.6.

Table 4.1

Table 4.1: Category 2 Beliefs - Assessment

	Respondent Number:	1	2	3	4	5	6	7	8	9	10	11
11. What best describes what you did before working with a Moderate ID student for the first time, for example how did you know where to begin?	Interventionist: I collected data, observed the student, and conferred with others before working with the child.	I	**P**	I	I	I	I	I	I	I	I	I
	Pathognomonic: I started with the lessons and activities I have used with other students and tried to include the new student in my existing group.											

12. What best describe what you did when you realized that a student with moderate ID was not making progress with reading skills?	Interventionist: I know that I can do more to teach the student to read. I kept trying. **Pathognomonic: I can accept that some children might not learn to read so I spent less time on reading and more time on other skills.**	**P**	I	I	I	I	I	I	I	I	I	I
13. What best describes the amount of time you spend working with moderately ID student that is not making progress with reading prior to referral to others	Interventionist: I try a variety of teaching approaches; my classroom is the most appropriate. **Pathognomonic: I referred the student for a different placement as soon as possible.**	I	**P**	I	I	I	I	I	I	I	I	I
14. When you have a moderate ID student that is not learning to read, what do you believe is the reason?	Interventionist: The problem is a result of the teacher's interaction with the student. **Pathognomonic: The problem comes from within the student, because of the disability.**	**P**	I	I	I	I	I	**P**	**P**	I	I	**P**
15. Which best describes how you learn about a new ID student's learning characteristics?	Interventionist: I talk to others to find out what I can about the student learning characteristics, then read the file. **Pathognomonic: I only read the student file.**	**P**	I	I	I	I	I	I	I	I	I	I
16. Which best describes the type of assessment data you use to assess a new ID student's functioning level?	Interventionist: I conduct informal assessment of the student. **Pathognomonic: I find all the information I need in the student's file.**	I	**P**	I	I	I	I	**P**	I	I	I	I
Percent of Pathognomonic Responses		50%	50%	0%	0%	0%	0%	33%	17%	0%	0%	17%

The first category of teacher belief is labeled *Assessment (*see Table 4.1). These questions ask how teachers prepare for teaching students with ID. There are six questions addressing assessment. Do the teachers collect data, observe the student, and collaborate with others? Or do they start with lessons they already have planned and try to include the ID students into the existing groups? Once they realize that the student with ID is not making

progress with reading skills, do they believe they can do more to teach the student and do they keep trying? Or do they just accept that some children might not learn to read and therefore they spend less time on reading and more time on other skills? What amount of time do they spend working with the ID student that is not making progress with reading, prior to referral to a different placement? What do the teachers do to learn about a new student's learning characteristics? Do they only read the student file, or do they talk to others to find out about the student before they look at the file? Do they conduct informal assessments of the student's ability or rely on the information from the student's file?

All survey questions in this category help identify the teacher's belief, however question labeled *Question 14* is the most direct. Question 14 asks, "When you have a moderate ID student that is not learning to read, what to you believe is the reason?" The possible choices are (I) "The problem is a result of the teacher's interaction with the student" or (P) "The problem comes from within the student, because of the disability." Eleven surveys were returned. Four participants choose the pathognomonic response for Question 14.

Table 4.2

Table 4.2: Category 2 Beliefs - Programming

Respondent Number:		1	2	3	4	5	6	7	8	9	10	11
17. Which best describes how you monitor student progress for the students with ID?	Interventionist: I collect data to adapt, update and guide instruction	I	**P**	I	I	I	I	I	**P**	I	I	I
	Pathognomonic: I monitor occasionally and report progress on the IEP and report card											
18. Which best describes how you set objectives for your ID	Interventionist: Every student follows an individual set of criteria.	**P**	I	I	I	I	I	I	I	**P**	I	**P**

students?	**Pathognomonic: I try to group my students and set overall objectives for each instructional group.**											
19. Which best describes how you integrate ID students into group lessons and class activities with higher functioning students?	Interventionist: I have the student participate in the activity with modification and with assistance from a Para.	I	**P**	I	I	I	I	I	I	I	I	I
	Pathognomonic: I have a Para sit with the student and do something different from the group because the ID student is not able to earn from the activity.											
Percent of Pathognomonic Responses		33%	67%	0%	0%	0%	0%	0%	33%	33%	0%	33%

The second category of belief questions is labeled *Programming* (see Table 4.2). These questions ask what best describes how the teacher monitors student progress and how they set learning objectives for the students. Do the teachers collect data to adapt, update, and guide instruction? Or do they monitor occasionally to report progress on the IEP and report card? Do the teachers try to group the students then set overall objectives for each instructional group, or does every student follow and individual set of criteria? How does the teacher integrate ID students into group lessons and class activities with higher functioning students? Do they have them participate with modifications and assistance from a paraprofessional? Or does the paraprofessional sit with the student doing something different from the group because the ID student in not able to learn from the activity? There are three questions in this category. The responses were mixed, with at least one participant responding in a pathognomonic answer for each question, however none of the respondents answered all three questions with the same viewpoint.

Table 4.3

Table 4.3: Category 3 Beliefs - IEP Review												
	Respondent Number:	1	2	3	4	5	6	7	8	9	10	11
20. Which best describes the purpose of discussing the services summary during an IEP review?	Interventionist: A review process to seek additional ideas to use with the student during classroom instruction	**P**	I	**P**	I	I	I	I	**P**	I	I	I
	Pathognomonic: An opportunity to get the student more services and to report deficiencies to parents											
21. Which best describes the purpose of discussing the present level during an IEP meeting?	Interventionist: The purpose is to review the student's progress and make adaptations to the program.	**P**	I	I	I	I	I	I	I	I	I	I
	Pathognomonic: The purpose is to confirm the student's disability and placement in special education											
Percent of Pathognomonic Responses		100%	0%	50%	0%	0%	0%	0%	50%	0%	0%	0%

The third category of teacher belief questions asks about the teacher's beliefs regarding the *Individual Education Plan (IEP) Review* for students with ID (see Table 4.3). The two questions ask which best describes the purpose of discussing the *services summary* and the *present level* during an IEP meeting. The respondents of this survey have experience with IEP documents and it is assumed that they know the *services summary* refers to the type of services the student receives in special education and the amount of time necessary to provide the needed services. The *present level* is the narrative part of the IEP that addresses: "how the child's disability affects his/her involvement and progress in the general education curriculum; the strengths of the child; concerns of the parents/guardian for enhancing the education of the child; changes in current functioning of the child since the prior IEP; a summary of the most recent evaluation /re-evaluation results; and a summary of the results of the child's performance on formal or informal age appropriate transition assessments" (Missouri

Department of Elementary and Secondary Education, 2009, p. 40). Respondents were asked whether the annual review of an IEP is an opportunity to get the student more services and to report deficiencies to parents, or a process to seek additional ideas to use with the student during classroom instruction. Does the teacher believe the purpose is to view the students' progress and make adaptations to the program, or to confirm the student's disability and placement in special education? One of the respondents answered with a pathognomonic view to both questions. Two had a mixed response in this category with 1 question pathognomonic and 1 question interventionist. The remaining 8 respondents gave interventionist answers.

Table 4.4

Table 4.4: Category 4 Beliefs - Communication with Staff

	Respondent	1	2	3	4	5	6	7	8	9	10	11
22. Which best describes your communication with other staff members regarding your student with moderate ID?	Interventionist: I work cooperatively with staff to solve student problems	**P**	I	I	I	I	I	I	I	I	I	I
	Pathognomonic: I mostly work alone; expect to refer the student out for other services.											
23. Which best describes your cooperative planning efforts with regular education staff regarding your student with moderate ID?	Interventionist: I plan with the regular education staff for ways to include my moderate ID student into the regular education setting.	**P**	I	I	I	I	I	I	**P**	I	I	I
	Pathognomonic: I do not plan with the regular education staff in regards to the student with moderate ID.											
24. Which best describes your cooperative planning with others regarding the progress of your student with moderate ID?	Interventionist: Teachers meet at regular and systematic intervals to keep each other aware of the student's progress	I	**P**	I	I	**P**	I	I	I	I	I	I
	Pathognomonic: Teachers do not report to each other about the student' progress; however they each keep track of his/her piece of the student's program.											
Percent of Pathognomonic Responses		67%	33%	0%	0%	33%	0%	0%	33%	0%	0%	0%

The category of *Communication with Staff* asked three questions (see Table 4.4). Respondents were asked to describe their beliefs about cooperative planning with others regarding students with ID. Do they work cooperatively with staff to solve student problems? Or do they work alone, except of refer the student to others for services? Do they plan with the regular education staff in regards to ways the students with ID can participate in the regular education setting? Or do they work alone, not pursuing integration with the regular education classes? Ten out of the 11 respondents indicated that they work with staff to solve problems, however when the question specifically referred to regular education staff, only seven of the respondents maintained the interventionist view.

Table 4.5

Table 4.5 Category 5 Beliefs - Communication with Parents

	Respondent	1	2	3	4	5	6	7	8	9	10	11
25. Which best describes your communication with parents regarding the progress of your student with moderate ID?	Interventionist: I involve parents early, and prior to regularly scheduled meetings to discuss progress.	I	I	I	I	I	I	I	I	I	I	I
	Pathognomonic: I contact parents to report student progress only at regularly scheduled times, such as report card time.											
26. Which best describes your communication with parents regarding the progress of your student with moderate ID?	Interventionist: I coordinate and share the reporting of information on the student progress with all staff to parents at meetings.	I	**P**	I	I	I	I	I	**P**	**P**	I	I
	Pathognomonic: Teachers report the progress of students to parents, but only for the portion of the program for which the teacher is responsible. No coordination of reporting to parents is done.											

27. Which best describes how often you communicate with parents regarding your student with moderate ID?	Interventionist: I keep in touch with parents weekly by notes home, phone call, or annotations on student work to which parents are asked to respond.	**P**	I	I	I	I	I	I	I	I	I	I
	Pathognomonic: Parents are only contacted if the student exhibits major problems											
Percent of Pathognomonic Responses		33%	67%	0%	0%	0%	0%	0%	33%	33%	0%	0%

The fifth and final category of the teacher belief survey is labeled *Communication with Parents* (see Table 4.5). Respondents are asked to select a response that best describes their communication with parents. Do they involve parents early, prior to regularly scheduled meetings, to discuss progress? Or do they only contact parents to report student progress at scheduled times, such as report card time? Do they coordinate and share the reporting of information on the student progress from all staff members? Or does each teacher report progress of the students to the parents only for the portion of the program for with the teacher is responsible, with no coordination of reporting to parents? And how often do they communicate with parents? Are parents only contacted if the student exhibits major problems? Or does the teacher keep in touch with parents weekly by notes home, phone calls, or annotations on student work to which parents are asked to respond? Ten out of eleven respondents indicated that they involve parents early and prior to regularly scheduled meeting to discuss progress. Respondent #2 was the only respondent that indicated that he/she only contacts parents regarding progress at regularly scheduled times, such as report card time, however Respondent #2 answered question 23 indicating that he/she keeps in touch with parents weekly by notes home, phone call, or annotations on student work to which parents are asked to respond. This was the only contradictive response found in the results. Most

respondents reported coordination with other providers for the purpose of parent communication; only three of the 11 indicated no coordination with other staff at the time of reporting student progress to parents.

Table 4.6

Table 4.6 Pathognomonic Teacher Beliefs Category Totals and Overall Belief Rating

Respondent	1	2	3	4	5	6	7	8	9	10	11
Assessment	3	3	0	0	0	0	2	1	0	0	1
Programming	1	2	0	0	0	0	0	1	1	0	1
IEP Review	2	0	1	0	0	0	0	1	0	0	0
Communication with Staff	2	1	0	0	1	0	0	1	0	0	0
Communication with Parents	1	2	0	0	0	0	0	1	1	0	0
Total and Overall Belief Rating	**9**	**8**	**1**	**0**	**1**	**0**	**2**	**5**	**2**	**0**	**2**

For selection in participation in Phase II of the study, the 11 respondents were listed in order of most pathognomonic to least pathognomonic (see Table 4.7). The Total and Overall Belief Rating number (see Table 4.6) was used to rank the respondents. The three respondents with the most pathognomonic answers were placed into group A, the four respondents in the middle were placed into group B, and the three respondents with the least pathognomonic answers were placed into group C (see Table 4.8).

Table 4.7

Table 4.7 Respondents from Most Pathognomonic to Least Pathognomonic Teacher Beliefs

Respondent	1	2	8	7	9	11	5	3	6	10	4
Total and Overall Belief Rating	**9**	**8**	**5**	**2**	**2**	**2**	**1**	**1**	**0**	**0**	**0**

Table 4.8

Table 4.8 Respondents Groups A, B, & C and Question 14 Answer											
Respondent	1	2	8	7	9	11	5	3	6	10	4
Respondent Group	A	A	A	B	B	B	B	B	C	C	C
Question 10 answer	P	I	P	P	I	P	I	I	I	I	I

Prior to selection of the three participants for Phase II of the study, the researcher confirmed the placement of the respondents in each group by looking at the answer they provided for Survey Question 14 (see Table 4.8). Question 14 asks, When you have a moderate ID student that is not learning to read, what to you believe is the reason? The possible choices are (I) The problem is a result of the teacher's interaction with the student or (P) The problem comes from within the student, because of the disability. In Group A, the researcher found that Respondent #1 and Respondent #8 both responded to Question 14 with the pathognomonic answer, while Respondent #2 gave an interventionist response. Therefore, Respondent #2 was not selected for Phase II of the study out of group A. In Group B, the researcher was looking for participants with a mixed view, therefore all respondents in this group were eligible for phase II. Group C consisted of three respondents with 100% interventionist responses on the survey.

To randomly select the participants for Phase II of the study, the researcher wrote the names of the respondents from Group A on a piece of paper. With Respondent #2 left out of the group, only two respondents were included in the drawing. Respondent #1 was selected and renamed Alice. This method of randomly selecting participants was repeated for groups B

and C. From Group B, Respondent #3 was selected and renamed Betty. From Group C, Respondent #6 was selected and renamed Carol.

Phase II – Observation Record

Phase II is the qualitative part of the study, used to compare the behaviors of the three teachers identified in Phase I. After observing each teacher on three occasions, for three days in a row, the researcher conducted a follow up interview. Using the data from the observations and the interview, the researcher completed the Observation Record (see Appendix C). As a qualified and experienced school administrator, with over ten years of teacher evaluation in the area of special education, the researcher took careful consideration when scoring the teacher performance. By first considering the teacher as proficient, the researcher looked for evidence and outcomes to support the proficient rating. If there was enough evidence for the proficient rating, the researcher next considered the distinguished rating. The distinguished rating was only selected if the data from the observations and interviews supported this rating. If there was not enough evidence for a proficient rating, the researcher considered the basic rating. In some cases, the researcher did not have enough data to support a basic rating, and therefore the teacher was rated as unsatisfactory.

Alice

Alice is a new teacher with only two years of experience. She works in an elementary school with an enrollment of 502 students grades K-2. Her certification area is in Special Education only. After three observations during reading instruction, the researcher interviewed Alice on the telephone. Using the information from both observations and the interview, the researcher completed an observation record summary (see Table 4.9).

Table 4.9

Table 4.9 Observation Record Summary - Alice				
Element	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
1. Balance		**2**		
2. Resources for Classroom Use			**3**	
3. Resources to Extend Content Knowledge and Pedagogy		**2**		
4. Resources for Students			**3**	
5. Learning Activities		**2**		
6. Instructional Materials & Resources			**3**	
Domain 1: Planning and Preparation total points = 15/24 63%				
7. Teacher Interaction with Students		**2**		
8. Importance of the Content	**1**			
9. Expectations for Learning and Achievement	**1**			
Domain 2: The Classroom Environment total points = 4/12 33%				
10. Activities and Assignments		**2**		
11. Monitoring of Student Learning			**3**	
12. Lesson Adjustment			**3**	
13. Response to Students		**2**		
14. Persistence	**1**			
Domain 3: Instruction total points = 11/20 55%				
15. Information about Individual Students			**3**	
16. Relationships with Colleagues		**2**		

Domain 4: Professional Responsibilities total points = 5/8 63%
Alice's Total Behavior Points = 35/64 55%

Alice was observed three days in a row, starting at 9:45 a.m. The researcher conducted the observation on all three occasions. Alice was aware of the visit and the researcher entered the classroom without introductions. The researcher stood near the side of the classroom and took notes in a notebook. Alice's classroom is located at the end of a small hallway next to small rooms used for speech therapy. The classroom is average size and has a private restroom and coat closet on the back wall. When you enter the room you can see a clear division of areas separated by bookshelves. There are three distinct sections of the classroom. To the right of the entry is an area with student desks. There are six student desks and one teacher desk. The teacher's desk faces the back of the students. The student desks face the bulletin board at the front of the classroom. In the back, right, corner there is an area for reading. There is a large oval rug on the floor, six floor large pillows, and a tall bookrack of reading materials. In the back left, there is a u shaped table for group work.

The observation record was completed using data from both the observations and the interview. In the domain of Planning and Preparation, Alice was rated Proficient in three out of six elements. For the element of Balance, Alice was given a rating of Basic because she makes no attempt at coordination with others. This is evident in both her survey results from questions 22 and 23. Observations indicated that Alice does not seek out teaching resources to improve her instruction therefore she was rated as Basic for Resources to Extend Content Knowledge and Pedagogy. After all three observations, the researcher found that only some of the learning activities were suitable to students or to the instructional outcomes. On all three

occasions, at least one child was left unattended and not engaged in learning activity. During the interview, Alice stated "I use the Internet to find teaching resources". This meets criteria for a Proficient rating in the element of Resources for Classroom Use. During the interview, Alice showed that she was aware of resources for students available through the school and the county, therefore she was rated Proficient in for Resources for Students. Alice was also rated Proficient for the element of Instructional Materials & Resources because all of the materials and resources she selected were suitable for students and support the instructional outcomes. Alice was rated at Basic for Learning Activities based on the observations. The researcher did not see differentiation between the activities for each student in the classroom. The students were all given the same activity. One child was removed himself to the side of the room and was not engaged in learning activities. Alice was rated Proficient for Instructional Materials and Resources because while they activities were not differentiated, they were suitable for the special education students. Overall, for the domain of Planning and Preparation, Alice was rated at 50% of points possible for a distinguished teacher. In the survey, Alice rated herself in the middle in terms of self-efficacy.

The domain of The Classroom Environment has three elements. Alice was rated Unsatisfactory for both Importance of the Content and Expectations for Learning and Achievement. She conveyed a low expectation for at least some students. She displayed a negative attitude toward the content, suggesting that it is not important or has been mandated by others. For the element of Teacher Interaction with Students, the researcher rated Alice as Basic. She earned this rating because her actions reflected occasional favoritism and occasional inconsistencies.

Alice was rated the lowest in the domain of Instruction. The element of Persistence was rated as Unsatisfactory. When a student was not engaged, Alice appeared to give up and allowed him to sit off to the side of the room. This was observed on all three visits. Two elements were rated as Basic, Activities and Assignments and Response to Students. This is due to the inconsistent and stalled pacing of the lesson and the fact that not all students were engaged in learning. Two elements were rated as Proficient: Monitoring of Student Learning and Lesson Adjustment. These rating were selected because Alice did make minor adjustments to the lesson in a smooth manner and she was monitoring progress by taking data.

In the domain of Professional Responsibilities, there are two elements. Alice was rated Proficient in Information about Individual Students after observation of her communication logs to parents about student progress. She was rated Basic for Relationships with Colleagues because she was observed rolling her eyes and responding in an unprofessional manner with another staff member. A colleague came to Alice's classroom during the observation to ask her about standardized testing for her students. Alice was insensitive and rude. She said, "It's not like they can do the tests anyway".

Betty

Betty has been teaching special education for three years. She works in a small elementary school with enrollment of 271 students grades K-5. Her certification areas are both regular education and special education. After three observations during reading instruction the researcher interviewed her on the telephone. Next, the researcher completed the observation record summary (see Table 4.10).

Table 4.10

Table 4.10 Observation Record Summary - Betty				
Element	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
1. Balance				**4**
2. Resources for Classroom Use			**3**	
3. Resources to Extend Content Knowledge and Pedagogy			**3**	
4. Resources for Students				**4**
5. Learning Activities			**3**	
6. Instructional Materials & Resources			**3**	
Domain1: Planning and Preparation total points = 20/24 83%				
7. Teacher Interaction with Students			**3**	
8. Importance of the Content			**3**	
9. Expectations for Learning and Achievement				**4**
Domain 2: The Classroom Environment total points = 10/12 83%				
10. Activities and Assignments			**3**	
11. Monitoring of Student Learning				**4**
12. Lesson Adjustment				**4**
13. Response to Students				**4**
14. Persistence				**4**
Domain 3: Instruction total points = 19/20 95%				
15. Information about Individual Students			**3**	
16. Relationships with Colleagues			**3**	

Domain 4: Professional Responsibilities total points = 6/8 75%
Betty's Total Behavior Points = 55/64 86%

The researcher observed Betty for three days in a row, starting at 8:45 a.m. The researcher took notes during each visit. Betty was aware of the observations and the researcher was waiting in the classroom as Betty entered with her students. The researcher sat at a round table in the back of the room and took notes in a notebook. The classroom is average sized, with a teacher's desk, a desk for the paraprofessional, nine student desks, two small round tables in the back and a kidney table on the side of the classroom. The room is well lit by natural light from a wall of windows. The front of the room has a smart board, money chart, number of the day, today's pattern, hundred numbers task, days of the week, months of the year, calendar, temperature, and weather. The sidewall has a large white board, a bulletin board with classroom rules and expectations, clock, decorated with a word wall, color-coded graph, mood chart. The back wall has three computer stations and teacher storage. The classroom library is below the wall of windows. The windows near the front corner of the room also locate the teacher desk and work area.

In the mornings, the teacher goes to the regular education class with the ID student. They come to this classroom at 8:45 for individual instruction. The teacher sits at the kidney table with the student. Other children come into the classroom at this time and receive assistance from the paraprofessional.

The observation record was completed using data from both the observations and the interview. Betty did not rate lower than Proficient in any area. Of the 16 elements, Betty rated Proficient in nine and Distinguished in seven. In the domain of Planning and Preparation,

Betty was rated Distinguished for the elements of Balance and Resources for Students. She was rated as Proficient for Resources to Extend Content Knowledge and Pedagogy. During the interview, Betty stated "I use the Internet to find teaching resources". This meets criteria for a Proficient rating in the element of Resources for Classroom Use. During the interview, Betty showed that she was aware of resources for students available through the school and the county, therefore she was rated Proficient in for Resources for Students. Betty was also rated Proficient for the element of Instructional Materials & Resources because all of the materials and resources she selected were suitable for students and support the instructional outcomes. Betty was rated at Proficient for Learning Activities based on the observations. Betty was rated Proficient for Instructional Materials and Resources because while observed activities were not individualized, they were suitable for the special education students.

The domain of The Classroom Environment has three elements. Betty was rated Proficient for both Importance of the Content and Teacher Interaction with Students. She conveyed high expectations for all students. During the first observation, the researcher observed Betty with one student. Betty said, "Let's go over your daily schedule". She read each event on the daily schedule to the student. Betty asked the student, "Which color maker do you want to use to mark off your schedule?" She offers him two choices. This exchange with the student is an example setting expectations that the student is going to follow a set schedule and encouragement of the student to acknowledge the expectations. These are behaviors expected of an interventionist teacher. For the element of Expectations for Learning and Achievement, the researcher rated Betty as Distinguished. She earned this rating because she was observed maintaining a quick pace during reading instruction. After reading a book

with the student she says, “We are going to do some sounds”. She shows him flash cards with letters and the student gives the sound. She praises him by saying ‘very good” and when he makes a mistake she models the correct sound and moves on with out slowing down. She ignores the student’s tics (throat clearing), allows him to remove his shoes however does not want his foot on the table. She moves past student behaviors to stay on task with the lesson. This is behavior of a distinguished teacher.

The domain of Instruction is where Betty received the most Distinguished ratings. Based on all three observations, the element of Activities and Assignments was rated as Proficient. The remaining four elements were rated as Distinguished: Persistence, Response to Students, Monitoring of Student Learning and Lesson Adjustment. While working with the ID student, she was observed maintaining a quick pace. She wastes no time with the lesson and does not pause to give attention to anyone else. She reads a book with the student, saying “look at pictures for a minute then we will read the words”. She helps the student turn pages, however encourages him to do this independently. She asks questions throughout the reading passages. When another student comes over to the teacher while she is working and she kindly says “remember when I’m in a work session, have another teacher who is not busy to help”. She points to the paraprofessional. As other students enter the classroom, the teacher gives quick instructions “You have a book to read or Math from yesterday…”

In the domain of Professional Responsibilities, there are two elements. Betty was rated Proficient in both Information about Individual Students and Relationships with Colleagues. She was observed acting in a friendly manner towards others. She maintains a daily communication log for student to take home and allows parents to respond.

The overall impression after observing Betty is that she is an excellent special education teacher. Her dedication to the student is exactly what the researcher would expect from a teacher who is serious about making a difference.

Carol

Carol teaches special education at an elementary school with an enrollment of 500 students in grades 3-5. She has been teaching special education for one year. Her certification areas are both regular education and special education. She has received additional reading instruction from a reading curriculum workshop. She believes that her students will score basic on standardized tests. After three observations during reading instruction, her observation record summary was completed (see Table 4.11).

Table 4.11

Table 4.11 Observation Record Summary - Carol

Element	Unsatisfactory	Basic	Proficient	Distinguished
1. Balance			**3**	
2. Resources for Classroom Use			**3**	
3. Resources to Extend Content Knowledge and Pedagogy				**4**
4. Resources for Students				**4**
5. Learning Activities				**4**
6. Instructional Materials & Resources				**4**
Domain 1: Planning and Preparation total points = 22/24 92%				
7. Teacher Interaction with Students			**3**	

8. Importance of the Content			**3**	
9. Expectations for Learning and Achievement				**4**
Domain 2: The Classroom Environment total points = 10/12 83%				
10. Activities and Assignments			**3**	
11. Monitoring of Student Learning				**4**
12. Lesson Adjustment				**4**
13. Response to Students				**4**
14. Persistence				**4**
Domain 3: Instruction total points = 19/20 95%				
15. Information about Individual Students			**3**	
16. Relationships with Colleagues			**3**	
Domain 4: Professional Responsibilities total points = 6/8 75%				
Carol's Total Behavior Points = 57/64 89%				

Carol was observed three days in a row, starting at 10:00 a.m. There are 5 students in the classroom at this time. Each student is working on a different activity. The teacher keeps organized with a schedule. The classroom is typical size. There are nine student desks arranged in groups of 4-5. There are two small tables, a kidney table and a teacher desk and a desk for a paraprofessional. There is carpet in the front of the room with a rocking chair. In the back of the room there is a floor mat. There are windows on the sidewall with cabinets for games underneath. The front of the room has a smart board and bulletin boards with the calendar, schedule, yesterday, today, tomorrow, season & weather, Birthday display. There are cursive and print alphabet letters on wall above the boards. The teacher work area is in the

front corner near the window. The side of the room has a bulletin board with times for reading. The back of the room has built in cubbies with hooks for student backpacks.

The observation record was completed using data from both the observations and the interview. Like Betty, Carol did not rate lower than Proficient in any area. Of the 16 elements, Carol rated Proficient in seven and Distinguished in nine. Carol received two more Distinguished ratings than Betty. In the domain of Planning and Preparation, Carol was rated Proficient for the elements of Balance and Resources for Students. She was rated as Distinguished for Resources to Extend Content Knowledge and Pedagogy. During the interview, Carol stated "I use the Internet to find teaching resources and I get materials from other teachers or the library". This meets criteria for a Distinguished rating in the element of Resources for Classroom Use. During the interview, Carol showed that she was aware of resources for students available through the school and the county, therefore she was rated Distinguished in for Resources for Students. Carol was also rated Distinguished for the element of Instructional Materials & Resources because all of the materials and resources she selected were suitable for students and support the instructional outcomes. Carol was rated at Proficient for Learning Activities based on the observations. Carol was rated Proficient for Instructional Materials and Resources because while they activities were not differentiated, they were suitable for the special education students.

The domain of The Classroom Environment has three elements. Like Betty, Carol was rated Proficient for both Importance of the Content and Teacher Interaction with Students. She conveyed high expectations for all students. For the element of Expectations for Learning and Achievement, the researcher rated Carol as Distinguished. She earned this rating because her

reference to the schedule and use of a personal visual schedule with a student to indicate time for his speech session. Carol was observed redirecting students to complete work before getting to use the iPad as a reward.

The domain of Instruction is where Carol received the most Distinguished ratings. The element of Activities and Assignments was rated as Proficient. This was observed on all three visits. Like Betty, Carol was rated as Distinguished on the following four domains: Persistence, Response to Students, Monitoring of Student Learning and Lesson Adjustment. The student was observed working on flash cards with the paraprofessional. The student activities reflect gross and fine motor skills, common goals for occupational and physical therapy. A student in a wheelchair was observed using assistive technology to type his spelling words. These rating were selected because Carol did make minor adjustments to the lesson in a smooth manner and she was monitoring progress by taking data. The teacher was sitting in front of a group of students. She was reading a story to the group and asking questions. The students were respectful and observed following the rules. When the teacher says "ready, ready" the students say "yes, yes" all together. Students are observed raising hands for assistance. Carol was observed while she was working with a student of the computer. After he successfully typed his spelling words, she asked him to type a sentence. She dictated a sentence, however this was too difficult. She wrote the sentence down on a card for him to copy. He asked to use the iPad, she said, "after you type your sentence".

In the domain of Professional Responsibilities, there are two elements. Carol was rated Proficient in both Information about Individual Students and Relationships with Colleagues.

When I enter this classroom I get the impression that the teacher is comfortable with

the students and their abilities. She appears to be experienced and knowledgeable because she navigates the different students and activities with ease. This teacher makes working with these children look easy. In reality this is a very challenging group of students with high energy and they are strongly motivated by rewards.

Additional Information

Additional quantitative information was gained from the PI Survey. Questions solicited information from the respondents regarding experience, knowledge, student outcomes, school norms, and self-efficacy.

Experience was divided into five categories. One (1) point given for teacher candidates or paraprofessionals, 2 points for new teachers with 1-3 years experience, 3 points for teachers with 4-6 years experience, 4 points for teachers with 7 – 15 years experiences and 5 points to teachers with 15 or more years of experience.

The 11 potential participants had a variety of teaching experience (see Table 4.12). Two are Paraprofessionals. Five are teachers with over 15 years experience. Two are newer teachers with less than three years of experience. There is no pattern regarding years of experience as a teacher and type of belief.

Table 4.12

Table 4.12 Experience as a Teacher

Respondent	1	2	3	4	5	6	7	8	9	10	11
Respondent Belief Rating	P	P	M	I	M	I	M	P	M	I	M
5. How many years have you been teaching?	2	5	2	5	5	2	1	2	5	5	1
6. How many years have you been	2	5	2	5	5	2	1	2	5	5	1

teaching to Special Education Students?											

Certification and training varied from less than 60 hours of college to two or more areas of teaching certification (see Table 4.13). Two of the three Paraprofessionals had less than 60 hours of college credit and passed the Parapro test for qualification as a paraprofessional. Five were teachers with over 15 years experience. Three were newer teachers with less than 3 years of experience. Points were given for certification as follows: 1 point for Parapro test which is given to paraprofessionals with less than 60 college hours; 2 points for paraprofessionals with at least 60 college hours; 3 points for teachers with certification in Special Education only; 4 points for teachers with both regular education and special education certification; 5 points for teachers will additional certification areas. Additional Training was not scored. There is no pattern regarding certification/training and type of belief.

Table 4.13

Table 4.13 Certification/Training											
Respondent	1	2	3	4	5	6	7	8	9	10	11
Respondent Belief Rating	P	P	M	I	M	I	M	P	M	I	M
9. What areas are you certified to teach?	3	5	4	4	4	4	1	3	3	2	1
10. What types of training, besides your classes for certification, have you had for teaching reading?	none	Wilson Reading	none	none	Spire	Wilson Reading	Wilson Reading	none	Reading Recovery	none	none

Potential participants were asked about Student Outcomes (see Table 4.14). None of the participants believed their students would achieve Proficient or Advanced scores on State Assessments. Student outcomes were also placed into one of five categories. Respondents reported the outcomes for their students with ID in regards to learning to read. The researcher asked the teacher to rate student outcomes as Regression, Below Basic, Basic, Proficient, or Advanced. Students who regress would be given a score of one 1 point, Below Basic is given one 2 points, Basic is 3 points, Proficient is 4 points and Advanced outcomes are given 5 points.

Table 4.14

Table 4.14 Student Outcomes

Respondent	1	2	3	4	5	6	7	8	9	10	11
Respondent Belief Rating	P	P	M	I	M	I	M	P	M	I	M
7. As you observe the effect of your instruction on individual learning, how would you rate student outcome for children with moderate ID?	2	3	2	2	2	3	1	2	3	3	2
8. According to state assessments, what are the outcomes for your students with moderate ID?	2	3	2	2	2	3	2	2	3	3	2

To quantify the school norms, the researcher asked the teachers to describe the school norms (see Table 4.15). The questions asked, "Which best describes how your beliefs relate to others in your school setting?" The pathognomonic response is "My instructional practices are similar to most other special education teachers in my building because the administration requires specific practices." The interventionist response is "My instructional practices are similar to most other special education teachers in my building because we share the same

beliefs regarding students with moderate ID." The results indicated that ten out of eleven respondents report their instructional practices are similar to most other special education teachers in the building where they teach.

Table 4.15

Table 4.15 - School Norms											
Respondent	1	2	3	4	5	6	7	8	9	10	11
Respondent Belief Rating	P	P	M	I	M	I	M	P	M	I	M
28. Which best describes how your beliefs relate to others in your school setting?	I	I	P	I	I	I	I	I	I	I	I

To measure the teacher knowledge, potential participants were asked to "rate yourself in the area of knowledge of teaching reading to students with moderate ID" (see Table 4.16). The Missouri Teacher Standards (Missouri Department of Elementary and Secondary Education, 2011a) was used to assign an overall score to quantify the teacher's knowledge. The rubric consisted on 5 levels: Candidate, New Teacher, Developing Teacher, Proficient Teacher, and Distinguished Teacher. The following are the descriptions for each level on the rubric: Candidate: I know the academic language of teaching reading to moderate ID students; New Teacher: I can demonstrate breadth and depth of content knowledge. I demonstrate accuracy during classroom practice; Developing Teacher: I know the reading curriculum standards (local, state, national). I deliver accurate content learning experiences. I treat content as not a fixed body, but complex and ever evolving. I am able to research content needed to teach effectively and with fidelity. Proficient Teacher: I expand my knowledge applicable to curriculum standards. I infuse new information into instructional units and

lessons; I display solid knowledge of the important concepts of the discipline and how these relate to one another. Distinguished Teacher: I have mastery of the subject(s) I teach. I infuse knowledge into instruction continuously and use this continuing acquisition of knowledge to contribute to the field's professional learning society or the school/district through research or curriculum development. Points were assigned with 1 point given to a Candidate, 2 point to a New Teacher, 3 points to a Developing Teacher, 4 points to a Proficient Teacher and 5 points given to a Distinguished Teacher. There is no pattern regarding the self-reported level of knowledge as a teacher and type of belief.

Table 4.16

Table 4.16: Knowledge

Respondent	1	2	3	4	5	6	7	8	9	10	11
Respondent Belief Rating	P	P	M	I	M	I	M	P	M	I	M
29. Using the rubric, rate yourself in the area of knowledge of teaching reading to students with moderate ID.	2	4	3	4	3	2	3	3	4	4	4

Instructional self-efficacy was assessed using eight questions created by Bandura (2006) (see Table 4.17). Teachers were asked to rate their degree of confidence for each item by reporting a number from 1 to 10 using a scale of 1 = cannot do at all, 5 = moderately can do, and 10 = highly certain can do. The results yield a score of Low Self-efficacy = 0 – 34 total points, Middle = 35 – 65 total points, or High Self-efficacy = 66 – 100 total points. Only three of the 11 respondents rated themselves with High Self-efficacy.

Table 4.17

Table 4.17: Teacher Efficacy											
Respondent	1	2	3	4	5	6	7	8	9	10	11
30. Get through to the most difficult students	8	9	9	7	7	8	10	5	8	9	7
31. Get students to learn when there is a lack of support from home	6	8	8	8	7	9	6	8	9	8	8
32. Keep students on task on difficult assignments	6	7	8	8	7	7	6	5	10	9	7
33. Increase students' memory of what they have been taught in previous lessons	7	8	6	8	6	7	6	6	7	9	7
34. Motivate students who show low interest in school work	10	10	6	9	7	8	5	6	7	9	7
35. Get students to work well together	10	10	9	9	8	8	5	8	8	9	8
36. Overcome the influence of adverse community conditions on students learning	10	10	9	9	6	7	5	8	7	8	7
37. Get children to do their homework	8	8	9	9	8	7	3	10	6	5	7
Total Points	65	70	64	67	64	61	46	56	62	66	58
Self Efficacy Rating	Middle	High	Middle	High	Middle	Middle	Middle	Middle	Middle	High	Middle
Respondent Belief Rating	P	P	M	I	M	I	M	P	M	I	M

Findings

The independent variable consists of three categories: pathognomonic perspective, mixed perspective, or interventionist perspective. The dependent variable include the following four domain: Planning and preparation (Domain 1), Classroom Environment (Domain 2), Instruction (Domain 3), and Professional Responsibilities (Domain 4) (Danielson, 2007, p. 1). Using SPSS software, the researcher found a significant relationship between the total behavior score(s) of the teacher and the teacher belief category, finding, $r_{\tau} = 1.000$, $p <$

.01. In addition, there was a significant relationship between the behavior score(s) of Domain 1 and the teacher belief category, finding, $r_{\tau} = 1.000$, $p < .01$. In other words, teachers of students with ID who report interventionist beliefs will more likely rate highly on the observation record while teaching.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

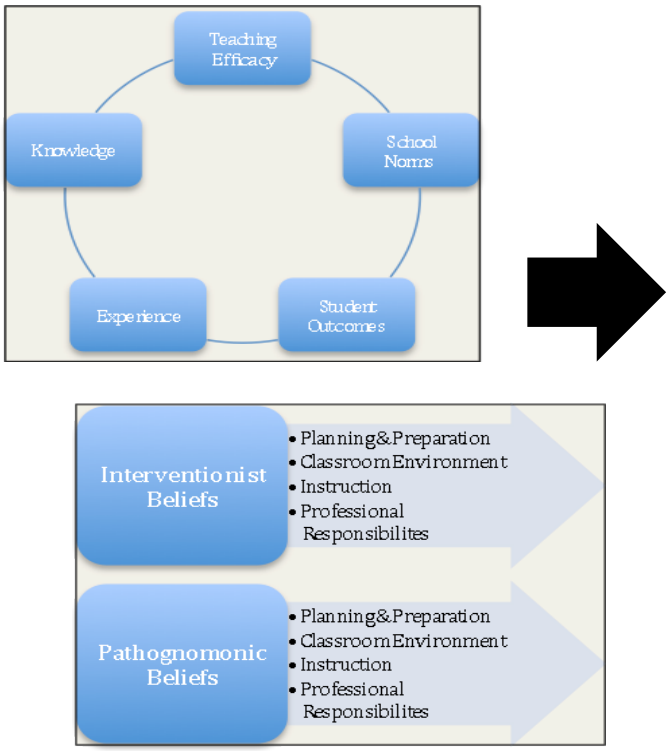
What do you believe about student disabilities? Do you have pathognomonic beliefs or interventionist beliefs? If you have pathognomonic beliefs, you believe "that disability is an internal, fixed, and pathological condition of the individual that is not amendable to instruction" (Jordan, Glenn, & McGhie-Richmond, 2010, p.262). If you have interventionist beliefs you "view disability as created in part by a society that is designed for the able, and that creates barriers for those who have disabilities" (Jordan et al. 2010, p. 262).

This study suggests that when teachers of children with Intellectual Disability (ID) have interventionist beliefs regarding ID children's ability to learn to read, the teacher more often plans lessons with differentiated learning activities for teaching reading, conveys genuine enthusiasm for reading while having high expectations for all students, persists in providing cognitively engaging activities with accommodations while monitoring student progress, and collaborates with others while advocating for ID students. Not all Special Education teachers have interventionist beliefs.

There are many variables that impact teacher beliefs (see Figure 5.1). This study suggests that teachers have interventionist, pathognomonic, or mixed beliefs that vary along a continuum. Variables contributing to these beliefs include knowledge, teaching efficacy, school norms, experience, and student outcomes.

Figure 5.1

Variables Impacting Teacher Beliefs (Fortney)



Results of Study

The results of this study give us a better understanding of the relationship between belief and behavior and open the doors for further research. The three participants in this study are members of a very specific group of educators. While surveys provide the background information needed to establish structure of the study, the most revealing information regarding teacher beliefs is uncovered during conversations with the participants. When educators have conversations with each other they can influence each other. Listening to the participants speak, the researcher had to listen and not interject her beliefs onto the participant. The

interviews provided the most insight into the beliefs of the teachers. The interviews also supported the data collected during the teacher observations.

Conclusions

There are several factors that lead teachers to the self-fulfillment of their beliefs. This can become a very complex area to research. There are many different elements to teaching and learning. John Hattie addresses many of these factors in his book, *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. One area that Hattie recognizes as a contribution to achievement is "teacher expectations" (p. 121). He writes, "The question is not 'Do teachers have expectations?' but 'Do they have false and misleading expectations that lead to decrements in learning or learning gains – and for which students?'" (Hattie, 2009, p. 121).

Beliefs can change. Not only do beliefs change, they can fluctuate along a continuum. Some teachers have stronger interventionist beliefs than others. We hope that all teachers are mindful of their attitudes towards student outcomes. With more experience, expanded knowledge, and increased teacher efficacy, teachers can have a positive influence on the school norms.

Recommendations

School principals can use this research as the framework to determine the climate of a school. The baseline information from surveying the school staff on belief systems can be used as a building block for professional development addressing school culture. In the book, *What Great Principals Do Differently: Eighteen Things That Matter Most*, Todd Whitaker writes "There are really two ways to improve a school significantly: Get better teachers or

improve the teachers you already have" (Whitaker, 2013, p. 33). If you determine that a teacher's overall belief system needs an adjustment, you can look at the underlying factors.

Once you identify the factors contributing to the beliefs, you can develop a plan for professional development. Training teachers to be mindful of the belief systems and how this impacts student learning can help change teacher attitude and behavior. Bruce Joyce and Beverley Showers identified four key components of training in prior research regarding professional development.

"The first focuses on knowledge and consists of exploring the theory or rationale for the new skills or strategies" (Joyce & Showers, 2002, p.2). The plan for professional development would begin with exploration of the pathognomonic – interventionist continuum. In addition to the belief types, teachers can be trained on the theory of self-fulfilling prophecy and teacher efficacy. The foundation of the training would be established in theory and the impact this has on teaching behavior and school culture.

"Subsequently, they suggest, training needs to involve modeling the new skills – ideally in a setting closely approximate to the workplace" (Joyce et al., 2002, p.2). The professional development would include modeling of what interventionist behavior looks like. Distinguished teachers would model interventionist behavior in multiple situations.

"The third component is the practice of the skill and the authors estimate a substantial period of time (8 – 10 weeks, involving around 25 trials)" (Joyce et al., 2002, p.2). This stage of professional development would involve an observer, observing the practice and giving feedback.

"Finally, peer coaching, the fourth component, is the collaborative work of teachers in planning and developing the lessons and materials to implement the training effectively" (Joyce et al., 2002, p.2) The final part of the professional development would include teacher and observer feedback and potentially the development an improvement plan for the teacher.

Recommendations for Further Study

Further study in the area of special education teacher beliefs will benefit the teaching profession and lead to improved quality of educational services provided to students with disabilities. There are consequences of our beliefs. The methods used in this study could be duplicated to expand the research for evidence of the correlation between teacher behavior and beliefs regarding other areas in addition to teaching reading.

An additional focus for research is the study of teaching students with difficult behaviors. Just because a student has behaviors, teachers with interventionist beliefs would expect the same rigor for the instruction of appropriate behavior as for reading instruction. A future study could look at the teachers' belief that the child can learn to behave appropriately. An interesting follow up study, would explore the following questions: Are pathognomonic teachers coachable? And can pathognomonic teachers change beliefs?

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Appendices

Appendix A.1

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Informed Consent for Participation in Research Activities

How Teacher Beliefs Impact Teacher Behaviors:
Teaching Children with Moderate Intellectual Disability to Read

Participant_____ HSC Approval Number _____

Principal Investigator: Cheri L Fortney PI's Phone Number 636-235-1057

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1. You are invited to participate in a research study conducted by Cheri L. Fortney and Dr. Carole Murphy. The purpose of this research is to examine the behaviors of educators who teach reading to students with Moderate Intellectual Disability (ID). Specifically we are interested in how your beliefs influence your teaching behaviors. In addition to adding to the research how beliefs influence behaviors, we will be building the foundation of research on teaching reading to students with ID. This study is divided into two phases.

2. Your participation in Phase I will involve
   - Initial contact by the researcher to arrange a convenient time and place to conduct the interview
   - Being interviewed by the researcher with the interview lasting approximately 30 minutes
   - Having the interview digitally recorded and transcribed by the researcher
   - Receiving copies of the transcript for your review, comments, and corrections

   Approximately 30 subjects may be involved in this research. 9-10 Participants from Phase I will be randomly selected to participate in Phase II of this study.

If selected, your participation in Phase II will involve

- Contact by the researcher to arrange a week convenient to conduct the observations

Appendix A.2

- Being observed by the researcher on three (3) different occasions within a five (5) day period, with each observation lasting approximately 15 minutes
- Having the researcher take notes during the observations
- Receiving copies of the observation notes for your review, comments, and corrections
- Contact by the researcher to arrange a convenient time and place to conduct the second interview
- Being interviewed by the researcher with the interview lasting approximately 30 minutes
- Having the interview digitally recorded and transcribed by the researcher
- Receiving copies of the transcript for your review, comments, and corrections

For Phase I, the amount of time involved in your participation will be one interview approximately 30 minutes in length. In addition, it may take you 10 or 15 minutes to review the transcripts. For Phase II, the amount of time involved in your participation will be three observations of approximately 15 minutes each. In addition, it may take you 10 or 15 minutes to review the observation notes. The second interview will be approximately 30 minutes in length.

3. There may be certain risks or discomforts associated with this research. They include uncomfortable feelings that may arise when answering certain questions or when re-living previous experiences. You may have an uncomfortable feeling being observed while teaching a lesson. You may choose to not answer questions or to end the interview or observation at any point.

4. There are no direct benefits for you participating in this study. However, your participation will contribute to the knowledge about special education teachers teaching reading to students with Intellectually Disability.

5. Your participation is voluntary and you may choose not to participate in this research study or to withdraw your consent at any time. You may choose not to answer any questions that you do not want to answer. You will NOT be penalized in any way should you choose not to participate or to withdraw.

6. We will do everything we can to protect your privacy. As part of this effort, your identity will not be revealed in any publication or presentation that may result from this study. All digital information will be kept in a password-protected file and all printed materials will be kept secure in a locked file cabinet. In rare instances, a researcher's study must undergo an audit or program evaluation by an oversight agency (such as the Office for Human Research Protection). That agency would be required to maintain the confidentiality of your data.

7. If you have any questions or concerns regarding this study, or if any problems arise, you may call the Investigator, Cheri Fortney (636-235-1057) or the Faculty Advisor, Dr. Carole Murphy (314-516-5944). You may also ask questions or state concerns regarding your rights as a research participant to the Office of Research Administration, at 314-516-5897.

Appendix A.3

I have read this consent form and have been given the opportunity to ask questions. I will also be given a copy of this consent form for my records. I consent to my participation in the research described above.

Participant's Signature	Date	Participant's Printed Name	
Signature of Investigator or Designee	Date	Investigator/Designee Printed Name	

Appendix B.1

Phase I Survey

The answers you provide will be scored and used to determine further participation in this research study. The researcher will contact you if you are selected to participate in Phase II of the study.

* Required

1. **Participant Name** *
2. **Email Address** *
3. **Contact Phone Number** *
4. **Best Time to Call** *
5. **How many years have you been teaching?** *

   Mark only one oval.

   - ❍ I am a Para
   - ❍ 1-3 years
   - ❍ 4-6
   - ❍ 7-15
   - ❍ 15+

6. **How many years have you been teaching reading to Special Education Students?** *

   Mark only one oval.

   - ❍ I am a Para
   - ❍ 1-3 years
   - ❍ 4-6
   - ❍ 7-15
   - ❍ 15+

7. **As you observe the effect of your instruction on individual learning, how would you rate student outcomes for children with moderate ID?** *

   Mark only one oval.

   - ❍ Regression
   - ❍ BelowBasic
   - ❍ Basic
   - ❍ Proficient
   - ❍ Advanced

8. **According to state assessments, what are the outcomes for your students with ID?** *

   Mark only one oval.

   - ❍ Regression
   - ❍ BelowBasic
   - ❍ Basic

- ❍ Proficient
- ❍ Advanced

Appendix B.2

9. What areas are you certified to teach? *

ParaPro, 60 hours, or List Areas of Certification

10. What types of training, besides your classes for certification, have you had for teaching reading? *

Check all that apply.

- ❍ Professional Development
- ❍ Mentoring
- ❍ Curriculum Specific Training
- ❍ College Course Work
- ❍ Other:

11. What best describes what you did before working with a moderate ID student for the first time, for example how did you know where to begin? *

Think about one student with moderate ID that has made little or no progress when learning to read. Select the best answer for the question in regards to that student. *Mark only one oval.*

- ❍ I started with the lessons and activities I have used with other students and tried to include the new student in my existing group.
- ❍ I collected data, observed the student, and conferred with other before working with the child.

12. What best describes what you did when you realized that a student with moderate ID was not making progress with reading skills? *

Think about one student with moderate ID that has made little or no progress when learning to read. Select the best answer for the question in regards to that student. Mark only one oval.

- ❍ I can accept that some children might not learn to read so I spent less time on reading and more time on other skills.
- ❍ I know that I can do more to teach the student to read. I kept trying.

13. What best describes the amount of time you spend working with a moderately ID student that is not making progress with reading prior to referral to others? *

Think about one student with moderate ID that has made little or no progress when learning to read. Select the best answer for the question in regards to that student. Mark only one oval.

- ❍ I try a variety of teaching approaches, my classroom is the most appropriate.
- ❍ I referred the student for a different placement as soon as possible.

14. When you have a moderate ID student that is not learning to read, what do you believe is the reason? *

Think about one student with moderate ID that has made little or no progress when learning to read. Select the best answer for the question in regards to that student. Mark only one oval.

- ❍ The problem comes from within the student, because of the disability.

❍ The problem is a result of the teacher's interaction with the student.

Appendix B.3

15. Which best describes how you learn about a new ID student's learning characteristics.*

Think about one student with moderate ID that has made little or no progress when learning to read. Select the best answer for the question in regards to that student. Mark only one oval.

❍ I only read the student file.

❍ I talk to others to find out what I can about the student's learning characteristics, then read the file.

16. Which best describes the type of assessment data you use to assess a new ID student's functioning level? *

Think about one student with moderate ID that has made little or no progress when learning to read. Select the best answer for the question in regards to that student. Mark only one oval.

❍ I conduct informal assessment of the student.

❍ I find all the information I need in the student's file.

17. Which best describes how you monitor student progress for the students with ID? *

Think about one student with moderate ID that has made little or no progress when learning to read. Select the best answer for the question in regards to that student. Mark only one oval.

❍ I collect data to adapt, update and guide instruction.

❍ I monitor occassionally and report progress on the IEP and report card.

18. Which best describes the how you set objectives for your ID students? *

Think about one student with moderate ID that has made little or no progress when learning to read. Select the best answer for the question in regards to that student. Mark only one oval.

❍ I try to group my students and set overall objectives for each instructional group.

❍ Every student follows an individual set of criteria.

19. Which best describes how you integrate ID students into group lessons and class activities with higher functioning students? *

Think about one student with moderate ID that has made little or no progress when learning to read. Select the best answer for the question in regards to that student. Mark only one oval.

❍ I have the student participate in the activity with modification and with assistance from a Para.

❍ I have a Para sit with the student and do something different from the group because the ID student is not able to learn from the activity.

Appendix B.4

20. Which best describes the purpose of discussing the services summary during an IEP review. *

Think about one student with moderate ID that has made little or no progress when learning to read. Select the best answer for the question in regards to that student. Mark only one oval.

- ❍ An opportuntiy to get the student more services and to report deficiencies to parents.
- ❍ A review process to seek additional ideas to use with the student during classroom instrcution.

21. Which best describes the purpose of discussing the present level during an IEP meeting? *

Think about one student with moderate ID that has made little or no progress when learning to read. Select the best answer for the question in regards to that student. Mark only one oval.

- ❍ The purpose is to confirm the student's disabilitiy and placement in special education.
- ❍ The purpose is to review the student's progress and make adaptations to the program.

22. Which best describes your communication with other staff members regarding your student with moderate ID? *

Think about one student with moderate ID that has made little or no progress when learning to read. Select the best answer for the question in regards to that student. Mark only one oval.

- ❍ I work mostly alone, expect to refer the student out for other services.
- ❍ I work cooperatively with staff to solve student problems.

23. Which best describes your cooperative planning efforts with regular education staff regarding your student with moderate ID? *

Think about one student with moderate ID that has made little or no progress when learning to read. Select the best answer for the question in regards to that student. Mark only one oval.

- ❍ I do not plan with the regular education staff in regards to the student with moderate ID.
- ❍ I plan with the regular education staff for ways to include my moderate ID students into the regualar education setting.

24. Which best describes your cooperative planning with others regarding the progress of your student with moderate ID? *

Think about one student with moderate ID that has made little or no progress when learning to read. Select the best answer for the question in regards to that student. Mark only one oval.

- ❍ Teachers meet at regular and systematic intervals to keep each other aware of the student's progress
- ❍ Teachers do not report to each other about the student's progress, however they each keep track of his/her piece of the student's program.

Appendix B.5

25. Which best describes your communication with parents regarding the progress of your student with moderate ID? *

Think about one student with moderate ID that has made little or no progress when learning to read. Select the best answer for the question in regards to that student. Mark only one oval.

- ❍ I involve parents early, and prior to regularly scheduled meetings to discuss progress.
- ❍ Parents are only contacted to report student progress at regularly scheduled times, such as report card time.

26. Which best describes your communication with parents regarding the progress of your student with moderate ID? *

Think about one student with moderate ID that has made little or no progress when learning to read. Select the best answer for the question in regards to that student. Mark only one oval.

- ❍ I coordinate and share the reporting of information on the student progress with all staff to parents at meetings.
- ❍ Teahcers report the progress of students to parents, but only for the portion of the program for which the teacher is responsible. No coordination of reporting to parents is done.

27. Which best describes how often you communication with parents regarding your student with moderate ID? *

Think about one student with moderate ID that has made little or no progress when learning to read. Select the best answer for the question in regards to that student. Mark only one oval.

- ❍ Parents are only contacted if the student exhibits major problems.
- ❍ I keep in touch with parents weekly by notes home, phone calls, or annotations on students work to which parents are asked to respond.

28. Which best describes how your beliefs relate to others in your school setting. *

Think about one student with moderate ID that has made little or no progress when learning to read. Select the best answer for the question in regards to that student. Mark only one oval.

- ❍ My instructional practices are similar to most other special education teachers in my building because the administration requires specific practices.
- ❍ My instructional practices are similar to most other special education teachers in my building because we share the same beliefs regarding studnets with moderate ID.
- ❍ My instructional practices are different than most other speical education teachers in my building because the administration does not require specific practices for working with students.

Appendix B.6

29. Using the rubric below, rate your self in the area of knowledge of teaching reading to students with moderate ID. *

Mark only one oval.

- ❍ Candidate: I know the academic language of teaching reading to moderate ID students.
- ❍ New Teacher: I can demonstrate breadth and depth of content knowledge. I demonstrate accuracy during classroom practice.
- ❍ Developing Teacher: I know the reading curriculum standards (local, state, national). I deliver accurate content learning experiences. I treat content as not a fixed body, bu complex and ever evolving. I am able to research content needed to teach effectively and with fiedlity.
- ❍ Proficient Teacher: I expand my knowledge applicable to curriculum standards I infuse new information into instructional units and lessons. I display solid knowledge of the important concepts of the discipline and how these relate to one another.
- ❍ Distinguished Teacher: I have mastery of the subject(s) I teach. I infuse knowledge into instruction continuously and use this continuing acquisition of knowledge to contributre to the fild's professional learning society for the school/district thfough research or curriculum development.

30. Get through to the most difficult students.*

Rate your degree of confidence by recording a number from 0 to 10 using the following scale.

Mark only one oval.

	0	1	2	3	4	5	6	7	8	9	10	
Cannot Do At All	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	Highly Certain Can Do

31. Get students to learn when there is a lack of support from the home.*

Rate your degree of confidence by recording a number from 0 to 10 using the following scale.

Mark only one oval.

	0	1	2	3	4	5	6	7	8	9	10	
Cannot Do At All	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	Highly Certain Can Do

Appendix B.7

32. Keep students on taks on different assignments.*

Rate your degree of confidence by recording a number from 0 to 10 using the following scale.

Mark only one oval.

	0	1	2	3	4	5	6	7	8	9	10	
Cannot Do At All	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Highly Certain Can Do

33. Increase students' memory of what they have been taught in previous lessons.*

Rate your degree of confidence by recording a number from 0 to 10 using the following scale.

Mark only one oval.

	0	1	2	3	4	5	6	7	8	9	10	
Cannot Do At All	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Highly Certain Can Do

34. Motivate students who show low interest in school work.*

Rate your degree of confidence by recording a number from 0 to 10 using the following scale.

Mark only one oval.

	0	1	2	3	4	5	6	7	8	9	10	
Cannot Do At All	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Highly Certain Can Do

35. Get students to work well together.*

Rate your degree of confidence by recording a number from 0 to 10 using the following scale.

Mark only one oval.

	0	1	2	3	4	5	6	7	8	9	10	
Cannot Do At All	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Highly Certain Can Do

Appendix B.8

36. Overcome the influence of adverse community conditions on students' learning.*

Rate your degree of confidence by recording a number from 0 to 10 using the following scale.

Mark only one oval.

	0	1	2	3	4	5	6	7	8	9	10	
Cannot Do At All	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭	Highly Certain Can Do

Appendix C.1

Charlotte Danielson's FRAMEWORK FOR TEACHING
used with the permission of Charlotte Danielson

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
- Content and the structure of the discipline • Prerequisite relationships
- Content-related pedagogy

1b Demonstrating Knowledge of Students
- Child and adolescent development • Learning process • Special needs
- Students' skills, knowledge, and language proficiency • Students' interests and cultural heritage

1c Setting Instructional Outcomes
- Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners

1d Demonstrating Knowledge of Resources
- For classroom use • To extend content knowledge and pedagogy • Resources for students

1e Designing Coherent Instruction
- Learning activities • Instructional materials and resources
- Instructional groups • Lesson and unit structure

1f Designing Student Assessments
- Congruence with instructional outcomes • Criteria and standards
- Design of formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
- Teacher interaction with students, including both words and actions
- Student interaction with students, including both words and actions

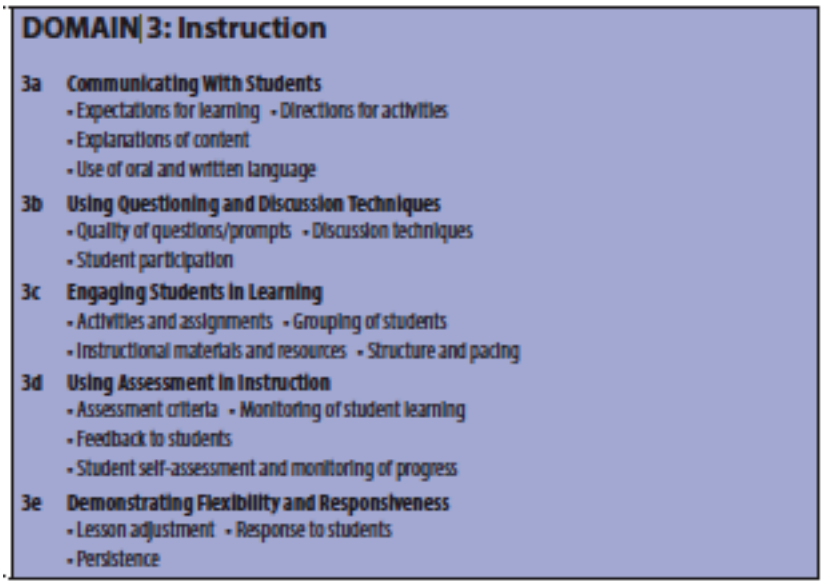
2b Establishing a Culture for Learning
- Importance of content and of learning
- Expectations for learning and achievement • Student pride in work

2c Managing Classroom Procedures
- Instructional groups • Transitions • Materials and supplies
- Performance of classroom routines
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
- Expectations • Monitoring student behavior
- Response to student misbehavior

2e Organizing Physical Space
- Safety and accessibility
- Arrangement of furniture and use of physical resources

Appendix C.2



DOMAIN 3: Instruction

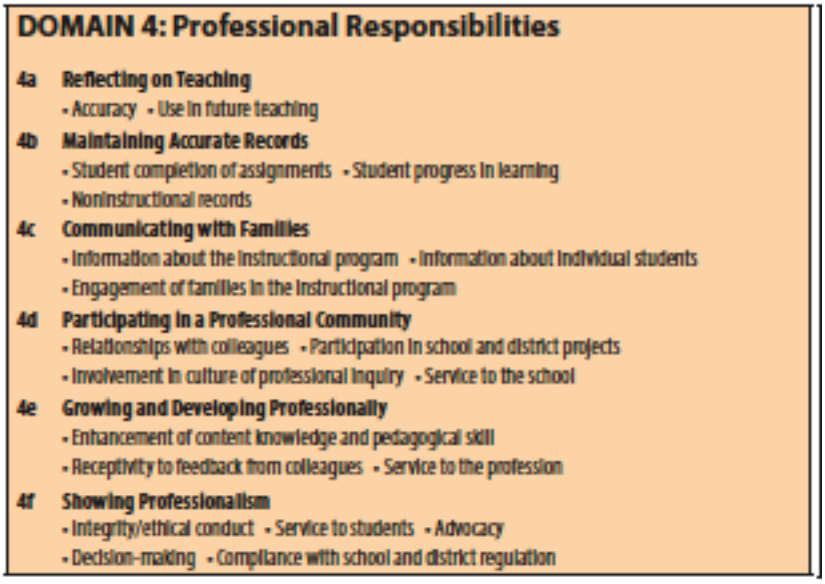
3a Communicating With Students
- Expectations for learning • Directions for activities
- Explanations of content
- Use of oral and written language

3b Using Questioning and Discussion Techniques
- Quality of questions/prompts • Discussion techniques
- Student participation

3c Engaging Students in Learning
- Activities and assignments • Grouping of students
- Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction
- Assessment criteria • Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

3e Demonstrating Flexibility and Responsiveness
- Lesson adjustment • Response to students
- Persistence



DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching
- Accuracy • Use in future teaching

4b Maintaining Accurate Records
- Student completion of assignments • Student progress in learning
- Noninstructional records

4c Communicating with Families
- Information about the instructional program • Information about individual students
- Engagement of families in the instructional program

4d Participating in a Professional Community
- Relationships with colleagues • Participation in school and district projects
- Involvement in culture of professional inquiry • Service to the school

4e Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues • Service to the profession

4f Showing Professionalism
- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school and district regulation

Appendix D.1

OBSERVATION RECORD

DOMAIN: PLANNING AND PREPARATION

(Daneilson, 2008, p.5-6)

Element	Unsatisfactory	Basic	Proficient	Distinguished
Balance	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
Resources for Classroom Use	Teacher is unaware of resources for classroom use available through the school or district.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources to Extend Content Knowledge and Pedagogy	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources for Students	Teacher is unaware of resources for students available through the school or district.	Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.

Appendix D.2

OBSERVATION RECORD

DOMAIN: PLANNING AND PREPARATION

(Daneilson, 2008, p.7)

Element	Unsatisfactory	Basic	Proficient	Distinguished
Learning Activities	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
Instructional Materials & Resources	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.

Appendix D.3

OBSERVATION RECORD

DOMAIN: THE CLASSROOM ENVIRONMENT

(Daneilson, 2008, p.10-11)

Element	Unsatisfactory	Basic	Proficient	Distinguished
Teacher interaction with students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
Importance of the content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.

Appendix D.4

OBSERVATION RECORD

DOMAIN: INSTRUCTION

(Daneilson, 2008, p.17-19)

Element	Unsatisfactory	Basic	Proficient	Distinguished
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Monitoring of Student Learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
Lesson adjustment	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
Response to students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

Appendix D.5

OBSERVATION RECORD

DOMAIN: PROFESSIONAL RESPONSIBILITIES

(Daneilson, 2008, p.22-23)

Element	Unsatisfactory	Basic	Proficient	Distinguished
Information about Individual Students	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.
Relationships with Colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.

Appendix E.1

Teaching Interview

(Daneilson, 2008, p. 84)

Questions for discussion:

1. How did you become knowledgeable about the subjects you teach and about how best to teach those to students? (For example, a college major or minor, various workshops or training sessions)

2. How do you stay abreast of the subjects you teach and of the current research on how best to teach them? (For example, attending courses and workshops, reading professional literature)

3. How do you become familiar with your students' skills and knowledge? (For example, diagnostic assessments, information from previous years' teachers)

4. How do you become familiar with your students' individual interests and cultural backgrounds? (For example, interest inventories, dialogue with parents, and attendance at students' athletic events)

5. Describe how you establish and implement important classroom routines and procedures. (For example, distribution and collection of materials, transitions between activities)

6. Describe how you establish and maintain standards of student conduct. (For example, determining and posting classroom expectations, conducting classroom meetings)

7. Describe how you establish and maintain an atmosphere of trust, openness, and mutual respect. (For example, model respectful language, recognize students who demonstrate respect)

8. What resources (people, materials, community resources) are available to you in planning instruction or for classroom use? (For example, museums, local experts, videos, print materials, Web sites)

9. What resources (people, materials, programs) are available to your students if they need assistance? (For example, big brother/sister programs, clothing donations, counseling resources)

10. Describe how you use your physical setting to maximize student learning. (For example, chairs in a circle for discussion; desks pushed into "tables" for science activities; visually impaired students at the front)

11. How do you encourage your students to assume responsibility for their learning? (For example, inviting students to share their thinking, asking students for their ideas regarding a proposed approach to learning a concept)

12. Describe how you incorporate the use of electronic technology into your practice. (For example, finding materials for students, maintaining records of student progress, putting student assignments on the school's Web site)

13. How do you coordinate learning activities with other colleagues? (For example, same grade level, same content, special education or language acquisition teachers)

Appendix F

Permission to Use Figure 1.2

Dear Cheri,

Yes, you have my permission to use my theory description and turn it into a causal chain. I like what you did. Nice going. I'm sure you'll cite me someplace.

Congratulations on your topic and your progress to the defense of your proposal stage. I wish you the best.

Cordially,

Pat

Patricia A. Bauch, Professor Emerita
The University of Alabama
Educational Leadership and Policy Studies
3402 3rd St. NE
Tuscaloosa, AL 35404 USA
Phone and Fax: 205-556-1559
pbauch@bamaed.ua.edu

Appendix G

Permission to Use Danielson FfT

Cheri,

You may cite Charlotte Danielson's work with the following statement, "Used with the permission of Charlotte Danielson".

We would also appreciate it if you could reference the entire Framework for Teaching (see attached link to download the smart card - http://danielsongroup.org/framework/

Regards,

Kristine Deni

Administration

The Danielson Group, LLC

P.O. Box 7553 | Princeton, NJ | 08543

fax: 609.482.4712

voicemail (609) 848-8714

deni@danielsongroup.org

Appendix H

Permission to P-I Scale

Hi Cheri,

Congratulations on your defense. I hope it goes well. Yes you have my permission to use the P-I scale. I do ask however that you send me a synopsis of the research that you have conducted. Consider it a draft of your first publication if you wish. My interest is in how you used it and what you found.

Thanks,
Anne Jordan

Anne Jordan, Professor Emeriti,
Department of Curriculum, Teaching and Learning,
Ontario Institute for Studies in Education,
University of Toronto,
252 Bloor St. W.
Toronto, On Canada. M5S 1V6
Please note that my e-mail is now anne.jordan@utoronto.ca

Appendix I.1

Institutional Review Board - Approval Form

Office of Research Administration

One University Boulevard
St. Louis, Missouri 63121-4499
Telephone: 314-516-5899
Fax: 314-516-6759
E-mail: ora@umsl.edu

DATE:	February 9, 2012
TO:	Cheri Fortney
FROM:	University of Missouri-St. Louis IRB
PROJECT TITLE:	[249686-1] Teaching Children with Moderate Intellectual Disability to Read: How Teacher Beliefs Impact Teaching Behaviors
REFERENCE #:	
SUBMISSION TYPE:	New Project
ACTION:	APPROVED
APPROVAL DATE:	February 9, 2012
EXPIRATION DATE:	February 9, 2013
REVIEW TYPE:	Expedited Review
REVIEW CATEGORY:	Expedited review category # 7

The chairperson of the University of Missouri-St. Louis IRB has reviewed the above mentioned protocol for research involving human subjects and determined that the project qualifies for expedited review under Title 45 Code of Federal Regulations Part 46.110b. The time period for this approval expires one year from the date listed below. You must notify the University of Missouri-St. Louis IRB in advance of any proposed major changes in your approved protocol, e.g., addition of research sites or research instruments.

You must file an annual report with the committee. This report must indicate the starting date of the project and the number of subjects to date from start of project, or since last annual report, whichever is more recent.

Any consent or assent forms must be signed in duplicate and a copy provided to the subject. The principal investigator must retain the other copy of the signed consent form for at least three years following the completion of the research activity and they must be available for inspection if there is an official review of the UM-St. Louis human subjects research proceedings by the U.S. Department of Health and Human Services Office for Protection from Research Risks.

This action is officially recorded in the minutes of the committee.

If you have any questions, please contact Carl Bassi at 314-516-6029 or bassi@umsl.edu. Please include your project title and reference number in all correspondence with this committee.

Appendix I.2

Institutional Review Board - Final Report Form

University of Missouri-St. Louis

Institutional Review Board - Human Subjects Committee

ANNUAL REPORT/MODIFICATION OR FINAL REPORT FORM

Principal Investigator:	Department or School:
Cheri L. Fortney	Education Leadership and Policy Studies

Project Title: Teaching Children with Moderate Intellectual Disability to Read: How Teacher Beliefs Impact Teaching Behaviors	Date Approved: 02/09/12

The Human Subjects Committee (HSC) approved this proposal for one year, beginning on the date listed above. The original approval certification specifies that the Principal Investigator (PI) must file an annual report with the HSC describing the status of the project. If the project is ongoing, the PI must request an extension of the approval period. All modifications to a previously approved protocol must be reported in writing to the HSC whose approval is required before the modifications are implemented.

Protocol Number	Proposed Number of Subjects	Number of Subjects to Date	Check all that apply:
249686-1	30	11	☐ Annual Report ☐ Modification _____ # of Modifications to date ☒ Final Report (**Attach Summary of Modifications if more than one**) ☐ Request for First Extension ☐ Request Additional Extension _____ Number of Extensions to date

Describe any changes in research design that affected selection of subjects or data collection, or a statement that such changes did not occur.

There are no changes in the research design that affected the selcetion of subjects or data collection.

Have there been any adverse outcomes? If so, please describe actions taken to minimize/eliminate unfavorable situation.

There have not been any adverse outcomes.

Attach additional pages as needed.

Appendix J

Kendall's tau_b Correlations for Three Participants

++ Correlation is significant at the 0.01 level (1 tailed)
+ Correlation is significant at the 0.05 level (1 tailed)

	Behavior	Domain 1	Domain 2	Domain 3	Domain 4
Behavior	**1.000**	**1.000**	**.816**	**.815**	**.816**
Domain 1	**1.000++**	**1.000**	**.816**	**.816**	**.816**
Domain 2	**.816**	**.816**	**1.000**	**1.000++**	**1.000**
Domain 3	**.816**	**.816**	**1.000**	**1.000**	**1.000**
Domain 4	**.816**	**.816**	**1.000++**	**1.000++**	**1.000**
Belief	**1.000++**	**1.000++**	**.816**	**.816**	**.816**
Experience	**.**	**.**	**.**	**.**	**.**
Knowledge	**.000**	**.000**	**.500**	**.500**	**.500**
Outcomes	**.816**	**.816**	**.500**	**.500**	**.500**
Norms	**.000**	**.000**	**-.500**	**-.500**	**-.500**
Efficacy	**.**	**.**	**.**	**.**	**.**

Appendix K

Kendall's tau_b Correlations related to Beliefs

++ Correlation is significant at the 0.01 level (1 tailed)
+ Correlation is significant at the 0.05 level (1 tailed)

	Belief
Behavior	**1.000**
Domain 1	**1.000**
Domain 2	**.816**
Domain 3	**.816**
Domain 4	**.816**
Belief	**1.00**
Experience	**.**
Knowledge	**.182**
Outcomes	**.192**
Norms	**.000**
Efficacy	**.261**