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ABSTRACT

This paper focuses on the development and validation of survey tools that help teachers engage in a guided reflection process. The guided reflection process assists teachers at all levels, kindergarten through college, to reflect on (1) their own beliefs and practices; (2) how these practices are perceived by their students; and (3) the impact of both teacher and student learner-centered variables on student motivation and achievement. Building on the "Learner-Centered Psychological Principles" (APA, 1993, 1997), the Assessment of Learner-Centered Practices (ALCP) surveys (McCombs, 1999) have been validated with more than 5,000 K-20 teachers and their more than 25,000 students. Implications of the ALCP survey and guided reflection tools for providing a research-validated source of information on not only teacher dispositions (beliefs and knowledge), but also instructional skills and practices that meet new educational requirements for teacher accountability and quality are briefly described. The presentation concludes with a discussion of how the ALCP reflection tools can be used at various educational system levels to promote a positive cycle of shared responsibility for teacher development and learning. (Contains 36 references.) (Author/SM)

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Defining Tools for Teacher Reflection:

The Assessment of Learner-Centered Practices (ALCP)

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Paper presented in the Interactive Symposium Proposal, "Using Learner-Centered Tools to Assess and Address Teacher Dispositions," at the 2003 Annual Meeting of the American Educational Research Association in Chicago, IL.

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Abstract

This presentation focuses on the development and validation of survey tools that help teachers engage in a guided reflection process. The guided reflection process assists teachers at all levels, kindergarten through college, to reflect on (a) their own beliefs and practices, (b) how these practices are perceived by their students, and (c) the impact of both teacher and student learner-centered variables on student motivation and achievement. Building on the *Learner-Centered Psychological Principles* (APA, 1993, 1997), the Assessment of Learner-Centered Practices (ALCP) surveys (McCombs, 1999) have been validated with more than 5,000 K-20 teachers and their more than 25,000 students. Implications of the ALCP survey and guided reflection tools for providing a research-validated source of information on not only teacher dispositions (beliefs and knowledge), but also instructional skills and practices that meet new educational requirements for teacher accountability and quality are briefly described. The presentation concludes with a discussion of how the ALCP reflection tools can be used at various educational system levels to promote a positive cycle of shared responsibility for teacher development and learning.

Defining Tools for Teacher Reflection:

The Assessment of Learner-Centered Practices (ALCP)

Education reform has been a topic in the forefront for educators, researchers, policymakers, and the public since the 1983 *Nation at Risk* report. From the 1990s into this 21st century, reform efforts have focused on a number of issues including state and national academic standards, standardized state and national testing, and increased accountability for schools and teachers. The overall goal of all these efforts has been to create better schools in which more students learn and achieve at higher levels (Fuhrman & Odden, 2001). In the process of moving toward this goal, there has been increased recognition that improvements are needed in instruction and professional development, and that these should be transformed practices rather than more of the old methods. There is growing recognition that many practices need to be dramatically changed to reflect current knowledge about learning, motivation, and development. Educators and researchers are beginning to argue that a research-validated framework is needed to guide systemic reform efforts and that credible findings from educational psychology provide a foundation for this emerging framework (McCombs, 2003).

The need for such a framework is particularly apparent in the area of teacher professional development. The past decade has witnessed major changes in ways in which teacher education programs are held accountable for meeting standards. Beginning in 1987, The Interstate New Teacher Assessment and Support Consortium (INTASC) developed standards based on recommendations from research. These standards were organized according to Knowledge, Practices, and Dispositions. Examples of some of the Dispositions are: "The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower." And "The teacher appreciates individual variation within each area of

development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence." Subsequently, the National Council for Accreditation of Teacher Education (NCATE) developed a series of standards for the evaluation of quality teacher education programs. The standards for elementary teacher candidates were consistent with the INTASC standards, and could be assessed according to four attributes: knowledge, abilities to apply that knowledge, dispositions, and positive effects on student learning. Furthermore, NCATE has insisted that programs seeking accreditation must provide performance-based evidence with assessment systems that include multiple measures – formative and summative - that address the knowledge, skills, and dispositions of candidates. The challenge that confronts institutions seeking NCATE accreditation is to identify reliable and valid means of assessing dispositions.

In 1990 the American Psychological Association appointed a Task Force for Psychology in Education. One of the primary tasks of this task force was to review over a century of research relevant to education. This review of research on learning, motivation, development, and individual differences led to the development and dissemination of the Learner-Centered Psychological Principles (LCPs). Originally, the task force identified 12 principles, which were revised as 14 statements in 1997 (APA, 1993, 1997; http://www.apa.org/ed/lcp.html) According to the Preamble, "These principles emphasize the active and reflective nature of learning and learners. From this perspective, educational practice will be most likely to improve when the educational system is redesigned with the primary focus on the learner."

Not surprisingly, the LCPs are remarkably consistent with the INTASC dispositions. For instance, two of the principles state: "The learning of complex subject matter is most effective when it is an intentional process of constructing meaning from information and experience" and

"As individuals develop, there are different opportunities and constraints for learning. Learning is most effective when differential development within and across physical, intellectual, emotional, and social domains is taken into account." Clearly, these principles correspond to the dispositions listed above. In addition, in the years since the dispositions and LCPs were first described, work has progressed on a battery of surveys, called the "Assessment of Learner-Centered Practices" (ALCP), designed for use by teachers and teacher educators as reflective practitioners (McCombs, 1997, 2001; McCombs & Lauer, 1997, 1998; McCombs & Whisler, 1997). All levels of the ALCP surveys from grades K through college are intended to provide self-assessment tools for students and their teachers regarding the degree to which classroom practices are consistent with the APA LCPs. Two of the items from the Survey of Teacher Beliefs on the ALCP which correspond to the above principles and standards are as follows: "Students achieve more in classes in which teachers encourage them to express their personal beliefs and feelings" and "Addressing students' social, emotional, and physical needs is just as important to learning as meeting their intellectual needs."

Although the Dispositions and LCPs were developed separately, it is possible to identify ways in which they align with each other. Consequently, the ALCP appears to have potential as a tool for assessing Teacher Dispositions as defined by INTASC/NCATE. No doubt INTASC and NCATE emphasized the importance of dispositions because of research findings that teachers' interpersonal sensitivity is related to student achievement (e.g., Bernieri, 1991; Helmke & Schrader, 1991). Accordingly, learner-centered professional development models focus on the teacher's responsibility for personal reflection on their beliefs and practices (e.g. Darling-Hammond, 1996; Fullan, 1995; McCombs, 1997). However, teachers will not be able to accept and implement these learner-centered models unless they have valid self-assessment tools that

enable them to become more aware of relevant beliefs and practices. Thus, I have recommended that instructors use feedback from the ALCP teacher and student surveys as a formative assessment to inform reflective teaching while trying to develop learner-centered practices (McCombs, 1997, 2001).

To understand how the ALCP tools can promote teacher reflection as well as the development of necessary dispositions, it is first important to understand the research-validated framework provided by the LCPs.

The Learner-Centered Psychological Principles

The 14 learner-centered principles are categorized into four research-validated domains shown in Table 1. Domains important to learning are: metacognitive and cognitive, affective and motivational, developmental and social, and individual differences. These domains and the principles within them provide a framework for designing learner-centered practices at all levels of schooling. They also define "learner-centered" beliefs and dispositions from a research-validated perspective.

Insert Table 1 about here

Defining "Learner-Centered"

> From an integrated and holistic look at the LCPs, the following definition emerges: "Learner centered" is the perspective that couples a focus on individual learners – their heredity, experiences, perspectives, backgrounds, talents, interests, capacities, and needs – with a focus on learning – the best available knowledge about learning

> and how it occurs and about teaching practices that are most effective in promoting the highest levels of motivation, learning, and achievement for all learners. This dual focus then informs and drives educational decision making. Learner-centered is a reflection in practice of the Learner-Centered Psychological Principles – in the programs, practices, policies, and people that support learning for all (McCombs & Whisler, 1997).

This definition highlights that the *Learner-Centered Psychological Principles* (LCPs) apply to all learners, in and outside of school, young and old. Learner-centered also describes beliefs, characteristics, dispositions, and practices of teachers. When teachers derive their practices from an understanding of the LCPs, they (a) include learners in decisions about how and what they learn and how that learning is assessed; (b) value each learner's unique perspectives; (c) respect and accommodate individual differences in learners' backgrounds, interests, abilities, and experiences; and (d) treat learners as partners in teaching and learning.

My research with learner-centered practices and self-assessment tools based on the LCPs for teachers and students from K-12 and college classrooms confirms that what defines "learner-centeredness" is not solely a function of particular instructional practices or programs (McCombs & Lauer, 1997; McCombs & Whisler, 1997). Rather, it is a complex interaction of teacher qualities in combination with characteristics of instructional practices – as perceived by individual learners. "Learner-centeredness" varies as a function of learner perceptions which, in turn, are the result of each learner's prior experiences, self-beliefs, and attitudes about schools and learning as well as their current interests, values, and goals. Thus, the quality of learner-centeredness does not reside in programs or practices by themselves.

What this means in a practical sense is that learner-centered practices are consistent with the knowledge base represented by the LCPs while at the same time acknowledging diverse learner characteristics. For example, if teachers understand that students will naturally self-regulate their own learning when the topic and context are meaningful and relevant and when supported with appropriate thinking and learning skills – the focus is on designing those contexts where natural motivation and learning thrive. For older students conditioned to a teacher-directed approach rather than student-directed approach to learning, it may mean that teachers must engage them as partners in designing learning activities that foster self-regulation. Similarly, for students long accustomed to a traditional educational system that places heavy rewards on grades and other external or performance-oriented goals, helping students to reactivate their intrinsic motivation to learn and master a variety of learning topics and tasks may be challenging. We have found that both teachers and older learners often need help remembering what is presented in the LCPs. That is, they need to understand that the LCPs help define both the natural learner processes and the contextual conditions that foster these natural processes. Unlearning habits formed in traditional teacher-directed and performance-oriented systems may be necessary first steps.

When learner-centered is defined from a research perspective, however, it clarifies what teachers need to know, do, and be (i.e., beliefs, practices, and dispositions that are modeled) to create positive learning contexts and communities at the classroom and school levels. In addition, it increases the likelihood of success for more students and their teachers and can lead to increased clarity about the requisite dispositions and characteristics of school personnel who serve learners and learning. From this perspective, the LCPs become foundational for determining how to use and assess the efficacy of learner-centered programs in providing

instruction, curricula, and personnel to enhance the teaching and learning process. They confirm that perceptions of the learner regarding how well programs and practices meet individual needs are part of the assessment of ongoing learning, growth, and development.

The ALCP Tools for Teacher Reflection

New learner-centered professional development models for teachers focus on examining beliefs, empowerment, teacher responsibility for their own growth, teachers as leaders, and development of higher-order thinking and personal reflection skills (e.g., Darling-Hammond, 1996; Fullan, 1995; McCombs, 1997). A key to teachers' abilities to accept and implement these learner-centered models is support in the form of self-assessment tools for becoming more aware of their beliefs, practices, and the impact of these practices on students. Information from teachers' self-assessments can then be used by teachers to identify – in a non-threatening and non-judgmental context – the changes in practice that are needed to better serve the learning needs of all students. In this way, teachers can begin to take responsibility for developing their own professional development plans.

Changes in evaluation procedures are occurring in teacher education, and current approaches support teacher growth with learning opportunities that (a) encourage reflection, critical thinking, and dialogue and (b) allow teachers to examine educational theories and practices in light of their beliefs and experiences. For teachers to change their beliefs to be compatible with more learner-centered and constructivist practices, however, they need to be engaged in reflective processes that help them become clearer about the gap between what they are accomplishing and what needs to be accomplished. Reflection is defined by Loughran (1996) as a recapturing of experience in which the person thinks about it, mulls it over, and

evaluates it. Thus, Loughran argues that reflection helps develop the habits, skills, and attitudes necessary for teachers' self-directed growth.

My colleagues and I developed a set of self-assessment and reflection tools for K-20 teachers (the Assessment of Learner-Centered Practices, ALCP). These tools include surveys for teachers, students, and administrators that facilitate teacher self-assessment and reflection (McCombs & Lauer, 1997, 1998; McCombs & Whisler, 1997). The focus is on identifying teacher beliefs and discrepancies between teacher and student perspectives of practices that can enhance student motivation and achievement . This tool assists teachers to reflect on and change practices as well as identify personalized staff development needs. The ALCP surveys have been validated with more than 5,000 K-20 teachers and more than 25,000 students taught by these teachers. Different versions were validated for grades K-3, 4-8, 9-12, and college. At each level teachers are guided to reflect on their personal results. They compare these with student results from their classrooms and with the learner-centered rubric. The guided reflection process then encourages teachers to generate their own understanding of what the data mean. Based on respectful dialogue and questioning, teachers decide what changes they are willing to make in order to promote student motivation and achievement more effectively. They are encouraged to share the results with their students and peers. Sharing results with students helps to create a renewed sense of trust that teachers really are interested in student perceptions of their practices and that they want to work with them in new learning partnerships to create more positive and motivating learning experiences and environments. Sharing results with peers helps establish other types of learning partnerships that help create professional learning communities where teachers can share areas of expertise.

Our research over the past eight years (McCombs, 2002, in press; McCombs & Lauer, 1997, 1998; McCombs & Whisler, 1997) has looked at the impact of teacher beliefs on their perceptions of their classroom practices as well as how teacher perceptions of practice differ from those of their students. In large-scale studies of teachers and students at the different grade levels we confirmed our hypothesis about the importance – for student motivation, learning, and achievement – of those beliefs and practices that are consistent with the research on learners and learning. We also found that teachers who are more learner-centered are more successful in engaging all students in an effective learning process. Furthermore, these teachers are more effective learners who are happier with their jobs. Teachers report that the process of self-assessment and reflection – particularly about discrepancies between their own and their individual students' experiences of classroom practices – helps them identify areas in which they might change their practices to be more effective in reaching more students. This is an important finding that relates to the "how" of transformation. Respectful and non-judgmental impetus to change is provided while helping teachers and others engage in a process of self-assessment and reflection. Their reflections examine the impact of their beliefs and practices on individual students and their learning and motivation. Combining this opportunity for teacher self-assessment of and reflection with (a) personalized professional development and (b) conversations about how to create learner-centered K-20 schools and classrooms can help make the transformation complete.

Our research also revealed that teachers were not absolutely learner-centered or non learner-centered. Individual learner-centered teachers had different but overlapping beliefs. At the same time, however, specific *beliefs or teaching practices* could be classified as learner-centered (likely to enhance motivation, learning, and success) or non learner-centered (likely to

hinder motivation, learning, and success). Learner-centered teachers are defined as those that have more beliefs and practices classified as learner-centered than as non learner-centered. For example, *believing all students learn* is quite different *from believing that some students cannot learn*, the former being learner-centered and the latter being non learner-centered. Learner-centered teachers see each student as unique and capable of learning, have a perspective that focuses on the learner in ways that promote learning, understand basic principles defining learners and learning, and honor and accept the student's point of view (McCombs & Lauer, 1997, 1998). As a result, the student's natural inclinations to learn, master the environment, and grow in positive ways are enhanced.

Teachers using the ALCP are provided with a rubric to help them evaluate the meaning of their beliefs and practices relative to the most learner-centered teachers (i.e., those teachers in mixed ability classrooms who consistently had the highest motivated and highest achieving students). The rubric was established from separate validation studies with populations in grades K-3, 4-8, 9-12, and college. Results of our research with the ALCP teacher and student surveys at the elementary, secondary, and postsecondary levels have confirmed that at all levels of the educational system, teachers can be helped to improve instructional practices and change toward more learner-centered practices. The ALCP feedback and guided reflection process helps teachers attend to what students are perceiving and emphasizes the value of spending more time creating positive climates and relationships – critical connections so important to personal and system learning and change (cf. McCombs, 2002, 2003).

The guided reflection process (see Figure 1) is designed to help teachers identify areas of change and develop personalized professional development plans. They are assisted in doing this by an inquiry approach that focuses on the domains of practice on which (a) students

perceived the lowest frequency of learner-centered practices in general and/or (b) a significant number of students in the class rated the frequency that they individually perceived the teacher to engage in those practices at a very low level. Once teachers identify the domain they want to focus on, they are assisted in identifying potentially effective strategies in that domain from a booklet on learner-centered practices compiled from focus groups of the most learner-centered and effective teachers identified in validation studies (McCombs, 1999). Examples of the feedback and suggested changes in practice are shown in Figures 2 and 3.

Insert Figures 1, 2, and 3 about here

To realize the value of the ALCP self-assessment and reflection process, however, it is important for educators and policymakers to become aware of ways in which LCP's align with the INTASC and NCATE standards for quality teacher education programs. For example, the ALCP appears to have potential as a tool for assessing Teacher Dispositions as defined by INTASC/NCATE as shown below.

INTASC Disposition: "The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower."

Learner-Centered Principle: "The learning of complex subject matter is most effective when it is an intentional process of constructing meaning from information and experience."

ALCP item: "Students achieve more in classes in which teachers encourage them to express their personal beliefs and feelings."

Beyond these alignments, it is critical that educators and policymakers understand implications of using the ALCP self-assessment and reflection tools to meet teacher accountability and quality requirements in the area of teacher dispositions.

Implications of ALCP Self-Assessment and Reflection Tools for Meeting Teacher Accountability and Quality Requirements

As I have argued elsewhere (McCombs, 2003), it is generally the case that applying what we know to existing schools is not a simple matter. It requires educators, researchers, and policymakers to navigate through political and social issues and to attend to the best of what we know concerning the reciprocity of learning and change from a psychological perspective. For example, Goertz (2001) argues that for effective reform we will need to balance compliance and flexibility in implementing standards-based reform in ways that are sensitive to federal, state, and local contexts and needs. We will also need ways to insure that substantial learning opportunities are provided for all learners in the system – including teachers, school leaders, students, and parents (Cohen & Ball, 2001). New policies will be needed as well as increased resources for capacity building if performance-based accountability practices are to be successful (Elmore & Fuhrman, 2001). In addition, we will need ways to bridge the divide between secondary and postsecondary education (Kirst & Venezia, 2001).

For ALCP self-assessment and reflection tools to provide information on teacher dispositions and implications for changes in instructional practices, a key implication is that the larger context of education must support and value individual learners as well as learning outcomes. Learning must be understood as a reciprocal and relational process. Teachers must be seen as learners and partners with students in the learning process. Further, the culture and climate of schools at all educational levels and teacher education, in particular, must

acknowledge the purpose of education as going beyond academic competence and content knowledge alone. There must be a shared vision, values, and sense of inclusive ownership among all stakeholders about the purpose of education.

Palmer (1999) argues that we need to acknowledge that teaching and learning not only involve intellect and emotion, but also involve the human spirit. He underscores the point that teaching and learning aren't either-or in the sense of being intellectual or spiritual. He contends that teachers – regardless of their subject matter and who their students are – end up teaching who they are. The biggest challenge is to provide teachers with adequate time and support to reflect on questions worth living. Time for self-reflection can renew and transform practices and ways of relating to self and others. Teachers need opportunities to learn and change their minds. Tools such as the ALCP are needed early in the teacher development process to help prospective teachers assess their fundamental beliefs and assumptions about learners, learning, and teaching. The teachers should then have opportunities to experience first hand the importance of students' perspectives on whether teaching practices are meeting their academic and non academic learning needs. Reflection is especially crucial for teachers to be able to determine how best to develop positive relationships and learning climates that support student learning and motivation.

To build trusting relationships among and between teachers and students, prospective teachers also need to understand strategies for promoting school cultures of caring and how these can be guided by student voices. Research by Battistich, Soloman, Watson, & Schaps (1997) shows that middle school students' perceptions of school as community were consistently associated with a positive orientation toward school and learning, including attraction to school, high educational aspirations, and trust and respect for teachers. The data also indicated that students' perceptions of community were positively associated with prosocial attitudes, social

skills, and sense of autonomy and efficacy; they were negatively related to students' drug use and involvement in delinquent behavior. When these communities satisfy basic psychological needs, students become bonded to their schools and accept their educational and social values.

According to Schaps and Lewis (1997), the structural changes necessary to create caring school cultures are relatively simple and inexpensive to bring about. The larger issue is to achieve a fundamental attitude shift among educators, policymakers, and the public. They must be convinced that in addition to striving for high test scores, it is legitimate and necessary to focus on the development of caring and competent people. School time spent developing trusting relationships, talking with students, and guiding them to be more competent across all domains of caring must also be deemed valuable. These are the activities that contribute to a spirit of vitality in learner-centered schools. Teachers' must be part of the culture that supports their own motivation, learning, and achievement.

Beginning with teacher education programs, prospective teachers need to experience caring learning communities and cultures. Teacher education programs need to model positive learning cultures formed among teachers. These model cultures can demonstrate commitment to high achievement for all learners as well as commitment to ongoing learning, change, and improvement. The teacher education process must be one that supports continuous examination and critical inquiry into ways of helping students learn better. Building ALCP self-assessment and reflection tools into the teacher development process can become a normal activity that involves the whole faculty and builds community. Roles must be subject to change, and "one size fits all" thinking must be eliminated. Allowing students to become teachers, and providing opportunities for all learners to express their perspectives must be embedded in the culture and embedded in policies throughout K-20 education.

Using the ALCP Tools to Promote a Positive Cycle of Shared Responsibility for Teacher Development and Learning

As I have argued elsewhere (McCombs, 2003), to produce quality teaching and learning, learners must experience quality content and processes. Systems that foster quality by fear-based or punitive measures engender fear, withdrawal, and half-hearted compliance. Unfortunately, this is coloring much of today's reform agenda. Principles of respect, fairness, autonomy, intellectual challenge, social support, and security must guide the standard-setting and implementation process. Time to learn and change, to reflect on and share successful practices, to experiment, and to continually improve must be acknowledged. People in living systems such as education thrive when they are given more opportunities for ongoing dialogue and creative involvement in setting their own standards, measures, values, organizational structures, and plans. There is a need to focus on the theoretical and moral aspects of teaching in addition to the technical aspects. This develops an attitude of inquiry and a collaborative model of teacher preparation that fosters new learning communities and relationships to the teaching profession.

In most K-12 institutions, higher education, and progressively within professional development programs, teachers, administrators, and those in content area disciplines are isolated from each other. It is difficult to find examples of cross-department collaborations in multi-disciplinary learning opportunities or organizational structures and physical facilities that allow interactions and dialogue among a range of educators. Change is often mandated from above or outside the system. Critical connections are not being made, so change is likely to be difficult and resisted because of personal fears or insecurities. Those fears and insecurities disappear when people participate together in creating their own teaching and learning plans, guided by research-validated principles.

In developing effective learning communities and cultures, it is important to see the role of the LCPs and the ALCP tools in a systemic context. It is important to understand that education is one of many complex living systems that functions to support particular human needs (cf. Wheatley, 1999). Even though such systems are by their nature unpredictable, they can be understood in terms of principles that define human needs, cognitive and motivational processes, interpersonal and social factors, and developmental and other individual differences. A framework based on research-validated principles can then inform not only curriculum, instruction, assessment, and related professional development but also organizational changes needed to create learner-centered, knowledge-centered, assessment-centered and community-centered practices that lead to more healthy communities and cultures for learning.

Effective schools function as a healthy *living system*: an interconnected human network that supports teachers and students as well as relationships within communities of expert practice. In placing emphasis on the learner-centered development of both students and teachers In placing emphasis on the learner-centered developments of both students and teachers (as "expert learners"), the LCPs and ALCP self-assessment and reflection tools can be applied to building a fully-functioning living system. This system supports a community network of members who are connected and responsive to each other. Community members interact in ways that precipitate learning and social development, on all levels of the system. Researchers are increasingly calling for learning and professional development approaches that lead to "Emerging Communities of Practice." This allows for a variety of learning communities and cultures, including communities of interest, communities of sharing, and communities of caring – all of which can be part of the experience at various points in time and contribute to both higher engagement and higher learning outcomes.

A shift in assessment practices to support such a learning culture is advocated by Shepard (2000). She argues that it is essential to move the current paradigm to one that blends current ideas from cognitive, constructivist, and sociocultural theories to prevent the corruption of the standards movement into a heavy-handed system of rewards and punishments. Dynamic, ongoing assessments that can help determine what a student is able to do independently and with adult guidance are needed to guide optimal development. By placing learners in communities of practice, individuals can become increasingly adept and competent while developing robust understandings of concepts. Good assessments, Shepard argues, are those that help students rethink old understandings, draw new connections, and create new applications. Self-assessments that help students monitor their own progress also help them share responsibility for learning with teachers while developing increased ownership of their own learning. The evaluation of teaching should include helping teachers make their own investigations and reflections visible to students as part of the teaching and learning dialogue. For these changes to occur, however, teacher development must include an understanding of motivation and how to develop classroom cultures where learning and learners are at the center. Attention to helping teachers reflect on their beliefs is required in order to undergo a personal change process.

Practices such as the grading of schools, teachers, and administrators based on the quality of student achievement can misplace the responsibility for learning (cf. McCombs, 2003). Even if teachers or schools are held responsible for student learning, *it is the student who makes the decision to learn*. Teachers, schools, and legislative mandates *cannot make learning happen*; they can encourage with a variety of incentives, but educators know only too well that many incentives (e.g., grades, fear of discipline) work only for some students. When the learning

process is overly controlled, it may be possible to get compliance, but it will be difficult to get responsibility and motivation to learn.

Our work with the LCPs and the ALCP self-assessment and reflection tools address all these issues as well as provide a source of data that can be used for ongoing change and improvement across the K-20 system. Elsewhere, I have described how the ALCP tools can support a seamless professional development process that has learning and community development at its core (McCombs, 2001). It brings the educational system into balance by focusing on the personal as well as the technical and organizational domains of the system. As we have learned in our research and as Fullan (1997) has noted, when successful school reform efforts are analyzed, the critical differences are in (1) *how* these practices are implemented and in (2) whether there is explicit and shared attention given to individual learners and their unique cognitive, social, and emotional learning needs. *The critical differences concern whether or not practices are learner-centered and focus on the people and the personal domain.* Using the ALCP self-assessment and reflection tools to encourage the development of learner-centered teacher dispositions can help balance this focus on learners with a focus on challenging academic content and standards and attention to social and emotional development.

In *conclusion*, we have a responsibility to educate policymakers, parents, and the public about what we know that can create both effective professional development experiences and a positive change in the current educational reform process. An alignment of NCATE and INTASC standards with LCPs and ALCP self-assessment and reflection tools promises to provide a mechanism to address the most important teacher dispositions and practices related to effective learning and motivation for both teachers and their students. We hope this session on the ALCP reflection tools takes a positive step in that direction.

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Table 1: Learner-Centered Psychological Principles[1]

COGNITIVE AND METACOGNITIVE FACTORS

Principle 1: Nature of the learning process.
The learning of complex subject matter is most effective when it is an intentional process of constructing meaning from information and experience.
Principle 2: Goals of the learning process.
The successful learner, over time and with support and instructional guidance, can create meaningful, coherent representations of knowledge.
Principle 3: Construction of knowledge.
The successful learner can link new information with existing knowledge in meaningful ways.
Principle 4: Strategic thinking
The successful learner can create and use a repertoire of thinking and reasoning strategies to achieve complex learning goals.
Principle 5: Thinking about thinking
Higher order strategies for selecting and monitoring mental operations facilitate creative and critical thinking.
Principle 6: Context of learning
Learning is influenced by environmental factors, including culture, technology, and instructional practices.

MOTIVATIONAL AND AFFECTIVE FACTORS

Principle 7: Motivational and emotional influences on learning
What and how much is learned is influenced by the learner's motivation. Motivation to learn, in turn, is influenced by the individual's emotional states, beliefs, interests and goals, and habits of thinking.
Principle 8: Intrinsic motivation to learn
The learner's creativity, higher order thinking, and natural curiosity all contribute to motivation to learn. Intrinsic motivation is stimulated by tasks of optimal novelty and difficulty, relevant to personal interests, and providing for personal choice and control.
Principle 9: Effects of motivation on effort
Acquisition of complex knowledge and skills requires extended learner effort and guided practice. Without learners' motivation to learn, the willingness to exert this effort is unlikely without coercion.

DEVELOPMENTAL AND SOCIAL FACTORS

Principle 10: Developmental influence on learning
As individuals develop, they encounter different opportunities and experience different constraints for learning. Learning is most effective when differential development within and across physical, intellectual, emotional, and social domains is taken into account.
Principle 11: Social influences on learning
Learning is influenced by social interactions, interpersonal relations, and communication with others.

INDIVIDUAL DIFFERENCES FACTORS

Principle 12: Individual differences in learning
Learners have different strategies, approaches, and capabilities for learning that are a function of prior experience and heredity.
Principle 13: Learning and diversity
Learning is most effective when differences in learners' linguistic, cultural, and social backgrounds are taken into account.
Principle 14: Standards and assessment
Setting appropriately high and challenging standards and assessing the learner and learning progress—including diagnostic, process, and outcome assessment—are integral parts of the learning process.

[1] APA Work Group of the Board of Educational Affairs (1997, November). *Learner-centered psychological principles: A Framework for school reform and redesign.* Washington, DC: American Psychological Association.

Figure 1 - GUIDED REFLECTION AND FEEDBACK PROCESS:
Protocol for LEARNER-CENTERED CLASSROOM PRACTICES©

Establishing a Positive Context for the Feedback

1. What do you teach?

2. What are the students like in the class you surveyed?

3. How did the implementation of the surveys go for you? Did you have any problems taking it seriously? Why or why not?

4. How do you think the students felt about the survey? Did they take it seriously? Why or why not?

5. How do you think your students felt about the opportunity to share their perspectives (anonymously) about your practices?

Explaining the Feedback

6. Let's look at your scores in comparison to the ideal score (see the sheet on "Understanding Your Feedback") and the current validation sample. What areas of strength do you see? What areas may need improvement? Any questions or surprises?

7. Let's look at domains of practice and how students saw you in general. Looking at the tables, do you see any domains of practice you might want to improve?

8. Let's focus on the charts of each domain. First, can you identify how many students agree with your own assessment or are above the ideal score? How many do not agree with your assessment or are below the ideal score? Who do you think the students are in both groups?

Identifying Areas of Change

9. Let's look at the items in the domain of practice that can be improved. Why do you think some students are saying, "Yes, you do this for me" while others are saying, "No, you aren't doing this for me"? What could shift in your practices?

10. How will you approach these changes? Is there one thing you could do right away? What support do you need?

11. Are there areas in your beliefs or other characteristics that you would like to change? How will you approach these changes? What support do you need?

Reactions and Reflections on Survey

12. What are your reactions to the survey feedback?

13. Were there any surprises in your own or your students' responses?

14. How useful did you find the information? How do you think it might impact student learning and motivation?

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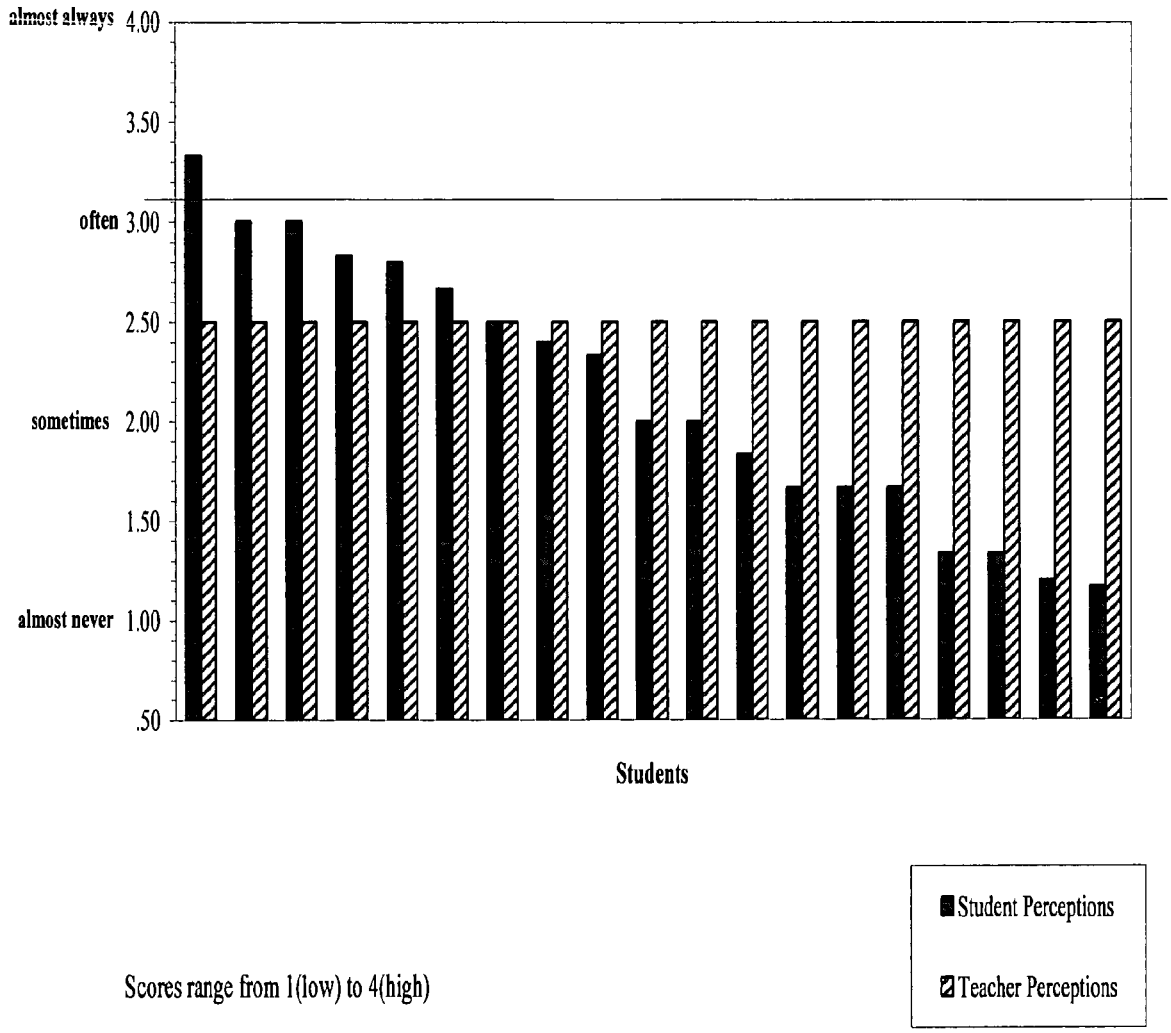
Figure 2 - Creates Positive Interpersonal Relationships TEACHER EXAMPLE



Scores range from 1(low) to 4(high)

Line represents Learner-Centered Rubric.

Figure 3 – Sample of Effective Practices for Creating Positive Relationships

To create a positive climate for learning, it is important to:

- foster a caring personal relationship with each student.
- create caring personal relationships with their peers.

If teachers create a positive climate and relationships with their students, the students will feel cared about and that they belong.

The following practices and strategies are ways teachers have found to create positive interpersonal relationships.

Demonstrate to each student that I appreciate him/her as an individual.

- Build on students' strengths by providing opportunities for them to take on traditional roles such as leaders, facilitators, and evaluators.
- Show a personal interest in areas that are relevant to students (e.g., discuss their favorite sports, hobbies, jobs/job searches with students).
- Give each student in class an index card and have each of them write their name, hobbies, birth date, phone number, allergies, and other relevant information; on the back of the cards, indicate which students you have worked with and document phone calls home.

Provide positive emotional support and encouragement to students who are insecure about performing well.

- Help students excel beyond their own expectations in ways that show an understanding of their learning and motivational needs (e.g., show students examples of what they have accomplished and what they can do to go beyond these accomplishments).
- Demonstrate to students that you are willing to laugh at yourself, admit when you don't know something, admit when you are wrong, and say you are sorry in areas where you have offended students or failed to meet their learning needs.
- Visibly display a daily plan and performance expectations so students will know what to expect and can get focused and organized to be successful on learning tasks.

Demonstrate to students that I care about them as individuals.

- Show understanding by identifying underlying feelings when students "act out" to show that you acknowledge and understand their feelings, e.g., "You seem frustrated and discouraged."
- Set up an area in your classroom that is always accessible to students for appropriate teacher or peer conversations.
- Establish morning circles or other forums where students can share information, insights about what they have learned, or concerns with the class.

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