English Teachers' Epistemic Beliefs and their Impact on the Use and Valuing of Constructivist ELA CCSS

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**BACKGROUND**

Epistemic Beliefs: beliefs about the nature and acquisition of knowledge

Independent Set of Beliefs:
- Simple Knowledge
- Classical Authority
- Quick Learning
- Inmate Ability

Quantitative Measures: epistemological questionnaire, epistemic beliefs inventory, epistemological beliefs in teaching and learning

Majority Populations Studied: pre-service, elementary, and science and mathematics teachers

Correlates of Epistemic Beliefs:
- age, education, emotional intelligence, self-efficacy, motivation, teaching practices

**METHODS**

Identified and emailed all public high school ELA, science, mathematics, and social studies teachers (N = 1,367) in one school district

**PROCESS**

Designed survey
- Cognitive interviewing
- Teachers completed survey
- Data analysis

Principal Factor Analysis (PFA)
- Exploratory Factor Analysis (EFA)
- Descriptive Statistics
- Correlational analysis
- Multiple regression

**RESULTS**

Sample population N = 358 ELA 92
- 77% female
- 91% white
- 51% grad degree

EBI (Likert Scale, PFA and EFA)
- Constructivist CCSS
- (Frequency and Importance, Likert Scale)

**DISCUSSION**

- ELA pushes students to critique texts and produce written works, projects, presentations
- EBI statements refer to "complex theories" resonated more with science
- ELA fosters dialogic environments which improve academic achievement
- Narrative writing neglected after middle school despite important health benefits
- ELA employs process-based assignments; found in prior research

**RESEARCH QUESTIONS**

- Are there differences in epistemic beliefs between high school English Language Arts (ELA) teachers and those of different content areas? If so, what are those differences?
- Which constructivist ELA CCSS do ELA teachers report to use and value most and least?
- Do ELA teachers' epistemic beliefs predict their reported use and value of constructivist ELA CCSS?

**REFERENCES**


**IMPLICATIONS FOR RESEARCH & PRACTICE**

- Targeted professional development using epistemological research
- Increase in narrative writing in high school ELA
- Wider diversity of discipline teachers & grade level in epistemological research
- More mixed methods in epistemological research
- Increase populations of high school ELA teachers in epistemological research
- More epistemological research into predictability of use and valuing of literacy CCSS in other content areas