

RESEARCH BRIEF

RESULTS FROM GETCA & CETCA (CLASSROOM BELIEFS AND PROFESSIONAL DEVELOPMENT)

Thank you to the 619 practicing teachers in Edmonton and the surrounding area who completed our questionnaire examining their classroom beliefs and practices as well as their opinions on professional development programs. This year we were fortunate enough to attend both GETCA (Greater Edmonton Teachers' Convention Association) and CETCA (Central East Teachers' Convention Association). Dr. Daniels and her team from the Alberta Consortium for Motivation and Emotion (ACME) present here some initial findings that we thought you may find interesting. Any questions or comments can be directed to acme@ualberta.ca

What do teachers say are effective practices to improve **student motivation**?

Most Effective

Using their own behaviour
e.g. teaching with energy &
enthusiasm or conveying
their passion for learning.

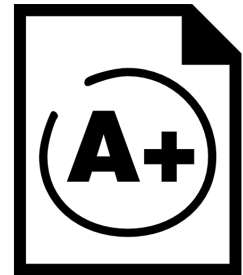
Least Effective

Using rewards, such as,
using a point system or
giving students who
perform well additional
attention.

How do teachers define **academic success**?



Teachers were more likely to define academic success in terms of the **acquisition of skills** and **competence** (e.g., critical thinking) than **academic achievement** (e.g., grades). This is surprising as research often measures academic success as academic achievement.



What did the teachers think was the most appealing part of a Professional Development program?

- ✓ Resources (e.g., handouts) to be used after the program.
- ✓ Strong evidence in support of the program's efficacy.
- ✓ Short duration of the program.
- ✓ Program designed by teachers.
- ✓ Successful student outcomes.
- ✓ Opportunity for teacher discussion.

