

Comments that stood out from Day 2 Article (in page # order):

P. 474 "...b) teachers do not have the language to articulate what they believe, nor do they share the same language as the researchers...and c) teachers are not aware of what they believe."

P. 474 "Beliefs...involve precisely this commitment and consequently sooner or later they demand our investigation to find out upon what ground they rest" (Dewey 1933/1986).

P. 474 "Implicit beliefs are also beyond the control of the teacher and cannot be influenced through personal reflective practice" –Teacher beliefs **ARE** influenced through reflection. When are teacher beliefs conscious? Unconscious?

P. 475 Experienced teachers were more resistant to changing their beliefs about teaching?

P. 475 Beliefs influenced by many factors and change over time. –I agree

P. 475 "Some degree of plasticity is needed that will allow beliefs to change with experience and interactions" "Specific beliefs may be considered on a continuum with long-held, deeply integrated beliefs at the most stable end and new more isolated beliefs at the most unstable end" –I like that there is room for change...people should be allowed to change their mind over time based off of experiences and interactions with students, peers, mentors, etc.

P. 476-477 Teachers' knowledge and beliefs are interwoven (subjective and objective). –research based practices and craft knowledge

P. 477 "Pre-service teacher performed well on assessment of her knowledge of reform oriented strategies but held specific beliefs about good teaching that were at odds with the application of that knowledge."

P. 478 "Because an individual's understanding of reality is always seen through the lens of existing beliefs, the role of beliefs as a filter is particularly relevant in the context of teacher education" –the teacher wears lenses when looking at students. –standardization and norms affect our perception of what is "right" therefore, we have to wear lenses as filters to have our own opinions or to understand a student. –we are stuck with norms.

P. 478-479 In agreement with: "individual's understanding of reality is always seen through the lens of existing beliefs" but also new beliefs are "congruent with their existing beliefs"

P. 481 Teacher may hold a particular belief but enact differently based on filters and frames which are not confluent to practice.

P. 481 ...changes in teachers beliefs necessary for effective change in teaching practices. ...considering why beliefs are practices are not consistent may be more useful.

P. 481 How teacher beliefs and action could be incongruent (to a degree). I can relate to my own experience that a school's culture and colleagues' belief system could alter the way that I teach, especially when we do a lot of team teaching/planning.

P. 483 They noted that "these two teacher rely on their identities when they struggle to honor multiple conflicting considerations in their teaching"

P. 483 Different between what teachers believe and what they actually do. "External Supports and challenges to belief implementation" –Culture (East vs. West, school), shift in teacher perspective, educational policies, resources (money or human), teaching materials, class size

P. 484 "Brownlee (2003) interviewed a group of 11 primary school teachers at the beginning and end of their teacher preparation program and again after their 3rd year...in regard to their beliefs about knowing...During each interview there were shifts in how participants viewed the nature of knowing and the role of experts in knowledge construction"

P. 488 Some beliefs are content or domain specific, but the underlying principles and processes that use belief systems may transcend specific domains.

P. 488 "Beliefs are not solely the cause of teachers' actions; their actions and experiences can result in belief change" –Beliefs can change depending on situations, experiences etc. Beliefs can also effect actions.