THE EFFECTS OF COGNITIVE COACHING ON
INITIALLY LICENSED TEACHERS

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ABSTRACT

This study looks at the effects of cognitive coaching (CC) on Initially Licensed Teachers (ILT). Specifically the study examines if CC increases an ILTs level of self-efficacy and if it increases a teacher's intentions to remain in the field of education. Using Bandura's 30-item "Teacher Self Efficacy Scale" ILTs rated their perceived self-efficacy. The ILTs also completed a Teacher Intentions Survey.   The mentors completed an assessment to measure their current knowledge of cognitive coaching which was compared to the ILTs level of self-efficacy. Lack of valid data made it impossible to compare mentor knowledge and ILT intentions to stay in the field. However, a relationship was found between the ILTs level of self-efficacy and the mentor's knowledge. A follow-up focus group was held to further understand ILTs opinions of the cognitive coaching process and induction program. Analysis revealed several themes from the focus group dialogue. These themes indicate that teachers value the actual cognitive coaching process, but teachers hold many concerns about the time, effort, and relevance of mandated meetings and paperwork.

DEDICATION

       To all pre-service and initially licensed teachers – the road is long and hard, but the end results are rewarding.

ACKNOWLEDGEMENTS

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CHAPTER 1: INTRODUCTION

Statement of the Problem

Important challenges facing America's public schools are the recruitment and retention of competent teachers. Between thirty and fifty percent of new teachers leave teaching within the first five years (Cooper& Alvarado, 2006). Many of the new teachers most likely to leave are the most academically able. This high rate of turnover costs the schools a considerable amount of time and money that might otherwise be spent on instructional issues (Smith, 2007). Each time a teacher leaves, funds are spent on recruiting, hiring, and training replacements. Schools with high rates of turnover are less likely to successfully build a coherent educational program and a sense of community among teachers (Guin, 2004; Neild, 2003). These are important ingredients for improving working conditions that support the beginning teacher. If induction programs do succeed in increasing the retention of beginning teachers, this could make it easier for schools to build or maintain teacher learning communities and free up time for principals and other school leaders to focus on instruction-related activities (Smith, 2007). The end result would have a positive effect on classroom instruction and student achievement.

In a report on the 2006 North Carolina Teacher Working Conditions Survey five teaching and learning domains were connected to school level performance on state assessments. The five domains include time, empowerment, leadership, professional development, and facilities/resources. Of the five domains almost one third of the teachers identified "time" as being the

most crucial key to their success with children (p. 4). The findings of the survey state that school leaders that can empower teachers, create safe school environments and develop supportive, trusting climates will be successful in promoting student learning.

The findings of the survey also reported teacher working conditions as being identified as having an impact on teacher retention (p. 14). When new teachers experience a lack of support and poor working conditions, their commitment to stay in the profession weakens (Kelley, 2004). Poor working conditions can include, among other things, inadequate support from school administration, discipline problems, lack of student motivation, and limited teacher input into and influence over school policies. New teachers need opportunities to collaborate with other teachers in professional communities, observe colleagues' classrooms, be observed by expert mentors, analyze their own practice, and network with other novice teachers (Darling-Hammond & Sclan, 1996). The findings of the survey expressed that effective leadership which provides sufficient planning time and empowers teachers in a trusting environment where they feel supportive is the key ingredient to stemming teacher attrition. In this research study the effects of cognitive coaching will be assessed as a tool that addresses the needs of beginning teachers in regards to the findings of the 2006 North Carolina Teaching Working Conditions Survey.

Research Questions

The purpose of this study is to investigate the effects of cognitive coaching on Initially Licensed Teachers (ILTs). This study will answer the following questions:

1. Does a relationship exist between a mentor's knowledge of the implementation of cognitive coaching practices and his/her mentee's sense of self-efficacy?

2. Does a relationship exist between a mentor's knowledge of the implementation of cognitive coaching practices and his/her mentee's plans to remain in the field of education?

Significance of the Study

In an effort to recruit and retain teachers in the North Carolina Public School System, the State Board of Education and the Department of Public Instruction have put several initiatives in place. One program currently being utilized is a three year induction program including paid mentors for new teachers. During the induction period beginning teachers are to have a formal orientation, mentor support, and both formative and summative evaluations. All certified mentors in the county I am studying are required to participate in two courses on Cognitive Coaching to be eligible to take part in mentoring an Initially Licensed Teacher (ILT). Following the training, these mentors have ILTs assigned to them over the course of three years. The frequency of cognitive coaching cycles varies depending on the number of years the ILT has been teaching. Cognitive coaching is intended to provide personal insights into a

teacher's own thinking processes, and build flexible, confident problem-solving skills. It emphasizes thinking, problem-solving, decision making, and use of personal resources. According to Costa and Garmston (1994), the intended end result is a strong sense of self-efficacy and pride. If these skills are developed and enhanced with the help of the cognitive coaching model, the areas of weakness discovered in the 2006 North Carolina Teaching Working Conditions Survey will be positively addressed in hopes of increasing teacher empowerment and retention.

CHAPTER 2: LITERATURE REVIEW

Introduction

This study builds upon and adds to the existing knowledge base in two primary areas of research – teacher induction and teacher efficacy. This literature review will present major research findings in each area. The literature review will also make clear what this study will add to the existing knowledge base.

Definitions of Terms

1. Initially Licensed Teacher – a teacher holding an initial license for the first three years of teaching experience in the North Carolina Public School System.

2. Cognitive Coaching – a nonjudgmental process built around a planning conference, observation, and a reflecting conference between two professionals with similar roles.

3. Self-Efficacy – A person's belief in his/her ability to produce desired results by his/her actions.

Teacher Induction

One of the principles on which the No Child Left Behind (NCLB) Act of 2001 is built is accountability for results (U. S. Department of Education, 2007). The act mandates that every year children in grades 3-8 and again in high school be assessed in hopes of showing a school's adequate yearly progress (AYP) in reading and mathematics. This model demands that one hundred percent of students show proficiency in reading and math by the year 2014.   Between thirty and fifty percent of new teacher leave teaching within the first five years (Cooper,

Alvarado, 2006). When the NCLB accountability pressures are added to the already high attrition rate of new teachers leaving the field, something needs to be done to help novice teachers enter and stay in the profession.

According to Wong, 1998, the most crucial period for teacher retention is the first one to three years. Induction has three purposes: 1) To reduce the intensity of transition to teaching 2) To help improve teaching effectiveness 3) To increase the retention of highly qualified teachers (Wong, & Wong, 1998). Induction programs may include individualized teacher support, professional development activities, and employer-sponsored programs. One form of individualized teacher support is mentoring. The best mentoring programs provide specific descriptions of the roles and responsibilities of mentor teachers. According to Rowley, 1999, regardless of the nature of the experience, the purpose of the mentor is to promote collegial dialogue focused on enhancing teacher performance and student learning.

In her work, Margaret Olebe (2005) contends induction should be a structured program offered by districts and schools in an effort to teach teachers how to become effective. Olebe characterizes induction as professional education and development tailored for teachers in their first and second years of teaching. There are eight states that have uniform, statewide designs for their induction programs; another nineteen states have state-level guidelines but allow local flexibility in implementation (Smith, 2007). Some designs have positively influenced teacher retention. Odell and Ferraro's (1992) research on a New Mexico program reports ninety-six percent of its teachers still teaching after four

years. The National Commission on Teaching and America's Future (NCTAF) also reports high retention rates of new teachers as a result of mentoring programs established in Ohio, New York, and Washington (NCTAF, 1996). These findings are supported by research on the effects of urban district induction programs and their impact on retention (Fideler & Haselkorn, 1999). In one of the nation's largest induction programs, California's Beginning Teacher Support and Assessment Program through the Santa Cruz New Teacher Project, ninety-four percent of teachers participating remained in the profession seven years (Moir & Baron, 2002). While these findings are encouraging, more research needs to be conducted to determine the effects of these induction programs on teachers' competence, efficacy, and desire to remain in the teaching profession.

Cognitive Coaching

One type of support used in many induction programs is called Cognitive Coaching (Costa & Garmston, 1994). Cognitive CoachingSM has been implemented across six of the seven continents of the world in a variety of patterns (Cost, 2001).   Cognitive coaching is a form of mediation that may be applied to professional interactions in a variety of settings and situations with the intention of enhancing self-directed learning. Research on Cognitive CoachingSM has linked its implementation to increased student achievement; greater teacher efficacy and satisfaction; higher levels of teacher cognition and more professional, collaborative cultures (Costa, 2001). Cognitive Coaching encourages metacognition. Metacognition--or being aware of one's own thinking

processes--fosters independence in learning. Cognitive Coaching is operationally defined as a set of strategies, a way of thinking, and a way of working that invites people to shape and reshape their thinking and problem solving capacities (Costa, 2001). Cognitive coaches are often referred to as "critical friends." A critical friend provides support to others by offering useful suggestions and critiques. The relationship between a critical friend/cognitive coach and an Initially Licensed Teacher (ILT) is formed on the basis of trust. Cognitive CoachingSM provides a framework and tool kit for working with adults and students in a manner which supports their becoming self-monitoring, self-managing and self-modifying. Unique to this coaching model are what Costa and Garmston call Five States of Mind - efficacy, flexibility, consciousness, craftsmanship and interdependence (Costa, 2001).   The ultimate goal is to create an individual that exhibits characteristics of holonomy, operating in the best interest of the whole while at the same time reflecting and refining their personal practice.

Five States of Mind Defined:

1. Efficacy – an individual's belief that she can successfully execute the behavior required to influence outcomes and a secure belief in one's own coping abilities.

2. Flexibility – the ability to step beyond yourself and look at a situation from a different perspective.

3. Craftsmanship – the drive for elaboration, clarity, refinement, precision. It is the energy source from which persons ceaselessly learn and deepen their knowledge and skills.

4. Consciousness – a prerequisite to self-control and self-direction. The knowledge of what is happening around oneself and the totality of one's thoughts, feelings, and impressions. To be conscious is to be aware of events both external and internal to oneself.

5. Interdependence – contributing to the common good while drawing resources from others. People with interdependence value consensus and are able to hold their own values and actions in abeyance in order to lend their energies to the achievement of group goals (Costa & Garmston, 1994, p. 133-140).

According to Costa and Garmston (1994), a cognitive coach acts as a mediator of the five states of mind. A mediator is one who diagnoses and envisions desired states for others; constructs and uses clear and precise language in the facilitation of other's cognitive development; devises an overall strategy through which individuals will move themselves toward desired states; maintains faith in the potential for continued movement toward more holonomous states of mind and behavior; and possesses a belief in his or her own capacity to serve as an empowering catalyst of other's growth (p. 132). Coaching is a process of engaging, enhancing, and mediating the intellectual functions of teaching (p. 85).

Characteristics of a Good Coach

Not all people are cut out to be a good coach. Veteran teachers unwilling to participate in a quality training program are often indicating their lack of dedication to the role. The ideal candidate needs to be someone who can have a positive and enduring impact on another person's personal or professional life (Rowley, 1999, p. 20). A good coach needs to be committed to the role of mentoring. According to Rowley (1999), "Committed mentors understand that persistence is as important in mentoring as it is in classroom teaching" (p. 20). A good coach needs to be empathetic or accepting of the teacher without making judgments. Personal beliefs and values need to be set aside. A good coach needs to view the beginning teacher as a developing person and professional. They need to be skilled at providing instructional support. Good coaches are willing to coach beginning teachers to improve their performance wherever their skill level (Rowley, 1999, p. 21). The focus is on enhancing teacher performance and student learning. Good coaches are effective in different interpersonal contexts; they adjust their mentoring communication to meet the needs of individual mentees. A good coach is a model of a continuous learner. They pursue professional growth, lead and attend workshops, teach and enroll in graduate classes, develop and experiment with new practices, and write or read articles in professional journals. More importantly, they share new knowledge and perplexing questions with their beginning teachers in a collegial manner (Rowley, 1999, p. 22). A good coach communicates hope and optimism for the future by their willingness to help a new teacher discover the same pride and

satisfactions that they have found in their own career. They share their own struggles, disappointments and frustrations and how they overcame them. They do so in a genuine and caring way that aids in the building of this relationship based on trust, respect, and collegiality.

Coaching Cycles

Cognitive Coaching is organized around three major goals: establishing and maintaining trust, facilitating mutual learning, and enhancing growth toward holonomy (Costa & Garmston, 1994, p. 3). During a coaching cycle, coaches use dialogue to lead teachers through planning, reflection, and decision making, helping teachers to become aware of their insights and learning ("Cognitive Coaching," n.d.). The cognitive coach should ask questions, provide data to be examined through another lens, and offer a critique of the beginning teacher's work. While these steps seem basic, the process becomes more complex as the coach tries to nurture a trusting relationship while understanding and facilitating teacher learning and movement toward the goal of holonomy. Costa and Garmston (1994) suggest four phases of instructional thought:

1. Planning: Coaches mediate by having the teacher:

- Clarify lesson goals and objectives

- Anticipate teaching strategies and decisions

- Determine evidence of student achievement

- Identify the coach's data gathering focus and procedures

2. Teaching: Coaches gather data by observing:

- Evidence of student achievement

- Teacher strategies and decisions

3. Reflecting: coaches mediate by having the teacher:

- Summarize impressions and assessments of the lesson

- Recall data supporting those impressions and assessments

- Compare planned with performed teaching decisions, and student learning

- Infer relationships between student achievement and teacher decisions/behavior

4. Applying: Coaches mediate by having the teacher:

- Synthesize teacher learnings and prescribe applications

- Reflect on the coaching process; recommend refinements

The planning conference allows for a trust building opportunity. Establishing and maintaining a sense of trust in the coach's primary goal. Without trust, learning can not occur. The educators should work in a collegial, collaborative way allowing for open communication. During the planning conference, the coach should be focused on the teacher's goals. A coach can not know what to look for in an observation unless they have met with the teacher before a classroom visit. The coach should allow the teacher to select the direction and significant focus. The beginning teacher should reflect on all the intellectual functions performed before instruction. This allows for personal ownership for learning. Clarifying goals and specifying success indicators allows for the teacher to mentally rehearse the planned lesson. The coach needs to listen well in order to clarify ideas, encourage specificity, and take time to fully

understand what will be presented. The coach can anticipate approaches, strategies, and decisions made by the teacher during the lesson. Finally, the planning conference establishes the parameters of the reflecting conference and promotes self-coaching (Costa & Garmston, 1994, p. 18-19).

When the coach observes the lesson, monitoring and data collecting occur. The focus is on the discussed goals. Data collection strategies can include an array of tools such as classroom maps of teacher movement, audio and video recordings, verbal interaction patterns, student participation tally charts, on-task counts, use of handouts, pacing, meeting diverse needs, non-verbal feedback, and tallies of certain teacher behaviors. It is important that the data collected be clear and relevant to the teacher's self-improvement efforts. It is also important that the coach present data that will respond to the beginning teacher's work with integrity.

Prior to the reflecting conference, it is recommended that some time elapse between the lesson and the conference to allow for some reflection time by the teacher prior to participating in the conference. This encourages deeper analysis and self-reflection (Costa & Garmston, 1994, p. 21). The coach will use this time to organize the data into a meaningful, presentable form. When the conference begins, the coach should encourage the teacher to share his/her impressions of the lesson and to recall specific events that support those impressions. The coach should help scaffold and encourage teacher reflection by asking questions that will promote teacher reflection and analysis (e.g. "What made you think to do that"; "How did it work?"; "Why do you think that

happened?"). These questions allow for the beginning teacher to see the data

collected from different perspectives. The coach should summarize impressions

and recall supporting information. The coach should help the teacher to consider

how the application of the new insights might apply to future lessons ("Cognitive

Coaching," n.d.).

A variety of approaches to offer needed suggestions might be used.

These strategies might include a directive, collaborative, or non-directive

approach depending on the needs of the teacher. A directive approach might

include strategies such as reinforcing (delineating conditions and consequences

for teacher improvement), standardizing (giving criteria for assessing change), or

directing (telling the beginning teacher what must be done for improvement). A

collaborative approach might include demonstrating, negotiating, or problem

solving. A non-directive approach might be for the coach to give their own

perceptions and thoughts, encourage the teacher to talk further (empathizing or

probing), clarify by replying with questions to get further understanding, or simply

listening to the beginning teacher (Glickman, 1981). Whatever the strategy used,

the suggestions offered should be helpful critiques to help the beginning teacher

synthesizing new generalizations that can be carried over to future situations.

Teacher Self-Efficacy

In order to be effective, teachers need more than content and pedagogical

knowledge. Self-efficacy is another predictor of professional effectiveness. In

the Rand Corporation's seminal research on school effectiveness, Berman and

McLaughlin found that teacher efficacy was the single most consistent variable

related to school success (Costa & Garmston, 1994, p. 134).   Self-efficacy is grounded in the theoretical framework of social cognitive theory, which emphasizes the evolution and exercise of human agency – it is the idea that people can exercise some influence over what they do (Bandura, 2006). Efficacy may be the most catalytic of the five states of mind because a person's sense of efficacy is a determining factor in the resolution of complex problems (Costa & Garmston, 1994, p. 133). Teacher efficacy refers to the extent to which a teacher feels capable to help students learn. It is a measurement of motivation. Teachers with a strong sense of self-efficacy believe they are successful at performing specific teaching and learning related tasks within the contexts of their own classrooms. Efficacious teachers experiment with new ideas in ongoing quests for improvement (Costa & Garmston, 1994, p. 192).

The environment and personal factors influence a teacher's self-efficacy. Personal factors and the environment influence behaviors, while the environment is impacted by behaviors and personal factors, and personal factors are impacted by behaviors and the environment (Dellinger, Bobbett, Olivier, Ellett, 2008). Efficacy is not believed to be a trait of an individual but rather an active and learned system of beliefs held in context. Efficacy beliefs vary in strength, level and generality. Efficacy can affect a teacher's instructional efforts in areas such as choice of activities, level of effort, and persistence with students (Ware & Kitsantas, 2007). A teacher with a strong sense of self-efficacy will likely exhibit good job performance. They are also more likely to remain committed to their work. They are usually more optimistic, contribute greater effort towards their

work, and take personal responsibilities for their successes and failures. A teacher with a low sense of self-efficacy is more likely to attribute their successes and failures to outside factors. These outside factors are usually a lack of resources and support (Ware & Kitsantas, 2007).

Albert Bandura proved that self-efficacy, our belief in our own capabilities, affects the tasks we choose, how much effort we put into them and how we feel while doing them. Self-efficacy is domain specific. Bandura also found that we learn not only through our own beliefs and expectations but by "modeling" or observing others, an idea that led to the development of modern social cognition theory. Bandura (2006) proposed that efficacy beliefs were powerful predictors of behavior because they were ultimately self-reverent in nature and directed toward specific tasks.

A teacher's sense of self-efficacy begins forming during the student teaching practicum, but the context the teaching occurs in is one factor. Research has shown that teachers' efficacy beliefs typically are enhanced after the preservice teaching experience, but the students in this study were placed in suburban settings (Hoy, 2007). There is no guarantee what context the student will teach in upon graduating. Teachers' sense of efficacy can be viewed as self-efficacy beliefs directed toward a teaching context. Self-efficacy has been defined as a situation-specific construct (Hoy, 2007). School effectiveness research designates efficacy as one of five school conditions related to improved student learning (Costa & Garmston, 1994, p. 133). In the Rand Corporation's seminal research on school effectiveness, Berman and McLaughlin found that

teacher efficacy was the single most consistent variable related to school success (Costa & Garmston, 1994, p. 134).

According to the 2006 North Carolina Teacher Working Conditions Survey, the 2005-2006 state average district-level teacher turnover rate was 12.58 percent, and in many schools, more than twenty percent of teachers consistently left the school to teach elsewhere or quit the profession altogether (p. 1). One of the findings from this survey pointed out that teacher working conditions have an impact on teacher retention (p. 14). Improving working conditions is suggested as a potential powerful lever to help address the issue of teacher attrition. Evidence from the survey indicates that teachers with positive perceptions about their working conditions are much more likely to stay at their current school than educators who are more negative about their conditions of work, particularly in the areas of leadership and empowerment (p. 14).

Of the 75,000 participants, 10,000 new teachers and 18,000 educators serving as mentors responded to the survey (p. 39). Most of the questions were centered on actual mentoring experiences. New teachers indicated that mentoring was effective in several areas including instructional strategies, curriculum and the subject content taught, classroom management/discipline strategies, school/district procedures, completing products or documentation required, completing other school/district paperwork, social support and general encouragement. On most measures about half of new teachers believed their mentors helped a lot or were critical. However, thirty percent of new teachers believe that mentors are providing little or no help, particularly in curriculum and

subject area taught. Twenty-four percent reported they received little or no help in the area of classroom management (p. 40).

While the survey reports that mentoring is helping significantly across North Carolina, close to one quarter of the new teachers are not finding the assistance helpful. Just over three quarters of the mentors reported receiving specific training as a mentor, thirty-nine percent report having release time to observe their mentee(s), and twenty-nine percent report having common planning time with mentee(s) (p. 40). The data suggests a vastly different perception of their respective induction experience. Mentors report that they are able to provide more frequent support to teachers in many areas that new teachers do not indicate receiving (p. 41). Forty-three percent of new teachers who experienced mentoring in North Carolina say it was important or very important in their decision to continue teaching in their school. However forty-two percent reported it was only slightly important or made no difference in their decision (p. 41).

Summary

Mastery experiences foster a sense of strong self-efficacy. The field of education has many opportunities to overcome setbacks and obstacles that can either enhance a person's self-efficacy or crush a person's drive to be successful. With the challenges North Carolina faces in the recruitment and retention of quality teachers, systemic and sustained efforts to improve the working conditions of teachers is a necessity. The mentor program being studied in this research project will determine if there is a correlation between the

proficiency and dedication of mentors to the self-efficacy of the initially licensed teachers.

This proposed study will attempt to determine if cognitive coaching is a necessary component to the Initially Licensed Teacher induction program. Cognitive coaching may prove to maintain or increase self-efficacy in these beginning teachers and increase the potential to retain teachers in the field. This study will further our understanding of the link between cognitive coaching, teacher efficacy and teacher retention.

CHAPTER 3: METHODOLOGY

Introduction

The previous chapter presented research on teacher induction programs and teacher self-efficacy. This chapter presents the methodology used to address this study's research questions.

This study examined the relationship between cognitive coaches (mentors) and their assigned Initially Licensed Teachers (ILT). The primary purpose of this study was to determine if cognitive coaching positively affected these beginning teachers' level of self-efficacy and intentions to stay in the field of education. The data gathered and examined adds to the knowledge base of the current method of induction (cognitive coaching) used by the participants and the county in which this study occurred. The summary of the information may be used to alter the existing program to make it more conducive to achieving the desired outcome: retaining self-efficacious, quality teachers that will positively impact student learning and achievement.

Setting

This study was conducted between December, 2007 and mid-February, 2008. The Bandura's Self-Efficacy scale and other surveys were administered to teachers in three different elementary schools. The focus group was conducted at one of those elementary schools in the media center. Participating teachers were from a mid-sized school district in southeastern North Carolina. The school district is in "District Improvement Status" as a result of the 2006-2007 district assessment results. One of the schools used in this study made "expected

growth" and met adequate yearly progress (AYP). The other two schools met "expected growth" but did not meet AYP (NCDPI, 2007).

Sample Selection:

There were fifteen Initially Licensed Teachers and eleven mentors (four mentors serve two ILTs) that participated in this study. The teachers were all from one county that requires cognitive coaching as part of teacher induction. The majority of these teachers were from one school, but a few others came from schools within the county. All the participants have experienced coaching cycles with mentors who have been trained to use the methods of Costa and Garmston's Cognitive Coaching.
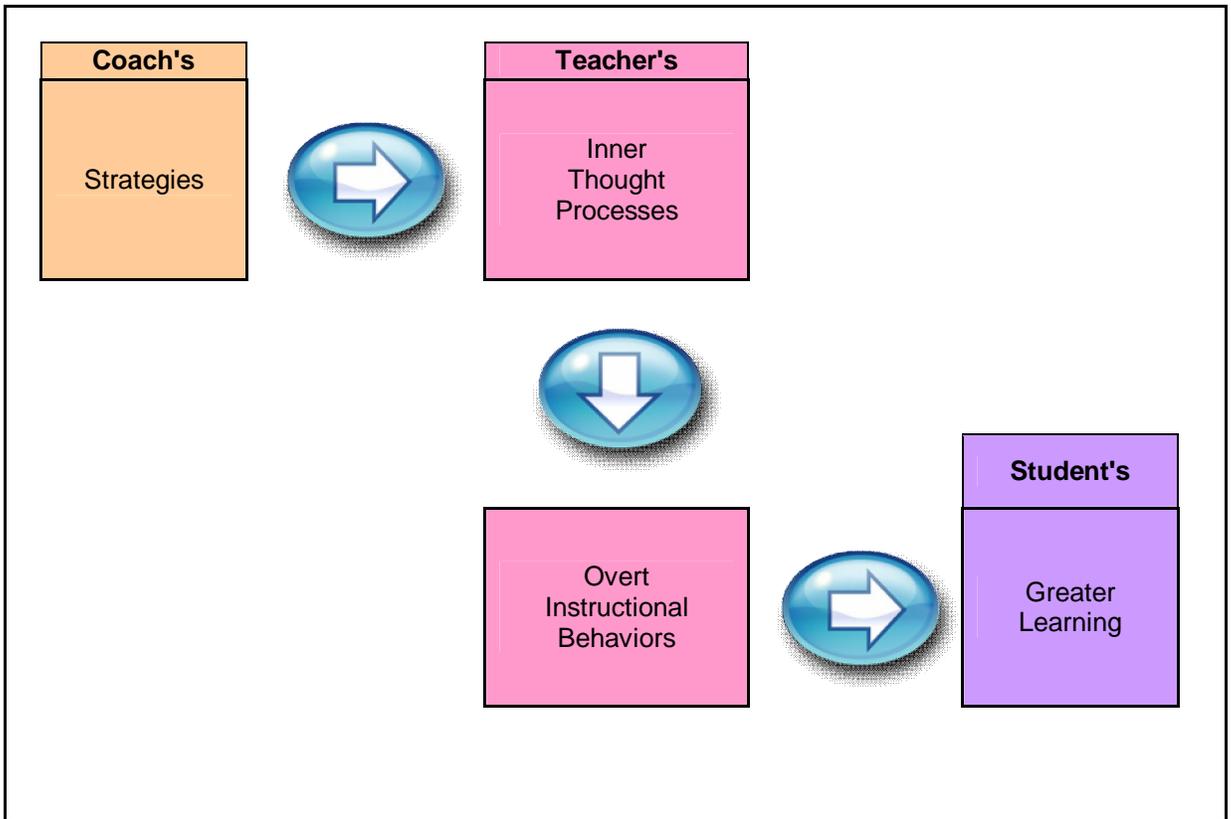
**Figure 1: The Cognitive Coaching Model
(Adapted from Costa & Garmston, 1994, p. 6)**

Prior to becoming a mentor, each coach took two required courses on Cognitive Coaching and Learning Centered Supervision. These courses were offered by the Watson School of Education at the University of North Carolina Wilmington. At the end of the courses, the coaches received a certificate identifying them as a certified mentor. Cognitive Coaching teaches mentors techniques on enhancing the five states of mind (craftsmanship, flexibility, efficacy, consciousness, and interdependence) to implement during their coaching cycles with ILTs. The techniques and tools are designed to support ILTs in becoming self-monitoring, self-managing, and self-modifying. Efficacy is identified as possibly the most catalytic of the five states of mind because a person's sense of efficacy is a determining factor in the resolution of complex problems (Costa & Garmston, 1994, p. 133). The induction program being studied in this research project will determine if there is a correlation between the proficiency and dedication of mentors to the self-efficacy of the ILTs.

Instrumentation and Procedures

An anonymous and confidential survey, the Bandura Teacher Self-Efficacy Scale (Appendix A), along with a few questions on job satisfaction and anticipated plans for the ILTs future career (Appendix B) was administered in December, 2007. The Bandura Teacher Self-Efficacy Scale is used by Bandura in his work on teacher efficacy. Bandura pointed out that teachers' sense of efficacy is not necessarily uniform across the many different types of tasks teachers are asked to perform, or across different subject matter (Hoy, 2007). In response, he constructed a 30-item instrument with seven subscales: efficacy to

influence decision making, efficacy to influence school resources, instructional efficacy, disciplinary efficacy, efficacy to enlist parental involvement, efficacy to enlist community involvement, and efficacy to create a positive school climate. Each item is measured on a 9-point scale anchored with the notations: "nothing, very little, some influence, quite a bit, a great deal." This measure attempts to provide a multi-faceted picture of teachers' efficacy beliefs without becoming too narrow or specific. The Bandura's Self Efficacy scale has been used in dozens of studies with thousands of participants; however no research could be located to support the validity and reliability of this tool.

Another form of data collection was an assessment administered to mentors in an effort to gauge their level of proficiency and knowledge of the cognitive coaching model (Appendix C). This assessment included questions about the five states of mind, holonomy, as well as other coaching questioning techniques. Using Costa and Garmston's (1994) text as the primary source, the researcher created this instrument.

Following the Bandura's Self-Efficacy survey a focus group met in February, 2008 to gather case study information about the quality of coaching the participants received. Prior to the focus group, the ILTs were asked in an email to reflect on what prerequisites would be required if someone were to take over their position in their classroom. The purpose of this reflection was to stimulate thinking and to promote stronger dialogue at the focus group session. Three ILTs responded with their personal interpretation of what a teacher must possess to be successful in their classroom.

The purpose of the focus group was to promote confidential dialogue between the ILTs on how cognitive coaching cycles are conducted, how often they occur, and the benefits/negatives of the coaching cycles. This group also brainstormed and discussed job skills they were prepared to use, and skills they wish they knew prior to entering the classroom. The overall quality of the current induction program was evaluated. This focus group did not include the mentors in an effort to increase the trust of confidential collaboration. The ILTs were asked to write their responses as a group on chart paper in order to create a stronger sense of openness to discuss issues. A short discussion occurred after the brainstorming session. This discussion provided an opportunity for the ILTs to offer any observations or insights discovered during the dialogue between the groups. The focus group was video taped to add to the data collection. A variety of deserts and beverages were offered to increase the comfort level of the participants and to offer a gesture of thanks to those that took the time to offer insights, advice, and suggestions for improving the current induction program.

Data Processing and Analysis

The mentors' knowledge of cognitive coaching techniques (as demonstrated on a cognitive coaching assessment) and the level of self-efficacy were analyzed. Specifically, composite scores for the ILTs on Bandura's self-efficacy instrument were computed. The mean of all ILT composite scores was also computed and two groups of ILTs were formed – those below the group mean and those above the group mean. The groups were then compared to their corresponding mentors in an effort to look for a relationship. Further, the

relationship between mentors' knowledge of cognitive coaching and mentees' plans to stay in the teaching profession was analyzed.

Finally, the information collected during the focus group was analyzed for patterns to determine if the ILTs feel the coaching cycles are beneficial to their progress as a teacher. In addition, the data was analyzed to determine if cognitive coaching increases ILTs desire to stay in the profession. Focus group responses were analyzed to look for themes and to offer suggestions for improvement to the existing program.

Summary

This chapter presented this study's design and methods for data analyses. The methodology used attempts to determine if there is a correlation between the proficiency and dedication of mentors to the self-efficacy of the initially licensed teachers. A survey on job satisfaction, anticipated future plans and the Bandura Teacher Self-Efficacy scale was administered to the ILTs. The mentors' knowledge of the cognitive coaching model was assessed using an assessment designed by the researcher. Finally, a focus group was held in an effort to promote confidential dialogue about the quality of coaching the participants received along with discussions on the overall quality of the current induction program.   Chapter four will present the analysis of the stated methods of data collection.

CHAPTER 4: FINDINGS

Introduction

The previous chapter explained the methods used for gathering data and the rationale for the process. This chapter will present the results of the research. The first tools administered were the Bandura's Self-Efficacy scale and the Teacher Intentions Survey which were completed by the Initially Licensed Teachers (ILT).   These surveys provided both quantitative and quantitative data. The mentors were given an assessment on Cognitive Coaching which provided qualitative data. The last form of data collected was responses from the focus group in which only ILTs were permitted to participate in an effort to provide collaborative and confidential qualitative data. The information presented in this chapter will answer each research question. In addition, this chapter will present focus group qualitative findings.

Bandura's Instrument Compared to Mentor's Content Knowledge

Question 1: Does a relationship exist between a mentor's knowledge of the implementation of cognitive coaching practices and his/her mentee's sense of self-efficacy?

Fifteen ILTs completed the Bandura's Teacher Self-Efficacy Scale. In addition to this, the mentors completed an assessment to measure their knowledge of cognitive coaching. The Bandura instrument uses a nine point efficacy scale to record responses. Nine is the highest on the scale.

Based on their performance on the mentor assessment, mentors were rated on a scale of one to eight with eight being the highest score attainable. Table 2 shows a comparison of the data collected.

Coaching Pairs	ILT Self-Efficacy Score	Mentor Knowledge
1	7	6
2	6.8	7
3	6.4	7
4	6.3	7
5	6.1	8
6	6.1	7
7	5.9	8
8	5.8	7
9	5.5	8
10	5.5	8
11	5.4	8
12	5.3	6
13	4.9	6
14	4.6	8
15	4.4	3
	Average: 5.7	Average: 6.9

Table 1. Comparison of ILT Self-Efficacy and Mentor Content Knowledge

The performance data for the fifteen coaching pairs are presented in Table 1. The mean for the Initially Licensed Teachers' level of self efficacy is 5.7. The mean score for mentors' knowledge is 6.9. The highest level of self-efficacy exhibited by an ILT is a 7, and the corresponding mentor received a knowledge score of 6. The lowest level of average self-efficacy exhibited by an ILT is 4.4 and the corresponding mentor's content knowledge is also the lowest score, a 3.

The eight ILTs who scored above the mean on the Bandura Instrument were analyzed as a group along with their corresponding mentors. Figure 2 shows the relationship between the ILTs and mentors' scores. The average of the ILTs level of self-efficacy is 6.3, above the overall average of 5.7. The average of the mentors' content knowledge is 7.1, above the overall average of 6.9.

Figure 2. Above the Mean Relationship

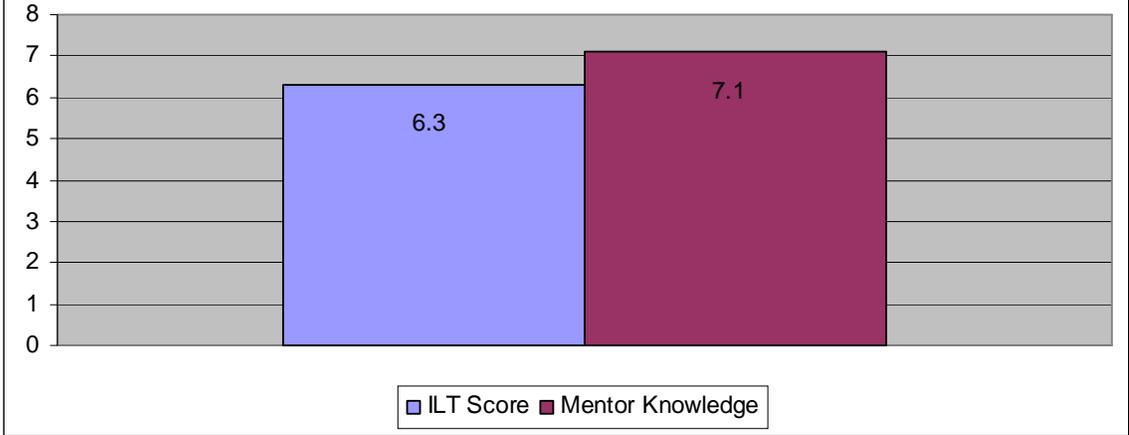Figure 3 shows a below the mean relationship between the seven ILTs and corresponding mentors' scores. The average of the ILTs level of self-efficacy is 5.1, below the overall average of 5.7. The average of the mentors' content knowledge is 6.7, below the overall average of 6.9.

Figure 3. Below the Mean Relationship

Legend: ILT Score, Mentor Knowledge

ILT Score: 5.1
Mentor Knowledge: 6.7
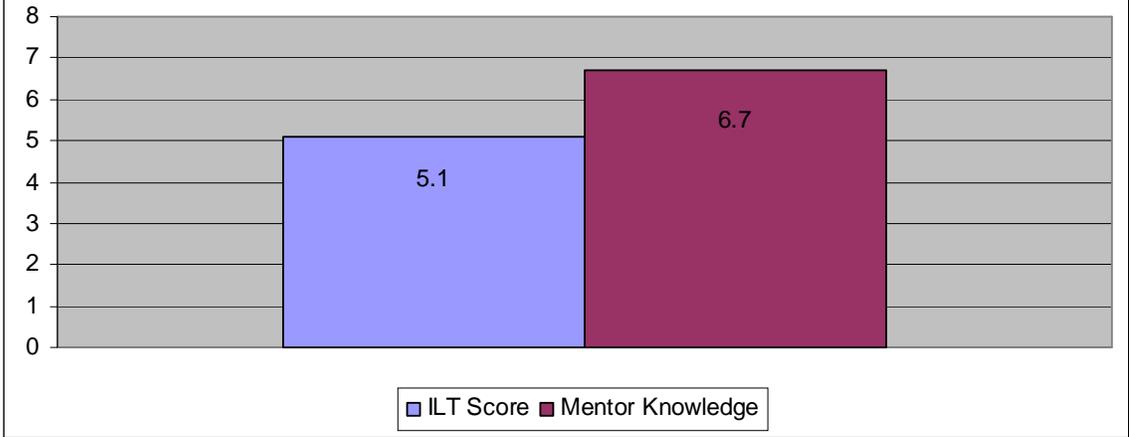
As demonstrated in figures 2 and 3, the data indicate that a relationship does exist between mentor knowledge and ILT self-efficacy.

Teacher Intentions Survey

Question 2: Does a relationship exist between a mentor's knowledge of the implementation of cognitive coaching practices and his/her mentee's plans to remain in the field of education?

Table 2 displays the information collected from the Teacher Intentions Survey. The data collected indicates that a majority of the ILTs intend on staying in the classroom. However, the data do not give a clear indication of the amount of time each individual plans to remain in the classroom. Therefore, it is not possible to answer the second research question.

Plans to Remain in the Classroom	Yes: 11 Responses
	No: 1 Response
	Not sure: 1 Response
	No response: 2
Intended Duration	10 or more years: 5 responses
	A Few Years: 1 response
	Not Sure: 3 years
	No Answer: 6

Table 2. Teacher Intentions and Duration of Tenure

Focus Group Data

A focus group was held with the fifteen ILTs in order to more fully understand their impressions of the cognitive coaching process. Four questions framed the conversation.

Participant responses were transcribed and analyzed for themes. The four questions and themes are presented below. In addition, sample participant responses are included to support the themes.

Table 3 reveals the conversation that took place during the first question presented at the focus group. Two themes emerged as a result of the conversation. Table 4 also shows some negative reaction of the cognitive coaching cycles expressed by some of the ILTs.

Theme 1: ILTs are provided with constructive feedback during cognitive coaching cycles.	"You can talk about your problems" "You gain strategies for behavior management and classroom management during the cognitive coaching cycles" "You can get constructive feedback"
Theme 2: Cognitive coaching provides additional work for ILTs.	"Not mentor initiated" (ILTs are responsible for collaborating meetings with their mentors) "I don't receive help with keeping track of dates and required paperwork" "Gap in the grade level and subject matter" (Mentors and ILTs are not always in the same grade level) "The paperwork is insignificant, just extra work"

Table 3. Question 1: What do you perceive to be the pros and cons of cognitive coaching?

Table 4 presents the two major themes that are related to ILT preparation. While this part of the discussion was not directly related to the cognitive coaching cycles, it sheds light on different topics that could be the focus for future cycles. The "I was prepared for the basics of teaching" theme demonstrates what the ILTs previous practicum, field experiences, supervising teachers, and other influences did to prepare them for the education field. The "I was not prepared for the realities of teaching" theme exposes some issues that may need more attention prior to entering the teaching field.

Theme 1: ILTs believe they were prepared for the basics of teaching when they entered the profession.	"Lesson planning/Unit planning overkill" (College courses prepared ILTs for writing lessons and units) "State standards/expectations and resources" (ILTs had experience with the North Carolina Standard Course of Study prior to teaching) "Long Days/Hard Work" "Diverse Learners" "Using and creating hands on lessons" "Grading papers" "Different strategies for students" "The first days of school" (ILTs knew how to begin the school year with their students)
Theme 2: ILTs realized they were not prepared for the realities of teaching.	ILTs reported having little knowledge of the following issues that occur in the profession daily: "Coming into a school of improvement – what to expect and what is involved" "Personalized Education Plans" "Sickness" "Time spent on behavior issues" "All the meetings" "Mounds of paperwork" "How to read and understand the different types of assessments" "All the different acronyms" "Ignorant parents"

Table 4. Question 2: What do you feel you were and were not prepared for upon entering the teaching field?

Table 5 sums up the positive aspects of the ILT induction experience expressed by the ILTs. The "overall positive experience" simply expresses that the ILTs are not alone, but have peers they can use as critical friends to aid in their professional growth. The "support network" demonstrates that the cognitive coach is not the only form of support the ILTs have throughout their induction process. ILTs reported that there is a network of people that collaborate to make the experience as smooth as possible working towards building self-efficacy in each ILT by providing professional growth and other positive experiences.

Theme 1: ILTs believe the cognitive coaching experience is positive and welcomed as an induction program.	(Cognitive coaching promotes) "Feeling a sense of togetherness" "I like the professional growth it provides"
Theme 2: ILTs consider these to be their support networks.	"Good Mentors" "Support from county coordinator, mentors, Assistant Principal, school coordinator"

Table 5. Question 3: What are the positive aspects of your ILT experience?

Three themes emerged as a result of the question on changes that the ILTs wish to be made to the current induction program. Table 6 suggests that the ILTs need less paperwork, do not have enough time to apply their new knowledge to their craft, and they want the meetings to be relevant to their situation.

Theme 1: ILTs wish there was less paperwork.	"Less paperwork, we already have enough to do" "Not having to collect evidence for the ILT portfolio" "The (ILT) portfolio is not consistent from county to county"
Theme 2: ILTs do not have enough time to implement what they have learned.	""Less repetitive meetings" ""Give us a break" "3 years of ILT after 4 years of college is too much to become fully licensed – might as well become a doctor"
Theme 3: ILTs wish the meetings they attend were relevant.	"More information on new programs" "Meetings for ILTs for just paperwork upkeep"

Table 6. Question 4: What do you wish you could change or add to your ILT experience?

Summary

This chapter presented findings that indicate a relationship exists between cognitive coaching and an ILTs level of self-efficacy. The data indicates that most of the cognitive coaches demonstrate proficient content knowledge of the cognitive coaching method. The data also indicates most of the ILTs fall into the category of "some influence" of self-efficacy as described by the Bandura's Self-Efficacy instrument.   Further, the focus group discussions demonstrated that the cognitive coaching cycles are indeed occurring and are positively viewed by the ILTs.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

Introduction

Costa and Garmston's method of cognitive coaching is designed to enhance a teacher's personal insights into their own thinking processes, and build flexible, confident problem-solving skills. According to Costa and Garmston (1994) the intended result is a strong sense of self-efficacy and pride. This chapter will evaluate the findings of this study, and offer recommendations to further the current study.

Limitations of the Study

Some mentors serve more than one ILT. The researcher for this study is also one of the participants who served two ILTs. In some cases, the cognitive coach did not remain the same from year to year. This may be a limitation because the level of mentor knowledge might be different from year to year.

Limitations also involve the possibility that the ILTs exhibited an unrealistic view in regard to their perceived view of personal self-efficacy. This may be a result of the timing of the implementation of the surveys. The surveys were administered in December, close to the holiday break. Many of the ILTs may have been overwhelmed with their work load which may have given them a more negative perceived level of self-efficacy.

.While the identity of the mentors and ILTs are kept confidential, the researcher is aware of the identity of the ILTs she coaches and therefore may have some unintentional influence over the answers provided by the ILTs she serves.

Further, the lack of reliability and validity information on the Bandura's Teacher Self- Efficacy Scale (Appendix A) may have had an impact on the overall results. The level of intent to provide honest, open answers without fear of retribution may have been a factor during the focus group.

It is assumed that the ILTs received coaching cycles from their mentors, using the Cognitive Coaching methods designed by Art L. Costa and Robert J. Garmston. The frequency, level of commitment, and implementation techniques may have had an effect on the data provided by the ILTs. The duration of time between mentor certification and the application of the process to the current assigned ILTs might also be considered a limitation.

A recommendation for a future study would be to hold the focus group at a neutral location. Perhaps offering an incentive such as the researcher paying for the meal would prompt a high rate of participation off campus.

Conclusions

The research and data presented attempted to answer the following two questions:

1. Does a relationship exist between a mentor's knowledge of the implementation of cognitive coaching practices and his/her mentee's sense of self-efficacy?

2. Does a relationship exist between a mentor's knowledge of the implementation of cognitive coaching practices and his/her mentee's plans to remain in the field of education?

In answering the first question, the data analyzed in the previous chapter demonstrates that there is evidence that cognitive coaching has a positive effect on ILTs perceived level of self-efficacy. Therefore a relationship is found to exist. This link exists because the data indicates that mentors with high content knowledge have mentees with high self-efficacy scores as represented in Figure 1. Above the Mean Relationship. Mentors with low content knowledge have mentees with lower levels of self-efficacy (figure 2). The researcher believes that a mentor with a greater knowledge of CC has a better understanding of how to apply the knowledge and techniques appropriately. A strong mentor has a genuine interest in the ILT leading to frequent contact, a nurturing relationship, and an ILT that knows they are supported. An ILT that feels this support will likely have a sense of strong self-efficacy.

The answer to the second research question is inconclusive. The answers to the survey administered to the ILTs about future plans did not have any definitive answers that could be analyzed for an adequate answer to whether or not a relationship exists between a mentor's knowledge of the implementation of cognitive coaching practices and his/her mentee's plans to remain in the field of education.

Recommendations for Future Research

A wider participant sample is a recommendation for future research on the effects of cognitive coaching on ILTs. More time, perhaps a three year longitudinal study, to track the level of self-efficacy of the ILT, should be conducted. The level of self-efficacy should be measured prior to the ILTs

receiving cognitive coaching cycles, and again at the end of each ILTs year of service.

Due to the lack of validity and reliability results of the Bandura's instrument, a more customized survey may be more appropriate for further studies. In addition, ILTs who have the same cognitive coach from year to year should be considered as the only participants of a future study.

The questionnaire to measure the ILTs intentions to remain in the education field needs to be altered to include a number scale that would better inform the researcher of the future intentions of the ILT to remain in the classroom. One suggestion would be to include the intended number of years to be circled (i.e. 0 years, 1-3 years, 4-6 years, 6 to 10 years, 10 or more years).

Another recommendation to further this study would be to determine if there is a relationship between ILTs who receive cognitive coaching and student achievement. This would entail a much larger participant population because ILTs who have not received cognitive coaching would also be included in the study.

Summary

Teachers of today are under more scrutiny since the No Child Left Behind (NCLB) Act of 2001has been implemented in our nation's schools. The accountability of schools as well as individual teachers is equal regardless of the number of years a teacher has been in the field. The inexperience of novice teachers is not accepted as an excuse for lack of student achievement. With this in mind, every program, technique, and strategy needs to be evaluated as a

means to increase the level of competence of the beginning teacher. Our nation's schools and our students are worthy of the best education that can possibly be provided.

The county in which this study took place is considered a county in "District Improvement Status" as a result of the 2006-2007 district assessment results. One of the schools used in this study made "expected growth" and met adequate yearly progress (AYP). The other two schools met "expected growth" but did not meet AYP (NCDPI, 2007).

By signing up to take part in this research study, the ILTs demonstrated a willingness to assess their own self-efficacy as well as offer opinions on the current induction program being used by this county. The mentors demonstrated their willingness to assess their current level of knowledge of the induction method being utilized, Cognitive Coaching. All of the methods of data collection used were not only valuable to the research being conducted, but also a powerful form of reflection and self-assessment for both the mentors and the ILTs

Since recruiting and retaining competent teachers is becoming increasingly more challenging, more time and money needs to be devoted to improving working conditions that support the beginning teacher. This research is evidence that the self-efficacy of beginning teachers is enhanced when paired with a mentor who is knowledgeable of the methods of cognitive coaching. A longitudinal study comparing the amount of years a teacher remains in the field when paired with a cognitive coach could better support the argument that induction programs are necessary for beginning teachers. Looking at

achievement results of beginning teachers who received cognitive coaching

during their ILT years might also support the need for research based induction

programs. The relationship between the cognitive coaches and ILTs in this study

is positive, therefore cognitive coaching should continue to be a part of the

current induction program and mentor certification provided by this county.

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Appendix A

BANDURA'S INSTRUMENT
TEACHER SELF-EFFICACY SCALE

This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinions about each of the statements below by circling the appropriate number. Your answers will be kept strictly confidential and will not be identified by name.

Efficacy to Influence Decision making
How much can you influence the decisions that are made in the school?
1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal
How much can you express your views freely on important school matters?
1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

Efficacy to Influence School Resources
How much can you do to get the instructional materials and equipment you need?
1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

Instructional Self-Efficacy
How much can you do to influence the class sizes in your school?
1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal
How much can you do to get through to the most difficult students?
1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal
How much can you do to promote learning when there is lack of support from the home?
1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal
How much can you do to keep students on task on difficult assignments?
1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal
How much can you do to increase students' memory of what they have been taught in previous lessons?
1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal
1 2 3 4 5 6 7 8 9
How much can you do to motivate students who show low interest in schoolwork?
1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal
How much can you do to get students to work together?
1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal
How much can you do to overcome the influence of adverse community conditions on students' learning?
1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal
How much can you do to get children to do their homework?
1 2 3 4 5 6 7 8 9

Nothing Very Little Some Influence Quite a Bit A Great Deal

Disciplinary Self-Efficacy
How much can you do to get children to follow classroom rules?
1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal
How much can you do to control disruptive behavior in the classroom?
1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal
How much can you do to prevent problem behavior on the school grounds?
1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal
Efficacy to Enlist Parental Involvement
How much can you do to get parents to become involved in school activities?
1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal
How much can you assist parents in helping their children do well in school?
1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal
1 2 3 4 5 6 7 8 9
How much can you do to make parents feel comfortable coming to school?
1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

Efficacy to Enlist Community Involvement
How much can you do to get community groups involved in working with the schools?
1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal
How much can you do to get churches involved in working with the school?
1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal
How much can you do to get businesses involved in working with the school?
1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal
How much can you do to get local colleges and universities involved in working with the school?
1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

Efficacy to Create a Positive School Climate
How much can you do to make the school a safe place?
1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal
How much can you do to make students enjoy coming to school?
1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal
How much can you do to get students to trust teachers?
1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal
How much can you help other teachers with their teaching skills?
1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal
1 2 3 4 5 6 7 8 9

How much can you do to enhance collaboration between teachers and the administration to make the
school run effectively?
1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal
How much can you do to reduce school dropout?
1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal
How much can you do to reduce school absenteeism?
1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal
How much can you do to get students to believe they can do well in schoolwork?
1 2 3 4 5 6 7 8 9
Nothing Very Little Some Influence Quite a Bit A Great Deal

Teacher Intentions Survey
Survey #_____

Date:

What are your future intentions for your career in the classroom?

Do you plan to remain in the classroom? If yes, how long?

Do you plan to further your education? If yes, how?

What do you feel needs to happen to make your job as an educator more appealing?

Rate the effectiveness of your mentor by circling the best statement: (Keep in mind that your mentor will not have access to this information. You are only identified by the researcher by a "number" to increase the confidentiality of this survey).

1. My mentor is no help at all.

2. My mentor helps me a little.

3. My mentor helps me some.

4. My coach helps me quite a bit.

5. My coach helps me a great deal.

Any other comments you would like to add?...

Appendix C

ILT Level: 1, 2 or 3 (Circle any that apply)

Assessment Number_____

Date:

Thank you for agreeing to take part in this study titled "The Effects of Cognitive Coaching on Initially Licensed Teachers." The information you provide will be valuable to the goal of increasing teacher retention.

There are three phases of cognitive coaching. List the three phases of interaction with teacher-learners:

     1

     2

     3

How often do you conduct coaching cycles?

What occurs during the coaching cycles you provide?

The recruitment and the retention of competent teachers is increasingly becoming a challenge for our nation's public schools. An analysis of the national Schools and Staffing Survey and Teacher Follow-Up Survey found that more than a third of beginning teachers leave the profession during the first three years of teaching, and almost half leave after five years (Ingersoll, 2001).

If you were able to make a change that would greatly increase the chances of teacher retention, what change would that be?

Do you remember "Holonomy?" (The science or systematic study Of wholes, of entire systems. Basic to holonomy is the assumption of utility and oneness as opposed to fragmentation, isolation and separateness).

Do you remember the "Dimensions of Holonomy: Five States of Mind?" (Efficacy, flexibility, craftsmanship, consciousness, interdependence). Use these dimensions of holonomy and place them in the appropriate box.

FROM	State of Mind	TOWARD
An External Locus of Control		An Internal Locus of Control
Isolation and Separateness		Connection to and Concern for the Community
Narrow, Egocentric Views		Broader and Alternative of Control
Lack of Awareness of Self and Others		Awareness of Self and Others
Vagueness and Imprecision		Specificity and Elegance