

SMITH, L. F.; CORKERY, G.; BUCKLEY, J.; CALVERT, A. **Changes in secondary school preservice teachers' concerns about teaching in New Zealand.** In: *Journal of Teacher Education*, 64 (1), 2013.

Research on Preservice Teachers' Concerns

[1] Examining concerns about teaching is not a new idea. Fuller (1969) first proposed a model of teacher development that was based on three discrete stages of concerns, beginning with personal adequacy, followed by teaching tasks, and finally individual students' needs. Research on this model has yielded mixed results. Conway and Clark (2003) found support, and Reeves and Kazelskis (1985) reported partial support. However, Pigge and Marso (1997) argued that concerns are not discrete but overlap. Burn, Hagger, Mutton, and Everton (2003) and Haritos (2004) maintained that the model was too simplistic; similarly, Poulou (2007) questioned whether concerns follow a linear development. The order of the concerns in the model has also been disputed. Using nontraditional data collection methods, including drawing and card sorts, Swennen, Jorg, and Korthagen (2004) found that concerns about pupils ranked highest among a sample of Dutch preservice teachers' concerns. Boz (2008) reported that task-related concerns were most prevalent for a sample of Turkish preservice teachers, along with concerns related to meeting students' needs.

[2] Brookhart and Freeman (1992) conducted a comprehensive review of 44 studies and established four major categories to describe teacher candidates in their first teaching preparation course: (a) the demographic information of the samples, (b) motivations for becoming teachers, (c) perceptions of the roles and responsibilities of teachers, and (d) teacher candidates' concerns about teaching. In terms of concerns, Brookhart and Freeman reported that although new teacher candidates had high levels of self-confidence, more so for males than females, their optimism about their teaching skills was often idealized. Simultaneously, they were concerned about how they would perform once they were in front of students in the classroom. This led Brookhart and Freeman to conclude that the teacher candidates were confident but anxious. Whether beliefs changed over the course of teacher training was inconclusive from the review. (...)

The present study

Objectives

[3] The first objective for this research was to follow a group of preservice teachers through the course of their secondary school program to determine how their teaching concerns changed over time, and the effect of their practicum experiences on those changes. The second objective was to explore changes in how their concerns about teaching were related to their sense of teaching efficacy. Of particular interest and the third objective was whether the development of a differentiated set of concerns, as found in the Smith et al. (2007) study in the United States, would be observed in a 1-year secondary school program in New Zealand.

Research Questions

[4] This study used quantitative and qualitative methodologies to examine the following research questions: 1) How do initial concerns about teaching change over the course of a 1-year teacher training program in New Zealand?; 2) What is the relationship between concerns about teaching and teaching efficacy for students in a 1-year teacher training program in New Zealand?

Method

Participants

[5] The participants were $n = 85$ students in a Graduate Diploma of Teaching in Secondary Education Program in New Zealand. Participants ranged in age from 21 to 53 with a median age of 24. There were $n = 56$ females and $n = 29$ males, with 78% ($n = 66$) reporting their ethnicity as European/Caucasian, 3.5% ($n = 3$) Asian/Pacific Islander, 6% ($n = 5$) Maori, and 13% ($n = 11$) other (typically mixed ethnicity). Participants listed a total of 34 intended subject areas for their teaching.

Materials

[6] The materials used in this study were as follows:

- a) A brief demographic questionnaire;
- b) The Teachers' Sense of Efficacy Scale (TES) – the short form – (Tschannen-Moran & Woolfolk Hoy, 2001);
- c) The Concerns About Teaching Scale (CAT) (Smith et al., 2007), modified with the authors' permission for the purposes of this research;
- d) Focus group protocols.

Data Analysis

[7] The data were analyzed using the SPSS Version 16 and NVivo Version 7 computer software. Statistical techniques included descriptive statistics, factor analyses and reliabilities for the scales for the TES and the CAT, reliabilities for resulting subscales, repeated measures analyses of variance for comparisons among the groups across time, correlation, and trend analyses for the qualitative data. Following the analytical approach of Smith et al. (2007), we wanted to determine if the factor structure of the CAT became more differentiated (i.e., had more factors) following practicum experience. Thus, we conducted an exploratory factor analysis on the CAT at three points in time. We did the same with the TES to confirm that its factor structure remained stable over time.

[8] For the focus groups, transcriptions were coded independently by one of the researchers and the graduate research assistant, by hand and using NVivo software. Interrater reliability for the coding by hand was .92. The primary goal was to generate an underlying set of themes that represented preservice teachers' concerns about teaching. Therefore, a constant comparison approach taken from grounded theory (Strauss & Corbin, 1990) was used. Each rater created a grid for each focus group session, with the questions and the issues brought up written across the top of a sheet of A3 paper; each response was listed under its corresponding question/issue. Each response was then examined and identified according to what the rater felt was the underlying meaning or thesis of the response. The raters compared their analyses and collated the final set of themes. This reciprocal and iterative approach to the data analysis served to bootstrap the results. The themes that emerged from the focus group data were then examined to determine whether they were consistent with the findings from the survey data analyses and to establish anecdotal evidence to augment the quantitative data.

RESPONDA DE ACORDO COM TEXTO. AS RESPOSTAS DEVEM SER EM PORTUGUÊS.

1. **Considere o Parágrafo [1].** Segundo o texto, Fuller (1969) propôs um modelo de formação de professores a partir de três fases distintas de preocupações [sobre o ensino]. Quais são as fases? (05 cada item; total 15).

2. **Considere o Parágrafo [2].** Brookhart and Freeman (1992) realizaram uma revisão abrangente de 44 estudos e criaram quatro categorias principais para descrever futuros professores durante a primeira disciplina de seus cursos de formação. Quais são as quatro categorias? (05 cada item; total 20)

3. Considere o Parágrafo 4. O estudo relatado teve duas perguntas de pesquisa. Quais são elas? (15 cada item; total 30)

4. Considere os Parágrafos [3], [5], [6] e [7]. Complete o quadro abaixo sobre o estudo relatado no texto sob análise. (05 cada item; 25total)

a.	Número de objetivos:	
b.	Número total de participantes:	
c.	Variação da idade dos participantes:	
d.	Número de instrumentos de coleta de dados:	
f.	Número de programas computacionais utilizados na análise dos dados:	

5. Considere o Parágrafo [1]. O modelo de formação de professores desenvolvido por Fuller (1969) recebeu críticas por parte de vários estudiosos. Pergunta-se: qual é a crítica de Pigge e Marso (1997) e de Poulou (2007). (05 cada, 10 total)

a. Pigge e Marso (1997):

b. Poulou (2007)