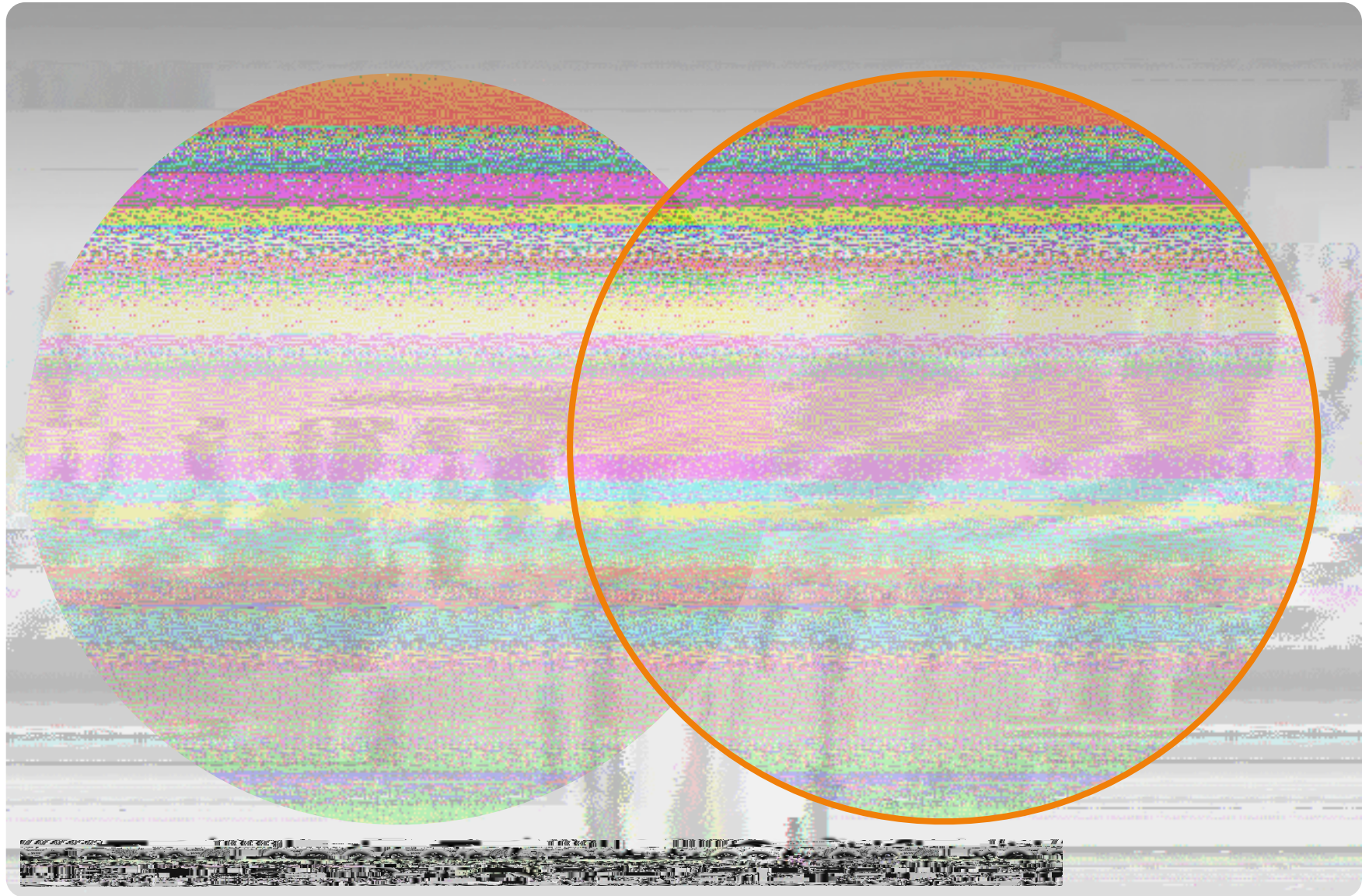


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## **Constructivism (Richardson, 1996)**

- Teachers construct knowledge through a variety of learning activities, prior knowledge and skills, and reflection

## **Narrative Theory (Ochberg, 1998)**

- People naturally story their lives and thereby reveal their beliefs, perceptions, and an otherwise illusive “self”

## **Attribution Theory (Weiner, 1979)**

- Explains how people attribute success and failure to various factors, comprised of 3 dimensions:
  - Internal (I) or External (E)
  - Controllable (C) or Uncontrollable (U)
  - Stable (S) or Unstable (US)
- Common Attribution Factors - effort [I/C/US], luck [E/U/US], task difficulty [E/C/S], ability [I/U/S]













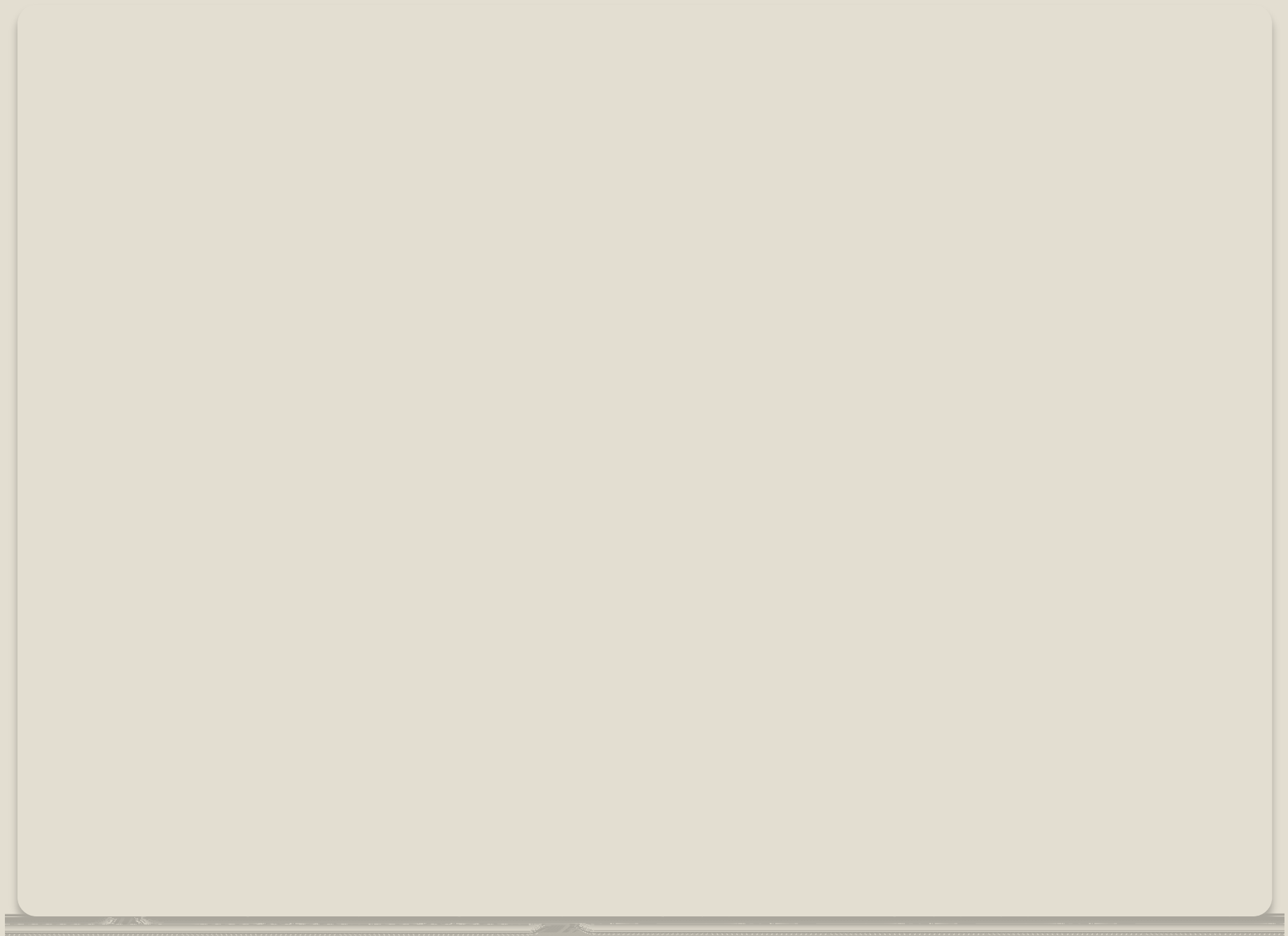


<p>-;./, 7.&lt;, .=5"&amp;&gt;56'.&lt;5'&amp;6(?5.'%&amp;&amp;5''@  A''(%65.) .=5"&amp;&gt;()B.CDD.'=%&lt;5)='.(.).  2''()'='65"2.&amp;+'''6, , 2'E</p>		<p>F&gt;52"3&amp;.  G('+, B(&amp;@H56A, 62'')&amp;5</p>
<p>I;./, 7.&lt;, .=5"&amp;&gt;56'.&lt;5'&amp;6(?5.CDD.  '=%&lt;5)=''. '%&amp;&amp;5''@A''(%65.).  2''()'='65"2.&amp;+'''6, , 2'E</p>		<p>F&gt;52"3&amp;.  G('+, B(&amp;@H56A, 62'')&amp;5</p>
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<p>K;F, .7&gt;"=.&lt;, .=5"&amp;&gt;56'."J6(?%=5.CDD.  '=%&lt;5)=''. '%&amp;&amp;5''@A''(%65E</p>		<p>F&gt;52"3&amp;.  G('+, B(&amp;@H56A, 62'')&amp;5</p>



- | Transcript #1:
- | Transcript #2:
- | Transcript #3:





# ! *teaching*

## *S u c c e*

- ! Being aware/noticing
- ! Assessing what they know
- ! Systemic agency (e.g., Getting services for ELL students that need them, etc.)
- ! Having a reflective/learner disposition
- ! Using multiple representations
- ! Teaching “more than grams and atoms”
- ! Accessing resources (e.g., other teachers, etc.)

## *F a i l r e*





<i>Success</i>	<i>Failure</i>
<ul style="list-style-type: none"><li>•! Skills (writing, reading, and listening)</li><li>•! Trying to Speak</li></ul>	<ul style="list-style-type: none"><li>•! Standardized Testing</li><li>•! Lack of Focus</li><li>•! Language Barrier</li><li>•! Speaking</li><li>•! Being Quiet/Making Mistakes/Being Wrong</li></ul>





*Success*

*Failure*

- Effort
-

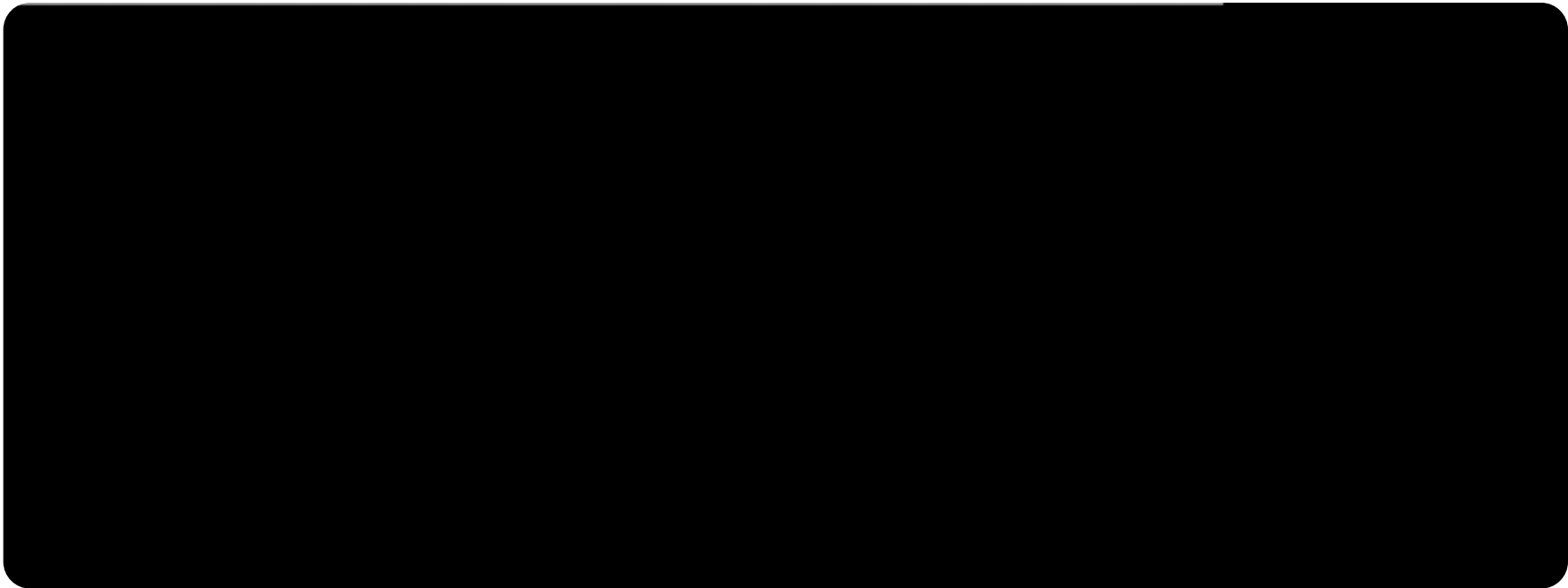


# ● Misconceptions









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