Stipek, D. J. (2002). Defining and assessing achievement motivation. *Motivation to learn: From theory to practice* (3rd ed., pp. 9-18). Boston: Allyn and Bacon.

"Researchers and teachers working from an expectancy *x* value theoretical framework, therefore, would need to measure students' perceptions of the value of rewards in any effort to predict or change behavior."

"The remainder of this book is about the theories of motivation previously mentioned, the research based on them, and the practical implications of theory and research. Although most people are not knowledgeable of these psychological theories, everyone makes assumptions about why people behave the way they do, and their efforts to change others and even their own behaviors are based implicitly on the theories this book describes. This book, therefore, acquaints readers with the formal language and details of psychological theories that should already be a part of their naive explanations of behavior. A good understanding of these theoretical frameworks will make readers better, more thoughtful observers and predictors of behavior, and more effective in their efforts to change their own and influence others' motivation in achievement contexts."

Fang, Z. (1996). A review of research on teacher beliefs and practices. *Educational Research, 38*(1), 47-65.

**"Theoretical frameworks**

According to Sedlak (1987), many people including educators hold a simplistic 'bright-person' model of teaching. They see instruction as the delivery of information and the decoding of that information as the responsibility of students. Thus the 'teacher's responsibility basically ends when they have told students what they must remember to know and do' *(ibid.,* p. 320). That is, teachers are viewed as masters of subject-matter content knowledge. The issue of how to translate this knowledge for students seems to Test outside the scope of teachers' responsibility. Others (e.g. Jackson, 1986; Lortie, 1975) have suggested that many teachers proceed on impulse and intuition in teaching, relying on personal experience rather than on reflective thought and professional education. **In** reality, O'Brien and Stewart (1990) also found that many preservice teachers expressed the feeling that much of content reading instruction, or for that matter teaching in general, is common sense and common practice." –pp. 50-51

Grossman, P. L., Smagorinsky, P., & Valencia, S. (1999). Appropriating tools for teaching English: A theoretical framework for research on learning to teach. . *American Journal of Education, 108*(1), 1-29.

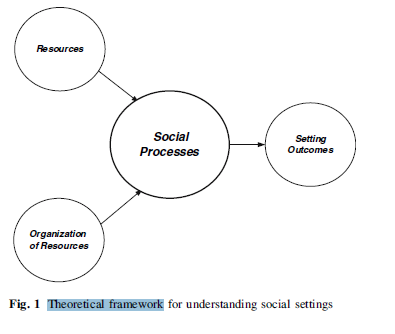
"In this article, we propose that activity theory provides a useful framework for studying teachers' professional development. Activity theory emphasizes the importance of settings in learning to teach, focusing on the social and cultural factors that mediate development in particular contexts. We outline the central tenets of activity theory, illustrating key concepts with examples from a longitudinal study of beginning teachers. We conclude by exploring the potential of this theoretical framework to illuminate the process of learning to teach." –p 1

"In this article, we propose that, by using a different theoretical framework for studying teachers' early career development than has been used thus far-one generally known as activity theory we can view these findings as less contradictory and more as pieces to a larger puzzle. We illustrate activity theory with examples from our current research, out- primary purpose in this article is to (1) articulate the tenets of activity theory, (2) discuss its potential for understanding the process of learning to teach, and **(3)** discuss its usefulness in creating dynamic settings to foster early career teacher development." –p. 5

"Wertsch (1985) identifies three themes as central in Vygotsky's theoretical framework: a reliance on a genetic (developmental) method, an assumption of the social origins of consciousness, and a claim that mental processes are mediated by tools and signs." –p. 7

Tseng, V., & Seidman, E. (2007). A systems framework for understanding social settings. *American Journal of Community Psychology, 39*, 217-228.

"In this paper, we argue that attempts to change social settings have been hindered by lack of theoretical advances in understanding key aspects of social settings and how they work in a dynamic system. We present a systems framework for understanding youths’ social settings. We focus on three aspects of settings that represent intervention targets: social processes (i.e., patterns of transactions between two or more people or groups of people), resources (i.e., human, economic, physical, temporal resources), and organization of resources (i.e., how resources are arranged and allocated). We postulate that these setting aspects are in dynamic transaction with each other, resulting in setting outcomes. Discussion focuses on the implications of our theoretical framework for setting intervention." –p. 217



-p. 218

West, R. E. (2008). What is shared? A framework for understanding shared innovation within communities. *Educational Technology, Research and Development*.

"Not all professions consist of COIs, but many do, and yet we still lack the theoretical frameworks to understand these COIs. Perhaps because the construct has not been thoroughly researched, understanding the principles of what enables or fosters a COI requires synthesizing many disparate bodies of research, as I have done in this paper. From the social learning movement, we learn how knowledge is negotiated externally to an individual through interactions with an environment and other persons. We also learn that many kinds of knowledge are situated in particular contexts or held within the shared practices of a community. My assertion in this paper is that other kinds of learning and expertise are gained through shared innovation within communities. Also, technological affordances of the Information Age (ubiquitous access to information and communication) require us to reconsider our models of social learning and working. Accordingly, because of these technologies, modern COIs can be expected to exist in virtual or at least blended (online/offline) settings, and ‘‘presence’’ will be measured more psychologically than physically.

From creativity research, we have learned that innovation can be developed within individuals and groups. Innovation can be partially understood as a function of cognitive processes, although harnessing these processes is terribly complex. Finally, we have learned that innovation has a powerful social component, and that there are discernible processes to group innovation. An innovative group engages in divergent thinking (idea generation), convergent thinking (idea selection), and idea or artifact development and implementation. During each of these processes, the group climate must encourage entrepreneurship and yet interdependence, group reflection, dynamic (progressive) expertise, and intrinsic motivation. In addition, there must be enough trust and psychological closeness among the community members to be able to share new ideas freely, and yet enough diversity to force consideration of alternatives." –p. 13

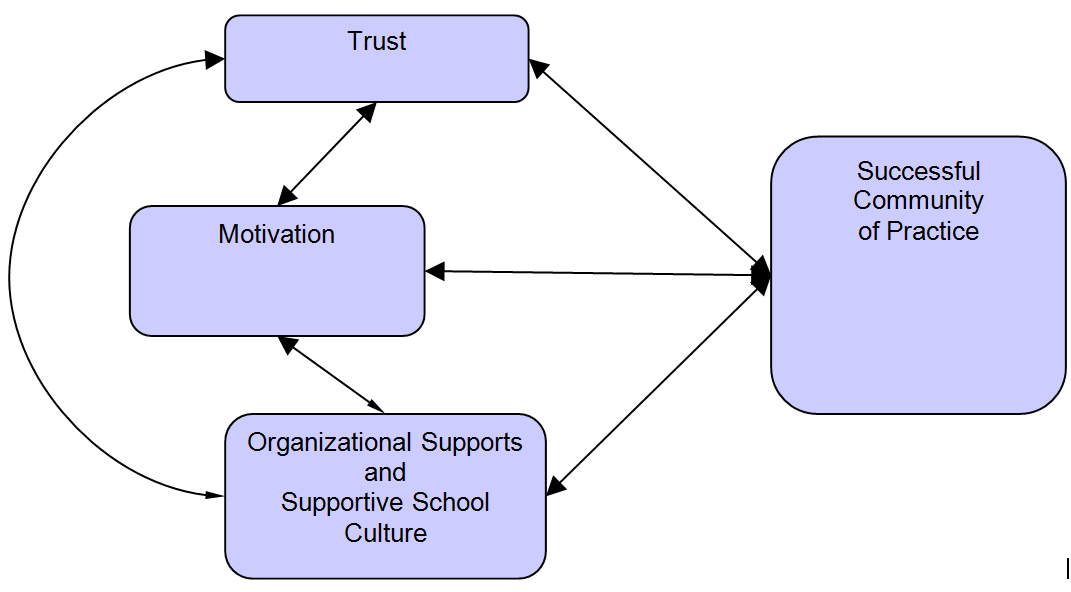
(COIs are communities of innovation)

" The special case of communities of practice presents its own unique issues. First, there is the problem of the definition of a community of practice… Interdependence is a key here as it separates cooperative groups and communities of learners from groups where individuality and competition are the norm. The two aspects that make communities of practice special are that they are communities and their focus is on practice. Professional development methods that utilize group learning like communities of practice are based on interdependence so there are many components needed like motivation, trust, institutional support, and supportive school culture for them to function well. …. Forming a productive learning community of any kind can present challenges. … However, the end of the day we really do not know exactly what the requirements are for community formation or exactly holds them together.

This paper puts forth the model that trust, motivation, and a supportive organization are all needed (at least to some degree) for a coherent, productive, and successful community of practice to form and thrive. In addition, a successful community of practice may positively influence teacher trust, motivation and the organization that houses them and trust, motivation, and the organization may influence each other, though to different degrees (see figure 1. for a visual representation). For example, the organizational supports might effect motivation and trust more than it is affected by either of these two components whereas trust and motivation likely have a more reciprocal relationship.

For one person to learn from another in a group or otherwise, trust is essential. We have to trust that the person we’re learning from is competent, reliable, and has benevolent motives (M. Tschannen-Moran & Hoy, 2000). Teachers need to trust both other teachers in the community and other people in the hierarchy of their school, such as principals for communities of practice to survive. They need to trust that they can be vulnerable in the community and the community will support rather than take advantage of them. They need to trust that they all have the same goals and that they will cooperatively work towards those goals. Trust in groups can be a virtuous circle, in which trust augments cooperation, which in turn may increase trust (Grossman et al., 2001).

Teachers need to be motivated to improve their practice and to participate in making the community a success: they have to believe that the effort put forth in building and sustaining a community of practice is worthwhile. In addition, the organizational/school culture has to be supportive of group learning, teachers’ continuing learning, teachers’ motivation, as well as teachers’ trust of one another and of the organization. Without these prerequisites, teachers do not want to participate, teachers do not feel they need to participate, do not feel they should participate, and/or cannot participate because of outside constraint. "



What is a Theoretical Framework? - <http://www.coedu.usf.edu/jwhite/secedseminar/theoryframe.pdf>

Elements of Research: Theoretical Framework - <http://www.analytictech.com/mb313/elements.htm>

Logical Structure, Theoretical Framework - <http://education.astate.edu/dcline/guide/framework.html>