

TEACHER EFFICACY AND ALD4ALL

April 12, 2015

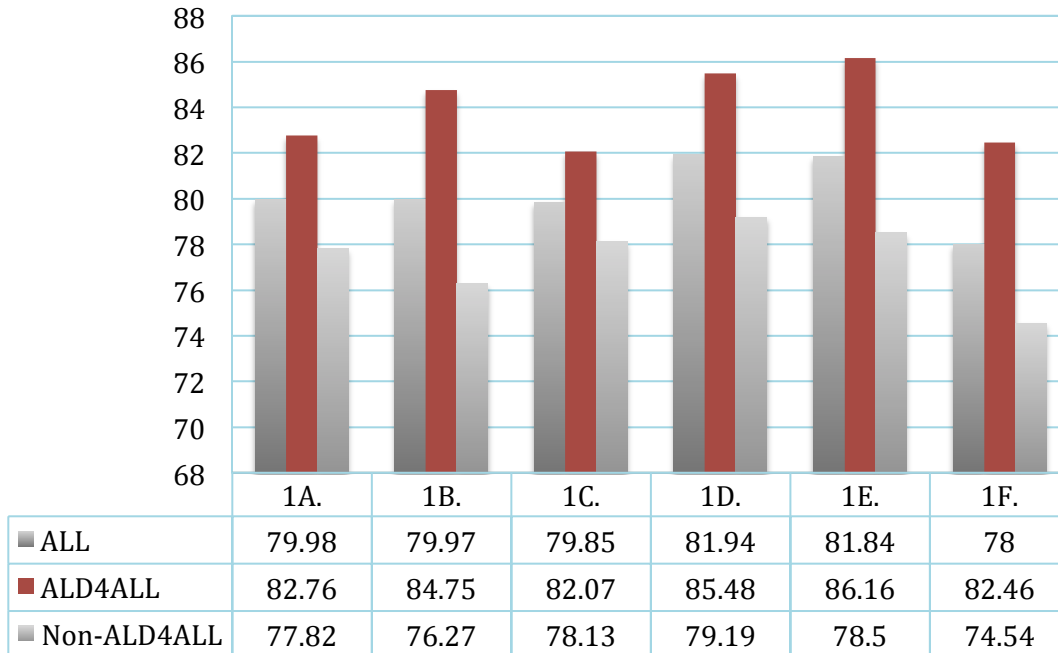
Teacher Efficacy, defined in the ALD4ALL project as teachers' personal assessments of their own personal capabilities to perform designated instructional tasks, has been widely studied in many contexts over many years (e.g. Bandura 1986; Multon, Brown & Lent, 1991; Protheroe, 2008).

The Teacher Self-Assessment Scales (TSAS), an online and optionally paper-based instrument designed to measure *teacher efficacy* aligned to the four domains and 22 items of the state-mandated teacher evaluation framework (NMTEACH) was created.

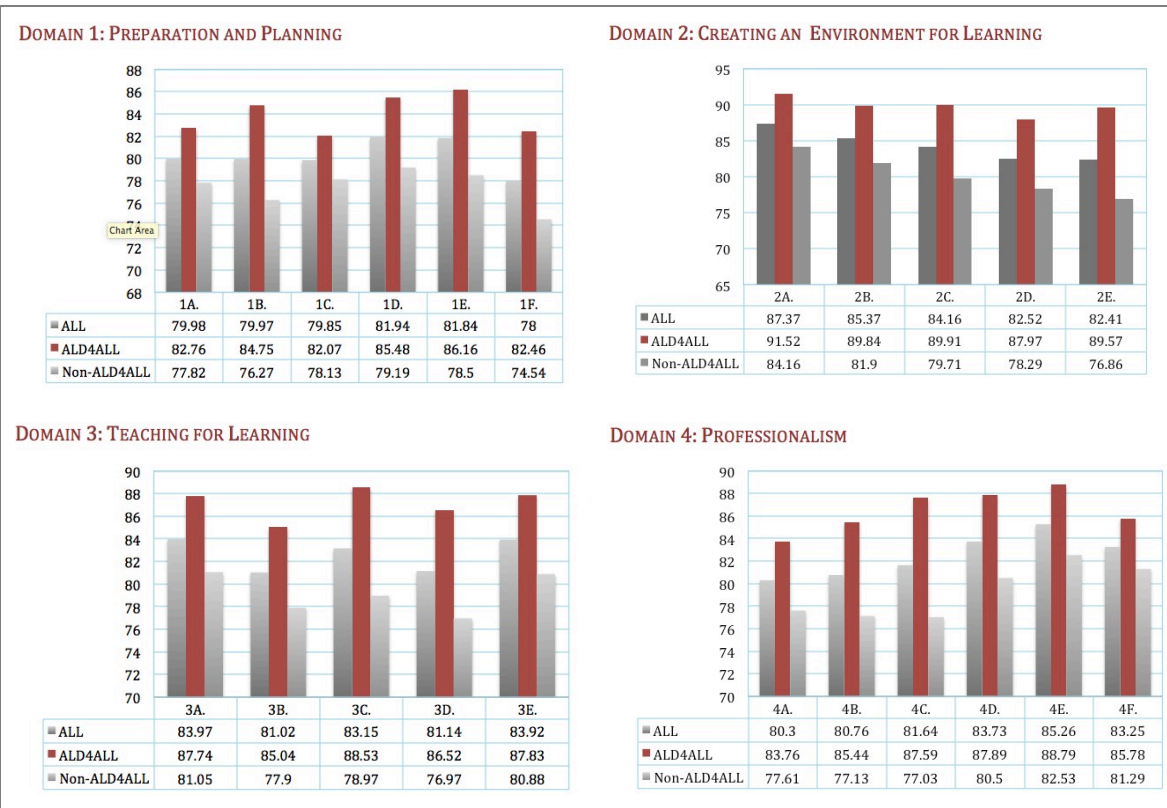
In September 2014, 114 ALD4ALL teachers and administrators representing the project schools submitted entries for the TSAS using an online form. Results for each project school were computed and interpreted in school-specific reports. A program-wide version was also created that compared results from ALD4ALL schools with results from teachers in non-ALD4ALL schools.

Results were remarkable. Collectively, ALD4ALL schools consistently assess themselves at markedly higher levels on all domains in the measure than all other aggregate schools and teachers present in the TSAS dataset. A sample chart that represents consistently similar results across all domains and items of NMTEACH is presented in the figure below.

Domain 1: Preparation and Planning



Note. As show above, the ALD4ALL project schools, depicted as the second bar, in red, collectively score themselves substantially higher than non-ALD4ALL schools that have also submitted entries.



Note. As depicted at a macro level, with ALD4ALL schools representing the middle bar (red, in color), the project schools consistently demonstrated greater teacher efficacy on all items aligned to the state teacher evaluation system.

The Chronbach's Alpha of the TSAS was computed and shows very high internal consistency reliability ($r = .962$). Basically, respondents who are high or low on some items tend to assess themselves about the same (high or low) on similar items, like designing student assessments compared to conducting student assessments.

References

- Bandura, A. (1986). *Social foundations of thought and action: a social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Multon, K. D. Brown, S. D. & Lent, R. W. (1991). Relation of self-efficacy beliefs to academic outcomes: A meta-analytic investigation, *Journal of Counseling Psychology*, 38(1), 30-38.
- Protheroe, Nancy (2008). Teacher Efficacy: What Is It and Does It Matter? *Principal, May/June*. National Association of Elementary School Principals.

Note. These results were compiled in September/October 2015.