



## Teacher Efficacy: A Case for Best Practice Video Libraries

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**School Name:** Prairie View Elementary

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### **Background Leading to Our Inquiry (Slide 1)**

Dr. John Hattie spoke at Indiana State University summer of 2019. He focused his topic on the effect sizes of various interventions and variables connected to student learning. He explained research regarding what factors have the biggest impact on student learning. Dr. Hattie found that teacher efficacy had a large impact on improving learning. In fact, has the largest effect impact of all measured factors.

### **The Purpose of Our Inquiry (Slide 2)**

Therefore, the purpose of our action inquiry was to establish the level to which teachers at Prairie View Elementary can improve their levels of efficacy and improve learning for students in our school.

### **Our Wondering (Slide 3)**

With this purpose, we wondered ...When teachers feel efficacious, does their instruction, management, and outcomes improve? Does a focus on efficacy and improved efficacy result in improved learning for children? If so, how do we enhance and maintain efficacy and share it with the wider teaching community?

### **Our Actions (Slide 4)**

Our IPLI Team met six times to discuss rollout of project to staff. We met with staff to share Hattie's work and the possibilities of positive impact for us and our students in September 2019. PVE Staff completed a Teacher Efficacy Survey in October 2019. Results were shared and action items were discussed for "next steps". Teachers created goal areas in November 2019 and cameras were purchased. With the purchase and implementation of Swivl© cameras, teachers recorded and improved teaching techniques until they were satisfied. This took place from December 2019 through our Covid shutdown in March 2020. The videos are loaded into our

“Best Practice Library”. Teacher Efficacy Survey will be re-administered in May and results compared.

### **Data Collection (Slide 5)**

At a staff meeting, our school counselor and a member of the School Improvement Team implemented the Teacher Efficacy Survey (short form). Teachers were allowed to be anonymous.

### **Our Data (Slides 6 & 7)**

Please see Slide 5 for copy of survey to better understand results.

Our initial data suggests that PVE Teachers feel that they can control disruptive behavior (1), get children to follow rules (6) and have established a classroom management system (8). The initial challenges are motivating student (2), Help students value learning (4), and the ability for us to help students believe that they can do better in school (7).

The initial survey data indicates that even in the areas where we are challenged, the ratings were not in the “none at all” category and only 3 in the “very little” category. The teachers at PVE registered answers in the “quite a bit” and “great deal” categories for most questions.

### **Our Discoveries (Slide 8)**

Learning Statement #1 = We have a great place to start. Our teachers know that they play the most important part in a child’s learning.

Learning Statement #2 = Our teachers reflect and study their own habits and skills. They understand what they do well and where their challenges lie.

### **Where We Are Headed Next (Slide 9 & 10)**

So..... What happens next?

Listed below are the action steps that have brought us to the conclusion (or continuation) of our project.

Action #1: Teachers identify one area or skill that challenges them (where they are less efficacious).

Action #2: Teachers work to improve in chosen area (professional development and other resources are provided).

Action #3: Teachers use Swivel cameras to capture improvements and share with a colleague.

Action #4: Teacher approves addition of video to add to Best Practice Resource Library.

Teachers at PVE will participate in the same survey once the school year is completed and the results of pre and post survey results will be compared. June 2020 Celebrations of success will

take place. June 2020. Discussion and review of project impact and continuation will take place. August 2020

Upon reflection, our team recognizes that we have a strong, vibrant and WILLING school community. Our teachers embrace the idea that, “as good as we are, we can always get better”. This IPLI Team understands that it takes everyone to impact everyone!

So, what about the future? Glad you wondered! Principals and members of Leadership Teams in our district heard about our project. They have asked for access to the video library that is being created. We have invited teachers/practitioners to submit their own best practice videos in the content and skill areas organized in the library.

Final Thoughts: As an administrator of 21 years, it is important for me to always keep learning. There is no one single “silver bullet” to improve teaching and learning. There are hundreds, maybe even thousands. Dr. Hattie has given us a plethora of silver bullets to consider. When a team has passion, knowledge and skill, they can accomplish amazing things for children. I am thankful to the Indiana Principal Leadership Institute and my Cohort Team for the opportunity to learn with the BEST!

### **Bibliography (Slide 11)**

Hattie, John (2009). *Visible Learning: Meta Analysis*. 270 Madison Ave. New York, NY. Routledge.

Megan Tschannen-Morgan(2015).Teacher Sense of Efficacy Scale(Short Form). Retrieved from <http://nmpeople.wm.edu>.

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Prairie View Elementary School

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# Background Leading to this Inquiry

- Dr. John Hattie spoke at Indiana State University summer of 2019.
- He explained research regarding what factors have the biggest impact on student learning.
- Dr. John Hattie found that teacher efficacy had a large impact on improving learning.
- In fact, has the largest effect impact of all measured factors.

# Purpose of This Inquiry

- The purpose of this inquiry is to establish the level to which teachers at Prairie View Elementary can improve their levels of efficacy and improve learning for students in our school.

# Our Wondering

- So: When teachers feel efficacious, does their instruction, management, and outcomes improve?
- Does a focus on efficacy and improved efficacy result in improved learning for children?
- If so, how do we enhance and maintain efficacy and share it with the wider teaching community?

# Our Actions

- PVE Staff completed a Teacher Efficacy Survey in October 2019.
- With the purchase and implementation of Swivl© cameras, teachers recorded and improved teaching techniques until they were satisfied. The videos are loaded into our “Best Practice Library”. Teacher Efficacy Survey will be re-administered in May and results compared.



# Data Collection

## Teacher Beliefs

This questionnaire is designed to help us gain a better understanding of the kinds of things that create challenges for teachers. Your answers are confidential.

**Directions:** Please indicate your opinion about each of the questions below by marking any one of the nine responses in the columns on the right side, ranging from (1) "None at all" to (9) "A Great Deal" as each represents a degree on the continuum.

**Please respond to each of the questions by considering the combination of your current ability, resources, and opportunity to do each of the following in your present position.**

	None at all	Very Little	Some Degree	Quite A Bit	A Great Deal				
1. How much can you do to control disruptive behavior in the classroom?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
2. How much can you do to motivate students who show low interest in school work?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
3. How much can you do to calm a student who is disruptive or noisy?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
4. How much can you do to help your students value learning?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
5. To what extent can you craft good questions for your students?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
6. How much can you do to get children to follow classroom rules?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
7. How much can you do to get students to believe they can do well in school work?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
8. How well can you establish a classroom management system with each group of students?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
9. To what extent can you use a variety of assessment strategies?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
10. To what extent can you provide an alternative explanation or example when students are confused?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
11. How much can you assist families in helping their children do well in school?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
12. How well can you implement alternative teaching strategies in your classroom?	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9

# Our Data

- Our initial data suggests that PVE Teachers feel that they can control disruptive behavior (1), get children to follow rules (6) and have established a classroom management system (8).
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# Our Data

- The initial survey data indicates that even in the areas where we are challenged, the ratings were not in the “none at all” category and only 3 in the “very little” category.
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# Our Discoveries

- So: Here's what we know.
- Learning Statement #1 = We have a great place to start. Our teachers know that they play the most important part in a child's learning.
- Learning Statement #2 = Our teachers understand what they do well and where their challenges lie.

# Where We Are Heading Next

- Action #1: Teachers identify one area or skill that challenges them (where they are less efficacious).
- Action #2: Teachers work to improve in chosen area (professional development and other resources are provided).
- Action #3: Teachers use Swivel cameras to capture improvements and share with a colleague.
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# Follow Up

- Teachers at PVE will participate in the same survey once the school year is completed and the results of pre and post survey results will be compared. June 2020
- Celebrations of success will take place. June 2020
- Discussion and review of project impact and continuation will take place. August 2020

# Bibliography

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