Teaching self-efficacy

Based on: Teaching self-efficacy of science teachers, Blonder, Benny, & Jones (in press)
Different definitions of teaching self-efficacy: Albert Bandura

Bandura (1997) "Perceived self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (p. 3)

Bandura (1977): "a person's estimate that a given behavior will lead to certain outcomes" (p. 193)

Core definition

1. Self-efficacy is a future-oriented belief; it is the individual’s conviction that he or she can coordinate the necessary actions to perform a given task.
2. The individual’s estimate of the likely consequences of performing the task "on hand" at the expected level.
**Gibson & Dembo (1984)**

| "Teachers who believe students’ learning can be influenced by effective teaching (outcome expectancy beliefs) and also have confidence in their own teaching abilities (self-efficacy beliefs) should persist longer, provide a greater focus in the classroom, and exhibit different types of feedback than teachers who have lower expectations concerning their ability to influence student learning" (p. 570) | Teachers' beliefs have consequences on their behavior, on the beliefs system regarding student's ability, and on the amount of effort they put in. |
**Guskey and Passaro (1994)**

<table>
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<tr>
<th>&quot;Teachers' beliefs or conviction that they can influence how well students learn, even those who may be difficult or unmotivated&quot; (p. 4)</th>
<th>Teachers' self-efficacy belief affects the level of academic achievements (teachers, students, and schools).</th>
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"The teacher's belief in her and his ability to organize and execute the courses of action required to successfully accomplish a specific teaching task in a particular context" (p. 233)

The teacher’s efficacy belief assesses both personal competence and the analysis of the task.

Teacher's efficacy belief can vary between teaching subjects. A teacher can have high sense of efficacy to one subject but at the same time have moderate or even a low sense of efficacy to other subject.
Friedman and Kass (2002)

"[T]eacher’s perception of his or her ability to (a) perform required professional tasks and to regulate relations involved in the process of teaching and educating students (classroom efficacy), and (b) perform organizational tasks, become part of the organization and its political and social processes (Organizational efficacy)." (p.684)

| Teachers' self-efficacy has two separate arenas: within the classroom and outside the classroom. |
"[T]eachers' efficacy beliefs are themselves complex, meaningful interpretations. Teachers' confidence, and the magnitude, generality, and strength of an efficacy beliefs are all parts, but only parts, of the individual interpretation that is a teacher's efficacy belief" (p. 759)

The problems associated with teachers’ efficacy definitions.
Science teachers’ self-efficacy: General research trends

- Elementary science teachers
- Quantitative research methods
Using teaching self-efficacy construct in science education

• Evaluation of professional development program: Inquiry (Evans, 2011), standards-based (Lakshmanan, Heath, Perlmutter, and Elder, 2011).

• Science teachers’ content knowledge plays an important role in their science teaching efficacy beliefs (Palmer, 2006; Posnanski, 2002): CK one of mastery experiences

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