



RESEARCH YOU CAN USE NOW!

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GOOD LUCK

If you decide to implement this program, please let the Georgia Center know. If you are interested in this program, but feel you need additional advice or support, please contact Dr. Charles Reavis at the Georgia Center for Educational Renewal at careavis@georgiasouthern.edu or call 912-681-5719

Research: Twenty-five years of research on teacher efficacy (as exemplified by a teacher's answer to the question, "When any of my students show improvement, it is because I found better ways of teaching them") has established a strong link between teacher sense of efficacy and increases in student achievement. The effects on student achievement are especially strong with those most at risk – minority students, poor students, and special education students, among others. Preliminary analysis of teacher responses to the ASCD "What Works in Schools Survey" by Reavis and Bragg (2004) suggests that teachers have a low sense of efficacy (while teachers acknowledged that there were a number of factors that they did not do well on, they expressed a much lower belief that if they improved, student achievement would increase). The opposite of high teacher sense of efficacy is found in the expression, "The smart ones are going to get it, those in the middle will get some of it, and the dumb ones will get very little of it." (In other words, "I have very little influence on what students will learn.")

Findings: Several researchers have found the following school leadership factors promote teacher sense of efficacy: (1) setting high, but achievable goals, (2) creating an orderly and serious environment, (3) protecting teachers from negative outside influence, (4) helpfulness of suggestions for teaching improvement, (5) inspiring vision for the school, coupled with genuine opportunity for shared decision-making in reaching that vision, and (6) common planning time (Coladarci and Breton, 1997; Enderlin-Lampe, 1997; Hoy & Woolfolk, 1993; Warren & Payne, 1997)

To Implement

- Request an analysis of the results of the ASCD "What Works in Schools Survey" by the Georgia Center for Educational Renewal.
- Conduct a survey of teacher sense of efficacy using the Hoy and Woolfolk Teacher Efficacy Survey (a 10 item survey – takes about 5 minutes, available from the Georgia Center).
- Appoint a teacher study group to review the results of the two surveys above and the current factors in your school cited in "Findings" above.
- Gather additional information from teachers on any of these factors that the teacher study group identifies as possibly needing improvement.
- Develop a plan for improving these factors.
- Conduct a survey after the plan has been implemented to learn if the plan has been effective in altering these factors.
- Re-administer the Hoy and Woolfolk survey.