Effectiveness of a professional development program on teacher self-efficacy in instructional support

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“In order to succeed, people need
a sense of self-efficacy,
to struggle together with resilience
to meet the inevitable obstacles and
inequalities of life.”

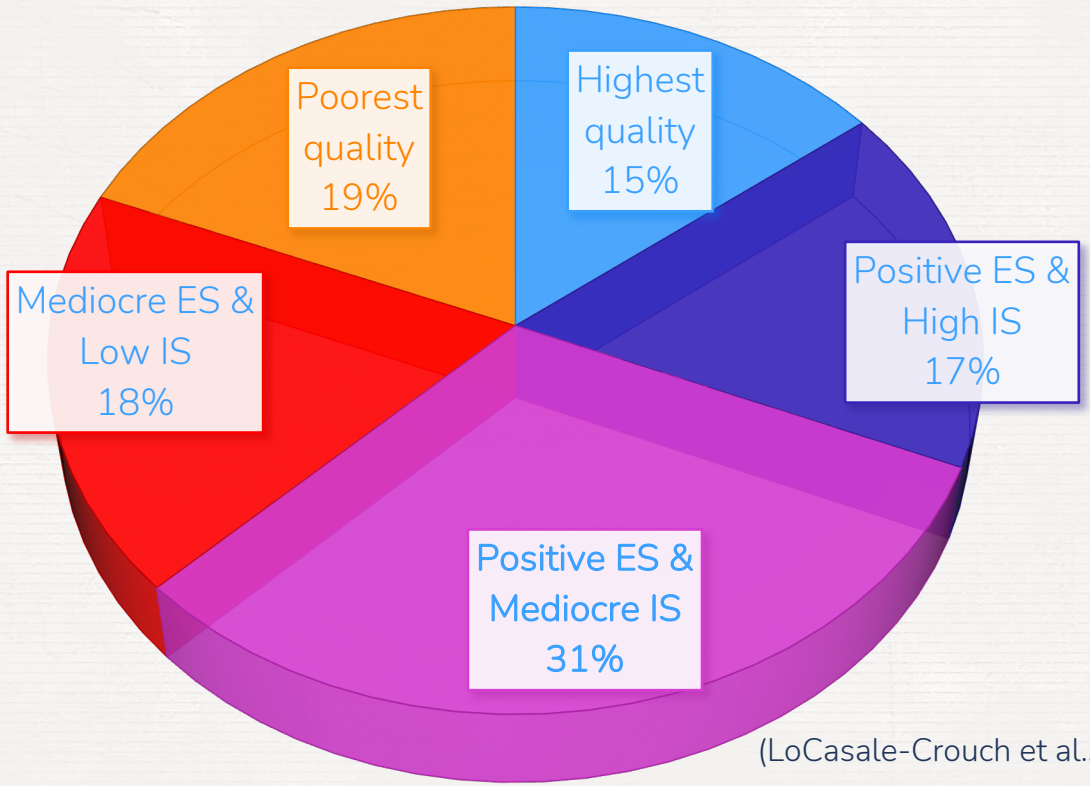
Albert Bandura

Structure

1. Background
2. Aims
3. Methods
4. Overall findings

Reality of ECE settings

Instructional support is limited!
68% (low to mediocare quality)

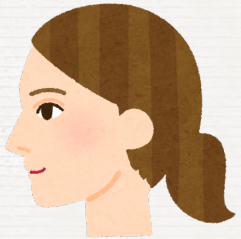


ES = Emotional Support
IS = Instructional Support

(LoCasale-Crouch et al., 2007)

Good job!

You are so smart!



What color is this?

Mediocre

Self-efficacy as key

1. Higher-quality instruction (e.g., Justice et al., 2008)
2. More positive classroom environment (Guo et al., 2014)
3. Better student learning (Guo et al., 2014; Justice et al., 2008)

Aims of the study

1. To investigate self-efficacy of ECE teachers in relation to instructional support
2. To understand the impact of PD training on teacher self-efficacy

Methods

- **Research design:** Mixed-method design
- **Participants:** 25 ECE teachers
- **Teacher measures:** a self-report questionnaire (pre & post) & focus-group interview (post)
- **Intervention:** 4 training sessions
- **Analyses:** Descriptive analyses, ANOVA (SPSS)

Teacher measure: Self-efficacy questionnaire examples

- *How much can you do to control disruptive behavior in the classroom without using punishment?*

  1 (nothing) to 5 (a great deal)

- *How much can you do to provide quality feedback instead of praise?*
- *How much can you do to promote children to think by asking meaningful questions?*

Intervention (PD training)

	Topic
Session 1	The impact of the image of the child: revisiting how we view children
Session 2	Praise vs. acknowledgement: how to provide high-quality feedback
Session 3	How to provide effective feedback when dealing with challenging behavior
Session 4	How to listen to a child more wholeheartedly. The impact of active listening

Overall findings

1. Participants used less punishment measures to deal with disruptive behaviour after the training (p = .002).

“I am more aware of the negative effects of punishment. This awareness gives me deeper understanding of what the children need from us.”

Overall findings

2. Participants used less empty praise in order to acknowledge children after the training ($p = .009$).

“I am more aware of the use of praise and how it can create potential issues in the future for the child.”

Overall findings

3. Participants became more effective in asking meaningful questions to expand children's thinking ($p = .094$).

"The children became more engaged when I used more open-ended questions and allowed them to tell me about their thinking and feelings".

Overall findings

4. Although not statistically significant, participants' views on a child shifted after the training.

"My practice is different in the way that I view a child. The role play helped me be more mindful and understanding rather than just looking for a quick fix for a child."

“The relationship I have with the children and their parents have become stronger. I feel more confident in my interactions with each child as I feel I can understand them on a deeper level more now than I ever have before.”

Future direction

- Incorporate this training within ECE courses.
- Offer this training to teachers who need to take professional development training to maintain their licensing.
- Conduct observation (e.g., Classroom Assessment Scoring System:CLASS) to measure teacher effectiveness before and after the training.

References

Guo, Y., Dynia, J. M., Pelatti, C. Y., & Justice, L. M. (2014). Self-efficacy of early childhood special education teachers: Links to classroom quality and children's learning for children with language impairment. *Teaching and Teacher Education*, *39*, 12-21.

Justice, L. M., Mashburn, A. J., Hamre, B. K., & Pianta, R. C. (2008). Quality of language and literacy instruction in preschool classrooms serving at-risk pupils. *Early childhood research quarterly*, *23*(1), 51-68.

LoCasale-Crouch, J., Konold, T., Pianta, R., Howes, C., Burchinal, M., Bryant, D., ... & Barbarin, O. (2007). Observed classroom quality profiles in state-funded pre-kindergarten programs and associations with teacher, program, and classroom characteristics. *Early Childhood Research Quarterly*, *22*(1), 3-17.