

The Impact of Self-Efficacy on Teacher Candidates' edTPA Performance

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Introduction

Teacher self-efficacy has been recognized as an important contributor to student success. Tschannen-Moran, Woolfolk Hoy, and Hoy (1998) noted the impact of self-efficacy on the amount of time invested in teaching, educational goals, and the level of both personal and student aspirations. As teacher educators, it is important to consider how the self-efficacy of teacher candidates impacts their performance in coursework, student teaching, and the completion of a high stakes teacher performance assessment, such as the edTPA. Currently, successful completion of the edTPA is required at North Carolina State University in order to be recommended for a teaching license. While there is an extensive literature base concerning the relationship between self-efficacy and teacher performance, there is little research that supports factors contributing to student teachers' perceived confidence in completing a high stakes performance assessment (i.e.: edTPA). The current study sought to address this deficiency by investigating correlates to edTPA performance and aligns with priority three of the National Research Agenda: Sufficient Scientific and Professional Workforce that Addresses the Challenges of the 21st Century (Stripling & Ricketts, 2016).

Theoretical Framework

The theoretical frame for this study is Bandura's (1997) self-efficacy theory. Self-efficacy is defined as "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations" (Bandura, 1995, p. 2). A teacher's sense of positive self-efficacy leads to greater effectiveness in the classroom and assists in the management of day-to-day teaching responsibilities (Bandura, 1993; Gibbs, 2002; Kagan 1992). In this study we specifically addressed the confidence of preservice teachers in their ability to perform on the edTPA. Considering the edTPA measures all facets of teaching and learning (planning, instructions, assessment), it is reasonable to suggest those with high confidence to succeed on the edTPA will have similar confidence in their general teaching abilities.

Methodology

The purpose of this investigation was to examine the relationship between self-efficacy and time investment on performance of teacher candidates on edTPA. Participants ($n = 30$) included all senior student teachers during a two-year span at North Carolina State University. Teacher candidates were surveyed in the last month of the student teaching semester to gauge their level of self-efficacy prior to completing the compulsory edTPA portfolio. Participants were asked to estimate their predicted score on each of the three tasks and reported the total number of hours invested in preparation for the edTPA. EdTPA scores were collected for all respondents, including average performance for Task 1 (Planning for Instruction), Task 2 (Teaching), and Task 3 (Assessing Learning). Kendall's Tau correlations were conducted to determine the relationship between predicted task performance (ordinal scale) and actual task performance. Pearson correlations were conducted to determine the relationship between hours invested and edTPA performance.

Results

Average scores for each section of the edTPA were as follows: Task 1; $M = 3.24$, $SD = .59$, Task 2; $M = 2.97$, $SD = .64$, Task 3; $M = 2.88$, $SD = .76$, for an overall edTPA score of $M = 3.03$, $SD = .55$. When correlated to predicted scores, Kendall's tau coefficients displayed a moderate positive relationship between predicted task score and actual performance (see Table 1). Contrastingly, there was no significant relationship between the reported number of hours invested in preparing for the edTPA over the course of the student teaching semester and actual performance (see Table 2).

Table 1

Kendall's Tau Correlations for Predicted and Actual edTPA Scores (n=30)

	Task 1 Performance	Task 2 Performance	Task 3 Performance
Predicted Task 1	.45*	.38*	.31*
Predicted Task 2	.37*	.40*	.33*
Predicted Task 3	.40*	.24	.44*

Note. * $p < .05$

Table 2

Spearman Correlations for Hours Invested and edTPA Scores (n=30)

	Task 1 Performance	Task 2 Performance	Task 3 Performance	Overall edTPA Performance
Hours Invested	.26	-.14	.24	.15

Note. * $p < .05$

Conclusions/Implications

Results suggest teacher candidates are precise in determining their level of performance in the edTPA. Further, those with a high level of confidence in their ability to plan, teach, and assess learning, have greater performance outcomes as measured by a similarly aligned high stakes teacher performance assessment. Interestingly, although higher confidence was associated with better performance, the same was not true for the amount of time spent preparing. In the context of preparing teacher candidates to successfully complete the edTPA, this suggests it is more beneficial to build the self-efficacy of students than to assign more work in preparation. Accordingly, future research should seek ways to improve the self-efficacy of teacher candidates as it pertains to completing the edTPA.

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