



# SELF-EFFICACY OF EARLY CAREER AGRICULTURE TEACHERS:

## Focusing on Gains and Detractors in the Time of a Pandemic

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### BACKGROUND

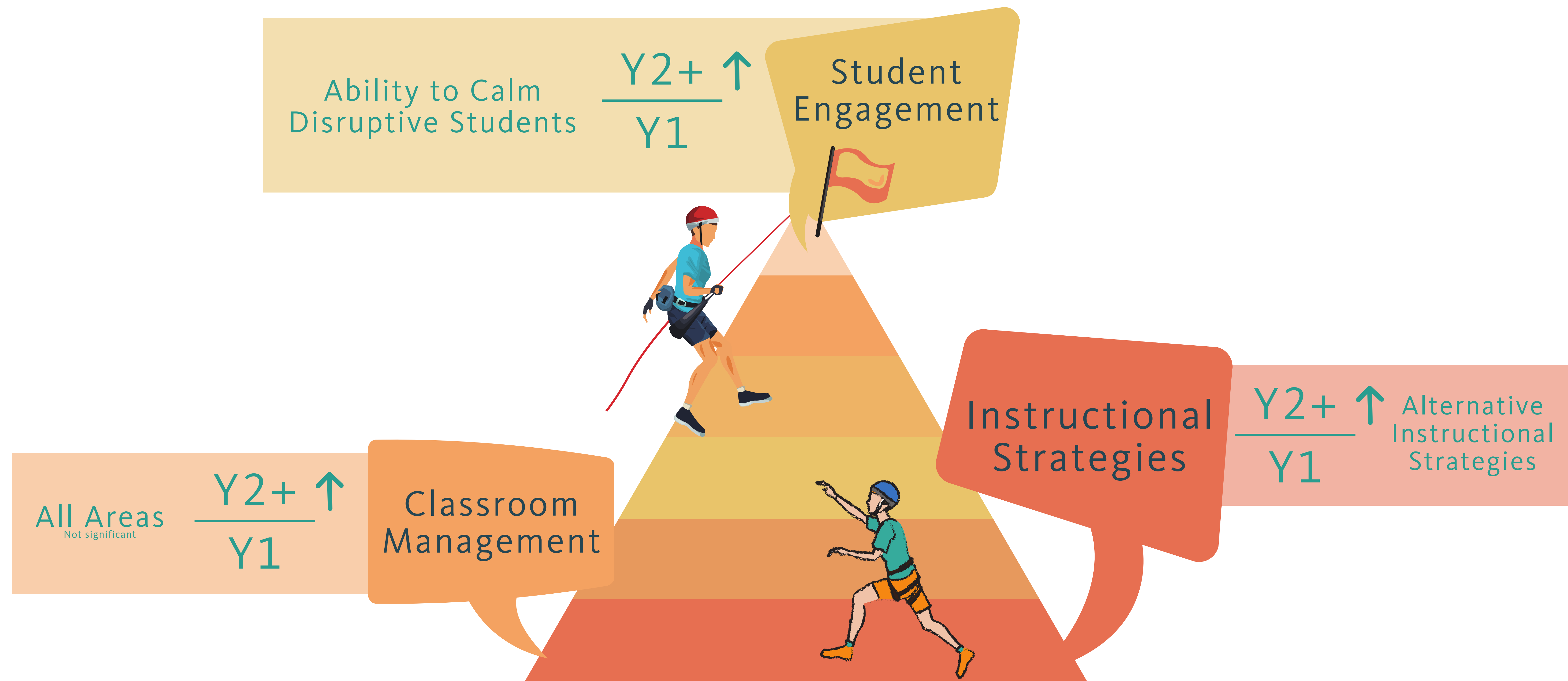
A biannual survey instrument was developed to examine self-efficacy and mentoring satisfaction of ECATs in California. The instrument consisted of limited and free-choice response questions and integrated the Teacher's Sense of Efficacy Scale (TSES; Tschannen-Moran & Woolfolk-Hoy, 2001), which has been previously used in similar populations (Ermis, Stewart, & Thomason, 2018; Knobloch, 2006). A total of 178 responses were recorded.

### CONSLUSION SNAPSHOT

From the current study we understand that experience by ECATs after their first year bolsters self-efficacy, and that there is little difference between reported self-efficacy scores of ECATs in different induction programs or between differing academic years. The differences in reported self-efficacy between years of teaching (Y1 vs. Y2+) supports previous research (Swan et al, 2001), but more work needs to go into understanding the lack of difference between the two academic years included (2018-2019 and 2019-2020)—given the extenuating circumstances of a pandemic that could have hypothetically impacted self-efficacy.

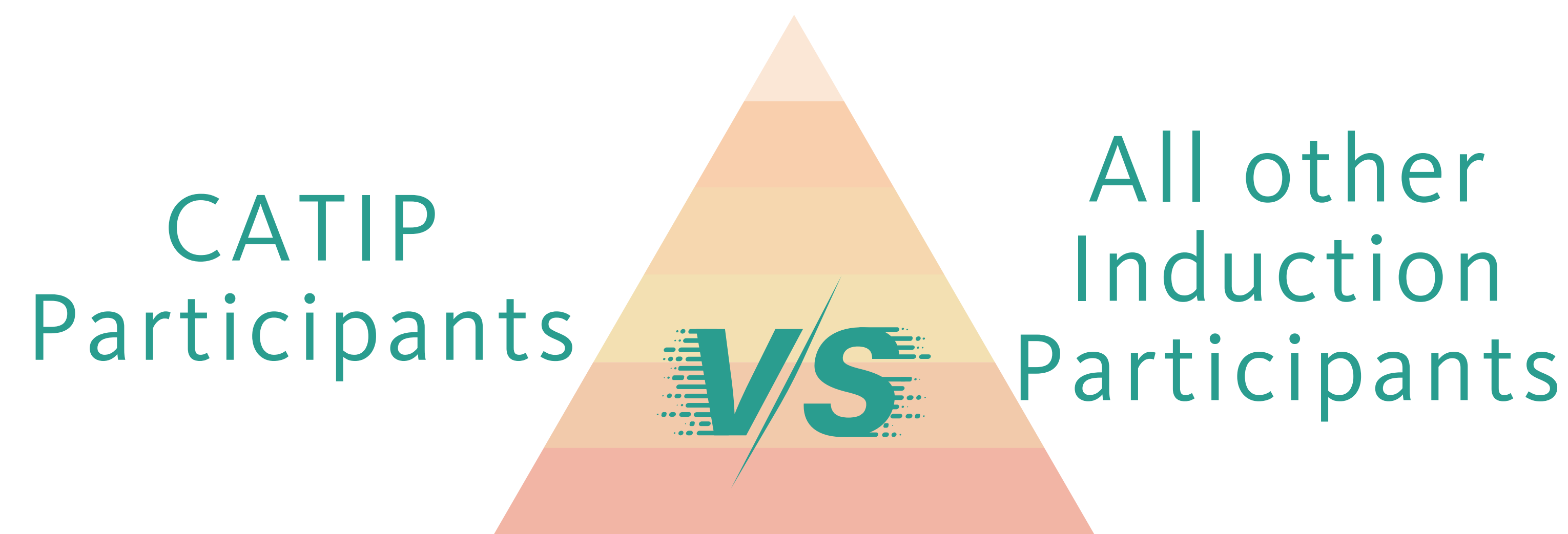
1

How does self-efficacy differ between first-year teachers (Y1) and those with 2 or more years teaching (Y2+)?



2

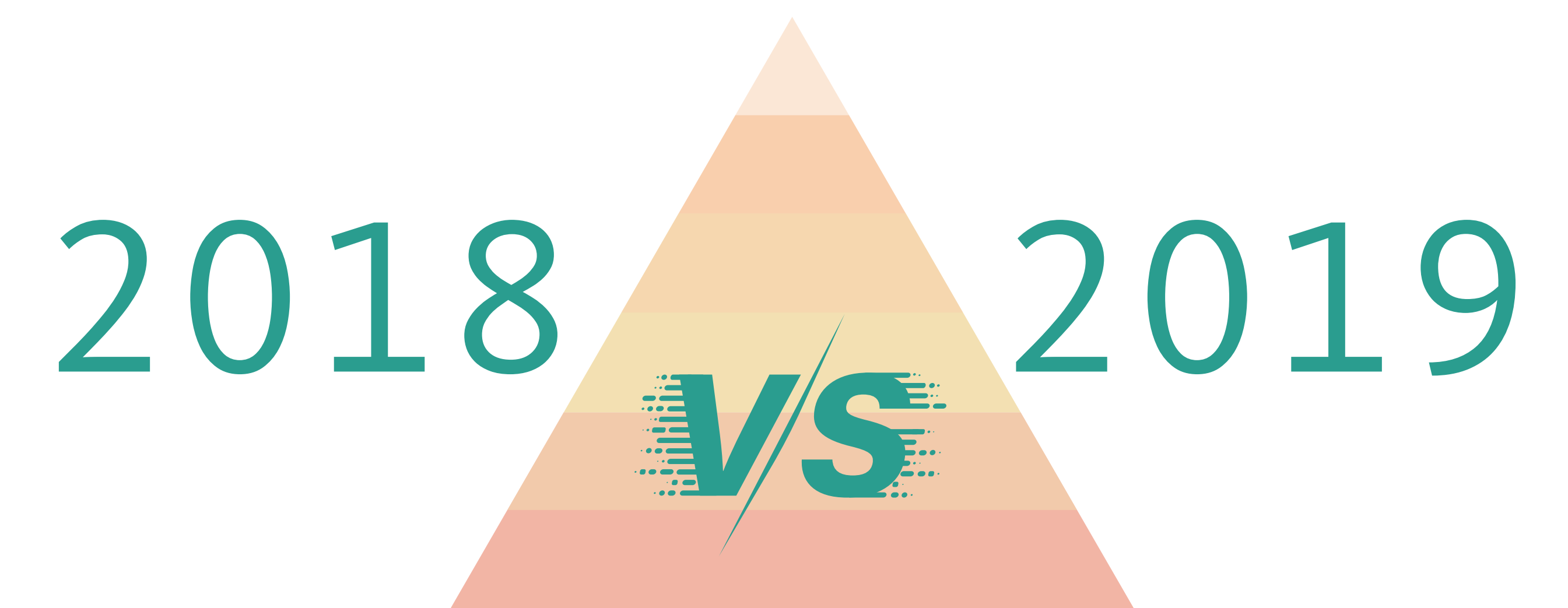
How does self-efficacy differ between type of mentoring experience?



NO SIGNIFICANT DIFFERENCES

3

How does self-efficacy differ between 2018 and 2019 cohorts of ECATs?



NO SIGNIFICANT DIFFERENCES