

EVALUATING TEACHER CANDIDATES' SELF-EFFICACY BEFORE, DURING, AND AFTER STUDENT TEACHING

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INTRO & FRAMEWORK

- National shortage of over 150 AFNR educators; only 74% of license-eligible teacher candidates (TCs) entered the classroom (Smith et al., 2025).
- Limited work comparing self-efficacy from the start of the student teaching compared to the end of student teaching.
- Assessing TC self-efficacy at various points in student teaching helps teacher educators to offer timely supports.

PURPOSE & OBJECTIVES

PURPOSE

To assess TCs' beliefs and perceptions about teaching prior to, during, and at the end of student teaching.

OBJECTIVES

- To measure TCs' efficacy related to student engagement, instructional strategies, and classroom management throughout their student teaching experience.
- To compare differences between a TC's efficacy before and after their student teaching experience.

METHODS

- Instrument comprised of 3 scales adapted from Tschannen-Moran and Woolfolk (2001).
- Administered to a census (n = 14) of TCs in December, March, and May.
- Analysis via SPSS included paired samples t-tests and standard descriptive statistics.

RESULTS

Teacher Candidates' Average Scores on Each Scale Over Time (n = 14)

	Pre		Mid		Post	
	μ	σ	μ	σ	μ	σ
Student Engagement	7.11	0.31	7.13	0.42	7.26	0.38
Instructional Strategies	7.29	0.47	7.40	0.28	7.87	0.14
Classroom Management	7.39	0.37	7.46	0.31	7.74	0.32

Teacher Candidates' Scale Changes (n = 14)

	df	Mean Diff.	SD Diff.	t-statistic	P	Effect Size
Student Engagement	13	0.152	0.963	0.589	0.283	0.963
Instructional Strategies	13	0.580	0.127	1.926	0.038*	1.127
Classroom Management	13	0.348	0.771	1.690	0.057+	0.771

CONCLUSIONS

- Increases in TCs' efficacy in each scale.
 - Likely attributed to increased confidence due to more practice, feedback, and mentorship (Bandura, 1977; Edgar et al., 2009; Krysher et al., 2012).
- Significant differences in efficacy at start and end of student teaching in instructional strategies and classroom management.

RECOMMENDATIONS

RESEARCH

- Conduct this study over the course of multiple years.
- Follow up with those who enter the classroom to examine longitudinal differences in efficacy after 1 year.

PROFESSIONAL PRACTICE

- Provide TCs with resources relating to student engagement prior to student teaching to increase confidence.

REFERENCES



Please scan the QR code to access the references and the full abstract.