

TEACHER CANDIDATE SENSE OF EFFICACY

in Teaching Diverse Learners Toolkit



**Branch
Alliance**
for Educator Diversity

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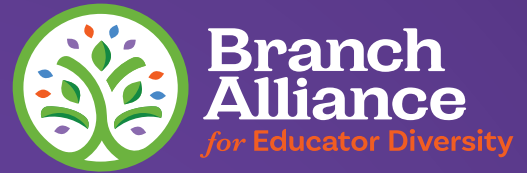
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TEACHER CANDIDATE SENSE OF EFFICACY in Teaching Diverse Learners Toolkit



The Need

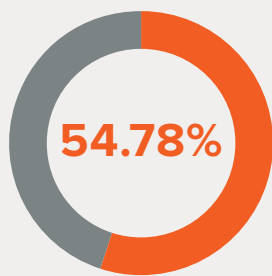
Classrooms across our country are more racially diverse than ever before. Based on the National Center for Education Statistics' *The Condition of Education 2023*, in fall 2021, the PK-12 student population in the United States was comprised of 54.78% students of color¹ Despite this increasing diversity among students, the teaching force remains predominantly White (80%).² This stark contrast leads us to question how well we are preparing all teacher candidates and in-service teachers to work with racially diverse students and diverse classrooms more generally. While the racial diversity of our classrooms is clear, classrooms are diverse in a variety of categories: socio-economic status, ethnicity, language, cognitive ability, religion, and more. With such diverse classrooms across our country, it is imperative the Educator Preparation Programs (EPPs) are preparing teachers who are confident in their ability to serve all students.

To help describe confidence among teacher candidates and in-service teachers, we turn to the construct of self-efficacy. While confidence is broadly defined in the literature as a belief in one's ability to achieve, beliefs in one's self-efficacy is described as the conviction to successfully perform a specific task under certain conditions.³ For our purposes, these conditions are the diverse classrooms where teachers work.

Self-efficacy is a key internal motivational process that influences effort, persistence, and achievement.⁴ Efforts to develop a sense of high self-efficacy in teacher candidates and in-service teachers have proven to have a positive impact on students' learning, engagement, and behavior.⁵ Assessing teacher candidates' sense of self-efficacy provides EPPs with data to guide and inform teacher candidate supports and program improvement efforts to ensure graduates can meet the needs of all learners.

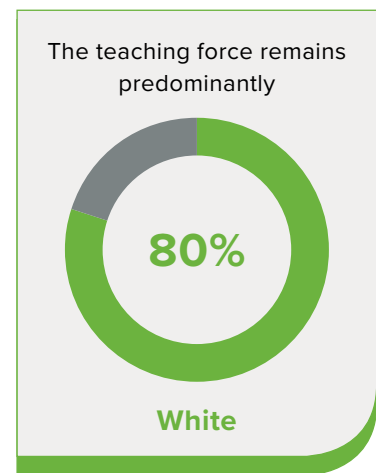
While there are measures which ask candidates their level of confidence/sense of self-efficacy in meeting the needs of students with disabilities or English learners, we were unable to find a measure that speaks directly to students from diverse backgrounds, including students from low socio-economic backgrounds. In response to that need, Branch Alliance for Educator Diversity (BranchED) previously convened a work group comprised of teacher educators from Minority Serving Institutions (MSIs) (i.e., federally designated institutions that serve a significant percentage of diverse

In 2021 the PK-12 student population in the United States was comprised of



students of color

students) and their PK-12 partners to develop context-based vignettes that reflect authentic classroom situations with which teacher candidates can grapple.⁶ As an extension of this collaboration, we also developed a valid and reliable survey instrument that can be used in isolation or in conjunction with the vignette protocol to measure the sense of self-efficacy among teacher candidates and in-service teachers.



BranchED

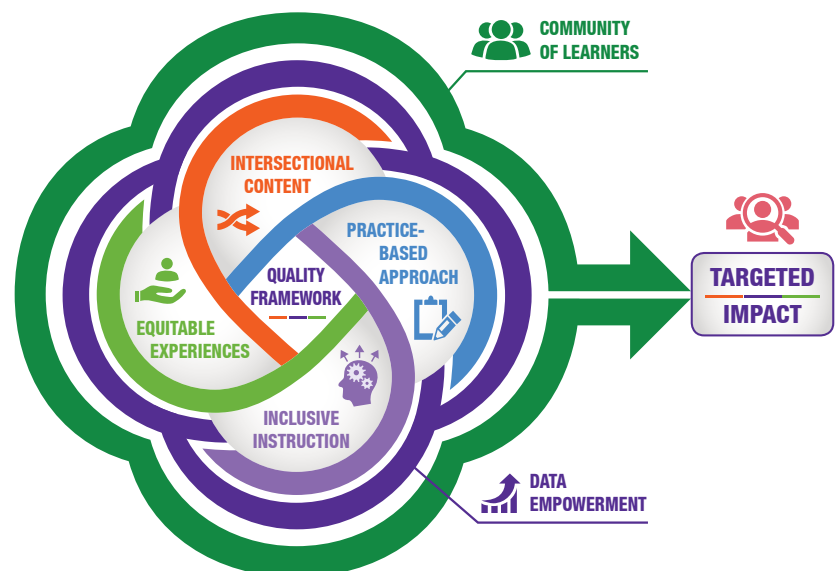
BranchED is a professional services organization and a collective of university faculty and leaders advancing educational equity and excellence by expanding individual capacity, enabling supportive relationships, boosting institutions effectiveness, and collaborating with communities. We believe every student deserves access to caring, adaptive, and well-prepared teachers; every teacher deserves preparation that fuses quality with diversity, and every person benefits when we create a higher standard of education together.

We are committed to achieving programmatic transformation leading to improved outcomes for diverse educators who, by extension, benefit all students by preparing them to thrive in our heterogeneous society. The BranchED Framework for the Quality Preparation of Educators⁷ informs programmatic transformation, which guides the development and enhancement of equity-oriented educator preparation programs that prepare educators to reflect, respect, and reify the value of the diversity of America's PK-12 school children.

The Framework

BranchED's Framework is the lens through which the organization looks at, provides feedback to, supports continuous improvement efforts of, and innovates with Educator Preparation Providers (EPPs). It is the bedrock of all the organization's activities.

BranchED's Framework is unique, in that it does not focus on candidate competencies nor philosophical orientation. Rather, it focuses on six design principles that high-quality educator preparation programs implement to ensure graduates are competent and confident educators able to leverage, not fear or ignore, the differences among their students. Two of these design principles (**Community of Learners** and **Data Empowerment**) provide the foundation for the remaining design principles: **Practice-Based Approach**, **Inclusive Instruction**, **Equitable Experiences**, and **Intersectional Content**.



This toolkit is situated within **Data Empowerment** and **Inclusive Instruction**, two of the six design principles within the framework. Implementation of the survey with feedback, reflection, or other applied experiences would also align with the principle of **Practice-Based Approach**.

Introduction to this Toolkit

Intended Users

This toolkit is intended for use by EPPs as well as Districts as a self-assessment tool for teacher candidates and in-service teachers' sense of self-efficacy for teaching diverse learners. Results of the self-assessment may inform program improvement efforts, candidate/in-service teacher supports, and professional development offerings.

Overview of the Toolkit

We begin by providing an overview of the survey development process followed by survey implementation suggestions. The [Appendix](#) includes a fillable PDF of the survey, supporting materials to foster critical reflection, and other resources for individual development.

Survey Development

Prior to survey development, BranchED conducted a review of the literature on teacher self-efficacy, including a review of assessments already in use in the field that measure teacher self-efficacy in implementing culturally responsive and sustaining pedagogies, teaching students with disabilities, and meeting the needs of special learners. Based on findings, an initial draft of the survey was developed and shared internally with BranchED staff with expertise in teacher preparation and PK-12 settings for review and feedback. This initial draft consisted of 38 items grouped into four domain areas: Curriculum and Instruction; Classroom Community of Practice; Student Assessment; and Cultural Enrichment. The survey was revised based on independent feedback and a team meeting to clarify questions and reach consensus on final revisions.

We then convened six teacher educators from MSIs and their district partners as subject matter experts (SMEs), each from a different institution, to assist in determining validity and reliability of the survey instrument.



Face and Content Validity

STEP 1

Face Validity

Face validity is the first step in the process of measuring validity and is about determining whether an assessment measures the intended construct. Face validity evaluates relevance, readability, clarity, layout and style, and feasibility. The 12 SMEs independently reviewed and submitted feedback in these areas before participating in a focus group to engage in further discussions and agreement before proceeding to the next step.

STEP 2

Content Validity

The second step of the validity assessment process is to determine whether each survey item is appropriate and necessary. This was determined using the Lawshe method, which gauges agreement among raters as to how essential a particular survey item is by having them rate each item as: essential, important but not essential, or not necessary.⁸ After calculating the content validity ratio⁹ and engaging in further discussions, seven items were removed. The remaining 31 items were organized under three domain areas: curriculum and instruction, classroom community of practice, and student assessment, which are defined below.

DEFINITION OF DOMAIN AREAS



CURRICULUM AND INSTRUCTION

- ▶ A collection of content and related lessons taught in a classroom.
- ▶ Methods and strategies used to teach content.



CLASSROOM COMMUNITY OF PRACTICE

- ▶ Promotes collaborative learning by combining knowledge, practice, and opportunities to learn from peers, teachers, and the community through relationships.



STUDENT ASSESSMENT

- ▶ A process that connects teaching and learning by helping students focus on the most important content of lessons taught in a classroom.

STEP 3

Revisit Face Validity

Following the initial face validity and content validity processes, face validity was revisited to ensure the survey was clear, easy to read, visually pleasing, and easy to complete. Consensus was reached to retain all items without further revisions.



Teacher Candidate Review

Teacher candidates representing four EPPs (all MSIs) participated in the next phase of the survey validation process. Teacher candidates provided individual feedback and engaged in a focus group about the length and design of the survey, order and clarity of items, and suggested revisions. With minor edits, the candidates indicated the survey was a good length, the scale was appropriate, and the questions were concise and easy to understand. Candidates indicated that the survey took 10-20 minutes to complete. No additional revisions were made to the survey after the teacher candidate review.

Pilot Study

Seven EPP faculty from MSIs volunteered to recruit teacher candidates to participate in the Self-Efficacy Survey pilot study. A total of 134 candidates responded to the piloted survey. The majority were female and represented diverse backgrounds. The diversity of participants is not surprising given that they all attended MSIs. Additionally, the majority ranged in age from 18-30 years of age and were in the last semester of their teacher preparation program. Approximately half had no teaching experience beyond student teaching.

Reliability Analysis

The final step in the process was to determine reliability of the survey. Reliability refers to the internal consistency of a measure. Cronbach's alpha (α) is commonly used to test reliability and quantifies the level of agreement on a standard 0 to 1 scale where higher values indicate higher agreement between survey items.¹⁰ The reliability analysis resulted in a Cronbach's alpha of 0.96, indicating excellent internal consistency.¹¹

Important Consideration

There are benefits to using self-reported data. It is easy to obtain, inexpensive, and can be completed quickly. There are also challenges that need to be considered. Self-reported data are subject to biases and limitations, may reflect social desirability, and do not allow for follow-up queries. Further, individuals tend to overestimate their skills; thus, data may indicate a higher sense of efficacy than participant behavior may reveal.¹² For this reason, we also developed supporting materials to foster critical reflection and resources to assist individuals in furthering their self-efficacy in meeting the needs of diverse learners. These materials, along with the survey, are included in the Appendices.

Implementing the Survey

If you are considering using the survey, we recommend bringing together key stakeholders to review the survey and discuss how it may be used in your programs at both the pre-service and in-service levels. The following questions will help guide the conversation.

Guiding Questions

- ✓ What level(s) of confidence do you consider “effective” for candidates? In-service teachers?
- ✓ What do you need to know about candidates/in-service teachers’ self-efficacy?
- ✓ How will you use the self-efficacy survey to learn what you need to know?
- ✓ How often will you utilize the self-efficacy survey? Consider key transition points in your program.
- ✓ How will you collect, analyze, share, and use data from the survey?
- ✓ What actions will you take to increase candidates/in-service teacher’s self-efficacy?
- ✓ How will your EPP and district partners work together in the process?
- ✓ How will you involve teacher candidates and in-service teachers in the process?

Important Reminders

- ▶ Administer the entire survey without edits, deletions, or additions. The survey has been validated and found to be reliable for assessing self-efficacy in teaching diverse learners. Any modifications to the survey will impact validity and reliability.
- ▶ The survey is available as a fillable PDF. You may want to consider transferring the survey into an electronic format to facilitate data collection and analysis.

Using the Survey to Assess Progress

The BranchED Self-Efficacy Survey can be utilized to assess candidate progress across time or experiences. EPPs may use the survey longitudinally by administering it to teacher candidates at multiple stages of matriculation through the educator preparation program. Evaluating candidates at transition points throughout the program and tracking that data across time allows EPPs to identify student gains and better understand the impact of the program on candidates’ sense of self-efficacy. It is recommended the survey be used upon enrollment into the program, at midpoint, and during the candidate’s last semester. EPPs should utilize unique identifiers to match candidate responses across time and monitor progression by individual. Each assessment point provides rich data that can be used to inform candidate support and program improvement. Data at program entry offers EPPs useful insight into the strengths of candidates and areas needing additional support. Data from the midpoint is a way to monitor candidate progress while allowing enough time for EPPs to continue support in areas where sense of self-efficacy may still be lower than “confident.”

EPPs may also use the survey as a pre/post measure to understand the impact of experience-based learning, such as mixed reality simulation, practicums, field experiences, or clinical teaching. This data will help EPPs understand students’ perceptions of changes in their self-efficacy after participating in additional learning experiences. While pre/post surveys can provide more focused evidence about the effect of the experience on candidate self-efficacy, it is also important to note that candidates may over-estimate their confidence

level during the pre-survey if they do not have experience in the field. Thus, post-survey data may reveal a reduced sense of self-efficacy. This should be acknowledged and kept in mind when reviewing survey data.

Similarly, districts can use the BranchED Self-Efficacy Survey to inform professional development for in-service teachers in meeting the needs of diverse learners. By understanding more about the areas in which teachers identify as more or less self-efficacious, relevant professional development can be designed and delivered to meet the unique needs of each group of teachers. The survey may also be used longitudinally by administering it after in-service teachers have participated in relevant professional development to determine impact and change across time.

Using the Survey to Enhance Self-Efficacy

The use of this survey and its contents can expand beyond program-wide assessment. While using this survey at the program level can assess overall candidate self-efficacy, programs can also disaggregate responses to drill down to specific information important to their community. For example, programs may review survey items specific to culturally responsive teaching to inform course improvements or they may isolate data for all questions related to families to help inform outreach. There is value in evaluating the results of each survey item through the lens of the community being served.

Another use of this survey and its contents is as an instructional tool. The survey contents may be used at the course level or as a part of professional development to improve critical reflection among candidates and in-service teachers. Use of the tool in this manner supports candidates and in-service teachers in not just assessing their self-efficacy but improving their self-efficacy in teaching diverse students. For example, teacher candidates/in-service teachers can complete the [Reflection on Practice](#) tool (see *this document in the appendices*) prior to completing or upon completion of the survey. This provides them an opportunity to reflect on their own practice and verbalize observable behavior that would signify a high level of efficacy. This can be an individual activity followed by whole group discussions on effective teaching of diverse learners.

Using the Survey in Tandem with Vignettes

EPPs may choose to use the survey in conjunction with the [BranchED Complexities in the Classroom: Vignettes for Teacher Candidates](#). This tool provides scenario-based opportunities for candidates to reflect on complex classroom situations and increase self-efficacy. The tool utilizes short vignettes to engage participants (teacher candidates, in-service teachers, teacher educators, and others) in discussion of difficult-to-explore and sensitive topics. After administration of the self-efficacy survey, EPPs can analyze results at the individual or group level and select vignettes that align with areas of need. By utilizing the selected vignettes, teacher educators can provide candidates with purposeful practice and provide immediate feedback. This activity provides opportunities for teacher candidates and in-service teachers to demonstrate their responses to particular situations and then reflect on how their performance aligns with their rated sense of self-efficacy in that particular area.

Many EPPs choose to strengthen their use of these vignettes by pairing them with Mixed Reality Simulation (MRS). MRS is an immersive virtual experience that was developed to better prepare educators and school leaders for real-world situations. MRS is operated by a simulation specialist who uses artificial intelligence to puppeteer multiple avatars simultaneously to achieve realistic situations. Harnessing the power of simulation technology, candidates can practice skills and strategies in a low-risk environment that can be observed by teacher educators.¹³ Video recording of the MRS session can also support teacher candidate and in-service teacher reflection as they review and critically reflect on their performance.

Attending to Factors that Influence Self-Efficacy

As noted earlier in this document, self-efficacy is described as the conviction to successfully perform a specific task under certain conditions.¹⁴ Albert Bandura identified four factors that influence self-efficacy: mastery experience, vicarious experiences, social persuasion, and emotional and physiological states.¹⁵ Attending to these factors when designing and delivering instruction or professional development may facilitate development of self-efficacy.

Influencing Factors	Description	Strategies
Mastery Experiences	The same or related experiences individuals have had in the past in which they have demonstrated competence or proficiency. These experiences tend to have the most influence on self-efficacy as “success builds a robust belief in one’s personal efficacy” (pg. 80). ¹⁶	<ul style="list-style-type: none"> ▶ Provide opportunities for purposeful practice of new skills. ▶ Utilize MRS to allow for multiple opportunities to practice in a safe environment before application in a real classroom.
Vicarious Experiences	Experiences gained through observing the performance and experiences of social role models in similar situations. Seeing other individuals who are similar to oneself succeed through deliberate practice increases an individual’s beliefs in their own ability to succeed.	<ul style="list-style-type: none"> ▶ Provide opportunities for teacher candidates and in-service teachers to observe highly effective peers/colleagues in action.
Social Persuasion	Encouragement or discouragement related to an individual’s performance or perceived ability to perform. Receiving positive feedback on a task encourages the building of self-efficacy.	<ul style="list-style-type: none"> ▶ Provide professional development to all teacher educators (EPP and PK-12) on delivering high-quality feedback that is specific, evidence-based, frequent/timely, and actionable. ▶ Monitor feedback provided to ensure it meets expectations and provide teacher candidates and in-service teachers with concrete actions to improve practice. ▶ Provide similar instruction to teacher candidates with opportunities for them to give high-quality feedback to their peers. Peer feedback may foster a community of learners in which teacher candidates improve their practice, learn from each other, and foster a culture of collaboration and trust.
Emotional and Physiological States	How an individual experiences physical sensations and emotional states when faced with a task or challenge.	<ul style="list-style-type: none"> ▶ Implement social emotional strategies to assist teacher candidates and in-service teachers in managing emotions, relationships, and goals.¹⁷ ▶ Provide teacher candidates and in-service teachers stress-reduction tools and strategies (mindful breathing, meditation, etc.)

Additional Resources

The following are included in the appendix. These materials/resources may also be helpful in supporting the development of self-efficacy in teacher candidates and in-service teachers.

Key Characteristics of High Self-Efficacy

This resource may be used in conjunction with the Reflection on Practice tool or as a reference for behaviors that may be reflective of high self-efficacy. While this is not an exhaustive list, it may be beneficial for teacher candidates and in-service teachers to have concrete examples of observable behaviors that may be incorporated into their teaching practice.

Relevant BranchED Resource and Materials

The [BranchED Resource Portal](#) is an online collection of resources to support teacher educators, EPPs, and districts as they prepare and support our nation's teacher workforce. Materials in the portal can be viewed by topics, types (e.g., instructional materials, toolkit, modules, webinars, etc.), and audiences. In the appendix, we have provided a listing of relevant BranchED resources and materials that support the development of knowledge, skills, and dispositions in teaching diverse learners, which may facilitate an increased sense of self-efficacy in doing so. This is not an exhaustive list; thus, we encourage you to access the Portal to see the full collection of resources.

Conclusion

An important data point in educator preparation is the extent to which teacher candidates feel confident, efficacious, and/or ready to effectively work with diverse learners and address challenging situations in the classroom. The collaborative work of BranchED, EPP faculty, district partners, and teacher candidates, has resulted in a valid and reliable self-assessment tool for teacher candidates and in-service teachers to determine sense of self-efficacy for teaching diverse learners. Data from this survey provide insight that may inform program improvement efforts and professional development offerings to ensure program completers and in-service teachers are confident in their abilities to effectively teach in diverse classrooms.

All students deserve a teacher who is confident and ready to work with them and their community. However, confidence is not an inherent characteristic for teacher candidates. Understanding the unique challenges and assets of a school community helps teacher candidates and in-service teachers feel more confident in their ability to serve. Preparing teacher candidates and in-service teachers to work in today's diverse classrooms requires careful planning and tracking of their self-efficacy. This toolkit aids in that endeavor.

APPENDIX



BranchED Teacher Candidate Self-Efficacy Survey


Today’s classrooms are becoming more diverse. Students in your future classroom will be representative of various ethnicities, races, genders, socio-economic statuses, and cognitive and physical abilities (as well as other unique, individual differences). This survey is intended to assess your level of sense of self-efficacy for teaching diverse learners as you progress through your teacher preparation program. Self-efficacy is related to self-confidence and refers to beliefs we hold about our ability to complete a particular task.

Carefully read each statement. Circle the number that most accurately reflects your confidence or sense of self-efficacy in enacting each of the statements below.


(Estimated completion time: 10 minutes)

I am confident or have a sense of self-efficacy in my ability to...		Unsure	Not Confident	Somewhat Confident	Confident	Very Confident
	CURRICULUM AND INSTRUCTION					
1.	teach diverse learners (cultural linguistic, ethnic, and economic diversity).					
2.	use my students’ diverse backgrounds to help make learning relevant and meaningful.					
3.	analyze instructional materials to identify multicultural biases.					
4.	select content that includes a multicultural perspective.					
5.	support the academic and social emotional needs of English language learners.					
6.	integrate social and emotional learning into academic instruction.					
7.	identify and utilize resources that will represent the diversity of the students in the learning environment.					
8.	identify and utilize resources that will represent the community where my students live.					
9.	use differentiated instruction to address all learners’ needs.					
10.	use alternative instructional strategies to promote understanding for all learners.					
11.	critically examine curriculum to determine whether it reinforces negative cultural stereotypes.					
12.	use multiple data sources (student performance, social-emotional, motivation, home context, health, justice, interests, etc.) to help inform instructional decisions.					
13.	maintain high learning expectations for all students.					

I am confident or have a sense of self-efficacy in my ability to...

 CLASSROOM COMMUNITY OF PRACTICE	Unsure	Not Confident	Somewhat Confident	Confident	Very Confident
14. design a classroom environment that affirms diversity (cultural linguistic, ethnic, and economic diversity).					
15. create a learning environment to enhance instruction for students from diverse backgrounds (i.e., cultural, linguistic, ethnic, and economic diversity).					
16. locate and use examples that are familiar to and represent the diversity of my students.					
17. initiate positive and respectful communication with parents/guardians and families of diverse learners.					
18. plan teacher-parent/guardian conferences in a way that is welcoming to all participants.					
19. develop a community of learners so all students can support each other and work collaboratively.					
20. being an advocate for students and families by understanding learning needs, laws, and opportunities.					
21. consider my students' diverse backgrounds to establish equitable classroom expectations.					
22. develop a positive relationship with students from backgrounds different from my own.					
23. respect how students' communication at home may differ from school norms.					
24. learn correct pronunciation of all my students' preferred names to model a respectful classroom community.					
25. ensure all students are recognized as important members of the classroom.					
26. promote equitable educational access, participation, and benefits for all students.					

I am confident or have a sense of self-efficacy in my ability to...

 STUDENT ASSESSMENT	Unsure	Not Confident	Somewhat Confident	Confident	Very Confident
27. use a variety of assessment techniques and modalities to evaluate performance of diverse learners.					
28. use student performance to scaffold lessons.					
29. adapt or revise assessments to ensure equitable access for all learners.					
30. use authentic assessment tasks that are relevant to diverse learners.					
31. collect and act upon information about my learners' academic strengths.					

INSTRUCTIONS:

Complete the following demographic information for each question.

Demographic Questions:

Certification Area: *Click or tap here to enter text.*

Classification within your Teacher Preparation Program: *Choose an item.*

Full-Time Classroom Teaching Experience, excluding student teaching: *Choose an item.*

Gender Identity: *Choose an item.*


Race/Ethnicity: *Choose an item.*

Age Group: *Choose an item.*


Reflection on Practice

For each of the items on the left, critically reflect on your own practice and provide at least one (1) example of how you put this into practice.

 CURRICULUM AND INSTRUCTION	Example(s)
1. teach diverse learners (cultural linguistic, ethnic, and economic diversity).	
2. use my students' diverse backgrounds to help make learning relevant and meaningful.	
3. analyze instructional materials to identify multicultural biases.	
4. select content that includes a multicultural perspective.	
5. support the academic and social emotional needs of English language learners.	
6. integrate social and emotional learning into academic instruction.	
7. identify and utilize resources that will represent the diversity of the students in the learning environment.	
8. identify and utilize resources that will represent the community where my students live.	
9. use differentiated instruction to address all learners' needs.	
10. use alternative instructional strategies to promote understanding for all learners.	
11. critically examine curriculum to determine whether it reinforces negative cultural stereotypes.	
12. use multiple data sources (student performance, social-emotional, motivation, home context, health, justice, interests, etc.) to help inform instructional decisions.	
13. maintain high learning expectations for all students.	

 CLASSROOM COMMUNITY OF PRACTICE	Example(s)
14. design a classroom environment that affirms diversity (cultural linguistic, ethnic, and economic diversity).	
15. create a learning environment to enhance instruction for students from diverse backgrounds (i.e., cultural, linguistic, ethnic, and economic diversity).	
16. locate and use examples that are familiar to and represent the diversity of my students.	

17.	initiate positive and respectful communication with parents/guardians and families of diverse learners.	
18.	plan teacher-parent/guardian conferences in a way that is welcoming to all participants.	
19.	develop a community of learners so all students can support each other and work collaboratively.	
20.	being an advocate for students and families by understanding learning needs, laws, and opportunities.	
21.	consider my students' diverse backgrounds to establish equitable classroom expectations.	
22.	develop a positive relationship with students from backgrounds different from my own.	
23.	respect how students' communication at home may differ from school norms.	
24.	learn correct pronunciation of all my students' preferred names to model a respectful classroom community.	
25.	ensure all students are recognized as important members of the classroom.	
26.	promote equitable educational access, participation, and benefits for all students.	

 STUDENT ASSESSMENT	Example(s)
27.	use a variety of assessment techniques and modalities to evaluate performance of diverse learners.
28.	use student performance to scaffold lessons.
29.	adapt or revise assessments to ensure equitable access for all learners.
30.	use authentic assessment tasks that are relevant to diverse learners.
31.	collect and act upon information about my learners' academic strengths.

Guiding Questions:

Based on insights gained from your reflection on the above items:

- ▶ *What realizations did you have about your own practice?*
- ▶ *In which domain area do you feel **most confident**?*
- ▶ *In which domain area do you feel **least confident**?*
- ▶ *What changes would you make to your instruction or interactions based on your reflection?*
- ▶ *What supports would be most beneficial to you as you make those changes?*

Key Characteristics of High Self-Efficacy

The table below may be used in conjunction with the Teacher Candidate Reflection on Practice Form or as reference for behaviors that may be exhibited by teacher candidates with high self-efficacy. While this is not an exhaustive list, it may serve as an easy reference to ensure you incorporate these characteristics in your teaching practice.

Self-Efficacy Domain	Teacher Candidate Key Characteristics
 <p>CURRICULUM AND INSTRUCTION</p>	<ul style="list-style-type: none"> ▶ Incorporates aspects of students’ experiences and backgrounds into instructional materials and activities (names, places, traditions, etc.). ▶ Critically examines and modifies instructional materials to eliminate or reduce multicultural biases or negative stereotypes. ▶ Selects instructional materials that represent and affirm cultures represented in the classroom, school, and community. ▶ Integrates into the instruction classroom activities that support the social and emotional learning of all students. ▶ Reflects on how personal background and experiences may influence instructional practices and takes actions to ensure overall positive educational experiences for all students. ▶ Engages in differentiated instructional strategies to increase engagement and enhance learning outcomes. ▶ Demonstrates high learning expectations without sacrificing quality by scaffolding lessons and providing specific and prompt feedback. ▶ Makes instructional decisions based on multiple data sources representing the whole student (school, home, community, health, justice, etc.) that influence student academic outcomes.
 <p>CLASSROOM COMMUNITY OF PRACTICE</p>	<ul style="list-style-type: none"> ▶ Creates a welcoming and validating classroom environment by engaging with families and communities (i.e., culturally, linguistically, socially, economically, physically) in multiple modalities. ▶ Constructs a positive and engaging learning environment that fosters an excitement for learning with multiple opportunities for students to experience academic successes through interactions with the teacher and collaboration with peers. ▶ Models respect and affirm differences through personal interactions and creating a physical space where all students see positive representations of themselves, feel cared for, and important. ▶ Promptly and professionally communicate with students, families, colleagues, and others in the educational environment. ▶ Advocate for students and families by promoting equitable access, participation, and benefits to academic and social emotional learning opportunities for all students. ▶ Intentionally develop a positive and personal relationship with all students, including those from diverse backgrounds and cultures.
 <p>STUDENT ASSESSMENT</p>	<ul style="list-style-type: none"> ▶ Critically evaluates and revises assessments to ensure equitable opportunities for all students to learn and demonstrate competence in desired learning outcomes. ▶ Collect, analyze, organize, and take actions to use data to scaffold lessons and activities to build upon prior performance of individual students. ▶ Offer a variety of assessment options and modalities to increase opportunities for students to demonstrate learning. ▶ Approach assessments with a willingness to adapt tasks to individual student choices based upon students’ culture, background, and experiences (academic or personal).

Providing High-Quality Actionable Feedback to Teacher Candidates

High-quality actionable feedback is predicated on a shared understanding of the essential skills that constitute effective instruction and observable behaviors. These skills span all components of teacher preparation programs and are integrated throughout coursework and clinical practice.

Traits of High-Quality Actionable Feedback

1 Specific

Feedback is focused on the agreed upon essential skills that constitute effective instruction. It includes specific instance, concrete examples, or direct quotes.

Examples:

Your students were clearly engaged when you brought in a real-world example.

I like the way you began with a grounding exercise to help your students be more present.

Non-Examples:

Great lesson!

You could improve your classroom management strategies.

2 Evidence-Based

Feedback provided is supported by data rather than opinion or judgements.

Examples:

10 of the 22 students appeared engaged.

70% of the lesson was based on teacher talk.

Non-Examples:

Some students seem disconnected.

Students didn't seem to have a lot of opportunities to respond.

3 Frequent and Timely

Feedback should be provided immediately following an observation. In addition, teacher candidates should be observed multiple times by the same supervisor on the same essential skills. This allows the teacher candidate to demonstrate how they have applied the feedback provided and ultimately demonstrated proficiency of the skill.

4 Actionable

Includes both strengths and areas for improvement. Provides specific actions that can be undertaken to improve their practice and encourage candidate reflection.

Relevant BranchED Resources and Materials

Title	Overview	Type of Resource
<u>A Primer on Inclusive Instruction</u>	<p>This primer provides an overview of inclusive instruction as defined by BranchED. It provides a summary of varied pedagogical frameworks essential to inclusive instruction as well as recommendations on how to implement them in the classroom.</p>	<p>Publication</p>
<u>Complexities in the Classroom: Vignettes for Teacher Candidates</u>	<p>This handbook, developed by a team of teacher educators and their PK-12 partners, consists of a series of vignettes and accompanying protocols to engage teacher candidates in exploring classroom complexities. Vignettes are short stories without an ending about hypothetical characters in specific circumstances or situations and can provide useful focus and stimulus for discussion of difficult-to-explore and sensitive topics. Included are suggestions on how to use the vignettes and protocol, as well as a presentation and facilitator guide for providing professional development on the use of vignettes and protocol.</p>	<p>Tool</p>
<u>Exploring Implicit Linguistic Bias: A Self-Reflection Guide</u>	<p>The purpose of this document is to explore and reflect on implicit linguistic biases to create linguistically inclusive spaces for teaching and learning, especially within the context of writing instruction. Included is a self-reflection bias framework which can be used to examine elements of our teaching, such as teaching philosophy statement, language in our course syllabi or lesson plans, assessment practices, and assignment design through a linguistically inclusive lens that aims to challenge linguistic biases.</p>	<p>Tool</p>
<u>BranchED Inclusive Instruction Rubric & Guide for Implementation</u>	<p>The rubric on inclusive instruction provides a structure for EPPs to formatively assess their courses and program for inclusive practices. The rubric outlines nine research-based criteria and provides opportunities for evaluation, reflection, and planning. The resource also includes an implementation guide that provides guidance for utilizing the rubric.</p>	<p>Tool</p>
<u>BranchED Tool for Reflective, Culturally Sustaining Practice for Teacher Educators</u>	<p>Adopting a critically reflective practice is a responsible way to practice education, allowing us to move forward with hope and make change. The BranchED Tool for Reflective, Culturally Sustaining Practice for Teacher Educators uses critical incidents, a type of reflection on everyday practices that reveal something important about values and social structures.</p>	<p>Tool</p>
<u>Equity in Education: Creating Inclusive Learning Environments</u>	<p>The Equity in Education module explores the characteristics of dominant cultural values within learning environments, which allows participants an opportunity to examine their own practice and classroom structures with an equity lens.</p>	<p>Online Module</p>
<u>Cultivating Equitable Learning Environments for Students Experiencing Poverty</u>	<p>A module designed to equip teacher candidates and in-service teachers with the skills and understanding needed to create and sustain an equitable classroom and school for students and families experiencing poverty.</p>	<p>Online Module</p>
<u>BranchED's Inclusive Instruction Series: Humanizing Instruction</u>	<p>In the “Humanizing Instruction” module, you will learn from Dr. Maria Salazar. In this module Dr. Salazar describes the foundations of humanizing pedagogy along with her own narrative journey in education. This module includes how to identify outcomes associated with a humanizing pedagogy and instruction on approaches to prepare humanizing pre-service teachers.</p>	<p>Online Module</p>

Title	Overview	Type of Resource
<u>Nuts & Bolts Webinar on Innovative Pedagogies: Humanizing Pedagogy</u>	The 2021-2022 Innovative Pedagogies Webinar Series will inspire participants to think about educational practice through lenses which center and humanize historically excluded learners. Our hope is that participants will walk away with an invigorated teaching philosophy and toolkits that revolutionize their practice. This webinar features Dr. María del Carmen Salazar and Dr. William Anderson who will discuss her experience with and development of pedagogical practices that humanize learners.	Recorded Webinar Series
<u>Nuts & Bolts Webinar on Innovative Pedagogies: Afrocentric Pedagogy</u>	The 2021-2022 Innovative Pedagogies Webinar Series will inspire participants to think about educational practice through lenses which center and humanize historically excluded learners. Our hope is that participants will walk away with an invigorated teaching philosophy and toolkits that revolutionize their practice. This webinar features Sharif El-Mekki, who will discuss strategies for revolutionizing education by increasing the number of Black educators so that low-income Black and other disenfranchised students can reap the full-benefits of a quality public education.	Recorded Webinar Series
<u>Nuts & Bolts Webinar on Innovative Pedagogies: Pedagogy of Hope</u>	The 2021-2022 Innovative Pedagogies Webinar Series will inspire participants to think about educational practice through lenses which center and humanize historically excluded learners. Our hope is that participants will walk away with an invigorated teaching philosophy and toolkits that revolutionize their practice. This webinar features Dr. Tiffany D. Pogue, who will discuss a pedagogy of hope, a Freirian critical approach to teaching based on a need for hope and a desire to confront forces of domination.	Recorded Webinar Series
<u>Nuts & Bolts Webinar on Innovative Pedagogies: ELA and Critical Pedagogy</u>	The 2021-2022 Innovative Pedagogies Webinar Series will inspire participants to think about educational practice through lenses which center and humanize historically excluded learners. Our hope is that participants will walk away with an invigorated teaching philosophy and toolkits that revolutionize their practice. This webinar features Dr. Aimée Myers, who will discuss three approaches for revising your English Language Arts (ELA) curricula through a critical lens.	Recorded Webinar Series
<u>Nuts & Bolts Webinar on Innovative Pedagogies: Pathologizing Poverty</u>	The 2021-2022 Innovative Pedagogies Webinar Series will inspire participants to think about educational practice through lenses which center and humanize historically excluded learners. Our hope is that participants will walk away with an invigorated teaching philosophy and toolkits that revolutionize their practice. This webinar features Drs. Tyrone Howard and Kerri Ulluci, who will discuss how to move past the mythologies about poverty that surface in classrooms toward strategies for educating students from impoverished backgrounds.	Recorded Webinar Series
<u>Nuts & Bolts Webinar on Innovative Pedagogies: American Indian Education</u>	The 2021-2022 Innovative Pedagogies Webinar Series will inspire participants to think about educational practice through lenses which center and humanize historically excluded learners. Our hope is that participants will walk away with an invigorated teaching philosophy and toolkits that revolutionize their practice. This webinar features Dr. Gregory Cajete, who will discuss practices for inclusively and effectively teaching American Indian students.	Recorded Webinar Series
<u>Nuts & Bolts Webinar on Innovative Pedagogies: Praxis of Recognition</u>	The 2021-2022 Innovative Pedagogies Webinar Series will inspire participants to think about educational practice through lenses which center and humanize historically excluded learners. Our hope is that participants will walk away with an invigorated teaching philosophy and toolkits that revolutionize their practice. This webinar features Dr. Louie Rodriguez, who will discuss the concept of recognition, a conceptual framework to be applied to curricular and pedagogical experiences of Latina/o youth that seek to raise students' consciousness through critical thinking and dialogue.	Recorded Webinar Series

For additional information on these or other resources, access the [BranchedED Resource Portal](#) or contact info@educatordiversity.org.



- ¹ National Center for Education Statistics. (2023). Characteristics of Public School Teachers. *Condition of Education*. U.S. Department of Education, Institute of Education Sciences. <https://nces.ed.gov/programs/coe/indicator/clr>
- ² National Center for Education Statistics. (2023). Racial/Ethnic Enrollment in Public Schools. *Condition of Education*. U.S. Department of Education, Institute of Education Sciences, <https://nces.ed.gov/programs/coe/indicator/cge>
- ³ Bandura A. (1995). *Self-Efficacy in Changing Societies*. Cambridge University Press.
- ⁴ Schunk, D. H. and DiBenedetto, M. K. (2021). Chapter four – Self-efficacy and human motivation. In A. J. Elliot (Ed.) *Advances in Motivation Science*, Volume 8, pp. 153-179.
- ⁵ Woodcock, S., Sharma, U., Subban, P., & Hitches, E. (2022). Teacher self-efficacy and inclusive education practices: Rethinking teachers’ engagement with inclusive practices. *Teaching and Teacher Education*, 117, Article 103802.
- ⁶ Branch Alliance for Educator Diversity. (2021). Complexities in the classroom: Vignettes for teacher candidates. Branch Alliance for Educator Diversity, Austin, TX. <https://resources.educatordiversity.org/resources/complexities-in-the-classroom-vignettes-for-teacher-candidates>
- ⁷ Access individual briefs on each of the BranchED Framework for the Quality Preparation of Educators’ focus areas at <https://resources.educatordiversity.org/resources/branched-signature-framework-principle-briefs>
- ⁸ Lawshe, C. H. (1975). A quantitative approach to content validity. *Personnel Psychology*, 28, 563-575.
- ⁹ Ayre, C., & Scally, J. (2014). Critical values for Lawshe’s content validity ratio: Revisiting the original methods of calculation. *Measurement and Evaluation in Counseling and Development*, 47(1) 79–86.
- ¹⁰ George, D., & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference*. 11.0 update (4th ed.). Boston: Allyn & Bacon.
- ¹¹ See George, D., & Mallery, P. (2003).
- ¹² Pike, G. R. (1996). Limitations of Using Students’ Self-Reports of Academic Development as Proxies for Traditional Achievement Measures. *Research in Higher Education*, 37(1), 89–114.
- ¹³ To learn more about MRS contact info@educatordiversity.org
- ¹⁴ See Bandura, A. (1995).
- ¹⁵ Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215.
- ¹⁶ Ibid, 80.
- ¹⁷ Casel. (2020). Casel’s SEL Framework: What are the core competence areas and where are they promoted? <https://casel.org/casel-sel-framework-11-2020>



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