

ENVoY & Teacher Efficacy

The following is a summary of the research conducted by Dr. Amy Reed. The title of her dissertation is: An Examination of Educational Non-Verbal Yardsticks Implementation (ENVoY) and the Impact on Teacher Efficacy. This dissertation was submitted to the graduate faculty of Bethel University in partial fulfillment of the requirements for the degree of Doctor of Education in 2018.

Statement of the Problem:

Creating a **positive and academically rigorous learning environment** requires a teacher who is able to create a strong classroom foundation, which is rooted in the ability to form **positive relationships** and **manage the classroom** in a **respectful manner** that embraces the **rich diversity** of today's urban and suburban classrooms (Jones, Jones & Vermette, 2013). Classrooms are increasingly **culturally and linguistically diverse** and have a wide range of **learning abilities** in every class, and because most teachers are Caucasian and derive from middle-class backgrounds (Tileston & Darling, 2008), these **educators may be unintentionally unaware of the needs that diverse learners require**, which include the following: significant relationships, assistance with prioritizing and planning, problem solving, locus of control, ability to trust, and responding to criticism.

Purpose of the Study:

The purpose of this correlational study was to explore the relationship between **Educational Non-Verbal Yardsticks (ENVoY) implementation** (independent variable) to determine if this innovation has an impact on **teacher efficacy in student engagement, classroom management and instructional strategies** (dependent variables). The study answered whether or not **teacher efficacy** is viewed the same by all teaching staff across 24 elementary schools or if there are differences based on a teacher's level of **ENVoY certification and coaching**. **Site level ENVoY implementation** was examined to determine if **teacher efficacy** is impacted by the ENVoY certification level of the elementary school.

Research Questions:

1. What is the relationship between teacher efficacy specific to student engagement, classroom management, and instructional strategies and the level of individual ENVoY certification in elementary school settings as perceived by teachers?
2. What is the relationship between teacher efficacy specific to student engagement, classroom management, and instructional strategies and teachers who receive ongoing ENVoY coaching and those who do not?
3. What is the relationship between teacher efficacy specific to student engagement, classroom management, and instructional strategies and school level ENVoY implementation?

Teacher Efficacy:

While **self-efficacy** is directly related to the belief about **personal competence in a given area**, **teacher efficacy** is defined as the **belief and the ability** as an educator **to promote student success**. (York-Barr, Sommers, Ghore & Monte, 2006).

Methodology (Sample Population):

The sample size for the teacher population was **1,182 licensed teachers** across all twenty-four elementary schools. The following groups of full and part-time teachers were included in the survey: **classroom teachers, English language and special education teachers, specialists, academic support and staff support**. With an overall population of **1,182 licensed teachers**, the sample size needed was 561 total survey responses in order to determine a confidence level of 95%. Survey responses range from **889 to 930 total responses**, which exceeds the required sample size to provide the research results with **95% certainty**.

Results:

- ◆ **ENVoY training has an impact on teacher efficacy** in the areas of engagement, instruction, and classroom management, with the data showing the **strongest difference between demonstration teachers and not certified teachers**.
- ◆ **ENVoY training and certification levels definitely changed how teachers felt about their practice**. It is important to note that the more advanced levels of ENVoY training and certification occur with the demonstration group, and the data supports that this group of teachers has the highest perceptions of teacher efficacy in engagement, instruction, and classroom management.
- ◆ **Teacher efficacy and classroom management was highly significant relative to ENVoY implementation** with a probability value of .000 between demonstration, certified, and not certified teachers. These data also correlate to the research conducted by Edwards, Green, Lyons, Rogers & Swords (1998) which confirmed an increase in individual teacher efficacy and attitude towards school in the group that received ENVoY training and coaching when compared to the control group.
- ◆ The **relationship between teacher efficacy in the area of classroom management and school certification** aligns to the research that supports the ENVoY implementation continuum (Table 6) created by Brickman & Burns (2014), that supports deep levels of school-wide ENVoY Implementation.

Individual Level Implications:

- ◆ To support teachers with **increased efficacy in the area of classroom management**, individual teachers would **benefit from becoming ENVoY certified**, as this is the **beginning benchmark** to further their implementation of ENVoY.
- ◆ Teachers would highly benefit from becoming **demonstration level teachers**, as the data from this study shows an **increase in their perception of teacher efficacy in the areas of student engagement, instruction, and classroom management**. A strong statistical difference exists between certified ENVoY demonstration teachers, certified teachers, and not certified teachers, which indicates that earning demonstration certification elevates the level of efficacy in this group of educators and is the pathway to increased student engagement, instructional strategies, and classroom management.

Organizational Level Implications:

- ◆ **Encourage ENVoY demonstration certification**, create systems and structures for training and support to achieve this rigorous level of certification through ongoing training and support to **implement the advanced strategies and certifications aligned to the demonstration certification process**.
- ◆ **Increase the efficacy** or ability to promote student success in the areas of student engagement, instructional strategies, and classroom management in all staff who work directly with students **by**

providing systemic ENVoY training and support.



Incorporate ENVoY as an innovative school reform or improvement strategy by **measuring the impact** it has on staff, students, and the entire school system.



Encourage **undergraduate and graduate teacher preparation programs to incorporate ENVoY training, implementation, and certification** into their required coursework in order to effectively prepare pre-service educators for success in the areas of classroom management, student engagement, and instructional strategies.

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