Competency Framework Professional Learning Module: Self-Efficacy

Educator Workbook

As you read through the Self-Efficacy Professional Learning Module, please complete this Educator Workbook. It is a fillable PDF, so you can complete the module at your own pace, saving your responses as you go. When complete, submit the PDF via email to researchcollab@ku.edu, and you will receive 9 continuing education units (CEUs).

Name:

Email Address:

State:

District:

School:

Role:

Guided Notes: Self-Efficacy Overview Video

1. Self-Efficacy is an individual's perception of his or her capabilities to perform at an expected level and _____ _____ _____.

2. Self-Efficacy helps students to:
   a.
   b.
   c.

3. The two essential components for self-efficacy that we must teach are:
   a.
   b.

4. Students can increase confidence in their abilities through strategies such as:
   a.
   b.
   c.
   d.

5. Specific feedback from the teacher that is _____ and _____ also reinforces self-efficacy.

Assessment Key

Overview

Reflect and Apply: Now that you know a little more about self-efficacy and why it is essential, as well as how to measure it, take a few minutes to reflect and consider the below questions:

- What are your reasons for wanting to teach self-efficacy?

- What changes do you want to see within your students resulting from teaching self-efficacy?

Part 1: Teaching Students What Self-Efficacy Is and Why It Is Important

1a. Reflect and Apply:
Watch the video to see what this activity might look like in the classroom. As you watch the video, think about how you might facilitate this activity.

- How will you use this activity with your students (e.g., Will you use the quotes we have provided? Will you choose different quotes that are more relatable for your students?)?

- What other modifications can you think of for this activity (e.g., students find quotes on their own or relating the quotes to your content area)?

1b. Reflect and Apply: Sharing personal examples of how we overcame challenges will help students understand the importance of learning self-efficacy. Think of a time in your life when you overcame a challenge.

1. How did you address the first component? How were you able to focus on your effort and progress?

2. How did you address the second component? What steps did you take to increase confidence in your abilities using the four sources for self-efficacy?

1c. Reflect and Apply:

As you watch the video, listen for the ways the young girl uses the four sources to build her confidence.

	Definition	Example
Mastery Experiences	Remembering that you have succeeded in the past and that mistakes are opportunities to learn	
Verbal Persuasion	Focusing on positive praise, constructive feedback, and growth mindset statements	
Physiological Feedback	Recognizing and reducing anxiety through practicing relaxation techniques, writing down worries, physical activity, and positive self-talk	
Vicarious Experiences	Using other people's success to believe that you can succeed	

1d. Reflect and Apply:
Identify an area where you would like your self-efficacy to be higher.
1. How would having high self-efficacy in this area impact your life?

2. What strategies could you use to increase your self-efficacy in this area?

1e. Reflect and Apply:
Think about a time when one of your students has experienced physiological feedback due to stress, anxiety, or frustration.
1. How did you coach the student before learning about how to manage physiological feedback?

2. How will you support your students the next time you notice them experiencing physiological feedback?

3. It is also important to help students learn to predict when they might experience physiological feedback and to plan for how they will manage their emotions. How will you support students in planning how to notice and manage their physiological feedback.

Part 2: Helping Students Understand Their Strengths and Challenges in Self-Efficacy

2a. Reflect and Apply:
Take a few minutes to review the Self-Efficacy Performance-Based Reflection tool. Considering your classroom activities, when could you ask students to use the reflection tool to improve their practice of self-efficacy? Identify 2–3 different times where you will ask students to use this tool and reflect on where they are in their application of self-efficacy as well as identifying how they could improve their self-efficacy.

2b. Reflect and Apply:
Think about a task or goal you are currently working towards, personal or professional. Describe how well you are addressing each component, writing specific things you are doing or could do to address each component; give yourself an overall rating on the task you identified.

	Focus on my effort, progress, and learning Am I currently doing this? How? How could I improve?	Take steps to increase my confidence in my abilities Am I currently doing this? How? How could I improve?	Rate my current self-efficacy in this class/activity/task
			Low High

2c. Reflect and Apply:
Identify likely challenges in providing self-efficacy instruction and how you will focus on your effort, progress, and learning as well as the strategies you will use to increase your confidence as you provide self-efficacy instruction.

Part 3: Approaching Challenges With a Growth Mindset

3a. Reflect and Apply: Think about a particular student you have encountered that approached learning with a fixed mindset.

- What actions and phrases does this student typically use when they are asked to learn something new?

- How might self-efficacy instruction help this student have a growth mindset?

3c. Reflect and Apply:
Watch the second example of an instructional video on neuroplasticity. How will you explain and reinforce the concepts of neuroplasticity and growth mindset with your students?

Part 4: Embedding opportunities for students to practice self-efficacy

4. Reflect and Apply:
As you watch Sandy's reflection, listen for the first four instructional criteria as well as how Sandy addressed Criteria 5 and 6 (getting feedback and reflecting on practice efforts). Record your thoughts below.

1. Instructional Criterion 1 (facilitating understanding)

2. Instructional Criterion 2 (applies to them personally)

3. Instructional Criterion 3 (strengths and challenges in self-efficacy)

4. Instructional Criterion 4 (practice)

5. Instructional Criterion 5 (feedback)

6. Instructional Criterion 6 (reflection)

Guided Notes: College and Career Competency Overview Video

1. The College and Career Competency Framework is an approach that systematically develops students' intrapersonal and interpersonal competencies with practice opportunities integrated into _____.

2. The National Academy of Sciences defined the skills students need for success as falling into these three domains: 1.) _____ 2.) _____ 3.)

3. The *intra*personal domain includes competencies such as:
   -
   -
   -

4. Research has shown that students who have competencies from the **intrapersonal** domain:
   a.
   b.
   c.

5. Students need opportunities to _____ and receive _____.

6. The _____ make up the competency and can be used to teach the competency.

7. There are many resources available for educators at https://www.cccframework.org/. Two of them are:
   a.
   b.

Answer Key

1. academic content. 2. 1) intrapersonal; 2) interpersonal; 3) cognitive. 3. self-efficacy, self-regulation, self-awareness. 4. 1) sustain attention in class; 2) have better retention of subject matter; 3) earn higher salaries. 5. practice, feedback. 6. components. 7. 1) competency videos; 2) Padlets.

Educator Post-Assessment

1. The three domains on the College and Career Competency Wheel are:
   a. Intrapersonal, Interpersonal, and Social-emotional
   b. Self-efficacy, Self-regulation, and Conflict Management
   c. Intrapersonal, Interpersonal, and Cognitive

2. In order for students to develop a competency, they need:
   a. to be high-level learners.
   b. to be given opportunities to practice applying the competency and receive feedback.
   c. to understand the College and Career Competency Wheel.
   d. support from their peers.

3. Choose the best definition of self-efficacy.
   a. Believing in your ability to accomplish your goals in areas/subjects where you have a natural aptitude.
   b. Believing in your ability to accomplish specific, challenging tasks—including understanding that your ability can grow with effort.
   c. Self-esteem, which is confidence in yourself and an overall satisfaction with your abilities.
   d. Believing that you can easily accomplish anything you attempt, because you're a quick learner and you often succeed in classes or other pursuits.

4. When talking to a friend, which of the following statements would support them in building their self-efficacy?
   a. You are naturally talented at this.
   b. Accept that you aren't good at this and find something you are better at.
   c. Practice makes perfect.
   d. Ability grows with effort.

5. The four sources that build self-efficacy are: Mastery Experiences, Vicarious Experiences, Physiological Feedback, and Verbal Persuasion. Which source focuses on thinking about how others have overcome challenges?
   a. Vicarious Experiences
   b. Mastery Experiences
   c. Physiological Feedback
   d. Verbal Persuasion

6. Which of these helps build self-efficacy?
   a. Competition
   b. Learning from others
   c. Focusing on your natural talents
   d. Focusing on your failures

7. Which of these things is NOT likely to be a result of improving your self-efficacy?
   a. Increased confidence in your own abilities.
   b. Increased willingness to take on (and persist in) challenging tasks.
   c. Increased ability to succeed at new tasks on the first try.
   d. Increased ability to view mistakes and constructive criticism as opportunities to learn.

Assessment Answer Key

1. c. Intrapersonal, Interpersonal, and Cognitive. 2. b. to be given opportunities to practice applying the competency and receive feedback. 3. b. Believing in your ability to accomplish specific, challenging tasks—including understanding that your ability can grow with effort. 4. d. Ability grows with effort. 5. a. Vicarious Experiences. 6. b. Learning from others. 7. c. Increased ability to succeed at new tasks on the first try.

Teaching Students Module Activities

Handouts for many of the activities described in the module are provided. The following table provides a cross-reference and links to aid your instruction.

Teach Students Activity	Handout
Teach Students: 1a. Defining Self-Efficacy	Handout 1a
Teach Students: 1b. Self-Efficacy Components	Handout 1b
Teach Students: 1c. The Four Sources for Building Self-Efficacy	Handout 1c
Teach Students: 1d. Areas Where I Have High and Low Self-Efficacy	Handout 1d
Teach Students: 1e. Managing Physiological Feedback Will Help Me Build Self-Efficacy	Handout 1e
Teach Students: 2a. Self-Efficacy Statements	Handout 2a
Teach Students: 2b. Identify Self-Efficacy Strengths	Handout 2b
Teach Students: 2c. Brainstorming Ways to Improve	Handout 2c
Teach Students: 3a. Fixed vs. Growth Mindset	Handout 3a
Teach Students: 3b. What's My Mindset?	Handout 3b
Teach Students: 3c. Brain Basics	Handout 3c
Teach Students: 3d. Reflecting on Self-Efficacy	Handout 3d

Next Steps

You have explored some instructional activities shared with Lessons 1–3 of *Teaching Self-Efficacy in Middle and High School Classrooms* (Noonan & Gaumer Erickson, 2017, pp. 1–16). Test your knowledge by completing the quiz on page 10 of the **Educator Workbook**.

On https://www.cccframework.org/ we provide numerous resources to help you facilitate students' development of self-regulation. Use the checklist below to identify the activities you plan to pursue.

Next Steps

Activity
1. Use the Teach Students instructional activities to introduce the concept of self-efficacy to your students and encourage them to approach challenges with a growth mindset (Lesson 3).
2. Purchase *Teaching Self-Efficacy in Middle and High School Classrooms* and extend your instruction by incorporating additional instructional activities that focus on using mistakes as opportunities to learn and grow (Lesson 4) and exploring the four sources of self-efficacy in greater depth (Lessons 5–8).
3. Review the Self-Efficacy Assessment Suite: Technical Report on https://cccstudent.org. Create an account to launch the online assessments.
4. Explore the https://cccframework.org website. Locate the Self-Efficacy Exploration Resources Padlet and identify two different resources for use in your classroom.
5. Review the Self-Efficacy Practice Profile for Teachers and rate yourself on Section A. Use the practice profile to plan implementation.
6. Review the Self-Efficacy Guidance for Families webpage on https://cccframework.org/ and consider how to provide the information to your students' families.
7. Share what you have learned about self-efficacy with a colleague or administrator. Include information about the student impacts of teaching self-efficacy.
8. Continue your learning through the variety of professional development options. The Professional Learning section on https://cccframework.org outlines numerous options.

Congratulations on finishing the module! Don't forget to submit your PDF for CEUs (see first page of this Educator Workbook for submission instructions).