

Teacher Efficacy and Its Implications for Instructional Librarians

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Self-efficacy: *an individual's belief in their capability to achieve a desired goal*

Teacher efficacy: *a teacher's judgment of their capability to bring about desired outcomes of student learning*

INTRODUCTION

Librarians often enter the profession underprepared for instructional roles and/or inexperienced in teaching. Consequently, many experience feelings of frustration or uncertainty when it comes to whether students are meeting desired learning goals.

This can result from low teacher efficacy beliefs, or a teacher's beliefs in their abilities to achieve specific outcomes for teaching and learning. Teacher efficacy is related to student motivation and achievement, teacher burnout, job satisfaction, and more.

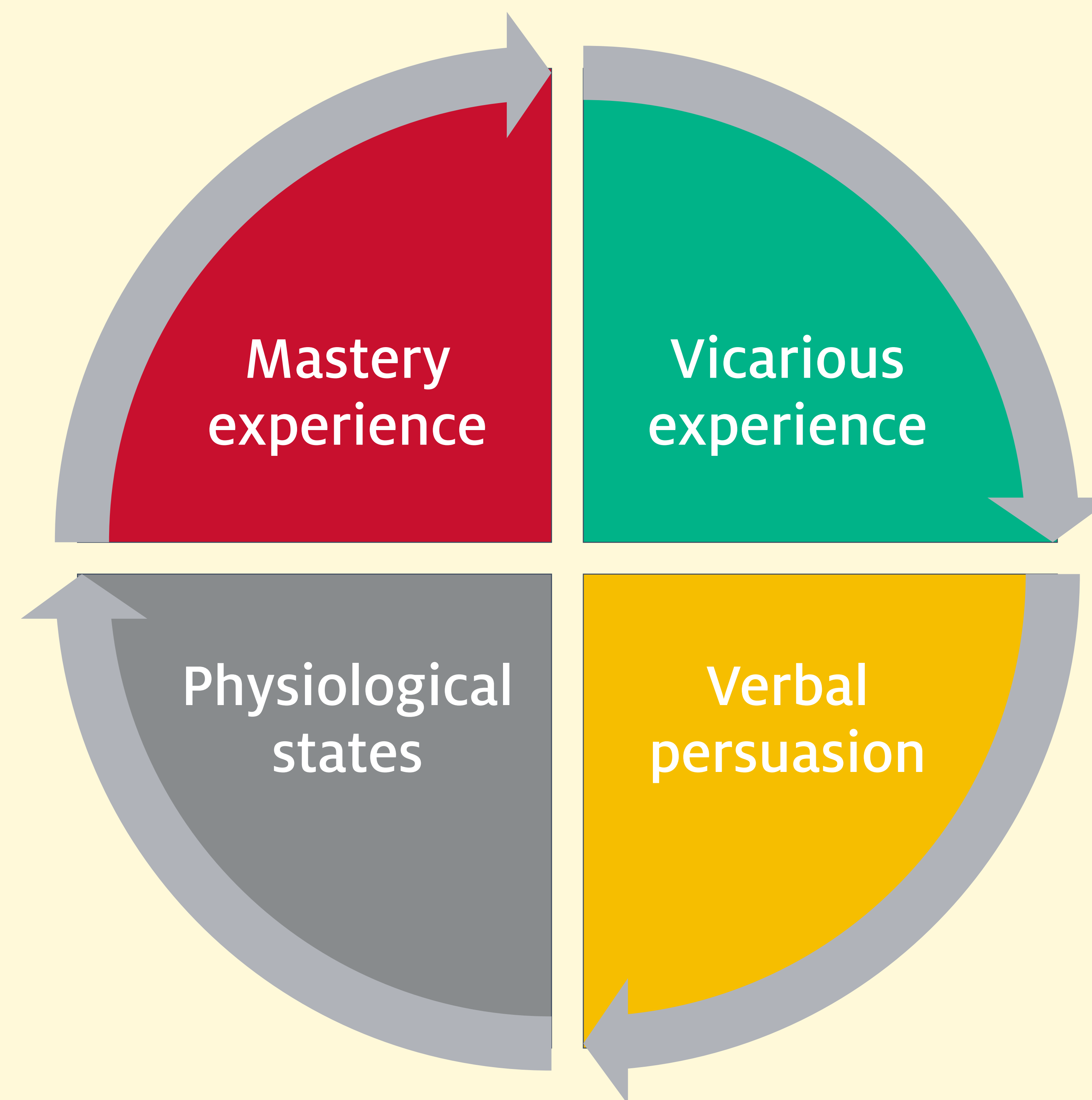
How can academic libraries foster teacher efficacy for instructional librarians?

METHOD

Literature review: intervention models impacting teacher efficacy beliefs in K-12 in-service teachers.

This presentation discusses results from the literature review and draws connections to the context of instruction in academic libraries.

Bandura's sources of self-efficacy



DISCUSSION

When have you experienced difficulty achieving your teaching goals? (e.g., with active learning, student engagement, etc.)

Considering your organizational culture and structure, how can your institution better support librarians' instruction-related responsibilities?

RESULTS

- Comprehensive, multi-part professional development programs provide opportunities to develop teacher efficacy through multiple sources of self-efficacy
- Collaborative approaches are emphasized (e.g., learning communities, collaborative curriculum design), although organizational support is needed for effective implementation
- Mentoring supports teacher efficacy for novices, especially when in combination with other professional development activities
- Organizations should foster a sense of belonging and allow opportunities for teachers to collectively construct their efficacy beliefs

RECOMMENDATIONS

Academic libraries can draw on the k-12 teacher efficacy research in the following ways:

- Utilize Bandura's (1977) four sources of self-efficacy
- Incorporate multiple opportunities to develop instructional knowledge and skills
- Sustain professional development programs over longer periods of time
- Collaborate on lesson planning, teaching, assessment, etc.
- Foster a positive environment around instruction at the organization-level
- Create mentorships for newer instruction librarians