

Cast:

High Efficacy Teacher (HET): Scott

Low Efficacy Teacher (LET): Bri

High Efficacy Student (HES): Joe

Low Efficacy Student (LES): Ryan

High Efficacy Parent (HEP): Tom

Low Efficacy Parent (LEP): Aaron

SCENE 1 (CLASSROOM - LOW EFFICACY TEACHER)

LET: is setting up classroom for the day. Class walks in and sits down. Teacher hands out math worksheets and gives very little instruction, reminding students if they don't get it done during class, they'll have it added to their homework that night.

STUDENT 1: Raises hand.

LET: Ignores it and keeps talking.

STUDENT 2: Interrupts teacher pointing out the student with a question.

LET: Reprimands Student 2 for interrupting. Lets Student 1 ask question, blows off question in a way that insinuates it was dumb without saying so. Student 1 asks a further question, and LET tells student they can ask questions later.

STUDENT 1: Stares at worksheet, can't work on it because teacher didn't answer question and allow further questions. Starts tapping pencil on table and fidgeting loudly.

LET: tells Student 1 to be quiet.

STUDENT 1: still taps pencil.

LET: kicks student out of the class and snaps at the rest of the students.

LIST of low efficacy teacher traits:

Teacher trying to motivate students via threats.

Measuring students against each other by pointing out mistakes and high/low grades.

Over-reactive to disruptive behavior.

Shuts down questions and deeper thinking from students.

Overbearing authority/micromanaging.

Give up on a student after explaining it once.

Criticizing students

Impatience

Two students sitting at a table in math class.

- **LES** hates school.

He doesn't think he is good at math and shuts down.

He is disruptive with his negativity.

He feels hopeless and is in a funk.

When he is kicked out, he makes a scene.

LE Student: I'm just not a math person; I don't get this!

HE Student: I sometimes have trouble, but I think of it as just small steps. I can do small things one at a time, and then answer the problem.

LE Student: Why are there letters in my math problem? And don't even get me started on "imaginary numbers!" It's looks like alphabet soup in the book.... Do you want to see the dinosaur I drew just now?

HE Student: No thanks, I still need to work on this set; I am having a hard time with the higher number problems, but it is getting a little easier.

LE Teacher: No chatting, or I'll put your name on the board! Three strikes, and you're out in the hallway.

LE Student: Sorry, teach. ****Whispers**** I was so worried about that test tomorrow I couldn't eat dinner. I'm so nervous. I hope the teacher gets sick. Maybe I won't come to school tomorrow.

HE Student: I'm a little nervous too, but if I work hard on the homework tonight, I'm sure I'll do fine tomorrow. I got a B last week, so I am trying to do better.

LE Student: I just want a D so that I don't have to do this all again next year.

LE Teacher: I warned you! Working quietly means NO TALKING. LE student, hallway. Now. Don't come back in until I come get you.

LE Student: *Loudly: But it wasn't my fault! HE Student was talking first! This is SO unfair! I hate school! *Stomps out

SCENE 2 (CLASSROOM, HIGH EFFICACY TEACHER)

HE Teacher: *Strides in confidently, stays away from desk:* Greet students by name.

HE Teacher: I looked over your math work from class yesterday, and I'm really proud of you guys for performing so well with the steps I gave you yesterday.

LE/HE Students: *Nodding and smiling: Thanks!

HE Teacher: Okay guys, we'll be building on that knowledge today. Go ahead and take out your homework, and I'll walk you through the first couple problems. Then we can see where you guys had any roadblocks

LE Student (to HE Student): Can I see yours? I didn't know how to do it, so I just watched Bachelorette instead. She'll give us the answers anyway, right?

HE Student: Well, I had to spend a long time on it; the last few problems were really tough! I want to see how she did them. No, you can't copy!

*HE Teacher models problem on board, walks to students and looks at their work.

HE Teacher: (Quietly to LE Student), I see you had some trouble last night. If you are having trouble, I will be here after school to help you out.

SCENE 3 (LOW EFFICACY PARENT/TEACHER CONFERENCE)

Teacher: As you can see, Johnny has been struggling in school. He rarely completes his homework. I think some guidance at home would go a long way.

LE Parent: Johnny can do what he wants at home. I can't worry about what he's doing. At the end of the day, his success in school is YOUR job. Not mine.

Teacher: I'm worried about him; he is missing a lot of what we cover in class because he rarely completes his homework.

LE Parent: Look, I went to school and where did it get me? I don't use it. It's not important.

Teacher: Well, Johnny is always disrupting my class. I have the desks all set up in rows, and he can barely stay in his seat. I have strict rules, and he spends quite a lot of time in the hallway. He hardly ever completes his pages of practice problems in class.

LE Parent: Well, that's your problem. I turn over Johnny's education entirely to his teachers.

SCENE 4 (HIGH EFFICACY PARENT/TEACHER CONFERENCE)

Teacher: Jane has been improving over the course of the year. She's pretty consistent with the work she completes at home. She's been struggling in the past week, though.

HE Parent: Thank you; I've been reading the notes that you sent home. We've been working on her math skills every night after dinner.

Teacher: That's great to hear. This new concept is usually difficult for students to grasp.

HE Parent: Jane knows that school is important, we make sure of that.

Teacher: That's very important. I'm very proud of Jane's performance.

HE Parent: Is there any way that we can get involved at the school? I would love to help out if you need it.

Teacher: Of course!

SCENE 5 (LOW EFFICACY PARENT AT HOME)

LE Student: Hi, Dad.

LE Parent: Hey, kiddo. How was your day? Did you survive your school day?

LE Student: Barely. School's not my scene.

LE Parent: That's my boy! I used to get mad at my school.

LE Student: Yeah I *can* complain.

LE Parent: The teachers who taught me weren't cool.

LE Student: Yeah I *can* complain.

LE Parent: Holding me down, turning me 'round, filling me up with their rules.

LE Student: I got to admit, it's getting worse. A little worse all the time.

SCENE 6 (HIGH EFFICACY PARENT AT HOME)

Mom: Hi Felip, how was your chemistry midterm today? Did you feel more confident about stoichiometry than you did last night? Were the tutors helpful to you?

Felip: It was awful. I basically just wrote my name on the test and walked out. I was so frustrated I almost cried.

Mom: Ok, well, did you get in to see a tutor?

Felip: No mom! I don't want to go to a tutor; it's so embarrassing.

Mom: Well why not? You know they are there to help and support you. There's no need to feel ashamed. Everyone learns differently and some people just need a little more time.

Felip: I feel dumb when I go to the tutors. My classmates don't go, so that means if I go I'm not as smart as they are.

Mom: Now Felip, that's not true. Your classmates may not need to go, but that just means they have different strengths. But, that doesn't mean you can't learn. You are just as capable as they are.

Felip: Whatever.

Mom: You are. Think about it. Which subjects in school are you really good at?

Felip: [Thinking] Well, I guess I'm good in woodshop.

Mom: That's right. The cedar, three-legged table you made with inlaid marble tiling and a polished brass frame last week was nothing short of miraculous.

Felip: Yeah, it was pretty gnarly, wasn't it?

Mom: Absolutely. See, you are a very good learner and very capable. Now, won't you give it another try? There's still a chance for you to come away from all this with a better understanding of the material and an improved grade.

Felip: Thanks mom.

Quotes and stuff....

High Efficacy Student.....Regard ability as an aquirable skill that can be increased by gaining knowledge and competencies...adopt learning goals... 120

Find a quality in failure, learn and move forward in the face of obstacles.

Low Efficacy Student..... When faced with obstacles and failure, people who harbor self doubts about their capabilities slacken their efforts or give up quickly (131)

(Students) people with a low sense of efficacy in a given domain shy away from difficult tasks, which they perceive as personal threats. Low aspirations and weak commitment to the goals they pursue.

HE teacher - Teachers who have a high sense of instructional efficacy devote more classroom time to academic learning, provide students who have difficulty learning with the help they need to succeed, and praise them for their accomplishments

Teachers who believe strongly in their instructional efficacy support development of students' intrinsic interests and academic self directedness (140)

LE teacher- Teachers who lack a sense of instructional efficacy show weak commitment to teaching and spend less time on academic matters. 134

a low sense of academic and self regulatory efficacy is associated with emotional irascibility, physical and verbal aggression and ready disengagement of moral self-sanctions from harmful conduct.

-Teachers with a low sense of efficacy favor a custodial orientation that relies heavily on extrinsic inducements and negative sanctions to get students to study.

HE parent

-“The family plays a ke The y role in their children’s success in school” (p. 143).

-HE parents -prepare their children for school

- (p. 143)
- place a value on education
 - convey belief in their children's scholastic ability
 - encourage language development/comprehension through reading
 - set standards
 - establish regular homework habits
 - help with school work at home [IS THIS DIFFERENT THAN HOMEWORK?]
 - keep track of academic progress
 - reward their efforts
 - support school-related functions
 - assist with school activities
 - participate in school governance or community advocacy groups for school improvement
- =CONNECTEDNESS BETWEEN HOME, SCHOOL, AND COMMUNITY
- Parental participation partly determined by teachers' sense of efficacy (p. 144)

LE Parent

- Turn over their children's education entirely to teachers
- Parental participation partly determined by teachers' sense of efficacy (p. 144)